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## **Implementing Peer Feedback In Increasing Motivation In Speaking English Using Tiktok**

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### **Abstract**

This study explores the impact of using TikTok for peer feedback to boost motivation in English speaking skills. Employing qualitative and quantitative methods, the research investigates how TikTok-based peer feedback influences motivation levels and speaking proficiency. Initial findings indicate a positive correlation between TikTok-enabled peer feedback and increased motivation among English language learners. This study contributes to innovative language teaching methodologies by showcasing TikTok's potential to foster motivation through peer interaction.

### **Keywords:**

TikTok, Motivation, Peer Feedback, and Speaking Skill

### **Introduction**

The 21st century has seen a significant transformation in education, driven by technological advancements and the changing needs of students. The traditional model of education, which relied primarily on textbooks and classroom lectures, has been supplemented and sometimes replaced by dynamic approaches coupled with technology. This shift in pedagogy has paved the way for innovative and more engaging learning experiences that cater to the diverse needs and preferences of students (Trilling & Fadel, 2009).

Learners in the 21st century have grown up in the digital age, where information is at their fingertips. These digital natives crave interactive, multimedia-rich content and value independent learning. Educators must adapt to meet these evolving student expectations and equip students with the skills and knowledge needed to succeed in the digital age (OECD, 2019). Digital literacy has become a fundamental skill in the 21st century. It includes the ability to access, evaluate, and utilize digital information effectively and responsibly. With the increasing integration of technology in education, educators need to promote digital literacy to empower students to navigate the digital landscape, critically assess online content, and utilize the vast resources available online for learning (Audrin & Audrin, 2022).

The digital learning environment encompasses a variety of tools and platforms that support and enhance education. Learning management systems (LMS), online collaboration

tools, and interactive multimedia resources create immersive and flexible spaces for learning. These environments enable personalized learning, offering students the opportunity to explore topics at their own pace and style while encouraging collaboration and communication (Sutarni et al., 2021). Collaboration using technology can improve the quality of the learning process and increase student motivation (Zahra & Febria, 2023).

Integrating learning technologies and media into the educational environment can significantly enhance the learning experience. From interactive simulations and virtual reality to educational apps and multimedia content, these tools have the potential to make complex concepts more accessible and engaging (OECD, 2019). Technology-enabled learning in education that can be supported by the internet with greater access from devices such as laptops, computers, tablets, and mobile phones has grown rapidly around the world (Lasut & Nurlaily, 2022). However, it is important for educators to use these resources purposefully, aligning them with educational goals and outcomes.

Designing effective teaching and assessment strategies is essential in the context of 21st-century learning. Pedagogical approaches should be learner-centered, incorporating active and experiential learning methods. In addition, assessments should focus on evaluating skills such as critical thinking, creativity, and problem-solving, not just memorization (Trilling & Fadel, 2009).

These various components of 21st-century learning are essential for preparing students for the demands of the 21st-century workforce. Educators need to continue to explore ways to integrate them into their teaching practices and to design instruction and assessments that align with these goals.

Several previous studies have investigated the use of TikTok as a tool for learning English speaking. One study conducted by Ferstephanie and Lady Pratiwi (2022) aims to identify the effectiveness of using TikTok in improving students' speaking skills. This research was conducted through several stages, namely planning, implementation, observation, and reflection. The application of TikTok proved to be effective in developing students' speaking skills. TikTok application makes students enjoy learning more, especially in improving speaking skills. Students are free to express their ideas and creativity when creating content.

Another study by Rahma Yulita (2023) aims to investigate how students feel about using TikTok as a learning tool to develop their speaking skills. The results obtained from this study were three different perceptions held by the students. First, TikTok can be used as an additional learning tool because it offers a wide variety of information that allows students to master subjects that they do not understand in class. Second, TikTok can be used as an interactive learning tool as it offers interesting features that encourage students to actively participate in class. In addition, the duration of the videos is quite short so that students are not easily bored. TikTok can increase students' confidence level in speaking English because TikTok provides a wide variety of English exercises that can improve students' speaking ability and make them more confident.

Based on the problems found and the technology to be used to solve those problems, here are some research questions that can be explored:

1. What are students' overall perceptions regarding using TikTok as a tool to increase motivation to learn and speak English?
2. What is the impact of using TikTok on students' motivation levels in the context of English language learning and speaking proficiency?
3. How does implementing peer feedback increase motivation in speaking English using TikTok?

## **Literature Review**

### **1. ICT in Language Learning:**

Information and Communication Technology (ICT) has been widely used in language learning to enhance the quality of education and provide learners with a more engaging and interactive learning experience. Utilization of technology in the world of education is important to support the current development (Zaki & Destrin, 2021). According to a study by D'Souza (2021), Technology plays an important role in teaching because it filters all that is positive and valuable into the teacher's values. The study also highlights the importance of incorporating technology in language learning to keep up with the changing needs and preferences of students.

### **2. Peer Feedback in Language Learning:**

Peer feedback is a process where students provide feedback to their peers on their language performance. This approach has been widely used in language learning to enhance students' speaking and writing skills and increase their motivation and engagement. A study by Gokgoz-Kurt (2023) found that peer feedback positively impacts students' motivation and engagement in language learning. The study also highlighted the importance of providing students with clear guidelines and training on giving and receiving feedback effectively.

### **3. Motivation in Language Learning**

Motivation is a crucial factor in language learning as it influences students' engagement, performance, and success in learning a language. According to Dörnyei and Ushioda (2009), in the book "Multilingual Matters: Chapter 1 Motivation, Language Identity and the L2 Self", motivation is a complex and dynamic process that is influenced by various factors, such as learners' beliefs, attitudes, goals and values. The study also concerns the importance of creating a supportive and positive learning environment that can foster students' motivation and engagement in language learning.

### **4. TikTok in Language Education**

TikTok has gained immense popularity among students as a social media platform that allows them to create and share short videos. The platform has also been used in language education to enhance students' speaking skills and increase their motivation and engagement. A study by Ferstephanie and Lady Pratiwi (2022) found that TikTok can be used to support students' speaking skills in language learning. This study also discovered that the utilization of TikTok in teaching English can assist students to improve their speaking skills. A study by Marsevani (2022) also found that learning videos are useful to facilitate learners in understanding the material.

Integrating technology, peer feedback, and motivation in language learning can enhance students' language skills and increase their engagement and motivation. As a technological tool, TikTok has also shown potential in language education to provide students with a more interactive and engaging learning experience. In the 21st century, education has undergone a massive transformation driven by

technological advances and the evolving needs of students. The traditional model of education, which relied primarily on textbooks and classroom lectures, has been supplemented and sometimes replaced by dynamic approaches coupled with technology. This shift in pedagogy has paved the way for innovative and more engaging learning experiences catering to student's diverse needs and preferences.

## **Research Methods**

### **Research Design**

The mixed-method approach employed in vocational high school in Batam study amalgamates qualitative and quantitative methodologies. This methodological fusion was used to comprehensively understand the English learning process at the school. By combining classroom observations, questionnaire responses, and interviews with both students and teachers, the aim was to provide a multifaceted view of the learning environment and make informed recommendations to enhance teaching methodologies.

### **Participants**

The study encompassed students and English teachers at vocational high school in Batam. Twenty-nine (29) Grade X students were involved in classroom observations and questionnaire completion. The selection of this grade level was strategic, considering these students' introduction to vocational schooling and English subjects.

### **Instrument**

The research employed three primary instruments: classroom observations, questionnaires utilizing Google Forms, and face-to-face interviews. The classroom observations aimed to evaluate student behavior, participation, and interaction during English sessions. The questionnaire, encompassing various aspects of language learning and technology usage, facilitated understanding strengths and weaknesses. Interviews delved into topics like ICT integration challenges.

### **Procedure**

A meticulous procedure was followed, involving discussions to select schools, obtaining permissions for observations, school visits, blueprinting questionnaires, interviews with stakeholders, and distribution of questionnaire links. This structured process ensured comprehensive data collection.

### **Data Analysis**

The data analysis process was systematic, commencing with defining objectives and collecting accurate and complete data from various sources. Data cleaning addressed errors and inconsistencies, forming hypotheses for statistical testing. Appropriate analysis techniques were employed, ranging from regression analysis to hypothesis testing. Conclusions drawn from this meticulous analysis aimed to answer research questions and inform decisions based on validated findings.

The research's strength lies in its comprehensive approach, combining multiple data collection techniques to gain a nuanced understanding. This detailed process facilitated a holistic evaluation of the English learning environment and provided insights for improvement.

## Results and Discussion

### Results

This research was conducted to integrate technology in education, which has changed how English is taught and learned, especially using the TikTok app. Using the TikTok application can help increase students' motivation to learn English, especially speaking skills. However, challenges such as access, feedback systems and student motivation still need to be implemented and overcome to realize the full potential of using TikTok in ELT. To better understand the use of TikTok in ELT, a student questionnaire was administered to gather feedback on their experience.

The following table will answer the research questions from the results of the student questionnaire analyzing the Implementation of Peer Feedback in Improving English Speaking Motivation Using TikTok:

**Table 1. Students Questionnaire**

No	Question Criteria	Statements	SD	D	N	A	SA	Total
1.	Intrinsic Motivation for Learning English (Eka Putra et al., 2018)	I always practice speaking English by practicing it almost every day	3	4	15	5	2	29
2.		I always ask the teacher when I have doubts about English vocabulary	2	4	6	12	5	29
3.		I always ask the teacher when I have uncertainty about the correct pronunciation in English.	0	4	7	10	8	29
4.		I want to be able to speak English fluently.	0	0	1	5	23	29
5.		I want to be able to speak English with correct pronunciation.	0	0	2	4	23	29
6.	Anxiety in Speaking English (Damayanti & Listyani, 2020)	I feel nervous in Academic Speaking class than in my other classes	1	1	4	11	12	29
7.		I get nervous when I don't understand every word the language teacher says	0	1	7	15	6	29
8.		I start to get panic when I have to speak without preparation in language class	2	2	1	9	15	29
9.		I feel very self-conscious about speaking English in front of other students	1	2	4	14	8	29
10.		I get nervous and confused when I am speaking in my language class	1	5	7	9	7	29
11.		I am afraid that my language teacher is ready to correct every mistake I make	0	3	7	8	11	29
12.		I keep thinking that other students are better than me at speaking English	2	2	1	9	15	29
No	Question Criteria	Statements	Yes		No		Total	
13.	Use of Information and Communication Technology (ICT) in English (Ayele, 2022)	Do you prepare power point presentation slides in English?	9		20		29	
14.		Do you read news on the internet in English?	4		25		29	

15.		Do you download or listen to online music in English?	26	3	29				
16.		Do you watch YouTube in English?	13	16	29				
17.		Do you use chat applications with friends in English?	6	23	29				
18.		Do you join online forums to discuss English learning with friends?	5	24	29				
19.		Do you surf the internet in English for information to support/complete your course works?	25	4	29				
20.		Do you use online English dictionaries?	24	5	29				
No	Question Criteria	Statements	SD	D	N	A	SA	Total	
21.		I think learning the English language using technology in the classroom is fun and enjoyable	0	1	6	8	14	29	
22.		I think I will learn English using technology more than the traditional way	0	0	9	10	10	29	
23.	Motivation to Use Technology in Learning English (Alakrash & Razak, 2019)	I think rather use the computer and the internet to learn English in the classroom than textbook and worksheets	1	0	6	11	11	29	
24.		I think using the computer and the internet to learn the English language is made learning engaging	0	0	3	12	14	29	
25.		I think learning English using technology is effective and interesting	0	0	3	14	12	29	
26.		The use of technology to learn English is a waste of time	17	7	3	1	1	29	
27.		I think the use of technology in the classroom to learn English will not improve my learning process	13	7	7	2	0	29	
28.		I always get new vocabulary that important in speak from TikTok	0	1	7	13	8	29	
29.		I can learn how to have good pronunciation through TikTok.	0	0	10	13	6	29	
30.	The Use of TikTok Application to Improve Students' Speaking Skill (Hulwatun Nasichah, 2023)	From TikTok I can learn how to use appropriate gestures, expressions, and intonation	0	3	10	10	6	29	
31.		Using TikTok as one of learning medium can motivate me to improve my speaking ability due to the requirement to be able to speak English in the future	0	3	7	14	5	29	
32.		Practice speaking through TikTok is so fun and interesting. So, I do not feel bored.	0	1	10	13	5	29	
33.		Practice speaking through TikTok can reduce my fear of wrongness.	0	2	14	8	5	29	
34.		TikTok is one of the effective medium to improve speaking skill.	1	1	11	9	7	29	

\*SD=Strongly Disagree D=Disagree N=Neutral A=Agree SA=Strongly Agree

The student questionnaire focused on intrinsic motivation, anxiety in speaking English, use of Information and Communication Technology (ICT) in English learning, motivation to use technology, and the use of TikTok application to improve speaking skills. The results revealed an encouraging level of motivation among students to learn English, particularly emphasizing their desire to speak fluently and with correct pronunciation. However, there were signs of anxiety when it came to speaking English, especially in front of others or without preparation.

Regarding ICT use, a substantial number of students reported using online resources, such as English dictionaries and internet research, for coursework. There was a prevalent positive attitude toward technology, with many finding it engaging and enjoyable. However, there was some skepticism regarding the enhancement of the learning process through technology. The use of TikTok emerged as a potential tool for improving speaking skills. Students recognized its value in acquiring vocabulary, pronunciation, and appropriate language nuances. Additionally, student found it enjoyable, reducing the fear of making mistakes while speaking.

Teachers appeared more proactive in using ICTs, especially for communication with students through social media and designing technology-enhanced language learning activities. However, challenges surfaced regarding designing electronic learning materials, efficient communication online, and the time-consuming nature of preparing electronic education content. Some teachers expressed concerns about their lack of computer literacy skills and difficulties in quickly adopting new teaching methods.

## Discussion

The study found that students exhibited a strong intrinsic motivation to improve their English speaking abilities, with a focus on fluency and precise pronunciation. However, students also showed signs of apprehension and anxiety when speaking English unprepared or in front of others, indicating a need for support and development (Riswanto et al., 2022).

The study also found that students relied heavily on online resources, including dictionaries, internet research for coursework, and active engagement with English content across various online platforms. While students had a positive attitude toward technology, they were skeptical about its efficacy in augmenting the learning process (Riswanto et al., 2022).

Interestingly, the study found that TikTok could be a potential tool for enhancing speaking skills. Students recognized its value in acquiring vocabulary, refining pronunciation, and easing the fear of making mistakes while speaking. The perceived enjoyment factor of TikTok also contributed to its effectiveness as a learning tool (Riswanto et al., 2022).

On the educators' front, teachers were proactive in leveraging ICTs for communication with students through social media channels and crafting technology-integrated language learning activities. However, challenges surfaced, including designing electronic learning materials, efficient online communication, adapting to new teaching methods, and concerns about inadequate computer literacy skills among some instructors (Riswanto et al., 2022).

These findings underscore the promising potential of technology, particularly TikTok, as a catalyst for improving English speaking skills. The study also highlight the imperative need for addressing student anxiety in speaking English, further integrating technology effectively into teaching practices, and providing adequate support to educators to maximize its benefits within the classroom.

This statement suggests that TikTok can be an effective tool to improve students' speaking skills and motivation in learning English. The consistency in findings indicates a promising avenue for language learning. However, challenges such as access to technology, establishing effective feedback systems, and maintaining student motivation remain relevant (Novitasari & Addinna, 2022). The research recommends exploring strategies to ensure equitable access to technology for all students, designing efficient and constructive feedback mechanisms within the TikTok framework, or investigating ways to maintain long-term motivation when using such platforms for language learning (Novitasari & Addinna, 2022). The research could further contribute to the existing literature by proposing practical solutions or strategies to maximize the benefits of TikTok in English language teaching while mitigating the identified challenges. This could involve designing interventions, conducting surveys, or applying experimental teaching methods to explore how these issues can be resolved or overcome in the context of using TikTok for English language learning (Novitasari & Addinna, 2022).

## Conclusions

Based on our observation in a vocational high school in Batam, there is a strong motivation for English. Teachers' integration of ICT has increased engagement, and students feel motivated. In particular, TikTok stood out as a favored tool, helping them with English. However, challenges remain, including anxiety, nervousness, and intimidation by peers or teachers. Despite these hurdles, the students' enthusiasm for using technology, especially TikTok, signaled a promising path to improving their language skills. Efforts to overcome these challenges and capitalize on their tech-savvy tendencies can significantly improve their English proficiency and confidence. Peer feedback is also constructive for developing students' speaking skills without the anxiety of direct teacher assessment.

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