THE INFLUENCE OF TIKTOK TOWARDS STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 14 BANDAR LAMPUNG

A THESIS

Submitted as a Partial Fulfilment of the Requirements for S1-degree

By:
KHOJIN TALIBAN
NPM.1911040377

Study Program : English Education

FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2023/2024

THE INFLUENCE OF TIKTOK TOWARDS STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 14 BANDAR LAMPUNG

A THESIS

Submitted as a Partial Fulfilment of the Requirements for S1-degree
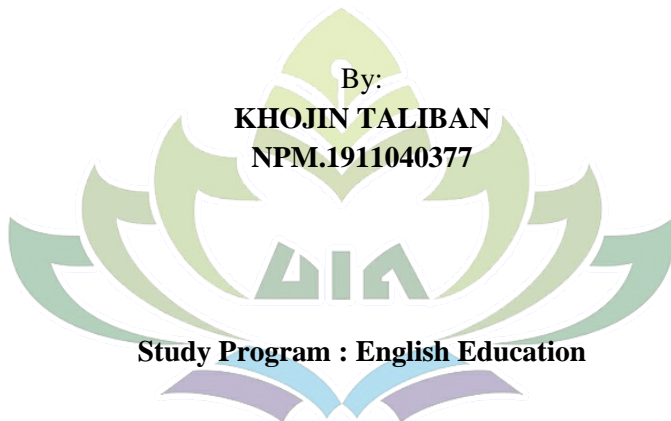
By:
KHOJIN TALIBAN
NPM.1911040377

Study Program : English Education

Advisor : Yulan Puspita Rini, M.A
Co-Advisor : M. Fikri Nugraha K, M.Pd

FACULTY OF TARBIYAH AND TEACHER TRAINING
RADEN INTAN STATE ISLAMIC UNIVERSITY LAMPUNG
2023/2024

ABSTRACT

This study aims to determine whether TikTok has a significant influence on the Speaking Skill at the Second semester of eleventh grade students of SMA Negeri 14 Bandar Lampung in the academic year 2023-2024. TikTok is an application which not only for entertain people, but also can be used as a learning media especially for speaking skill.

This study uses a quantitative approach with pre-experimental design with one group pretest and posttest design. In this research, the population was 274 students in 8 classses. The number of samples were 35 students in the second semester of eleventh grade at SMA Negeri 14 Bandar Lampung. The material that used in this research was asking and giving opinion. Data had been obtained using before and after treatment. The students were given a pre-test of making a conversation in asking and giving opinion. Then, the students were given treatment by using TikTok video as learning media. The last, students were given post-test with the same material but in different topic. The data that used to be analyzed was the average score between the researcher as first observer and the teacher as second observer. Data had been analyzed using paired sample t-test through SPSS 16.

From the data analyzed using SPSS 16, it was obtained that the Sig. = 0.000 with $\alpha = 0.05$. It means Ha was accepted because Sig.$< \alpha$. Therefore, the study shows that there is significant influence of TikTok Towards students' Speaking Skill at the eleventh grade of SMA Negeri 14 Bandar Lampung in the Academic Year of 2023/2024.

Keyword : asking and giving opinion, influence, speaking skill, students, TikTok

DECLARATION

I, the researcher with the following identity:

Name   : Khojin Taliban
Student Number : 1911040377
Study Program : English Education
Thesis Title   : The Influence of TikTok Towards Students'
                   Speaking Skill at the Eleventh Grade of SMAN 14
                   Bandar Lampung

Here by declare that the thesis entitled "The Influence of TikTok Towards Students' Speaking Skill at the Eleventh Grade of SMAN 14 Bandar Lampung" is truly my own original work. The sources and structures of this research writings have complied with the provisions and ethical standards.

Bandar Lampung, ………..2024
Declared by,

Khojin Taliban
NPM. 1911040377

iii

APPROVAL

Tittle : THE INFLUENCE OF TIKTOK TOWARDS STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 14 BANDAR LAMPUNG

Student's Name : Khojin Taliban

Student's Number : 1911040377

Study Program : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung

Advisor,   Co-advisor,

Yulan Puspita Rini, M.A   **M. Fikri Nugraha K, M.Pd**
NIP.198607112015032003   NIP.2019040119910105001

The Chairperson of
English Educational Program

M. Ridho Kholid, M.Pd
NIP. 19850512015031004

ADMISSION

A research thesis entitled: "**THE INFLUENCE OF TIKTOK TOWARDS STUDENTS' SPEAKING SKILL AT THE ELEVENTH GRADE OF SMAN 14 BANDAR LAMPUNG**", by **KHOJIN TALIBAN, NPM : 1911040377** Study Program: English Education, was tested and defended in the examination session held on: Thursday, March 28th 2024.

Board of Examiners:

The Chairperson   : Iwan Kurniawan, M.Pd   (............)

The Secretary   : M. Nawawi, M.Pd   (............)
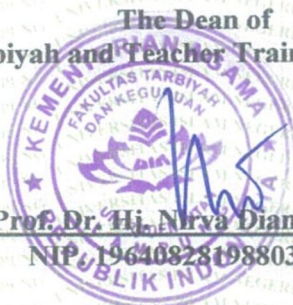
Primary Examiner   : Dewi Kurniawati, M.Pd   (............)

Secondary Examiner : Yulan Puspita Rini, M.A   (............)

Co-Advisor   : M. Fikri Nugraha K, M.Pd   (............)

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988032002

MOTTO

يدَايَآيُّهَا ٱلَّذِينَ ءَامَنُوا۟ ٱتَّقُوا۟ ٱللَّهَ وَقُولُوا۟ قَوْلَا سَدِ

"O believers! Be mindful of Allah, and say what is right"
(QS. Al-Ahzab: 70)[1]

---

[1] Religion Ministry of Indonesia, *Muhsaf Alqur'an and Translation*

DEDICATION

This thesis is dedicated to people who have supported me all the time. I would like to dedicate this thesis specially to:

1. My beloved parents, Mr. M. Nasir and Mrs. Yulia Ningsih who have believed and support me in all conditions, and pray tirelessly for my life become success.
2. My beloved brothers and sister, Rayhan Safiullah, Devin Arsya al Kadavi, Annisa Raisa Soraya who always give me energy to keep me spirit in finishing my thesis.
3. My beloved best friend ever Aji Prayoga Wibowo who always helped me in every conditions during my thesis.
4. My beloved best friend ever Siti Fauziah, Sawsan Zaki who always helped and supported me during my research.
5. My beloved another best friend Masnah, Suryani, Siti Aisyah, Rieke.
6. My beloved classmate Hussein Abdullah, Ibnu Malik Ramadhan, Alistina, Eka Fitriani, Riski Arum Pratiwi, Adelia Agusti Liandra, Lidya Salsabila.
7. My beloved Almamater, UIN Raden Intan Lampung which has contributed a lot for my self development during the journey.

CURRICULUM VITAE

The researcher's name is Khojin Taliban. He was born in Bandar Lampung, on October 2nd 2001. He is the first or the oldest child of 4 siblings of Mr. M. Nasir and Mrs.Yulia Ningsih . He has a brothers and sister, namely Rayhan Safiullah, Devin Arsya al Kadavi, Annisa Raisa Soraya.

In the academic background, he studied aged seven years old in SDN 2 Kedamaian Bandar Lampung and graduated in 2013. After that, he continued to SMPN 31 Bandar Lampung and finished on 2016. Then on same year, he was accepted to SMAN 10 Bandar Lampung and graduated in 2019. Continuing to higher education in 2019, he was accepted to one of state university in Bandar Lampung to UIN Raden Intan Lampung majoring English Education Study Program of Tarbiyah and Teacher Training Faculty.

ACKNOWLEDGEMENT

In the name to Allah SWT, the most gracious, merciful, and beneficent, who have given him blessings and chances to the researcher for completing and accomplish this thesis. Peace and salutation upon our prophet Muhammad SAW who has brought and guided us from the darkness into the lightness. This thesis entitled "The Influence of TikTok Towards Students' Speaking Skill at the Eleventh Grade of SMAN 14 Bandar Lampung" is handed as partial fulfillment of the requirements for S-1 Degree of English Education study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung.

The researcher has been thankful to many people who has helped and supported also prayed for this final project which the researcher cannot mention all of them. He wishes to give the appreciation and
sincerest gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty of Raden Intan State Islamic University Lampung.
2. M. Ridho Kholid, S.S., M.Pd., as the Chairperson of English Education study program of Raden Intan State Islamic University Lampung.
3. Yulan Puspita Rini, M.A., as the Advisor who has patiently guided of all advices, helps, guidances, and countless times for the researcher to finish this thesis.
4. M. Fikri Nugraha K, M.Pd., as the Co-Advisor who has patiently guided and helped a lot for the researcher until the completion of this thesis.
5. All lecturers of English Education study program of Tarbiyah and Teacher Training Faculty who have taught the researcher a lot of precious lessons during the learning take place.
6. Imelda Susan, S.Pd., as the English Teacher of SMAN 14 Bandar Lampung who given the guidance so well and helpful in conducting this thesis.

7. My beloved friends who always support and give motivations the researcher to keep spirit in completing this thesis until now.

Finally, nothing is perfect and neither in this thesis. Any corrections, comments, and also criticisms for the goodness of this thesis are always open heartedly welcome.

Bandar Lampung,   2024
The Researcher,

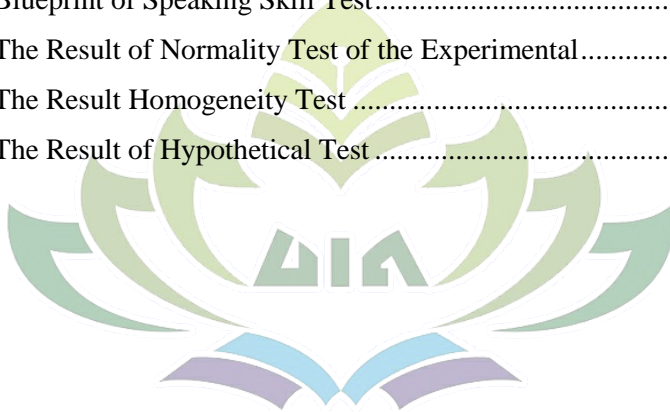Khojin Taliban
NPM. 1911040377.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I
INTRODUCTION

A.   Title Affirmation

In this study, the author examined the Influence of using TikTok towards students' Speaking Skill. The focus of this research is the students of class XI SMA Negeri 14 Bandar Lampung. As an initial stage to understand this thesis and to avoid misunderstandings in the interpretation of the title. Therefore, the writer needs to explain and emphasize some words related to the title of the thesis. While the title of the thesis in question is The Influence of using Tiktok Towards Students' Speaking Skill at the Eleventh Grade of SMAN 14 Bandar Lampung. The following is an explanation of the meaning of the terms contained in the title of the thesis:

1. The Influence

    Influence is a power or strength that can arise from something that can affect the surrounding environment or a person's character. Influence defined as compelling behavior change without threat of punishment or promise of reward results largely from the respect and esteem in which one is held by others[1]. In this case, the influence is more likely to be something that can bring changes to students in a more positive direction. So in this study, what is meant by influence is something in the form of strength that can affect students' speaking skill, from the Tiktok application as a learning media.

2. Tiktok as the Learning Media

    Tiktok is a social network used as a learning environment because of its large user base, extensive features, and rich video. TikTok is a video-based social networking platform

---

[1] Lucas, J.W and Baxter, A.R. 2012. Power, Influence, and Diversity in Organizations. *The Annals of the American Academy of Political and Social Science,* Vol. 639, No. 1 : 49-70. Sage Publications, Inc. Philadelphia.

founded in 2016 by Zhang Yiming and owned by ByteDance. This application is a site that provides learning activities while playing, because it can provide many constructive benefits, as well as implications for changing children's perceptions of learning so that it becomes interesting and fun. There are four main reasons for using social network applications: entertainment, communication, provision of information, and academic activities[2]. Therefore tiktok can help students increase their speaking skills in English lessons, because TikTok provides interesting videos for learning and has a variety of ways that can foster students' sense of fun and interest in learning and improving speaking skills through this TikTok application.

3. Speaking Skill

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is something considered a simple process[3]. Although speaking is totally natural, speaking in a language other than our own is anything but simple. It can be concluded that speaking is an ability to communicate orally to others with the aim to express their ideas and feelings.

B. Background of the Problem

The number of English speakers around the world has been on the rise for many years. For most Indonesians. Speaking English is something horrible and hard to learn. Covid-19 pandemic has changed a lot of people's lives, especially in the teaching and learning process. Luckily, we are still able to communicate with each other by using many online applications, learning speaking is not a hard deal and we can still do it even in Covid-19 pandemic. The skill of speaking encompasses fluent

---

[2] Palupi, N. D., Meifilina, A., Dyan, Y., & Harumike, N. 2020. THE EFFECT OF USING TIKTOK APPLICATIONS ON SELFCONFIDENCE LEVELS. *JOSAR*, Vol5, No. 2 : 66-74. Universitas Islam Balitar. Balitar.

[3] David Nunan. 2003. *Practical English Language Teaching*. Mc Graw Hill. New York.

speech and knowledge of language features, as well as the processing of information and language instantly[4]. In today's global world the importance of English cannot be ignored since English is the most common language spoken everywhere.

The fact that so many people now use English as either a first or second language indicates that English is likely to remain a globally dominant language for many years to come and that makes speaking English very important. Speaking is the ability to speak fluently and requires not only knowledge of language features, but also the ability to process information and language. In speaking, there are some aspects that we can learn, such as fluency, accuracy (grammar and pronunciation), vocabulary and comprehensibility. Speaking English fluently is the key to open many doors of the world, and it is a chance that more and more people are talking every day[5].

Communication is the most important part of speaking and it is important to communicate the ideas as naturally as possible. Speaking is the active use of language to express meaning so that other people can make sense of them. Through speaking, people will be able to feel and understand what others convey in language[6]. To have a good speaking ability, students have to always try to speak in English. They need to think straight and say what they exactly mean or get to the point. Speaking skill is chosen because most Indonesians are still quite shy to speak English, therefore, it makes their speaking bad. Now there are many ways to be able to learn English by relying on cell phones, laptops, and the internet. Many applications provide a place to learn English, especially in speaking, like the video in the TikTok application. TikTok provides interesting videos in English to learn. Besides that, TikTok users from all over the world are increasing every year. Because apart from interesting videos, the duration of the video is not too long.

---

[4] Harmer, J. 2023. *The Practice of English Language Teaching: Third Edition*. Longman. Cambridge..

[5] Harmer, J. 2007. *How to Teach English*. Pearson Education. Harlow.

[6] Markus and King. 2002. *The Words Between the Spaces THE ARCHI TEXT SERIES*. Routledge. London.

Based on the results of conversation with an English teacher at SMAN 14 Bandar Lampung, Mrs. Imelda Susan S.Pd on Wednesday, June 7, 2023 at SMAN 14 Bandar Lampung. The result is that in class the teaching process have a weakness, that is the student rarely speaks English during class .The teacher also has limitations on duty for students to speak up because of the teaching process. She said there was some limitation for students to make videos or consider internet data. The teacher and students use practice questions in the book. She mostly gives students writing assignments, so students don't practice their english. it could be seen from Table 1.

Table 1

The data of Speaking Score at the first Grade of SMA Negeri 14 Bandar Lampung in the Academic Year of 2023/2024

Score	Category	XI 1	XI 2	XI 3	XI 4	XI 5	XI 6	XI 7	XI 8	Total	%
80-100	**Excellent**	3	2	1	2	3	1	0	0	12	4.39%
73-79	**Very Good**	3	5	2	3	2	4	1	3	23	8.39%
65-72	**Good**	6	5	6	3	3	3	2	5	33	12.04%
60-64	**Average**	8	7	9	5	5	8	3	6	51	18.61%
56-59	**Poor**	8	8	10	11	12	10	15	10	84	30.66%
-55	**Very Poor**	7	6	6	10	10	9	13	10	71	25.91%
Number of Students		35	33	34	34	35	35	34	34	274	100%

Source: SMA Negeri 14 Bandar Lampung in the academic year of 2023/2024

From the results from the table above, it could be concluded that 12 students in SMAN 14 Bandar lampung in the

excellent department with a score of about 80-100 (4.39%). 23 students with 8.39 percent scored below 80 (73-79) or in good form. Meanwhile, in good form, there were 33 students with a percentage of 12.04 % which they scored below 73 (65-72). 51 students with a total percentage of 18.61% scored around 60-64 in the average category. In the poor category, there were 84 students with a score of 56-59 (30.66%). In the last 71 students with a total of 25.91 percent scored below 55 in the poor category. It means that the students are still struggling to increase their speaking skills. They were very interested in English but they could not speak English well because they did not speak English, so it was difficult to increase. Difficult to memorize the words and use the correct pronunciation because they use their native language (Indonesian and other languages).

Based on the preliminary research at SMAN 14 Bandar Lampung, the problem that can be concluded is that students' mastery of speaking is still low. It happened because the teaching process has some limitations. The students were not given oral assignments to practice their speaking skills. The teacher also did not provide new teaching media for students so that students can't understand better the material provided and interested in the learning process. There must be suitable media as a way for students to increase their speaking skills. In this study, the TikTok application was used to help students learn.

TikTok app is a music video platform originating from China which was published in September 2016. This application is one of the most downloaded applications. Based on data from ByteDance Advertising, the number of TikTok users in Indonesia will reach 92.07 million in 2022. At first, the duration of a TikTok video is 60 seconds or 1 minute for the maximum time. Then in July 2021, the duration of TikTok videos was extended to a maximum of 3 minutes. Then in November 2021, TikTok again extended the maximum duration of uploaded videos to 5 minutes. Tik Tok application is attached and close to school-age children (students). It is suspected that the Tik Tok application is an interactive matter for students.

Based on these indications, it can be concluded that the Tik Tok application meets the criteria of a good learning media, which is interesting and close to students, especially in English Language Learning[7].

There are several advantages of using the TikTok application as a learning medium ; (1) TikTok can accommodate audio visual needs in language learning, especially listening and speaking; (2) by using TikTok learners can also process words to express, convey or express intentions, ideas, thoughts and feeling that are composed and developed according to the needs of learners; (3) the edit feature can be used by learners to present data, ideas, or impression in a description form of an object, (4) TikTok application could be used as a media for learners to practice speaking skill by reading news[8].

The Tik Tok application can be used as an effective learning medium. First, the TikTok application meets the learning needs of students. Both TikTok applications attract students' interest because of their novelty, and have many features that can be implemented into learning. And finally, the TikTok application is equivalent to the development of maturity and experience as well as the characteristics of students who are millennials, who are attached and close to the digital world [9]. when in class students prefer to be silent than speak up because of the lack of vocabulary. The students need more time to think about what they want to say. They are motivated to speak English without thinking much by the teacher, but they remain silent. Passive participated students were found in the class; only three people were active. There were only four students

[7] Taubah, M. 2020. Aplikasi Tiktok Sebagai Media Pembelajaran Maharah Kalam. *Jurnal Pendidikan Islam,* Vol.2, No. 1 : 57-66. Universitas Yudharta Pasururan. Pasuruan.

[8] Dewanta, A.A.N.B.J. 2020. Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa*, Vol. 9, No. 2 : 79–85. Universitas Pendidikan Ganesha. Singaraja.

[9] Warini, N.L., Dewi, N.P.E.S., Susanto, P.C., Dewi, P.C. 2020. Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online. *Sinesa Prosiding*, Vol. 3 : 27–34. Universitas Dhyana Pura. Bali.

who could give their response in talking about the topic given. A teacher must think of suitable and interesting media for students. The teacher never uses TikTok application as media in teaching speaking skill. It give a different atmosphere in teaching and learning process. Hopefully, the students was learn English easily especially for speaking skills. Based on Yang, TikTok application has many advantages. Seeing the various features that exist in TikTok application. It is very possible to be designed as a media for learning English language and literature[10]. TikTok application can be used to teach four skills, namely listening, speaking, reading and writing skills integrated in it. For speaking skills, students can use the voice feature in this application and then communicate via the network.

Basically, in teaching students to speak a foreign language that can be understood, teachers must be creative in making the class fun and interesting. In this research, researcher use the TikTok application as a medium towards students' speaking skills, and in this researcher also use StartEnglish account of tiktok in this research. https://vt.tiktok.com/ZSNHwC3gf/ this is the link of Start English account. The situations used to apply pre-experimental research include include one group of class that can be used to determine the influence of curriculum materials or teaching methods. In this research, researchers used the video of the TikTok application as a cause of influencing students' speaking skills. Then the researchers involve one class as the experimental class. with the hope that students will be more interested and speak English more easily if the application use is a trending application such as the TikTok application. The aim of this research is to find out whether using TikTok can influence students' speaking skills. Based on the description above, researchers are interested in conducting research on the application of TikTok in the teaching and learning process,

---

[10] Yang, H. 2020. Secondary School Students ' Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom. International conference on education technology and social science (ETSS), : 162–183. School of Macquarie University. Sydney.

especially English in speaking skills. and researchers conducted research entitled The Influence of using TikTok Towards Students' Speaking Skill At Eleventh Grade of SMAN 14 Bandar Lampung.

C.   Problem Identification and Limitation

Based on the background of the problems that have been described and the results of the pre-research, the researchers identified the problems in the research as follows:

1. The students lack motivation to learn English especially Speaking.
2. Students have difficulties speaking english
3. Students find boredom when learning Speaking because of uninteresting Learning media

There are many limitations of the author in conducting this research, including limited time, situations and conditions, and abilities, as well as theories in research, therefore researchers limit problems in research. Based on research identification, researchers focused on using the TikTok application to identify The Effects of Using TikTok Towards Students' Speaking Skill in Conversation.

D.   Formulation of the Problem

Based on problem identification and limitations of the problem above formulated as follows: Is there any significant Influence of using Tiktok Towards Students' Speaking Skill at the Eleventh Grade of SMAN 14 Bandar Lampung.

E.   Objective of the Research

The purpose of this study is to determine whether TikTok has a significant influence on the Speaking Skill at the Second semester of eleventh grade students of SMA Negeri 14 Bandar Lampung in the academic year 2023-2024.

F.   Significance of the Research

This research expected to give theoretically and practical benefits as follow :

1. Theoretically benefits.

   The result of this research is expected to be one of the references in the learning speaking process. Moreover, the result could show how TikTok could become a media that can increase students Speaking Skills.

2. Practical benefits.

   This research is expected to give some benefits for Learners, English teachers, and Researcher.

   a.   For the students.

   The results of this study can provide information about students' Speaking skills to be able to know students' skills and make students increase Speaking Skill. Not only that, by reading the results of this study, English learners are expected to be able to use the TikTok application as a learning medium to help Speaking English so that students can increase their Speaking skills.

   b.   For the English teacher.

   The findings of this research hopes that will be useful for English teachers as information about students' speaking skill, so that teachers can emphasize the use of the TikTok application as a supporting medium when they teach Speaking lessons, which are expected will be used as consideration and input to increase students' Speaking Skill to get students quality.

   c.   For the researcher

   For next researchers, this research is expected to be a reference for researchers and can provide information from this research, so that they can conduct research better, further, and with better techniques.

G.   Relevant Research

      The researcher would like to explain the use of TikTok as a learning media and the benefits of TikTok on students' English skills. This research attempts to explain the relation on TikTok from the perspective of speaking. Therefore, the purpose of this study is to determine the use of TikTok as an educational medium and the benefits of TikTok on students' English skills. The first previous research was conducted in the second semester of the English Department of Language and Education, Universitas Pahlawan Tuanku Tambusai. This study aims to determine the increase in students' speaking skills by using the TikTok application. It involves 24 students as respondents. Data obtained by using observation and tests. The test is given to analyze the results of the study that showed the average student used t-test analysis. Based on analysis of research data that shows the average student in the class is 70 It can be concluded that there is an increase in students' speaking skills by using the TikTok app.[11]

      Previous research has similarities with current research, namely using Tik Tok videos to improve students' speaking skills, the difference between previous research and current research is a different method, namely using Classroom Action Research while this research uses quantitative research with pre experimental design. Previous research was conducted at the University of Pahlawan Tuanku Tambusai with a total of 24 students. Meanwhile, this research was conducted at SMAN 14 Bandar Lampung Grade XI with a total of 35 students. The second previous research was conducted in SMAN 7 Bandar Lampung This study aims to determine whether there is an increase in students speaking skills through retelling stories using picture series and to investigate is there an increase in students' speaking skills through retelling stories by using picture series in grammar,

---

[11] Marleni, L., Sari, N., and Hardi, V.A. 2021. Improving the students' Speking Skill by Using TikTok Application. *Thesis Bangkinang*. Universitas Pahlawan Tuanku Tambusai. Bangkinang.

vocabulary, pronunciation, fluency, and understanding. The population of this research is class II students SMAN 7 Bandar Lampung consisting of 36 students as an experimental class, which selected by means of a lottery. The speaking test was used to collect data in this study.

The results showed that the average score of the students' pre-test was 59.16 and their score post-test after the implementation of retelling stories using picture series is 67.86, where the profit is 8.70. This means there is an improvement students' speaking skills after being taught through retelling stories using pictures series. Retelling stories using picture series can increase students' speaking skills skills in five aspects, pronunciation, grammar, vocabulary, fluency, and understanding. The highest increase achieved in vocabulary is 2.56 points from 11.60 to 14.16. This is evidenced by the results of the Paired Sample T-Test, which shows that the two tails significance value (0.00) is smaller than alpha (0.00<0.05) means that the null hypothesis is rejected and the alternative hypothesis accepted. It can be concluded that retelling the story using serial pictures can used to improve students' speaking skills.[12] Based on the previous research above, researcher can take similarities and differences from the two studies. Previous research has similarities with current research using Tik Tok videos to improve students' speaking, and uses quantitative methods. Meanwhile, what distinguishes previous research from current research is the setting. The previous research was carried out at SMAN 7 Bandar Lampung with a total of 36 students. Meanwhile, this research was carried out at SMAN 14 Bandar Lampung with a total of 35 students.

The third previous research was conducted by Denta mira "The impact of Tik Tok videos to reduce pronunciation errors on 9th grade students'. This study aims to measure the

---

[12] Nizzu, D. 2016. Improving Students Speaking Skills Through Retelling Story by Using Picture Series at Sman 7 Bandar Lampung. *Thesis.* Universitas Lampung. Bandar Lampung.

effectiveness of Tik-tok videos in reducing pronunciation errors for 9th grade students of SMP Muhammadiyah 01 Sukajaya. This research is quantitative research with a pre-experimental approach with one group of pre-and post-test design. A total of 30 students participated in this study. The results of the statistical data analysis of the t-test showed that in the pre-test, the average score obtained by the students was 41.11 while in the post-test the students obtained an average score of 80.03. In addition, the results of data calculations show that at a significance level of 0.05, tcal of 20.03 with t table of 1.701, or 20.03 > 1.701. Therefore, this study confirms that tik-tok videos are effective in reducing pronunciation errors in students.[13] Previous research has similarities with current research, namely using Tik Tok videos, both studies also use the same method, namely pre-experimental using quantitative with one group pretest-posttest as well, the difference between previous research and current research is to look at students' pronunciation errors while the current research is to improve students' speaking and also in settings, while this research conducted at SMAN 14 Bandar Lampung Grade XI with 35 students.

H.   Systematics of the Research

Systematic discussion is a series of discussions that are contained in research, where one chapter to another is interconnected and cannot be separated. To achieve the expected goals, the systematic discussion of this research is divided into several chapters, namely:

Chapter I, contains the presentation of the data behind this research which is carried out related to the effect of TikTok on students' Speaking Skill. This chapter contains confirmation of the title, the background of the problem, problem identification, problem formulation, problem

---

[13] Muslimah, D.M. 2022. The Impact of Tik-Tok Viedos to Reduce Pronunciation Errors On 9th Grade Students. *Thesis*. Muhammadiyah University Of Jakarta. Jakarta.

objectives, research benefits, relevant previous research studies, and systematic discussion.

Chapter II, contains previous literature and theoretical frameworks that are relevant and related to the TikTok application and students' Speaking Skill. This chapter contains the theory used, the framework of thinking, and the submission of hypotheses.

Chapter III, in detail describes the research methods used in the study and their relationship, types of research, time and place of research, population, sample, and data collection, research instruments, technical data analysis, and hypothesis testing.

Chapter IV, contains the results and discussion of the research that has been done. This chapter contains the results of the research, the classification of the discussion adapted to the approach, the nature of the research, and the formulation of the problem.

Chapter V, contains conclusions, suggestions, or recommendations. Conclusions briefly present all the research findings to do with the research problem, and suggestions are formulated based on the results of the study.
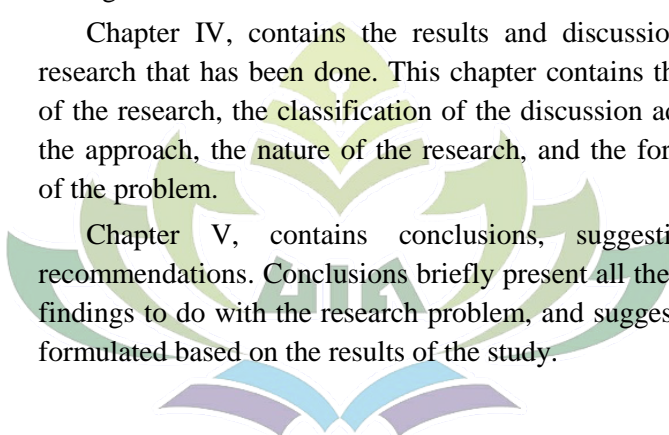
CHAPTER II
THEORETICAL FRAMEWORK

A. Review of Related Theories

a. The Concept of Speaking

Speaking is a productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimes considered a simple process. Although speaking is totally natural, speaking in a language other than our own is anything but simple[1]. It can be concluded that speaking is an ability to communicate orally to other people with the aim to express their ideas and feelings. Speaking is important because the main point of the speaking is for communicating so we must convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand what they are talking about.

1. The Aspects of Speaking

   Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. As proposed by Brown, those aspects are pronunciation, fluency, vocabulary, grammar and comprehension.

   a) Pronunciation

      Pronunciation is an important component of language. Therefore, it is necessary if the students have a good pronunciation because if they have a good pronunciation so their speaking will be understandable. There are some important keys in pronunciation: act, speaking, production and

---

[1] David Nunan. 2003. *Practical English Language Teaching*. Mc Graw Hill. New York.

reception of sound. It means that the words being ronounced should be understandable (intelligible).

b) Fluency

It refers to one‟s ability to speak smoothly and easily. Fluency is the matter of the way someone speaks the language without any trouble like thinking the word confusing the idea, etc.

c) Vocabulary

Vocabulary is the basic of language. It appears in every language skill. It is very important because we can say nothing without vocabulary in our mind. Vocabulary is about choice of word which is used appropriately based on the context of speaking.

d) Grammar

Grammar is the way to organize the words into the correct sentence. This is important if the speaker can master grammar to organize the word so the speaker can also easily speak English well.

e) Comprehension

Comprehension is a student‟s competence to comprehend the whole thing that the speaker says to them. Good comprehension refers to good understanding. If someone‟s language understanding is good, it will affect the speaking ability.[2]

2. Types of Speaking

Brown mentioned that language teaching is devoted to give an instruction in mastering English conversation. He classifies the types of oral language into:

---

[2] Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall Regents. New York.

a) Monologue or Extensive

In monologue, when one speaker uses spoken language, as in speech, lecture, reading, and news broadcast, the listeners must process long stretch of speech without any interruption and the stream of the speech will go on whether or not the listener understands.

b) Dialogue or Interpersonal

Dialogue involved two or more speakers. As had been stated before, dialogue can be divided into transactional which is concerned with the transfer of information, and the interactional which has the primary purpose of maintaining social relationships. From the explanation above, monologue will be used as the type of speaking in this research. It is because monologue can show the students" ability of oral language. The researcher will focus on the skill of each student to speak and express their ideas in front of the class.[3]

3. Problem in Speaking Skills

The learners have their own difficulty learning the language. Especially in developing speaking skills is not easy for students. The following are the problems of speaking skill.

a) Nothing to say

Even they are not inhibited, you often hear people complaining that they can't think of anyt hing to say: they have no motive to express themselves out of guilt that they should speak.

---

[3] Brown, H.D. 2004. *Language Assessment: Principles and Classroom practices*. Longman. New York.

b) Inhabitation

Unlike reading, writing, or listening, speaking requires some degree of real-time exposure to an audience. Students are often inhibited trying to say something in the language of the class: worried about mistakes or simply avoiding getting caught up in the conversation.

c) Low or uneven participation

Only one participant can speak at a time if he or she should be heard and in this large group means each will have only very little time to speak.

d) Mother tongue use

It is easier for students to use their mother tongue in the classroom because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.[4]

4. Characteristics of Success Speaking Activity

a) According to Brown fulfill some characteristics of successful speaking activity such as: Learners talk a lot

As much time as possible allotted to the learning activities should actually be covered by the students. So, we must always strive to speak with others in order to use them and become fluent.

b) Language is an acceptable level

Learners express themselves in utterances that are relevant, easy comprehensible to teach others.

c) High motivation

Learners are eager to speak if they are interested in that topic and have something new to say on that

---

[4] Ur, P. 1996. *A Course in Language Teaching: Practice and Theory.* Cambridge University Press. Cambridge.

topic, because they want to contribute to achieving a duty objective.[5]

5. The Concept of Teaching Speaking

Teaching speaking is a process to teach students how to use the language for communication, expressing ideas, or share information. The goal of teaching speaking to see if there are any significant influence on students' communicative skills, because students can express themselves and able to produce sound of words or sentences.

Based on Nunan, teaching speaking is to teach English language learners to:

a) Produce English speech sounds and sounds patterns,

b) Use words and sentence stress, intonation patterns and the rhythm of the second language,

c) Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,

d) Organize their thoughts in a meaningful and logical sequence,

e) Use language as a means of expressing values and judgments, and

f) Use the language quickly and confidently with few unnatural pauses, which is called fluency.

It can be concluded that TikTok will be suitable to help the students increase their speaking and help them to explore their speaking skill too.[6]

---

[5] Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.* Prentice Hall Regents. New York.

[6] David Nunan. 2003. *Practical English Language Teaching*. Mc Graw Hill. New York.

b. The Concept of TikTok as The Learning Media

TikTok is a short-lived video sharing app very famous among teenagers around the world. Users use this app mainly to record themselves singing a song in playback and moving their fingers in a very particular way called finger dance. According to Salsabia, Tiktok is contains short video and tiktok is application being used by many users[7]. Tiktok is a social network used as a learning environment due to its large user base, extensive features, and many kinds of video. TikTok is an application where users can share music videos of short duration. Tiktok can record a 15-second video with a special filter and use the current popular song. You can also share videos from other applications for example: Whatshapp, Twitter, Instagram, etc. For some reason, this application is popular among the teenagers. Main reasons for using the social application of network four: Entertainment, Communication, Information provision, and academic activities. Apart from TikTok, he is also known as Douyin, a short vibrato video.

TikTok was introduced and launched for the first time in September 2016. At that time, the application was immediately accepted in Indonesia but indeed, at that time many called TikTok users as alayers. At that time, the application was immediately accepted in Indonesia but indeed, at that time many called TikTok users as alayers[8]. The slanted news about this application does not stop there. Indonesia in July 2018, through the Minister of Communication and Information, Mr. Rudiantara, had blocked TikTok. The application is considered not child-friendly. This is evidenced by reports and complaints

---

[7] Salsabia, A., Rahmah, A., Kurniadi, M., Habibburahman, M., Pratama, R.A.G. 2021. *Tiktok as Teaching Assistannce for Speaking Skills : a Systematic Review* Proceeding of Conference on English Language Teaching.

[8] Nurul,A. dan Mutiara, F. N . 2021. Tiktok : Supplementary Instructional Media in Speaking Skill During Pandemic Covid - 19. *Jurnal Bahasa Satra,* Vol. 8, No. 2 : 100-105. STKIP PGRI Ponorogo. Ponorogo.

from thousands of users. In it there is a lot of negative content that should not be shown to children.Only a week later, TikTok can be accessed by Indonesian users again[9]. This happened after the TikTok Team negotiated and changed the Terms and Conditions regarding age, etc.

The use of Tik Tok as an interactive instructional media is expected to help students understand and accept the learning process carried out by the teacher In terms of Tik-impact tok's on student learning, As a tool for fostering creativity in the creation of a work. The Tik Tok program is a platform for effortlessly creating videos with special and unique effects. It was created to express creativity, particularly in video making. Tik Tok also offers a variety of music for video backgrounds, allowing users to make more engaging films. Learning will become even more exciting as a result of this. This Tik-tok app is likewise video and music-based, and it may be used to teach students how to editing video skills in order to create more useful material. Tik Tok Application as a Media for Learning English Skills in between:[10]

1. TikTok as Learning Media

Using Tik Tok videos in the teaching and learning process has three benefits. Firstly, Learners enjoy learning languages with videos. The idea of language learning is a fun experience and videos create an engaging and fun learning environment. Teaching using video makes the teaching and learning process more varied. The variety of media applied by teachers can motivate students to learn and provide a sense of comfort

---

[9] Ferstephanie, J., & Pratiwi, T. L. 2022. The Effect of Tiktok To Develop Students 'Speaking Skill : a" Classroom Action Research. *Wiraloda English Journal,* Vol 6, No. 1 : 1–12.Universitas Internasional Batam. Batam.

[10] Yang, H. 2020. Secondary School Students ' Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom. *International conference on education technology and social science (ETSS),* : 162–183. School of Macquarie University. Sydney.

during the teaching and learning process in class. What's more, Second, Tik Tok videos are an effective way to learn body language. Language learners learn about the world around them. Because the video contains action, students can learn body language based on the action of the video. Third, learners gain confidence through repetition. Learners love hearing stories again and again and the same goes for videos. By watching the video several times students can learn with their absorption and limitations. Videos can attract students' attention, arouse emotions so they are more active in learning speaking. However, the use of TikTok in learning must remain under the supervision of the teacher in choosing video that suits the needs of students in the classroom and pay attention to the quality of the video that students will see during the learning process.

2. How to Use TikTok Application

The ways to use TikTok application as follows:

a) Download TikTok application

Before you know how to use the TikTok application, of course you must have TikTok application first. How to download it is very easy, here are the steps:

1) Access the PlayStore application.

2) Search on a search engine by typing TikTok.

3) Install the application.

b) Log in to TikTok application

Already have TikTok application, you have to enter or log in TikTok application account first. If you don't log in, then you might find it difficult to save the recordings and edit videos

on TikTok. This is how to log in to TikTok application:

1) Access TikTok application that you downloaded earlier.

2) Click the person symbol in the lower right corner.

3) Log in with your Facebook, Instagram, or Google account.

c) Record video

Most importantly before editing a short video, you must record the video first. You can do the following how to use TikTok application using the steps below:

1) Access downloaded TikTok application.

2) To record a video, you can directly click the plus (+) symbol in the middle.

3) Select the desired music genre. Choose any song genre, because TikTok has a fairly complete list of songs starting from local, Korean, and Western songs. TikTok will automatically display all the song lists.

4) Click confirm to use and begin shooting.

d) Edit TikTok videos

After recording the video, it will be incomplete if it has not been edited. To edit it is also very easy and simple. Here you can follow several ways here:

1) Save the recording directly or you want to edit the recording first. To edit it, TikTok prepares three editing features, namely editing music, sound and special effects.

2) Click save in the upper right corner.

3) Save the result by clicking draft.

    4) Click post

e) View recorded videos on TikTok

If you Didn't create a video, you can watch the video edits of other TikTok users. The method is very easy, please follow the steps below:

1) Access TikTok application and immediately select a symbol such as a planet.

2) TikTok will display all other people's videos. TikTok also displays every of the most popular videos.

3) Click on one of them or scroll down to find the video you want to watch.[11]

c. Definition of Role Play Strategy

In language teaching, there are various strategies on teaching speaking. The one of the most famous strategies is role play technique. Roleplay is an activity in learning process which the students should not be worried about, because in this role play activity, the real situation of life will be created. This activity differs from drama, the duration is very short. The teacher only gives short scenario and the students feel free to modify or improve the situation and character.[12]

Moreover, Brown defines that role play is a popular pedagogical activity in communicative language teaching classes. Within constraints set forth by the guidelines, it frees students to be somewhat creative in their linguistic output. In some versions, role play allows some rehearsal

---

[11] Zaitun, Z., Hadi, M.S., Indriani, E.D. 2021. TikTok as a Media to Enhancing the Speaking Skills to EFL Student's. *Jurnal Studi Guru dan Pembelajarana,* Vol 4, No 1 : 89-94. Universitas Muhammadiyah Jakarta. Jakarta.

[12] Dananjaya, U. 2013. *Media Pembelajaran Aktif.* Nuansa Cendikia. Bandung.

time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves[13].

Role play is also excellent for speaking in the relatively safe environment of the classroom. In a role play students are given particular roles in the target language[14]. According to Doff, role play is a way of bringing situation from real life into the classroom. So the writer concluded, role-play is a structure experience in which learners get an opportunity to act out problems concerning human relations and human interactions before a group of co-learners and facilitators. Role play is a conscious attempt to examine the various roles play in actual life. It is an activity in which you pretend to be someone else, especially in order to learn new skill or attitudes.

d. Procedure of Teaching By RolePlay Strategy

Role play in this distance learning class allows the objectives of the course to be met in the limited time, through an integrated approach which allows the practice of language skills, content and interaction skills and strategies. The teacher's role in giving clear instructions was equally important.

There are six major steps in the procedure by Huang :

1. Decide on the Teaching Materials. The teacher must decide which teaching materials will be used for role play activities. The teacher can take teaching materials from textbooks or non-textbook teaching materials such as picture books, storybooks, readers, play-scripts, comic strips, movies, cartoons,

---

[13] Brown, H.D. 2004. *Language Assessment: Principles and Classroom practices*. Longman. New York.

[14] David Nunan. 2003. *Practical English Language Teaching*. Mc Graw Hill. New York.

and pictures. The teacher selects the material ahead of time. The teacher can also create his or her own authentic teaching materials for role play activities. The teaching materials should be decide based on students' level and interests, teaching objectives and appropriateness for teaching.

2. Select situations and create dialogs, then a situation or situations to be role played should be select. For every role plays situation, should be providing (by the teaching materials or by the teacher) or created by the students themselves.

3. Teach the Dialogs for Role Plays, the teacher needs to teach the vocabulary, sentences, and dialogs necessary for the role play situations. The teacher needs to make sure the students know how to use the vocabulary, sentences, and dialogs prior to doing the role play activities, otherwise, the teacher should allow students to ask how to say the words they want to say.

4. Have Students Practice the Role Plays, students can practice in pairs or in small groups. After they have played their own roles a few times, have them exchange roles. That way, students can play different roles and practice all of the lines in the role play. When students are confident enough to demonstrate or perform in front of the class, the teacher can ask them to do so for their classmates.

5. Have Students Modified the Situations and Dialogs, once students have finished and become familiar with an original role play situation, they can modify the situations and/or dialogs to create a variation of the original role play.

6. Evaluate and check students' comprehension, the teacher shall evaluate the effectiveness of the role play activities and check if students have successfully comprehended the meanings of the vocabulary,

sentences and dialogs. There are several ways to do student evaluations. Students can be given oral tests relating to the role plays. Example oral tests can include students are asked to answer some simple questions relating to the role plays or students are asked to act the role plays.[15]

Based on this procedure, the author believes that this method of organizing dialogue can be carried out in pairs by students who will take turns improvising conversations in front of the class. Therefore in this procedure the author hopes that the student can easily understand in learning process.

B.   Hypothesis

A hypothesis is a temporary assumption regarding a research problem whose truth will be tested, so that the research hypothesis can be accepted or rejected.[16] Based on the statement, the researcher formulates the hypothesis of the research as follow :

Ha   : There is a influence on tiktok towards students' speaking skill the second grade of SMAN 14 Bandar Lampung in academic years 2023/2024

H_0 : There is no a significant influence on tiktok towards students' speaking skill at the second grade of SMAN 14 Bandar Lampung in academic years 2023/2024

---

[15] Huang, I. Y. 2008. Role Play for ESL/EFL Children in The English Classroom. *The Internet TESL Journal*, Vol. 14, No. 2. National Cheng Chi University. Taipei.
[16] Bungin, B. 2017. *Metodelogi Penelitian Kuantitatif; Komunkasi, Ekonomi, dan Kebijakan Publik serta Ilmu-ilmu Sosial, kedua*. Kencana. Jakarta.

REFERENCES

Arikunto,S. 2010. *Prosedur Penelitian: Suatu Pendekatan Praktik.* Rineka Cipta Publication. Jakarta

Ary, D., *et al*. 2010. *Introduction to Researcg in Education*. Cengage Learning. Wadsworth.

Brown, H. D. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Prentice Hall Regents. New York.

Brown, H.D. 2004. *Language Assessment: Principles and Classroom practices.* Longman. New York.

Budiyono. 2009. *Statistika Untuk Penelitian.* UNS Press. Surakarta.

Bungin, B. 2017. *Metodelogi Penelitian Kuantitatif; Komunkasi, Ekonomi, dan Kebijakan Publik serta Ilmu-ilmu Sosial, kedua*. Kencana. Jakarta.

Creswell, J.W. 2014. *Research design quantitative, qualitative and mixed-method approach 4 ed*. SAGE Publication. California.

Dananjaya, U. 2013. *Media Pembelajaran Aktif.* Nuansa Cendikia. Bandung.

David Nunan. 2003. *Practical English Language Teaching*. Mc Graw Hill. New York.

Dewanta, A.A.N.B.J. 2020. Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran bahasa Indonesia. *Jurnal Pendidikan Dan Pembelajaran Bahasa*, Vol. 9, No. 2 : 79–85. Universitas Pendidikan Ganesha. Singaraja.

Ferstephanie, J., & Pratiwi, T. L. 2022. The Effect of Tiktok To Develop Students 'Speaking Skill : a" Classroom Action Research. *Wiraloda English Journal,* Vol 6, No. 1 : 1–12.Universitas Internasional Batam. Batam.

Fraenkel, J.R., Wallen, N.E. 2019. How to Design and Evaluate Research in Education. McGraw Hill Higher Education. New York.

Harmer, J. 2023. *The Practice of English Language Teaching: Third Edition*. Longman. Cambridge.

Harmer, J. 2007. *How to Teach English*. Pearson Education. Harlow.

Huang, I. Y. 2008. Role Play for ESL/EFL Children in The English Classroom. *The Internet TESL Journal,* Vol. 14, No. 2. National Cheng Chi University. Taipei.

Leedy, P.D., & Omrod, J.E. 2019. *Practical research: Planning and design. Pearson. One Lake Street.* Upper Saddle River. New Jersey.

Lucas, J.W and Baxter, A.R. 2012. Power, Influence, and Diversity in Organizations. *The Annals of the American Academy of Political and Social Science,* Vol. 639, No. 1 : 49-70. Sage Publications, Inc. Philadelphia.

Marleni, L., Sari, N., and Hardi, V.A. 2021. Improving the students' Speking Skill by Using TikTok Application. *Thesis Bangkinang*. Universitas Pahlawan Tuanku Tambusai. Bangkinang.

Markus and King. 2002. *The Words Between the Spaces THE ARCHI TEXT SERIES*. Routledge. London.

Muslimah, D.M. 2022. The Impact of Tik-Tok Viedos to Reduce Pronunciation Errors On 9th Grade Students. *Thesis*. Muhammadiyah University Of Jakarta. Jakarta.

Nizzu, D. 2016. Improving Students Speaking Skills Through Retelling Story by Using Picture Series at Sman 7 Bandar Lampung. *Thesis*. Universitas Lampung. Bandar Lampung.

Nurul,A. dan Mutiara, F. N . 2021. Tiktok : Supplementary Instructional Media in Speaking Skill During Pandemic Covid - 19. *Jurnal Bahasa Satra*, Vol. 8, No. 2 : 100-105. STKIP PGRI Ponorogo. Ponorogo.

Palupi, N. D., Meifilina, A., Dyan, Y., & Harumike, N. 2020. THE EFFECT OF USING TIKTOK APPLICATIONS ON SELFCONFIDENCE LEVELS. *JOSAR*, Vol5, No. 2 : 66-74. Universitas Islam Balitar. Balitar.

Religion Ministry of Indonesia, *Muhsaf Alqur'an and Translation*

Salsabia, A., Rahmah, A., Kurniadi, M., Habibburahman, M., Pratama, R.A.G. 2021. Tiktok as Teaching Assistannce for Speaking Skills : a Systematic Review Proceeding of Conference on English Language Teaching..

Sugiyono. 2008. *Metode Penelitian Pendidikan (Pendidikan Kuantitatif, Kualitatif, dan R & D)*. Alfabeta. Bandung.

Suharsaputra, U. 2018. *Metode Penelitian kuantitatif, kualitatif dan tindakan*. Refika Aditama. Bandung.:

Taubah, M. 2020. Aplikasi Tiktok Sebagai Media Pembelajaran Maharah Kalam. *Jurnal Pendidikan Islam*, Vol.2, No. 1 : 57-66. Universitas Yudharta Pasururan. Pasuruan.

Ur, P. 1996. A Course in Language Teaching: Practice and Theory. Cambridge University Press. Cambridge.

Wahyuni Oktavia. "*Tik-tok Application as Learning Media for Speaking skill*.Universitas Widya Dharma (ISSN : 2407-2400)/(2020) Vol VI No 2.

Warini, N.L., Dewi, N.P.E.S., Susanto, P.C., Dewi, P.C. 2020. Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online. *Sinesa Prosiding*, Vol. 3 : 27–34. Universitas Dhyana Pura. Bali.

Yang, H. 2020. Secondary School Students ' Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom. *International conference on education technology and social science* (ETSS), : 162–183. School of Macquarie University. Sydney.

Zaitun, Z., Hadi, M.S., Indriani, E.D. 2021. TikTok as a Media to Enhancing the Speaking Skills to EFL Student's. *Jurnal Studi Guru dan Pembelajarana*, Vol 4, No 1 : 89-94. Universitas Muhammadiyah Jakarta. Jakarta.

Zuldafrial, M. 2012. *Penelitian Kualitatif*. Yuma Pustaka. Surakarta.