



ENHANCING STUDENTS' SPEAKING SKILLS THROUGH STORYTELLING ON TIKTOK

Alima Assadiyah¹, Yohannes Gatot Sutapa Yuliana², Wardah³
Tanjungpura University, Pontianak. Indonesia^{1,2,3}
F1022211028@student.untan.ac.id¹, yohanes.gatot.sutapa.y@fkip.untan.ac.id,²
wardah@fkip.untan.ac.id³

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ABSTRACT

This study aims to improve the speaking skills of students in class X.10 at SMAN 3 Pontianak by applying storytelling techniques through the use of TikTok. This study was conducted using the Classroom Action Research (CAR) method and involved 34 students as participants. The study was conducted in two cycles, with adjustments made to the implementation based on the difficulties identified in the first cycle to encourage application and adjustment in the second cycle, thus improving the overall results. The results of the study showed a positive impact on students' speaking skills after implementing storytelling activities through TikTok. This improvement was reflected in both the learning process and learning outcomes. Throughout the process, students demonstrate greater focus, enthusiasm, and participation in classroom activities. These results indicate that digital platforms like TikTok can function not only as entertainment tools but also as innovative and relevant media for improving English speaking skills in an educational context.

INTRODUCTION

Speaking skills play an important role in education, as they support effective communication, build students' confidence, and enhance the learning process. According to Gultom and Oktaviani (2022), speaking reflects the extent to which students have mastered language features. Le (2019) describes speaking as an interactive process in constructing meaning, involving emotional and cognitive engagement between the speaker and the listener. In language learning, speaking is often considered the primary indicator of communicative competence (Newton & Nation, 2020). Robert and Meenakshi (2022) also highlights its relevance in various real-life contexts such as conversations, presentations, and interviews. Similarly, Royani, Sulistyarini, Tukimun (2023) emphasize the importance of speaking for peer interaction, as communication is fundamental to everyday life. Therefore, speaking should be developed actively—not only through memorizing vocabulary or grammar, but through practical use and meaningful engagement (Karimy & Pishkar, 2017; Suban, 2021).

Although technology has been integrated into learning—such as the use of PowerPoint and Canva for dialogue and presentation activities—the reality is that students still find it difficult to improve their speaking skills. Many of them still rely on memorization and reading texts, rather than understanding the proper use of language and correct pronunciation. The main challenges faced are pronunciation, vocabulary mastery, and fluency. Students often struggle to pronounce words, especially those with complex sounds, and frequently misplace stress in intonation, making their speech unclear. The influence of their native language is also quite strong, leading to stiff pronunciation with long pauses and short sentences. Additionally, excessive use of filler words like “um” or “ee,” repetition of the same vocabulary, and a tendency to mix their native language with English make their communication difficult to understand.

Considering the challenges faced by students in the class and the commonly used learning approaches, this study explored the potential of storytelling techniques to improve students' speaking skills. Using an independent curriculum that emphasizes teacher activity in selecting flexible and interesting material using media needed by students (Aditomo, 2023). Storytelling encouraged students to keep practicing, expand vocabulary and sentence structures, and perfect pronunciation to achieve fluency (Ramalingam, Jiar & Mathiyazhagan, 2022; Tifani, Regina, & Wardah, 2020). Storytelling is a dynamic speaking style that improves speaking skills by engaging students in learning activities in a fun and effective way (Assauri, et al., 2022; Dिल्фуza, 2021). Additionally, storytelling makes students more active, expressive, and interactive during the learning process in the classroom, making it one of the techniques that can be utilized (Wafa & Chakim, 2022). This technique allows students to understand and experience practical learning while providing a fun learning experience (Pratiwi & Rahman, 2024).

Previous researchers have proven that the use of storytelling has positive results in improving speaking skills (Assauri et al., 2022; Siavichay-Márquez & Guamán-Luna, 2022; Wafa & Chakim, 2022). However, its application tends to still use conventional methods without utilizing social media that is closely related to students' daily activities. In fact, the use of platforms frequently used by students has the potential to provide a learning experience that is far more interactive, active, creative, and aligned with current digital-based learning. To date, research specifically combining storytelling techniques with TikTok as a medium for English language learning in high schools remains scarce. Therefore, to make storytelling more interesting, this study utilized TikTok as a storytelling platform, leveraging its popularity to attract students' interest in learning English (Yang, Chen & Hung, 2020). Yang (2020) identified that students' perspectives showed a positive attitude towards using TikTok as an English learning platform and can be used to expand English learning strategies and increase students' learning motivation. Interesting multimedia, such as images, videos, and sounds, make students feel more involved and enthusiastic about the learning material (Gurrieri & Drenten, 2018). Abdelmageed and El-Naggar (2018) stated that storytelling application media is very useful for developing students' speaking skills. According to Syafii, Santoso, and Hartono (2021), as students become more proficient in speaking skills, their confidence in using the language increase.

In applying storytelling techniques through TikTok, the researcher used a Classroom Action Research design to facilitate teachers in teaching efficiently and observing students' progress directly. As stated by Zuber (2021), Classroom action research is an ideal type of action research and is one strategy that can be implemented in a school environment because Classroom action research is a very transparent learning model, where teachers can assess student achievement every day without having to wait until the end of the semester. The learning modules were designed according to students' needs, and the

researcher monitored their development and evaluated their speaking skill improvement. This study aims to improve the speaking skills of students in class X.10 at SMAN 3 Pontianak through storytelling techniques based on the TikTok platform. Students participated in storytelling activities by sharing legendary folk tales in video form and uploading them to TikTok. The researchers observe the impact of this method on students' pronunciation, vocabulary mastery, and speaking fluency.

METHOD

This study used a qualitative approach to gain a comprehensive understanding of how students' speaking skills improved. This approach was chosen because the study not only focused on results in the form of numerical scores, but also explored the learning process and students' experiences in depth during individual storytelling activities using TikTok as a media platform. This study employed the Classroom Action Research (CAR) method, as the research was conducted within a classroom setting. The researcher implemented classroom action research to find solutions to problems in the classroom. Classroom action research is research aimed at improving classroom learning through teacher efforts and practices to improve student learning quality in the classroom, developing learning methods and processes, thereby enhancing learning abilities (Wijaya et al., 2023). CAR consists of four interrelated stages, namely planning, implementation, observation, and reflection. These components are arranged in a spiral model by Kemmis and McTaggart, where each step leads to the next in a continuous improvement cycle.

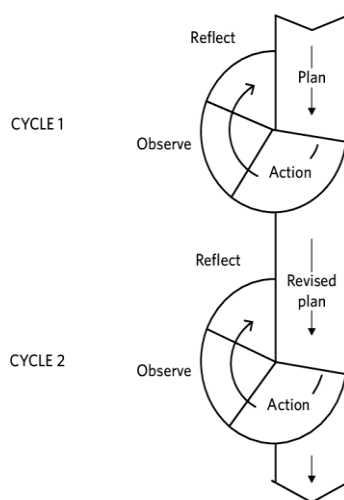


Fig 1. Classroom Action Research by Kemmis and Mc Taggart

In this study, the researcher acted as a collaborator, while the English teacher at SMAN 3 Pontianak served as the classroom practitioner and works together to plan, implement, and evaluate learning activities. In the planning stage, the researcher and subject teachers designed learning modules based on the Merdeka Curriculum, using Indonesian narrative texts and legends as topics. They then prepared to use the TikTok app for storytelling, developed lesson plans, organized classroom activities, provided media and teaching aids, ensured the availability of facilities, and prepared research instruments and data collection techniques to support the implementation and analysis of student performance.

During the action phase, the researcher and subject teachers carry out the planned activities. They explain the narrative text material, demonstrate how to tell stories using TikTok, and provide technical guidance on aspects such as camera position, voice clarity, and other elements. Using the planned topics, students record videos using the TikTok app and upload them to the platform.

In the observation stage, the researcher monitored student participation, responses, active engagement, and speaking performance during the learning process. The researcher noted the ease and difficulty experienced by students, documented the actual classroom conditions during the activity, and recorded student achievements in overcoming identified challenges.

In the reflection stage, the researcher evaluates the observation results to determine the extent to which the learning objectives have been achieved. The researcher identifies the strengths and weaknesses of the storytelling technique and makes the necessary adjustments for the next cycle. The shortcomings of the previous cycle are addressed with improvements in subsequent cycles.

This research was conducted in class X.10 of SMAN 3 Pontianak, located on Jl. Wr. Supratman, Benua Melayu Darat, South Pontianak District, Pontianak City, West Kalimantan. The research took place in the even semester of the 2024/2025 academic year and involved all 34 students in the class as participants. Data were collected using observation and measurement techniques, including observation checklists, field notes, documentation, and a speaking skills assessment rubric. The researcher declared the intervention successful if the average student score reached 75, meeting the school's Minimum Competency, with at least 75% of students scoring above 75. Success was also measured by improvements in learning outcomes and improvements in student activities in the classroom, reflecting improvements in speaking skills, student engagement, and student interest in participating in learning.

RESULTS AND DISCUSSIONS

FINDINGS

Based on the results of classroom action research conducted over two cycles, consisting of three meetings with the application of storytelling techniques on TikTok, with lessons held every Wednesday from 1:00 p.m. to 3:10 p.m. for three lessons, each lasting 45 minutes. Thus, the lessons lasted 135 minutes and were held over three meetings. Before conducting the classroom action research in Cycle I, the researcher developed an action plan, prepared the teaching modules for the first session (narrative text) and the second session (application of storytelling techniques on TikTok), selected learning materials, and designed and prepared assessment instruments for evaluating students' speaking skills based on criteria aligned with the teacher's assessment guidelines for the subject.

The implementation of learning in cycle I began with collaboration between the researcher and subject teachers in teaching narrative text material. Two weeks earlier, students had studied the same material so that they had sufficient knowledge to participate in learning activities. The results of observations showed that most students found narrative texts interesting and enjoyable. During this meeting, the researcher and subject teachers provided structured explanations, then distributed Student Worksheets (LKPD) to measure students' level of understanding. The analysis results showed that most students obtained satisfactory scores. The errors that appeared were generally spelling mistakes due to carelessness, but these did not affect their understanding of the narrative text material.

The second meeting in cycle I focused on storytelling learning based on TikTok media. The learning material covered the procedures for using the TikTok application and storytelling practice. Students were given a project to make storytelling videos at home, which they then uploaded to TikTok, while in class they practiced speaking fluently and confidently. Some students were asked to perform in front of the class. Although some were still shy, the students were very enthusiastic. Other students

waiting for their turn also remained active in practicing from their seats. The learning process was interactive and encouraged active participation. In this session, students were able to follow instructions well. Some showed improvement in their oral storytelling skills, although there were still pauses or repetitions of words. However, their delivery sounded smoother compared to previous exercises.

Based on an analysis of the storytelling videos uploaded by students to TikTok in cycle I, it appears that students are creative in utilizing visual features and that all students are very enthusiastic about completing the assignment. This shows that TikTok provides students with the space to prepare more thoroughly, practice, build confidence, and adapt their individual storytelling styles. Interestingly, some students who are usually passive in face-to-face learning showed high confidence when appearing in front of the camera. However, aspects of pronunciation and clarity of story content were sometimes overlooked, so that students' speaking skills were not yet optimal, especially in terms of clear message delivery and accurate pronunciation. Thus, the results in cycle I showed positive development, but were not yet optimal. Therefore, the researcher and subject teachers decided to proceed to Cycle II to achieve better results. This decision was also supported by the increasing enthusiasm of students toward storytelling on TikTok, both during classroom practice and when creating videos

In cycle II, the researcher and subject teachers focused on the weaknesses identified in the previous cycle through reflection on the results, then developed improvement strategies. The teaching module was updated with an emphasis on practicing the pronunciation of difficult words, as well as providing examples and strategies for storytelling that emphasized fluency and clarity. The learning activity began with the teacher explaining how to speak well, then combining it with the storytelling techniques that would be used. The teacher provided an overview of speaking strategies to help students better understand the speaking skills being learned. To support the practice, the teacher prepared four different narrative texts so that students could choose a story according to their interests. The selection of stories was intended to motivate students to practice their speaking skills. Students are encouraged to practice storytelling more often, especially repeating words under the teacher's guidance to improve pronunciation accuracy. The teacher provides examples of correct pronunciation, which students imitate both in groups and individually. Additionally, students practice telling stories without reading the text, including creating storytelling recordings on TikTok during class activities. Some students are called to the front of the class to practice telling stories while paying attention to intonation, pronunciation, and accuracy. All students appeared to be very engaged. Many students voluntarily raised their hands to try speaking in front of the class, while others practiced from their seats, and some even uploaded their practice results to TikTok. The teacher continued to provide guidance, innovation, and feedback on student performance, particularly in terms of pronunciation, vocabulary usage, and fluency.

Based on the analysis of storytelling videos uploaded by students to TikTok in cycle II, it can be seen that students showed much better improvement. Their pronunciation became clearer, and most students were able to convey stories with better fluency and intonation. The clarity of the story content is also more consistent, indicating that students are paying more attention to message delivery and word choice. Additionally, many students demonstrate greater confidence, not only in front of the cameras but also during in-person practice in the classroom, suggesting that repeated training and feedback from teachers have a positive impact on their speaking performance. For fluency, students speak more smoothly and confidently, with fewer unnecessary pauses. Their stories flow naturally, showing that they are more comfortable expressing their ideas. In terms of pronunciation, students articulate words more clearly, including words that were previously difficult, making their speech easier to follow and more interesting. Interestingly, students are able to combine creativity in using TikTok features, reflecting their creativity in blending stories with app features while improving language accuracy, resulting in engaging and communicative storytelling videos while maintaining focus on the clarity of message delivery. Student enthusiasm is high, with active participation both

during in-class practice and in video assignments.

From the observation sheet of student activities in Cycle I, out of 24 aspects observed, 20 aspects were achieved, while 4 aspects were not optimal. The obstacles that arose included a lack of discipline in wearing uniforms, unpreparedness in bringing learning equipment, and low participation in answering teachers' questions. Based on the calculations shown in Table 1, student activity reached 83.3% with a Good category. Although there were some aspects that were not yet fulfilled, this did not hinder the smooth running of the learning process. Overall, student activity in Cycle I can be said to have been carried out well. Meanwhile, in Cycle II, based on the student activity observation sheet for 25 aspects observed, all aspects were carried out well. The calculations in Table 2 show that student activity reached 100% with a Very Good (Perfect) rating.

Table 1. Results of observations of student learning activity in the classroom

Student Learning Activity in Storytelling on TikTok		
Cycle I		Cycle II
Meeting I	Meeting II	Meeting
83,3%	100%	100%
Good	Very Good	Very Good

In addition to observing student activities, this study also used teacher observation sheets to assess the implementation of learning. The aspects observed on the teacher observation sheets included planning, implementation, use of media, teaching strategies, and classroom management. In cycle I, out of 24 aspects observed, 22 aspects were implemented well. Meanwhile, in cycle II, with a total of 25 aspects, all aspects were implemented well with a percentage of 100%. These results indicate that the learning activities in cycle II were more structured, communicative, and in line with the research objectives.

Table 2. Results of Teacher Activity Observations in Learning

Student Learning Activity in Storytelling on TikTok		
Cycle I		Cycle II
Meeting I	Meeting II	Meeting
100%	100%	100%
Very Good	Very Good	Very Good

In other to observation, students' speaking skills were also assessed based on the results of the storytelling videos they created in each cycle. The assessment focused on four main aspects: grammar, vocabulary, fluency, and pronunciation. Thus, based on the research conducted, it was found that students' learning outcomes in speaking skills through the application of storytelling techniques on TikTok had improved. In Cycle I, the average student score was 74.40, with 17 students (50%) achieving learning proficiency, which is half of the total number of students in the class. In Cycle II, the average student score reached 82.10, with nearly all students achieving learning mastery, totaling 30 students (88.23%). The results in Cycle II met the established success indicators, namely classical learning mastery $\geq 75\%$, as presented in the following table;

Table 3. Results of Teacher Activity Observations in Learning

Description	Score	
	Cycle I	Cycle II
Total Score	2529,5	2791,5
Average	74.40	82,10
Highest Score	88	92,25
Completed	17 students	30 students
Not Completed	17 students	4 students
KKM Percentage	50%	88,23%

Thus, it can be concluded that the application of storytelling techniques through TikTok not only successfully increased student engagement in the classroom but also had a significant impact on improving their speaking skills. This improvement is evident in four key aspects of speaking: grammar, vocabulary, fluency, and pronunciation. Students have become more confident in constructing correct sentences, more diverse in their word choice, more fluent in expressing ideas, and more accurate in pronunciation. This demonstrates that the use of digital media closely tied to students' daily lives can create a more engaging, communicative, and effective learning environment for achieving speaking learning objectives.

DISCUSSIONS

The results of this study indicate that integrating storytelling through TikTok can have a positive impact on improving students' speaking skills and participation. This improvement is in line with the findings of Zuhriyah (2017), who emphasized that storytelling improves fluency and vocabulary usage. In this study, the development from hesitant and stuttering speech before the implementation of storytelling to smoother and more confident delivery during the implementation of learning directly supports this claim.

The increase in enthusiasm and active engagement observed in the classroom is in line with Muklas et al. (2023), who found that storytelling promotes an interactive learning environment that accelerates language acquisition. Similarly, Wafa and Chakim (2022) observed that storytelling encourages expression and peer interaction—a pattern also seen in this study, where students not only present stories but also provide feedback, express opinions, and engage in collaborative discussions. From a technological perspective, these findings confirm the relevance of Anderson, Chung, and Macleroy's (2018) assertion that digital platforms in storytelling activities can significantly enhance speaking skills. Students in this study were motivated by the creative process of selecting stories, preparing content, and recording videos for TikTok. This aligns with Abdelmageed and El-Naggar's (2018) claim that storytelling apps are beneficial for pronunciation, fluency, vocabulary, and grammar, as evidenced by the improvements observed in the application of storytelling on TikTok. Yang's (2020) research further supports these findings, noting that students responded positively to TikTok in English language learning. In this context, the platform not only serves as an entertainment medium but also as a learning tool aligned with the characteristics of the current generation, thereby enhancing motivation and participation.

These results suggest that TikTok-based storytelling is not only a viable tool for improving speaking skills but also for creating an engaging, collaborative, and student-centered classroom environment. This bridges the gap between formal learning and students' digital culture, making learning more relevant and motivating. For educators, this demonstrates that integrating familiar digital platforms into instructional design can enhance students' speaking skills and significantly activate classroom dynamics.

CONCLUSION AND SUGGESTION

CONCLUSION

The results of the study concluded that the application of storytelling techniques through TikTok successfully improved the speaking skills of students in class X.10 at SMAN 3 Pontianak. The use of this technique made the learning environment more engaging, contextual, and relevant for students, encouraging them to become more confident in speaking, expanding their learning horizons, and improving their pronunciation and fluency in performing speaking skills. Students also became more actively involved in the learning process, showing greater enthusiasm and high levels of participation in class, thereby motivating them to express themselves through storytelling on TikTok. This demonstrates that TikTok is not only a source of entertainment but can also be utilized positively as an innovative and relevant learning tool to enhance English speaking skills.

SUGGESTION

Based on the research findings, the researcher suggests that English teachers should be more involved in teaching speaking skills to create a comfortable learning environment and encourage students to be more active in practicing. Teachers can utilize the TikTok app and encourage students to continue practicing even if they make mistakes. Repeated practice helps improve students' confidence and fluency in speaking. Additionally, the researcher suggests that students practice more frequently without hesitation, as mistakes are the first step toward success. It is also recommended that future researchers interested in conducting similar studies further explore innovative and relevant speaking learning strategies. If using storytelling techniques through the TikTok app, the focus of the research should be directed more deeply at the aspects of speaking skills and the application of storytelling techniques themselves. In addition, classroom control also needs to be taken seriously, especially when applied in classes with a large number of students, as this method requires adequate supervision and time management.

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