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**THE CONTRIBUTION OF TIKTOK TO IMPROVE FIRST YEAR UNDERGRADUATES'
SPEAKING ACCURACY.**

Tesis para optar al grado de Magíster en Innovación de la Enseñanza, Aprendizaje y
Evaluación del Inglés

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List of acronyms

A1: Basic users of language level of English
 B1: Independent users of the language level of English
 CEFR: Common European Framework of Reference for Languages
 EFL: English as a Foreign Language
 PET: Preliminary English Test
 PPP: Presentation, Practice and Production
 MALL: Mobile Assisted Language Learning

Abstract

The present action research study analyzes the contribution of the picture description strategy and the TikTok application to the speaking accuracy improvement of five undergraduate students from higher education in Chile. Participants had issues when speaking was required, and using TikTok inside the classroom might have a positive outcome as it is an innovative and engaging way of practicing speaking accuracy for students. The research consisted of four intervention sessions where different grammar and vocabulary contents were reviewed. A pre-and post-intervention test, along with a focus group and a rating scale, were applied to the participants to collect data based on two research objectives: to assess students' speaking accuracy skills after using the describing picture strategy in videos uploaded to the TikTok application and to analyze students' perceptions regarding the intervention using TikTok and their improvement in speaking accuracy. The results indicated that using the picture description strategy through TikTok might be beneficial for improving participants' speaking accuracy performance as participants felt and demonstrated an improvement in their results. Moreover, the perception regarding TikTok usage in an educational context was positive as they highlighted the usefulness and easiness of its use.

Keywords: TikTok, Picture Description Strategy, Speaking Accuracy, Action Research, Videos, higher education.

Resumen

El presente estudio de investigación-acción analiza la contribución de la estrategia de descripción de imágenes y la aplicación TikTok en el mejoramiento de la precisión oral de cinco estudiantes de pregrado de educación superior en Chile. Los participantes tenían problemas cuando las habilidades orales eran requeridas, y el uso de TikTok dentro de aula de clases podría tener un resultado positivo, ya que es una forma innovadora y atractiva de practicar la precisión oral en los estudiantes. La investigación consistió en cuatro sesiones de intervención donde diferente gramática y vocabulario fue revisada. Una pre y posevaluación, además de un grupo focal y una escala de valoración, fueron aplicadas a los participantes para recopilar datos basados en los dos objetivos de investigación: evaluar las habilidades de precisión oral de los estudiantes después de usar la estrategia de descripción de imágenes en videos subidos a la aplicación TikTok y analizar las percepciones de los estudiantes en base al uso de TikTok en el proceso de intervención y su mejoramiento de la habilidad de precisión oral. Los resultados indicaron que el uso de la estrategia de descripción de imágenes a través de TikTok podría ser beneficioso para mejorar el rendimiento de los participantes en la precisión oral, ya que los participantes sintieron y demostraron una mejora en sus resultados. Además, la percepción sobre del uso de TikTok dentro de un contexto educativo fue positiva ya que destacaron la utilidad y la facilidad de su uso.

Palabras clave: TikTok, estrategia de descripción de imágenes, precisión Oral, Action Research, Videos, Enseñanza superior.

CHAPTER I: INTRODUCTION

1.1 Problem Statement

Through the years, learning English has become an essential language skill in social and academic contexts as “almost all sectors, such as business, education, economy, and development, use English as a communication bridge with the outside world” (Herlisya & Wiratno, 2022, p. 192). To become competent in the language, learners must master the four language skills: reading, listening, speaking, and writing. Among these language skills, speaking is the primary communication skill used in our daily lives as it allows us to build our vocabulary, ask for clarification, and share points of view in formal and informal situations. Marleni et al. (2021) state that speaking is a process where people “interact and use the language to express their ideas, feelings, and thoughts” (p.1). The fact of delivering ideas effectively can increase the speaker’s confidence, motivation, and negotiation skills.

In a Translation and Interpretation program in a Chilean higher education institution, first-year undergraduate students who enroll in the program are expected to master the four language skills in English to communicate effectively. According to the English Language I course program in their study plan, these students should be able to integrate lexical, grammatical, and phonological items precisely, aiming to have competent and effective communication at a pre-intermediate level (A2 level). They should be able to communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.

However, in the real context, these first-year students struggle while achieving this A2 level, as they are not able to develop meaningful messages in English, they are not very fluent in oral communication competence, and this “deficiency of English oral competence decreases student confidence and willingness to communicate” (Xiuwen & Razali, 2021, p. 1440). Due to that, students underperform in their oral assessments, such as interviews or oral reports where they have to describe images or situations. They present a lack of accuracy and vocabulary, and their messages are inaccurate, so their utterances are poor quality. As mentioned before, it is expected that students achieve the A2 level in speaking, which means that students should be able to describe in simple terms aspects of their background, immediate environment, and matters in areas of immediate need, according to the Common European Framework of Reference (CEFR). However, their lack of strategies and knowledge significantly impacts their language development, substantially affecting their overall skills.

To address this problem, the following study focused on assessing the contribution of the describing picture strategy implemented through the TikTok application to help students improve their speaking accuracy. This application allows people to upload videos with various editing features, and since videos can “be uploaded to any electronic device that has an internet connection, it allows users who don’t have a smartphone to also join the application” (Draganić et al., 2021, p. 114). Due to that, TikTok can be valuable and helpful in teaching as the internet is a resource most students have. By using TikTok, students can record videos to practice their oral skills and prepare themselves for oral evaluations.

TikTok can be used for the picture-description item, as students practice the language by recording their videos where they describe the objects surrounding them. This app is also helpful as students can rewatch the videos and recognize the aspects they must improve. Moreover, this platform allows students to interact with their peers so they can leave

feedback on their classmates' videos. This type of teaching methodology is called m-learning. Mobile learning can be defined as "the use of electronic devices such as smartphones, laptop computers, and tablets as teaching devices" (Cambridge University Press & Assessment, n.d., para. 1).

1.2 Aims

1.2.1 General objective

- To explore the contribution of the describing picture strategy implemented through the TikTok application in a group of first-year undergraduate students' speaking accuracy improvement.

1.2.2 Specific objectives

1. To assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.
2. To analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through videos uploaded to TikTok and their speaking accuracy improvement.

CHAPTER II: THEORETICAL FRAMEWORK

2.1 Social Media and EFL Teaching

The rise of the internet and smartphones have provided people with new resources that facilitate how people access information and communicate with one another. Nowadays, those networks have become essential in people's lifestyles and in their everyday life activities, and most social interactions are done by using those resources. Social media has been established as an internet-based way of communication where people are not required to be face-to-face to have conversations or share. The social media concept has changed over the years as new applications have been used. According to multiple studies made by Perrin (2015), in 2005, social media users were defined as people who used LinkedIn. In 2006, those were the ones who used Myspace. In 2011 were Facebook users, and in 2015 were people who used Twitter. Despite having different social networks, all of them have the same purpose, which is access to new information, the exchange of data, and the idea of bringing people closer, as now it is not mandatory to be face-to-face to communicate with other people.

Social media applications gain new followers yearly, sometimes surpassing billions of users. Nowadays, video-based apps are popular, and platforms such as Instagram or TikTok are the most used among people. Most apps can share text and multimedia resources such as images or video, but these apps fulfill different purposes. Gupta and Bashir (2018) stated four main reasons for using social media: entertainment, socialization, informativeness, and academics. Regarding the academic aspect, social media can also be used for educational purposes and can significantly impact different educational contexts. Due to the new features of social media applications, it is possible to replace some traditional activities with more technological ones, for instance, creating an online poster on Canvas rather than doing one with paper. Social media usage has been increasing since the COVID-19 pandemic, as there was a transition from face-to-face lessons to online classes. The use of social media allows teachers to have an interactive environment where students can collaborate with their peers and use those platforms as valuable tools.

Furthermore, social media platforms can be used formally or informally as part of the educational learning process. Some educational platforms that can be used for formal learning are Microsoft Teams or Canvas, where students can have lessons, find materials, and interact with teachers. For instance, the Canvas LMS works as an educational platform that "allows schools, colleges, and universities to manage their online learning materials and interactions in one place" and "serves as a place for instructors and learners to meet virtually" (Instructure, n.d., para. 4). In contrast, informal learning can be based on interaction, in which people acquire skills and attitudes from their social environment and daily life. A typical activity that students do daily is interacting with their classmates during their free time, improving their speaking fluency and accuracy, mainly because they face real-time communication in a real-life context.

Regarding the pedagogical use of social media applications, there are multiple ways of practicing the four primary language skills using applications that people use daily. For example, an excellent activity for improving writing would be to ask students to write tweets about a movie. By doing this, they are practicing their writing skills through Twitter. Furthermore, by reading others' tweets, it is also possible to improve learners' reading skills. For instance, Sweet-Cushman (2019) conducted a study on the use of Twitter to enhance

students' media literacy by discussing political topics on the platform. As a result of their interactions on the platform, students were able to learn new topics. Other platforms, such as Facebook, can also be used to improve reading skills by reading friends' posts. Additionally, creating TikTok videos encourages the use of speaking and listening skills, as it involves recording oneself and listening to others' videos. Lastly, watching Instagram videos can be beneficial to improve listening skills.

It is possible to highlight positive points regarding students' social media usage. For instance, using TikTok promotes “student motivation, creates an engaging learning environment, and encourages the development of skills such as creativity and curiosity” (Escamilla-Fajardo et al., 2021, p. 1). Moreover, TikTok and Instagram have visual resources that can provide informal learning through watching videos, and it is possible to learn different English skills outside the classroom and watch them at other times. Also, TikTok promotes peer learning as it is possible to use videos and provide more information or discuss the information provided. Finally, TikTok and Instagram have a user-friendly interface that makes it easier for students to understand how it works and to receive recommendations based on their interests. On the other hand, social media applications also have their drawbacks, as they can have a negative impact on mental health and well-being, as their use has been associated with an increase in mental health issues such as anxiety and depression (Nearchou et al., 2020).

Overall, using those platforms can highly benefit the learning process and favor students' learning styles. Shy-natured students seem more comfortable communicating online than expressing themselves in the classroom, and “teachers can also monitor students' progress through an online forum that is not constrained by classroom schedules and school hours” (Sah, 2015, p. 11). Furthermore, those social networks are familiar to students and can facilitate their adaptation process. In the case of teachers, they can use social networks to discuss upcoming assignments or collaborate with other teachers in lesson planning. While social media can be a valuable learning tool in education, it is crucial to be aware of its drawbacks.

2.2 Mobile-Assisted Language Learning

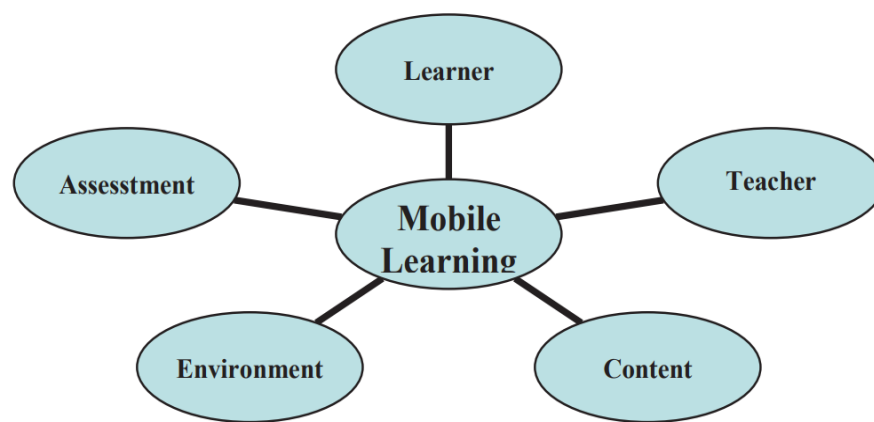
The use of mobile phones has been increasing over the years, and since the last decade, these devices have been used in more tasks than initially expected. Initially, mobile phones were only used as devices to communicate orally with other people. Still, mobile phones also provide other communication methods, such as text or multimedia messages. Nowadays, mobile phones can be used for various purposes and contexts, such as entertainment, meetings, or educational situations. Indeed, mobile phones can be considered the most powerful communication resource-medium, even richer than other sources such as emails or chats, as they can act as a learning device despite their technical limitations, as stated by Miangah (2012). Mobile-assisted language learning includes mobile devices and other technologies such as iPads and computers. That makes a huge difference compared to other models, such as CALL, which only considers using computers for the learning process.

Wan Azli et al. (2018) suggested various viewpoints on the use of mobile devices in an educational context. For instance, Kay et al. (2017) stated that mobile devices could impact students' focus as they prefer to engage in non-academic activities, such as social media for entertainment or gaming, instead of focusing on the lesson. In contrast, other authors

highlight the benefits of Mobile Assisted Language Learning (MALL), as it makes learning more engaging and enjoyable by offering interactive and multimedia features, as Morris et al. (2016) concluded. In general, using MALL inside the classroom can be a valuable tool for teaching lessons in a learning context. So, MALL is strongly related to the educational area, as it has to do with utilizing mobile tools and programs to complement and improve language learning experiences. MALL has gained popularity as an accessible and practical tool for language learners of all levels as smartphones and tablets become more common nowadays. Figure 1, presented by Ozdamli and Cavus (2011), introduces the components of the mobile learning model.

Figure 1

Mobile Learning Model



Note. Retrieved from Ozdamli and Cavus, (2011)

One advantage of Mobile Assisted Language Learning (MALL) is that it encourages “spontaneous and personal learning experiences to take place both within and outside of the classroom environments” (Fithriani, 2021, p. 148). Due to the portability and ease of use of mobile devices, students can easily incorporate resources for language learning into their daily routines and access them whenever and wherever they are. For instance, learners can use them during idle moments, such as while traveling or waiting in line, to engage in productive language practice. Also, the variety of language learning platforms and apps accessible on mobile devices provides engaging and varied learning opportunities; some of these applications that can be used for learning are the TikTok app or Instagram reels. Mobile phones’ portability has facilitated quicker and easier access to information, encouraging students to participate in their education while interacting with others. Also, mobile learning can “serve as an appropriate complementary method to other forms of course delivery thanks to its opportunities of frequent exposure to the target language” (Klimova, 2019, p. 7).

On the contrary, using MALL can also bring disadvantages to the learning experience as the screen size might not be enough to read or watch the contents adequately. Moreover, the dependence on networks “may not always provide very high transmission capacity and may be subject to disturbances of many kinds” (Viberg & Grönlund, 2012, p. 1). Also, it can be used as a personal tool facilitating exam cheating. Finally, as there are plenty of other types

of applications available on mobile devices, learners can easily get distracted from switching from educational applications to entertainment ones.

2.3 TikTok application and its educational benefits

The TikTok application is the international version of Douyin, a Chinese short-video social media app founded in 2016 by the Chinese company Bitedance. It allows users to post audiovisual resources ranging from 15 seconds to 10 minutes. In this application, people can use multiple resources while recording videos: filters, background music, and split screen. On TikTok, users participate in various activities, including watching, contributing, and creating content. TikTok can be downloaded via App Gallery, Google Play Store, and Apple's App Store, and it only works with an internet connection, as it requires showing different videos. This app became very popular during the COVID-19 pandemic as it provided diverse and entertaining content, and in 2020, it surpassed 2 billion mobile downloads. However, TikTok has plenty of different uses, as people not only use it for entertainment but also for sharing exciting information or teaching.

For instance, Herrick et al. (2021) led an investigation based on using TikTok to share personal experiences and produce educational content related to eating disorder recovery. In this study, users had to use hashtags to share their experiences and provide educational context regarding the eating disorder and advice for recovery. The use of TikTok was beneficial as students were encouraged to share their experiences and to learn about the topics. Furthermore, a study conducted by Hayes et al. (2020) explored the contribution of TikTok regarding the facilitation of scientific public engagement and contextualization of chemistry. The idea of this study was that undergraduate students had to create educational videos on different chemistry topics and then upload them on TikTok. Sixteen educational videos were created, with approximately 8,500 views, and had a great reception among viewers. This demonstrates the potential of TikTok as a platform for sharing educational information. Along the same line, plenty of different profiles focus on teaching subjects such as English, Math, or Science, and people can leave their questions in their comment section.

However, TikTok and other social media networks have several advantages, and it cannot be denied that there are also some drawbacks as it is required to have a smartphone and internet connection to watch videos, which not everyone might have. TikTok can also be a distracting source for students; as mentioned before, the platform's primary use is for entertainment videos, and students can get easily distracted while spending more time watching those types of videos than using the app for educational purposes. Due to that, the teacher needs to monitor students when they have inside-classroom activities and clearly state the main aim of using the app.

In conclusion, TikTok has demonstrated its educational benefits in different areas, such as communication, language learning, and storytelling of personal experiences. Its design is easy to follow and provides the opportunity to reach a large audience, making it a valuable platform for involving and motivating learners. It is crucial to monitor students' activity as they can lose focus while using the app, but overall, the app has more benefits than drawbacks.

2.4 The Speaking Skill Development

Speaking is the first aspect to be developed as “human brains are naturally wired to speak; they are not naturally wired to read and write” (Moats & Tolman, 2009, para. 3). Moreover, speaking is an essential skill as it is considered a collaborative activity that takes place in the immediate moment while interacting with other people. Leong and Ahmadi (2017) considered that the importance of speaking ability could be seen in people’s daily activities as it has a “great significance for people interaction where they speak everywhere and every day” (p. 35). The speaking functions are two, transactional and interactional, and those functions allow the speaker to be understood deeply and to convey ideas clearly as “good speaking skills are the act of generating words that can be understood by listeners” (Bahadorfar & Omidvar, 2014, p. 9).

Speaking is an essential aspect of second language learning and teaching; it is a communicative tool and one of four productive skills that must be mastered when learning a foreign language because it allows people to communicate and express their feelings and thoughts. To master this skill, it is required to be proficient in the four different skills that it comprises: fluency, vocabulary, pronunciation, and grammar. In the case of speaking fluency, the main aim is to deliver the message effectively, and it is required to avoid communicative breakdowns and negotiate meaning among participants. It can be defined in two different ways, and the first one is on the smallest domain, which only encompasses a few characteristics like pausing, hesitating, and speech rate. In contrast, the second aspect focuses on the most prominent domain, equivalent to speaking competency (Azeez & Al Bajalani, 2018).

In contrast, three other components are considered part of speaking accuracy: the study of grammar, pronunciation, and vocabulary in speaking activities (Harmer, 2001, as cited in Fitri, 2018). The purpose of being accurate is to effectively communicate the intended meaning by matching the rules and conventions of the language, and this is possible by avoiding any mistake that can interfere with communication. The more grammar and vocabulary learners know, the stronger their speaking skills will be.

Finally, a lack of speaking skills can be present due to different factors, such as having issues with sub-skills. The lack of vocabulary or grammar can affect students’ communication as they start making unnatural pauses, false starts, and hesitate in excess. The same issue with grammar can also provoke mistakes while elaborating sentences. This is very usual in educational contexts where students have to do oral presentations, and it is possible to forget specific contents, which leads to communicative issues such as those mentioned before.

2.4.1 The contribution of TikTok to Support the speaking skill.

Regarding using TikTok as a resource to support speaking skill development, different studies highlight that it can increase students’ confidence as they will have their audience and are not required to be face-to-face or in real-time with other people. Moreover, people can give them “likes,” which is a way of approving the video or showing interest. Also, it is possible to leave comments, which in an educational context can work as a way of providing feedback on students’ videos. The TikTok community is constantly increasing, and it is possible to interact in challenges with other users, join language groups, or share hashtags that are related to education or practicing speaking, as this allows users to find other people

and information related to those topics. Engaging with those communities can provide opportunities for practicing speaking, receiving feedback, and learning from others. This can motivate students to make better videos, improve their speaking skills and confidence, and sharpen their creativity (Herlisya & Wiratno, 2022). Ultimately, this application can provide plenty of benefits to students in their English learning process.

Using TikTok videos allows students to watch their performance, increase their awareness regarding any mistake they made while speaking, and identify those areas of improvement. The TikTok application allows students to practice fluency and accuracy through repetition, as by constantly rehearsing, students consistently improve their weak points. Moreover, it is also possible to compare your speaking performance not only with other students but also with native speakers who are part of that social community, and by doing that, it is possible to learn their pronunciation patterns and work on refining your own. TikTok's format, which is focused on short videos, allows learners to practice their ability to condense their thoughts and ideas into 45 to 60-second videos. Doing that makes it possible to practice communicating effectively within a limited time. Also, another aspect that TikTok provides is authenticity, as it is possible to create videos where role-plays are performed, simulating real-life situations that offer instances of developing a more natural speaking style.

Some research in the field of English language learning, based on the use of the TikTok app, has shown exciting results. For example, a study conducted by Pratiwi et al. (2021) concluded that there is "a positive attitude towards TikTok application used it as an English language learning strategy to help and enhance literacy and speaking skills" (p.371). Regarding other areas, TikTok has been found to affect vocabulary expansion positively. Another study regarding TikTok in an educational context is the one conducted by Mei and Aziz's (2022), which investigated students' perception of TikTok as a tool for English language learning in Malaysia. The results of this study showed that most participants considered TikTok an effective tool for learning English as an L2, as it provided a more enjoyable learning experience and removed the obstacles to learning.

2.5 The describing picture strategy to improve students' speaking skill

A picture can be described as "a painting or drawing, etc., that shows a scene, a person or thing" (Oxford University Press, n.d., para. 1). There are different types of pictures; for instance, Novitasari (2020) considered the following types: flashcards, large wall pictures, cue cards, illustrations, photographs, and projected slides. Pictures can be found in many items, which can "enhance students' participation and create a positive attitude towards English" (Lavalle & Briesmaster, 2017, p. 4). Picture description activities can be considered an efficient method to help students improve their speaking abilities, as this is an essential component of language learning. One example of this is Suparlan and Rosyidi's (2023) study, which concluded that using pictures in teaching "motivated students to develop their ability to speak English" (p. 2248).

There are different ways of applying the picture description strategy, and one way to implement it is by using flashcards. These cards can contain different images related to the vocabulary and grammar that have been reviewed. For instance, if the unit topic is related to household items, the flashcards can contain actions of a person washing the dishes, laying the table, or doing the laundry. Another strategy is to use picture prompts for storytelling. Students are provided with a picture and challenged to develop a narrative based on what they see. This activity encourages students to use their imagination and

helps them practice speaking skills by narrating a coherent and engaging story. Finally, pictures can also be used for role-plays where students are given an image that shows a specific situation or scenario, such as preparing dinner or buying at the supermarket. This type of activity allows students to simulate real-life situations and practice real-life communication skills that, in the end, will help improve fluency and accuracy in speaking.

It is essential to mention that multiple international exams, such as the Cambridge PET, FCE, and CAE, integrate a picture description item. It consists of a series of images students must describe using vocabulary related to the expected English level. In this part of the exam, three images are analyzed, and candidates have about 60 seconds for each picture in which they have to describe the image presented as precisely as they can. Students do not have to answer questions and receive no hint or prompt about what to say, as they must use all the lexical repertoire they have based on people, objects, actions, and places. Depending on the exam level, the complexity of the topic can vary, but in all of them, the instructions are the same: describe as much as possible in 60 seconds. Due to that, proficiency in speaking skills is required, as without fluency, vocabulary, grammar, and pronunciation, students will struggle to pass this spontaneous speech task. Figure 2 illustrates students' tasks during part 2 of the speaking exam.

Figure 2

Cambridge Preliminary English Test, speaking part 2

THE TASK

- ▶ The interlocutor instructs each candidate in turn.
- ▶ The candidates take turns to speak for about 1 minute each.
- ▶ Each candidate is given one colour photograph to describe. The photographs show everyday situations which are relevant to the age group.
- ▶ The candidates describe what they can see in their photograph.
- ▶ When they have finished, they give their photograph back to the interlocutor.

Note. Retrieved from Cambridge English Preliminary for Schools Teachers Handbook (2020)

2.6 Picture description strategy and the PPP Teaching Method

The Presentation, Practice, and Production (PPP) teaching method is a popular pedagogical strategy in language instruction. This teaching method is used in language education, and it offers a structured framework for teaching and practicing new language concepts or abilities, such as grammar or speaking skills. It comprises three stages in which the teacher gradually provides more freedom to students in their language learning, as shown in Figure 3.

Figure 3

Stages of the PPP teaching method



Note. Own elaboration

1. **Presentation:** At this point, “the teacher begins the lesson by setting up a situation, either eliciting or modeling some language that the situation calls for” (Maftoon & Sarem, 2012, p. 32). New language concepts or abilities are presented to the class, which frequently involves adding new grammar rules, vocabulary words, or functional language. Most of the time, that data is presented through strategies such as visuals, real-life situations, and audiovisual materials, all of which are in the format of a brief presentation containing key concepts to be used throughout the session. The idea of the presenting stage is to ensure that the students can comprehend the meaning, structure, and practical use of the language components. It offers a strong starting point for the following practice and production stages.
2. **Practice:** The second stage of the PPP methodology is practice, and the teacher monitors students’ progress, provides feedback, and offers assistance if they have any questions or doubts. During this period, the activities presented to students are controlled, and the aim of this is to help students internalize and reinforce their understanding of the content presented during the presentation stage so that they can practice the introduced language in a supervised environment. Some of the activities presented during this phase are drills, fill-in-the-black, sentence transformation, and any other activity that requires students to use the grammar and vocabulary reviewed. It is crucial that students master those items through the activities to feel more confident about their abilities.
3. **Production:** During the last stage, students are expected to use the language “precisely through autonomous and more creative activities” (Criado, 2013, p. 100). Students must autonomously use the contents to create their material, demonstrating the knowledge and use of the vocabulary and grammar reviewed during the session. Here, the teacher is not totally controlling the activities, and students are given more freedom while doing the activities. This stage encourages students to express their ideas and opinions about the picture.

The PPP teaching method can be effectively used in the context of picture description activities in English lessons. It provides instances of participation that can be used for meaningful language practice and production through analyzing, describing, and expressing their thoughts about the pictures.

In the action research conducted, the describing picture strategy was applied during the three stages of this teaching methodology. During the presentation stage, the contents to be reviewed were introduced to the students through pictures and visual stimuli to provide

visual cues regarding the following steps of the session. Moreover, the activities provided during the practice stage, both controlled and free practice, were based on describing pictures provided by the teacher and had a strong relationship with the lesson contents. This stimulates students' interest, promotes an interactive classroom, and encourages the use of appropriate vocabulary and grammar structures. Finally, the picture description strategy was used during the production stage as the visual source for students to apply the vocabulary and grammar reviewed during the lesson.

Overall, the PPP method provides different advantages and disadvantages in the lessons. Considering students' specific needs, expected goals, and lesson objectives is essential while planning a class with this method. For instance, according to Omar et al. (2021), PPP's emphasis on grammar drills and lack of exposure to meaningful tasks may prevent students from properly developing speaking abilities. Due to that, it is crucial to be careful regarding how the lesson will be designed. This approach benefits the introduction of new language concepts, offers a structured lesson framework due to the three established stages, and encourages students to use the language in authentic contexts. This method enhances language acquisition and the development of communicative competencies, and with the addition of picture description strategies, it is a great model for practicing speaking abilities.

CHAPTER III: METHODOLOGY

3.1 Type of research

The present study is an action research set under a mixed methodology. It requires the analysis of a situation and the design of an action plan to improve the present problem, as “only through action is legitimate understanding possible” (Bradbury-Huang, 2010, p. 93). Clark (2020) defines action research as a process for improving educational practice as its methods involve different processes, such as action, evaluation, and reflection. This type of research provides opportunities to reflect on and evaluate outcomes to benefit students’ professional development (Lufungulo et al., 2021).

In the following study, a problem was identified in a particular context. A group of 1st-year undergraduate students from the Translation and Interpretation Program from a higher education institution in Chile experienced problems in speaking accuracy in their language lessons. Speaking skills are crucial for active communication, and these students struggled to achieve the grammar and vocabulary accuracy expected to be mastered (A2 level) in their English Language I course. The solution proposed to solve this issue was to practice those speaking accuracy components using the picture description strategy implemented using TikTok. An action plan was designed to apply this describing picture strategy through four intervention sessions. This study will be helpful for teachers of English in charge of 1st-year undergraduate students as this sample has recently joined the university and has different educational backgrounds and, consequently, different English levels.

3.2 Participants

The study sample comprised a group of first-year undergraduates from the Translation and Interpretation program at a Chilean higher education institution. The students were enrolled in the annual Language I Course, which includes 8 hours per week (4 sessions weekly). The course had 22 students, but only five were available to participate in the study, which were students who presented a deficient level of English compared to the rest of the class and enrolled on reinforcement sessions. For this reason, this sample is considered a convenience sample. In this non-probability sample, participants are selected as they meet specific practical criteria, such as geographical proximity, availability at a particular time, or easy accessibility (Dornyei, 2007).

They were primarily female, as only 1 out of the 5 participants was a male, and their ages ranged between 17 and 18 years old as most of them had recently joined the university. The participants came from different educational backgrounds, so their speaking level was based on their English experiences. For instance, there were some participants who did not have English at school. In general terms, they had a lack of vocabulary and grammar structures, which limited their fluency and accuracy in the language. They were expected to be at the A2 level, according to the CEFR (Council of Europe, 2001).

3.3 Research Question and Objectives

3.3.1 Research question

- To what extent can the use of the describing picture strategy implemented through the TikTok platform improve translation first-year undergraduate students' speaking accuracy?

3.3.2 General Objective

- To explore the contribution of the describing picture strategy implemented through the TikTok application in a group of first-year undergraduate students' speaking accuracy improvement.

3.3.3. Specific Objectives

- To assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.
- To analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through videos uploaded to TikTok and their speaking accuracy improvement.

3.4 Research Problem

The current study emerged after observing the speaking accuracy problems of a group of first-year undergraduate students from a higher educational institution's Translation and Interpretation program. This situation happened when they had to face their oral assessments. Students were registered in the English Language I course, in which they were required to perform different oral tasks throughout the semester, and some of them struggled with their speaking accuracy because they did not use the vocabulary and grammar structures learned during the course, achieving a deficient performance. In this case, this study focused on the last oral assignment they had to perform, an oral interview, where students were asked to describe a picture in detail in 60 seconds, using the vocabulary and grammatical structures taught in this course.

This specific group of students could not communicate effectively and complete the oral assignment since they did not possess the speaking accuracy necessary for the course level, which is an A2. As a result, they struggled to construct meaningful messages in English due to their deficient grammar and vocabulary accuracy. Their level of English was low due to the fact that in high school, some of these students had not had English lessons during the pandemic, which highly impacted their current English level as there was a lack of instances of promoting oral communication, resulting in deficient oral competence in the language. This deficiency in English oral competence decreased students' confidence and willingness to communicate, leading to negative perceptions of the language (Xiuwen & Razali, 2021).

For instance, students struggled to express themselves effectively in the classroom. One of the major reasons for this is the lack of vocabulary and the tendency to use inappropriate

grammatical structures. This problem leads to a decrease in academic performance and confidence as students struggle to communicate their thoughts and ideas clearly and effectively. To deal with this problem, the picture description strategy was introduced using the TikTok app, aiming to practice and improve students' speaking accuracy through the intervention sessions.

3.5 Stages of the Action Plan

The action plan consisted of an intervention of 4 sessions in which the picture description strategy was used to help students improve their speaking accuracy in the language. The grammar and vocabulary selected for describing pictures were based on the contents that students had reviewed during other lessons, and the main aim was to assess the students' oral performance in the pre- and post-intervention tests applied to them. The Tik Tok platform was used during the sessions to support the picture description strategy developed in class. Students had to record a video at the end of the lesson and upload it to Tik Tok as a final oral task. Detailed information of the action plan is presented in Table N°1.

Table 1

Stages of the intervention

Date	Time	Lesson objective	Activities	Research Objective
May 16	45 Minutes	Describe pictures orally in English by using present simple and vocabulary related to household items in English.	<p>Presentation: The teacher introduces and illustrates present simple and household items through a presentation and a TikTok video.</p> <p>Controlled Practice: The teacher provides an image and a script about how to describe pictures. Students discuss the image and highlight words and sentences they found helpful for picture description.</p> <p>Free Practice: Students have to write their script based on a new image; the teacher provides some headlines that students could use to guide their writing.</p> <p>Production stage: Students produce an oral picture description using the script written during the previous stage and the vocabulary and grammar introduced during the presentation stage. Students have to record a 60-second TikTok video describing the presented image in as much detail as possible.</p>	SO 1: To assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.

May 17	50 Minutes	Describe pictures orally in English by using present simple and vocabulary related to describe people in English.	<p>Presentation: By using a presentation and TikTok video, the teacher illustrates how to use present simple to describe objects and vocabulary used to describe people.</p> <p>Controlled Practice: The teacher provides students with a script and an example describing a picture. Students discuss the picture and underline any phrases or words that helped them describe it.</p> <p>Free Practice: Students are required to write a script based on a new image, and the teacher presents some headlines they can use as a model.</p> <p>Production stage: Students use the script written during the previous stage and the vocabulary and grammar they reviewed to create an oral picture description. Students are required to create a 60-second TikTok video in which they describe the displayed image in as much detail as possible.</p>
May 24	45 Minutes	Describe pictures orally in English by using past simple and vocabulary related to paintings in English.	<p>Presentation: Through a presentation and a TikTok video, the teacher introduces how to use the past simple and vocabulary related to paintings.</p> <p>Controlled Practice: The teacher provides an image and a script about how to describe pictures. Students discuss the image and highlight words and sentences they found helpful for picture description.</p> <p>Free Practice: Students have to write their script based on a new image; the teacher provides some headlines that students could use to guide their writing.</p> <p>Production stage: Students produce an oral picture description using the script written during the previous stage and the vocabulary and grammar reviewed. Students have to record a 60-second TikTok video describing the presented image in as much detail as possible.</p>

May 30	50 Minutes	Orally describe pictures in English by using present continuous and vocabulary related to shopping in English.	<p>Presentation: The teacher introduces and illustrates present continuous and shopping vocabulary by the use of a powerpoint presentation and a TikTok video.</p> <p>Controlled Practice: The teacher provides an image and a script about how to describe pictures. Students discuss the image and highlight words and sentences they found helpful for picture description.</p> <p>Free Practice: Students have to write their script based on a new image; the teacher provides some headlines that students could use to guide their writing.</p> <p>Production stage: Students use the script they wrote during the practice stage and the vocabulary and grammar they reviewed to create an oral picture description. Students have to create a 60-second TikTok video that describes the picture they see in as much detail as possible.</p>	
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Note. Own elaboration

3.6 Data collection techniques

3.6.1 Pre- and Post-intervention speaking tasks.

Applying a pre-and post-intervention task requires an analysis in terms of participants' scores before and after the intervention; if there are any changes, these are interpreted to reflect the effectiveness of the intervention (Frey, 2018). Both pre-and post-intervention tasks were necessary to keep a record of students' speaking accuracy performance, as this was connected to the first specific objective, which was to assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application. Pre- and post-intervention tasks were used in this action research as it was highly beneficial to have an insight into students' speaking accuracy performance and compare how the use of grammar structures and vocabulary accuracy improved throughout the intervention (See appendix A for the sample activity).

The pre- and post-speaking assessments were based on the Cambridge PET speaking Part 2, an activity where students are required to look at one image and describe it in detail in 60 seconds using complete oral sentences. In this case, students were expected to use the grammar structures related to present simple, continuous, and past simple. Regarding the topics, vocabulary related to shopping, describing people, paintings, and household items were required for the evaluation as those were the topics shown in the images. This picture-

description task is part of the last English Language I course assignment, an oral interview in which students had to use the grammar and vocabulary learned during the course. The pre-intervention test was applied before the intervention, and the objective was to get insight into students' speaking accuracy performance before conducting the intervention. The post-intervention test was based on the same task applied during the pre-intervention test, and only the image was different. Moreover, pre- and post-speaking tasks were assessed using a rubric with four indicators: grammar range, grammar accuracy, vocabulary range, and vocabulary accuracy. During the post-intervention, it was expected to observe an improvement in students' grammar and vocabulary accuracy as the intervention had already been applied. Results were compared in relation to the first specific objective, to assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.

3.6.2 Speaking Analytic Rubric

A validated analytic rubric used in the English language course to assess oral interviews was employed to evaluate students' speaking accuracy before and after the intervention task (See appendix B for the complete rubric). This instrument gathered data from both speaking tasks and analyzed them regarding the first specific objective of the study to check if there had been any improvement in the student's speaking accuracy. The usefulness of this instrument was that the teacher graded each area of speaking performance by allocating points or weights to specific criteria and provided comments on one's strengths and weaknesses (Skibba, 2018).

This instrument was provided by the course professor, and it had criteria aspects such as grammar accuracy, grammar range, vocabulary range, vocabulary accuracy, pronunciation, interactive communication, and fluency. However, for the purpose of the study, the rubric was adapted, and only the grammar and vocabulary criteria were analyzed as they were strongly related to the specific objective. The rubric was presented to students during the first intervention session to clarify each descriptor and prevent misconceptions about the intervention evaluation process. It had a total score of 16 points, considering 4 points as a maximum score in each of the four criteria. Each criterion was described using one of the following four descriptors: excellent, good, fair, or poor. The purpose of the rubric was to evaluate students' speaking accuracy based on the describing picture strategy applied to videos recorded and uploaded to Tik Tok. The rubric had a total score of 16 points, considering 4 points as a maximum per criterion.

3.6.3 Self-assessment rating scale

At the end of each session of the intervention, an online rating scale made up of 6 questions was used as a self-assessment, and this instrument was based on the same criteria of the analytic rubric, which were grammar and vocabulary accuracy. The purpose of applying it after every session was to monitor students' progress during the sessions, the use of the description picture strategy used in class, and how much the participants perceived their grammar and vocabulary accuracy had improved. Moreover, this rating scale was also linked to the second specific objective.

The purpose of self-assessment was to verify if students could analyze their feedback regarding what they had learned about their strengths and weaknesses (Usher, 2023). In this case, students' self-assessments collected information regarding two dimensions: the usefulness of the describing picture strategy and the improvement of their speaking

accuracy. It was necessary to keep a record of students' progress in their speaking accuracy in class and to know if that improvement, if there was any, was a result of the intervention and not of any other external factors. As mentioned, this data helped meet specific objective one, in which students' performance was analyzed after the whole intervention to understand how much students had improved after a lesson.

3.6.4 A Focus group

The focus group was held once at the end of the intervention and was conducted in Spanish. This was due to students' poor level of English and the idea of gathering more data if participants were able to speak in their mother tongue. This instrument aimed to assess the second specific objective: To analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through videos uploaded to TikTok and their speaking accuracy improvement.

The primary goal of the focus group was to gain access to respondents' attitudes and feelings, allowing them to generate ideas and express how they felt about the intervention process (Charbaji, 2022). With this instrument, it was easier to work with most of the participants, allowing the researcher to gather a wide range of data about students, such as their perceptions of TikTok for enhancing speaking accuracy or the benefits and drawbacks they encountered while using the app. The themes discussed were five, related to the categories of students' strengths, weaknesses, and improvement observed after the intervention was finished (see Appendix C for further details). The focus group was the primary source of qualitative data for this study, and it was applied after the TikTok intervention, as the focus was to know the impact of the intervention on students' perceptions. Due to the limited time, this focus group was carried out with all the participants in one group.

3.7 Data analysis techniques

The data was collected in accordance with the various tools employed to compile pertinent data. The information gathered from the analytical rubric used to assess the students' pre- and post-oral tasks was examined, considering the first specific objective in which it was necessary to compare the variation in the participants' average scores and the individual scores from the speaking accuracy criteria evaluated. The criteria were linked to speaking accuracy, specifically grammar and vocabulary accuracy and range. For that instrument, descriptive statistics, precisely the mean and standard deviation measure, was used to analyze and summarize the data. These statistical procedures are designed to identify or display specific patterns or trends in the data (Cooksey, 2020).

The idea of analyzing the students' test scores was to identify the average score that students had achieved and to examine the main changes during the intervention regarding any improvement in students' speaking accuracy, criteria related to the first specific objective of the study. Additionally, the self-assessment rating scale applied at the end of the intervention provided insights into how much the students' speaking accuracy had improved. This data was analyzed to meet the second Specific Objective: analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through videos uploaded to TikTok and their speaking accuracy improvement.

Finally, a thematic analysis was used to analyze the audio-recorded data collected from the focus group, as the researcher could see and understand collective or shared meanings and experiences using this type of analysis (Braun & Clarke, 2012). Once the data was collected, students' responses were deeply analyzed, aiming to find relationship between the themes provided and their responses. The thematic analysis proved to be valuable as some sub-themes were found, which were closely linked to specific objective two.

Overall, a triangulation of the information was carried out to analyze the results by comparing the outcomes of both the pre- and post-intervention tests with the focus group analysis of the student's perceptions.

CHAPTER IV: FINDINGS

This chapter presents the findings of this Action Research study organized by specific objective. Quantitative data is linked to the first specific objective of the study, and it was collected using the pre-and post-intervention oral test scores, which were applied before and after the implementation of the picture-description strategy to support the students' speaking skills. The results of both tests were assessed and analyzed using an analytic rubric used in the Language I Course of the Translation and Interpretation Program. The second specific objective used both qualitative and quantitative data, and it was gathered using two different instruments: a focus group and a self-assessment. In the case of the focus group, participants had to discuss five themes at the end of the intervention process. Regarding the self-assessment, a google forms rating scale was provided to students at the end of the study to gather information about the usefulness of the sessions.

4.1 Specific Objective 1: To assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.

To assess students' improvement in their speaking accuracy observed in their videos uploaded to Tik Tok, an analytic rubric was used for assessing their pre and posttests, which focused on grammar and vocabulary range and accuracy. The analytic rubric had six criteria: grammar range, grammar accuracy, vocabulary range, vocabulary accuracy, pronunciation, interactive communication, and fluency. But, for the purpose of this study, the rubric was adapted, and only 4 of these criteria were analyzed: grammar range, grammar accuracy, vocabulary range, and vocabulary accuracy. The maximum score to be achieved by participants was 16 points. The participants' mean score and the standard deviation were calculated in both pre- and post-intervention tests, as shown in Table 2.

Table 2

Students' pre- and post-intervention speaking accuracy global scores

Participants	Pre-intervention speaking score (16 points)	Post-intervention speaking score (16 points)	Difference
Student 1	7	10	3
Student 2	8	12	4
Student 3	8	12	4
Student 4	11	12	1
Student 5	8	10	2
Mean Score	8.4	11.2	2.8
Standard Deviation	1.5	1.1	0.4

Note. Own elaboration

As shown in Table 2, the results showed that participants improved their speaking accuracy after the intervention. By analyzing the individual scores, it can be observed that the five participants improved their scores, resulting in an overall increase in the global mean value from 8.4 to 11.2 points. This improvement in the mean score is a positive outcome, indicating that students were more proficient in their grammar and vocabulary accuracy and range after the intervention. Most students had an increment of scores of at least 2 points between the pre- and post-intervention tests. On the one hand, two students significantly increased their overall score, moving from 8 to 12 points, which was the most significant improvement in the study. On the other hand, there was a student who only improved one point, moving from 11 to 12 points.

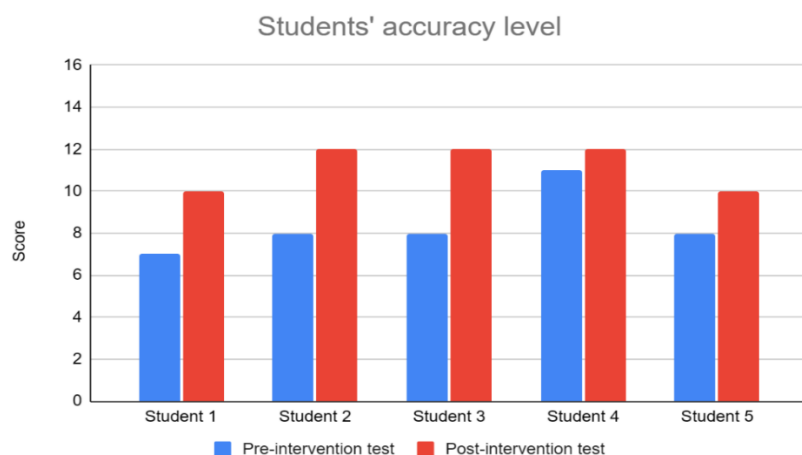
The standard deviation score showed a small degree of variation between the pre-test and the post-test, which means that students' results were clustered around the mean value, demonstrating a similarity regarding their English performance in the oral tasks. In the case of the pre-intervention test, the standard deviation was 1.5, while in the post-intervention test, a decrease of 0.4 points was observed, which denotes a more reliable improvement.

4.1.1 Students' pre- and post-intervention individual results

As shown in Figure 4, all the participants improved their speaking accuracy after using the describing picture-strategy and uploading their videos to the TikTok application. In the pre-intervention test, most participants (4 out of 5) could not achieve more than 8 points, except for one who achieved 11 points; in the post-intervention test, most participants (3 out of 5) reached 12 points, while the rest scored 10 points. Participants 2 and 3 showed an improvement of 4 points between the pre and post-test, an increase of 50% in their score. Participants 1 and 5 had the lowest final score, achieving only 10 out of 16 points in the post-intervention test. Despite improving their initial scores, they were still behind the 12 points other participants achieved and further from the ideal score (16 points total). Figure 4 displays the participants' results.

Figure 4

Students' individual speaking accuracy scores in the pre and post-tests



Note. Own elaboration

4.1.2 Students' Pre- and Post-intervention Test Individual Scores and Level of Achievement in the grammar accuracy criterion.

The evaluation of the participants' grammar accuracy levels in the pre- and post-intervention oral task was assessed using an analytic rubric, which considered four proficiency levels, as presented in Table 3.

Table 3

Grammar accuracy indicators of the analytic rubric

Language	Excellent: 4	Good: 3	Fair: 2	Poor: 1
Grammar Accuracy	Accurate use of structures taught. (Past, present, future) 1 or 2 mistakes.	Minimal errors (3 or 4 errors) in grammar/word order which do not obscure meaning.	Frequent errors in grammar/word order which hinder meaning. (5 to 6 errors)	Frequent major errors inhibit communication. (7 or more)

Note. English Language Course I Analytic rubric

The students' individual scores regarding grammar accuracy in the pre- and post-intervention tests are shown in Table 4.

Table 4

Students' pre- and post-intervention scores in the grammar accuracy criterion

Participants	Pre-intervention grammar accuracy score	Pre-intervention level of achievement	Post-intervention grammar accuracy score	Post-intervention level of achievement
Student 1	2	Fair	2	Fair
Student 2	2	Fair	3	Good
Student 3	2	Fair	3	Good
Student 4	3	Good	3	Good
Student 5	2	Fair	2	Fair
Mean Score	2.2	Fair	2.6	Good
Standard Deviation	0.4	80% Fair 20% Good	0.5	40% Fair 60% Good

Note. Own elaboration

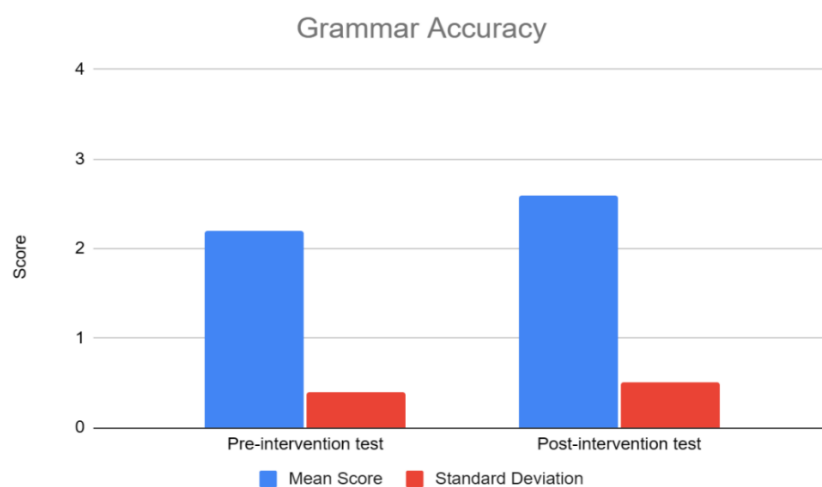
It can be observed that four students (80%) achieved a deficient grammar accuracy level before the intervention sessions, which was demonstrated in the pre-test results. According to the rubric criteria, these four students achieved a fair level, and that indicator states

students had at least 5 to 6 grammar or word order mistakes. However, the post-intervention test results indicated that two students (40%) were able to improve their grammar accuracy level, moving from 2 to 3 points. In that case, students made fewer grammar mistakes (3 or 4), as the rubric indicated. In the case of the other three participants, one already had a good level, which did not show any change between the pre- and post-intervention test results; the same situation happened with the other two participants (40%), who kept a fair level in grammar accuracy.

Considering these results, it can be stated that students' final scores were closer to the post-intervention tests' mean value, advancing to the highest score and showing a tendency towards improvement. Figure 5 displays students' mean scores and standard deviation between the pre- and post-intervention tests.

Figure 5

Participants' Grammar Accuracy between the Pre- and Post-intervention Test.



Note. Own elaboration

The post-intervention test results showed a small standard deviation of 0.5, which indicates that participant scores were extremely close to the mean value. This low standard deviation suggests that the data is accurate because the outcomes are more uniform. Moreover, the mean value between participants' grammar accuracy levels in the pre- and post-intervention test showed an improvement of 0.4 points.

After the sessions, two students (40%) improved their level of achievement from a **fair** to a **good level**, which showed that students' initial level of grammar accuracy improved by using the description picture strategy through the videos uploaded to TikTok. This is reflected in students' word order mistakes in grammar that decreased from 3 to 4 errors, which did not interfere with meaning.

4.1.3 Students Pre- and Post-intervention Test Individual Scores and Level of Achievement in the Grammar Range criterion.

The analytic rubric criteria used to determine the participants' grammar range level considered the following four levels of proficiency, as presented in Table 5

Table 5

Grammar range indicators of the analytic rubric

Language	Excellent: 4	Good: 3	Fair: 2	Poor: 1
Grammar Range	Full mastery of different grammar structures studied in class.	Frequent use of grammar structures studied in class.	Students don't use the necessary structures when required in the task.	Very limited use of grammar structures.

Note. Retrieved from English Language Course I Analytic rubric

Students' individual scores regarding grammar range were analyzed considering the pre- and post-intervention test scores displayed in Table 6.

Table 6

Students' pre- and post-intervention grammar range scores.

Participants	Pre-intervention grammar range score	Pre-intervention level of achievement	Post-intervention grammar range score	Post-intervention level of achievement
Student 1	1	Poor	2	Fair
Student 2	2	Fair	3	Good
Student 3	2	Fair	3	Good
Student 4	3	Good	3	Good
Student 5	2	Fair	3	Good
Mean Score	2.0	Fair	2.8	Good
Standard Deviation	0.7	60% Fair 20% Poor 20% Good	0.4	80% Good 20% Fair

Note. Own elaboration

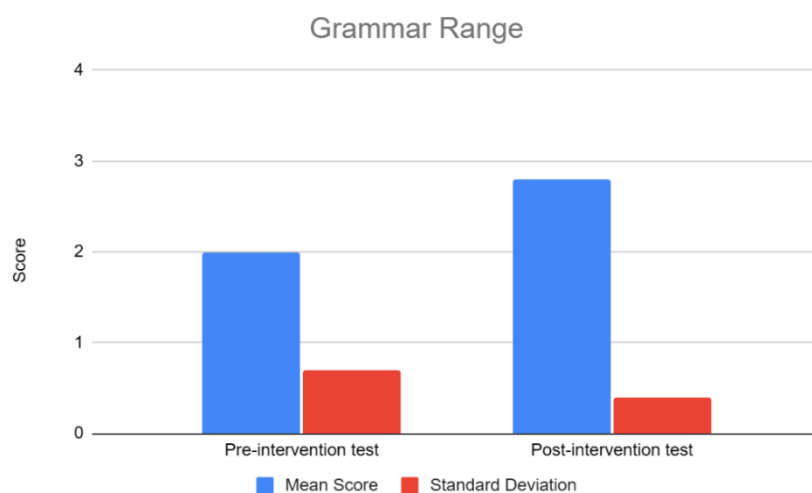
The results in Table 6 indicate an improvement in the participants' grammar range. This improvement was evident in the post-intervention test results, where four students (80%) scored 3 out of 4 points. These students demonstrated the ability to frequently use grammar structures studied in class. Only one student scored 3 points in the grammar range criterion

during the pre-intervention test. In contrast, another student only scored 1 out of 4 points, indicating a **poor** grammar range according to the rubric. It is worth noticing that one student did not improve their grammar range, as he scored three points in both the pre- and post-intervention tests.

Figure 6 compares the pre- and post-intervention standard deviation and mean values. The post-intervention results showed a low standard deviation of 0.4 points, which indicates that students' scores were uniform and close to the mean value. Additionally, the mean scores increased from 2 to 2.8 points, showing improvement in students' grammar range compared to the pre-test results. As a result, four students (80%) achieved a score of 3 points (Good).

Figure 6

Participants' Grammar Range between the Pre- and Post-intervention Test (Mean score and Standard deviation)



Note. Own elaboration

4.1.4 Students' Pre- and Post-intervention Test Individual Scores and level of achievement in the vocabulary accuracy criterion.

The pre- and post-intervention tests used the analytic rubric, which considered four levels of mastery to observe changes in the participants' vocabulary accuracy level.

Table 7

Vocabulary accuracy indicators of the analytic rubric

Language	Excellent: 4	Good: 3	Fair: 2	Poor: 1
Vocabulary Accuracy	Uses vocabulary studied with full flexibility and precision in all the topics. (1 or 2 wrong words)	The use of words, phrases and expressions is appropriate but not always topic specific. (3 or 4 wrong words)	The use of words, phrases and expressions is limited and often inaccurate. (5 or 6 wrong words)	Frequent major errors inhibit communication. (7 or more wrong words)

Note. Retrieved from English Language Course I analytic rubric

Students' pre- and post-intervention scores regarding vocabulary accuracy were analyzed considering the criteria presented above, and the results are illustrated in Table 8.

Table 8

Students' pre- and post-intervention vocabulary accuracy scores.

Participants	Pre-intervention vocabulary accuracy score	Pre-intervention level of achievement	Post-intervention vocabulary accuracy score	Post-intervention level of achievement
Student 1	2	Fair	3	Good
Student 2	2	Fair	3	Good
Student 3	2	Fair	3	Good
Student 4	3	Good	3	Good
Student 5	2	Fair	3	Good
Mean Score	2.2	Fair	3	Good
Standard Deviation	0.4	80% Fair 20% Good	0	100% Good

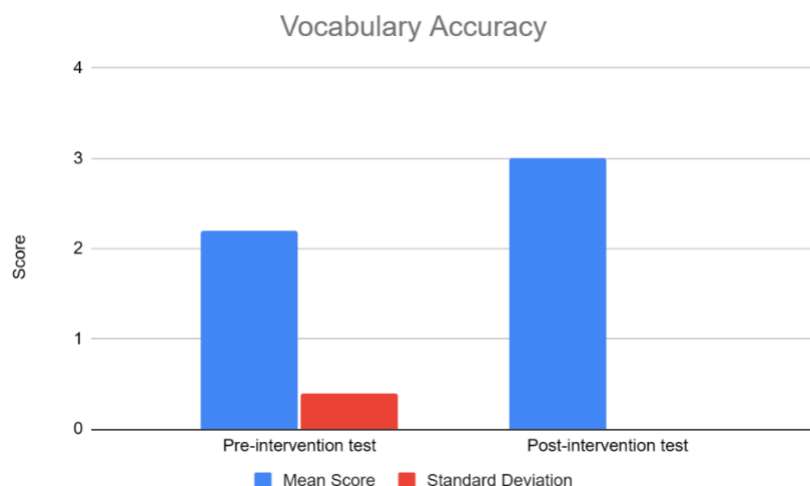
Note. Own elaboration

The pre-intervention results revealed that 4 out of 5 (80%) participants had a starting score of 2, corresponding to a Fair achievement level. The rubric criteria indicated that those students had limited and often inaccurate use of words, phrases, and expressions, in comparison with the post-test where only one participant (20%) achieved a score of 3, indicating a Good vocabulary accuracy level, with only 3 or 4 incorrect words according to the rubric criteria. After the intervention, most students' performances significantly improved, as shown in their post-intervention scores. 4 out of 5 participants (80%) increased their scores by 1 point, moving onto the **Good** category. These students demonstrated the ability to use appropriate words, phrases, or expressions, only having 3 or 4 wrong words. However, one participant (20%) did not improve his vocabulary accuracy after the intervention, achieving the same three points (a good level).

It can be concluded that students' vocabulary accuracy improved after the intervention, and this can be seen in Figure 7, which illustrates students' pre- and post-intervention mean scores and standard deviation. The post-intervention results registered a standard deviation of zero, meaning there was no variation in students' scores, so their scores were equally distributed and identical to the mean value. Regarding the mean values, there was an increment from 2.2 to 3 points, the most significant improvement of the study.

Figure 7

Participants' Vocabulary Accuracy between the Pre- and Post-intervention Test



Note. Own elaboration

4.1.5 Students' Pre- and Post-intervention Test Individual Scores and level of achievement in the vocabulary range criterion.

An analytic rubric was utilized during pre- and post-intervention tests to assess students' vocabulary range. This rubric considered four levels of mastery.

Table 9:

Students' pre- and post-intervention vocabulary range scores.

Language	Excellent: 4	Good: 3	Fair: 2	Poor: 1
Vocabulary Range	Uses fixed expressions and terms frequently to convey precise meaning.	Uses fixed expressions and terms less skillfully to convey precise meaning.	The use of fixed expressions and terms studied is less common.	Poor use of words, phrases and expressions. Lacks vocabulary in general.

Note. Retrieved from English Language Course I Analytic rubric

In this case, students' individual scores regarding vocabulary accuracy were analyzed considering the pre-and post-intervention test performances, as shown in Table 10.

Table 10

Students' pre- and post-intervention vocabulary range scores

Participants	Pre-intervention vocabulary range score	Pre-intervention level of achievement	Post-intervention vocabulary range score	Post-intervention level of achievement
Student 1	2	Fair	3	Good
Student 2	2	Fair	3	Good
Student 3	2	Fair	3	Good
Student 4	2	Fair	3	Good
Student 5	2	Fair	2	Fair
Mean Score	2	Fair	2.8	Good
Standard Deviation	0	100% Fair	0.4	80% Good 20% Fair

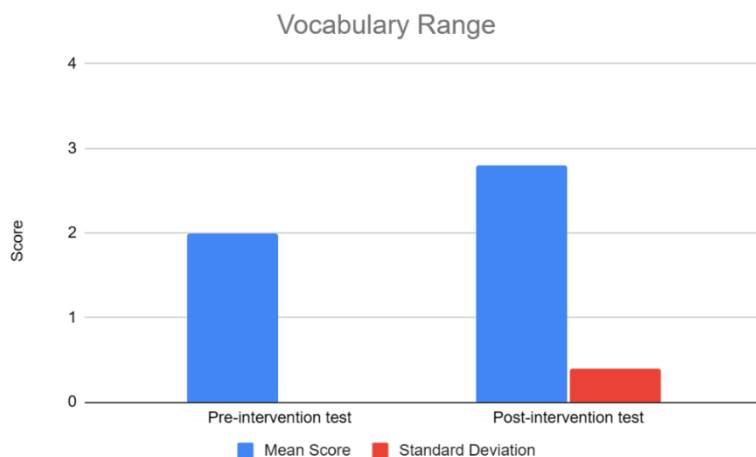
Note. Own elaboration

Table 10 illustrates the last criteria assessed related to students' vocabulary range scores. During the pre-intervention test, all participants reached a Fair level of achievement (2 points), demonstrating that the use of fixed expressions and terms studied was less common, according to the rubric criteria descriptor. In contrast, the results of the post-intervention test indicated that 80% of the participants (4 out of 5) successfully raised their score by one point, moving from 2 to 3 points. This was reflected in an increment in the use of fixed expressions and terms. Regarding the lowest improvement observed, one participant (20%) did not show any significant change in his performance, not reaching the three points and remaining in the **Fair** level of achievement.

Figure 8 illustrates the pre-and post-intervention mean scores and standard deviation of students' vocabulary accuracy range. Before the intervention, all students had the same score of 2 points, resulting in a standard deviation of zero as the scores were equally distributed. However, after the intervention, one student (20%) scored differently than the other four participants (80%), causing the standard deviation to increase by 0.4 points. Nonetheless, the standard deviation of 0.4 indicates that the scores were still relatively close to the mean value and not widely scattered. In the case of the mean values, students' average scores increased by nearly one point, approaching three points and indicating a **Good** level of performance. That improvement of 0.8 was one of the greatest values compared to the other criteria. According to the rubric, it can be concluded that students could now use fixed expressions and terms less skillfully to convey precise meaning.

Figure 8

Participants' Vocabulary Range between the Pre- and Post-intervention Test (Mean and Standard deviation)



Note. Own elaboration

4.2 Specific Objective 2: To analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through videos uploaded to TikTok and their speaking accuracy improvement.

The second specific objective of the study was analyzed using two different instruments applied at the end of the intervention process. First, a focus group consisting of five questions regarding the usefulness of the TikTok application and then an online self-assessment Google form document with a rating scale format. Two dimensions were considered for the statements that were part of the instruments: the participants' perceptions of the intervention as a whole and their perceptions of TikTok's usefulness in a pedagogical context.

4.2.1 Analysis of the participants' self-assessment rating scale results

Participants were asked to complete a self-assessment using a rating scale as part of the study's second objective (See Appendix D for the model). This activity was the final step in the intervention process. It consisted of five questions focused on speaking accuracy and lesson usefulness based on the use of TikTok and the picture description strategy.

Statement 1: I used the grammar structures practiced during the intervention at the moment of doing the speaking tasks.

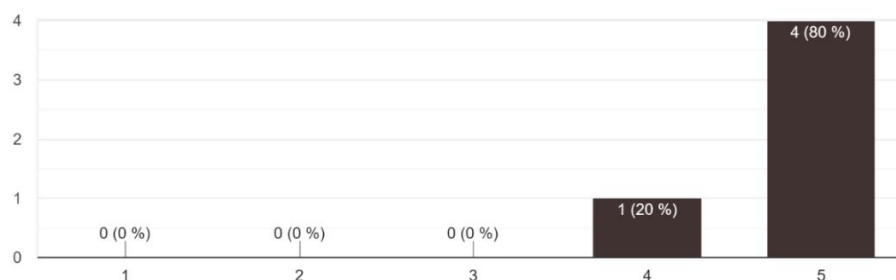
During the four intervention sessions, students had to use three different grammar structures to practice their speaking accuracy. The grammar components reviewed were present simple, present continuous, and past simple. In Figure 9, the number of sessions in which participants used grammar for the speaking tasks can be observed, and 4 of 5 participants (80%) commented that they had always used the grammar components required. In contrast, only one participant stated that he had not used the grammar taught in all the sessions during the speaking activities.

Figure 9

Self-assessment rating scale statement 1

Speaking Accuracy: I used the grammar structures practised during the intervention at the moment of doing the speaking tasks.

5 respuestas



Note. Own elaboration

Statement 2: I was able to describe the picture in the time assigned for the task.

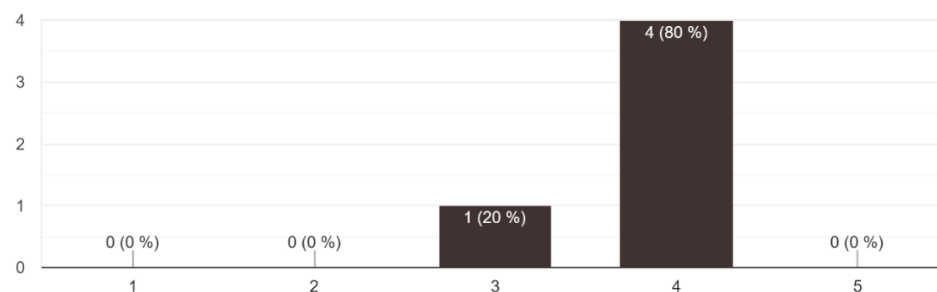
Regarding the second self-assessment statement, "I was able to describe the picture in the time assigned for the task." Students had some problems while trying to meet the 60 seconds for each production stage on the TikTok video but also needed help to upload it before the end of the session. As Figure 10 illustrates, none of the participants totally agreed with the statement, as they could not meet the time requirement on all the TikTok videos uploaded. Four students (80%) partially agreed, while one participant (20%) neither agreed nor disagreed.

Figure 10

Self-assessment rating scale statement 2

Speaking Accuracy: I was able to describe the picture in the time assigned for the task.

5 respuestas



Note. Own elaboration

Statement 3: I used key vocabulary learnt in the intervention through the picture description strategy.

Regarding the third question of the self-assessment and the last that belonged to the speaking accuracy component, "I used key vocabulary learnt in the intervention through the picture description strategy". According to the data presented in Figure 11, participants reported applying the vocabulary taught in class in at least four sessions. Using the description picture strategy, they used this vocabulary while recording their TikTok videos.

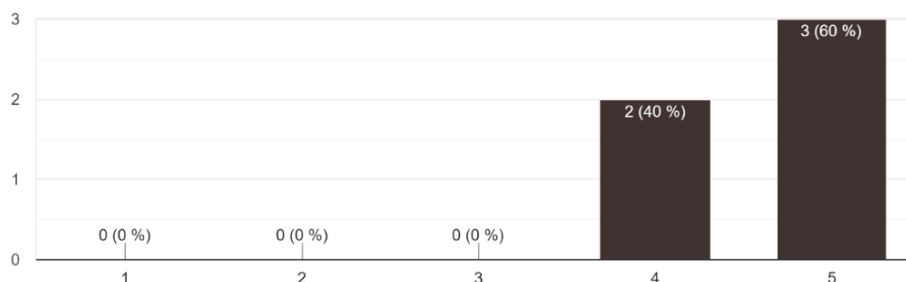
Three out of five participants (60%) agreed completely with the statement. However, the other two participants (40%) had some problems with the use of key vocabulary and only partially agreed with the statement.

Figure 11

Self-assessment rating scale statement 3

Speaking Accuracy: I used the key vocabulary learnt in the intervention through the picture description strategy.

5 respuestas



Note. Own elaboration

Statement 4: I think that the use of TikTok was very useful all through the intervention.

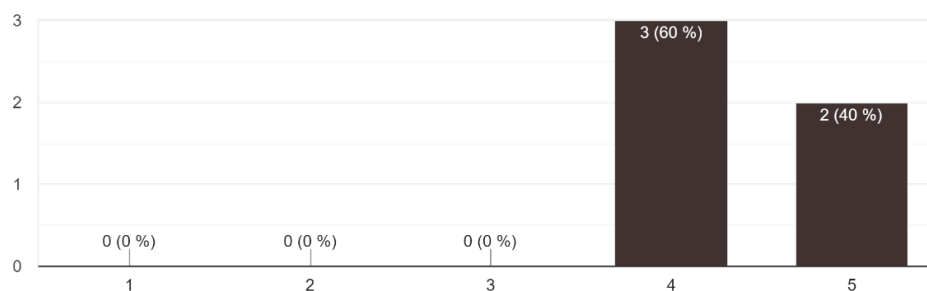
In Figure 12, the second sub-category of the self-assessment is shown. This category relates to the usefulness of the TikTok app in the lessons. The results of this category were mixed, with two students (40%) partially agreeing that TikTok was helpful during the intervention process. On the other hand, the other three participants (60%) totally agreed that the application had always been helpful.

Figure 12

Self-assessment rating scale statement 4

Lesson Usefulness: I think that the use of TikTok was very useful all along the intervention

5 respuestas



Note. Own elaboration

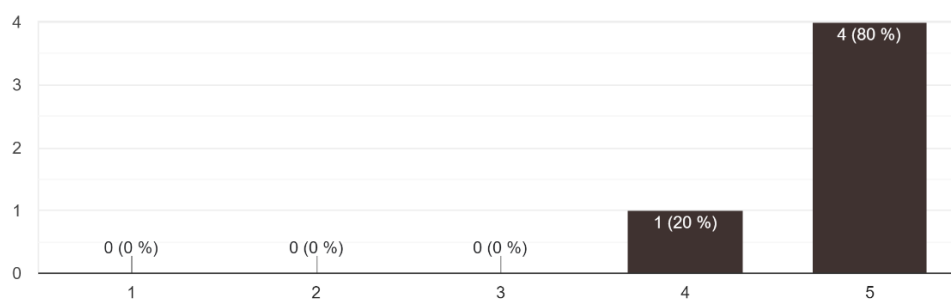
Statement 5: My speaking accuracy improved due to the use of the description picture strategy

The fifth and last question of the self-assessment was considered a success for most students. According to Figure 13, 80% of participants completely agreed that their speaking accuracy had improved in all areas assessed due to the picture description strategy and the videos they had to create. One student (20%) partially agreed as she believed there were still issues with one aspect of speaking accuracy: grammar range. This student still required additional assistance in using the grammar structures taught during the intervention.

Figure 13

Self-assessment rating scale statement 5

Lesson Usefulness: My speaking accuracy improved due to the use of the picture description strategy
5 respuestas



Note. Own elaboration

4.2.2 Analysis of Focus Group Responses

The other instrument used for the second specific objective was a focus group. This instrument was applied in the final session of the intervention stage, and it was used to gather data regarding students' perceptions about the intervention. It was divided into two dimensions: "perceptions of the overall intervention" and "perceptions of the TikTok usefulness in a pedagogical context." The transcription and the thematic analysis of the focus group responses provided relevant information based on the achievement of the second specific objective. Some topics that emerged during the first dimension related to lesson usefulness for improving speaking accuracy and peer interaction. This dimension two also provided the topics about the challenges and benefits of using TikTok. This focus group was conducted in their mother tongue due to their limited speaking in English, and five participants were part of this focus group. Table 11 shows the thematic analysis of the students' perceptions gathered during the focus group.

Table 11

Thematic Analysis of the participants' perceptions about the intervention and TikTok's usefulness in a pedagogical context

Themes	Sub-Theme	Frequency	Example
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Lesson Usefulness	1.Vocabulary	3	<p><i>“Conocí nuevas palabras y así pude ampliar mi vocabulario”</i></p> <p><i>“Mejoré el vocabulario porque igual fue como un repaso de lo que habíamos visto como anteriormente.”</i></p>
	2.Grammar	3	<p><i>“Me sirvió mucho porque es como instancia para poder practicar estructuras”</i></p> <p><i>“Tratando de conectar ideas me hizo reforzar la gramática”</i></p>
Students’ level of engagement in class	1.Level of Participation	2	<p><i>“Normalmente no tengo como instancias para poder hablar inglés. Entonces esto me ayudó.”</i></p> <p><i>“Fue útil poder participar porque así compartía conocimiento”</i></p>
	2.Embarrassment	3	<p><i>“Cuando hablé inglés en voz alta como que la cabeza no me funcionaba, entonces, como que me ponía nerviosa”</i></p> <p><i>“Pues la verdad que si me dio vergüenza un poco”</i></p>
Potential benefits of using TikTok as an educational tool	1.To participate in group Work activities	3	<i>“Hablar en grupo sería bueno, para, así como acostumbrarse a hablar como con otras personas y no sólo a la cámara, pues cuando uno le habla a la cámara está solo”</i>
	2.To get feedback	3	<i>“Que los vídeos no sean privados porque igual puede ser que lleguen comentarios útiles de otro lado, al final igual te sirve como feedback de otras personas que quizás te interesara el tema.”</i>
TikTok Challenges	1.How to use TikTok app	4	<p><i>“Yo solo había usado TikTok para ver videos, pero nunca aprendí a subirlos”</i></p> <p><i>“Cómo poner una imagen, porque yo nunca lo había hecho. Yo he sentido que así que como que al principio se me complicó cómo aprender a usarlo.”</i></p>

	2. Time Management	3	<p><i>“Durante las primeras sesiones en sí fue muy complicado como rellenar esos 60 segundos”</i></p> <p><i>“En un video estuve más de una hora grabándolo porque no conseguía el tiempo”</i></p> <p><i>“El solo tener 60 segundos es un tiempo más limitado en cuanto a oportunidades.”</i></p>
TikTok Benefits	1. Learning by repetition	5	<p><i>“Me sirvió porque pude ir viendo los errores que cometía y arreglarlos.”</i></p> <p><i>“Grababa incluidos y los volví a ver. Tenía la oportunidad de ver diciendo en que me equivocaba y podía ir corrigiendo.”</i></p> <p><i>“Repetir constantemente fue una buena instancia para hablar con fluidez.”</i></p>

Note. Own elaboration

The analysis of Table 11 will be addressed by analyzing the different themes stated during the focus group, which were "Lesson Usefulness," "Students' involvement in class," "TikTok use as a pedagogical tool," "TikTok Challenges," and "TikTok benefits."

Regarding the first theme, lesson usefulness, the criterion of grammar and vocabulary emerged as participants highlighted the main benefits of the intervention sessions. Both subthemes were mentioned by three participants, who stated that it was possible to review vocabulary that they had learned in other classes and to expand their vocabulary repertoire through the intervention sessions. Regarding grammar, students agreed that during the lessons, they practiced grammar structures they had problems with.

In the case of students' engagement in class, all participants agreed that this intervention process was a great experience as it allowed interaction between peers, and the answers were immediately provided with no hesitation, demonstrating students' confidence regarding their answers. On the one hand, the subtheme of the participation was mentioned. Two participants highlighted that the intervention provided more instances of English-speaking practice when students worked collaboratively. On the other hand, the other three students mentioned feeling embarrassed regarding peer interaction at some point in the sessions because of the lack of English grammar and vocabulary while speaking, which interfered with the lesson participation.

During the focus group, participants provided suggestions on how to improve TikTok use as a pedagogical tool. Three participants highlighted group work and feedback as subthemes that required improvement. Participants stated that it would be better to use TikTok in group work rather than working alone, as this provided the option of working collaboratively with other participants. Moreover, the idea of having an open channel rather than a private one provided more opportunities for feedback. Fewer answers were provided to this question as students constantly hesitated when thinking about pedagogical ideas. This might be related

to participants being part of the translation program and not a program strongly related to pedagogical aspects.

Moreover, participants faced some challenges while using the TikTok app. Two main ideas were discussed; the first is related to using TikTok, as some students needed to learn how to record videos or attach images. Students agreed that it was necessary to have a more extensive lesson regarding the TikTok functions and how to use them. On the other hand, time management was another issue in which participants struggled. In this case, the idea of producing the 60-second video was challenging during the first lessons, and they laughed when it was explained to them that time was the main reason they had asked for an extended deadline.

Finally, some of the answers provided by participants were related to the TikTok benefits, especially to oral improvement due to TikTok use. Participants commented that the practice of their oral skills through repetition was highly beneficial during the intervention, and it was the only subtheme that was agreed upon by all the participants (5). The same concept of feedback was mentioned again, where participants commented that TikTok was beneficial as it allowed them to watch others' videos and learn about new strategies. It was also useful to receive comments from the other participants. Although it was not part of the study, it is interesting that most participants mentioned fluency as an aspect that was improved as part of this study, as their hesitation decreased due to repetition. Moreover, the repetition increased their awareness regarding their mistakes.

Chapter V: DISCUSSION

This study provides valuable insights about the impact of using TikTok for educational purposes and the effectiveness of the picture description strategy in improving students' speaking accuracy. The use of these two resources can enhance students' performance in grammar accuracy, grammar range, vocabulary accuracy, and vocabulary range. In the following study, a pre and post-intervention test plus analytic rubrics from the English language I course taught to students from the Translation and Interpretation program were used as data collection tools to obtain valuable data for conclusive results. In addition, this study examined how students in the classroom had perceived the use of TikTok during the intervention and whether its use has led to any improvement in speaking accuracy. The focus group proved to be a valuable tool for gathering insights as well on these topics, allowing participants to suggest relevant themes.

To obtain significant data about this action research project, participants took part in four 45 to 50-minute intervention sessions where different grammar structures and vocabulary components were taught. Through the picture description strategy, the contents were illustrated, and the different activities done during the session were performed by using TikTok, where students had to record a 60-second video describing an image provided by the researcher. The videos followed the format of the speaking component assessed in the Cambridge exams. Throughout the intervention sessions, the main focus was on practising that format as participants had to perform the same activity at the end of the course as their final exam.

The main findings that emerged from the action research conducted will be analyzed in terms of the research question and the research objectives stated for this study:

Research question:

- To what extent can the use of the describing picture strategy implemented through the TikTok platform improve translation first-year undergraduate students' speaking accuracy?

5.1 Specific Objective 1: Assess students' speaking accuracy after using the describing picture strategy in videos uploaded to the TikTok application.

The preliminary findings showed that students reached an average score of 8 out of 16 points in the pre-intervention test. This indicated that participants had difficulties with grammar range, grammar accuracy, vocabulary range and vocabulary accuracy, the four criteria assessed on the analytic rubric. This low score could be due to the fact students were unfamiliar with the picture description strategy or the oral assignment that was used to evaluate their performance. Regarding the lowest criteria, grammar range was the only criterion in which a participant had a deficient level of achievement. In this case, the participant had very limited use of grammar structures, and it was reflected in the pre-intervention test performance, indicating that additional support and guidance in this specific aspect of language learning was required.

After the sessions, the post-intervention test results indicated that students improved their speaking accuracy. This can be reflected in the general score that students reached. Students scored an average of 11 out of 16 points in the post-intervention test. Regarding the best criterion achieved, this was greatly reflected in vocabulary accuracy, where none

of the participants achieved less than 3 points during the post-intervention test, demonstrating a good level of vocabulary accuracy and improving the use of appropriate words and expressions in comparison to the pretest, where participants made more than 4 mistakes regarding word use.

The overall improvement of students' scores might be due to the fact that participants understood the structure of the oral assessment they had to take and the lexical components, as well as the grammar structures revised. Moreover, it is possible to consider the effectiveness of TikTok and the picture description strategy on their grammar and vocabulary acquisition as participants effectively improved their performance and were able to understand the strategies used during the assignments. It can be inferred that using TikTok in an educational context can positively impact students' performance by encouraging them to participate and collaborate actively. The activities that considered using TikTok allowed students to rehearse their speaking skills until they felt confident about their performance. The result of this study aligns with the previous research conducted by Mandasari et al. (2022), which suggests that TikTok usage enables participants to express innovative ideas, enhance classroom participation and foster collaborative experiences that, in turn, have a positive effect on students' speaking skills.

The five participants (100%) improved their overall scores, which could be possible due to the participants' collaborative work during the sessions. Other studies support these findings regarding TikTok benefits; for instance, Rahmawati et al. (2023) study in a higher education institution in Indonesia concluded that TikTok had improved participants' ability, creativity, motivation and vocabulary. On the same line, Zaitun et al. (2021) conducted a similar study in Indonesia, which aimed to investigate the improvement of students' speaking skills by storytelling using the TikTok application. The results of this study were similar to the current action research, where TikTok was found to be beneficial for improving the speaking skills of 36 Indonesian students. By learning English in an unconventional way, the participants were able to increase their speaking ability and confidence. Finally, Pratama and Hastuti's (2023) study concluded that university students from a business course were able to improve their confidence, motivation, and speaking skills using TikTok recordings inside the classroom.

Overall, participants could maintain or increase their scores on the criteria of grammar range, grammar accuracy, vocabulary range, and vocabulary accuracy. The overall mean scores of these four criteria increased as compared to the pre-intervention results, indicating that participants were able to improve their speaking accuracy. Among the four criteria, vocabulary accuracy showed the most significant improvement, with all five participants achieving 3 points. In a similar study, Rahman (2021) also examined the effect of TikTok on vocabulary acquisition and found that it can be a valuable tool for enhancing students' vocabulary skills. His findings were similar to this study's, which also concluded that TikTok could improve participants' vocabulary performance.

However, in other criteria, such as grammar accuracy, some participants did not improve from the two points they achieved during the pre-intervention test. Although they were able to make fewer mistakes, it was not enough to achieve a good performance. On the same line, there was a participant who scored three points in grammar accuracy, grammar range, and vocabulary accuracy in the pre-intervention test. Interestingly, the participant did not show any improvement in these areas but instead maintained the same score at the end of the intervention process. It is possible that the reason for the lack of improvement in this participant's proficiency level was that a good level of proficiency was already achieved

before the intervention. Additionally, incorporating social media into educational settings may only be effective if the learner is familiar with its use or is interested in video recording. Yélamos-Guerra et al.'s (2022) study, which focused on using TikTok, suggested that these factors could result in lower improvement in students' learning processes. Lastly, it can be inferred that TikTok and the picture description strategy may be more effective for individuals with a lower level of English proficiency.

5.2 Specific Objective 2: Analyze students' perceptions regarding the intervention based on the describing picture strategy implemented through TikTok to improve their speaking accuracy.

In this objective both quantitative and qualitative data from the two instruments were analyzed. First, based on the results obtained from the participants' self-assessment rating scale, it can be concluded that they had a positive perception of the usefulness of the intervention. The feedback obtained from the participants on the content reviewed during the sessions indicated that all participants effectively used the grammar structures taught. Specifically, 4 out of 5 participants stated that they were always able to use the grammar structures learned during the sessions while performing various speaking tasks. This demonstrated that the students not only learned the content well but were also able to apply it in different contexts.

Similarly, using the picture description strategy proved to be helpful in reinforcing the use of key vocabulary taught to students. The strategy acted as a visual aid, especially when participants had to record videos. The vocabulary was related to the contents of shopping, household items, describing people, and paintings. Three students responded that they had always used it during the activity sessions, indicating that the vocabulary was well-learned, retained, and beneficial for the intervention's final activity. A study conducted by Anggraeni et al. (2020) revealed similar results, concluding that describing images can be an effective method to improve speaking skills. It was observed that participants were more engaged and better able to speak when they had visual aids to support their descriptions.

The main issues faced by the participants were not related to grammar or vocabulary but rather related to the TikTok video recording process and the guidelines provided. Participants were required to achieve a 60-second recording, which proved challenging for all of them. None of the participants were able to accomplish the time allotted in all the videos recorded. Despite this challenge, they were able to record longer videos through the different sessions, being close to or achieving the 60-second recording on some occasions. The feedback received regarding the use of TikTok was positive. It showed that the student's perception of their speaking accuracy level had improved due to the picture description strategy. Four out of five students completely agreed with this statement, indicating that this strategy might be an effective method for enhancing their speaking accuracy and confidence in their language abilities due to the speaking instances provided. Titik Komariyah et al. (2022) study reached similar conclusions, where study participants agreed on the importance of TikTok on speaking improvement as the application encouraged them to speak and increased their confidence.

Second, the data gathered from the focus group also highlighted that the overall process of using TikTok to improve students' speaking accuracy was also a positive experience. Throughout the process, the learners had multiple opportunities to practice their speaking skills and identify their weaknesses and strengths. One of the main reasons for this was the

possibility of leaving feedback on each other's videos, as TikTok provides a feature that allows users to comment on other participants' content. As part of the intervention sessions, students were required to give feedback on a classmate's video, highlighting what they liked about it and what could have been improved. This feedback was essential for learners to understand and work on their areas of improvement. In a study conducted by Hadijah et al. (2023), it was found that providing feedback through TikTok comments had several benefits. Participants reported feeling motivated when others commented on their videos, especially when the comments included suggestions for improving their speaking skills. This motivation led to an increase in the number of videos recorded by the participants.

Learners appreciated the fact that they could record multiple videos before uploading the final one. This allowed them to practice the language several times and improve their speaking accuracy level. The possibility of recording multiple videos also helped the learners to gain confidence in their speaking skills. Those comments are related to Zaitun et al. (2021) study, which concluded that using the "TikTok application in learning English is very interactive and effective to improve students' confidence skills in speaking in English" (p.93). However, some participants stated that although recording several videos was beneficial, this might take them more time than expected.

As a tool for improving speaking accuracy, TikTok was a valuable experience for the learners, and it helped them to enhance their communication skills effectively. Participants expressed their satisfaction with the effectiveness of TikTok and the picture description strategy employed, as these methods helped them better understand and retain the content presented to them. On the same line, Nabilah et al. (2021) study also studied students' perceptions regarding TikTok use in educational activities, reaching similar findings as the participants of that study considered TikTok as a positive learning media tool that promoted engagement and understanding of the contents.

Additionally, participants positively valued the teaching they received and the useful strategies during the intervention, which they believed would be highly beneficial for their performance in future activities in their English language course. However, the participants needed some help in answering questions related to pedagogical aspects as they needed to familiarize themselves with the topics. This was the main challenge faced during the focus group, as it was necessary to provide explanations and examples to help students understand these concepts. Despite this, the few answers that were posted highlighted the importance of collaborative work within the classroom, which is an aspect that could be incorporated into newer activities as collaborative associations among students can improve their outcomes and productivity (Laal & Ghodsi, 2012).

Overall, the rating scale and focus group feedback from the participants were positive. I believe the strategies taught during the intervention helped them improve their language skills, and the insights gained from this session were helpful for future instructional design and planning.

5.3 Limitations of the study

It is essential to mention the different limitations the developed research faced during its implementation for further improvements in the future. The first limitation of the study was related to the sample that was part of the study. In the beginning, it was thought that the intervention should be implemented with all the students enrolled in the English Language

Course, meaning the sample would have comprised 20 students. This would have allowed the researcher to have more data regarding the impact of TikTok and the picture description strategy. In the end, it was decided to have a small sample and select those students who had shown a poor level of speaking accuracy performance, which resulted in a selection of 6 participants. However, after the first session, where the action plan was introduced, one participant left the study, resulting in a final sample made up of 5 participants. Having a bigger sample of participants could have facilitated reaching more reliable and consistent conclusions.

The second limitation was related to the time allotted to the intervention. Originally, the schedule was planned to be developed in four face-to-face interventions in a period of 4 weeks. However, the university had a winter break that forced the researcher to have an online session instead of a face-to-face class. Due to that, collecting data about students' speaking performance in that session was challenging, as it took time for participants to get familiar with online educational platforms such as Teams. This interfered with the effectiveness of the lesson, as it was mainly based on speaking. When participants had to work collaboratively, they preferred to use chat rather than activating the microphone. Moreover, the post-intervention session, where the focus group was applied, had to be delayed several times as the students from the Translation program went on strike, which prevented them from participating in activities related to the program.

Finally, the third limitation was related to the use of TikTok. For privacy reasons, a specific account was created for the study purposes, meaning that all participants had to use that account to create and upload their videos and not their personal accounts. Moreover, some students needed to learn how to use the application to record videos or comment posts. Due to that, a special session was required where the researcher taught students how to use TikTok's different features. This was mentioned during the focus group, where students highlighted this aspect as the most challenging of the study, as it was frustrating to spend so much time learning how to use TikTok.

5.4 Implications of the study

This action research study can be helpful for researchers interested in studying the effectiveness of the picture description strategy and the use of social media applications in an EFL context, in this case, to improve speaking accuracy. Using an application that is familiar to most students allows the researcher to teach while using interactive resources that enhance collaborative work and allow students to provide and receive feedback from their peers.

Moreover, this motivates students to participate as using an application made for entertainment purposes in an educational context is not usually experienced in students' lessons. Participants were given the opportunity to use and work with their devices to create different videos using different images based on real-life situations that were provided during the session. This also allowed students to use and reinforce the grammar and vocabulary provided spontaneously. Another crucial aspect that can be considered for future researchers is the possibility of practicing the different speaking subskills while using the same material. This study focused on speaking accuracy, but it is also possible to work with fluency aspects, as using audiovisual resources allows the researcher to analyze word pronunciation, pauses, and hesitation.

Through this project implementation, I personally realized the importance of collaborative work and feedback. During the sessions, I learned that students considered every comment their classmates provided them while writing their script. Also, students were required to leave some feedback on the TikTok videos uploaded by their classmates, and their comments demonstrated to me that students had become aware of the different structures and vocabulary reviewed during the session and that they tried to share their ideas with their classmates to improve their upcoming videos. Furthermore, through this project, I discovered how valuable the use of images can be for practicing speaking. This picture describing strategy helped students to improve their spontaneous speaking, and it allowed me, as the researcher involved, to know them better as while they were describing the different images, they tried to create a story based on a familiar experience they had faced. However, more information is required based on the usefulness of the picture description strategy, as the instruments were primarily based on gathering data regarding TikTok. It is recommended to analyze in depth the impact of the picture description strategy in the following investigations based on this topic.

I expect this experience to be highly beneficial for future projects that involve the use of social media applications for education, particularly for EFL classes. I consider that it can be used not only in speaking but also in the four main language skills that English involves and can improve the quality of my lessons.

Chapter VI: Conclusions

6.1 Summary of the main findings

The research conducted provided significant findings regarding the effectiveness of using the TikTok application and the picture description strategy to improve students' speaking accuracy. The study revealed that providing visual aids to support language learning led to an improvement in students' ability to speak accurately.

Based on the findings, the TikTok application helped participants improve their grammar range, grammar accuracy, vocabulary range and vocabulary accuracy, as illustrated in the pre-and post-intervention test results. The comparison between both test scores provided different outcomes. For instance, it can be noticed that most participants were able to improve their scores in the four different categories mentioned above. A positive aspect of the study is that none of the participants decreased their speaking accuracy level, as either their scores remained the same or improved. Participants with lower scores in the pre-intervention test showed the most significant improvements, and the results demonstrated that three participants (60%) were able to reach three points in all four categories assessed at the end of the process, which indicates a good level of proficiency.

However, participants who had already scored three points in any of the four criteria during the pre-intervention test showed slight improvement at the end of the intervention process. This does not mean that students who had already achieved a good level of proficiency during the pre-intervention test did not practice or improve their speaking accuracy. It might be related to the fact that TikTok and the picture description strategy practiced in the sessions had a lesser effect on them. Noticeably, one student who achieved three points in 3 out of 4 categories maintained that level at the end of the intervention process but also improved vocabulary range criteria in which a lower score had been achieved during the pre-intervention test. Also, despite not being a criterion evaluated during the action research, the aspect of hesitation was seen to be improved by participants as during the sessions, they were able to decrease their hesitation while practicing, which was reflected in their ability to condense their ideas into the 60-second effectively.

After participating in the intervention sessions, participants provided positive feedback on using TikTok and the picture description strategy to improve their speaking skills. According to their observations, the five participants (100%) agreed that TikTok was an excellent tool that offered flexibility and valuable features for practicing speaking. Participants had the impression that their performance had improved during the oral activities, as they found the post-intervention test to be more accessible due to their practice using images during the intervention sessions. The picture description strategy facilitated the learning of grammar and vocabulary, as using images helped them acquire the contents better. These resources not only facilitated comprehension but also acted as a visual aid for the students. By associating the contents with images, students could better retain and recall the information. Using visual resources proved to be an effective teaching technique that enhanced the overall learning experience.

Despite the benefits, the learners also provided suggestions for further improvement. They felt there could have been better peer interaction during the intervention sessions, and it was suggested that it could have been more beneficial to have done activities where students had to record their videos as a group rather than just as individuals.

Additionally, the participants agreed that using TikTok had helped them raise their awareness regarding their mistakes and how to improve them. TikTok allowed them to watch videos to analyze their mistakes and record new videos. Overall, the learners had a positive experience using TikTok and the picture description strategy to enhance their speaking skills, and they expressed their suggestions for more collaborative activities in the future.

Participants who spent more time recording videos felt they had a higher improvement as they had more instances of practice. Moreover, as mentioned before, this was beneficial to their mistake awareness as it allowed them to improve the following videos based on the mistakes they found while watching previous videos. Also, the possibility of watching other classmates' videos allowed them to provide valuable feedback on improvement points and use their ideas for their own recordings.

6.2 Personal reflection

The current action research has been significant for both the researcher and participants due to factors such as changes in attitudes and gaining deeper insights into the studied issue.

First, learners had a positive attitude towards the action research project. Despite being after class sessions, participants attended throughout the intervention without missing any single sessions and finishing both pre- and post-intervention tests. Also, participants used their free time to practice using TikTok, provide feedback or ask questions, demonstrating commitment to the study.

Second, the intervention process helped the researcher realize that using TikTok in educational contexts can provide innovative and effective ways to practice speaking. However, preparing participants to use TikTok more effectively is necessary to improve their speaking accuracy. For instance, modelling how to use TikTok and how to complete the activities. This can facilitate students' understanding of the activities and objectives to be achieved. In each intervention session, modelling videos were facilitated to students to provide a clear understanding of what they had to do. Moreover, participants also had an introductory session where the complete intervention process was explained, which helped them to remember different grammar and vocabulary structures that were assessed later in the following sessions. Fortunately, the majority of the students were already familiar with the various features of TikTok, which made the process of explaining it much simpler and faster. However, for those who faced difficulties understanding how to use the application, the explanation helped them to become familiar with the features that needed to be utilized. Overall, the explanation proved to be worthwhile, as all participants were able to use TikTok efficiently by the end of the session. This detailed approach helped the students to remember the features of TikTok and use them effectively during the intervention sessions.

Finally, the action research was a valuable experience as it made it possible for me to grow as a researcher. Learning about the different tools required to conduct this type of study was beneficial for critical thinking. It was possible to achieve the main objective of the study, showing participants' improvement in their speaking accuracy, and this conclusion was drawn from the positive feedback received from the participants in the focus group. Despite a few challenges encountered, all participants perceived the picture description strategy and TikTok as valuable tools that had helped them with their speaking accuracy.

6.3 Further research and recommendations

Action research can constantly be further improved, and valuable lessons can be learnt from the analysis of the teaching methods and practices applied throughout the study. Similar studies can be conducted on practicing different English skills through the picture description application and TikTok. To illustrate, teachers could use the TikTok application to practice English fluency rather than accuracy, assessing criteria such as hesitation, pronunciation, or coherence using videos. Also, participants highlighted the benefits that TikTok can have on group activities, as it is possible to watch classmates' videos, which can be helpful for activities that involve discussion. In addition, using visual cues, such as images, can be an effective way to facilitate the writing process. The picture description strategy can provide students with a visual prompt to help them develop their writing skills. By describing a picture, students can practice their descriptive writing skills, learn new vocabulary, and improve their overall writing ability.

Teachers are encouraged to reflect on their teaching, experiment with new methods, and make informed decisions through action research. One of the areas of research that can be further explored is how using TikTok over an extended period can improve students' overall speaking proficiency. By using TikTok for a semester, it is possible to compare students' speaking performance at the beginning and end of the semester to see if there is any improvement. Having an extended interaction with TikTok can provide more precise results on its effectiveness, and this might also be possible by having a larger study sample.

Also, it is recommended to consider the potential limitations of other contexts if a similar study is conducted. In this case, it was applied in a higher educational institution where undergraduate students were over 18 years old, and the use of technology was not prohibited. In other settings, such as high school, mobile devices might be banned, which would interfere with using social media inside the classroom and recording videos. Moreover, there are other contexts where it is required to ask for parents' consent, which was unnecessary in this situation.

After conducting this action research study, it has been concluded that integrating technological tools, specifically smartphones and the TikTok application, can greatly benefit students' learning process and promote a positive attitude towards practicing a foreign language. These tools provide the opportunity to practice using real-life situations, which is crucial for language learning. By incorporating these tools into the educational environment, students can engage in language learning more effectively, leading to improved language proficiency and greater confidence in their speaking skills.

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APPENDICES

Appendix A: Pre- and post-intervention test

Pre- and post-intervention speaking activity.

The researcher will provide an image, and students will have 60 seconds to describe in detail in 60 seconds using complete oral sentences. In this case, students were expected to use the grammar structures related to present simple, continuous, and past simple.

Topics available to be assessed.

- Shopping
- Household items
- Describing people
- Paintings

Time available: 60 seconds

While students are describing the image, the researcher will use the analytic rubric to evaluate students' performance.

Example:

In this activity, I'm going to give you a photograph. I'd like you to talk about your photograph for about a minute.



Appendix B: Analytic Rubric for both pre- and post-intervention test

Rubric used for assessing accuracy during the pre and post intervention tasks, only the first four criteria were considered for the study analysis.

ORAL INTERVIEW RUBRIC – LENGUA 1							
Language	Excellent: 4	Good: 3	Fair: 2	Poor: 1	Notes	Score	
Grammar Accuracy	Accurate use of structures taught. (Past, present, future) 1 or 2 mistakes.	Minimal errors (3 or 4 errors) in grammar/word order which do not obscure meaning.	Frequent errors in grammar/word order which hinder meaning. (5 to 6 errors)	Frequent major errors inhibit communication. (7 or more)			
Grammar Range	Full mastery of different grammar structures studied in class.	Frequent use of grammar structures studied in class.	Students don't use the necessary structures when required in the task.	Very limited use of grammar structures.			
Vocabulary Range	Uses fixed expressions and terms frequently to convey precise meaning.	Uses fixed expressions and terms less skillfully to convey precise meaning.	The use of fixed expressions and terms studied is less common.	Poor use of words, phrases and expressions. Lacks vocabulary in general.			
Vocabulary Accuracy	Uses vocabulary studied with full flexibility and precision in all the topics. (1 or 2 wrong words)	The use of words, phrases and expressions is appropriate but not always topic specific. (3 or 4 wrong words)	The use of words, phrases and expressions is limited and often inaccurate. (5 or 6 wrong words)	Frequent major errors inhibit communication. (7 or more wrong words)			
Pronunciation	Speaks clearly. Most words are well pronounced; there is use of connected speech and correct use of intonation.	Speaks at a normal rate, few words are mispronounced which do not interfere with understanding.	Several words are mispronounced, but meaning is rather clear. Numerous occurring Spanish sounds distract from message.	Major errors inhibit understanding or make it unintelligible.			
Interactive communication and Fluency	Speaker satisfactorily addresses questions and/or opinions from partner and assessor. Doesn't hesitate and flow of speech is not interrupted.	Speaker almost always addresses questions and/or opinions from partner and assessor. Little hesitation and flow of speech is rarely interrupted.	Speaker addresses questions and/or opinions with some difficulty. Hesitation hinders communication.	Speaker fails to react to ideas being addressed to him/her or shows evident difficulty in initiating interaction. Speaks with long pauses.			
Comments: Areas to improve						Total Score:	Mark:

Appendix C: Focus Group

Instrument used to assess students' perceptions regarding the intervention process.

Mi nombre es Diego Cruz Bustamante, estudiante del magister de innovación para el aprendizaje, innovación y enseñanza del inglés. y estaré interactuando con ustedes a lo largo de este grupo focal. Este grupo focal tiene como objetivo conocer sus percepciones con respecto al uso de TikTok a lo largo de la intervención. Las dimensiones que serán abordadas son 2: sus percepciones acerca de la intervención misma que conlleva un marco pedagógico y sus percepciones respecto a la utilidad de TikTok en un contexto pedagógico con la finalidad de ayudar en la mejora de la habilidad oral del idioma inglés.

No hay respuestas incorrectas en esta discusión, todo argumento es válido. La conversación que tendremos será mantenida en reserva y será únicamente utilizada con fines de investigación académica. A fin de no perder ningún detalle relevante de esta conversación, sus respuestas serán grabadas en audio.

De antemano gracias por su cooperación.

Empezando con la primera dimensión.

1. ¿Usted cree que las sesiones en las que participó fueron útiles para mejorar la precisión en su habilidad oral? En caso de ser Si, ¿Cómo?
2. ¿Cómo fue su nivel de participación en cada una de las sesiones? ¿Fue una buena experiencia?
3. ¿Hay algo en particular que usted mejoraría con respecto al uso de TikTok educacionalmente?

En el caso de la segunda dimensión.

1. ¿Qué desafíos enfrentó usted al utilizar TikTok durante las actividades de producción oral?
2. ¿Cree usted que TikTok fue útil para mejorar su habilidad oral en el idioma inglés? ¿Cómo? ¿Por qué?

