



The Effectiveness of TikTok Videos in Improving the Speaking Skills of Eighth-Grade Students at MTs Ma'arif NU 1 Samarinda

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Abstract

Speaking is used in language acquisition to demonstrate students' competence in the language being learned. The background of the research was that the students did not practice their speaking skills in the learning process because the English teacher did not apply any method for students' speaking practice. This research was carried out to obtain empirical data on the effectiveness of Tiktok videos in improving speaking ability for eighth-grade students at MTs. Ma'arif NU 1 Samarinda. This research used a quasi-experimental method with a quantitative approach. The population of this research included 52 students, and both class consisted of 26 students. The sample of this research was eighth-grade students of MTs. Ma'arif NU 1 Samarinda. They were VIII A as the experimental class and VIII B as the control class. Each class consisted of 26 students. For the sampling technique, the researcher used stratified proportional cluster sampling. The instrument used in this research was an oral test. The average score and class percentage were used as a representation of students' speaking improvement. There is a significant difference of students' post-test mean score of the experimental class, which means that Tiktok videos effective in helping their speaking ability. Apart from that, researcher also found that the use of Tiktok videos can increase students' confidence in pronouncing sentences in English.



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A. Introduction

As an international language, English is crucial for professional growth and worldwide communication (Craith et al., 2023). The researcher must become proficient in English, particularly in speaking, if the researcher wants to interact with people worldwide (Reguera, 2026). In this age of rapid globalization and growing interconnectedness, being able to speak various languages has become a valued ability (Philominraj et al., 2026). Writing, speaking, listening, and reading are the four fundamental language skills (Abdi & Hidayat, 2026; Hidayat et al., 2024; Sofian et al., 2026). English proficiency is realized through speaking abilities. Since interacting and communicating with others is the primary goal of learning English, speaking is the most crucial ability to acquire.

Speaking is regarded as one of the most effective language skills and is crucial to language development. According to Spatt and Marry, speaking is a productive talent that uses sound to communicate meaning to others, just like writing (Hafifah, 2021). Speaking in Fulcher's view, is the verbal exchange of language with another person (Fulcher, 2015; Nurokhmah, 2009). Speaking a second or foreign language is therefore frequently ranked as the fourth most difficult ability. Speaking is one of the fundamental English language abilities and is crucial to language acquisition. Students can communicate their thoughts, emotions, and desires to others via speaking. Students can learn to speak English in class more easily if their teachers and friends serve as practice partners and facilitators. Speaking, as defined by Spatt and Marry, is the capacity to communicate verbally with others (Nurokhmah, 2009).

The visual component of video makes it more potent than audio. According to Poole, audiovisual aids are a wide range of instructional resources that use media other than voice to enhance student learning. Television and video are comparable in that they both show moving pictures with sound that is either artificial or natural depending on the situation. Because they can see and hear what is being said, students are typically more interested in studying pronunciation. Furthermore, because TikTok videos incorporate the speaker's body language and facial emotions, they are frequently simpler to comprehend. Audio alone is not as effective at capturing attention as visual features (Juma, 2022).

TikTok videos help kids become better speakers, according to a study by Tania Safira titled "The Effectiveness of Using TikTok Videos from the @Ongsquad Account on the Speaking Skills of Class VIII Students of SMP N 3 Bandar Lampung." Many students have expressed a wish to learn to speak via TikTok videos, which they believe to be a more comfortable method. Rahmawati, Muh Syafei, and Prasetyanto conducted a second study titled "Improving Speaking Skills Through the TikTok Application: Efforts to Utilize Social Media in Higher Education" that examined the use of TikTok videos to enhance speaking abilities.⁸ TikTok is one of the most popular apps for sharing short videos. Every year, the number of users nationwide keeps increasing. In addition to being a platform for commerce and entertainment, they use TikTok as a learning tool. This research aims to clarify how the TikTok app aids pupils in improving their speaking abilities.

MTs. Ma'arif NU 1 Samarinda, an Islamic junior high school with C accreditation, provides an ideal context to explore the use of tiktok videos in improving speaking ability. Despite offering English as part of its curriculum, the school faces challenges in maximizing the efficiency of teaching time due to limited resources. By integrating Tiktok Videos into the teaching process, students can

potentially improve their speaking ability more effectively within these constraints.

Therefore, this study seeks to investigate the effectiveness of tiktok videos in improving speaking ability for eighth-grade students at MTs. Ma'arif Nu 1 Samarinda. It aims to provide empirical evidence of the strategy's impact and contribute to the development of practical, innovative teaching methods in the Indonesian educational context.

Every worker can benefit from technology in a variety of circumstances. Thanks to widely available technology, people of all ages may communicate with one another in today's society with ease. The rapid growth of technology is demonstrated by the detachment of modern human existence from electronic devices like computers, tablets, and smartphones. Among the various ways that Indonesia's technological presence has impacted human civilization in the digital age are changes in the country's economy, politics, society, culture, and educational system. Technology advancements that enable the concept of more global interaction through internet-based applications are also responsible for the rise of social media, in addition to an electronic-dependent lifestyle. Social media sites like Facebook, Instagram, Tumblr, and Twitter are used by people all over the world because they offer a range of entertainment options and a secure environment for expressing one's individuality through sharing and producing unique content. Among the social elite, TikTok has emerged as one of the most popular social media platforms. You may make and share videos with the TikTok app to have fun and meet new people (Mauludi & Suryadi, 2023).

Apart from TikTok, this program is often referred to as "short vibrato video" (Douyin) (Nurhuda et al., 2021). Usually lasting just a few minutes, short videos are a productive way to produce, distribute, and evaluate material. Using music and sound effects in videos is a simple and quick approach to get viewers interested and inspired to think creatively. Video can be used to provide information in an interesting audiovisual (Rahmawati & Anwar, 2022).

Learning media is anything that can be utilized to assist the learning process by stimulating students' thoughts, emotions, focus, and abilities. Educational media is another means of spreading information and learning messages (Hamid, 2020). Learning videos are one kind of audio-visual learning resource. Audio-visual materials are educational resources that convey information through the senses of sight and hearing. Learning films are resources that demonstrate the principles being taught through music and images. Learning videos are meant to assist teachers in imparting knowledge to their students. Students can study and enhance the material that their teachers have taught them with the aid of educational films. Therefore, teachers must provide imaginative and unique learning films that motivate students to take an active role in their education if they want to see positive learning outcomes (Pakpahan, 2021).

Social media has been utilized for educational purposes for a long time. Numerous social media platforms have been utilized as teaching tools. One study, for instance, looked at college English learners' desire to use English on social media and how frequently they desired to do so. The study's conclusions demonstrated that social media is crucial for enhancing and growing English language competency in this technological age. This study also looks at how social media, a mobile-based teaching and learning technology, affects students' English ability and motivation to learn. Students have been using social networking sites to

improve their education informally, according to one poll. Students are therefore aware of the advantages that technology provides in the classroom (Tambunan et al., 2022).

The following characteristics of the TikTok app make it a great resource for English language learners (Syamsiani & Munfangati, 2023). There are several features in the TikTok app that can be utilized to assist students learn English and utilize the platform effectively. Students enjoy studying because they get to experience new things while learning English, and the TikTok app can also help teachers and students obtain knowledge more easily. TikTok can be regarded as a language assessment tool. Instructors can evaluate students' learning results by using TikTok. Additionally, as an aim of their communicative language acquisition, kids might use TikTok to encourage speaking. The teaching methods for utilizing TikTok as a language learning tool should be discussed for it to be supported. It is advised that the students view a few TikTok videos to become acquainted with the platform as a language learning aid. Following that, pupils can use TikTok to create self-recorded English-language videos (Xiuwen & Razali, 2021).

Speaking is the act of communicating using the mouth. Among the body organs that generate sounds during speech are the lungs, vocal tract, vocal cords, tongue, teeth, and lips. The vocal use of language for communication is known as speaking.³⁶ It is the most crucial communication skill in daily life. defined, broadly defined, is the ability to express oneself verbally. It involves putting ideas into words so that the message is understood by others. According to this study, "speaking" is one of the four essential abilities for teaching and learning a language (Namaziandost et al., 2019).

Students engage with their teachers and peers during the teaching and learning process in the classroom. In order to achieve language learning objectives, students can also speak to others. According to Richard, "as in real life and social in society, people speak or communicate to share their thoughts, feelings, opinions, and views." The primary goal of communication is to maintain and foster social interaction (Richards, 2008); in other words, speaking in the classroom serves a purpose that is nearly identical to speaking in social settings outside of the classroom.

Speaking has many purposes that provide several benefits, or the function of speaking can be achieved if teachers encourage students by giving them the opportunity and space to voice their thoughts and ideas. As Littlewood said, "The progress of communication skills can only occur if learners have the motivation and opportunity to express their own identities. This means that it is important to make the classroom a learner-centered approach. By providing many communicative classroom activities, teachers can build opportunities for students to use language as a tool to express their thoughts and to communicate with each other.

Speaking teaching is a crucial component of learning second and foreign languages because a student's proficiency in a language is demonstrated by their ability to communicate in it. The goal of speaking teaching should be to help students become better communicators since only then will they be able to express themselves and learn how to adhere to social and cultural norms in all situations and conversations. Thus, oral instruction plays a major role in teaching English as a foreign language (TEFL). Tik Tok is an interactive learning tool that employs successful strategies and tactics to help students become more proficient speakers.

Assessment is crucial for teachers to get insight into students' speaking abilities and identify areas for improvement based on real-world performance. The feedback students receive from their professors allows them to improve their speaking skills. Assessing speaking skills is a tough aspect of English language instruction. This is for a variety of reasons. Teachers may lack understanding in assessing their students' speaking abilities. It is challenging to determine the best method for eliciting and evaluating students' speech skills (Kayi, 2006). The research uses Penny McKay to score speaking and selects five criteria for assessment. Grammar, pronunciation, vocabulary, fluency, and comprehension are used to describe students' performance and monitor their development. "These scales define low-level performance in negative terms, like inaccurate and weak," McKay claims. Criteria and descriptors for young learners that reflect strengths and growth rather than errors have a more beneficial effect."

Previous study the thesis of Denta Mira Muslimah, "The Impact of TikTok Videos in Reducing Pronunciation Errors in Grade 9 Students.". This study sought to determine how well TikTok films reduced pronunciation errors among SMP Muhammadiyah 01 Sukajaya grade 9 students. This study is quantitative and uses a pre-experimental design with a series of pre-and post-tests. This study had 60 students in total. Students received an average score of 41.11 on the pre-test and 80.03 on the post-test, according to the findings of the statistical data analysis of the t-test. Accordingly, our study demonstrates that tik-tok films can successfully lower pupils' pronunciation mistakes (Muslimah, 2022). While there are some parallels between the current study and earlier studies, including the usage of TikTok movies, they also employ different approaches, like pre-experimental quantitative procedures using a pretest-posttest that is only given to one group. In contrast to the earlier research, which sought to enhance students' speaking abilities and the surroundings, the current study focuses on students' pronunciation faults.

B. Method

The researcher takes a quantitative approach to their work. To address a research subject, a quantitative approach gathers numerical data of some kind (Christensen et al., 2011). The meaning is a study of an issue; researchers gather data based on the situation that currently exists. Next, identify the variables and quantify them using numerical data so that they can be analyzed using the relevant statistical techniques. This approach is essentially known as quantitative because statistics are used for analysis and research data is presented as numerical data.

This research methodology is quasi-experimental. An experimental strategy is one of the research methods used to ascertain the effect of a specific therapy on each control class (Christensen et al., 2011). Cresswell states that experimental research seeks to ascertain whether a specific treatment has an impact on the study's findings. One approach to quantify this effect is to give one group preferential treatment while denying it to another. The group's score on a Creswell result is then calculated (Creswell et al., 2004).

A pretest and posttest are part of the study's design for both the experimental and control groups. While final trials evaluate the therapy's immediate effects on the end variable, initial trials compare the two groups prior to treatment. To evaluate the long-term effects of treatment, delayed trials or final trials are occasionally employed in addition to immediate initial trials and final trials. By

integrating a control group, researchers can ascertain whether changes shown in the experimental group from the first to the last trial are caused by the experimental therapy or could be the consequence of other factors like maturation or testing effects. When the experimental and control groups take the test simultaneously, time-related confounding is lessened.

Since the TikTok video tool is crucial to this investigation, the data collection tool should be ready before the study begins. Students' speaking skills are assessed using this tool. The TikTok application is useful for teaching speaking by using short dialogue videos from several TikTok accounts such as the first Abilities material from the (@englishtivi and @denglishcenter) account, the second Expression Asking and Giving Opinion material from (@shortenglishconversation and @_english_made_easy) account, the third Invitation material from the (@shortenglishconversation and @skillfulenglish) account, the fourth Expressing Suggestin and Offering Help material from the (@mamzelvy22 and @_english_made_easy).

Sugiono defines a research instrument as a tool used to measure the events to be investigated. All of these events are simply referred to as study variables. A test was employed as the study's instrument:

Speaking and oral tests were the instruments employed in this investigation. The researcher administered oral exams to the students at the first and last meetings as part of the pre-test and post-test. The lesson plan served as the basis for the study's materials. Expressions of advice and assistance, requests and responses, skills, and invites were among the materials employed. They got a fantastic chance to select their spouses. Every student would portray a different persona; for instance, one student would pose a question, while another might respond. The researcher next evaluated the students' speaking skills after they practiced or acted out the expressions they had learned.

C. Findings and Discussion

Process of implementing this research, students were divided into two different groups, namely the experimental group that was given special treatment, and the control group that did not receive the treatment. To collect the necessary data, researchers used a Speaking Test. In the experimental group, students were given treatment in the form of using a Tiktok videos, while the control group did not use the strategy. To measure students' speaking ability, a speaking test is used. Before the test is applied, the researcher tests the validity and reliability of the instrument using Tiktok Videos dialogue. After the research process was completed, the researcher collected data from the pre-test and post-test results from both groups for further analysis. The results of this test will provide an overview of the effectiveness of Tiktok Videos in Improving Speaking Ability

Table 1. Pre-test and post-test results

Experimental Group		
Σn	26	
Average	27.23	45.53
Min	20	44
Max	44	60
Control Group		

Σn	26	
Average	29.07	35.38
Min	20	28
Max	44	52

From the table above, it shown that the average pre-test in the experimental class was 27.23, while in the post-test, it was 45.53. The lowest score on the pre-test was 20, and the highest score was 44. While on the post-test, the lowest score was 44, and the highest score was 60. On the other table, it was show that the average pre-test in the control class was 29.07, while in the post-test, it was 35.38. The lowest score on the pre-test was 20, and the highest score was 44. While on the post-test, the lowest score was 28, and the highest score was 52.

Based on the results of the research before, there was an increase of 67.21% in the experimental class (27.23 to 45.53) and an increase of 21.71% in the control class (29.07 to 35.38) which means that Tiktok Videos has a better and significant improvement compared to conventional learning, . Thus, it can be concluded that TikTok videos are an effective medium in helping students improve their speaking ability.

The Normality Test was performed to examine if the data was normally distributed or not. In this study, the normality test was performed using the SPSS 30 computer software. If the significance level is greater than 0.05, the data gathered follows a normal distribution. Here are the results of the normality test.

Table 2. Test of Noramality

Variable/Class	Kolmogorov-Smirnov Statistic	df	Sig.	Shapiro-Wilk Statistic	df	Sig.
Pre-Test Experiment	0.212	26	0.004	0.858	26	0.002
Post-Test Experiment	0.157	26	0.099	0.938	26	0.121
Pre-Test Control	0.193	26	0.014	0.902	26	0.017
Post-Test Control	0.235	26	<0.001	0.904	26	0.019

Based on the table above, the result of the significance value is 0,004. So, it can be concluded that the data obtained is not normally distributed because it is smaller than the significance value (>0,05). The researcher used the Wilcoxon Test as a non-parametric statistic.

The Wilcoxon signed test is one of the non-parametric tests to determine the average difference of objects that have non-normally distributed data.

Tabel 3. Test Statistics

Perbandingan Data	Z	Asymp. Sig. (2-tailed)
Pre-Test Experiment – Post-Test Experiment	-4.471 ^b	<0.001
Pre-Test Control – Post-Test Control	-4.083 ^b	<0.001

Based on the Wilcoxon signed test results, the Z value was found to be between 4.083 and -4.471. Then The results of the Wilcoxon Signed Ranks Test showed that the use of TikTok videos had a statistically significant effect in improving the speaking ability of eighth-grade students at MTs Ma'arif NU 1 Samarinda ($p < .001$). This means that the observed differences between the pre-test and post-test scores are highly unlikely to have occurred by chance because there is an average difference between the values before and after therapy.

The purpose of the homogeneity test is to evaluate group similarities. A homogeneity test was conducted using the Levene algorithm and SPSS for this investigation. The foundation upon which the homogeneity test judgments are made is:

- If the significance value is < 0.05 , it is said that the variance of two or more data population groups is not homogenous.
- If the significance value is > 0.05 , it is said that the variance of two or more data population groups is homogenous.

The table displays the findings of the homogeneity test.

Tabel 4. Test of Homogeneity of Variance

Uji Levene	Levene Statistic	df1	df2	Sig.
Based on Mean	0.374	1	50	0.544
Based on Median	0.177	1	50	0.676
Based on Median and with adjusted df	0.177	1	47.995	0.676
Based on trimmed mean	0.391	1	50	0.535

The homogeneity test results indicate that the data were obtained from populations with equal variances or homogeneous variance. This conclusion is based on the results of the Levene's Test, which showed that the significance value of the post-test scores between the experimental group and the control group was greater than 0.05 (> 0.05). Therefore, the assumption of homogeneity of variance was fulfilled, indicating that the two groups had similar data variance.

Because the normality test results showed that the pre-test and post-test data in both the experimental and control groups were not normally distributed, a non-parametric statistical test was applied. The Mann-Whitney U test was used to determine whether there was a significant difference in learning outcomes between the experimental group and the control group. The Mann-Whitney U test is an appropriate alternative to the independent samples t-test when the data do not meet the assumption of normal distribution. This test is used to compare two independent samples and determine whether they originate from the same population distribution.

The decision-making criteria for the Mann-Whitney U test are as follows:

- H_0 is rejected and H_a is accepted if the Asymp. Sig. (2-tailed) value is less than 0.05, indicating a statistically significant difference between the two groups.
- H_0 is accepted and H_a is rejected if the Asymp. Sig. (2-tailed) value is greater than 0.05, indicating that there is no statistically significant difference between the two groups.

The results of the Mann-Whitney U test are presented in the following tables.

Table 5. Mann-Whitney U Test Ranks

Class	N	Mean Rank	Sum of Ranks
Experimental Group	26	34.77	904.00
Control Group	26	18.23	474.00
Total	52		

Table 6. Mann-Whitney U Test Statistics

Test Statistics	Value
Mann-Whitney U	123.000
Wilcoxon W	474.000
Z	-3.985
Asymp. Sig. (2-tailed)	<0.001

Based on the statistical analysis, the Mann-Whitney U test results showed that the Asymp. Sig. (2-tailed) value was <0.001, which is lower than the significance level of 0.05. Therefore, H_0 was rejected and H_a was accepted, indicating that there was a statistically significant difference in speaking learning outcomes between the experimental group and the control group.

Furthermore, the experimental group obtained a higher Mean Rank value (34.77) compared to the control group (18.23). This result indicates that students who received the treatment using TikTok videos achieved better speaking learning outcomes compared to students in the control group. Thus, the use of TikTok videos as a learning medium had a significant positive effect on students' speaking learning outcomes.

According to Yang (2020), social media has four main functions: entertainment, socialization, information sharing, and academic purposes. In the context of education, the appropriate integration of social media as a learning medium can support students in developing their language skills, particularly in English as a Foreign Language (EFL) learning. One of the social media platforms that has potential as an educational medium is TikTok. As a platform that is widely used by students, TikTok provides short, engaging, and easily accessible video content that can support language learning activities.

The integration of TikTok videos into English learning is relevant because learning media that are closely connected to students' daily lives can increase their motivation, engagement, and understanding of learning materials. The short-video format of TikTok allows students to observe authentic English expressions, pronunciation, and speaking models in an enjoyable learning environment. Therefore, TikTok videos have the potential to become an innovative learning medium for improving students' speaking ability. At MTs. Ma'arif NU 1 Samarinda, this condition became the basis for conducting this research to explore an effective and interesting learning approach that could encourage students to actively practice English speaking skills.

Based on the results of this research, the findings indicate that TikTok videos are effective in improving the speaking ability of eighth-grade students at MTs. Ma'arif NU 1 Samarinda. The results provide evidence that the use of TikTok videos as a learning medium contributes positively to students' speaking performance.

This research involved two classes: class VIII A as the experimental group and class VIII B as the control group, with a total of 52 students. The experimental

group received speaking instruction using TikTok videos, while the control group received conventional learning without the use of TikTok videos. Based on the post-test results, the experimental group achieved an average score of 45.53, with the highest score of 60 and the lowest score of 32. Meanwhile, the control group obtained an average score of 35.38, with the highest score of 52 and the lowest score of 28.

The comparison of the post-test results shows that the experimental group achieved a higher average score than the control group. This indicates that students who learned through TikTok videos demonstrated better speaking performance compared to students who learned through conventional methods. Although the average scores of both groups had not yet reached the Minimum Completeness Criteria (KKM) established by MTs. Ma'arif NU 1 Samarinda, the improvement shown by the experimental group demonstrates the potential effectiveness of TikTok videos as a supporting learning medium.

Furthermore, the statistical analysis using the Mann-Whitney U test showed a significance value of <0.001 ($p < 0.05$). This result indicates that there was a statistically significant difference between the experimental group and the control group. Therefore, the alternative hypothesis (H_a) was accepted, confirming that TikTok videos were effective in improving the speaking ability of eighth-grade students at MTs. Ma'arif NU 1 Samarinda.

The findings also revealed that the use of TikTok videos contributed to improvements in several aspects of speaking ability, particularly fluency and pronunciation. Students who learned through TikTok videos showed better confidence in expressing ideas orally and demonstrated clearer pronunciation when speaking English. The availability of authentic speaking examples through TikTok videos provided students with opportunities to imitate pronunciation patterns, learn new expressions, and practice speaking in a more engaging way.

The effectiveness of TikTok videos can also be seen from the improvement in students' scores before and after the treatment. The experimental group obtained a pre-test mean score of 27.23, while the control group obtained a pre-test mean score of 29.07. After the treatment, the experimental group's post-test mean score increased to 45.53, whereas the control group's post-test mean score increased to 35.38.

Based on these results, the experimental group experienced an improvement of 67.21%, increasing from 27.23 to 45.53. Meanwhile, the control group only experienced an improvement of 21.71%, increasing from 29.07 to 35.38. The greater improvement in the experimental group indicates that learning through TikTok videos provided a more significant contribution to students' speaking development compared to conventional learning methods.

The findings suggest that TikTok videos can create a more interactive and student-centered learning environment. Through engaging visual and audio content, students were encouraged to participate actively, imitate authentic English pronunciation, and develop greater confidence in speaking. Therefore, TikTok videos can be considered an effective alternative learning medium to support the improvement of students' speaking ability, especially for EFL learners at the junior high school level.

D. Conclusion

Based on the findings of this research, students who learned through TikTok videos demonstrated significant improvements in their speaking ability, particularly in terms of fluency and pronunciation. The statistical analysis using the Mann–Whitney U test supported these findings, as the Asymp. Sig. (2-tailed) value was <0.001 , which is lower than the significance level of 0.05. This result indicates that the null hypothesis (H_0) was rejected, while the alternative hypothesis (H_a) was accepted. This means that there was a statistically significant difference between the experimental group and the control group in terms of speaking learning outcomes. Based on these results, it can be concluded that TikTok videos had a significant impact on improving students' speaking ability at MTs. Ma'arif NU 1 Samarinda. Furthermore, the improvement in students' speaking ability was also reflected in the increase in post-test scores compared to the pre-test scores. The experimental group showed an improvement of 67.21%, increasing from a mean score of 27.23 in the pre-test to 45.53 in the post-test. Meanwhile, the control group only experienced an improvement of 21.71%, increasing from a mean score of 29.07 before treatment to 35.38 after treatment. Therefore, the higher improvement percentage achieved by the experimental group indicates that TikTok videos provided a more significant contribution to students' speaking development compared to conventional learning methods. Thus, it can be concluded that TikTok videos are an effective learning medium for helping students improve their speaking ability.

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