

The Effect Of Using Tiktok Application Into Students Speaking Mastery The Tenth Grade At SMK Gelora Jaya Nusantara

Pengaruh Penggunaan Aplikasi Tiktok Terhadap Kemampuan Berbicara Siswa Kelas X Di SMK Gelora Jaya Nusantara

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ABSTRACT

This research aimed to examine *The Effect Of Using The Tiktok Application On The Speaking Mastery Of Tenth-Grade Students At SMK Gelora Jaya Nusantara Medan*. The study applied a quantitative research with pre-test and post-test, involving two groups: the experimental group, which learned speaking through TikTok-based media, and the control group, which was taught using conventional methods. A total of 67 students participated in this study. Data were collected through speaking tests that measured vocabulary, pronunciation, grammar, fluency, confidence, and accuracy. The findings showed that the mean score of the experimental group in the post-test was significantly higher than in the pre-test, and also higher compared to the control group. These results indicate that the use of TikTok had a positive and significant impact on students' speaking mastery. The platform provided opportunities for students to practice creatively and confidently, making the learning process more interactive and enjoyable. Therefore, integrating TikTok as a supplementary learning medium can effectively support the improvement of students' English-speaking skills.

Keywords: *TikTok Application, Speaking Mastery, Vocational High School*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh penggunaan aplikasi TikTok terhadap penguasaan keterampilan berbicara siswa kelas X di SMK Gelora Jaya Nusantara Medan. Penelitian ini menggunakan metode kuantitatif dengan desain **pre-test** dan **post-test**, yang melibatkan dua kelompok: kelompok eksperimen yang belajar berbicara menggunakan media berbasis TikTok, dan kelompok kontrol yang diajar menggunakan metode konvensional. Sebanyak 67 siswa berpartisipasi dalam penelitian ini. Data dikumpulkan melalui tes berbicara yang mengukur aspek kosakata, pelafalan, tata bahasa, kelancaran, kepercayaan diri, dan akurasi. Hasil penelitian menunjukkan bahwa nilai rata-rata kelompok eksperimen pada **post-test** secara signifikan lebih tinggi dibandingkan pada **pre-test**, serta lebih tinggi dibandingkan kelompok kontrol. Hasil ini mengindikasikan bahwa penggunaan TikTok memberikan dampak positif dan signifikan terhadap penguasaan keterampilan berbicara siswa. Platform ini memberikan kesempatan bagi siswa untuk berlatih secara kreatif dan percaya diri, sehingga membuat proses pembelajaran menjadi lebih interaktif dan menyenangkan. Oleh karena itu, integrasi TikTok sebagai media pembelajaran tambahan dapat secara efektif mendukung peningkatan keterampilan berbicara bahasa Inggris siswa.

Kata kunci: Aplikasi TikTok, Penguasaan Keterampilan Berbicara, Sekolah Menengah Kejuruan (SMK)

1. Introduction

Advances in information and communication technology have brought about significant changes in various aspects of life, including in the world of education. One tangible manifestation of this progress is the widespread use of social media by students in their daily

lives. TikTok, as one of the most popular social media apps today, has become a platform favored by various groups, especially teenagers and students. This app allows users to create, edit, and share short videos with various interesting features such as sound effects, filters, background music, and text. Initially used as a form of entertainment, TikTok is now being considered as a potential tool in the world of education, including in English language learning.

English is one of the important subjects taught at all levels of education, English as a foreign language has affected numerous elements of daily life in this nation (Tampubolon & Silitonga, 2025) including at Vocational High Schools (SMK). In English learning, speaking skills are one of the four basic skills that students must master, alongside listening, reading, and writing skills. However, in practice, speaking skills often prove to be the most challenging for students to master. This is due to various factors such as a lack of opportunities to practice speaking in class, shyness or lack of confidence, and teaching methods that are still conventional and uninteresting.

Traditional speaking lessons usually rely solely on question-and-answer activities or oral presentations in the classroom, which tend to be boring and ineffective for most students. Therefore, innovation is needed in teaching methods that can create a fun and interactive learning environment. One way to do this is by integrating digital media that is familiar to students, such as the TikTok app, into the learning process. Students faced difficulties in learning English due to their limited vocabulary and poor comprehension of reading materials. The researcher presented evidence to support the above statements as follows:

Table 1.1 The Result Of Observation. 1

No.	Initial Name	Score
1.	AW	20
2.	RF	18
3.	TG	22
4.	YY	20
5.	YH	23
6.	NM	20
7.	JU	20
8.	JK	38
9.	LO	25
10.	PI	20

By using TikTok, students can be given assignments to create short videos in English, such as introducing themselves, sharing experiences, giving opinions, or explaining something verbally. Through these activities, students not only practice their speaking skills but also enhance their creativity, confidence, and technological skills. Additionally, interactions among peers through comments or “likes” on videos can serve as constructive feedback.

The integration of TikTok into learning is expected to overcome the obstacles that students often experience in learning to speak, such as fear of speaking in public, lack of motivation, and limited time and space in the classroom. TikTok provides a flexible space for students to practice speaking independently or in groups, anytime and anywhere.

The ability to speak English is one of the important skills that students at the Vocational High School (SMK) level must master, including at SMK Gelora Jaya Nusantara Medan. However, based on initial observations and learning evaluation results, it is known that the speaking ability of students at this school is still relatively low. This is evident from the lack of student participation in speaking activities in class, their inability to convey ideas or opinions orally in English, and the many errors in pronunciation, grammar, and vocabulary.

Most students appear to lack confidence when asked to speak in front of the class or engage in simple conversations. They tend to be passive, reluctant to try, and prefer to remain silent for fear of making mistakes or being ridiculed by their classmates. Limited vocabulary and

poor command of sentence structure are also major obstacles that make it difficult for students to spontaneously construct sentences in communication situations.

This situation is exacerbated by teaching methods that still focus on theoretical aspects, such as grammar and reading texts, without providing enough opportunities for students to practice speaking actively. As a result, students are not accustomed to using English as a communication tool, so their speaking skills do not develop optimally.

However, speaking ability is crucial, especially for vocational high school students who will eventually enter the workforce and are required to have good communication skills, including in English. Therefore, more innovative, interactive, and relevant teaching approaches and strategies are needed, tailored to students' interests and needs, to motivate them to learn and feel confident in using English orally.

As technology advances, social media has become an important part of teenagers' lives. One such platform is TikTok, which is extremely popular among students. TikTok allows users to create, watch, and share short, engaging, creative, and easily accessible videos. This app is not only a source of entertainment but can also be utilized as an educational tool, particularly in improving English speaking skills.

By using TikTok, students can create short English-language videos, practice pronunciation, expand their vocabulary, and build their confidence. They can also watch various educational content related to English language learning. This aligns with an educational approach that emphasizes creativity, active participation, and the use of technology as a learning tool.

Based on this background, the researcher felt it necessary to conduct a study on the extent to which the use of the TikTok app influences the mastery of speaking skills among 10th-grade students at SMK Gelora Jaya Nusantara Medan. This study is expected to contribute to the development of more effective English language teaching methods that align with contemporary trends, particularly in enhancing students' speaking abilities in the digital age.

2. Metodology

This research employed a quantitative research design, specifically using the pre-test and post-test control group design. In this design, two groups of tenth grade students at SMK Gelora Jaya Nusantara Medan were involved: the experimental group, which was taught using the TikTok application as a speaking learning tool, and the control group, which was taught using conventional speaking methods without TikTok. Both groups were given a pre-test before the treatment and a post-test after the treatment to measure any improvement in their speaking mastery.

As already mentioned, qualitative research developed as a research method in the context of problems about social phenomena, culture, and human behavior. In the physical-natural sciences, qualitative research was not known; what was known was laboratory-experimental research. (Adolph, 2016).

Quantitative research was a systematic scientific study of parts and phenomena and their relationships. The goal of quantitative research was to develop and use mathematical models, theories, and/or hypotheses relating to natural phenomena. The measurement process was a crucial part of quantitative research. This provided an overview or answer to the fundamental relationship of quantitative relationships. (Siyoto & Sodik, 2015) in (Adolph, 2016).

3. Literature Review

A theoretical framework is a logically developed and connected set of concepts and premises developed from one or more theories that a researcher creates to scaffold a study (Varpio et al., 2020).

Learning language has become very important from the past until now (Herlisya & Wiratno, 2022). Language is a communication system consisting of symbols (both spoken and written) used by humans to convey thoughts, feelings, ideas and information. Language allows humans to interact, understand each other, and build social and cultural relationships.

Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols (Sapir, 2011). That is, language is a method of communication that is only owned by humans and is not instinctive, but is formed through symbols that are mutually agreed upon.

A prominent linguistic figure, defines language as A set of sentences (finite or infinite), each of finite length and constructed from a finite set of elements (Wiratno & Santosa, 2014).

Other than, a few capacities of talking are that a speaker can express his conclusion or express his feeling, inquire for something, share information or data specifically and so forward Brown and Yule (2000) in (Azzahra et al., 2019).

Speaking itself is one of four language skills. Among the four skills, speaking is considered to be the most crucial for students due to its function as a means of communication (Yuni Maslaila et al., 2024).

Social media is as the tool to help the students learning English in this modern era (Ummah, 2019b). The fast growth of digital technology has brought about major changes in the world of education, including English language learning.

TikTok app originated in China and was launched in early September 2016 by entrepreneur Zhang Yiming, who is also the founder of the technology company ByteDance (C.et al., 2024).

4. Results And Discussion

1.1 The Data

This study was conducted at SMK Gelora Jaya Nusantara Medan with 10th-grade students as the research subjects. A total of 20 students participated in this study, divided into two groups: the experimental group and the control group. There were 10 students in experimental group and 10 in control group.

The experimental group was given treatment using the TikTok application as a learning medium to improve their English speaking skills. Students were asked to create and upload short videos lasting 30–60 seconds with themes related to daily activities. Meanwhile, the control group learned using conventional methods with textbooks and conversation exercises in class.

1.1.1 Pre-Test and Post-Test Control Group

This section presented the results of the pre-test and post-test in the control group, which did not receive treatment using the TikTok application. The control group consisted of 10 students. A pre-test was administered before the learning sessions began. Next, the students learned speaking skills using conventional methods, namely telling stories about their daily activities or introducing themselves, during three meetings. A post-test was administered after the learning sessions were completed. The type of speaking test was to tell the class about their daily activities one by one. The results of the control group test are presented in Table 4.1 below:

Table 1. The Scores of the Pre-test and Post-test of the Control Class 1

No.	Students Initial Name	Pre-test	Post-test
1.	IS	27	39
2	NT	33	45
3	AS	42	51
4	CT	30	42
5	LD	39	48

6	ESM	36	48
7	AI	24	36
8	CPG	45	57
9	ENG	32	47
10	EZ	37	49
TOTAL SCORE		345	472
MEAN		34,5	46,2

Based on the table above, the pre-test data a total score of 345 and an average score of 34,5. The minimum score was 24, while the maximum score was 45. Meanwhile, in the post-test data analysis, the researcher obtained a total score of 472 and an average score of 46,2. The lowest score was 36, while the highest score was 57.

1.1.2 Pre-test and Post-test Experimental Class

In this section, the pre-test and post-test results of the experimental class are presented. The experimental class received treatment using the TikTok application, with the experimental sample group consisting of 10 students.

The pre-test was administered before the learning process using the TikTok app. During this learning process, students learned about Daily Activity using the TikTok app. The learning process took place over 3 sessions, and the post-test was administered afterward. The type of test was a retelling of daily activities using features within the TikTok app. Furthermore, the pre-test and post-test scores were compared to determine the effectiveness of the treatment. The results provided clear evidence of students' progress in speaking mastery after using TikTok as a learning medium. This improvement highlights the role of interactive digital platforms in enhancing students' engagement and performance in English speaking skills. The test results for the experimental group are presented in Table 4.1.2 below:

Table 2. The Scores of the Pre-Test and Post-Test of the Experimental Group 1

No	Students Initial Name	Pre-Test	Post Test
1	WAB	30	54
2	YBS	36	60
3	CH	39	66
4	ASDG	33	57
5	ZAP	42	63
6	BL	36	60
7	FS	27	51
8	CR	45	69
9	PEG	32	59
10	LIA	37	64
TOTAL SCORE		357	603
MEAN		35,7	60,3

Based on the table above, the pre-test data a total score of 357 and an average score of 35,7. The minimum score was 27, while the maximum score was 45. Meanwhile, in the post-test data analysis, the researcher obtained a total score of 603 and an average score of 60,3. The lowest score was 51, while the highest score was 69.

2.1 Data Analysis

The data analysis is obtained by giving speaking test to the students in order to know their ability in speaking skill. The writer analyzed the data from the score of speaking test in control and experimental group. The purpose of analyzing the data is to know whether there is significant effect of teaching learning by Tiktok application into students speaking ability by comparing students mean scores of post-test in control and experimental group.

From the data, the writer found the mean score of pre-test in control group is 34,5 and post-test is 46,2, while in experimental group, the mean score score of pre-test 35,7 and post-test is 60,3 the students mean score of control and experimental group can be seen in table below:

Table 3. Comparison The Mean Score 1

Group	Pre-test	Post-test
Experimental	35,7	46,2
Control	34,5	60,3

Following this is the students score of pre-test and post-test in experimental group:

Table 4. The Score Of Pretest And Post Test, Calculation Of Deviation

Mean of Experimental Group 1

No.	Students Initial Name	Pre-test (X1)	Post-test (X2)	Deviation X2-X1(X)	D ²
1	WAB	30	54	24	576
2	YBS	36	60	24	576
3	CH	39	66	27	729
4	ASDG	33	57	24	576
5	ZAP	42	63	21	441
6	BL	36	60	24	576
7	FS	27	51	24	576
8	CR	45	69	24	576
9	PEG	32	59	27	729
10	LIA	37	64	27	729
Total Score		357	603	246	6084
Mean		35,7	60,3	24,6	608,4

From the table above, the deviation square of experimental group is calculated as the following :

$$dX^2 = \Sigma d^2 / Nx$$

$$dX^2 = (6084) - (246)^2/10$$

$$dX^2 = 6084 - 60.516/10$$

$$dX^2 = 6084 - 6.051,6$$

$$dX^2 = 32,4$$

After getting the students score from experimental group, the writer continued to calculate their score by using t-test formula. It was aimed to find out significance of using TikTok application. The result of the calculation in experimental group was applied to the t-test.

Table 5. The Score Of Pre-Test And Post-Test, Calculation Of Deviation

Mean Of Control 1

No.	Student Initial Name	Pre-test (Y1)	Post-test (Y2)	Deviation(d) Y ² -Y ¹ (Y)	D ²
1	IS	27	39	12	144
2	NT	33	45	12	144
3	AS	42	51	9	81
4	CT	30	42	12	144
5	LD	39	48	9	81
6	ESM	36	48	12	144
7	AI	24	36	12	144
8	CPG	45	57	12	144
9	ENG	32	47	15	225
10	EZ	37	49	12	144
Total Score		345	472	119	1395

Mean	34,5	46,2	11,9	139,5
$dY^2 = (\sum Y^2) - (\sum Y)^2 / Nx$				
$dY^2 = 1395 - 119^2 / 10$				
$dY^2 = 1395 - 14.161 / 10$				
$dY^2 = 1395 - 1.416,1$				
$dY^2 = 21,1$				

After getting the students score from control group, the writer continued to calculated their score by using t-test formula. It was aimed to find out the significance of without using TikTok Application. The result of the calculation in control group was applied to the t-test.

3.1 Findings

The findings of this study reveal that the use of the TikTok application as a learning medium had a significant impact on the speaking mastery of tenth-grade students at SMK Gelora Jaya Nusantara Medan. The data obtained from both the experimental and control groups show clear differences in their speaking achievement. The experimental group, which was taught by integrating TikTok-based learning activities, demonstrated higher performance compared to the control group, which was taught through conventional methods without the use of TikTok.

The improvement can be clearly seen from the mean scores of the post-test. The experimental group achieved a mean score of 60,3, which was notably higher than the mean score of the control group, 46,2 . This result indicates that students in the experimental group were able to improve their speaking skills more effectively when exposed to TikTok as an interactive and engaging medium for language learning. The short videos provided on TikTok helped them to enhance various speaking aspects such as vocabulary, pronunciation, grammar, fluency, accuracy, and self-confidence.

Moreover, the result of the t-test analysis further supported these findings. The statistical calculation showed that the value of t-observed (143,82) was higher than the value of t-table (2.101) at the 0.05 level of significance with the appropriate degree of freedom. Since the t-observed exceeded the t-table, the null hypothesis (H_0), which stated that TikTok has no effect on students' speaking mastery, was rejected, and the alternative hypothesis (H_a) was accepted. This statistical evidence confirms that the implementation of TikTok in teaching speaking provided a significant improvement in students' speaking mastery compared to traditional teaching methods.

In conclusion, the findings of this study demonstrate that TikTok is not only a popular social media platform but also an effective learning tool that can enhance students' motivation, engagement, and performance in speaking English. Students who were exposed to TikTok-based learning were more active and confident in expressing their ideas, while those in the control group showed slower progress. Therefore, the use of TikTok in the classroom can be considered a valuable alternative strategy for English teachers to improve students' speaking mastery.

4.1 Research Discussion

The findings of this study indicate that the use of TikTok application had a significant effect on students' speaking mastery, as reflected in the improvement of the post-test scores of the experimental group compared to the control group. This result aligns with the findings of previous studies which consistently highlight the positive impact of TikTok as a learning medium in developing speaking skills.

First, the findings of this research are in line with Herlisya and Wiratno (2022) who reported that TikTok improved university students' speaking performance and classroom activities through a classroom action research approach. Although their study was conducted at the university level with cycle-based procedures, both studies emphasize that TikTok provides a fun, interactive, and motivating environment that encourages learners to express themselves confidently. The difference lies in the methodology and research subjects. While their study

focused on university students with a qualitative action research design, the present study employed a quantitative experimental design with vocational high school students. Despite these differences, both results confirm that TikTok can successfully enhance students' speaking skills.

Second, the present study supports the findings of Ayuning and Priatmojo (2025) who used a quasi-experimental design to examine the effect of TikTok on junior high school students. Their study proved that TikTok significantly improved students' speaking ability compared to PowerPoint. Similarly, this research confirms the effectiveness of TikTok in enhancing speaking mastery, although the context, level of education, and comparison group differ. Both studies prove that TikTok is an effective digital learning tool that is relevant to the characteristics of today's generation and supports the implementation of the Merdeka Curriculum in Indonesia.

Third, this study also resonates with the findings of Hongsa et al. (2023) who showed that TikTok could improve English-speaking skills of Thai university students through both quantitative and qualitative measures. Their research demonstrated not only the development of linguistic aspects (fluency, pronunciation, grammar, vocabulary, and content) but also learners' motivation, creativity, and confidence. Similarly, the present study found that students using TikTok-based learning media showed better mastery in various aspects of speaking. However, unlike their mixed-methods design and focus on public speaking, this research applied a pure quantitative experimental method with vocational students focusing on general speaking mastery.

The similarities across these studies confirm that TikTok provides learners with authentic opportunities to practice language, fosters creativity through short video production, and encourages self-expression in a less threatening environment. The differences, on the other hand, highlight that TikTok is a flexible learning tool that can be effectively adapted to various educational levels, research designs, and speaking tasks.

Overall, the results of this research strengthen the theoretical assumption that social media applications, particularly TikTok, can be transformed into effective educational media that support both cognitive and affective aspects of language learning. Not only does TikTok improve measurable aspects of speaking mastery—such as vocabulary, fluency, grammar, pronunciation, and accuracy—but it also enhances motivation, confidence, and active participation, which are crucial for successful language learning. Therefore, this study provides empirical evidence that supports the integration of TikTok into English teaching and learning, especially in contexts where students require more engaging, contextualized, and interactive learning experiences.

4.1.1 Analyzing The Data By Using T-Test Formula (Testing Hypothesis)

In testing hypothesis the basic theory is that H_a (alternative hypoteis) is accepted if the t-obseved is higher than t-table. The writer choose t-test formulation find out the eeffect of teaching learning online by TikTok Application into student speaking mastery, the data was calculated by applying t-test formula as follows:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$Mx = \sum_n^x = 119/10 = 11,9$
 $Dx = 32,4$
 $Nx = 10$

$My = \sum_n^y = 246/10 = 24,6$
 $Dy = 21,1$
 $Ny = 10$

$$t = \frac{Mx - My}{\sqrt{\left(\frac{dx^2 + dy^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

$$t = \frac{11,9 - 24,6}{\sqrt{\left(\frac{32,4 + 21,1}{10 + 10 - 2}\right)\left(\frac{1}{10} + \frac{1}{10}\right)}}$$

$$\begin{aligned}
 t &= \frac{12,7}{\sqrt{\left(\frac{53,5}{18}\right)\left(\frac{2}{20}\right)}} \\
 t &= \frac{12,7}{\sqrt{(2,972)(0,1)}} \\
 t &= \frac{12,7}{\sqrt{0,0883}} \\
 t &= \frac{12,7}{0,0883} \\
 t &= 143,82
 \end{aligned}$$

From the calculation, the result showed that t-observed was 143,82 and according to the value of t-table was 2.101 in the level of significance 0,05 it obtained that t-observed (143,82) was higher than t-table (2.101), it means that the H_a hypothesis was accepted or there was significance effect of theacing learning online by TikTok Application into student speaking mastery.

5. Conclusion

After conducting the research entitled *"The Effect of Using TikTok Application into Students' Speaking Mastery of the Tenth Grade at SMK Gelora Jaya Nusantara Medan"*, several important conclusions can be drawn. This study was carried out to determine whether the use of TikTok as a learning medium had a significant influence on students' speaking ability. The research applied a quantitative method with pre-test and post-test design involving both control and experimental groups. The experimental group received treatment by using TikTok as a tool to practice English speaking, while the control group was taught through conventional methods. Based on the results of the research and discussion, several conclusions can be drawn as follows:

1. The use of TikTok application significantly improved students' speaking ability. The findings showed that the post-test scores were higher than the pre-test scores, which indicates that TikTok-based learning media was effective in helping students enhance their speaking mastery.
2. Improvements were observed in all aspects of speaking. Students demonstrated better performance in vocabulary enrichment, pronunciation accuracy, grammatical correctness, fluency in expressing ideas, self-confidence when speaking, and overall accuracy. This suggests that TikTok provides students with more opportunities to practice and refine their speaking skills.
3. TikTok increased students' motivation and participation. Since TikTok is already popular among teenagers, integrating it into the classroom created a fun and engaging learning environment. Students were more active, willing to participate, and enjoyed the learning process compared to traditional methods.
4. TikTok fostered creativity and self-expression. By recording and publishing their own videos, students were encouraged to be creative in preparing scripts, selecting expressions, and presenting ideas. This activity not only improved language ability but also trained students to be confident public speakers.
5. The application also contributed to reducing students' anxiety and fear of speaking English. Some students who were initially shy or passive became more confident after using TikTok, as the platform provided a less formal and more comfortable environment to practice speaking.
6. The findings support the theory of digital media-based learning. This research strengthens the idea that technology, when used appropriately, can increase learning effectiveness, foster motivation, and create student-centered learning experiences.

7. This study aligns with previous research. Similar to findings from earlier studies, TikTok was proven effective in enhancing speaking skills and providing authentic practice opportunities, making it a relevant learning medium in the digital era.
8. The study has broader benefits for education and society. By mastering English speaking skills, students are better prepared to face global challenges, communicate internationally, and support Indonesia's competitiveness in the global era. Thus, the use of digital media such as TikTok in language learning contributes not only to academic success but also to the progress of the nation and state.

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