

**ANALYSIS PROJECT-BASED LEARNING USING TIKTOK
APPLICATION TO ENHANCE ENGLISH SPEAKING SKILLS
(A CASE STUDY OF STUDENTS' AND TEACHERS' PERCEPTIONS)**

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Abstract: This study examined the implementation of the Project Based Learning (PjBL) method using the TikTok application to enhance students' English speaking skills at SMAN 1 Ciledug. The research specifically explored students' and teachers' perceptions as well as the challenges encountered during the learning process. A qualitative case study design was employed, and data were collected from five eleventh grade students and two English teachers through classroom observations, semi structured interviews, and documentation. The data were analyzed using thematic analysis, while credibility was ensured through triangulation of the three data sources. The findings show that both students' and teachers' held positive perceptions of integrating TikTok into PjBL. Students reported increased confidence, creativity, and fluency, partly because the ability to record and edit videos reduced the pressure typically felt in live speaking performances. Teachers also observed higher engagement and participation as students became more active in completing their speaking projects. Although challenges such as limited devices, time constraints, and camera shyness were present, participants managed these issues through collaboration and flexible task arrangements. Overall, the study suggests that TikTok based PjBL can serve as an effective and relevant approach for supporting speaking skill development in Indonesian EFL classrooms, particularly within the Merdeka Curriculum context.

Keywords: Perceptions, PjBL method, TikTok Application, Speaking Skill

INTRODUCTION

English has become a crucial global language in the era of international communication and technological advancement. It enables people from different backgrounds to exchange information, build relationships, and participate in global interactions. Among the four essential language skills listening, speaking, reading, and writing speaking plays a particularly important role because it allows learners to express ideas and communicate directly in real-life situations. For Indonesian students who learn English as a foreign language (EFL), speaking skill is often considered the most challenging to master. Many students struggle with confidence, have limited vocabulary, and rarely practice speaking outside the classroom. As a result, students are less willing to express themselves verbally, and their speaking ability develops slowly. This situation requires teachers to find innovative and effective strategies to help students improve their speaking skills through more active learning practices.

In recent years, the Indonesian education system has undergone significant transformation through the implementation of the Merdeka Belajar (Independent Learning) Curriculum. This curriculum encourages teachers to design learning activities that are student centered, creative, and flexible. It emphasizes the development of students' character and 21st century skills such as communication, collaboration, creativity, and critical thinking. One of the learning models recommended by the Merdeka Belajar Curriculum is Project Based Learning (PjBL). PjBL involves students directly in creating projects that they must plan, execute, and present collaboratively. Through this model, students not only gain knowledge but also build social interaction and problem solving abilities. When applied in English speaking classes, PjBL provides more meaningful opportunities for students to speak, engage in discussions, and produce authentic language output. Several researchers have reported that PjBL increases student motivation, participation, and speaking performance because it encourages students to use English in purposeful and communicative tasks.

Alongside curriculum changes, digitalization has also shaped the way students' learn in the modern classroom. Students today are digital natives who frequently interact with technology and social media in their daily lives. This creates an opportunity for teachers to integrate platforms that are familiar and enjoyable for students to make learning more relevant and engaging. One of the most popular social media applications among teenagers is TikTok. Originally known as an entertainment platform, TikTok now offers educational potential

because it allows users to create short videos with various features such as text, music, transitions, and filters. These features can support language learning by allowing students to record speaking performances and share them creatively. TikTok also encourages students to repeat, edit, and reflect on their speaking efforts, which can help them build fluency, accuracy, and confidence. Recent studies have found that students who practice speaking with TikTok show increased motivation, reduced speaking anxiety, and improved pronunciation as they engage actively with video based tasks.

Although there has been growing interest in using technology for language learning, many existing studies focus only on TikTok as a supporting media or examine PjBL and TikTok separately. Most of the research also tends to explore students' experiences without considering teachers' perspectives, even though teachers are responsible for guiding the learning process, selecting appropriate content, and managing classroom challenges. To ensure the successful integration of technology with PjBL, it is important to understand how both teachers and students perceive its implementation. Therefore, there is a need for deeper investigation on how PjBL combined with TikTok can be systematically applied to improve English speaking skills and what benefits and challenges may arise from the teachers' and students' experiences.

This study offers scientific originality because TikTok is not merely used as a supplementary learning tool, but rather becomes an essential component of the project activities in the speaking class. Students are required to collaborate, create video based speaking projects, and present authentic content aligned with the goals of the Merdeka Belajar Curriculum. Furthermore, this research is supported by constructivist learning principles, which emphasize that knowledge is built through meaningful experiences, and by the TPACK (Technological Pedagogical and Content Knowledge) framework, which guides teachers in integrating technology effectively alongside pedagogy and subject matter. By combining these perspectives, this study seeks to understand how the use of TikTok based PjBL can enhance students' speaking skills while also developing digital literacy and creativity.

Considering the potential of PjBL and TikTok to support English speaking learning, this research explores the effectiveness of implementing this approach at the senior high school level. It focuses on both students' and teachers' perceptions, including the benefits

they feel and the difficulties they encounter during the learning process. Through this investigation, the researcher expects to gain a comprehensive understanding of the teaching and learning experience and identify practical solutions to the challenges found in the classroom. The findings of this study are expected to provide valuable insights for teachers in designing innovative learning strategies that integrate technology in ways that support student engagement and speaking improvement.

In conclusion, English speaking skills remain a crucial aspect of foreign language education in Indonesia, yet challenges still exist in helping students achieve fluency. The Merdeka Belajar Curriculum and rapid technological development provide opportunities to adopt more dynamic learning models such as Project-Based Learning supported by TikTok. Even though some related studies have been conducted, research that combines both elements and considers the viewpoints of students and teachers is still limited. Therefore, this study aims to fill the research gap and contribute to better practices in technology integrated English learning through PjBL using TikTok

RESEARCH METHOD

This study employed a qualitative methodology with a case study design to gain an in depth understanding of how the Project Based Learning (PjBL) method using TikTok enhances students' English speaking skills, based on perspectives from both students and their teachers. A qualitative approach was chosen because it provides rich descriptions of human actions, experiences, and perceptions rather than focusing on numerical data. Creswell and Creswell (2018) explain that qualitative research aims "to understand a social or human problem based on the meaning individuals or groups place on the phenomenon," which aligns with the purpose of this research. The case study design was appropriate because it allowed the researcher to explore how TikTok was integrated into PjBL within its real life context at SMAN 1 Ciledug, Cirebon, West Java. This approach follows Yin's (2018) view that case studies are suitable for investigating a contemporary issue when the boundaries between the phenomenon and its context are not clearly evident. Furthermore, this study was grounded in the principles of constructivism, in which learners are active constructors of knowledge through social interaction and authentic tasks, and in the TPACK model (Technological Pedagogical and Content Knowledge), which emphasizes the meaningful integration of technology in the learning process. These frameworks guided not only the instructional

context but also the interpretation of participants' learning experiences with TikTok based PjBL.

Purposive sampling was used to select participants who were directly involved in the implementation of PjBL using TikTok. The participants consisted of five eleventh grade students' and two English teachers' at SMAN 1 Ciledug who met the following criteria: they had participated in TikTok video production as a speaking project, they were willing to share their experiences, and they provided informed consent. Participant codes such as P1–P5 for students and T1–T2 for teachers were assigned to preserve anonymity and confidentiality. The relatively small number of participants was considered appropriate because qualitative studies do not focus on generalization but aim to explore a phenomenon deeply and holistically (Merriam & Tisdell, 2016). The school was chosen because it had already adopted technology-based learning practices aligned with the Merdeka Curriculum, offering a relevant setting to investigate how technology can support speaking development through collaborative projects.

To gather reliable and comprehensive findings, this study employed three data collection methods: interviews, observations, and documentation. Semi structured interviews served as the primary data source. The researcher conducted face-to-face interviews with both teachers and students, using open-ended questions that encouraged honest and detailed responses. Each interview lasted between 30 and 45 minutes and was recorded with participants' permission. The interview questions were designed to explore participants' perceptions of the benefits, challenges, and effectiveness of using TikTok in PjBL speaking activities. Patton (2015) states that interviews in qualitative inquiry provide opportunities for participants to share their thoughts in a reflective and natural way, which helps the researcher understand their cognitive and emotional engagement with the learning method.

Classroom observation was used to support and verify the interview results. During the observation, the researcher focused on students' engagement, interaction, and confidence when speaking English while working on their project tasks. An observation checklist helped the researcher document behaviors such as collaboration, creativity, and communication. Observations were conducted both as a participant and a non-participant to maintain objectivity while still gaining a close understanding of the learning process. This aligns with

Burns (2016), who states that classroom observation can provide direct evidence of how teaching strategies influence students' language performance.

In addition, documentation was collected to provide supplementary data and strengthen interpretation. Documents included students' TikTok video projects, photos of activities, lesson plans, and research approval letters. These artifacts served as visual proof of how TikTok supported the PjBL process and helped develop speaking skills. Creswell (2014) notes that documentation is valuable in qualitative research because it offers contextual information that might not appear in direct interactions.

The data collected were analyzed through content and thematic analysis. After transcribing interviews and organizing observation results, the researcher manually coded recurring statements and grouped them into major themes relevant to the research focus. The analysis process was guided by social constructivism, which emphasized the collaborative and communicative nature of learning, and by the TPACK framework, which reflected how technology, pedagogy, and content must be aligned to support effective learning. Braun and Clarke's (2019) thematic analysis approach was followed to ensure a systematic interpretation of the data. This method allowed the researcher to identify meaningful patterns related to the perceived benefits of TikTok based PjBL, challenges encountered by teachers and students, and strategies used to overcome obstacles.

To maintain the trustworthiness of the findings, the researcher applied several validation strategies including triangulation, member checking, and peer debriefing. Data triangulation was achieved by comparing information from interviews, observations, and documentation to ensure consistency. Member checking allowed participants to verify the accuracy of the researcher's interpretations so that their true intentions were preserved. Peer debriefing with academic supervisors strengthened the credibility and interpretation of the data. In addition, reflexivity was consistently practiced so the researcher remained aware of personal biases and ensured interpretations were grounded in participants' authentic experiences.

All ethical considerations were followed throughout the research process. Participants were informed about the study's purpose, procedures, and voluntary participation. Written consent was obtained from both teachers and students, and their identities were kept confidential by using coded references. All collected data such as audio recordings and documents were securely stored and used solely for academic purposes, in accordance with ethical standards of research which emphasize respect, integrity, and responsibility (Cohen,

Manion, & Morrison, 2018). While the selected methods provided rich insights, this study acknowledges some limitations. The small number of participants and the focus on one school may restrict the transferability of the findings to other contexts. Additionally, manual coding without the use of qualitative software might affect data organization. However, the depth of engagement with the data helped ensure a meaningful interpretation of participants' experiences.

RESULT AND DISCUSSION

A. Research Results

The findings of this study were derived from classroom observations, interviews, and documentation of students' TikTok video projects. Quantitative scoring was also utilized to support the qualitative interpretation of students' improvement in speaking skills after the implementation of Project-Based Learning (PjBL) supported by TikTok.

Table 1: Summary of Findings on Students' Speaking Improvement

Indicators	Pre-Project Average	Post-Project Average	Improvement
Pronunciation	16.6	17.8	+1.2
Grammar	17.0	19.4	+2.4
Vocabulary	16.2	18.5	+2.3
Fluency	16.0	17.6	+1.6
Comprehension	16.0	19.4	+3.4

The table shows that students experienced improvements in all speaking indicators. The highest progress was observed in comprehension and grammar, followed by vocabulary, fluency, and pronunciation. These findings indicate that TikTok based PjBL activities allowed students to understand and deliver spoken content more clearly, while also supporting better language accuracy.

Interview responses from students revealed substantial gains in speaking confidence. One student (P2) mentioned that recording videos helped them feel more comfortable expressing themselves in English because they had control to repeat and edit their speech

before uploading. This finding reflects how TikTok can minimize anxiety compared to live in class speaking, as students can practice at their own pace in a familiar environment.

Teachers also observed a noticeable increase in participation and creativity, especially among usually passive students. However, they acknowledged challenges such as students being shy to show their faces, uneven access to devices, and varied motivation. These issues required scaffolding and technical support during the project implementation.

B. Discussion

The results of this study show that integrating Project Based Learning (PjBL) with the TikTok application had a meaningful impact on students' English speaking development, both in terms of skill improvement and learner engagement. The improvement in pronunciation, grammar, vocabulary, fluency, and comprehension suggests that the learning process became more active, relevant, and enjoyable for the students. However, to truly understand how these improvements occurred, it is necessary to interpret the findings through broader educational perspectives. For this reason, the discussion is organized into three major implications pedagogical, psychological, and technological while connecting them with the principles of constructivism and the TPACK framework.

Pedagogical Implications

From a pedagogical standpoint, the integration of TikTok into PjBL changed the nature of the speaking tasks in the classroom. Instead of relying on traditional speaking assignments, such as memorizing dialogues or performing in front of the class, students were now involved in a project that required planning, drafting scripts, collaborating with peers, practicing recording, and finally producing a video. This shift reflects Piaget's view that learning occurs through active engagement with real tasks, rather than passive listening. Students were not simply repeating teacher provided sentences; they were constructing meaning by deciding what they wanted to say, how they wanted to present it, and how to communicate it clearly.

The authenticity of the TikTok platform also played a major role in promoting more meaningful participation. Because TikTok is a platform students are already familiar with outside the classroom, they approached the speaking tasks with less hesitation and more willingness to experiment. This echoes Vygotsky's idea that learning is more effective when it connects with the cultural tools students use in their daily lives. In this case, TikTok acted as a bridge between academic language learning and students' everyday digital practices.

From the teachers' viewpoint, using TikTok also required them to rethink their teaching strategies. This change demonstrates what the TPACK framework refers to as Technological Pedagogical Knowledge (TPK) the understanding teachers need when they integrate new technologies with instructional techniques. In this study, teachers redesigned their speaking activities so that students could use TikTok's recording and editing features to improve their performance. This made the learning experience more flexible because students were able to record multiple takes, review them, and correct errors. The teachers also used the project to encourage more group work and collaboration, which is consistent with PjBL principles and with Shofiyuddin et al. (2023), who found that project based tasks supported with digital media strengthen learner autonomy.

The overall pedagogical implication is that TikTok based PjBL helped create a learning environment where speaking was no longer seen as a formal test but as a creative and collaborative activity. This shift made the students' learning experience more aligned with constructivist principles, where knowledge is built through social interaction and meaningful tasks.

Psychological Implications

Beyond the pedagogical transformation, this study also found important psychological benefits for students. Many students in EFL classrooms experience anxiety when they are asked to speak in front of their classmates. However, the TikTok project helped reduce this anxiety significantly. The main reason is that TikTok allows students to record their performance privately, at their own pace, and with the option to repeat until they are satisfied. This sense of control over their performance reduced the fear of making mistakes. As one student (P2) mentioned, speaking for a video felt more comfortable because they could redo the recording instead of being judged instantly in a live presentation.

This finding is consistent with Irianto (2021) and Khusna (2023), who reported that TikTok increases students' confidence because it offers a less stressful environment for speaking practice. Students who are shy in traditional classrooms may feel safer expressing themselves in a recorded format. Over time, this increased exposure and practice contributed to noticeable improvements in fluency, expression, and self confidence.

The collaborative nature of PjBL also contributed to psychological comfort. Students worked in groups, shared ideas, and helped each other during recording sessions. This peer support is closely related to Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners perform better with guidance from peers. When students practiced together, the anxiety associated with speaking was gradually replaced by a sense of teamwork and shared responsibility.

According to the teachers' observations, even students who were usually quiet or passive became more active during the project. The familiar and enjoyable features of TikTok, such as filters, background music, and editing tools, encouraged students to express themselves more freely. This psychological shift suggests that integrating an enjoyable digital tool can help reduce affective barriers in language learning. TikTok created a learning environment where speaking became a form of self-expression, not a source of pressure, which is why students showed significant improvement.

Technological Implications

Technologically, the study highlights how TikTok served as more than just a recording tool; it functioned as a platform that allowed students to develop digital literacy alongside language skills. Students were not only speaking English but also experimenting with features such as trimming clips, adjusting audio, adding captions, and organizing visual storytelling. This demonstrates an important growth in students' Technological Content Knowledge (TCK), as the technology reshaped how they planned and delivered English messages.

The process of creating TikTok videos required students to think critically about pronunciation, intonation, clarity, and message organization skills that align deeply with speaking competence. The fact that TikTok is a public platform, even when used privately or semi privately for assignments, added a sense of authenticity to the tasks. Students knew that the final product needed to be clear, engaging, and understandable. This awareness encouraged them to take more care in their speaking production, which contributed to gains in comprehension and fluency.

These findings support previous research by Komariyah et al. (2022), who noted that integrating social media through PjBL helps students move from passive media consumption to active content creation. In this study, students began to see how digital tools could be used for academic purposes, not just for entertainment. This shift is an important part of preparing students for digital citizenship and for navigating learning environments that increasingly require media literacy.

Although technological challenges existed, such as limited devices and varying levels of editing skills, these issues became opportunities for collaborative problem-solving. Students shared devices, taught each other how to edit videos, and found creative solutions for recording. This process again reflects the social constructivist principle that learning occurs through interaction and shared experience.

In summary, the integration of TikTok into PjBL provided pedagogical, psychological, and technological benefits that collectively improved students' speaking skills. The project allowed students to engage in meaningful language use, reduced their anxiety, and encouraged creativity and digital literacy. When viewed through the frameworks of constructivism and TPACK, it becomes clear that the success of this approach lies in how technology, pedagogy, and content were intentionally aligned to create an engaging and effective learning environment.

CONCLUSION

This study aimed to examine how Project Based Learning (PjBL) supported by the TikTok application could enhance students' English speaking proficiency. Based on the results and analysis, it can be concluded that the use of TikTok in PjBL effectively improved students' speaking performance, particularly in comprehension, grammar accuracy, vocabulary use, fluency, and pronunciation. Students became more confident and motivated because TikTok offered them the chance to practice repeatedly, edit their recordings, and express their ideas in a familiar and enjoyable environment. From the teachers' perspectives, this method encouraged more active student participation, creativity, and responsibility in completing the tasks. Overall, TikTok-based PjBL provided a meaningful and authentic learning experience that aligns well with the needs of modern EFL classrooms and supports the development of essential digital literacy skills.

However, this study also faced several limitations that should be considered. The number of participants was relatively small and limited to one school context, which means the findings cannot yet be generalized widely. Some students still experienced technological challenges such as limited device availability and unstable internet access, while others were reluctant to show their faces due to a lack of self-confidence. These constraints affected the

consistency of participation and the smoothness of the learning process. With better support and preparation, these limitations could be minimized in future applications of TikTok based project learning.

Despite these challenges, this research provides practical insights for English teachers. The integration of TikTok with PjBL is recommended as an innovative teaching approach that encourages students to communicate more actively, work collaboratively, and build confidence in using English for real purposes. Teachers should continue providing scaffolding and flexibility, such as allowing voice only recordings for shy students, and maintaining positive learning environments to ensure that all learners feel supported. It is also suggested that schools provide sufficient technological facilities to make learning more inclusive.

For future research, it is recommended that similar studies be conducted with larger and more diverse participant groups so the results can be examined across different school environments. Future studies may also investigate the use of TikTok based PjBL not only for speaking skills but also for other language competencies, such as listening or pronunciation in more detail. Additionally, further research using mixed method approaches could provide stronger evidence regarding students' achievement and long term improvement. In conclusion, the combination of TikTok and PjBL offers a promising and sustainable model for English teaching in Indonesia and can continue to be developed in line with evolving educational needs in the 21st century.

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