

Investigating the Utilization of TikTok Application to Improve Nursing Students' English Speaking Skills

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Abstract

In this era of the 5.0 industrial revolution, the importance of communication skills in English is becoming more pronounced, including in the field of nursing. Speaking is one of the four core skills for effective communication in the English language. The purpose of this paper is to describe nursing students' experiences of using TikTok Application, a short-video sharing platform, as an alternative tool to help them practicing their speaking skills. The subjects of this study were 31 second-semester students of Nursing Study Program at a private University in Tangerang. The method used in this research was quasi-experimental approach with one group pretest-posttest design. The findings revealed that using the TikTok application can help students to improve their speaking skills significantly. In addition, they also gave positive responses toward using TikTok in learning English language as it could make them more relaxed and enjoyed while practicing their speaking skills.

Keywords: EFL, Speaking skills, Tik Tok Application, English for nursing

INTRODUCTION

In the modern healthcare sectors, the nursing profession stands at the forefront of the rapidly evolving 5.0 Revolution Industry Era. This new era necessitates a paradigm shift in the skill sets required for healthcare professionals which has ushered in an environment of patient-centered care, interdisciplinary collaboration, and global connectivity characterized by the integration of advanced technologies and data-driven innovations. Among the essential skills needed, proficiency in English emerges as a cornerstone for nurses navigating this complex and interconnected healthcare environment. As the healthcare industry becomes increasingly interconnected on a global scale, English has emerged as the lingua franca facilitating effective communication among healthcare professionals, researchers, and patients from diverse linguistic backgrounds. Nurses are now expected to engage with a plethora of technological tools, collaborate with multidisciplinary teams, and stay abreast of the latest advancements in medical research, often disseminated in English. In this context, the importance of English proficiency for nurses extends beyond basic communication skills; it becomes a critical competency influencing patient outcomes, professional advancement, and the overall quality of healthcare service (Finch, 2014).

English proficiency is imperative for nurses to access and comprehend a vast repository of medical literature, guidelines, and best practices available in the global healthcare ecosystem. Furthermore, effective communication in English is essential for accurate patient assessment, comprehensive medical documentation, and seamless collaboration with healthcare professionals from diverse linguistic backgrounds. As healthcare transcends geographical boundaries, nurses must possess the linguistic competence to participate in international conferences, contribute to global research

initiatives, and engage in cross-cultural exchanges that enrich their professional development, especially in speaking skills.

Speaking skills and English proficiency is crucial in the context of nursing (Wulandari et.al., 2019). Effective communication is a cornerstone of nursing practice, as it directly impacts patient care, safety, and collaboration with healthcare teams. The importance of effective speaking skills in nursing education cannot be overstated. The ability to communicate clearly and empathetically is vital for delivering patient-centered care, collaborating with healthcare teams, and making informed decisions. While these skills are challenging to acquire, nursing students must actively engage in communication-focused training and practice to navigate the complexities of healthcare environments successfully. As they develop their speaking skills, nursing students enhance their capacity to provide compassionate, high-quality care to diverse patient populations.

However, learning to speak in English can be challenging for nursing students. The English language used in nursing sector has more sophisticated terminology compared to general English, especially because it is associated with medical language that is not familiar for the general public. Furthermore, the terms in English used in nursing are intricate, demanding a specialized understanding due to their relevant application in professional settings. Thus, many nursing students are hesitant to perform English speaking tasks. They admitted that they were anxious and lack of confident with their pronunciation and vocabularies. Lecturer considered that one meeting a week was not enough to facilitate the students practice their English speaking skills. The researchers identified the problems of nursing students in learning English are: they were not confident in speaking English; they felt that their vocabularies and pronunciation skills were insufficient and they rarely practiced their English Speaking skills. They need to have an alternative way that can give them more opportunities to practice their speaking skills. Therefore,

Considering the problems that had been encountered by English for Nursing students, researchers would like to find out whether there could be any strategy or tools that would make those students can improve their speaking performance. For that purpose, the strategy that we tried was using a short-video sharing application TikTok as an alternative way to improve nursing students' English speaking skills.

Literature Review

1. English for Nursing

Mastering foreign languages has becomes a significant necessity in today's world due to the rapid growth the business and industrial sectors, which have become increasingly globalized. This raises the demand for individuals in the global community to be proficient in at least one international language (Umyun et.al, 2022). The expansion of English as a Lingua Franca, along with increased mobility of populations around the world, has led to the widespread use of English across various fields of studies and professions. The demands for English, particularly in the critical sectors like healthcare, has become unavoidable in this era of globalization (Finch, 2014). Even in countries where English is not the first language, known as EFL countries, there is a crucial requirement for English, especially in specialized areas like Medical English. Healthcare professionals find it necessary to use English for purposes such as reading professional journals, participating in international conferences, communicating with colleagues

worldwide, and providing medical care to English-speaking patients who are either visiting, residing, or conducting business in the country.

Nursing students need to acquire proficiency in English as a crucial component of their academic learning process. This is because numerous academic sources, such as journals, books, and articles, are predominantly available in English providing nursing students with valuable references for their college task (Sumaraw, 2018). The significance of learning English also serves as a valuable asset for nursing students during their clinical practice. Equipped with English language skills, students can effectively communicate with other medical teams and patients. The acquired skills, including skimming, scanning, repeated reading, repeated retelling, and listening to stories, empower nursing students to exchange information, follow medical team instructions, and engage with patients' narratives. Moreover, the ability to comprehend and utilize English resources becomes essential for nurses in the future as they seek to upgrade their knowledge in healthcare.

Nurses require effective communication skills for providing quality nursing care, and mastery of language, particularly English, is crucial, especially when dealing with overseas patients (Sumaraw, 2018). Proficiency in English enables nurses to communicate seamlessly, explaining information, developing nursing plans, taking necessary actions, and addressing patient complaints. Lack of understanding of English could pose challenges in caring for patients from foreign countries. Furthermore, English proficiency not only enhances patient care but also opens opportunities for nurses to receive promotions or work in other countries or international hospitals, highlighting the broader significance of English skills in their professional development.

Teaching language skills and communication in most nursing degree programs offer courses that focus on teaching language and communication skills, because communication competences are vital in nursing practice, contributing to better success in patient care (Clare et.al., 2002). Effective communication strategies include not only language, but many other skills such as empathy, self-awareness, interviewing, critical thinking and assertiveness and cultural and linguistic appropriateness (San Miguel, 2006).

In brief, it is necessary for nursing students to learn English for effective communication as it benefits them for supporting their academic pursuits, preparing for job pre-requisites and developing their future career in the healthcare service (Syukur et.al, 2019). The English language in the field of nursing has more challenging terminology compared to general English, primarily because it is associated with medical language that is not widely known by the general public. Additionally, the variations and meanings of terms in the English nursing field are highly complex, requiring specific understanding due to their relevance to practical applications in the professional world. Nursing students need be equipped with good English communication skills, especially in listening and speaking (Suramto et.al., 2021).

2. Speaking Skills

In the context of English Language Teaching, the four communication skills are categorized based on their direction and modality (Bailey, 2003). Communication directed at the learner, such as reading or listening, is termed receptive. Meanwhile, language generated by the learner, like speech or writing is

called productive. Consequently, speaking is defined as productive oral skill that involves of generating systematic verbal utterances to convey meaning. However, in in communicating using English, speaking is commonly considered to be a principal skill among others. Nunan (as cited by Badawi et.al, 2019) stated, “To most people, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language”.

The objective of teaching spoken language is to develop learners’ ability to interact successfully in the language, encompassing both comprehension and production (Hughes, 2020). Although speaking seems generally natural, it becomes quite difficult when we try to speak in a language other than our own (Bailey, 2003). According to Zhang (as cited by Hariyanto, 2023), the majority of EFL learners still find speaking as the most difficult ability to master, and many are still unable to communicate in English orally. Permana et.al (2021) added that EFL learners tended to hesitate and fragmentary while speaking because they have problems in retrieving the lexical items, encoding the grammatical form of their message, and correcting their own output.

Luoma (2004) believed that mastering speaking is often challenging because requires several linguistic features such as pronunciation, vocabulary, grammar, fluency and comprehensibility. Similarly, Brown (2019) asserted that student skills can be evaluated using these components: pronunciation, vocabulary, grammar, fluency, discourse features and task. Some scales include “comprehension” to cover discourse features and task criteria, accounting for the extent to which student has comprehended directions or elicitation. Therefore, EFL (English as Foreign Language) learners need to master those aforementioned components to attain the goal of speaking skills that is to have fluent and accurate oral communication.

Students need opportunities to speak and listen in a variety of context and for a various purposes to enhance their communication abilities and to provide example of language in use through, thereby they can develop their knowledge about speaking and listening (Davison and Dowson, 2009). Engaging in speaking performance tasks allows students use all and any language they know, demonstrating improvement in their speaking skills. These speaking performance activities provide teachers insights into students’ performance and language problems, while also boosting students’ confidence and satisfaction so that it can encourage them to learn more. The act of performing speaking skills helps students retrieve and use the language they have learned, contributing to better retention of language knowledge (Harmer, 2012).

3. Utilization of TikTok application for English Learning and Teaching

The integration of computer and technology in language teaching and learning has a multitude of benefits, which extend to various tools and purposes. Utilizing a variety of ICT (information and communication technology) tools and applications, in the classroom enhances teacher passion and student involvement as teachers can develop learning activities that help students become more motivated, independent, active, and capable of developing their own knowledge (Houchine, 2011). Harmer (2012) emphasized the usefulness of modern software, internet, and mobile technology in education. He suggested that teachers and students can use ICT for researching online, creating videos, presenting online

through virtual conferences, and utilizing virtual learning platforms. He added that mobile devices are not limited to browsing the internet, as teachers and students can also use various apps and social media platforms to enhance their learning experiences. Making recordings of students' performance can be a beneficial learning aid, as a result of which students work cooperatively together using a wide variety of language both in the process and the product of making a video or audio recording (Keddie, 2014). The collaborative processes of preparing and rehearsing can become meaningful as they are working towards the creation of a video product. It also boost students' confidence in speaking as the recorded performance is less daunting than performing in front of the class. Keddie (2014) proposed several reasons why video recorded activities can be meaningful tasks and projects as follows: (1) students will be motivated as they are aware that they are going to film a performance so that they have stronger reason and enthusiasm to work on the preparation stages; (2) student-created videos can form an integral part of any language learner's documentation which they can revisit to monitor their progress of spoken language; (3) teachers can capture students speaking and elicit errors so that we can correct them without interrupting their performance; (4) students get the opportunity to perform their speaking abilities not only in the classroom sessions; (5) video-making activities facilitate autonomous learning and collaborative works; and (6) video projects allow students to share their performance via social media to wider audience outside the classroom.

Social media integrated with short videos have its educational function in helping EFL learners improve their English communication competence. As a social media application, TikTok has helped to create a platform for sharing knowledge and educating people with innovative teaching modes, enhancing students' learning motivation and interests as it provides short videos to teach various complex topics (Xu et.al., 2019). TikTok is a popular social media software that allows users to make, watch, and share short films up to three minutes long on their smartphones (Xiuwen and Razali, 2021). Since it was created in 2017, TikTok has become the fastest growing social media app, with users in over 150 countries. TikTok platform has over 800 million users, according to the TikTok team's data. It was the most popular app in 2020, with users spending an average of 41 minutes per day using it. TikTok is an easy-to-use interface for making, editing, and sharing short films; users can also comment on and share material with the rest of the TikTok community (Khalif and Salha, 2021). TikTok videos are brief, simple to make, and easy to share.

Regarding the aspect of English language communication education, TikTok could supply short videos of English language learning material shared by English teachers as well as English educators or some English native-speakers in its platform for youngsters to learn in an innovative mode (Syah, et.al, 2020). Meanwhile, students can also create their own digital oral English presentations in the form of short videos in TikTok. There had been several studies conducted to investigate the benefits of using TikTok for English Language Teaching (ELT). Zaitun et.al (2021) reported that TikTok can be used as an interactive learning medium to boost students' confident in learning English. Another research conducted by Pratiwi, Ufairah, and Sopiiah (2021) concluded that the TikTok application can give significant influence due to its practicality, provision of benefits, and its ability to make learning both easy and enjoyable. It may be suggested that TikTok offers diverse features so that this application viewed as a

positive tool to support students in learning English. In addition, a research by Ferstephanie and Pratiwi (2021) also indicated that the implementation of TikTok proved it was effective to develop students' speaking skills.

Adhani et.al (2023) reported that students held various viewpoints regarding the use of TikTok videos for English language learning, encompassing both favorable and unfavorable views. Although employing TikTok videos as a means of instructing English to their students posed some challenges, they still recommended TikTok as a potential tool for language learning and emphasizes the importance of including interesting and relevant content in educational platforms to improve learning results. Similar recommendation also stated by Nasichah (2023) that Tiktok can be one of the effective medium to enhance students speaking skill as the results of her research showed that most of the students had good perception towards TikTok application and they believe that this application can help them to enhance their speaking ability.

Based on those studies that have indicated TikTok can be used in English language learning, the researchers intended to find answers for the research problems as follows:

1. Can TikTok facilitate nursing students' to improve their English skills?
2. How do English for Nursing students perceive the utilization of TikTok in helping them improve their speaking skills?

RESEARCH METHOD

The subjects of this research were 31 second semester students of nursing study program, 27 females and 4 males. It took place at Cendekia Abditama University, Tangerang. The research was conducted from June 15th to August 1st, 2023. The method used was pre-experimental approach with one group pretest-posttest design. In the one-group pretest-post test design, a single group is measured or observed before and after being exposed to a treatment (Fraenkel et.al, 2018). According to Cohen (2007), the one group pretest-post-test design can be represented as:

Experimental: O1 X O2

O1 represents pre-test; X represents the treatment and O2 represents the post-test.

The researchers administered pre-test and post-test to find out students' speaking skills, before and after they experienced using TikTok application for practicing their speaking skills. The intervention for this experiment consisted of 4 (four) assignments from the lecturer in which students worked in pairs to make and share videos of their speaking performance by utilizing TikTok Application..

Brown and Abbeywickrama (2019) recommended that to assessing students speaking performance shall consider several traits such as pronunciation, fluency, vocabulary use, grammar, and comprehensibility. Therefore, to measure students' speaking performance researchers use the following formula:

Speaking Score= (Comprehension+Pronunciation+Vocabulary+Grammar+Fluency) / 5

Hughes (2020) recommended that to test students' speaking skill there should be a rubric that evaluate proficiency descriptions consists of accent or pronunciation; grammar; vocabulary; fluency and comprehension.

Table 1. Rubric to Evaluate students' speaking skill (Adapted from Hughes, 2020).

Score	Pronunciation	Grammar	Vocabulary	Fluency	Comprehension
<40	Pronunciation frequently unintelligible.	Grammar almost entirely inaccurate.	Vocabulary inadequate for even the simplest conversation.	Speech is so halting and fragmentary.	Understands too little for the simplest type of conversation
40-60	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.	Constant errors showing control of very few major patterns and frequently preventing communication.	Constant limited to basic personal and survival areas.	Speech is very slow and uneven except for short routine sentences.	Understand only slow, very simple speech, requires constant repetition and rephrasing.
61-80	mispronunciations lead to occasional misunderstanding.	Some errors on some major patterns can cause occasional misunderstanding.	Choice of word sometimes inaccurate, revealing limitations in vocabulary..	Speech is frequently hesitant and sentences may be left uncompleted	Understand carefully, somewhat simplified speech, but may require some repetition and rephrasing
80-90	occasional mispronunciations which do not interfere with understanding	Occasional errors on some patterns but no weaknesses that causes misunderstanding	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words	Understand quite well normal educated speech, but may require few repetition and rephrasing
>90	No conspicuous mispronunciation, but would not be taken for a native speaker	Few errors, with no patterns of failure	Professional vocabulary broad and precise; general adequate to cope with complex practical problems and varied social situations	Speech is effortless and smooth, but perceptively non-native in speed and evenness	Understand everything in normal educated conversation except for very colloquial or low frequency items, or exceptionally rapid or slurred speech

Researchers conducted pretest to evaluate students initial speaking skills. The implementation of speaking performance video was taken in 4 (four) assignments. Lecturer assigned students to make speaking performance videos by using TikTok. After that, researchers conducted posttest to evaluate students speaking skills after using TikTok. Researchers also distributed questionnaire to compile students' opinion about the use of TikTok to improve students' speaking skills. By the end of the research, all data were analyzed to evaluate whether making Tik Tok video is useful for improving students' speaking skills.

RESULTS AND DISCUSSION

Before the treatment, a pre-test was administered to determine students' speaking skills. The test revealed that based on the results of the pre-test shown in table 2, it can be seen that 8 students (25.8%) who got score between 60-69. Meanwhile, 20 students (64.5%) scored between 70-79 and 3 students (9.7%) scored

above 70. Table 2 indicates some improvement had been reached in the post-test results as we can see in table 2. It was found that there was one student who got a score below 69. There were 19 students (61.3%) who scored between 70-79 and there were 11 students (35.3%) who scored above 80.

Table 2. Pre test and post test results

PRE TEST			POST TEST		
Score	F	%	Score	F	%
90-100	0	0	90-100	0	0
80-89	3	9.7	80-89	11	35.5
70-79	20	64.5	70-79	19	61.3
60-69	8	25.8	60-69	1	3.2
50-59	0	0	50-59	0	0
<50	0	0	<50	0	0
Total	31	100%	Total	31	100%

The result of descriptive statistic in table 3 shows that from the sample consisted of 31 students, the mean score for the pre-test was 73.01; median 73; modus 70; standard deviation 4.63; minimum score was 65 and maximum score was 82 and the total score was 2263.5. The statistic descriptive of the post test results show that the means score was 77.69; median 78.5; modus was 81; standard deviation was 3.81; minimum score 67.5 ; maximum score 85 and the sum up of the total score was 2408.5. Thus, it can be concluded that after using Tik Tok to practice speaking can increase students' speaking skills as indicated mean score from pre-test to post-test increased by 5.5.

Table 3. Descriptive Statistics

Statistics		pre_test	post_test
N	Valid	31	31
	Missing	0	0
Mean		73.0161	77.6935
Median		73.0000	78.5000
Mode		70.00	81.00
Std. Deviation		4.63408	3.81156
Variance		21.475	14.528
Range		17.00	17.50
Minimum		65.00	67.50
Maximum		82.00	85.00
Sum		2263.50	2408.50

Furthermore, researchers tried to investigate about the effectiveness of using TikTok to improve nursing students' English speaking skills. Researchers used paired sample test to compare pre-test and post-test. The test results indicated that t-value of $| -7.510 | > t$ table (2.042) and the obtained p value is $0.000 < 0.05$. Based on the results, it can be concluded that the use of TikTok could improve students' speaking skill significantly, as the t-value exceeds the critical t-value and p-value is less than the specified significance level (0.05).

Table 4 Paired Samples Test

	Paired Differences						t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
pre_test - pos_test	-4.67742	3.46782	.62284	-5.94943	-3.40541	-7.510	30	.000	

Researchers also distributed questionnaires to find out students' perceptions toward the use of TikTok application to help them practice speaking skills. As we can see on table 5, there were seven statements listed in the questionnaire and students responded by selecting from the options of SD (strongly disagree); D (disagree); N (Neutral); A (agree) and SA (strongly agree). The response for each statement would be counted as index percentage by using the following formula:

$$\text{Index}(\%) = (\text{total perception score}/155) \times 100\%.$$

The results collected from the questionnaire can be seen in Table 5.

Table 5. Students' perception on using TikTok for practicing English Speaking skills (31 respondents)

Statements	SD 1	D 2	N 3	A 4	SA 5	Index (%)	Interpretation
Making TikTok videos to practice English is fun	1	2	10	15	3	71.0	Good
TikTok is useful for improving speaking skills	1	0	7	19	4	89.0	Very good
Practicing speaking by using TikTok can improve my pronunciation	1	0	8	18	4	88.4	Very good
Practicing speaking by using TikTok can improve my vocabularies	1	2	6	18	5	89.0	Very good
Practicing speaking by using TikTok is useful to improve my fluency	1	2	9	14	5	72.9	Good
Practicing speaking lessen my anxiety in using English	2	1	14	11	3	67.7	Good
Practicing speaking by using TikTok can improve my confident in using English	1	4	12	11	3	67.1	Good

The questionnaire consisted of seven statements and the responses will be elaborated as follow. The responses for first statement "Making TikTok videos to practice English is fun" were 1 student stated strongly disagree ; 2 students disagreed; 10 students were neutral; 15 students agreed and 3 students strongly agreed. The second statement "Making TikTok videos to practice English is fun" got positive responses as 4 students stated strongly agree ; 19 students agreed; 7 students were neutral and only 1 student stated strongly disagreed. Similarly, the third statement "Practicing speaking by using TikTok can improve my pronunciation" also received positive responses as 4 students stated strongly agree; 18 students agreed; 8 students were neutral and only 1 student stated strongly disagreed. Next, 5 students stated strongly agreed with the statement "Practicing speaking by using

TikTok can improve my vocabularies”, while 18 students agreed, 6 students had neutral opinion, 2 students disagreed and another one answered strongly disagreed. The fifth statement “Practicing speaking by using TikTok can improve my fluency” answered by 5 students admitting strongly agree, 14 students stating agree, 9 having neutral opinion, 2 students disagreeing and 1 student responding strongly disagree. As the responses for statement sixth “Practicing speaking lessen my anxiety in using English”, 3 students stated strongly agree ; 11 students agreed; 14 students were neutral, 1 student disagreed and 2 students stated strongly disagreed. Finally, for the seventh statement “Practicing speaking by using TikTok can improve my confident in using English” the responses were 3 students stated strongly agree, 11 agreed, 12 students were neutral, 4 students disagreed and 1 students stated strongly disagreed.

Teaching English in the majority of nursing degree programs involves not only courses dedicated to enhancing language but also communication skills (Clare, et.al, 2002). Nevertheless, many nursing students still lack confidence in communicating in English, particularly in speaking. They feel that their vocabulary, pronunciation, and other linguistic abilities are still insufficient. As the English learning experience in class is perceived as inadequate, it is essential to identify effective methods that can facilitate students in practicing and improving their English speaking skills. The use of digital technology can become an alternative for this problem as it provides access to a vast range authentic materials and new ways of practicing language performance outside the classroom (Dudeney and Hockily, 2007). Pratiwi et.al (2021) reported that a short video sharing application, TikTok, can give significant influence for EFL students due to its practicality, provision of benefits, and its ability to make learning both easy and enjoyable. Therefore, researchers decided to investigate whether TikTok could be used to facilitate nursing students in practicing their English speaking skills as it is familiar and accessible for students.

Based on data analysis of students speaking skills before treatment (pre-test) and after treatment (post-test), the researchers found out that that using TikTok to make short video of speaking performance improved students’ speaking skills. It is indicated by the progress of students speaking skills score after using Tik Tok to practice speaking which shows the mean score from pre-test to post-test increased by 5.5. Researchers tried to analyze more about the effectiveness of using TikTok to improve nursing students’ English speaking skills by employing paired sample test. The test results indicated that t-value of $| -7,510 | > t$ table (2,042) and the obtained p value is $0,000 < 0,05$. Based on the results, it can be concluded that the use of TikTok could improve students’ speaking skill significantly, as the t-value exceeds the critical t-value and p-value is less than the specified significance level (0,05). This finding is relevant with the research conducted by Ferstephanie and Pratiwi (2021) as they reported that the implementation of TikTok proved it was effective to develop students’ speaking skills as it could facilitate students to practice their pronunciation and fluency. Similarly, Rahmawati, et. al also stated that TikTok application is the social media social not only to make fun but also to improve the students’ ability to speak. They found out that in experimental group, the increasing score happens in all indicators such as vocabulary, fluency, pronunciation and comprehension (Rahmawati et.al 2023).

According to the questionnaire responses, we can see that majority of the students have good perception towards making their speaking performance videos by using TikTok application (index score 71%). Making short videos by using TikTok is

fun as it provides interesting features so that students can be more motivated to practice their English (Khlaif and Salha, 2021). The students also gave very good response to the statement "TikTok is useful for improving speaking skills " (index = 89%). Similarly, most of the students gave very good responses to the statement practicing speaking by using TikTok can improve their pronunciation (88.4%) and vocabularies (89%). Many of them also considered that practicing speaking by using TikTok is useful to improve their fluency (72.9%). Furthermore, they had good perception toward the statements practicing speaking lessen their anxiety in using English (67.7%) and increase their confidence to speak in English (67.1%). As stated by Zaitun et.al (2021) that TikTok application is very interactive and effective to improve students' confidence to speak in English so that it can increase students' speaking skills.

Those students' responses mentioned above are relevant with the statement by Xiuwen and Razali (2021). They stated that TikTok with short videos could expose learners' extensively to English language, particularly within its virtual settings. Integrating TikTok with short videos not only provides accessibility to communicative English settings but also reduces inconveniences for language learners, addressing challenges related to distance and the settings to help EFL learners to improve their English language communication competence in the modern digital arena. Certainly, TikTok can give a lot of exposure to English content from native speakers that can help students to learn vocabulary and pronunciation. Additionally, TikTok can also be utilized to enhance students' fluency, as they can be assigned to create and share English content so that they can practice their speaking skills.

To sum up, the results of this research has indicated that TikTok can be helpful for nursing students' to learn communicating in English as it can improve their speaking skills significantly. Besides that, the nursing students also showed positive perceptions toward the utilization of TikTok to facilitate them to practice speaking in English.

CONCLUSION

This study investigated the utilization of TikTok application to facilitate nursing students to practice their English speaking skills. The results of data analysis indicated that that using TikTok to make short video of speaking performance improved students' speaking skills significantly. It is indicated by the paired samples test results that t-value of $|-7.510| > t$ table (2.042) and the obtained p value is $0.000 < 0.05$. Based on the results, it can be concluded that the use of TikTok could improve students' speaking skill significantly, as the t-value exceeds the critical t-value and p-value is less than the specified significance level (0.05). This is relevant with earlier studies that reported the effectiveness of using TikTok to enhance EFL learners' speaking skills. The abundance of short videos provided in TikTok give students exposure to learn English vocabularies, grammar and pronunciation. In addition, TikTok also allows students to make and share their own videos so that it can facilitate them to practice their speaking fluency in English.

This research also found that students had positive perception toward the utilization of TikTok to facilitate them practice their speaking skills. They considered it was fun and helpful to improve their vocabulary, pronunciation and fluency.

Further studies regarding the use of TikTok in English language instruction are still necessary. We suggest several recommendations as follows: Firstly, conduct content analysis of student-created TikTok videos to pinpoint linguistic areas such as

vocabulary, grammar, and pronunciation that are effectively addressed through the platform. Secondly, explore the potential of TikTok in enhancing other language skills, including listening, reading and writing. Lastly, investigate different pedagogical strategies or guidelines for instructors to integrate Tiktok into language teaching, ensuring the best possible learning outcomes.

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