



## Implementation students' speaking skills by using #duet English conversation on TikTok at SMAN 5 Padang

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### Abstract

*This study used pre-experimental that is aimed to found out the improvement of students' speaking skill by using #duet english conversation on Tiktok. The research population was students of eleventh grade at SMAN 5 Padang. To select one class as the sample, this study used The Cluster Sampling. To Collect the data, this study used #duet english conversation on Tiktok in the treatment and speaking test. The findings of the research conclude that using #duetenglishconversation effectively enhances and improves speaking skills. The results of the pre-test and post-test has significance differences confirms that using #duet english conversation on tiktok develops students' speaking skill in english communication.*

### Keywords:

Speaking Skill, Media in Teaching Speaking, TikTok Application, #duetenglishconversation

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### INTRODUCTION:

In recent years, digital technology has transformed the landscape of language learning. Social media platforms, as before, social media barely use for entertainment, are now increasingly recognized for their educational value, especially Tiktok platforms. Tiktok has turn into one of the most popular and engaging applications among young learners. With its short-form video format and interactive features, TikTok provides opportunities for students to creatively express themselves while practicing language skills in a dynamic, authentic context.

In the other hand, speaking is a vital component of communicative competence and one of the most challenging skills for English as a Foreign Language (EFL) learners to master. According to Brown (2004), speaking involves real-time processing, fluency, accuracy, and interaction, all of which require frequent practice and exposure to authentic communication. Traditional classroom activities often

fail to provide such opportunities, resulting in students who understand grammar but struggle to express themselves confidently in spoken English.

#duet english conversation offers a opportunity to students to engage in virtual real-time conversation. In #duet english conversation, students can respond to a video created by a native speakers or teachers by recording their video side by side. this interactive function enables students to simulate conversations, practice pronunciation, and develop fluency in a dynamic and low-anxiety environment. Moreover, the motivational aspect of Tiktok platforms especially #duet english conversation contributed to students speaking skill improvement. The platform's popularity in this modern era especially among teenagers made it easier for students to connect with the platforms.

Furthermore, those popularity lowered speaking anxiety and increased practice times. According to Handayani (2019), social media tools help students increase their willingness to communicate. Similarly, Zhang (2022), students' views of using short videos for learning useful for claims about motivation and perceived benefits.

## **METHOD**

This research employed a pre-experimental design with a pre-test and post-test approach. The participants were 32 students from class XI.F3 at SMAN 5 Padang. A speaking test served as the primary instrument to evaluate students' speaking abilities, administered both before and after the English conversation intervention. The assessment followed Brown's (2004) criteria, which focused on four indicators: pronunciation, fluency, vocabulary, and grammar. Quantitative methods were used to analyze the data. The pre- and post-test results were examined using a paired sample t-test in SPSS to identify any statistically significant differences between the two sets of scores. In addition, descriptive statistics were utilized to present the mean, standard deviation, and percentage of improvement for each component of speaking performance.

## **RESULTS AND DISCUSSION**

The researcher held the research for XI grade students of SMAN 5 Padang. Researcher chose XI F3 as an experimental class by using cluster sampling. To increase students' speaking skill, researchers set a pre-test for students before studying the material and receiving treatment. Then, after gave a pre-test, treatment with #duet conversation on Tiktok was applied in teaching activities for 6 meetings with 3 different topics of conversation. During the treatment, students were very excited about #duet conversation on Tiktok. They take the activities seriously and actively. After 6 meetings of treatment, students took the post-test to see the improvement of speaking skill. The results of the pre-test and post-test are obtained from the calculation of the speaking aspect. The results and the formula are presented below :

**Table 1. Pre-test Results**

Students	Rater 1	Category	Rater 2	Category	Average
Student 1	8	Poor	8	Poor	8
Student 2	11	Average	12	Average	11,5
Student 3	14	Very good	13	Very good	13,5
Student 4	12	Average	12	Average	12
Student 5	14	Very good	13	Very good	13,5
Student 6	10	Average	11	Average	10,5
Student 7	16	Very good	15	Very good	15,5
Student 8	16	Very good	15	Very good	15,5
Student 9	14	Verygood	15	Verygood	15
Student 10	14	verygood	13	verygood	13
Student 11	16	very good	16	very good	16
Student 12	10	Average	10	Average	10
Student 13	10	Average	10	Average	10
Student 14	10	Average	10	Average	10
Student 15	7	Poor	8	Poor	7,5
Student 16	16	verygood	16	verygood	16
Student17	14	verygood	14	very good	14
Student18	14	verygood	14	very good	14
Student 19	15	Very good	15	Very good	15
Student 20	8	Poor	8	Poor	8
Student 21	14	Very good	14	Very good	14
Student 22	7	Poor	6	Poor	6,5

Student 23	9	Average	9	Average	9
Student 24	12	Average	11	Average	11,5
Student 25	7	Poor	6	Poor	6,5
Student 26	8	Poor	8	Poor	8
Student 27	12	Average	11	Average	11,5
Student 28	15	Very good	14	Very good	14,5
Student 29	11	Average	11	Average	11
Student 30	10	Average	10	Average	10
Student 31	13	Average	12	Average	12,5
Student 32	14	Very good	14	Very good	14
<b>Mean</b>	<b>11,90</b>	<b>Average</b>	<b>11,69</b>	<b>Average</b>	<b>11,8</b>

**Table 2. Post-test Results**

<b>Students</b>	<b>Rater 1</b>	<b>Category</b>	<b>Rater 2</b>	<b>Category</b>	<b>Average</b>
Student 1	15	Very good	15	Very good	15
Student 2	14	very good	14	verygood	14
Student 3	15	very ood	15	very good	15
Student 4	15	very good	15	very good	15
Student 5	17	Excellent	16	Excellent	16,5
Student 6	15	Very good	16	Very good	15,5
Student 7	19	Excellent	17	Excellent	18
Student 8	18	Excellent	18	Excellent	18
Student 9	18	Excellent	17	Excellent	17,5
Student 10	18	Excellent	17	Excellent	17,5

Student 11	17	Excellent	16	Excellent	16,5
Student 12	15	Verygood	15	verygood	15
Student 13	15	II	15	II	15
Student 14	15	II	16	II	15,5
Student 15	15	II	16	II	15,5
Student 16	18	Excellent	17	Excellent	17,5
Student 17	15	Very good	15	Very good	15
Student 18	17	Excellent	16	Excellent	16,5
Student 19	17	Excellent	17	Excellent	17
Student 20	14	very good	16	verygood	15
Student 21	16	very good	15	very good	15,5
Student 22	16	very good	16	Verygood	16
Student 23	16	very good	15	verygood	15,5
Student 24	16	very good	15	verygood	15,5
Student 25	14	Very good	15	Very good	14,5
Student 26	14	Very good	15	Very good	14,5
Student 27	15	Very good	15	Very good	15
Student 28	18	Excellent	17	Excellent	17,5
Student 29	17	Excellent	17	Excellent	17
Student 30	16	verygood	16	verygood	16
Student 31	16	verygood	16	verygood	16
Student 32	17	Excellent	18	Excellent	17,5
<b>Mean</b>	<b>16,03</b>	<b>Very good</b>	<b>15,90</b>	<b>Very good</b>	<b>16,0</b>

According to the table above, average value of the class XI. F 3 as the experimental class increased significantly from 11,80 ( Average) to 16 (very good).

**Table 3. Paired sample test results**

Paired sample test									
		Paired differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.(2-tailed)
Lower	Upper								
Pair 1	Pre-test – Post-test	-4,1719	2,2882	,4045	-4,997	-3,347	-10,314	31	,000

As presented in Table 3, the paired sample t-test yielded a t-value of -11 and a p-value of 0.000, which is lower than the significance level of 0.05. This result indicates that the alternative hypothesis (H1) is accepted, while the null hypothesis (H0) is rejected. Consequently, it can be concluded that there is a statistically significant improvement in the students' speaking skills.

### ***Discussion***

Based on the findings, the normality test results indicated that both the pre-test and post-test scores were normally distributed, as the significance values for both tests exceeded 0.05. This demonstrates that the students' scores followed a normal distribution. According to Creswell (2012), normally distributed data justify the use of parametric statistical analyses, such as the paired-sample t-test, to examine improvements in students' performance. Meeting the normality assumption strengthens the reliability and validity of the statistical results obtained in this study.

Furthermore, the results of the paired-sample t-test revealed a statistically significant difference between the pre-test and post-test scores. The mean score increased from 11.80 to 16.00, with a p-value of 0.000, which is lower than the significance level of 0.05. Therefore, the null hypothesis (H<sub>0</sub>) was rejected, and the alternative hypothesis (H<sub>1</sub>) was accepted. This indicates that there was a significant improvement in the speaking skills of the XI.F3 students after participating in the #duet English conversation activities on TikTok. The improvement is further supported by the mean score comparison, which shows that the class's average pre-

test score was 11.90, and the average post-test score increased substantially to 16.03 following the treatment.

These results demonstrate that the implementation of #duet English conversation activities on TikTok had a positive effect on students' speaking performance. The significant increase in post-test scores confirms that the use of this platform effectively enhances students' English communication abilities, particularly in terms of fluency, pronunciation, grammar, and vocabulary.

## **CONCLUSION**

The results of this study indicate that #duet English conversation activities on TikTok can serve as an effective medium for improving students' speaking skills. This strategy was implemented in class XI.F3 at SMAN 5 Padang, where students actively participated and showed high levels of enthusiasm throughout the treatment process. During each session, students were encouraged to create #duet English conversation videos, which contributed to the gradual improvement of their speaking abilities.

The statistical findings support this observation, as the post-test mean score was significantly higher than the pre-test mean score, with a p-value below 0.05. This result confirms that the improvement observed was statistically significant. Furthermore, the findings align with classroom observations showing noticeable progress in the students' fluency, pronunciation, grammar, and vocabulary after using the #duet English conversation technique.

Nevertheless, this study has certain limitations. Due to time constraints, the intervention was conducted over only six sessions. It is therefore suggested that future studies implement a longer treatment period to obtain more comprehensive results. Despite this limitation, the present findings provide strong evidence that #duet English conversation activities on TikTok are an effective and engaging approach to enhancing students' speaking performance in English.

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