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## Improving Matriculation Students' Speaking Performances Through Utilisation of Tiktok Application

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## Improving Matriculation Students' Speaking Performances Through Utilisation of Tiktok Application

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### Abstract

This purposive sampling, quantitative study employed the Model of Student's Motivation framework to explore the impact of the TikTok application on enhancing students' speaking abilities. It involved four classes of mixed-ability one-year programme (PST) students, 2023/2024 Session at Pahang Matriculation College, Malaysia divided into two main groups: experimental (28 students) and control (35 students). The research utilised a speaking test and a questionnaire as measurement tools, with questions adapted from the 2023 Malaysian University English Test papers. Unlike the control group, the experimental group was taught using the TikTok application for three weeks. Data analysis was conducted using Paired Sample T-test. Results indicated a significant improvement in the post-test mean score (27.64) for the experimental group, indicating a positive effect of TikTok on students' speaking performances regardless of the students' gender. Additionally, questionnaires were administered to gather more detailed insights into how TikTok contributed to the enhancement of students' speaking abilities. The implications of this research were the improvement of the students' speaking abilities by providing opportunities for creative expression and real-time feedback.

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### Introduction

In today's educational landscape, enhancing students' speaking proficiency in English is crucial for their academic and professional success. However, traditional language teaching methods often fall short in engaging students and fostering meaningful speaking practice. In response, educators are turning to innovative technologies to create dynamic and interactive learning experiences. Instructors and students now rely on these technologies as their primary means of communication, highlighting the necessity of technology for integration into contemporary society. Technology has emerged as a supplementary instrument for educators to improve their students' speaking abilities (Sosas, 2021). A nurturing classroom atmosphere aids students in cultivating multilingualism, self-assurance, and proficiency in utilising the language adeptly across different contexts and for varied objectives (Skolverket, 2022). One such technology gaining traction in language education is the TikTok application.

TikTok, a popular social media platform known for its short-form videos, offers unique opportunities for language learning and skill development. By harnessing TikTok's features, educators can create engaging content that

immerses students in authentic language use and encourages active participation. This introduction explores the potential of utilising TikTok to improve students' speaking performances, supported by recent research findings. The research findings by Ibrahim, Shafie, & Abdul Rahim (2023) entitled "The Use of TikTok in Learning English as a Second Language" indicated that TikTok has the potential to serve as a valuable addition to conventional language learning approaches, offering learners an enjoyable and interactive means to enhance their language proficiency. Additionally, a study by Lee & Park (2023) entitled "Exploring the Impact of TikTok on Speaking Proficiency: A Case Study of Korean EFL Learners" examined the effects of incorporating TikTok into English as a Foreign Language (EFL) instruction in South Korea. The study found that regular engagement with TikTok videos led to significant improvements in students' speaking fluency, vocabulary usage, and confidence. The interactive nature of TikTok content facilitated authentic communication practice, allowing students to express themselves creatively and receive immediate feedback from peers and instructors.

In another recent study, Smith & Jones (2024) investigated "The Role of TikTok in Enhancing Speaking Skills: Perspectives from ESL Teachers in the United States." Through interviews with ESL teachers, the researchers explored how TikTok can be effectively integrated into language teaching practices. The findings revealed that TikTok serves as a valuable supplementary tool for promoting speaking practice outside the classroom. Teachers highlighted the platform's ability to engage students through visual and auditory stimuli, as well as its potential to foster a sense of community and collaboration among learners. Together, these studies underscore the potential of TikTok as a powerful tool for improving students' speaking performances in English language education. By integrating TikTok into language teaching practices, educators can create dynamic and interactive learning experiences that inspire students to engage with the language authentically and confidently.

### **Problem Statement**

At the matriculation level, the students might be excellent in their core subjects but the same thing cannot be said for their proficiency in the English Language. One of the ways, if not the only way, to gauge the students' level of proficiency in English is through the Malaysian University English Test (MUET) results. Based on data analysis done by Harun et al. (2021), 54 students (25%) of the population were very weak in speaking skills from their previous MUET examination. Speaking ability was identified as the primary MUET examination challenge. According to the findings, the educational system needs to put forth enough effort to help students become more proficient in speaking skills (Mohd Sohaimi, Harun, Palpanadan, Bosro, Ibrahim & Abdul Latif Jannaton, 2021).

The development of an application for speaking and the initial impacts of the online application on students' speaking skills in English have evolved tremendously. Certain types of online application may be more appealing to certain gender. For example, online applications appeal more to females than males (Toda et al., 2019). Students are expected to have a good understanding and critical thinking when they speak, the students struggling to speak well in high school may eventually struggle to do well at the university level (Philip Suryadia, Irfan Rifaia & Hady Pranoto, 2023). The development of tertiary ESL students' speaking skills in English depends heavily on the students' motivation to practice the target language (Ahmad et al., 2022).

While familiarity with the speaking subject matters can be enforced by asking the students to speak more outside the classroom, the teaching of speaking skills can be done in the classroom. One of those skills that are important is speaking skills. This is very much due to the time factor when answering the speaking paper. Teaching students these skills will be beneficial to the students. However, the conventional teaching methods may not work well for the students at this level. The inclusion of online applications that as TikTok therefore, may probably yield a better learning experience for the students, making them more engaged in the process of teaching and learning the speaking skills which ultimately improve their overall speaking skills and performance.

### Research Questions

The research questions to be answered in this study are as follows:

1. Does the TikTok application improve students' speaking skills?
2. Do the speaking test scores differ between male and female students?
3. What is the level of students' motivation in practicing speaking skills using the TikTok application among tertiary ESL learners?

### Hypotheses

- Ho<sub>1</sub> - There is a significant difference in students' speaking skills when treated with the TikTok application.  
Ho<sub>2</sub> - There is a significant difference in the students' speaking test scores between male and female students.  
Ho<sub>3</sub> - The level of students' motivation in practicing speaking skills using the TikTok application among Tertiary ESL learners is good.

### Research Framework

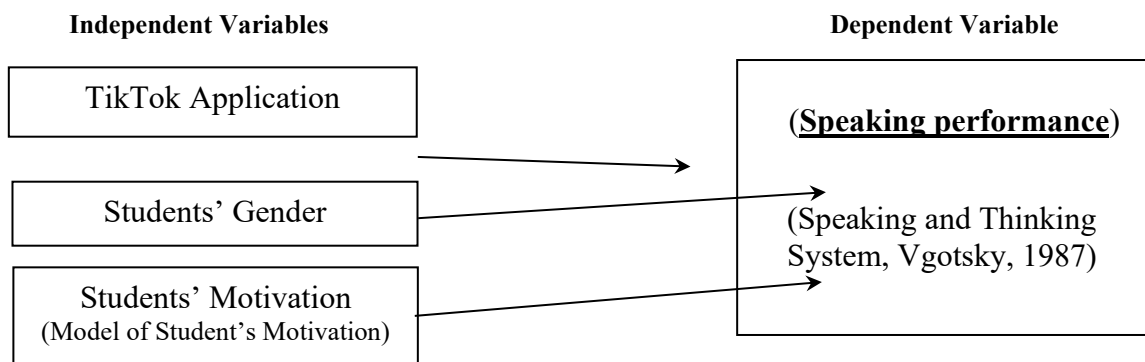


Figure 1. Research Framework

### Theoretical Framework

Based on Dornyei and Otto (1998) theoretical framework, it is essential to construct the framework by describing

in clear detail the foundation of online application and providing an informative five steps process on applying online application in the classroom which is understanding audience and context, defining learning objectives, structuring the experience, identifying resources and applying online application.

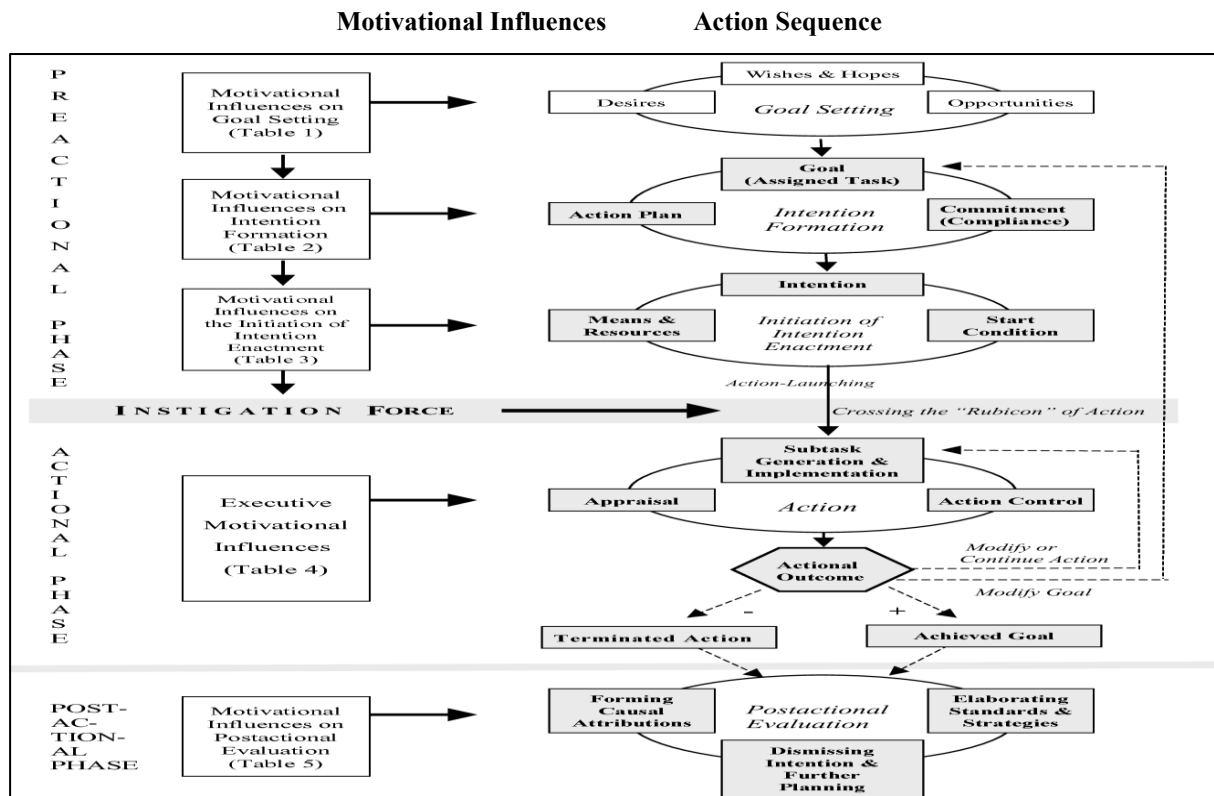


Figure 2. Theoretical Framework of Motivation in Second Language Learning (adapted from Dornyei & Otto, 1998)

The Model of Student's Motivation framework, established in 1998, has attracted considerable academic attention, notably from scholars such as Wang (2021) and Milda (2022). This model seeks to explain the underlying factors that drive students' engagement and performance in learning environments. It posits that motivation stems from both intrinsic and extrinsic influences, including personal goals, interest in the subject matter, and external rewards like grades or recognition. The framework highlights the dynamic interaction between cognitive, emotional, and social elements that shape students' motivation. Scholars like Wang have applied the model to explore the impact of technology on student motivation, particularly in digital learning contexts, while Milda focuses on its application in diverse cultural settings. The model's adaptability to various educational contexts makes it a valuable tool for understanding and enhancing student motivation, promoting a more engaged and effective learning experience across disciplines and environments.

It is widely recognized as a comprehensive framework for investigating the adoption of online learning and underlying motivations. Numerous researchers have embraced this model to investigate the utilization of online applications (Hussin & Karim, 2022). Korkmaz & Oz (2021) propose that integrating online platforms like TikTok into educational settings is in line with this framework. In essence, the Model of Student's Motivation framework functions as a tool for evaluating students' drive to incorporate technology, such as online applications, into their

academic endeavours.

In relation to the above theory, the TikTok application is perceived as a suitable tool to aid students in enhancing their speaking performance. Students were very active in answering the questions provided by learners and more concentrated on the lesson taught (Kummanee, Nilsook, & Wannapiroon, 2020). They displayed the position attitude for the TikTok application; an online teaching and assessment tool during the language class. Hence, speaking is nothing without the ideas being presented and developed. It depends on the students' level of proficiency and the practices given. Even though gadgets are pervasive in our society, there is a great need for people; young and old, to become computer literate and active learners by enhancing their capability in speaking skills.

Despite this, active learning can be defined as an investment of a significant amount of mental energy and a high level of psychological involvement in the learning process. Active learning occurs when students are given the opportunity to interact with the subject matter of a course. It is anything that students do in the classroom other than passively listening to a lecture. Many students are resistant to academics especially in language because they do not believe they are able to succeed no matter how much effort they exert. Self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations (Smiderle, Rigo, & Marques, 2020). In other words, self-efficacy is a person's belief in his or her resistance to academics may be decreased. Then, it is clearly explained that self-perception has identified self-efficacy as a significant self-perception across a wide range of English contexts.

### **TikTok Application**

Although many countries have carried out institutional efforts to modernise their equipment, spent large amounts on technology, and proven positive effects of integrating computers in language learning (Tsou, Wang, & Tzeng, 2019), yet many educators still miss the appropriate interest, strong will to learn and a challenging attitude towards teaching with technology. In today's digital generation, TikTok has become a popular technique to encourage specific behaviour and increase motivation among students. A study conducted on similar issues resulted in students indicating a positive perspective and opinions of implementing TikTok as learning aids (2020). In September 2016, TikTok application was engaged in the social media market and immediately established itself as the leader across all platforms, particularly in the epidemic category. A website that appeals to users of all ages worldwide is TikTok. A TikTok user can create videos that are no longer than three minutes. It can include audio, filters, rapid cuts and stickers. One of the well-known programmes with millions of users that include social media for sharing short videos is called TikTok (De Leyn et al., 2021). On this social networking site, individuals may produce and share movies through individual accounts. It is a social media platform with a video component.

TikTok contains a variety of materials and features. Young people from Generation Z, or those born after 1996, are drawn to TikTok. The tool enables adolescents to create innovative instructional movies that cover complicated maths, physics, and chemistry topics that might otherwise be dull to students (Khlaif & Salha, 2021). As stated by Kenza-Tacarraocht et al. (2022) video significantly encourages learners or students to take part in

task-relevant activities and students are better at understanding because the videos are only 60 seconds or less. Other research found that TikTok's integration into language instruction has the potential to improve students' speech communication (Xiuwen & Razali, 2021). The TikTok application gives students the ability to create brief videos that they may share in order to hone their public speaking abilities. Students may also study English on this site by viewing brief films of English native speakers. Moreover, it increased students' understanding of fluent English speakers' speaking styles. This is also supported by Pratiwi, et al.. (2021), the paper discussed how TikTok applications have helped them in improving their pronunciation. Thus, it can be a platform for them to improve themselves rather than what they get in conventional classrooms. This technique has been applied in different areas effectively and it might be the right time to be implemented in the education field.

### **Speaking Skills**

Good speaking skills are important for academic studies. The students' ability to speak fluently will be tested in their speaking performance. Speaking is regarded as one of the skills that are most essential to acquiring a second or foreign language out of the four major language abilities (Kuning, 2019). There are many students who feel anxious about speaking in English. It could happen due to inappropriate media being used in learning to speak. Nowadays, the teaching-learning process in the educational field has changed along with the development of the technology that is used as learning media to solve problems to help students increase their speaking ability. Technology advancement opened doors for the growth of social media. Social media has been used extensively by individuals recently due to modern technology. It has several purposes and may be used as a medium for learning a language. According to Banditvilai (2020), students need to anticipate what the information would look like in their speaking presentation and it will enable them to locate the required details. One way of implementing an online application in the speaking lessons is through the TikTok application. This application can help to engage students in the task and offer a less stressful platform to gain knowledge. It also provides instant feedback from the educators so they will be able to get a positive response and will definitely give self-satisfaction with their performance. It will also help them to show their effort to get a better result in the task provided. By introducing the application, the students are likely exposed to the active learning process that can help them to realise that English is not a hard subject to master.

### **Planning Online Application: A Gender-based Case Study**

Another important factor to note is whether gender plays a significant role in determining the effectiveness of a teaching strategy. When deciding and employing a certain strategy, certain provisions must be made to take into account specific preferences that are gender-related. Certain types of online applications may be more appealing to certain demography. For example, online applications appeal more to females than males (Toda A. M. et al., 2019). Knowing such preferences will provide better insight for educators to effectively plan and execute online activities in classrooms. Educators' guidance is very important in order to make sure the students get the process of speaking correctly. It is explained that the majority of lecturers could articulate advantages and potential for ICT integration, particularly related to student engagement and motivation. Educators must apply active learning in an integrated fashion to have maximum impact on students' learning.

## **Methodology**

### **The Design of the Study**

This study employed a quantitative approach utilising a quasi-experimental design. It employed a quasi-experimental design, comparing groups without randomly assigning participants to control and experimental groups, making it less stringent than true experimental designs. The research likely assessed the impact of an intervention or variable, using statistical analysis to test hypotheses and explore relationships. While offering practical insights, the absence of randomization limits the study's ability to establish definitive cause-and-effect conclusions. The experiment adopted the "one group pretest-posttest design," comparing an experimental group with a control group. The research comprised a pre-test, treatment ( $X$ ) and post-test ( $O_2$ ). It investigated the impact of two independent variables, namely interactive learning methods via TikTok application and traditional non-interactive classroom approaches, on students' speaking test performance. The experimental group underwent pre-test and post-test assessments, with a supplementary questionnaire assessing their motivation in utilizing TikTok for learning speaking skills.

### **The Sampling Procedures**

This research included 63 students from Pahang Matriculation College who participated in the one-year programme called Two-Semester System from the 2023/2024 Session. The selection of participants was purposeful, focusing on a particular group sharing a common trait – in this instance, all students were MUET candidates for the session. Among them, 28 students received the treatment, while the remaining 35 students constituted the control group.

### **The Teaching Materials and Instruments**

The instruments used were pre-test and post-test items and a questionnaire. The pre-test and post-test items were used to measure students' ability to apply the speaking skills to answer a set of speaking questions. These items were designed to assess students' proficiency in applying speaking skills to respond to a specific set of questions. Prior to the treatment, both groups underwent a pre-test to gauge their proficiency level, followed by a post-test to evaluate the treatment's impact. The pre-test and post-test comprised brief speaking questions, prompting students to demonstrate their speaking abilities by providing detailed responses. These test materials were derived from the Session 2, 2023 Malaysian University English Test paper, specifically Part 1, Booklet 8, ensuring the validity and reliability of the speaking prompts and questions, given their origins in a thoroughly tested examination paper.

The questionnaire was used to gauge students' motivation for the use of TikTok in helping them to understand the speaking lessons. The items were adapted from Dornyei and Otto (1998). The questionnaire required students to respond to ten items on their motivation towards the integration of the TikTok application in their lessons. The questionnaire was evaluated using a 5-point Likert-type scale with the scale of 1 (strongly disagree) to 5 (strongly agree). The teaching materials consisted of three sets of speaking questions each which mirrored the format of the



pre and post-test instrument. Only Part 1-type of questions were extracted from Choo, Yee, Yeoh, Nina Kamil & Leong (2023) and Choo, Yee & Yeoh (2023) and adapted as the teaching and learning materials for this research.

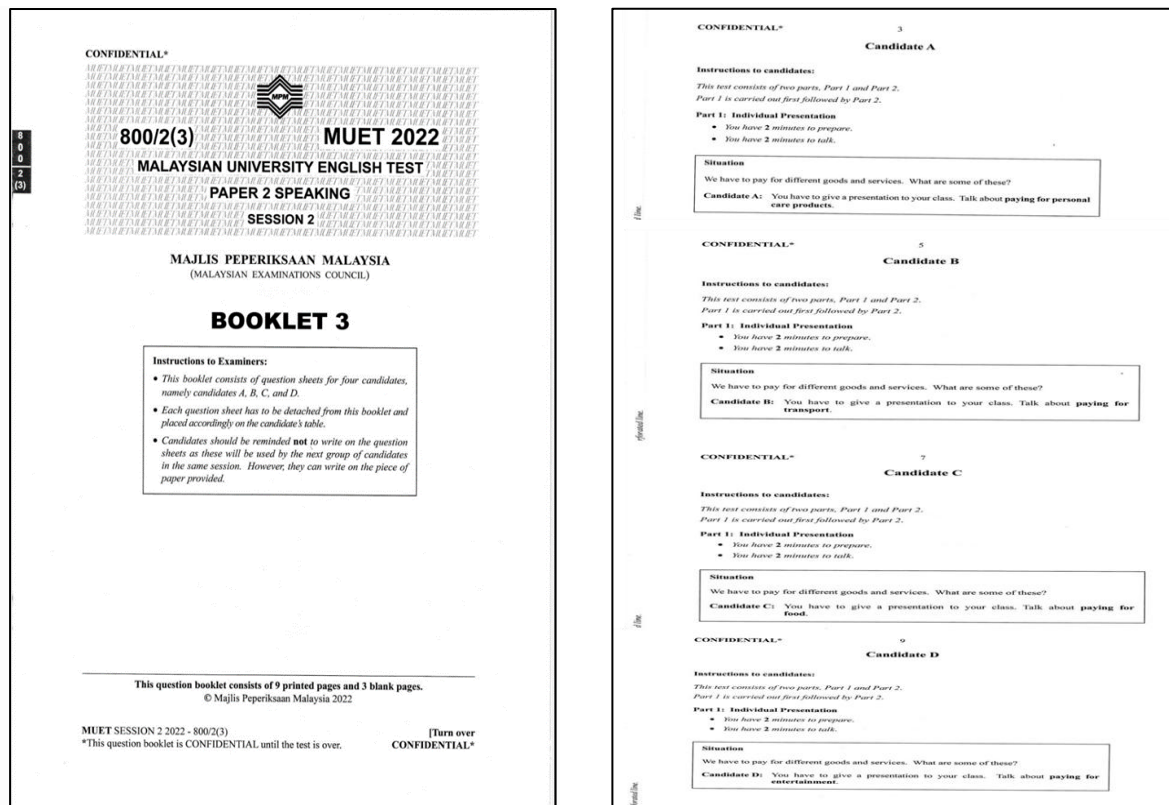


Figure 3. Instruments from 2023 MUET: Session 3 Booklet 8 (Part 1)

## The Pilot Study

The materials and instruments used in this study were pilot tested by trying them out in a series of teaching and learning sessions which mirrored the procedures of the actual research. It involved an intact class of 21 students taught by one of the researchers and they were non-related to the actual treatment and control groups but shared almost similar criteria in terms of language proficiency. The pilot study conducted served the purpose of determining arising technical issues related to the speaking texts and questions used in the implementation of TikTok application through either face-to-face or online lessons. Also, a set of questionnaires was also administered to the same group of students. The items of the questionnaire were analysed and it was found that it had an internal consistency value of 0.87 (High). The Cronbach's alpha value was used to interpret the scores (Cohen, Manion dan Morrison, 2017).

## The Implementation and Procedure

The study followed a structured approach comprising four stages for the treatment group and three stages for the control group. Initially, both groups underwent a pre-test assessment before the commencement of teaching and learning sessions. Subsequently, over the course of three weeks, both groups engaged in biweekly teaching and

learning sessions lasting two hours each. During these sessions, participants received one hour of instructional input from the lecturer focusing on various aspects of speaking skills, followed by one hour of practical application. Notably, the treatment group utilized the TikTok application for their speaking skills practices, conducted both virtually via Google Meet and in-class sessions, accommodating the hybrid class schedule. Conversely, the control group adhered to traditional printed practice materials. Following the teaching sessions, both groups completed a post-test assessment. To illustrate, only the treatment group completed a questionnaire in the final stage.

PRE-TEST Malaysian University English Test Speaking question: Booklet 3, Session 2, 2022 (Part 1)	
Week 1 Lessons 1 & 2	TikTok Activity: Set 1 a) About Myself b) MUET Speaking question: Booklet 1, Session 1, 2022 (Part 1) c) MUET Speaking question: Booklet 2, Session 1, 2022 (Part 1)
Week 2 Lessons 1 & 2	TikTok Activity: Set 2 a) Desire Pet b) MUET Speaking question: Booklet 3, Session 1, 2022 (Part 1) c) MUET Speaking question: Booklet 4, Session 1, 2022 (Part 1)
Week 3 Lessons 1 & 2	TikTok Activity: Set 1 a) Future Career (Role-Play) b) MUET Speaking question: Booklet 5, Session 1, 2022 (Part 1) c) MUET Speaking question: Booklet 6, Session 1, 2022 (Part 1)
POST-TEST Malaysian University English Test Speaking question: Booklet 3, Session 2, 2022 (Part 1)	

Figure 4. Treatment Activities



Figure 5. Role-Play using TikTok Application

### The Analysis of Data

All data collected in the pre-and post-tests were analysed using the Statistical Package for Social Sciences (SPSS)

version 26 to determine the Independent Samples T-test results. On the other hand, the data collected using the five-scale Likert scale in the questionnaire were analysed using descriptive statistics to determine the mode and median of each of the items.

## Findings

### Difference between the Pre-Test and Post-Test Mean Scores of the Experimental Group

To answer the question “Does the TikTok application improve students’ speaking skills?” The Paired Samples T-test was used. The results of the t-test analysis showed that there was a significant difference between the pre-test mean score (16.69) and post-test mean score (27.64) for the experimental group. This indicates that the TikTok application did improve the students’ speaking skills performances. Thus, the hypothesis of the study is accepted.

Table 1. t-test Results on The Speaking Test Scores between Pre-Test and Post-Test

Students' Group	N	Mean	SD	t value	Df	Sig.
<i>Experimental Group</i>						
Pretest	28	16.69	2.966	17.118*	27	.000
Posttest	28	27.69	3.205			
<i>Control Group</i>						
Pretest	35	17.57	3.117	2.054	34	.046
Posttest	35	17.90	3.051			

p<.05

### Difference between Male and Female Students’ Speaking Performance

The Independent Samples T-test was employed to address the inquiry regarding potential discrepancies in speaking test scores between male and female students. The outcomes of the t-test analysis revealed no noteworthy variance in the average scores of male and female students within the experimental group. This suggests that the influence of the TikTok application on speaking performance was consistent across genders. Consequently, both males and females have the opportunity to improve their speaking skills through the TikTok application.

Table 2. T-Test Results on the Difference in Speaking Test Scores between Male and Female Respondents in Experimental Group

Gender	N	Mean	SD	t value	Df	Sig. (2 tailed)
Male	9	11.47	4.312	0.714*	37.000	0.480
Female	19	10.55	3.762	0.711	35.740	0.924

p<.05

This showed the treatment of the TikTok application for the experimental group had some effects on the students’ speaking skills. Erenli (2013) reported that online applications can be used to enhance students’ speaking

performance. Interactive digital media allows users to move through the information at their own pace. Planning before teaching has been described as an important step of the speaking process because it supports students in their speaking skills.

### **Questionnaire**

Quantitative data analysis was performed using descriptive and inferential statistics. According to Chua (2006), descriptive statistics are statistics used to describe the characteristics of variables. Descriptive statistics aim to determine the mean, standard deviation, median, mode, frequency and percentage. Creswell, 2008 stated that the use of mean is a method used to describe the response of study respondents to items in an instrument. To analyze the data obtained, the researcher used the mean score interpretation table presented by Nunnally & Bernstein (1994). The mean score interpretation table is as in the table below.

Table 3. Interpretation Mean Score

Mean Score	Mean interpretation
1.00 – 2.00	Low
2.01 – 3.00	Medium low
3.01 – 4.00	Medium high
4.01 – 5.00	High

Nunnally & Bernstein (1994)

This section discusses the findings of a study related to students' perception using TikTok application and the level of students' motivation of the use of TikTok application for Speaking skills.

### **To Determine the Students' Motivation Using TikTok Application for Speaking Skills**

Table 4. Students' Motivation Using TikTok Application for Speaking Skills

Item	Statement	Mean	Standard Deviation	Level
1	I can imagine myself speaking English as if I were a native speaker of English.	4.36	0.621	High
2	I can imagine myself studying in a university where all my courses are taught in English.	4.39	0.629	High
3	I imagine myself writing English e-mails/letters fluently.	4.75	0.441	High
4	I can imagine myself living abroad and having a discussion in English.	4.39	0.685	High
5	Whenever I think of my future career, I imagine myself using English.	4.50	0.577	High
	I can imagine myself speaking English with	4.32	0.723	High

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6	international friends and colleagues. I can imagine myself living abroad and using			
7	English effectively for communicating with locals.	4.29	0.763	High
8	I can imagine a situation where I am speaking English with foreigners.	4.50	0.745	High
9	I imagine myself as someone who is able to speak English.	4.32	0.772	High
10	The things I want to do in the future require me to use English.	4.25	0.752	High
<b>Total score</b>	<b>4.41</b>	<b>0.67</b>	<b>High</b>	

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The findings of this study were analysed and discussed based on a questionnaire: What is the level of students' motivation in practicing speaking skills using the TikTok application among tertiary ESL learners?

The findings of the study showed students' motivation in practicing speaking skills using TikTok application was at a high level with an overall mean of 4.41 and a standard deviation of 0.67. Item 3, "I imagine myself writing English e-mails/letters fluently." had the highest mean (mean= 4.75 and sd= 0.441). Students can learn easily and in a fun way using the TikTok application. Students can learn collaboratively and generate critical thinking and good social relationships while interacting online using the TikTok application. Item 9, "The things I want to do in the future require me to use English." showed the lowest mean (mean= 4.25 and sd= 0.725). This shows that most of the respondents have no intention to stay abroad. Students will try their best to add new speaking skills if they need to stay overseas.

## Discussion and Conclusion

The primary objective of this study was to investigate how the use of the TikTok application at Pahang Matriculation College could enhance students' speaking abilities in MUET Speaking assessments. Hence, the findings of this study provided compelling evidence for the efficacy of TikTok in enhancing students' speaking performances. The significant improvement in the experimental group suggested that the integration of TikTok into the curriculum fosters greater engagement and practical language use. The improvement transcends gender, underscoring the platform's universal applicability in promoting speaking proficiency. The questionnaire responses further illuminate the mechanisms through which TikTok facilitated learning. Furthermore, the study aimed to ascertain the viability of employing TikTok as a tool for teaching speaking skills in English classes for Matriculation students and to explore potential disparities in speaking performance between male and female students. These findings align with earlier research by Chiang (2020), which also suggested that the TikTok application positively impacted students' speaking proficiency. It encourages active participation, stimulates creativity and allows for authentic language practice in a more relaxed, real-world context. This digital tool, therefore, emerged as a valuable pedagogical resource, offering dynamic and interactive learning experiences that traditional methods may lack. By offering students opportunities for self-expression and immediate feedback,

TikTok creates an enriched learning environment conducive to both skill acquisition and confidence building.

This study has profound implications for English language teaching by integrating TikTok as an educational tool, enhancing student engagement and promoting practical language use. The platform's ability to foster self-expression, creativity and immediate feedback creates a dynamic learning environment, significantly improving students' speaking skills across genders. These findings suggest that incorporating TikTok into language curricula could revolutionize traditional teaching methods, bridging gaps in conventional instruction. Furthermore, TikTok's universal appeal makes it suitable for diverse student populations. The study recommends that ESL instruction at the Matriculation level adopt this approach. Future research should explore TikTok's impact on interactive communication, its curriculum cycles, and how factors like students' race and age influence speaking proficiency development, using larger sample sizes for broader applicability.

To recapitulate, TikTok assimilation into classrooms proved to be highly beneficial in improving students' oral language skills, notably among those studying at Pahang Matriculation College in the eastern part of the nation. This subject has consistently faced difficulties in effectively involving students, especially those studying English, due to an institutional history that links English with colonialism. However, TikTok's novel method has successfully promoted engagement among reluctant learners, assisting them in overcoming their qualms about language acquisition. Moreover, students who possess proficient speaking skills exhibit greater confidence in their initial year of studies and could potentially alleviate the academic stress associated with learning in English-based academic environments.

Regarding teachers' essential role in education, it is essential to acknowledge the rising inevitability of combining Internet and mobile apps such as TikTok. These materials are not designed to replace educators, but rather to support their efforts by improving instructional objectives and engaging students through new techniques. Thus, modern English language educators and English language teachers need to emphasise the use of TikTok for educational purposes, particularly for English language communication education in the post-pandemic period, as the motivation and interests of using the app could be translated into the push-power to engage these young students in their academic study in the contemporary digital arena. Teachers could close the gap between traditional teaching methods and the interests of pupils who are digital natives by utilising technology like TikTok. Additionally, by addressing historical viewpoints and providing innovative learning opportunities, TikTok fosters a more equitable and productive educational environment, leading to substantial improvements in the abilities of learners to speak. As we dive more into the prospective uses of technological innovations in education, TikTok shines as a helpful resource in encouraging students to conquer linguistic obstacles while establishing competency in English and other subjects.

This research aimed to improve the speaking proficiency of Matriculation students, facilitating their preparation for the MUET and WE013 Speaking assessments through a novel pedagogical approach. By integrating the TikTok application and broader technological tools, the study provided lecturers with valuable insights, encouraging them to broaden their teaching methodologies and enhance student engagement in the learning process. The findings serve as a resource for college management in developing diverse instructional strategies,

particularly regarding online teaching applications, thereby informing policy decisions that promote engaging teaching practices. Conducted at Pahang Matriculation College with a limited sample size, the results are specific to this cohort; thus, they may not be generalizable. Moreover, the focus on speaking skills leaves unexamined the potential influence of other factors, such as vocabulary proficiency.

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