

## The Effect of Using TikTok in Improving Students' Speaking Skills

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### Abstract

Speaking is a fundamental language skill and a crucial component of communication that English learners must master. As English is the most widely spoken language globally, developing strong speaking skills is essential for academic and real-world success. This study investigates the impact of using the TikTok application on the speaking abilities of 8th-grade students. A quasi-experimental design with a quantitative approach was employed, involving two classes: an experimental group using TikTok-based learning and a control group receiving traditional instruction. Data were collected through pre-test and post-test speaking assessments, where students delivered monologues to measure their progress. A Paired Sample T-test with a Sig revealed a statistically significant improvement in the experimental group's performance. (2-tailed) value of 0.001, which is less than the threshold of 0.05. These findings indicate that TikTok effectively enhances students' speaking skills and can be an engaging and innovative teaching tool. The platform encourages creativity, increases motivation, and offers students more opportunities for practice and self-expression. In conclusion, TikTok can be considered a valuable alternative medium in EFL instruction, promoting improved language outcomes and a more enjoyable learning experience for students.

**Keywords:** *TikTok, Speaking Skills, Daily Routine*

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### INTRODUCTION

English is one of the most studied and used international languages in communication between nations. This fits the role of English as a global language (Crystal, 2003). Fulcher (2003) Speaking is the use of verbal language to communicate with others. As foreign language learners, students must master speaking skills in English as their priority (Richards, 2008). Furthermore, speaking is an interactive process of constructing meaning, which involves producing, receiving, and processing information. The form and meaning depend on the context in which it occurs, including the participants, their collective experience, the physical environment, and the purpose of speaking. Related to the interaction process, students involved in the interaction will get valuable feedback from one another.

In recent years, technology in education has become more widespread, with various platforms and applications being used to enhance teaching and learning. One such platform, TikTok, has gained popularity for its short-form video content and interactive features. TikTok can effectively supplement English language learning, offering students a fun and engaging way to develop their language skills. Educators are now exploring its potential to improve students' language skills, particularly speaking skills. Teaching English to young learners or teenagers can be considered the most challenging task by some experts because the students do not have much knowledge of the language (Brown, 2001). They have limited vocabulary, grammar, pronunciation, and expressions for meaningful conversations. On the one hand, young language learners (YLLs) are very young individuals interested in many new things, such as English (Priyatmojo, 2009).

Speaking skills are defined as the skills that enable effective communication. This skill allows you to convey information orally in a way that the listener can understand. A dialogue takes place between a speaker and a listener. It is essential to learn to speak so that there is no misunderstanding between the speaker and the listener. Therefore, students need to know how to talk and interact effectively. Harmer (2001) also points out that speaking effectively necessitates a thorough understanding of language aspects and the ability to process information and language "on the spot". Teachers can utilize TikTok by creating speaking challenges, asking students to create video presentations, or collaborating with other students on video projects. Thus, TikTok becomes a form of entertainment and a fun and effective learning tool for developing students' speaking abilities.

TikTok is a video-based social media platform introduced by Zhang Yiming in 2016 and owned by ByteDance (Koniah et al., 2021). Originally known as Douyin and gaining immense popularity in China, the platform expanded to different countries under TikTok. The TikTok application is a social media platform that allows users to upload videos with various video editing features to create them as desired.

TikTok is an application known for its interactive features, which can be utilized as a learning tool to enhance students' speaking skills in English. Xiuwen & Razali (2021) states that TikTok is a short video platform where users can share 15 to 60-second videos showcasing their skills, knowledge, and experiences, attracting diverse people. Using TikTok videos in the teaching and learning process is an innovative approach to language learning that leverages the popularity of the TikTok social media platform. With its interactive features such as short video creation, sound effects, and challenges, TikTok can effectively enhance students' speaking skills. Through TikTok, students can practice speaking in front of the camera, boost their confidence, and develop creativity in expressing their ideas. Additionally, TikTok enables students to interact with other users worldwide, allowing them to practice the language they are learning in more authentic contexts.

There were several studies about the effect of using TikTok in improving speaking skills. The first study by Hongsa et al. (2023) investigated the impact of TikTok on EFL students' speaking skills and perceptions towards its use. Utilizing a mixed-methods approach with 60 EFL students, the findings indicated that TikTok effectively enhanced English-speaking skills, with students expressing positive perceptions towards the application. The second study by Asio et al. (2023) focused on Grade 9 students' English-speaking skills in the Philippines, finding that while students did not perceive TikTok as beneficial, teachers observed improvements. The third study by Rahmawati et al. (2023) utilized a quasi-experimental research design with 32 students, revealing significant improvements in vocabulary, fluency, pronunciation, and comprehension. The fourth study by Ahmad et al. (2023) used Classroom Action Research with 30 students, showing considerable improvement in speaking abilities through the use of TikTok. Lastly, Gunawan et al. (2023) research was conducted at SMA Negeri 13, finding that TikTok improved students' speaking accuracy and fluency, ultimately boosting their self-confidence and smoothness in speaking. Overall, these studies suggest that TikTok can effectively enhance students' English-speaking skills across various educational contexts.

The use of TikTok in English language teaching is still relatively new, and not much research has been done. Therefore, this study aims to determine the effect of using TikTok in improving students' speaking abilities. Thus, this study can contribute to developing more innovative and effective English language teaching strategies. The results of this study can add to the expanding research on technology-enhanced language learning and offer valuable insights into the practical implications of incorporating TikTok into language education. By better understanding the effectiveness and possible drawbacks of utilizing TikTok to enhance speaking skills, educators can make well-informed choices about integrating digital resources into their language teaching methods and creating more interactive and successful learning opportunities for their students.

## METHODS

This study uses a quantitative research design. Based on Christensen et al. (2014) a quantitative approach, which collects some numerical data to answer a research question. This involves identifying variables, measuring them with numerical values, and applying statistical procedures for analysis (Creswell, 2018). Then, the types of this research are quasi-experimental. This design was chosen because the writer used existing groups, and they were not randomly selected (Creswell, 2012). This quasi-experimental method is carried out to prove the hypothesis that has been formulated. In addition, the research design used was an experimental research design of a non-equivalent control group design. In practice, the non-equivalent control group design uses two groups, namely the experimental class and the control class, as a comparison. The following is distinguished by distinguishing the two groups, between groups using the TikTok application and the media that have been applied before. The subject used for this study is students in SMP N 22 Semarang.

The writer chooses SMP N 22 Semarang because the student uses an online learning platform like TikTok. The population of this study was all eighth-grade students at SMP N 22 Semarang, consisting of 272 students, and there were eight classes. There are some classes namely 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H. In this study, the writer takes a class as the population. The writer takes two classes as a sample. As for the samples in this study are classes 8C and 8D at SMP N 22 Semarang. The sample for the Experiment Class is 8C, and the sample for the Control Class is 8D. When collecting data, a speaking test was performed to assess the students' speaking skills. The researcher gave tests, a monologue speaking test in the pretest and posttest. First, students were told to create their text monologues, then they practiced speaking using the text monologues they had created. A pretest was given to measure students'

speaking skills before the treatment. Meanwhile, the posttest was given to measure students' speaking skills after receiving the treatment. The test was given to the experimental class and the control class.

Data were collected through speaking tests before and after the treatment. In collecting the data, the writer plans to apply TikTok videos to improve students' speaking ability. In addition, the research uses a pre-test and a post-test design. After the data is collected, the next step is to analyze the data to determine the effect of using TikTok in improving students' speaking ability and to see if there is a significant difference in students' scores before and after treatment. The first stage of this analysis was to assess the pre-test and post-test results of the experimental and control groups. The second stage was to test the reliability of the data using the Cronbach's Alpha method. Furthermore, the validity of the data was tested using Bivariate Correlation. The validity test results showed that the pre-test and post-test data of the experimental group and control group were in the valid category. The fourth stage is to test the normality of the data using the Shapiro-Wilk method because the number of samples in this study is less than 100. The results showed that the pre-test and post-test of the experimental group and control group were usually distributed. The fifth stage is to test the homogeneity of the data using Levene's Test, which shows that the data is homogeneous. The sixth stage was the T-test, which was used to answer the question regarding the effect of using TikTok in improving students' speaking ability. Finally, a Paired Sample Test was conducted to evaluate the significance of the difference in the results achieved by the students in the experimental group after being taught using TikTok.

## FINDINGS AND DISCUSSION

This section presents the results and discussion of the study that has been conducted. The research data consisted of pre-test and post-test scores from the experimental and control groups. Furthermore, the data were analyzed to test validity, reliability, normality, and homogeneity. In this study, the writer used two classes as the samples: VIII C as the experimental group and VIII D as the control group. The experimental group received learning materials using the online platform TikTok as a learning tool for speaking instruction. In contrast, the control group received PowerPoint, a method teachers usually use. The teaching and learning process is based on the Merdeka Curriculum. The experimental study was conducted at SMP N 22 Semarang from September 13th, 2024, to October 8th, 2024, during the 2023–2024 school year. The study focused on the eighth-grade students in classes C and D at SMP N 22 Semarang. To gather information, the writer used pre-tests, treatments, and post-tests.

### 1. Validity

In this study, the speaking test was used as the instrument. Validity was used to determine how much the instrument reflected the result. The validity applied in the speaking test was face validity. Face validity refers to the extent to which examines believe the instrument is measuring what it is supposed to measure.

**Table 3. Validity Result**

Correlations								
		Grammar	Vocabulary	Comprehension	Fluency	Pronunciation	Task	Total
Grammar	Pearson Correlation	1	.165	.085	.273	.131	.137	.426*
	Sig. (2-tailed)		.352	.633	.118	.460	.441	.012
	N	34	34	34	34	34	34	34
Vocabulary	Pearson Correlation	.165	1	.162	.096	.203	.137	.443**
	Sig. (2-tailed)	.352		.361	.587	.249	.440	.009
	N	34	34	34	34	34	34	34
Comprehension	Pearson Correlation	.085	.162	1	.266	.475**	.585**	.686**
	Sig. (2-tailed)	.633	.361		.128	.005	.000	.000
	N	34	34	34	34	34	34	34
Fluency	Pearson Correlation	.273	.096	.266	1	.500**	.682**	.735**
	Sig. (2-	.118	.587	.128		.003	.000	.000

	tailed)							
	N	34	34	34	34	34	34	34
Pronunciation	Pearson Correlation	.131	.203	.475**	.500**	1	.448**	.707**
	Sig. (2-tailed)	.460	.249	.005	.003		.008	.000
	N	34	34	34	34	34	34	34
Task	Pearson Correlation	.137	.137	.585**	.682**	.448**	1	.823**
	Sig. (2-tailed)	.441	.440	.000	.000	.008		.000
	N	34	34	34	34	34	34	34
Total	Pearson Correlation	.426*	.443**	.686**	.735**	.707**	.823**	1
	Sig. (2-tailed)	.012	.009	.000	.000	.000	.000	
	N	34	34	34	34	34	34	34

\* Correlation is significant at the 0.05 level (2-tailed).

\*\* Correlation is significant at the 0.01 level (2-tailed)

This form of validity is essential in language assessments, as it helps establish trust in the test's relevance and credibility. The speaking test evaluated six key components: Grammar, Vocabulary, Comprehension, Fluency, Pronunciation, and Task. These components represent the essential elements of oral language proficiency and are the foundation for evaluating overall speaking performance. To examine the instrument's validity, statistical analysis was conducted using the Pearson Bivariate Correlation method with the assistance of SPSS (Statistical Package for the Social Sciences). As displayed in Table 3, the results indicate significant correlations between each of the speaking components and the total score, with the calculated r-values exceeding the r-table value of 0.374. This outcome signifies that all six items used to evaluate speaking skills are valid, and thus, the instrument can be considered a credible tool for assessing students' speaking performance. The data was collected at SMP N 22 Semarang, involving an experimental and a control group. Following the speaking test, data were gathered through pre-tests and post-tests in both groups, and further statistical validation was performed. The data processing phase ensured the integrity and accuracy of the results by analyzing the experimental and control groups' performance before and after the intervention. The significant correlations confirmed that the data collected through this instrument are valid, reinforcing the credibility and usefulness of the speaking test for this research. Based on the results of the validity assessment, the following are the results obtained after the validity test of the research data:

**Table 4. Correlation of the Validity Result Correlations**

		Pretest Control	Posttest Control	Pretest Experiment	Posttest Experiment
Pretest Control	Pearson Correlation	1	.490**	-.254	-.078
	Sig. (2-tailed)		.008	.192	.693
	N	28	28	28	28
Posttest Control	Pearson Correlation	.490**	1	-.323	-.280
	Sig. (2-tailed)	.008		.093	.149
	N	28	28	28	28
Pretest Experiment	Pearson Correlation	-.254	-.323	1	.762**
	Sig. (2-tailed)	.192	.093		.000
	N	28	28	28	28
Posttest Experiment	Pearson Correlation	-.078	-.280	.762**	1
	Sig. (2-tailed)	.693	.149	.000	
	N	28	28	28	28

\*\* Correlation is significant at the 0.01 level (2-tailed).

Based on Table 4.3 above, the validity test results revealed that the data for the pre-test and post-test of the control group were classified as valid, falling into the medium category. The correlation analysis between the

pretest and posttest scores of the control and experimental groups offers a deeper understanding of how student performance is related before and after the intervention. The results indicate a moderate positive and statistically significant correlation between the pretest and posttest scores within the control group ( $r = .490$ ,  $p = .008$ ), suggesting that students in the control group who performed better in the pretest also tended to perform better in the posttest, even though they did not receive the experimental treatment. This implies some consistency in student performance, possibly due to general classroom instruction or individual student ability. On the other hand, the correlation between the control group scores and those of the experimental group (both pretest and posttest) is negative and not statistically significant, indicating that the performances in these two groups were largely independent of each other and likely influenced by different factors, such as the presence or absence of the experimental intervention.

Most notably, a strong and statistically significant positive correlation was found between the pretest and posttest scores of the experimental group ( $r = .762$ ,  $p = .000$ ). This high correlation suggests that students who performed well in the pretest also showed strong performance in the posttest, reinforcing the idea that the experimental treatment may have effectively supported and enhanced the speaking abilities of the students in this group. The strength of this correlation highlights not only the internal consistency of the experimental group's progress but also provides strong evidence of the impact of the applied intervention. Meanwhile, the low and statistically insignificant correlations between the control group's scores and the experimental group's scores further emphasize the distinct paths of progress between the two groups, underlining the effectiveness of the treatment administered to the experimental group. These correlation findings support the conclusion that the applied intervention contributed to more consistent and improved student performance in the experimental group. In contrast, the control group showed less pronounced progress over time.

## 2. Reliability

Reliability in research refers to the consistency and stability of measurement results over time, ensuring that the instrument yields similar outcomes under consistent conditions. According to Purba et al. (2021), reliability is demonstrated when two or more measurement results on the same object remain consistent, even when different instruments or scales are used. This concept is critical in ensuring that the data collected is dependable and not influenced by external or random factors. In this study, after selecting the previously validated items through a validity test, the researcher conducted a reliability test to determine whether the instrument consistently measured what it intended to assess. The reliability analysis was performed using the SPSS (Statistical Package for the Social Sciences) software, resulting in the following outcomes:

**Table 5. The Result of the Reliable**

Reliability Statistics	
Cronbach's Alpha	N of Items
.713	6

As shown in Table 5, the results indicate that the instrument achieved a Cronbach's Alpha value of 0.713 across six valid items. A Cronbach's Alpha coefficient greater than 0.60 is generally considered acceptable in educational and social science research, suggesting that the items have relatively high internal consistency and that the instrument is reliable. Therefore, based on the obtained value of 0.713, it can be concluded that the measurement tool used in this research is reliable and suitable for further data collection and analysis.

## 3. Normality Test

The normality test is a crucial step in statistical analysis as it helps determine whether the data distribution meets the assumptions required for parametric testing. In this study, the normality of the data was tested using the Shapiro-Wilk method, which is recommended for small sample sizes (fewer than 100 participants). The test compares the distribution of the sample data against a normal distribution and uses a significance threshold of 0.05 to determine the result. If the significance value (Sig.) is greater than 0.05, the data are considered normally distributed, making them suitable for parametric tests such as the Paired Sample t-test. The results of the normality test in this study are presented in the table as follows:

**Table 6. Result of Normality Test**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Result	Pretest Control	.124	28	.200*	.972	28	.638

Posttest Control	.133	28	.200*	.943	28	.132
Pretest Experiment	.096	28	.200*	.940	28	.110
Posttest Experiment	.135	28	.200*	.936	28	.089

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

As shown in Table 6, the Shapiro-Wilk test results indicate that all groups—both control and experimental—met the assumption of normality. Specifically, the pretest score for the control group had a significance value of 0.638, and the pretest score for the experimental group had a value of 0.110, both of which are greater than 0.05. This suggests that the data collected before the treatment in both groups are normally distributed. Furthermore, the posttest significance values were 0.132 for the control group and 0.089 for the experimental group, which exceeded the 0.05 threshold. These findings confirm that the post-intervention data are also normally distributed. Since all significance values from the Shapiro-Wilk test are above 0.05, it can be concluded that the data in all test conditions adhere to the assumption of normality. Consequently, using a Paired Sample t-test is justified for comparing the pretest and posttest results within each group, ensuring the validity of subsequent statistical analyses.

#### 4. Homogeneity Test

After the data is normally distributed in the normality test, the next thing to do is the homogeneity test. This test aims to check whether the variance of the experimental group and control group data is the same. In this study, the *Leven's Test* was used to check homogeneity.

**Table 7. Homogeneity Test**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	1.232	1	54	.272
	Based on Median	1.182	1	54	.282
	Based on Median and with adjusted df	1.182	1	52.923	.282
	Based on trimmed mean	1.210	1	54	.276

The homogeneity test results, as shown in Table 6, indicate a value of 0.272, higher than the significance level of 0.05. This indicates no significant difference in the variances between the experimental and control groups. The test was performed using different methods, including based on the mean, median, median with adjusted degrees of freedom, and trimmed mean. In all cases, the p-values (ranging from 0.272 to 0.282) are greater than the commonly accepted threshold of 0.05. This suggests that the variances of the two groups are statistically similar, confirming that the assumption of homogeneity of variance holds for this data.

#### 5. Paired Sample T-Test

Hypothesis testing was conducted using a Paired Sample T-Test to determine the difference, and an improvement test was used to see the improvement of students' speaking ability before and after treatment. The treatment is in the form of a TikTok online platform as a learning medium, conducted on 8<sup>th</sup>-grade students at SMP N 22 Semarang.

**Table 8. The Result of Paired Sample T-Test**

Paired Samples Test							
		Paired Differences					
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
			Lower	Upper			



Pair 1	Pretest – Posttest	-6.000	8.165	1.543	-9.166	-2.834	-3.888	27	.001
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Based on the table, a sample of 28 students obtained  $t_{table} = 0.374$ . The significance value is  $0.001 < 0.05$ , so  $H_0$  is rejected, and  $H_a$  is accepted. The value of  $t_{count} 3.888 > t_{table} 0.374$ , then  $H_0$  is rejected, and  $H_a$  states that the use of the online platform TikTok as a learning medium is accepted or affects students' speaking skills. From the data, it can be concluded that there is a difference in students' speaking skills. The significant difference can be seen from the significance value of  $0.001 < 0.05$ .

## DISCUSSION

This study examines the effects of using TikTok as a learning medium to enhance the speaking skills of eighth-grade students at SMP N 22 Semarang during the 2024/2025 academic year. The primary goal of this research is to assess whether TikTok, a popular social media platform, can effectively improve the speaking abilities of grade VIII students in the 2023-2024 academic year. To achieve this, the study compared two groups of students: an experimental class and a control group. The control group was taught using traditional learning media, specifically PowerPoint presentations, while the experimental group used TikTok as an innovative and engaging tool for learning.

The research design incorporated pretest and posttest assessments to measure the speaking skills of the students before and after the intervention. The results of the data analysis revealed a notable and statistically significant difference in the speaking abilities of students in the experimental class, who used TikTok, compared to those in the control class, who did not. The data showed a marked improvement in the experimental class students' speaking skills. Specifically, the average pretest score for the experimental class was 67.86, and after using TikTok as a learning medium, the average posttest score increased to 73.11. In contrast, the control class, which was taught using PowerPoint, had a pretest score of 64.00 and a posttest score of 69.04, indicating a smaller improvement.

These results clearly demonstrate that using TikTok as a learning medium can significantly enhance students' speaking skills. The comparison of pretest and posttest scores highlights that students in the experimental group showed greater progress in their speaking abilities than those in the control group. Therefore, it can be concluded that incorporating TikTok into the learning process has a positive impact on the development of students' speaking skills. This suggests that TikTok, as an interactive and engaging platform, offers a modern and effective approach to improving language skills, especially in terms of speaking, for eighth-grade students at SMP N 22 Semarang.

The research results revealed important insights into the effectiveness of TikTok as a learning medium for improving students' speaking skills. Prior to the start of the learning process, researchers administered a pretest to both the control group and the experimental group to assess their initial speaking skills. The pretest findings indicated that there was no statistically significant difference in the mean scores of the two groups. The control group achieved an average score of 69.04. In contrast, the experimental group had an average score of 67.86, suggesting that the two groups started at similar levels regarding their speaking abilities.

Following the pretests, the learning process commenced, with both groups receiving different interventions. Traditional teaching methods were employed in the control group, utilizing standardized materials and conventional instructional techniques. The aim was to provide students with a structured, familiar learning environment. On the other hand, the experimental group engaged with a more modern, interactive approach, utilizing TikTok as a central learning tool. This digital platform offered an engaging and creative way for students to practice speaking, with the potential to increase their motivation and participation. After the learning period, both groups were given a posttest to assess any changes in their speaking abilities. The results from the posttest revealed a marked difference between the two groups. The control group, which used traditional learning methods, achieved an average posttest score of 64.00, which was lower than their pretest score of 69.04. This suggests that the conventional teaching methods did not lead to significant improvement in speaking skills. In contrast, the experimental group, which used TikTok as their learning tool, showed a considerable improvement, with an average posttest score of 73.11, up from 67.86 in the pretest.

This difference in posttest results highlights the impact of TikTok on improving students' speaking skills. The experimental group experienced a significant increase in their scores, while the control group saw little improvement. This indicates that the use of TikTok as a learning medium contributed positively to the development of speaking abilities in students. The engaging nature of TikTok likely provided students with more opportunities to practice and refine their speaking skills dynamically and enjoyably, leading to a noticeable improvement. The findings of this study suggest that digital platforms like TikTok can play an essential role in enhancing language learning, particularly in improving speaking skills among students. The substantial increase in the experimental group's scores demonstrates the potential of TikTok as an effective tool for educational purposes, especially in fostering students' language proficiency.

## CONCLUSION

Research conducted on class VIII students of SMP N 22 Semarang in the academic year 2023/2024 concludes that using TikTok as a learning medium improves students' speaking skills. It is known that there is a significant difference between the scores in the experimental class that uses TikTok as a learning medium and the control class that does not use TikTok as a learning medium. Students in the experimental class were able to improve their speaking skills significantly. The mean post-test score in the experimental class was 73.11, and the mean post-test score in the control class was 64.00. In addition, statistical analysis using SPSS shows that the sig value of the paired sample t-test is 0.001, which is lower than 0.05 ( $0.001 < 0.05$ ). It was concluded that the statistical hypothesis, the alternative hypothesis ( $H_a$ ), was maintained and the null hypothesis ( $H_0$ ) was rejected. That is, using TikTok videos significantly improves students' English-speaking skills. The calculated t value is  $3.888 > t_{\text{table}} 0.374$ , then  $H_0$  is rejected, and  $H_a$  is accepted. It can be concluded that the alternative analysis hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected. Finally, the researcher concluded that using TikTok significantly affects the speaking skills of eighth-grade students of SMP N 22 Semarang.

This study suggests several approaches to further advance English language teaching and learning, particularly in improving students' speaking skills. Teachers should provide students with ample opportunities to practice their speaking skills through engaging platforms like TikTok, which is not only accessible but also enjoyable for students. Creative approaches are essential for English teachers to enhance speaking skills through diverse media and methods, especially at the junior high school level. Teachers should incorporate fun and engaging activities to ensure active student participation. On the other hand, students should diligently practice speaking English in various contexts, both in and out of the classroom, to improve their language skills and fluency. Overcoming the fear of speaking English and building confidence is vital for students, and they should seize every opportunity to communicate in English. Future research should explore the broader impact of social media on English language development, including all four language skills: reading, writing, listening, and speaking. While this study focused on TikTok's effect on English-speaking individuals, future research could examine the potential of other social media platforms like Instagram, YouTube, and Twitter in promoting language learning across different age groups and cultural backgrounds. Additionally, researchers could investigate how social media can foster intercultural competence and critical thinking skills through language learning, thereby deepening the understanding of the relationship between social media, language learning, and cultural awareness.

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