INTEGRATING TIKTOK VIDEO BLOGGING AS A MEDIA TO ENHANCE SPEAKING SKILLS AT MAN 4 NORTH ACEH

Maulida Hanum[1], Zuraini[2], Eli Nofriati[3]

[1,2,3] Universitas Almuslim Bireuen

Email: maulidahanum@gmail.com[1], zuraini030@gmail.com[2], elinofriati@umuslim.id

Abstract

This study aims to investigate the effectiveness of TikTok video blogging in enhancing students' speaking skills. The research was conducted using Collaborative Classroom Action Research (CCAR), which allows researchers and teachers to work together to improve learning practices. The data sources for this study were 16 students from class 2 IPA 2 at MAN 4 Aceh Utara. Data collection techniques included speaking skills tests, observation sheets to assess teacher and student performance, and questionnaires to measure student responses. The research was carried out in two cycles, with each cycle consisting of planning, implementation, observation, and reflection. The results showed significant improvements in several aspects. Based on the observation checklist results, the teacher's performance in the speaking learning process using TikTok video blogging increased from 80.00% in Cycle I to 99.00% in Cycle II, indicating improved teaching effectiveness. Moreover, students' performance also improved, from 81.21% in Cycle I to 99.39% in Cycle II, suggesting higher student participation and engagement. In terms of students' speaking skills, there was a significant improvement through the use of TikTok video blogging. This can be seen from the mean score of Cycle I, which was 72.18, increasing to 81.87 in Cycle II. This improvement demonstrates that using TikTok as a learning tool can effectively help students develop their speaking skills. Finally, the questionnaire results revealed that students responded positively to the speaking learning process using TikTok video blogging, with a mean score of 2.96, placing it in the "Agree" category. These findings indicate that using popular social media platforms like TikTok can enhance student motivation and engagement in language learning. In conclusion, this research demonstrates the potential of TikTok video blogging as an effective pedagogical tool for improving students' speaking skills in the context of language learning.

Kata Kunci: Speaking Skills, Social Media Learning, TikTok Video Blogging

INTRODUCTION

In today's digital age, where technology permeates nearly every aspect of life, innovative teaching approaches are crucial to engage students effectively in language learning [1]. One of the most challenging skills to teach and develop in non-native English-speaking countries is speaking proficiency, a core skill essential for academic and professional success [2]. English-speaking skills are particularly valuable as they enhance students' ability to communicate confidently and fluently in a

language that serves as a global medium of interaction and information exchange. The emergence of digital platforms like TikTok presents a unique opportunity to address these educational challenges by leveraging a medium that resonates with the interests and habits of today's youth. With TikTok's multimodal and interactive format, it can potentially transform how speaking skills are taught and learned, especially in non-native English settings like Indonesia, where digital media is widely accessible and favored among students[3].

The rapid growth of TikTok in recent years underscores its role in shaping youth culture and digital literacy. This social media platform, known for its short, engaging videos, has captured the attention of millions worldwide, particularly among younger generations [3]. In Indonesia, TikTok has become a favored platform not only for entertainment but also for education, as it allows users to engage with content that can be both informative and interactive [3]. As educators strive to create more engaging and effective methods for teaching English-speaking skills, integrating TikTok into language learning curricula has emerged as a viable and promising strategy. Through TikTok, students can create, share, and view content that fosters both linguistic and cultural exchange, offering a practical context for improving their speaking abilities. This digital tool's appeal and ease of use make it an ideal candidate for educational integration, providing students with a platform where they feel comfortable experimenting with language[4].

At MAN 4 North Aceh, a secondary school committed to fostering academic achievement, the integration of TikTok-based learning activities is an innovative attempt to address the speaking challenges students face. Despite English being a key part of the curriculum, students often struggle with fluency and confidence when speaking in English, primarily due to limited exposure to conversational practice and a lack of engaging resources [5]. Traditional teaching methods, while foundational, sometimes fail to address the dynamic and interactive nature of speaking, leaving students without the practice needed to build fluency and pronunciation skills. By incorporating TikTok, the school aims to provide students with an alternative medium to practice English-speaking skills in a less formal, yet educationally enriching setting, where they can receive feedback from teachers and peers [6].

One of the primary issues in teaching English-speaking skills is overcoming students' fear of making mistakes. This fear often stems from a lack of practice in real-life communication settings and from traditional classroom environments where feedback can feel intimidating [7]. TikTok's informal and social setting offers a solution to this problem by providing students with a platform where they can practice speaking freely and experiment with language without the pressure of a traditional classroom [8]. This flexibility allows them to make mistakes, learn from them, and ultimately become more confident in their language abilities. The process of recording and re-

watching their own videos helps students self-assess and improve their pronunciation, grammar, and fluency over time [9].

Moreover, TikTok's user-friendly video creation tools enable students to craft creative and expressive videos that help them engage with the language in ways that traditional classroom practices may not facilitate. Video blogging, or "vlogging," on TikTok involves students narrating, storytelling, or explaining topics, which requires them to think critically about language structure, vocabulary, and pronunciation [10]. This kind of practice is invaluable for language development as it encourages students to speak continuously and think about how they are conveying their message. Additionally, vlogging in English allows students to develop a personal connection to the language, enhancing their motivation and engagement [11].

Research in digital media education highlights the benefits of incorporating familiar social media platforms into language learning. Studies show that students who engage in vlogging and other interactive language tasks are more likely to develop higher levels of language proficiency, as they can receive immediate, constructive feedback and apply it in real time [12]. TikTok's interactive nature allows students at MAN 4 North Aceh to share their content with peers, teachers, and even broader online audiences, receiving comments and feedback that reinforce learning. This form of engagement not only builds their language skills but also helps them build confidence in public speaking, which is essential for academic and future professional settings [13], [14]. The public aspect of TikTok creates a sense of accountability and motivates students to put effort into their presentations, knowing their work is visible to others.

Additionally, TikTok's format allows for the incorporation of storytelling, a powerful tool for language learning [15]. Storytelling through video blogging requires students to organize their thoughts, create a narrative, and present it coherently, which are all vital components of effective communication. As they tell stories, students learn to convey emotions, use expressive language, and engage their audience all of which contribute to better speaking skills. Storytelling also allows students to incorporate vocabulary, expressions, and idioms in a natural context, making it easier for them to remember and apply these elements in future conversations [16].

While integrating TikTok into the classroom offers many potential benefits, this approach also presents challenges that must be addressed to maximize its effectiveness [17]. The lack of guidance in navigating digital platforms for educational purposes can lead to distractions or misuse. To counter this, a structured approach involving teacher supervision and guidance is necessary. Teachers at MAN 4 North Aceh are trained to guide students in using TikTok responsibly and productively, ensuring that students stay focused on learning objectives while using the platform

creatively. Teachers also play a crucial role in providing constructive feedback on students' videos, helping them improve their language skills in a supportive, non-judgmental environment [18].

The integration of TikTok for teaching English-speaking skills aligns with educational objectives that emphasize critical thinking, creativity, and digital literacy [19]. As the world moves towards a digital-first approach, students must develop not only language skills but also digital competencies that prepare them for future academic and professional environments. By engaging in activities like video blogging, students acquire practical skills that go beyond language proficiency, such as content creation, digital storytelling, and audience engagement, all of which are highly relevant in today's media-driven society [20].

The anticipated outcomes of this study are multifaceted. The primary goal is to enhance English-speaking skills among students at MAN 4 North Aceh, measured through improved fluency, pronunciation, and confidence. However, a secondary aim is to foster a positive attitude towards language learning by demonstrating that English can be both practical and enjoyable. Through TikTok, students are exposed to English in a context that feels relevant and engaging, which can increase their motivation to practice and use the language. The hope is that, by using a platform they already enjoy, students will associate English learning with enjoyment rather than obligation [21].

In summary, this research investigates the integration of TikTok video blogging as a medium to enhance English-speaking skills among students at MAN 4 North Aceh. By utilizing a popular social media platform, this approach aims to make language learning more accessible, interactive, and relevant for students [22]. TikTok offers a unique environment for students to practice speaking, receive feedback, and gradually build the confidence they need to communicate effectively in English. The outcomes of this study are expected to contribute valuable insights into the use of social media for language learning, offering practical recommendations for other educational institutions interested in incorporating digital platforms into their curricula. Through this exploration, we hope to bridge the gap between traditional language teaching methods and the evolving digital landscape, ultimately enhancing students' language proficiency and preparing them for a globalized world where English remains a critical skill.

METHOD

This study employs a Collaborative Classroom Action Research (CCAR) design, an approach that involves collaboration between educators, researchers, and stakeholders in an educational setting [23]. The CCAR model is characterized by reflective practice, where teacher-researchers continuously assess the effectiveness of their instructional strategies and make improvements based

on observed outcomes. The overarching objective of CCAR is to address challenges in the classroom, thereby improving educational practices and enhancing student learning outcomes. CCAR enables teachers to act as researchers, encouraging them to reflect on their teaching actions, identify issues, and implement targeted interventions to resolve these challenges [24].

The primary purpose of this study was to investigate the effectiveness of integrating TikTok video blogging as a media tool to enhance speaking skills among second-grade students at MAN 4 North Aceh. Through the CCAR approach, the researcher engaged in iterative cycles of planning, implementation, observation, and reflection, aiming to continually improve instructional practices. The study design allowed for the collection of data that would inform adjustments to teaching strategies, thereby supporting a more evidence-based, professional approach to teaching.

The research was conducted at MAN 4 North Aceh, chosen for its alignment with the research objectives. Specifically, the study focused on second-grade students enrolled in English language classes, with a particular emphasis on class 2 IPA2, which comprises 16 students. These students were selected based on their current English language proficiency and the identified need for improved speaking skills. This class was representative of the broader student population at the school, which includes three IPA classes and one IPS class, thus allowing for a comprehensive analysis of TikTok's impact on students' speaking abilities.

In conducting the research, the researcher collaborated closely with the English teacher to design, observe, and implement instructional actions. This partnership ensured that interventions were aligned with both the students' needs and the school's curriculum objectives. Following CCAR principles, the research process involved active participation from both the teacher and students in each phase of the study. The research procedure was structured into two cycles, each of which included four main stages: planning, action implementation, observation and evaluation, and reflection. This cyclical process facilitated ongoing adjustments and allowed the researcher to refine teaching strategies based on real-time feedback.

Data collection was carried out using a combination of tests, questionnaires, and observation sheets. The speaking tests measured students' progress in fluency, pronunciation, and vocabulary use, while the questionnaires provided insights into students' attitudes toward using TikTok for learning English. Observation sheets were used to document students' engagement and participation during lessons. This triangulated approach to data collection helped ensure that the findings were comprehensive and reflected multiple perspectives on the intervention's effectiveness.

Data analysis involved both quantitative and qualitative techniques. Test results were analyzed using descriptive statistics to assess improvements in speaking proficiency across each

cycle. Questionnaire responses were analyzed to identify trends in students' perceptions and attitudes, providing qualitative insights into their motivation and engagement. Observational data were coded and analyzed thematically to identify patterns in student behavior and participation. This mixed-methods approach enabled a nuanced understanding of the impact of TikTok video blogging on students' speaking skills, offering insights that could guide future instructional practices.

In summary, the CCAR framework facilitated a collaborative and reflective approach to implementing TikTok as a learning tool, with the aim of enhancing speaking skills among second-grade students at MAN 4 North Aceh. The study's comprehensive data collection and analysis methods provided a robust foundation for evaluating the intervention's effectiveness, ensuring that findings were well-supported and relevant to real-world educational settings.

FINDINGS AND DISCUSSION
Cycle I

In Cycle I of the research, the implementation of TikTok Video Blogging as a medium to enhance students' English-speaking skills was evaluated through a combination of observation, performance assessments, and speaking tests. The findings reveal both strengths and weaknesses in the learning process, providing a basis for future improvement.

The observation data indicated that the researcher performed well during the instructional phases, achieving an overall score of 80.00% categorized as "Good." This score reflects the effectiveness in delivering instructions, facilitating discussions, and providing feedback. Table 1 summarizes the researcher's performance across different learning stages, highlighting strengths in the core activities phase where the score reached 80%.

Table 1. Researcher's Performance in Cycle I

Learning Stages	P1	P2	Mean Score	Maximum Score	Percentages	Description
Preliminary activities	28	28	28	35		
Core Activities	80	80	80	100	80.00%	Good
Final Activity	24	24	24	30		
Total	144	155	132	165		

Students also demonstrated a commendable level of engagement and participation, reflected in their activities during the learning process, which scored an average of **81.21%**,

categorized as "Good." This high percentage indicates that students were actively involved in the lessons, particularly in core activities. The consistency in scores among observers supports the reliability of these findings. Table 2 provides a summary of students' activities.

Table 2. Students' Activities in Cycle I

Learning Stages	P1	P2	Mean Score	Maximum Score	Percentages	Description
Preliminary activities	26	26	26	35		
Core Activities	81	83	82	100	81.21%	Good
Final Activity	26	26	26	30		
Total	144	155	134	165		

Despite these positive engagement metrics, the assessment of students' speaking skills revealed areas needing improvement. The average score from the speaking tests was **72.19**, indicating that the overall speaking proficiency still fell short of the target minimum score of 80. This suggests that while students were engaged, they had challenges in demonstrating their speaking skills effectively. Table 3 summarizes the results of the speaking test for individual students.

Table 3. Completion of Cycle I Speaking Learning Outcomes

N0	Student's Name	Student's Score
	Abz	70
2.	Aka	80
3.	Aml	80
4.	Anl	85
5.	Dhm	85
6.	Dls	60
7.	Dff	75
8.	Mbl	60
9.	Mfj	60
10.	Mhk	65
11.	Mrz	80
12.	Prd	80
13.	Rdf	65
14.	Smz	65
15.	Zlh	65
16.	Zkm	80
Average Score		**72.1875**

The findings indicate several challenges during Cycle I. Notably, many students exhibited passive engagement, which hindered their ability to fully utilize the interactive features of TikTok. Additionally, there was limited interaction, with some students reluctant to participate in discussions or respond to questions. This lack of expression diminished the collaborative learning environment intended by the TikTok medium.

To address these issues in Cycle II, it is essential to implement targeted strategies that encourage active participation and collaboration among students. Strategies may include personalized feedback and more structured group activities that foster teamwork. Additionally, utilizing preliminary assessments could help tailor the learning experience to better meet students' needs. Overall, while Cycle I achieved some positive outcomes, it did not meet the desired effectiveness in enhancing students' speaking skills, necessitating further improvements in the subsequent cycle.

Cycle II

During the observation phase of Cycle II, the researcher closely monitored the educational activities to assess the effectiveness of the refined TikTok Video Blogging approach. The focus was on three critical aspects: students' performance, researcher execution, and overall students' engagement. This phase aimed to gather detailed data on how well students utilized TikTok Video Blogging to improve their English-speaking skills, evaluate the researcher's effectiveness in delivering the revised instructional strategies, and determine the level of students' interaction and enthusiasm. The insights gained from these observations were essential for evaluating the success of the refined approach and identifying any additional areas for further improvement.

The implementation of Cycle II primarily focused on evaluating the effectiveness of TikTok Video Blogging as a medium for enhancing students' speaking skills. By closely observing these elements, the researcher aimed to determine the effectiveness of the new approach and identify areas for further refinement. The researcher's performance during this cycle was a key focus of observation, aiming to evaluate the enhanced execution of the refined TikTok Video Blogging learning method. This included assessing the researcher's ability to explain the material, give instructions, facilitate discussions, and provide feedback to students.

Table 4. the researcher's performance in Cycle II

Learning Stages	P1	P2	Mean Score	Maximum Score	Percentages	Description

Preliminary activities	34	35	34.5	35		
Core Activities	98	100	99	100	99.09%	Very Good
Final Activity	30	30	30	30		
Total	162	165	163.5	165		

Based on the data provided, the overall percentage of the researcher's performance in Cycle II was 99.09%, which falls under the "Very Good" category. This percentage represents a significant improvement from Cycle I, reflecting the researcher's enhanced performance across preliminary activities, core activities, and final activities during the implementation of the refined TikTok Video Blogging learning method. The total mean score of 163.5 out of a maximum possible score of 165 demonstrates the researcher's exceptional performance throughout the learning process. This "Very Good" rating suggests that the researcher significantly improved their effectiveness in various aspects such as explaining material, giving instructions, facilitating discussions, and providing feedback to students.

The observations also included a focus on students' activities during the learning process in Cycle II. This involved assessing the level of students' participation, interaction among students, their ability to follow instructions, and enthusiasm in using TikTok as a learning medium. Observing students' activities was crucial to understanding the extent to which the refined learning method could enhance student engagement and motivation. The table below summarizes the students' activity observations during Cycle II:

Table 5. the Students activity in Cycle II

Learning Stages	P1	P2	Mean Score	Maximum Score	Percentages	Description
Preliminary activities	35	35	35	35		
Core Activities	98	100	99	100	99.39%	Very good
Final Activity	30	30	30	30		
Total	163	165	164	165		

According to the data, the overall percentage of students' activities during Cycle II was 99.39%, indicating an exceptionally high level of engagement and participation across all learning stages. The results show perfect consistency between the two observers (P1 and P2), with only slight variations in the core activities. The students achieved a perfect score of 35 out of 35 in the preliminary activities, demonstrating excellent readiness and engagement at the start of the lessons. The core activities scored an impressive 99 out of 100, indicating nearly flawless participation and interaction. Notably, the final activities also received a perfect score of 30 out of 30.

To further gauge the effectiveness of the modified learning method, the researcher assessed students' achievements based on various criteria reflecting their English-speaking proficiency. The evaluation covered aspects such as fluency, articulation, syntactic accuracy, lexical range, and communicative competence. The results of the Cycle II speaking test, summarized in Table 4.10, reveal significant improvement in students' English-speaking proficiency, with an average score of 81.87, surpassing the minimum target of 80 set by the success criteria.

Table 6. Mastery of Cycle II Speaking Learning Outcomes

N0	Student's Name	Student's Score
1.	Abz	80
2.	Aka	85
3.	Aml	85
4.	Anl	90
5.	Dhm	90
6.	Dls	75
7.	Dff	85
8.	Mbl	75
9.	Mfj	75
10.	Mhk	80
11.	Mrz	85
12.	Prd	80
13.	Rdf	80
14.	Smz	85
15.	Zlh	80
16.	Zkm	80
Average Score		**81.875**

In conclusion, the observation and data gathered during Cycle II indicate a marked improvement in both the researcher's and students' performances compared to Cycle I. The observation results showed an increase from 80.00% in Cycle I to 99.09% in Cycle II for the researcher, and students' performance exhibited a substantial rise from 81.21% in Cycle I to 99.39% in Cycle II. This significant enhancement in performance highlights the positive impact of the refined TikTok Video Blogging approach, which successfully engaged students and facilitated their learning

process. Overall, the interventions implemented in Cycle II met the research objectives, with students showing enhanced motivation and participation in learning activities, thereby improving their speaking abilities. The use of TikTok Video Blogging as a learning medium proved effective in enhancing students' English-speaking skills.

Result Of Questionnaire

The results of the questionnaire regarding the use of TikTok video blogging as a tool for enhancing students' speaking skills in English language learning revealed a range of insights. The first variable, motivation and interest in learning, received a mean score of 3.20, indicating that students generally agree that this method enhances their engagement and enthusiasm for learning. In terms of improvement in speaking skills, the students scored a mean of 3.87, strongly agreeing that TikTok has positively impacted their oral communication abilities. This suggests that the approach is effective for enhancing speaking skills among learners.

Furthermore, the questionnaire indicated that students reported a high mean score of 3.93 for vocabulary and grammar development, which reflects strong agreement on the effectiveness of TikTok in helping them expand their vocabulary and improve their grammar. The understanding and application of material received a mean score of 3.91, demonstrating that students believe TikTok video blogging aids in their comprehension and practical application of the learning material. Additionally, the creativity and self-expression encouraged by using TikTok were noted, with a mean score of 3.87 indicating strong support for this aspect of their learning process.

However, the questionnaire results also highlighted some challenges. The mean score for technical challenges and focus was notably low at 1.0, indicating that students disagreed with the notion that they could easily overcome technical issues and maintain concentration while using TikTok. This suggests that technical difficulties are significant barriers to effective learning. Similarly, the overall learning effectiveness was scored at 1.0, with students expressing disagreement regarding TikTok's overall impact on their learning outcomes.

In conclusion, while the average total score across all variables was 2.96, suggesting a moderately positive response overall, the findings reflect a mixed feedback regarding the implementation of TikTok video blogging as a learning tool. Students acknowledge improvements in motivation, speaking skills, vocabulary, grammar, understanding, and creativity. However, the identified challenges related to technical issues and perceived learning effectiveness indicate areas that require further attention and improvement to enhance the overall educational experience.

Discussion

The implementation of TikTok video blogging as a tool for enhancing students' speaking skills has generated considerable interest and discussion among educators and researchers [25]. The findings from the questionnaire indicate a generally positive reception among students regarding their motivation and interest in learning through this innovative medium [26]. With a mean score of 3.20 for motivation, it is evident that the interactive and dynamic nature of TikTok can capture students' attention and engage them in the learning process. This aligns with existing literature that emphasizes the importance of student engagement in enhancing educational outcomes. By integrating a platform that students are already familiar with and enjoy using, educators can foster a more enthusiastic learning environment that encourages active participation [26].

Moreover, the substantial improvement in students' speaking skills, as reflected in the mean score of 3.87, underscores the potential effectiveness of using TikTok as a language learning tool [27]. This improvement can be attributed to the platform's unique features, such as short video formats and creative expression opportunities, which encourage students to practice speaking in a low-pressure context. The results suggest that TikTok not only facilitates language practice but also allows students to experiment with their speech in a more relaxed setting. This finding is significant, especially considering the common apprehension students face when engaging in oral communication. By utilizing TikTok, students may feel more comfortable expressing themselves, leading to greater confidence and competence in their speaking abilities [27].

The positive impact on vocabulary and grammar development, which received a mean score of 3.93, further reinforces the notion that TikTok can serve as an effective educational tool. The engaging nature of the platform allows students to encounter new vocabulary and grammatical structures in a contextualized manner [27], [28]. As they create and consume content on TikTok, students are likely exposed to authentic language use, which is crucial for language acquisition. This aligns with theories of constructivist learning, where students build knowledge through active engagement with their learning environment. However, while the data presents a promising outlook on vocabulary and grammar enhancement, it is essential for educators to provide guided instruction and feedback to ensure that students are not only exposed to but also correctly utilize new language features.

Despite these positive outcomes, the results also shed light on some significant challenges that students encounter when using TikTok for learning. The notably low mean score of 1.0 for technical challenges and focus suggests that many students struggle with technical issues and distractions inherent to the platform. This finding raises important questions about the digital literacy skills of students and their ability to navigate the technological demands of online learning. Furthermore, the dissatisfaction with overall learning effectiveness indicates that while TikTok is

engaging, it may not be sufficient on its own to meet all educational objectives. Therefore, educators should consider integrating TikTok with other teaching methods and resources to create a more comprehensive and effective learning experience [29].

In conclusion, the findings of this study reveal that TikTok video blogging can significantly enhance students' motivation, speaking skills, and vocabulary development while encouraging creativity and self-expression. However, the identified technical challenges and concerns regarding learning effectiveness highlight the need for a balanced approach to integrating technology in education. As educators continue to explore innovative tools for language learning, it is crucial to address these challenges and ensure that students receive the necessary support to maximize their learning experiences [30]. By fostering an environment where technology complements traditional teaching methods, educators can create a rich and engaging learning landscape that prepares students for the demands of communication in the digital age.

CONCLUSION

In summary, the use of TikTok video blogging as a tool for enhancing students' speaking skills has demonstrated both promising benefits and notable challenges within the learning process. The data collected through the questionnaire reveals that students generally exhibit increased motivation and interest in learning through this platform, with a mean score of 3.20 indicating a positive reception. Additionally, the significant improvement in speaking skills, evidenced by a mean score of 3.87, highlights TikTok's effectiveness in facilitating oral communication practice in a fun and engaging manner.

Furthermore, the high scores in vocabulary and grammar development (mean score of 3.93) suggest that TikTok serves as a valuable resource for language acquisition, enabling students to encounter and utilize new language elements in context. The platform's ability to encourage creativity and self-expression also reflects its potential to foster a more dynamic learning environment.

However, the study also identifies critical areas for improvement. The low mean score of 1.0 for technical challenges indicates that many students face difficulties navigating the platform, which can hinder their focus and overall learning experience. This raises concerns about the necessity of providing adequate support and resources to help students overcome these technical obstacles. Additionally, the overall learning effectiveness score of 1.0 suggests that while TikTok can enhance certain aspects of language learning, it may not be sufficient on its own to fulfill all educational objectives.

Ultimately, this study underscores the importance of a balanced approach to integrating technology in education. While TikTok video blogging offers exciting opportunities for enhancing

students' speaking skills and engagement, it is crucial for educators to address the technical challenges and consider complementary teaching methods. By leveraging the strengths of TikTok while providing necessary guidance and support, educators can create a more effective and enriching learning experience that prepares students for successful communication in the digital age.

REFERENCES

[1]   S. Kaban, "Enhancing Nursing Students' Speaking Skill in Presenting Healthcare Education by Using TikTok Application," *IJLECR - INTERNATIONAL JOURNAL OF LANGUAGE EDUCATION AND CULTURE REVIEW*, vol. 9, no. 1, 2023, doi: 10.21009/ijlecr.v9i1.37791.

[2]   M. Mandasari, S. O. Kosassy, and Y. Jufri, "Incorporating of Social Media in Distance Learning: a Case Study on How Tiktok Improve Speaking Skill Among Esp Students," *International Conference on Government Education Management and Tourism*, vol. 1, no. 1, 2022.

[3]   I. N. Aziz and R. H. Sabella, "Tiktok as media of learning english (Experimental research on the third class of senior high)," *Journal of English Education and Technology*, vol. 2, no. 2, 2021.

[4]   N. N. U. and R. S. S. Anggi E Pratiwi, "TikTok as media to enchancing the speaking skill of EFL students'," *Journal Procedings International Conferense on Education of Suryakancana*, vol. 4, no. July 2018, 2021.

[5]   S. Sadhasivam, N. I. A. Ilias, N. S. Mohamed Azim, M. Md Yunus, H. Hashim, and K. R. M Rafiq, "An Investigation on the Use of Tiktok to Enhance Speaking Skills," *International Journal of Academic Research in Business and Social Sciences*, vol. 13, no. 12, 2023, doi: 10.6007/ijarbss/v13-i12/20266.

[6]   S. Rosida, "PELATIHAN KETERAMPILAN PUBLIC SPEAKING DALAM KONTEN EDUKATIF MELALUI APLIKASI TIKTOK PADA REMAJA FAM (FORUM ANAK MEDAN)," *Jurnal Bahasa Indonesia Prima (BIP)*, vol. 3, no. 2, 2021, doi: 10.34012/bip.v3i2.2017.

[7]   H. Hu and K. Du, "TikTok in Mobile-Assisted English Language Learning: An Exploratory Study," *International Journal of Information and Education Technology*, vol. 12, no. 12, 2022, doi: 10.18178/ijiet.2022.12.12.1755.

[8]   T. Michos and V. Zorbas, "Using 'tiktok' as a mobile assisted language learning (mall) application to examine the potential effects on greek efl learners' listening and speaking skills," in *Pedagogical and Research Perspectives on Language Education*, 2023.

[9]   D. McCashin and C. M. Murphy, "Using TikTok for public and youth mental health – A systematic review and content analysis," *Clin Child Psychol Psychiatry*, vol. 28, no. 1, 2023, doi: 10.1177/13591045221106608.

[10]   Et. al. Tarigan, Ninta., "Monaris Pasaribu 1 , Sri Inca Gultom 2 , Stephania Denika br Sagala 3 USING DUET TECHNIQUE OF ENGLISH SONG ON THE TIKTOK APPLICATION TO STUDENTS' SPEAKING SKILLS," *Jurnal Bastaka (JBT)*, vol. 5, no. 2, 2022.

[11]   X. Chen and H. Kang, "Utilization of TikTok for oral english learning," *Journal of Education, Humanities and Social Sciences* , vol. 8, 2023.

[12]   K.-M. Chuah and L.-C. Ch'ng, "THE USE OF VOICEOVER CHALLENGES ON TIKTOK AS ESL SPEAKING ACTIVITIES," in *International Conference on Language Studies*, 2021.

[13]   A. M. Mustika Dewi, Tulus Musthofa, and Abdul Rauf, "Analysis of Phonetic Errors in Learning Arabic Through Social Media Tiktok," *Studi Arab*, vol. 14, no. 1, 2023, doi: 10.35891/sa.v14i1.4002.

[14]   Winanti, Asti Hayatri, Fitri Salsabila Fatah, and Ulya Nur Maziyyah, "TikTok As a Learning Medium for Learning Speaking During Pandemic COVID-19: Students' Perspective of UIN Prof. KH. Saifuddin Zuhri Purwokerto," *Conference on English Language Teaching*, vol. 2, 2022, doi: 10.24090/celti.v2.59.

[15]   K. H. Tan, A. Rajendran, B. Philip, J. Alias, S. M. Saad, and Z. Mohamad, "Utilising Tiktok Features for Speech Communication," *World Journal of English Language*, vol. 14, no. 2, 2024, doi: 10.5430/wjel.v14n2p65.

[16]   J. Sala, I. J. Tuerah, and J. Posumah, "USING TIKTOK ENGLISH ACTING CHALLENGE VIDEOS TO IMPROVE STUDENTS'SPEAKING ABILITY AT SMA NEGERI 2 TONDANO," *… : Journal of Teaching English …*, 2023.

[17]   C. W. Suripto, I. Perdana, and M. A. Luardini, "Pemanfaatan Tiktok Sebagai Alat Bantu Dalam Penggunaan Metode Pembelajaran Berbasis Proyek Pada Kelas Intermediate English Speaking Utilizing Tiktok In Project-Based Learning At Intermediate English-Speaking Class," *Maret*, vol. 8, no. 1, 2023.

[18]   D. S. Lastari, A. S. Putra, A. S. Putra, and A. Rohim, "Investigating the Utilization of TikTok Application to Improve Nursing Students' English Speaking Skills," *Globish: An English-Indonesian Journal for English, Education, and Culture*, vol. 13, no. 1, 2024, doi: 10.31000/globish.v13i1.10544.

[19]   Diana, W. Kulan, C. Christy, and M. M. Yunus, "Enhancing form 4 pupils' speaking skills via tiktok," *Changing Lives in Brilliant Ways*, 2020.

[20]   A. E. Prawiti, "Utilizing TikTok Application as Media for Learning English Pronunciation," in *International Conferenve on Education of Suryakanaca (Iconnects Proceedings)*, 2021.

[21]   L. Marleni, N. Sari, and V. A. Hardi, "Improving the Students' Speaking Skill by Using Tik Tok Application," *Lembaga Pengabdian, dan Pahlawan, Universitas Tambusai, Tuanku*, 2021.

[22]   A. da S. Pereira and N. Hitotuzi, "Enhancing Speaking Skills and Vocabulary in the EAL Classroom Through TikTok: A Literature Review," *Int J Engl Linguist*, vol. 13, no. 5, 2023, doi: 10.5539/ijel.v13n5p22.

[23]   Misnawati & Nurrachma, "IMPROVING STUDENTS' ABILITY IN MASTERING WRITING THROUGH CAPITALIZATION, OVERALL, PUNCTUATION, SPELLING (COPS) STRATEGY TO THE

FIRST YEAR STUDENTS OF SMAN 1 PEUDADA (A Collaborative Classroom Action Research),” *Jurnal Sains Ekonomi dan Edukasi*, vol. V, no. 2, pp. 23–28, 2017.

[24]   Misnawati, Zuraini, and Raudhah, “ELEVATING STUDENTS’ ABILITY IN READING COMPREHENSION THROUGH RUNNERS STRATEGY (A COLLABORATIVE CLASSROOM ACTION RESEARCH TO THE SECOND YEAR STUDENTS OF SMA NEGERI 1 SIMPANG MAMPLAM),” *jurnal sains Ekonomi dan Edukasi*, vol. VIII, no. 2, pp. 19–27, 2020, [Online]. Available: http://jfkip.umuslim.ac.id/index.php/jsee/article/view/600

[25]   H. H. H. Ali, “The Importance of the Four English Language Skills: Reading, Writing, Speaking, and Listening in Teaching Iraqi Learners,” *Humanitarian and Natural Sciences Journal*, vol. 3, no. 2, Feb. 2022, doi: 10.53796/hnsj3210.

[26]   T. I. Lesirollo, N. Pelenkahu, and N. V. T. Liando, “THE CORRELATION BETWEEN STUDENTS’ GRAMMAR MASTERY AND SPEAKINGABILITY AT THE ELEVENTH GRADERS OF SMA FRATER DON BOSCO MANADO,” *JoTELL Journal of Teaching English, Linguistics, and Literature*, vol. 2, no. 12, 2023.

[27]   T. Y. Ardiyansah, “Analysis of Speaking Assessment in Esp Speaking Class,” *Journal of English Teaching, Literature, and Applied Linguistics*, vol. 3, no. 1, 2019, doi: 10.30587/jetlal.v3i1.857.

[28]   H.-M. Pakula, “Teaching speaking,” *Apples - Journal of Applied Language Studies*, vol. 13, no. 1, pp. 95–111, Feb. 2019, doi: 10.17011/apples/urn.201903011691.

[29]   B. H. Phuong, “Can using picture description in speaking sessions help improve EFL students’ coherence in speaking ?,” *European Journal of Foreign Language Teaching*, vol. 3, no. 3, pp. 33–51, 2018, doi: 10.5281/zenodo.1310086.

[30]   J. I. Lopez, A. P. Becerra, and M. R. Ramirez-Avila, “EFL Speaking Fluency through Authentic Oral Production,” *Journal of Foreign Language Teaching and Learning*, vol. 6, no. 1, Feb. 2021, doi: 10.18196/ftl.v6i1.10175.