

Improving Maritime English Speaking Skills Through Tiktok Media Among Nautical Studies Cadets of Sorong Merchant Marine Polytechnic

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ABSTRACT

Speaking skills are essential in English, particularly in maritime education, where cadets are required to master both technical and communicative competencies. However, preliminary observations at Sorong Shipping Polytechnic revealed that cadets of the Nautical 2C Study Program encountered challenges such as limited vocabulary, low confidence, and difficulties in grammar and pronunciation, which hindered their speaking performance. This study employed classroom action research (CAR) conducted collaboratively in three cycles, each consisting of planning, action, observation, and reflection stages. Data were collected through observation sheets, speaking tests, pre- and post-tests, and interviews. The findings indicate consistent improvement in both learning participation and speaking skills. Cadets' active participation increased from 55.29% (fair category) in Cycle I to 75% (good category) in Cycle III. Similarly, the average speaking score rose from 65 in Cycle I to 77.12 in Cycle III, while learning completeness improved from 11.76% to 88.23%. The post-test results confirmed these outcomes, with an average score of 83.76 and 88.23% of cadets achieving the minimum mastery criteria. In conclusion, integrating TikTok as a digital learning medium effectively enhanced cadets' Maritime English speaking skills, particularly in comprehension, fluency, and pronunciation, while also fostering motivation, creativity, and confidence.

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INTRODUCTION

The four fundamental skills in English are listening, speaking, reading, and writing (Al-Jiboury, 2024; Ali, 2022; Movva et al., 2022). Among these, speaking plays a central role as it serves as a primary means of verbal communication to express ideas, opinions, and emotions (Perdana & Rianti, 2021). Speaking is not only a medium of interaction but also a core component of language learning itself (Dionar & Adnan, 2018). Furthermore, speaking competence is constructed through the integration of grammar, vocabulary,

pronunciation, and cultural awareness, which collectively determine communicative success (Andi & Arafah, 2017).

In the context of maritime education, particularly at the Sorong Shipping Polytechnic, Maritime English instruction is oriented toward achieving communicative competence (Sulistiono, Sumarta, & Hafita, 2024). This competence is essential because cadets are expected to demonstrate the ability to engage in professional communication, both in academic settings and in real maritime environments (Simanjuntak et al., 2025). Students who possess strong speaking skills can convey ideas more confidently and effectively (Satria, 2023); however, many still experience difficulties, especially when speaking in formal or public contexts (Wahyuningsih & Nanang, 2020). Previous studies have shown that cadets' speaking ability is often limited by vocabulary mastery, pronunciation, and lack of practice opportunities (Rosiana, Rahman, & Nurdin, 2023). Moreover, teaching strategies such as Standard Marine Communication Phrases (SMCP) role-plays have been proven to reduce speaking anxiety and improve performance (Polimarin, 2024). Another common challenge is the unfamiliarity with specialized maritime terminologies, which hinders cadets' ability to communicate effectively in professional contexts (Understanding the Challenges of Maritime English Terminologies, 2025).

Pre-observation conducted on March 5, 2025, revealed that cadets in the Nautical 2C Study Program had limited vocabulary, weak pronunciation, and inadequate grammatical mastery, which negatively affected their self-confidence in oral communication. Many cadets preferred to remain silent rather than risk making mistakes, indicating low speaking participation and performance. These challenges highlight the urgent need for an engaging and innovative approach to improve cadets' speaking proficiency.

TikTok, as one of the most widely used social media platforms, provides an interactive and creative medium that can potentially enhance speaking skills. Its short-video format encourages learners to practice expressing ideas spontaneously, while its interactive features foster motivation, creativity, and self-confidence (Zhou, 2022; Rakhmawati, 2023). Incorporating TikTok into language learning is expected to create a more enjoyable classroom atmosphere, thereby increasing cadets' interest in learning activities and improving their speaking competence.

Therefore, this study aims to investigate the effectiveness of TikTok as a digital learning medium in improving Maritime English speaking skills through TikTok media among Nautical Studies cadets of Sorong Merchant Marine Polytechnic. The research contributes to the growing body of knowledge on technology-enhanced language learning by offering empirical evidence of how social media platforms can support vocational students in mastering technical and communicative competencies.

MATERIALS AND METHOD

This study employed classroom action research (CAR) to enhance Maritime English speaking skills using TikTok media among cadets of the Nautical 2C Study Program at Sorong Shipping Polytechnic. The research was conducted collaboratively with lecturers from the institution and external partners. The procedure followed three cycles, each consisting of planning, implementation of learning activities using TikTok, observation of cadets' participation, and reflection for improvement in the next cycle. The participants were cadets of the Nautical 2C Study Program. Data were collected through observation sheets, interviews, speaking assessments, and tests (pre-test and post-test). The instruments included observation checklists, interview guidelines, and speaking rubrics. The collected data were analyzed through data reduction, presentation, and conclusion drawing to evaluate improvements in speaking performance, cadets' responses to TikTok use, and the overall effectiveness of the learning activities.

RESULTS AND DISCUSSIONS

This research was carried out in three cycles, each consisting of two meetings per week. Each cycle focuses on specific topics relevant to the world of sailing, including "Crew on Board Ship", "The Safety Equipment", and "The Vessel", where cadets are asked to create short videos in English and upload them to TikTok as a medium of expression and evaluation.

Pre-Cycle Results

1. Initial Observation

The results of the *Pre-Test* for the Maritime English course show that most cadets have not reached the Minimum Completeness Criteria (KKM), which is 75. The following is the pre-test data that has been carried out.

Table 1. Score of SN 2C Maritime English Pre-test results

No	Name	Pre-Cycle Value	1	Conclusion	Incomplete
1	MNI	35			√
2	MR	65			√
3	MS	67			√
4	NAM	80		√	
5	NFR	50			√
6	NCK	70			√
7	PAP	55			√
8	RFL	40			√
9	RST	58			√
10	RT	80		√	
11	SGM	43			√
12	S	35			√
13	TD	53			√
14	WP	70			√
15	YGF	70			√
16	YNEH	25			√
17	ZW	70			√
Average		56,82			

The data on the distribution of Maritime English Pre-Test scores can be seen in the table below:

Table 2. Pre-Test Results Dissemination Data

No.	Value	Frequency	Present (%)	Category
1	≥ 75	2	11,76	≥ MOH
2	< 75	15	88,23	< MOH
Total		17	100	

Based on the results of observation of pre-cycle score 1 on 17 students, it is known that only 2 students (11.76%) have achieved learning completion, while the majority, namely 15 cadets (88.24%) have not completed. The average score obtained was 56.82, which shows that in general the achievement of cadets is still low and has not met the Minimum Completeness Criteria (KKM = 75). Therefore, improvement actions are needed in the learning process so that cadets' understanding of the material can increase.

Pre-Cycle Reflection

Reflection is used to determine the shortcomings in pre-cycle actions and can evaluate from the results of observations by the researcher. Evaluation in the Pre-Cycle includes:

- 1) In the absence of learning media, cadets are less enthusiastic about participating in the learning process, also in speaking Maritime English.
 - 2) It has not yet provided an assessment to improve the learning outcomes of cadets.
- From the results of pre-cycle reflection, the necessary improvements are:
- 1) The use of learning media through TikTok makes cadets enthusiastic about participating in the learning process and speaking Maritime English.
 - 2) Assessment to improve cadets' learning outcomes.

Results of Cycle I

1. Planning and Implementation

The learning plan was prepared collaboratively with a focus on the topic "Crew on Board Ship". Lecturers guide cadets in understanding technical vocabulary, grammar, pronunciation and prepare 1-2 minute educational video content to be uploaded to TikTok.

2. Cadets Activities

a. Results of observation of cadets' activities in learning activities

In the learning process using TikTok media, cadets' activities were observed in observation sheets that had been made by researchers. The results of the cadets' activities can be seen in the following table:

Table 3 Results of Cadet Learning Activities Cycle I

No	Name	Aspects					Sum	Average score	Conclusion
		1	2	3	4	5			
1	MNI	2	2	2	2	2	10	2	enough
2	MR	3	3	2	2	2	12	2	enough
3	MS	3	2	2	2	2	11	2	enough
4	NAM	3	3	2	2	2	12	2	enough
5	NFR	2	3	2	2	2	11	2	enough
6	NCK	3	3	2	2	2	12	2	enough
7	PAP	3	3	2	2	2	12	2	enough
8	RFL	2	3	2	2	2	11	2	enough
9	RST	2	2	3	2	2	11	2	enough
10	RT	3	3	2	2	2	12	2	enough
11	SGM	2	2	2	2	2	10	2	enough
12	S	2	2	2	2	2	10	2	enough
13	TD	2	3	2	2	2	10	2	enough
14	WP	2	3	2	2	2	11	2	enough
15	YGF	2	2	3	2	2	11	2	enough
16	YNEH	3	2	2	2	2	11	2	enough
17	ZW	2	3	2	2	2	11	2	enough
Sum		41	44	36	34	34	188		
Percentage		60,29%	64,71%	52,94%	50,0%	50,0%	55,29%		

Results of Cadet Learning Activities Indicators

1. Cadets pay attention to lecturers delivering learning materials
2. Cadets do tasks in accordance with the directions given by the lecturer
3. Cadets follow the learning process using TikTok media
4. Cadets make videos and discuss with groups
5. Cadets present or upload videos on TikTok

The results of the observation of learning activities showed the involvement of cadets in the "adequate" category (average score = 2). The highest percentage of activities were paying attention to material (60.29%) and doing assignments (64.71%). However, engagement in video creation and presentation still needs to be increased (around 50%).

3. Learning Outcomes

Learning outcome data was obtained through an instrument, namely the assessment of cadets speaking using a speaking rubric which includes aspects of *pronunciation*, *grammar*, *vocabulary*, *fluency*, and *comprehension*. Speaking assessments are carried out by utilizing TikTok media as an innovative learning tool designed to increase the motivation and involvement of cadets in actively using Maritime English.

The data on cadets' learning outcomes can be seen in the following table:

Table 4. The results of the assessment of cadets speaking

No	Name	Aspects					Sum	Average score	Conclusion
		P	G	V	F	C			
1	MNI	60	50	60	60	50	280	56	BT
2	MR	70	70	70	70	80	360	72	BT
3	MS	70	60	70	75	60	335	67	BT
4	NAM	70	70	70	70	80	360	72	BT
5	NFR	70	60	70	70	60	330	66	BT
6	NCK	70	70	70	70	80	360	72	BT
7	PAP	70	70	75	70	75	360	72	BT
8	RFL	70	60	65	65	65	325	65	BT
9	RST	70	60	70	70	60	330	66	BT
10	RT	65	70	70	70	80	355	71	BT
11	SGM	60	50	60	60	50	280	56	BT
12	S	60	50	60	60	50	280	56	BT
13	TD	60	60	60	60	65	305	61	BT
14	WP	60	60	65	65	60	310	62	BT
15	YGF	65	65	65	65	70	330	66	BT
16	YNEH	60	65	60	60	70	315	63	BT
17	ZW	60	65	60	60	65	310	62	BT
Sum		1.110	1.055	1.120	1.120	1.120		1.105	
Percentage		65,2	62,0	65,88	65,88	65,88		65	

Aspects

P: *Pronunciation*, G: *Grammar*, V: *Vocabulary*, F: *Fluency*, C: *Comprehension*

Based on the results of the assessment of the speaking ability of cadets in the Nautical Studies 2C class of the Sorong Shipping Polytechnic in the first cycle, data was obtained that of the 17 cadets who took part in the assessment, all (100%) were still in the incomplete category (BT). This can be seen from the average overall score which only reached 65, still below the minimum completeness criteria (KKM) set. When viewed from each aspect of the assessment, the average score of the cadets showed the following achievements: *pronunciation* (65.2), *grammar* (62.0), *vocabulary* (65.88), *fluency* (65.88), and *comprehension* (65.88).

This data shows that the biggest weakness of cadets lies in the grammar aspect with an average of 62.0, while other aspects are relatively better but still do not meet the standards of completeness. Thus, it can be concluded that the use of TikTok media in the first cycle has provided increased participation, but the learning outcomes of cadets in Maritime English speaking skills still require advanced learning strategies in order to achieve the expected completeness.

4. Reflection Cycle I

From the results of observations by researchers in the first cycle activities, the following things were found:

- a) Lecturers have not been optimal in presenting material that can support the active participation of cadets with Tiktok media
- b) The learning outcomes of cadets using Tiktok media have not reached the predetermined target.

Based on the reflection of cycle I, the actions that will be carried out in cycle I are:

- a) Researchers should increase students' active participation to support speaking learning activities using Tiktok
- b) The researcher provides motivation to the cadets in the form of learning outcome assessment.

Cycle II Results

1. Planning and Implementation

The lesson plan is prepared collaboratively with a focus on the topic "Safety Equipment". Lecturers guide cadets in understanding technical vocabulary, pronunciation, grammar and compile 1–2 minute educational video content to be uploaded to TikTok.

2. Cadets Activities

- 1) Results of observation of cadets' activities in learning activities

In the learning process using TikTok media, the cadets' activities were observed in the observation sheets that had been made by the researcher. The results of the cadets' activities can be seen in the following table:

Table 5. Results of Cycle II Cadet Learning Activities

No	Name	Aspects					Sum	Average score	Conclusion
		1	2	3	4	5			
1	MNI	2	2	3	3	3	13	2	Enough
2	MR	3	3	3	3	3	15	3	Good
3	MS	3	2	3	3	3	14	3	Good
4	NAM	2	2	3	3	3	13	2	Enough
5	NFR	3	2	3	3	3	14	3	Good
6	NCK	2	2	3	3	3	13	2	Enough
7	PAP	3	2	3	3	3	14	3	Good
8	RFL	3	2	3	3	3	14	3	Good
9	RST	2	3	3	3	3	14	3	Good
10	RT	3	2	3	3	3	14	3	Good
11	SGM	2	3	2	2	2	11	2	Enough
12	S	3	2	3	3	3	14	3	Good
13	TD	2	2	3	3	3	13	2	Enough
14	WP	3	2	2	3	3	13	2	Enough
15	YGF	2	2	3	3	3	13	2	Enough
16	YNEH	2	3	2	3	3	13	2	Enough
17	ZW	3	3	2	3	3	14	3	Good
Sum		43	39	47	50	50	229		
Percentage		63,23%	57,35%	69,12%	73,53%	73,53%	67,53%		

The results of the observation of the cadets' learning activities in cycle II showed an increase compared to cycle I. Of the 17 cadets, the average achievement of learning activities was **67.53%**, with the highest indicator in the aspect of video making and group discussions (73.53%). However, the aspect of obedience in doing assignments according to the direction of the lecturer is still low (57.35%). This shows

that even though the use of TikTok media is starting to be effective in increasing participation, cadets' discipline in following instructions still requires more intensive assistance.

3. Improvement of Cadets' Learning Outcomes

Data on cadets' learning outcomes in cycle 2 can be seen in the following table:

Table 6. The results of the assessment of cadets speaking

No	Name	Aspects					Sum	Average score	Conclusion
		P	G	V	F	C			
1	MNI	65	65	65	70	65	330	66	BT
2	MR	75	75	70	75	85	380	76	T
3	MS	75	75	75	75	85	385	77	T
4	NA	65	70	70	70	75	350	70	BT
5	NFR	65	80	75	75	90	385	77	T
6	NCK	75	80	75	90	75	395	79	T
7	PAP	75	75	75	80	75	380	76	T
8	RFL	70	75	70	80	85	375	75	T
9	RST	75	75	75	75	75	375	75	T
10	RT	75	75	75	75	80	380	76	T
11	SGM	65	65	70	70	75	345	69	BT
12	S	65	60	70	65	70	330	66	BT
13	TD	65	60	65	70	55	315	63	BT
14	WP	70	55	70	70	65	330	66	BT
15	YGF	70	75	75	75	85	380	76	T
16	YNE	60	70	65	70	75	340	68	BT
17	ZW	70	90	75	85	75	365	77	T
Sum		1.195	1.210	1.215	1.270	1.290		1.232	
Percentage		70,29	71,18	71,47	74,71	75,88		72,47	

Based on the results of the assessment of cadets' speaking skills using the speaking rubric which includes aspects of *pronunciation, grammar, vocabulary, fluency, and comprehension*, it is possible to get an idea that the learning achievements of cadets in the first cycle are still not optimal. Of the 17 cadets assessed, 10 cadets (58.82%) reached the complete category (T), while the other 7 cadets (41.77%) were still in the incomplete category (BT).

When viewed from the average achievement per aspect, the highest score was found in *the comprehension* aspect (75.88%), followed by *fluency* (74.71%), *vocabulary* (71.47%), *grammar* 71.18%, and the lowest score was found in the *pronunciation* aspect (70.29%), which shows that there has been an increase in cadets' speaking results compared to the previous cycle, but it can be seen that pronunciation is still The main obstacle for cadets is in Maritime English speaking skills. Overall, the average achievement is at 72.47, which is still below the Minimum Completeness Criteria (KKM) standards set.

Thus, it can be concluded that learning to speak through TikTok media in cycle II has begun to increase the active participation of cadets, but the learning results have not met the expected targets. The weakness in cycle II lies in pronunciation, as well as other aspects that still need to be strengthened so that all cadets can achieve completeness in the next cycle.

4. Reflection Cycle II

From the results of observations by researchers on cycle II activities, the following things were found:

- a) Lecturers have not been optimal in presenting material that can support the active participation of cadets with Tiktok media
 - b) The learning outcomes of cadets using Tiktok media have not reached the predetermined target
- Based on the reflection of cycle II, the actions that will be carried out in cycle III are:
- a) Researchers should increase students' active participation to support speaking learning activities using Tiktok
 - b) The researcher provides motivation to cadets in the form of learning outcome assessment

Results of Cycle III

1. Planning and Implementation

The lesson plan is prepared collaboratively with a focus on the topic "The Vessel". Lecturers guide cadets in understanding technical vocabulary, pronunciation, grammar and prepare educational video content with a duration of 1–2 minutes to be uploaded to TikTok.

2. Cadets Activities

1) Results of observation of cadets' activities in learning activities

In the learning process using TikTok media, the cadets' activities were observed in the observation sheets that had been made by the researcher. The results of the cadets' activities can be seen in the following table:

Table 7. Results of Cadet Learning Activities Cycle III

No	Name	Aspects					Sum	Average score	Conclusion
		1	2	3	4	5			
1	MNI	2	2	3	3	3	13	3	good
2	MR	3	3	3	3	3	15	3	good
3	MS	3	3	3	4	4	17	3	good
4	NAM	3	3	3	3	3	15	3	good
5	NFR	3	2	3	3	3	14	3	good
6	NCK	3	3	3	3	4	16	2	enough
7	PAP	3	3	3	3	4	16	3	good
8	RFL	3	3	3	3	4	16	3	good
9	RST	2	3	3	3	3	15	3	good
10	RT	3	3	3	3	3	15	3	good
11	SGM	3	3	3	2	3	14	3	good
12	S	3	2	3	3	3	14	3	good
13	TD	2	2	3	3	3	13	3	good
14	WP	3	3	2	2	3	13	3	good
15	YGF	3	3	3	3	4	16	3	good
16	YNEH	3	3	3	3	3	15	3	good
17	ZW	3	4	2	3	4	16	3	good
Sum		48	50	49	50	57	255		
Percentage		70,59%	73,53%	72,06%	73,53%	83,82%	75 %		

In cycle III, cadets' activities increased significantly with an average achievement **of 75%**. Most of the cadets (94.12%) were in the good category, while only 1 cadets (5.88%) were in the adequate category. The highest indicator is the courage to present and upload videos on TikTok with a percentage **of 83.82%**,

indicating that cadets are increasingly confident in speaking in front of the camera. This increase also proves the effectiveness of social media-based learning strategies in motivating active participation.

3. Improvement of Cadets' Learning Outcomes

The results of the assessment of speaking ability and Post-Test for cadets in cycle III as

The basis of the analysis of the development of learning outcomes, is presented in the following table:

a. Results of the speech ability assessment

Table 8. Results of the assessment of cadets' speaking ability

No	Name	Aspects					Sum	Average score	Conclusion
		P	G	V	F	C			
1	MNI	70	75	75	75	75	370	74	BT
2	MR	75	80	75	75	90	400	80	T
3	MS	85	80	75	75	90	405	81	T
4	NA	75	75	75	75	80	380	76	T
5	NFR	75	75	75	75	85	385	77	T
6	NCK	80	80	75	80	90	405	81	T
7	PAP	75	75	75	75	75	375	75	T
8	RFL	65	80	75	75	90	385	77	T
9	RST	70	75	80	80	85	390	78	T
10	RT	70	75	70	80	85	375	75	T
11	SGM	70	70	75	75	70	360	72	BT
12	S	70	75	75	75	85	380	76	T
13	TD	70	75	75	75	75	370	74	BT
14	WP	70	75	80	80	75	385	77	T
15	YGF	75	75	75	75	80	380	76	T
16	YNE	75	75	75	75	75	377	75	T
17	ZW	75	75	75	75	85	385	77	T
Sum		1.260	1.290	1.225	1.220	1.390		1..311	
Percentage		74,12%	75,88%	72,06%	71,82%	81,76%		77,12%	

The results of the assessment of cadets' speaking ability in cycle III have increased significantly. Of the 17 cadets, 14 people (82.35%) managed to achieve completeness, while only 3 cadets (17.65%) have not completed it. The average overall score increased to 77.12% (surpassing the MOH). The *comprehension* aspect remained the highest (81.76%), while fluency and vocabulary were still relatively low (71.82% and 72.06%).

b. Individual Score Results on the *Maritime English* Post-test

The results of the Individual score in the *Maritime English Post-test* obtained the following data:

Table 9. Maritime English Post-test Individual Score

No	Name	Value	Conclusion	Incomplete
1	MNI	80	√	
2	MR	65		√
3	MS	80	√	
4	NAM	80	√	
5	NFR	97	√	
6	NCK	83	√	
7	PAP	93	√	
8	RFL	70		√
9	RST	77	√	
10	RT	93	√	

No	Name	Value	Conclusion	Incomplete
11	SGM	83	√	
12	S	87	√	
13	TD	80	√	
14	WP	83	√	
15	YGF	90	√	
16	YNEH	93	√	
17	ZW	90	√	
Total Quantity		1.424		
Average		83,76		

The data on the distribution of cadets' Post-Test scores can be seen in the table below:

Table 10. Post-Test Results Dissemination Data

No.	Value	Frequency	Present (%)	Category
1	≥ 75	15	88,23	≥ MOH
2	< 75	2	11,76	< MOH
Total		17	100	

Data on the dissemination of Pre-Test and Post-Test results

Table 11. Data on the Dissemination of Pre-Test and Post-Test Results

No	Value	Category	Sum		Percentage	
			Pre-test	Post test	Pretest	Post test
1	≥ 75	Conclusion	2	15	11,76%	88,23%
2	< 75	Incomplete	15	2	88,23%	11,76%
Sum			17	17	100%	100%

The results of the Maritime English post-test showed an average class achievement of 83.76. A total of 15 cadets (88.23%) were declared complete and only 2 cadets (11.76%) had not reached the KKM. The highest score obtained by cadets was 97, while the lowest score was 65. This shows the success of the third cycle action in improving the cadets' speaking skills as well as the conceptual understanding of the material.

Based on the results of observation of Pre-Cycle and Post-Test scores in cycle III of 17 students, it is known that the majority, namely 15 cadets (88.24%) were declared complete (meeting the KKM standard criteria ≥ 75 , and only 2 cadets (11.76%) have not reached the completion of their studies. The highest score obtained by cadets was 97, while the lowest score was 65. Thus, the learning results also show a positive trend. The average speaking skill increased from 65% (cycle I) to 72.47% (cycle II), and in cycle III there was an increase of 77.12%. Similarly, the percentage of learning completeness from the results of the Pre-Test and Post-Test increased significantly from 11.76% (cycle I) to 88.23% (cycle III). Post-test results confirmed this finding with an average score of 83.76, higher than the minimum standard.

Discussion

Lecturer Teaching Activities Cycle I, Cycle II and Cycle III.

The lecturers' teaching activities in this study play an important role as a determining factor for the success of improving cadets' speaking skills through TikTok media. In the first cycle, lecturers' teaching activities focused more on the introduction of new learning media, namely TikTok, and provided initial direction in creating simple video content. At this stage, although the lecturer has succeeded in encouraging the cadets to pay attention to the explanation and do the assignment according to the instructions, active

involvement in group discussions and video making is still relatively low. This shows that the lecturers' teaching strategy in the first cycle has not been fully able to motivate cadets to participate optimally.

In cycle II, lecturers made strategic adjustments by emphasizing the practice of using English in making videos and evaluation based on rubric speaking. Although lecturers' teaching activities have directed cadets to focus more on speaking skills, the assessment results show that of the 17 cadets assessed, 10 cadets (58.82%) reached the complete category (T), while the other 7 cadets (41.77%) were still in the incomplete category (BT). The most prominent weakness is in the pronunciation aspect, which indicates that the lecturer's teaching method at this stage still needs to be strengthened in providing training on cadets' pronunciation (70.29%). In other words, lecturers' teaching activities in cycle II have begun to increase participation, but they are not yet effective enough to overcome the main difficulties of cadets in speaking skills.

Further improvements were made in cycle III, where lecturers not only provided instructions, but also optimized their roles as facilitators and motivators. Lecturers provide more intensive guidance, encourage cadets to be more active in group discussions, and emphasize the importance of having the courage to perform through presentations or video uploads on TikTok. The results showed a significant increase, both in the involvement of learning activities and the achievement of speaking skills. The majority of cadets managed to reach the complete category, with the highest achievement in the comprehension aspect. This shows that the lecturers' teaching activities in cycle III have succeeded in creating a more interactive, creative learning atmosphere, and encouraging cadets' independence in using Maritime English.

Overall, the development of lecturers' teaching activities from cycle I to cycle III shows a pattern of systematic improvement. At first, lecturers play the role of introducing media and building basic motivation, then increasing the focus on speaking skills, until finally succeeding in creating innovative and effective learning. The post-test results showed that the majority of cadets had completed it reinforced that the lecturers' teaching strategies that were adaptive and oriented to real practice were able to improve the quality of learning. Thus, lecturers' teaching activities through TikTok media have proven to be a key factor in improving the English speaking skills of Maritime cadets.

Cadet activities

The cadets' activities during the learning process through TikTok media in the Maritime English course showed significant development from cycle I to cycle III.

In the first cycle, the results of observations showed that most of the cadets were in the category of sufficient with an average activity score of 2. This shows that cadets have been able to follow the learning process, but their involvement is still limited to basic activities, such as paying attention to lecturers' explanations (60.29%) and doing assignments according to directions (64.71%). Meanwhile, indicators that demand more active engagement, such as making videos, group discussions, and presentations, are only in the range of 50% to 53%. These findings show that the use of TikTok media in the early stages has not been fully able to encourage cadets to be actively involved, especially in collaborative and performative activities.

Entering cycle II, cadets' activities in the learning process are seen to increase, as well as the average results of the speaking ability assessment at 72.47 which is still below the Minimum Completeness Criteria (KKM) standard. When viewed from each aspect, the main weakness of cadets lies in the *pronunciation aspect* (70.29%), while the highest score in terms of pronunciation, vocabulary, fluency, and comprehension is in the range of 65. This *comprehension* (75.88%), followed by *fluency* (74.71%), *vocabulary* (71.47%), *grammar* 71.18%, indicates that cadets' involvement is starting to grow, as well as their ability to apply Maritime English communicatively still needs to be improved. In other words, learning activities in cycle II have shown an increase in participation compared to cycle I, with the results of achievement of speaking

skills also better, but it still needs to be improved again until it reaches an average minimum completeness of ≥ 75 .

The improvement of the strategy carried out in cycle III resulted in much more positive developments. Observations showed that 94.12% of cadets were in the good category in learning activities, with increasingly real active involvement, especially in the aspect of making and presenting videos on TikTok (83.82%). Group discussions and engagement in the learning process also increased significantly, with an average achievement of above 70%. This is in line with the results of the speech skills assessment, where 82.35% of cadets managed to reach the complete category, with the overall average increasing to 77.12%. The highest achievement was shown in the comprehension aspect (81.76%), which showed an increase in the ability to understand the content of conversations in Maritime English.

Furthermore, the results of the post-test corroborated the findings, where 88.24% of cadets achieved completeness with an average score of 83.76, far exceeding the KKM. This increase confirms that students' active involvement in TikTok-based learning activities has a positive impact not only on speaking skills, but also on conceptual mastery of the material.

Thus, the development of student activities from cycle I to cycle III shows a consistent pattern of improvement. From the initial stage of only showing sufficient involvement, then progressing to more active participation although not yet fully effective, until finally achieving optimal involvement that contributes significantly to the improvement of speaking skills. This proves that TikTok media, when integrated with the right learning strategies, can be an effective innovative means to improve cadets' learning activities and outcomes in the context of maritime vocational education.

Learning outcomes

a. Speaking assessment

The results of the study related to the assessment of the speaking skills of cadets in the 2C Nautical Studies class showed that there was a consistent development from cycle I to cycle III. This assessment is carried out using the speaking ability rubric which includes aspects of pronunciation, grammar, vocabulary, fluency, and comprehension.

In the first cycle, the average achievement was at 65, which placed most cadets in the incomplete category. Of the 17 cadets assessed, only 2 people (11.76%) managed to achieve completeness, while the rest (88.24%) were still under the KKM. If you look at it in more detail, the comprehension aspect gets a relatively higher score than other aspects, while grammar is the biggest obstacle with the lowest average achievement. This condition shows that even though TikTok media has begun to contribute to the involvement of cadets, their speaking skills are still not optimally developed, especially in grammar mastery and speaking fluency.

Entering cycle II, the average score increased to 72.47, which is still below the standard of the Minimum Completeness Criteria (KKM) set. When viewed from the average achievement per aspect, the highest score was found in the comprehension aspect (75.88%), followed by fluency (74.71%), vocabulary (71.47%), grammar 71.18%, and the lowest score was found in the pronunciation aspect (70.29%), there were positive developments in almost all aspects of assessment. Pronunciation, vocabulary, fluency, and comprehension, while pronunciation was the aspect with the lowest achievement (70.29%). This confirms that the use of TikTok media has succeeded in increasing the motivation and participation of cadets in the learning process, but has not been able to fully encourage them to achieve the expected standard of speaking skills. In other words, in cycle II there has been an increasing trend, but a follow-up strategy is needed to strengthen aspects that are still weak, especially pronunciation.

The improvement of the learning strategies applied in cycle III resulted in a more significant improvement. The average speaking score increased to 77.12, surpassing the previous cycle's results. Of the total 17 cadets, as many as 14 people (82.35%) were declared complete, while 3 people (17.65%) were still incomplete. When viewed from each aspect, the highest achievement was obtained in comprehension (81.76%), followed by grammar (75.88%), pronunciation (74.12%), vocabulary (72.06%), and fluency (71.82%). This improvement reflects that TikTok media-based learning in cycle III has succeeded in increasing cadets' confidence in speaking, expanding vocabulary mastery, and improving fluency communication, although vocabulary and fluency aspects still need to be further improved.

Overall, the improvement from an average of 65 in cycle I, 72.47 in cycle II, to 77.12 in cycle III showed a consistent increase in both participation and speech assessment results. This proves that the repeated application of TikTok media with the right improvement strategy can have a positive impact on cadets' speaking skills. In addition, the achievement of the majority of cadets who managed to achieve completeness in cycle III and was strengthened by post-test results with an average of 83.76 indicates that this learning model is effective in improving communication competence in Maritime English, while supporting conceptual mastery of the material.

b. Pre-test and Post-test results

From the data shown by the pretest and posttest at the end of the cycle given to 17 cadets. The percentage of cadets' pretest results is before cadets conduct learning using TikTok media. The percentage of posttest results of cadets, after cadets have learned that they apply tiktok media can be seen in the following table:

Table 12. Pre-test and Post-test results

No	Value	Category	Sum		Percentage	
			Pre-test	Post test	Pretest	Post test
1	≥ 75	Conclusion	2	15	11,76%	88,23%
2	< 75	Incomplete	15	2	88,23%	11,76%
Sum			17	17	100%	100%

Based on the results of the pre-test and post-test of Maritime English speaking ability, a very significant improvement was obtained after learning actions using TikTok media were implemented.

1) Pre-test results

Of the 17 cadets who took the pre-test, only 2 people (11.76%) reached the complete category (≥ 75), while 15 people (88.23%) were still in the incomplete category (< 75). This condition shows that before being given learning treatment, most cadets did not have adequate speaking skills according to the minimum completeness standards (KKM).

2) Post-test results

After going through a series of TikTok-based learning, the post-test results showed a sharp improvement. A total of 15 cadets (88.23%) managed to reach the complete category, while only 2 people (11.76%) were still incomplete. The average class score increased significantly from the initial condition, showing that almost all cadets have been able to master speaking skills in accordance with the set KKM.

3) Comparison of Pre-test and Post-test

A comparison of pre-test and post-test results shows a very clear change in the proportion of completeness:

a) Completeness increased from 11.76% in the pre-test to 88.23% in the post-test.

b) On the other hand, cadets who have not completed have decreased drastically from 88.23% to 11.76%.

This change shows that the application of learning through TikTok media has a real impact on cadets' speaking skills.

The results of this pre-test and post-test are in line with the findings of the speaking assessment in cycles I, II, and III. In the first cycle, the average speaking skills of cadets were still low (65) with the majority not completed. In cycle II, there was a slight increase (72.47), although all cadets still did not reach completion. However, in cycle III the achievement increased quite significantly with an average (77.06), where 82.35% of cadets successfully completed.

The peak can be seen in the post-test results, with the average class reaching 83.76 and a completion percentage of 88.23%, much higher than the initial condition (pre-test). This proves that TikTok's media-based learning strategy not only increases cadets' engagement and confidence in speaking, but also has a real impact on the final learning outcomes. Thus, TikTok media can be declared effective as an innovative means in improving the Maritime English speaking skills of cadets at the Sorong Shipping Polytechnic.

4) Interview Results

Based on the results of interviews with 17 cadets of the 2C Nautical Study of the Sorong Shipping Polytechnic, most of the cadets stated that the use of TikTok media in learning Maritime English had a positive impact, especially in improving speaking skills.

Most cadets consider that learning through TikTok is more interesting, accessible, and in accordance with their habits in using social media. The main advantages felt are the variety of learning, a pleasant learning atmosphere, and the opportunity to practice speaking independently or with friends. Learning English through the TikTok application can be considered an innovation that is relevant to technological developments and the characteristics of the current generation. TikTok provides content in the form of short videos that are creative, interactive, and easily accessible at any time. This makes the learning process more enjoyable and in accordance with students' learning styles that tend to be visual and auditory. With various English-language content on TikTok, students are more exposed to new vocabulary, everyday expressions, and natural pronunciation. They can watch, imitate, and even create their own content, so their listening, speaking, pronunciation, and vocabulary skills can gradually develop

However, some of the obstacles expressed include limited vocabulary, lack of confidence, and difficulties in pronouncing maritime technical terms. However, these obstacles do not reduce the motivation of cadets to continue to improve their speaking skills. Cadets realize the importance of Maritime English as the main provision in the world of international shipping work. They also show a strong desire to continue practicing, both through the TikTok application and other supporting media.

Thus, it can be concluded that the use of TikTok as a learning medium has been proven to improve the ability to speak Maritime English, as well as be able to foster cadets' motivation to learn more actively and creatively.

CONCLUSION

This study concludes that integrating TikTok as a digital learning medium effectively improved Maritime English speaking skills among cadets of the Nautical 2C Study Program at Sorong Maritime Polytechnic, as evidenced by increased participation, higher speaking scores, and greater mastery of minimum competency standards across research cycles. In addition, cadets reported higher motivation, creativity, and self-confidence, demonstrating that TikTok can foster an engaging and interactive learning environment suited to the needs of the digital generation. Future research is recommended to explore the long-term impacts of social media-based learning, apply this approach to other English language skills such as listening or writing, and compare the effectiveness of TikTok with alternative digital platforms to broaden insights into technology-enhanced language learning.

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