

## Developing Online Speaking Activities Via *TikTok*: Project-based Learning

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**Abstract**—The COVID-19 pandemic has changed the youngsters' lifestyles from offline to online. Short movies, such as *TikTok*, have become famous for communications and entertainment. This article describes a perspective of developing instructions under Project-Based Learning (PBL/PjBL) approach. In this article researchers suggest *TikTok* media as the platform of creating videos. Our literature review revealed that *TikTok* has many facilities that can help language teaching and learning, particularly in the speaking skill, and can be used to support PBL. Teenagers who are currently studying in high school use social media such as videos or links of videos intensively. They can learn many types of texts and how to communicate in different situations from videos available on the internet or by producing and uploading videos. Our design of online *TikTok* English speaking PBL instruction consists of teachers, learners, and materials that support one another. The seven steps in the design indicate that learning should be conducted through exploration, creation, and collaboration that promote acquisition and supported by scaffolding. The teachers, learners, and materials should synergize to create interactions that stimulate the learners' cognitive, affective, and behavioural domain of learning. Through appropriate social media, the teacher should be able to motivate, advice, guide, facilitate, and evaluate the learners' project activities that consist of planning, organizing, actuating, and controlling.

**Keywords**—development, pandemic, project-based, learning, speaking, *TikTok*.

### I. INTRODUCTION

The COVID-19 pandemic has a significant impact on all sectors of human life, including education. All activities involving large numbers of people, such as

face-to-face teaching and learning activities are temporarily suspended to reduce the spread of the virus. Before the outbreak of the COVID 19 virus, education prioritized a face-to-face conventional system to deliver materials in schools and many other learning institutions. In addition, most educators have also started implementing "blended learning" or "mixed learning" that integrates face-to-face learning with technology to support learning activities in the 5.0 era to ensure students keep learning (Husamah, 2014). As education is dynamic, the learning practices in the 21st century have all been integrated with the internet making it easier to interact.

The development of information and communication technology in the 5.0 society has dramatically influenced education, particularly in the teaching and learning activities. Implementing information technology in the education system as a medium can help the learning process (Wekke & Hamid, 2013). In addition, the implementation of technology in learning benefits students and teachers as they can connect outside the class hours. For example, teachers can use online applications such as WhatsApp, Google Classrooms, Edmodo and others to support learning activities such as asking students to do exercises and looking for references related to their teachings. Meanwhile, students can communicate with the teacher on learning issues that they do not understand. Therefore, learning does not stop in the classroom but can happen anywhere at any time.

During the "new normal" period in Indonesia, educators have implemented learning activities by ODL (Open and Distance Learning) or online based on Circular no. 4 of 2020 by the Minister of Education and Culture. All activities in the education sector must be carried out at a distance and materials are to be delivered in their respective homes (Mendikbud, 2020). Learning through an online system is considered the best solution because it considers the safety of students, education staff, and educators. In addition, people work and learn from home to prevent the Coronavirus from spreading.

The role of selecting the appropriate learning strategy can provide meaningful experiences in the learning process for students. One of them is implementing a PBL model to be applied by educators in giving assignments to students. PBL can be implemented to students who study from home because the principles of this method include collaboration, independence, and exploration (Larmer, Mergendoller, & Bozz, 2015). We consider this strategy appropriate because online learning platforms often need learners to work independently. Using this strategy, the learners can collaborate doing meaningful activities and explore exciting sources instead of doing monotonous and boring assignments.

The integration of PBL during a pandemic can collaborate with several online applications including *TikTok*. The application has been prevalent and until May 2021 it has remained as the world's most downloaded non-game app (Feng, 2021). *TikTok* application is a Chinese social network and video music platform launched in September 2016. The application allows users to create short music videos. In 2018, *TikTok* established itself as the most downloaded application, namely 45.8 million times. This number beats other popular applications such as YouTube, WhatsApp, Facebook Messenger, and Instagram (Bohang, 2018). Incorporating project learning models with the *TikTok* application is considered a breakthrough in education due to the key features in PBL: independence, exploration, and collaboration.

The purpose of writing this article is to introduce our perspective of developing instructions that use the PBL approach. We believe this article can motivate language teachers to produce instructional activities that involve learners' creativity of producing short videos.

In developing this perspective, two main steps were utilized namely observing and redesigning. We critically observed the seven steps of the PBL model to enhance productive competences of vocational students that was developed by Jalinus et al. (2017). Then, we redesigned the seven steps into a *TikTok* PBL design

based on the most current theories of learning: PBL, *TikTok*, and speaking skills. Our design was evaluated internally by the developers in cyclical steps that consist of analyzing, evaluating, and redesigning.

## II. REVIEW OF LITERATURE

### A. Theoretical Framework

The learning process contains five communication components: the teacher (communicator), learning materials, learning media, students (communicants), and learning objectives (Nurrita, 2018). Teaching materials are materials that are systematically arranged and used by teachers and students in the learning process (Kumar, 2017). Thus, the learning media is an integral part of the learning system that cannot be separated. Without learning media, the teaching and learning process does not work appropriately; it requires one medium to deliver teaching materials (Sukmahidayanti, 2015). There are some conditions that teachers should do before determining the media used in their teaching-learning activities. They must effectively use the media to find and select media that meet students' learning needs, attract their interests, develop maturity and experiences, and existing unique characteristics (Aini, 2013).

There are at least three functions of media in a teaching and learning process. First, the simulation function that creates interest in learning and knowing more about everything in the media. Second, the mediation function which is an intermediary between teachers and students. In this case, the media is the bridge of communication between teachers and students. Third, the information function that displays the teachers' explanation which they need to convey (Sukiman, 2012). An appropriate selection and use of teaching media by teachers can help the learners acquire knowledge or skill.

*TikTok* is a video recorder and editor application that is easy to operate, and teachers are able to use it as a teaching medium to develop creative, fun, and effective learning. Because it has an editable audio feature, it is possible to use *TikTok* for teaching speaking skills. The flexible and editable audiovisual and graphic features allow teachers to create materials that meet the students' learning needs. Teachers also can use *TikTok* applications to engage the students because of the novelty of the application, and the learners can use the features in creative activities as a part of their learning. Finally, the features that are provided in the *TikTok* application meet the psychological development and the characteristics of junior high school students born as millennials and Z generation.

In the most recent version that we observed (June 2021), we found *TikTok* has the features as listed in Table 1.

Table 1. The features of *TikTok* application

Usage	Features
Video or image upload	Video or image from the device can be uploaded to <i>TikTok</i> to be edited and/or published
Voice Record	Record sound through the device, then integrate it into a personal <i>TikTok</i> account.
Video Record	Record video via device, then integrate it into your personal <i>TikTok</i> account.
Back sound	Add background sound that can be downloaded from the <i>TikTok media</i> Application storage.
Edit	Fix and edit a draft video that has been made.
Share	Share the existing video.
Duet	Collaborate with other <i>TikTok</i> application users.

This feature-rich and easy-operated application will enable teachers with basic knowledge of video editing to create or modify videos for their teaching.

### B. PBL

During the pandemic, learning activities have shifted from “Face to Face Learning” to “Online Classes” to become the best solution at this time to break the chain of spreading the coronavirus (COVID-19). Even though learning activities are carried out online, this does not mean that learning is carried out without a strategy. The implementation of particular strategies in learning can help the learners achieve the expected learning objectives. Learning strategies are the methods chosen to deliver the subject matter in a particular learning environment, including the nature, scope, and sequence of activities that can provide learning experiences to students (Haidir & Salim, 2014). The selection of appropriate learning strategies during the pandemic is expected to provide meaningful activities for students because they tend to stare at gadgets for a long time.

The PBL strategy is a learning model that can be implemented in the midst of a pandemic because it is independent and makes students more active. The implementation of PBL can provide students the

opportunities to master process skills and apply them in everyday life so as to create meaningful experiences (Tinenti, 2018). This was also stated by the Minister of Education and Culture that to help students train for independence, PBL is a learning strategy that can be implemented during a pandemic. Nuryati, Masitoh, and Arianto (2020) carried out an assessment on PBL and they found that it is able to provide freedom for students to be more creative in completing their tasks. Jalinus, Nabawi, and Mardin (2017) revealed that the implementation of PBL is very effective in increasing students’ competence productively. Abidin, Arizona, and Kurniawan (2020) indicated that a learning strategy approach provides opportunities for students to learn concepts deeply and improve learning outcomes through PBL.

Several steps must be considered in implementing a PBL model for students. Jalinus, Nabawi and Mardin (2017) divides PBL into skill competencies debriefing, project work, and evaluation. The skill competence debriefing consists of the formulation of the expected learning outcome, understanding the concept of the teaching materials, and skill training needed to complete the project work. The project work consists of designing the project line, marking the project proposal, and executing the tasks. The evaluation consists of the presentation of the project reports.

### C. SPEAKING SKILL

Thornbury (2005) argues that speaking is the process of delivering spoken information or ideas through speech production. According to Nunan (2003), speaking is an activity that consists of constructing systematic utterances in conveying the meaning orally. Harmer (2007) stated that speaking is an ability to speak; not only the activity of performing the knowledge of language features but also involves the capability to process information during communication. Based on the theories above, we agree that speaking is the ability of someone to process information or ideas through speech production during the communication to deliver information related to the topic being interacted with.

In correspondence to teaching speaking in the pandemic, Amiti (2020) revealed that by teaching speaking through an online platform, learners showed improvement in EFL (English as a foreign language) oral proficiency. However, since the materials used in the online class were persuasive, some learners found difficulties learning autonomously, without depending on the instructor's assistance. Besides, the proper and elaborated lesson planning is helpful in incorporating tasks that would focus on speaking skills more in virtual teaching activities (Amity, 2020). We argue that in such

a situation, a properly designed and well-planned PBL will be effective to encourage learners to collaborate in a speaking activity. It also means that the learners will learn voluntarily and will acquire the speaking competencies after being involved in the activity extensively.

#### D. DEVELOPING PBL USING TIKTOK APPLICATION IN ENGLISH SPEAKING SKILLS

It is obvious that the characteristics of project learning include independent, collaborative and explorative learning. Therefore, creating project-based instruction using the *TikTok* application is possible. The features possessed by *TikTok* provide opportunities for its users to be independent, collaborative, and explorative in the activities. For example, *TikTok* features allow learners to be more creative in making videos that they can do independently or collaboratively (Yang, 2020).

Adapting the theory of PBL that Jalinus et al. (2017) proposed, we arrived with a PBL design using *TikTok* to improve high school learners' speaking abilities as described in Figure 1. The Jalinus et al. (2017) template of the design is used because we agree with them in the components and the number of steps involved. Meanwhile, we have different details of the roles of the teacher, students, and materials.

Researchers are aware that other studies have proposed simplifications to the design of PBL. Some of the items that may need simplifications are in the area of: (1) selecting appropriate teaching materials to be given in PBL; (2) determining learning objectives to be achieved; (3) developing a schedule of project-based activities along with monitoring the students' activities who have the principles of being independent, collaborative and explorative; and (4) evaluating the final project of students (Yuliana, 2020). However, we should add that the result of the simplification has to provide a meaningful learning experience to the learners.

An attempt to promote the learners to speak should be referred to as factors that can overcome the learners' speaking anxiety. Pratama et al. (2018) found five ways that were used by a learner to overcome public speaking anxiety, namely: gestures, rehearsal, visualization, relaxation, and using notes. *TikTok* video project should be arranged in such a way that the learners will have opportunities to use the five strategies or at least some of them.

### III. FINDINGS

In our model (See Figure 1) the design of PBL consists of three main factors and three main stages that are broken down into seven detailed steps. The factors, the stages, and the steps are integrated with one another as a unit that works effectively under a teacher's leadership using a platform that consist of at least two applications: the *TikTok* video editor and a flexible social media. The *TikTok* is used as the media for learners to work and create videos; whereas social media is used as a means of communication between the teacher and the students and among the students.

The three main factors in the model are three roles that interact with one another to produce activities that allow the learners to acquire linguistic and communicative competences. The synergy of the role of the teacher, the learners, and the materials are expected to create an atmosphere of interaction that activates the learners cognitive, affective, and behavioural domain of learning. The teacher's role as the motivator, advisor, guide, facilitator, and evaluator can positively influence the learners' role as the *TikTok* project planner, organizer, actuator, and controller; and they use social media in their communication.

All the activities are student-centred. In the skill competencies debriefing stage, the learners are motivated to express their expectation of the project. When the learners are thinking about the project, the teachers can figure out the level of the learners' proficiency, the learning process the learner will experience, and the outcomes that (teacher and students) will be obtained the teacher can use the combination of English and bahasa Indonesia in the three steps of debriefing. In exploring the *TikTok* and contents, the learners are possibly very active and productive but, in the language, and media scaffolding the teacher must take the initiative. Scaffolding is an integral part of constructivism that is believed to be an effective way of helping learners to experience complexity in PBL activities.

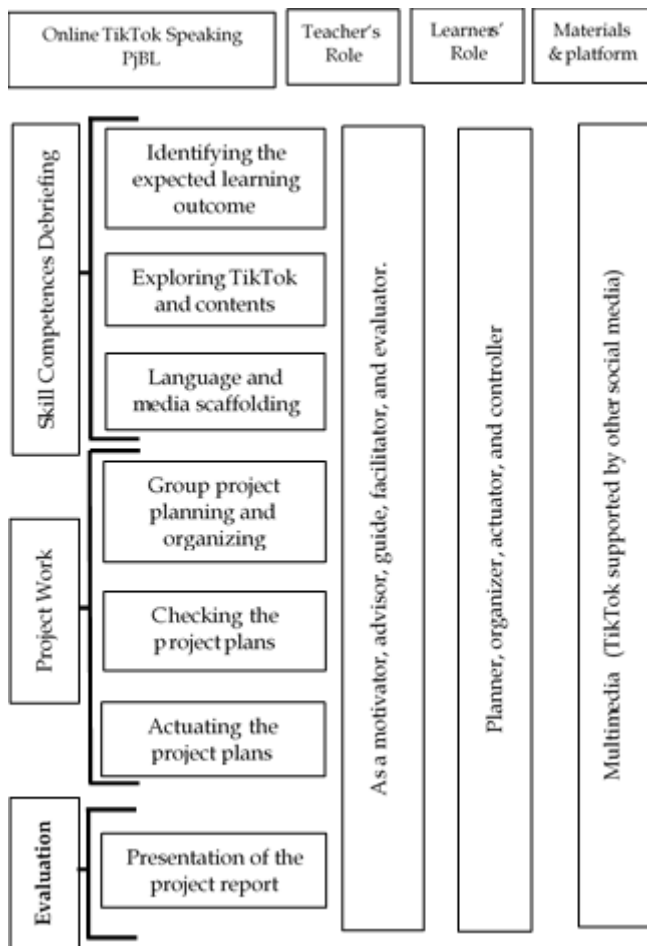


Figure 1. The *TikTok* PBL Design (Major Adaptation from Jalinus et al. 2017)

In the project work stage, the learners work in groups of four or five. They do online discussions to develop a plan of creating and uploading a *TikTok* video. Then, they organize the project work by analyzing the tasks, resources, and time. They need to write clearly the responsibilities of each learner and the time schedule. Upon checking project plans, every group representative exposes their detailed action/project plan to the teacher through a social media application. The teacher may help the learners revise the plan when necessary. At the end of the project work stage, the learners collaborate within their group members to produce a short video. Worksheets are very important to help the learners accomplish all the steps in the project work stage. That's why the teacher must prepare an operational worksheet for every group to complete the project work. Besides as the guides, the worksheets will be useful for every group leader to control the quality of their products and their collaborative work process.

In the evaluation stage, the teacher checks the product outcome and their filled worksheets. The submission can be done through social media. To check the quality

of the collaborative work process of every group, the teacher can communicate informally with the learners through the social media that the learners use to submit their work.

The process of conveying ideas, statements, or intentions by speaking to each individual is different. Therefore, learning media must be designed appropriately in order to improve students' speaking skills. *TikTok* application provides convenience and flexibility for its users to insert background sounds into the application. Using these features, the learners can utilize the *TikTok* application to express, state or convey intentions, ideas, thoughts, and feelings more flexibly.

This model critically evaluates the seven steps created by Jalinus et al. (2017). It is a design of a product that was resulted from a study on the basic principles and an initial finding of practical applications. It is a product of technology in technology readiness levels (TRL) 3. Through an active critical review and adjustment to a different context, we redesigned the seven steps into a more comprehensive concept that is still in the TRL 3.

The strong point of this model is the clarity of the concept. This model is derived from clear concepts of approach, design or method, and procedure. The theory of language as a means of communication and the theory of language teaching as communication are used consistently. Whereas the synergetic roles of teachers, learners, and materials are described concisely. In addition, the learning activities are listed obviously as the procedures of teaching and learning process that use social media and short videos.

The combination of Thornbury (2005), Nunan, (2003), and the Harmer (2007) theories which explain speaking as activities of constructing and processing systematic utterances that convey information or ideas are covered in the integration of the teacher's roles, learners' roles, and materials' role. The nature of the PBL can then be carried out through the steps that are grouped into the three stages (See Figure 1). Above all, PBL as an online platform (Amiti, 2020) can be implemented when the *TikTok* is produced, watched, and communicated.

Additionally, the integration, the logical steps, and the online implementation will enable learners to overcome speaking anxiety. It will be possible for them to use gestures, rehearsal, visualization, relaxation, and notes as revealed by Pratama et al. (2018). The learners can use gestures at ease because they will have the opportunities during the preparation stage and repeat the recording when a recording result is not satisfactory. The learners can also rehearse as many times as he/she needs. There will also be no difficulty for the learners to do visualization and relaxation when they are getting

prepared for a video recording. Last, using notes during preparations and recordings is also possible.

The weak point is that this model is very theoretical. Novice teachers and teachers with limited knowledge on the teaching methodology would find it too abstract. They may need more practical examples and even guidance from more experienced teachers or from scholars in language teaching methodology if they wish to design a lesson plan using this model. It would be more useful as a reference when an experienced teacher is conducting development research to produce practical instructional designs.

#### IV. CONCLUSION

PBL can be integrated with the *TikTok* application in the learning process to allow students to be more creative. By implementing appropriate design and media, it provides opportunities for students to experience explorative, independent, and collaborative learning. In learning the English language, learners need to experience learning and communicate using various features that are easy to operate. Our design of online *TikTok* PBL for English speaking instruction suggests the synergy of three factors that have interrelated roles in instruction, namely: teachers, learners, and resources. The detailed steps in this design suggest the importance of promoting language acquisition, which psycholinguists strongly believe is more effective than language learning. It is suggested that a researcher develop a more operational guide based on this model, with practical examples, to help teachers implement the *TikTok* PBL Design.

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