THE LEARNING MANAGEMENT WITH TIKTOK MEDIA FOR ENGLISH SPEAKING SKILLS OF GRADE 7 CHINESE STUDENTS IN YUNNAN PROVINCE, CHINA

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This research aims to study the learning management with TikTok media for English speaking skills of grade 7 Chinese students in Yunnan Province, China. The researcher investigated whether the use of TikTok media improved the English speaking skills of 30 grade 7 Chinese students and further explored their satisfaction. The cluster random sampling was conducted to select the sample from two grade 7 classes in a middle school. The quantitative data were collected using speaking skill tests (pretest and post-test), and the student satisfactions collected from questionnaires were analyzed and interpreted using inferential statistics (t-test) with \( p \leq 0.05 \) significance, mean, and standard deviation. The results revealed that the mean score of the pretest is 10.73; the mean score of the posttest is 17.20; and the mean difference is 6.46. In addition, the obtained \( p \)-value is .01. The results showed that post-test scores were higher compared to the pretest scores, and the student satisfaction was also positive. Therefore, the results of the study revealed that TikTok media could improve the English speaking skills of the students and also their satisfaction.

Keywords: TikTok Media; grade 7 students; student satisfaction

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Introduction

**Background and rationale for the study**

English holds a pivotal role in daily learning, work, and lifestyles as the global lingua franca. In response to evolving times, the realm of English education in China is compelled to undergo substantial reform. The Ministry of Education introduced fresh English Curriculum Standards for Compulsory Education in 2012, mandating junior high school students to attain fundamental listening, reading, and writing proficiencies, foster basic English communication skills, and underscore the cultivation of critical thinking abilities. Furthermore, the Chinese English Proficiency Scale, unveiled in April 2018, places significant emphasis on the development of speaking competence. Consequently, English-speaking proficiency is now deemed an indispensable requirement in this new era of education.

The significance of incorporating education informatization into the ongoing process of education reform and development is gaining increasing prominence, serving as a pivotal catalyst for innovation and transformation within the educational landscape. TikTok, as an emerging social media platform, encompasses a range of multimedia features, including images, visuals, and textual content, adeptly addressing the diverse and dynamic communicative and expressive needs of its users in an accessible manner. This presents a novel avenue for advancing education informatization. The benefit of TikTok media is that it creates real-life social situations where students can learn how to use language properly and try to communicate with an English way of thinking. It provides a simple and easy way for students to learn spoken English.

Therefore, teachers can improve their teaching by using educational TikTok in the classroom. In the process of students using social media to improve their spoken English after class, teachers should insist on designing each speaking practice activity with the students in mind, focusing on their English-speaking practice works from the students' point of view, thus helping students to reduce their anxiety, improve their self-confidence, and enhance their speaking skill. The rich output practice also helps students improve the accuracy of spoken English in their lives or when communicating with others, not just when reading words and texts. By allowing students to be exposed to spoken English in various forms, such as picture books, dubbing, and reading aloud, passive learning will be transformed into active learning, and learning efficiency will be greatly improved.

Therefore, how to combine TikTok media with English-speaking instruction to improve students' English-speaking skills will be the focus of this paper.

**Research objective**

1. To compare the English-speaking skills of grade 7 Chinese students before and after using TikTok media.
2. To investigate the satisfaction of grade 7 Chinese students with TikTok media in English speaking skills.

**Research hypotheses**

1. The English-speaking skills of grade 7 Chinese students will improve after using TikTok media.
2. The satisfaction of grade 7 Chinese students will be positive after using TikTok media.

**Conceptual**

In this study, the independent variable is the use of TikTok media to teach English skills, and the dependent variables are the improvement of students' English-speaking skills and their satisfaction with TikTok media usage.

- Dependent Variables
  - English-speaking skills
- Independent Variable
  - Use of TikTok media

**Literature review**

**The development of English language in China**

A significant step in modernization in China was achieved during the Qing dynasty as "Yang Jing Bang" English was introduced for purposes of communication and trade. As a result of random exchanges between Chinese and English speakers, Yang Jing Bang English was a written language, not an oral language, and had no unified form. It features a wide range of variations. To replace Yang Jing Bang English, the Eleventh Central Committee of the Communist Party established a modern standard of English in 1978. Due to this, the government has emphasized teaching and learning English, requiring all students who sit for the national examination to pass an English test before advancing to higher education. Consequently, the number of modern schools has gradually increased (Jin, 2020; He, 2019).

**The role of technology in education**

In recent years, TikTok has emerged on the Internet as an educational tool that has changed how learners learn and provided unparalleled advantages over traditional classrooms (Li, 2012; Luo, 2014). More and more middle school English teachers and experts believe that sharing their skills on TikTok can help students learn better spoken English. The platform provides students with relevant English learning resources that can help them solve their problems. In addition to making their lessons fast, this also makes them dynamic and educational.

**Benefits of using TikTok media application in English-speaking classroom**

1. Diversity of English Accents: English is spoken in various accents and environments worldwide, and teachers must recognize this diversity to help students become confident global English communicators. TikTok's international user base exposes students to different dialects and accents, facilitating pronunciation improvement through comparisons.

2. Accessibility and Convenience: TikTok offers easy access to learning materials on mobile devices, eliminating the need for prior computer skills. This convenience benefits both learners and instructors, saving time and effort.

3. Effective Interaction: Unlike traditional teaching, TikTok enables more dynamic and interactive learning. It fosters two-way communication between learners and educators, encouraging students to express themselves openly and engage in discussions.
4. Resource Diversity: TikTok provides diverse learning resources and styles, breaking away from the traditional fixed mindset of English learning. It offers fresh, engaging content and various formats that stimulate students' interest and exploration.

**TikTok video content selection and teaching process**

1. Content Selection: Teachers should select TikTok materials that match the lesson content, highlight key points, and align with students' speaking proficiency. Incorporating engaging elements like humor can motivate students.

2. Age and Student Interests: Consider the age of seventh-grade students (12-15 years old) to maintain their engagement and attention. Use age-appropriate, comprehensible materials that sustain student interest.

3. Classroom Time Management: Limit TikTok-based sessions to around 45 minutes to align with students' attention spans and prevent distractions.

4. Assessing Language Levels: Assess students' language skills to group them effectively. Understanding their language proficiency and cognitive abilities helps make informed decisions about integrating TikTok into the curriculum.

**Teaching process**

1. Pre-reading Introduction: Use TikTok to engage students in pre-reading tasks independently, providing them with a foundational grasp of key vocabulary, sentence structures, and the topic background. This approach aims to stimulate their interest in learning.

2. Demonstration Stage: Direct students to watch TikTok videos to learn word pronunciation and respond physically to reinforce pronunciation accuracy. The focus is on vocabulary acquisition and phonetic correction, fostering learning interest and boosting English-speaking confidence throughout the teaching process.

3. Creation Stage: Utilize TikTok resources to enhance classroom engagement with videos and images, increasing students' interest and enthusiasm for learning. Integrate various activities such as spelling words, reading sample sentences, and role-playing to encourage active oral expression and deepen topic-related comprehension.

4. Summary and Homework: Encourage students to summarize what they have learned during the speaking lesson, with subsequent additions and related homework assignments. Students are encouraged to discuss and share their insights and knowledge via TikTok, applying their learning to real-life situations.

**Research methodology**

This study used a quantitative approach to examine the effectiveness of using TikTok media to teach English speaking skills to 7th-grade middle school students.

To measure the effectiveness of the program, the researchers collected data on Chinese students' English skills through pre-tests and post-tests. Additionally, a questionnaire was administered to measure the satisfaction of using TikTok media to improve the English skills of Grade 7 students.

The data were analyzed using inferential statistics (t-test) and a Likert scale.
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Participants
The target population consisted of two classes of 60 students from a middle school in Yunnan Province, China. The researchers used cluster random sampling to select one class (30 students) that had an equal proportion of male and female students and students with a range of English language proficiency.

Research instruments
1. Lesson Plans: Four lesson plans were prepared over a four-week period, with themes related to food, shopping, transportation, and animals.
2. English Speaking Skill Tests (Pretest and Posttest): The tests focused on four topics (food, shopping, transport, and animals) and consisted of three questions each. Participants were scored using the English Speaking Skills Test scoring criteria.
3. Student Satisfaction Questionnaire: The questionnaire had three sections (interest and motivation, engagement, and efficacy of TikTok media) with five questions each. Students rated their responses on a five-point Likert scale.

Validity and reliability
The research instruments were designed and validated by three experts. The questionnaire had a reliability coefficient of 0.67 or higher, and a Cronbach's Alpha test yielded a satisfactory score of 0.78 for the questionnaire's reliability.

Analysis to compare the English-speaking skills of Grade 7 Chinese students before and after using TikTok media
The results showed that the mean scores for the pretest and posttest were 10.73 and 17.20, respectively. The mean score on the posttest was higher than the mean score on the pretest. The posttest means score was greater by 6.47 points compared to the pretest mean score. Therefore, it can be concluded that everyone progressed and scored higher on the posttest.

Figure 1 - Individual student achievement in pretest and posttest
(made by co-authors)
Additionally, Fig. 2 shows the mean scores for the pretest and posttest, which were 10.73 and 17.20, respectively. The mean score on the posttest was higher than the mean score on the pretest. The posttest mean score was greater by 6.47 points compared to the pretest mean score. Therefore, it can be concluded that everyone progressed and scored higher on the posttest.

![Pretest vs Posttest Scores](image)

**Figure 2 - Comparison of pretest and posttest mean**

Analysis for the Student's Satisfaction of Grade 7 Chinese Students Through TikTok Media in English-Speaking Skills.

Participants' opinions were collected using a 15-item questionnaire, which was based on a five-point Likert scale. The questionnaire consisted of three sections: Interest and Motivation; Engagement; Efficacy of TikTok media on student learning, each with five questions.

Among the three parts, Part A had the highest mean score, with a mean of 4.20 and a standard deviation of 0.84. The mean score for Part B was 4.11, with a standard deviation of 0.85. The mean score for Part C was 4.08, with a standard deviation of 0.85.

So, the overall average of 4.13 is the highest.

The frequency analysis reveals that the mean scores and standard deviations of students' satisfaction with Part A - Interest and Motivation were the highest. "Learning to speak English using TikTok media was fun" (Item 1) had the highest mean score of 4.43, which is within the range of average score for the "top" level.

The mean and standard deviation of students' scores in Section B: Engagement showed that Item 6, "All the activities related to TikTok media were interesting," was rated the highest with a mean score of 4.27.

The mean and standard deviation of students' responses to Section C: Effectiveness of TikTok Media on Student Learning showed that Item 15, "Using TikTok media regularly helped improve my oral expression," had the highest mean score of 4.20.
Conclusion, discussion and recommendations

The first objective of the study was to compare the English-speaking skills of Grade 7 Chinese students before and after using TikTok media in Yunnan Province, China. The results of the pretest and posttest were analyzed using a paired sample t-test to compare the differences between the sample groups.

The statistical analysis of the paired-samples t-test for the English-speaking skill scores showed that the mean score of the post-test (17.20) was higher than that of the pretest (10.73), with a mean difference of 6.47. Since the mean score of the post-test was higher, this indicates that learning English using TikTok media has a positive effect on English-speaking skills.

Thus, the results of this study clearly indicated that the use of TikTok media effectively improved the English-speaking skills of Grade 7 Chinese students in Yunnan Province, China.

The data from Part A of the questionnaire showed that learning English using TikTok media had the highest interest and motivation among learners (X=4.20, SD=0.84). The data from Part B of the questionnaire showed that students had the highest level of engagement and satisfaction when using TikTok media (X=4.11, SD=0.85). The data from Part C of the questionnaire showed that TikTok media had a positive impact on the effectiveness of the students' learning, with the highest satisfaction (X=4.08, SD=0.85).

As noted above, the study found two key results. The first finding showed that the use of TikTok media increased the English proficiency of Chinese students in Yunnan Province, China. A second finding was that Chinese students in Grade 7 showed positive satisfaction regarding the use of TikTok media to learn English speaking. The following discussion evidently presented these findings in detail and explained how they addressed the research questions provided by this study.

Student's English-speaking Skills:

The results of the study showed that using TikTok media to learn spoken English had a significant impact on improving spoken English, which corresponds to Hu (2021), who studied A Short Video Application to English Speaking Teaching in Junior High School. She found a positive shift in the way students learn and, more importantly, a marked improvement in their overall ability to interact with others. Wang (2018) explored the impact of using TikTok media on English-speaking learning outcomes. The results were the same as those of this study, demonstrating the successful implementation of TikTok media and the increase in students' understanding and proficiency in the subject. Data analysis showed that students' English-speaking skills would improve after using TikTok media teaching.

Students' Satisfaction:

TikTok Media introduced innovative elements and fun into teaching activities, bringing a new learning experience for students and increasing the fun and motivation of learning. Ding (2020) study found that teaching with TikTok had a positive impact on college students' motivation and engagement in learning. Students generally reported that TikTok instruction captured their attention and made the learning process more interesting and enjoyable.

The use of TikTok media captured students' attention in terms of audio-visual aspects; TikTok media influenced students' thinking skills in terms of output; and this multi-sensory
experience helped improve students' information absorption and comprehension, enhancing interaction and motivation to learn.

Chang (2020) study found that TikTok instruction encouraged students to participate and share, which enhanced their motivation and incentive to learn. Students feel more motivated to continue learning because of the feedback and support they receive through interaction.

Thus, TikTok media provided students with more ideas and experiences that facilitated speaking practice and communication. Students received feedback and support in their conversational practice and improved their English oral expression. Li's (2012) study further illustrates that TikTok media has a more effective impact on students' learning outcomes through multisensory experiences, short attention spans, and social learning features.

Recommendations for implementation:

The positive outcomes achieved through the utilization of TikTok for learning spoken English suggest that this approach can be extended to other languages as well. It provides advice on various aspects of listening, reading, writing, etc. TikTok media not only enhances English learning for Chinese 7th graders but can also positively impact students of all ages, including elementary, middle school, and university students at all educational levels. TikTok's versatility in providing a wide range of materials is also applicable to other disciplines and can be effectively used as supplementary materials to complement the traditional curriculum and enrich students' learning experiences.

Recommendations for future research:

Considering the study's shortcomings, the researcher suggests the following for further research. This study was confined to 30 Chinese students in Grade 7 in Yunnan Province, China. Therefore, a comparable study may be undertaken with a different sample in a different region of China, which would be valuable for replication and serve to validate and ensure the trustworthiness of the conclusions drawn from this study.

This study was limited by time and was conducted over a period of only 4 weeks. Therefore, further investigations over a longer period of time may result in different results. In order to conduct a comparative study, this study can be repeated to examine the effectiveness of using TikTok media to learn spoken English in different schools in different regions.

All the details of the research have already been presented. Before ending this part, it is evident that the application of TikTok media remarkably provided positive effects on students' English-speaking skills and their satisfaction in learning English.

The application of TikTok media may be an alternative and innovative way of teaching and learning for English language teachers and students in China and everywhere.

The researcher believes that English teachers and English learners around the world will try more ways to learn to speak, and we especially welcome them to try using TikTok media to learn to speak.
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