

**TIKTOK AS AN ONLINE ENGLISH LEARNING MEDIA  
IN IMPROVING SIXTH GRADE STUDENTS'  
SPEAKING ABILITY**

**THESIS**



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STATE ISLAMIC UNIVERSITY OF KH. ACHMAD SIDDIQ JEMBER  
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Submitted to State Islamic University KH. Achmad Siddiq Jember in Partial of  
the Requirments of Bachelor Degree (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Department



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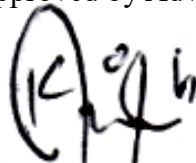
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## MOTTO

مَنْ خَرَجَ فِي طَلَبِ الْعِلْمِ فَهُوَ فِي سَبِيلِ اللَّهِ

“Whoever goes out to seek knowledge is on the path of Allah”

(HR. At-Tirmidzi)\*



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\* Muhammad ibn ‘Īsā al-Tirmidhī, *Sunan al-Tirmidhī*, Kitāb al-‘Ilm, no. 2646 (Riyadh: Dār al-Salām, 2007)

## DEDICATION

This thesis is proudly dedicated to:

1. My beloved parents, my father and mother, who have become my greatest source of strength and inspiration throughout my life. Thank you for your endless love, sincere prayers, and sacrifices that can never be repaid. Every achievement in my life, including the completion of this thesis, is a reflection of your unwavering support and blessings.
2. My dear husband, who has always stood beside me with patience, compassion, and encouragement throughout this journey. Thank you for your endless motivation and for believing in my abilities even when I doubted myself. This accomplishment is not only mine, but also yours, because your faith and strength have helped me reach this point.



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Researcher realized the process and completions this thesis would not finish without help and support from many people. Therefore, I as the researcher would like to express my deepest gratitude to:

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I hope Allah SWT give blessing to all for you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestion will be appreciated. The researcher hopes this thesis will be useful for reader and the other researcher who need it.

Jember, 18<sup>th</sup> of December 2025



## ABSTRACT

**Haliza Fatini, 2025.** *Tiktok as an Online English Learning Media in Improving Sixth Grade Student's Speaking Ability*

**Keyword:** *TikTok, Speaking Skills, English Learning, Online Learning Media*

Speaking is an essential skill to master, and it is interrelated with other language skills such as listening, reading, and writing. In speaking, many media can be used for learning; one of them is TikTok. As a social media platform, TikTok provides short video content that serves as a learning medium to improve students' speaking skills. Teachers must be creative in selecting appropriate media to motivate students to practice speaking in English. Using the right learning media makes it easier for teachers to deliver material and for students to receive it effectively. This study aims to examine the use of TikTok as an online English learning medium in improving the speaking ability of sixth-grade students at SDN Sidomekar 02.

The research question in this study is how TikTok as an online English learning medium can improve the speaking ability of students at SDN Sidomekar 02. The objects of this research are the sixth-grade students of SDN Sidomekar 02, consisting of 25 students and the English teacher. This research employs a descriptive qualitative method. Data are collected through observation, interviews, and document review. To validate the data, the researcher uses source triangulation and technical triangulation.

The findings of this research indicate that TikTok videos serve as a supportive online English learning medium for sixth-grade students at SDN Sidomekar 02. TikTok supports the achievement of learning goals by providing engaging and contextual materials, facilitating structured learning steps, and fostering students' confidence in speaking. Moreover, using TikTok encourages active participation, collaborative learning, and continuous assessment, which altogether help improve students' speaking skills.

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## CHAPTER 1

### INTRODUCTION

This chapter provided an overview of the research. This chapter included the research background, the research problem, the research objective, the significance of the research, the action hypothesis, and the definition of key terms.

#### A. Research Background

Speaking abilities is the capacity students had to communicate successfully by delivering the proper message without creating misunderstandings. Speaking was one of the most essential skills in English that students needed to master as learners of a foreign language, even though it was often regarded as one of the most difficult. Speaking referred to the ability to communicate and articulate a series of ideas fluently, as well as the ability to express oneself in specific contexts such as discussions, presentations, or daily interactions<sup>1</sup>. In addition, speaking did not only involve the production of words but also included aspects such as fluency, pronunciation, accuracy, and the use of appropriate expressions<sup>2</sup>. Tarigan defined speaking as “a way to communicate that influenced our daily lives.” This meant that speaking was a way of communication that could directly affect one’s personal, academic, and social life<sup>3</sup>. Students who were able to

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<sup>1</sup> Gillian Porter Ladousse, *Evaluation of Speaking* (Urbana: National Council of Teachers of English, 1991).

<sup>2</sup> Agus Syahrani et al., “Students Anxiety in Speaking a Foreign Language. The Case of Eleventh Graders,” *Journal of Education Culture and Society* 15, no. 1 (June 13, 2024): 201–12, <https://doi.org/10.15503/jecs2024.1.201.212>.

<sup>3</sup> Henry Guntur Tarigan, *Speaking as a Language Skill* (Bandung: Space, 2015).

speak English fluently tended to be more confident, had better opportunities to engage in global communication, and were able to access wider academic resources. Therefore, it was undeniable that speaking skill played a central role in English language learning.

Speaking was also explained in QS. Thaha (44).

فَقُولَا لَهُ قَوْلًا لَّيِّنًا لَّعَلَّهُ يَتَذَكَّرُ أَوْ يَخْشَىٰ

Meaning: Speak to him (Pharaoh) with gentle words, in the hope that he may become mindful or fearful.

This verse reminded us that effective communication required clarity, gentleness, and fluency. In Islamic teaching, communication was not only about conveying messages but also about how those messages were delivered in a way that touched the heart of the listener. Thus, having good communication skills enabled people to interact more effectively, discuss ideas more productively, share opinions respectfully, and make suggestions constructively. The verse also implied that speaking was not simply a technical skill but also a moral responsibility, which made it even more important for learners to develop this competence.

Many non-native learners still faced serious difficulties in developing English speaking skills, particularly at the elementary school level where students were in the early stage of language acquisition<sup>4</sup>. Limited vocabulary, pronunciation problems, and low self-confidence often made students

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<sup>4</sup> Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani, "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's," *Jurnal Studi Guru Dan Pembelajaran* 4, no. 1 (2021): 89–94, <https://doi.org/https://doi.org/10.30605/jsgp.4.1.2021.525>.

reluctant to speak English during classroom activities. The lack of continuous speaking practice and the dominance of the mother tongue in daily communication further reduced students' exposure to English and limited their opportunities to develop speaking fluency<sup>5</sup>.

To overcome these challenges, teachers required appropriate learning media as tools to convey material more effectively. Learning media served as a bridge between teachers and students in the process of transferring knowledge by helping teachers present material more concretely and by increasing students' interest and motivation. Along with the rapid development of technology, learning media had gradually shifted from conventional tools toward digital and online platforms.<sup>6</sup> In this context, social media emerged as an alternative learning medium that could be easily accessed by both teachers and students and could provide authentic and engaging English input.

Among various social media platforms, YouTube, Instagram, and TikTok were among the most frequently used platforms for educational purposes, including English language learning, as reported in several recent studies<sup>7</sup>. These platforms offered short, attractive, and easy-to-access learning materials that allowed students to watch, listen, and interact with English

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<sup>5</sup> Kim Hua Tan et al., "The Potential of TikTok's Key Features as a Pedagogical Strategy for ESL Classrooms," *Sustainability* 14, no. 24 (December 15, 2022): 16876, <https://doi.org/10.3390/su142416876>.

<sup>6</sup> Rangga Mega Putra, "Using TikTok as a Media to Enhancing Speaking Skills in English Foreign Language Classroom," *Attractive: Innovative Education Journal* 6, no. 3 (December 1, 2024): 232–41, <https://doi.org/10.51278/aj.v6i3.1487>.

<sup>7</sup> Gabriella Alleid Dian Baureh and Meily Ivane Esther Neman, "Learners' Perceptions of Social Media-Based Vocabulary Learning: Insights from TikTok, Instagram, and YouTube Users in an EFL Context," *Journal of English Language Education* 10, no. 6 (2025), <https://doi.org/10.31004/jele.v10i6.1742>

content. Through such activities, learners could practice pronunciation, enrich vocabulary, and imitate authentic dialogues. In addition, social media supported autonomous learning outside the classroom while also encouraging collaborative interaction among learners<sup>8</sup>.

Among these platforms, TikTok attracted particular attention due to its short-video format and interactive features. Since its launch in 2016, TikTok had rapidly gained global popularity, including in Indonesia, where its number of users continued to increase significantly. Beyond its function as an entertainment application, TikTok had been increasingly utilized for educational purposes<sup>9</sup>. Many educators and content creators shared concise and engaging videos that presented English vocabulary, pronunciation, grammar, and expressions in an accessible way. Features such as duet videos, pronunciation challenges, and role-play activities made TikTok especially suitable for developing students' speaking skills<sup>10</sup>.

Based on these characteristics, TikTok was considered a potential learning medium for improving sixth grade students' English speaking skills. In this research, several selected TikTok videos from the accounts *Kelas Online MrBob* and *Sir aSai* were used to support speaking practice among students at SDN Sidomekar 02. The videos focused on basic communicative

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<sup>8</sup> Gunawan, Taslim, and Dewi Sartika, "TikTok As a Media Application for Improving the Student Speaking Skills," *Decode: Jurnal Pendidikan Teknologi Informasi* 3, no. 2 (September 9, 2023): 396–406, <https://doi.org/10.51454/decode.v3i2.189>.

<sup>9</sup> Destia Herlisya and Purna Wiratno, "Having Good Speaking English through Tik Tok Application," *Journal Corner of Education, Linguistics, and Literature* 1, no. 3 (January 14, 2022): 191–98, <https://doi.org/10.54012/jcell.v1i3.35>.

<sup>10</sup> Mellati Mandasari, Siti Osa Kosassy, and Yenni 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* 1, no. 1 (2022): 1–7.

topics such as greetings, self-introduction, daily activities, and asking for and giving directions. The content was delivered with clear pronunciation, supportive gestures, and subtitles, which made it easier for students to imitate and practice spoken English. According to interviews with the English teacher, students at SDN Sidomekar 02 still faced difficulties in speaking English, particularly due to limited vocabulary and a lack of speaking practice. Therefore, TikTok videos were selected as an alternative medium to address these problems while increasing students' motivation and interest in learning<sup>11</sup>.

Several previous studies had supported the integration of TikTok as a medium for English learning. Tirtayasa et al conducted a quasi-experimental study and found that students taught by TikTok showed a statistically significant improvement in vocabulary mastery compared to those using conventional methods, indicating its effectiveness as an instructional medium<sup>12</sup>. Rahmawati et al also discovered that TikTok had a strong impact on students' vocabulary and attitudes, revealing a 95% improvement in vocabulary mastery and highlighting positive student perceptions toward its use in learning English<sup>13</sup>. In line by these findings, Putri Utami Kusuma Wardani investigated junior high school students' perceptions and found that

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<sup>11</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>12</sup> Ida I Dewa Agung Tirtayasa, I Gusti Ngurah Agung Wijaya Mahardika, and Ni Wayan Satri Adnyani, "The Effectiveness of TikTok as an Instructional Media on Students' English Vocabulary Mastery," *New Language Dimensions* 5, no. 1 (July 7, 2024): 31–39, <https://doi.org/10.26740/nld.v5n1.p31-39>.

<sup>13</sup> Yossi Rahmawati and Khoirul Anwar, "The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude," *PROJECT (Professional Journal of English Education)* 5, no. 3 (2022): 610–21, <https://doi.org/https://doi.org/10.22460/project.v5i3.p610-621>.

TikTok videos were very helpful for learning new words, while also increasing both their vocabulary knowledge and motivation to engage by English content<sup>14</sup>. This gap highlighted the need for further investigation into the application of TikTok as a learning medium for developing speaking skills among elementary school students.

Most previous studies on the use of TikTok in English language learning had focused on secondary and higher education levels, such as junior high schools, senior high schools, and universities. Research that specifically examined the use of TikTok to improve speaking skills at the elementary school level remained limited. This limitation was particularly important because elementary school students were at a critical stage of language development, where speaking skills should be introduced and strengthened from an early age. Furthermore, empirical studies conducted in rural elementary school contexts were still scarce. Therefore, it was necessary to explore the implementation of TikTok as an English learning medium to improve speaking skills among elementary school students in a rural setting, such as SDN Sidomekar 02, in order to provide contextual and empirical evidence of its effectiveness.

## B. Research Question

Based on the background above, the researcher formulated the following research question that would be answered in the result of this

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<sup>14</sup> Putri Utami Kusuma Wardani, "Junior High School Students' Perception Toward English Videos on TikTok to Improve Their Vocabulary Mastery," *Jurnal Penelitian, Pendidikan, Dan Pembelajaran* 17, no. 26 (2022): 1–14.



research, “How does TikTok as an online english learning media improve students speaking ability at SD Negeri Sidomekar 02?”

### **C. Research Objective**

Based on the research question, this study aims to describe how TikTok as an online English learning medium improves students’ speaking ability at SDN Sidomekar 02.

### **D. Research Significance**

The significance of this research describes the contributions that are expected to be made after completing the study. The benefits of this research are as follows:

#### **a. Theoretically**

The results of this research are expected to provide significant benefits for all parties, particularly those interested in language teaching and educational technology, by contributing ideas, concepts, and theoretical insights related to the use of TikTok as an online English learning medium to improve students’ speaking ability.

#### **b. Practically**

##### **a. For the Teacher**

This research hopefully gave advantages to the teacher by providing an alternative and innovative strategy in teaching speaking through TikTok media. It also gave insight into how digital platforms



could be integrated into classroom practice to increase students' motivation and participation. Furthermore, this research provided information about common difficulties faced by students in speaking English, so that the teacher could design more effective and targeted instructional approaches.

b. For the Students

For students, hopefully this research can help students have a proper understanding the students' speaking skills and give them a new way to learn English through Tiktok as a media.

c. For the Researcher

For researcher, this research can obtain information regarding the TikTok application, especially regarding the issue of speaking skills in teaching English and can be used as a reference for other researchers in conducting better research.

## **E. Definition of Key Terms**

### **1. Speaking Ability**

According to Brown and Yule, speaking is the ability to pronounce language sounds to express or convey thoughts, ideas, or feelings verbally<sup>15</sup>. In this research, speaking ability refers to students' performance in producing spoken English, which is observed through their responses to oral questions in English. The assessment focuses on

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<sup>15</sup> Gillian Brown and George Yule, *Teaching the Spoken Language* (Cambridge: Cambridge University Press, 2007).

aspects such as pronunciation, fluency, and accuracy. Through the use of TikTok as a learning medium, students are expected to demonstrate development in their speaking performance.

## 2. Social Media

According to Lewis in his work entitled social media and Strategic Communication Attitudes and Perceptions among College Students stated that social media is a label that refers to digital technology that has the potential to enable everyone to connect with each other and interact, produce and share messages<sup>16</sup>.

## 3. Attraction of TikTok

TikTok was a social media platform that provided its users the possibility to create short videos with a duration of up to 3–10 minutes, which were supported by music, filters, and various other creative features. Researchers suggested and provided content from “Kelas Online MrBob” and “sir\_aSai” for the students to watch and study.

## F. Structure of Report

The result of this research will be divided into five chapters. Here will be explained what every chapter consists of:

1. **Chapter I** it contains the introduction to the research. This chapter consists of the research background, research question, research objective, the significance of the research, and definition of key-term.

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<sup>16</sup> B K Lewis, “Social Media and Strategic Communication: Attitudes and Perceptions among College Students,” *Public Relations Journal* 4, no. 3 (2010): 1–23.

2. **Chapter II** contains a review of related literature. This chapter consists of previous research and theoretical framework.
3. **Chapter III** contains a research methodology. This chapter consists of a research design, research setting, research subject, data collection technique, data analysis, data validity and research procedure.
4. **Chapter IV** contains a research finding. This chapter consists of an overview of the research object research finding and discussion.
5. **Chapter V** contains the conclusion and suggestions. It consists of a conclusion and suggestions.



## CHAPTER II

### LITERATURE REVIEW

This chapter presented the literature review. It consisted of relevant previous studies and the theoretical framework.

#### A. Previous Research

Researchers need some previous research to find a novelty for conducting research. Previous research is important to investigate that the research which will be done by the researcher has differences and similarities with previous research those are:

1. The research was conducted by the first previous research by Almaidah Bahri, Chella Meira Damayanti, Yosephine Helena Sirait, Fitri Alfarisy, Universitas Diponegoro, Indonesia, entitled *“Tiktok Application as an English Learning Media in Indonesia”*. This research uses a qualitative method with an inductive approach. Research findings show that TikTok can package English learning in an interesting way. TikTok's popularity allows many users, especially young people, to take advantage of this platform to obtain information and knowledge that is packaged concisely and clearly through TikTok content. This research focuses on discussing the TikTok application for users to learn English through online video

content shared by content creators on the popular hashtag #samasamabelajar<sup>17</sup>.

2. The research was conducted by Stikoma Thoyiba Manggo, Nihta Liando, Trully Wungow from English Education Department, Manado University, entitled "*Student's Perception Toward TikTok Media to Improve Their Speaking Ability*". This study employs a quantitative descriptive analytic technique. There were samples in this investigation, and there were 18 grade VIII students of SMP Negeri 14 Dumoga who had participated in the Covid-19 pandemic's use of tiktok as a teaching tool. The results showed that the eighth grade students of SMP Negeri 14 Dumoga liked the use of Tiktok as a medium for learning English, especially speaking. The use of tik tok as a learning medium is quite good for use in the process of learning English, especially students' speaking. This can be shown in the results of data that has been processed and calculated based on predetermined criteria<sup>18</sup>.
3. The journal was created by Syahla Putri Salsabil and Dedy Wahyudi entitled "*Perception toward the Use of TikTok Video in Learning Writing: A Survey Study at a Senior High School in Rambah Hilir*". This study investigated students' perception toward the use of TikTok video in

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<sup>17</sup> Almaidah Bahri et al., "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia," *Jurnal Indonesia Sosial Sains* 3, no. 1 (January 18, 2022): 120–30, <https://doi.org/10.36418/jiss.v3i1.525>.

<sup>18</sup> Stikoma Thoyiba Manggo, Nihta Liando, and Wungow Trully, "Students' Perception toward TikTok Media to Improve Their Speaking Ability," *JoTELL: Journal of Teaching English, Linguistics, and Literature* 1, no. 10 (2022): 1086–1113.

learning to write procedure text. It employed a survey approach. There were 51 students as samples selected by using simple random sampling technique. This study utilized a questionnaire in collecting the data, which consist of 38 items of statement in three indicators (cognitive, affective, and conative). With reference to analysis, results indicate that the students' perception toward the use of TikTok video in learning to write procedure text at Senior High School 2 Rambah Hilir are in the strongly positive category (52.94%) and the positive category (47.06%). To conclude, the students have strongly positive perceptions toward the use of TikTok video in learning to write procedure text in terms of cognitive, affective, and conative domains<sup>19</sup>.

4. This journal was created by Alfufatin Nabilah, Dewi Larasati, Fairuz Lazuwrdiyyah, Syaifuddin, and Wiwik Muyassaroh Abdi from Universitas Islam Negeri Sunan Ampel Surabaya, entitled "*Students' perception toward the use of tiktok video in learning writing descriptive text at MAN 1 Gresik*". This analysis was a descriptive quantitative with a survey approach through questionnaire. The total of sample was 85 students at Islamic Senior High School of 1 Gresik especially from X MIPA 3, X MIPA 4, and X MIPA 5 in the 2020/2021 academic year. The information of this study was obtained through 15 questions adapted from Ilmiyah et al. & Ilmi. The researchers analyzed the data

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<sup>19</sup> Syahla Putri Salsabil and Dedy Wahyudi, "Perception Toward the Use of TikTok Video in Learning Writing: A Survey Study at a Senior High School in Rambah Hilir," *Kutubkhanah* 23, no. 1 (November 5, 2023): 9–22, <https://doi.org/10.24014/kutubkhanah.v23i1.21585>.

from questionnaire using SPSS 16 program to find out the descriptive statistical analysis. The finding captured that the interpretation of students regarding the use of TikTok in descriptive text of learning writing was positive. The students said they agreed with the use of TikTok in learning writing descriptive text due to it contributes positively and can foster the motivation of students. Furthermore, it makes the learners pay attention and participate in the learning process. Therefore, it is also recommended to students and teachers to use TikTok in order to create a contextual, relevant, and meaningful learning process, especially in writing descriptive text. They also allow students to participate in the learning process actively<sup>20</sup>.

5. The last previous research by Elsa Dwipa, Fajar Gibran Al-Haqq, Reza Anis Maulidya, Raden Ajeng Nafiah Khoirunisa, and Aghna Thurfah Aqilah from the Department of English Education, entitled *“Implementation of TikTok as Medium for Learning of English Vocabulary: The Perspective of Department English Education Students”*. This study aimed to examine students' perspectives on using the TikTok application as a learning medium in the modern era. Especially in the post-COVID-19 period, social media such as YouTube, Twitter, Instagram, Facebook, and TikTok were increasingly used as learning media. This research employed a qualitative design with survey

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<sup>20</sup> Alfufatin Nabilah et al., “Students’ Perception Toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik,” *Journal of Research on English and Language Learning (J-REaLL)* 2, no. 1 (January 27, 2021): 164–71, <https://doi.org/10.33474/j-reall.v2i1.9017>.

and interview methods. A total of 30 students who participated in the English language learning program completed online questionnaires via Google Forms and were subsequently interviewed. The results showed that students responded positively to using TikTok in learning English vocabulary. TikTok's ease of use and various features allowed it to be applied effectively in learning activities, making vocabulary acquisition more efficient and interactive. The study concluded that TikTok is an effective medium for learning English vocabulary, enabling educators and content creators to design engaging and interactive content that attracts students' attention while enhancing their vocabulary skills.

**Table 2.1**  
**Similarity and Difference Between**  
**This Research and Previous Research**

No.	Research Title	Similarities	Differences
1.	Research by Almaidah Bahri, Chella Meira Damayanti, Yosephine Helena Sirait, and Fitri Alfarisy entitled "Tiktok Application as an English Learning Media in Indonesia"	Both focus on tiktok as learning media	This study used qualitative with inductive approach, while this research use qualitative descriptive
2.	Research by Stikoma Thoyiba Manggo, Nihta Liando, Trully Wungow entitled "Student's Perception Toward TikTok Media to Improve Their Speaking Ability"	<ul style="list-style-type: none"> <li>Both focus on students speaking skills</li> <li>Both used tiktok as learning media</li> </ul>	This study used quantitative descriptive, while this research use qualitative descriptive
3.	Journal by Syahla Putri Salsabil and Dedy Wahyudi entitled "Perception toward	Both focus on tiktok as learning media	This study used simple random technique through



	the Use of TikTok Video in Learning Writing: A Survey Study at a Senior High School in Rambah Hilir”		questionnair, while this research used interview data
4.	Journal by Alfufatin Nabilah, Dewi Larasati, Fairuz Lazuwrdiyyah, Syaifuddin, and Wiwik Muyassaroh Abdi entitled “Student’s Perception toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik”	Both focus on tiktok as learning media	This study used descriptive quantitative method, while this research use qualitative descriptive
5.	Journal by Elsa Dwipa, Fajar Gibran Al-Haqq, Reza Anis Maulidya, Raden Ajeng Nafiah Khoirunisa, and Aghna Thurfa Aqilah entitled “Implementation of TikTok as Medium for Learning of English Vocabulary: The Perspective of Department English Education Students”	Both studies focus on TikTok as a learning media to improve English vocabulary or speaking skills	Previous research used qualitative survey and interview method, while this research uses qualitative descriptive

In conclusion, by reading the previous research above, the researcher concludes that there are similarities and differences between this study and previous research. The similarity between previous research and this study is that the study of teaching speaking skills uses a focus on TikTok as a learning medium. The difference is that previous

research uses an experimental design with a quantitative approach while this study uses qualitative descriptive.

## B. Theoretical Framework

### 1. Speaking Skills

#### a. The Definition of Speaking Skill

Speaking is a skill that enables the human to produce the utterance<sup>21</sup>. According to Chaney, speaking is the process of developing and sharing ideas through vocal or nonverbal communication. Speaking skills can be described as a key to communicating with others or as a tool for talking, arguing, and sharing ideas and information.

However, speaking is the most crucial skill in learning English because it allows you to ask questions and provide information. It shows that both the speaker and the listener can communicate and grasp the topic. Michelle Maxom stated that, Speaking is the most important skill in teaching English language<sup>22</sup>. Tarru Palli strengthen that speaking skill is the most important skill to acquire foreign language to be learn among the other skills in learning English<sup>23</sup>. It can be stated that speaking is the most significant skills in learning

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<sup>21</sup> Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: Teacher's Guide* (Massachusetts: Blackwell Publishing Ltd, 2003).

<sup>22</sup> Michelle Maxom, *Teaching English as a Foreign Language for Dummies* (England: John Wiley & Sons, Ltd, 2009).

<sup>23</sup> Parupalli Srivinas Rao, "The Importance of Speaking Skills in English Classrooms," *ACIELJ* 2, no. 2 (2019): 8.

English, because it is an effective ways to helps students in transmit the knowledge, communicate with other people and share the ideas.

Thus, speaking can be defined as an activity that involves using spoken language to communicate with others. Speaking is a skill that students need to work on. Since kids must practice and create certain words or sentences using their own words, it is one of the active skills in learning English

b. The Aspect of Speaking

The aspect of speaking in this research concerned with pronunciation, grammar, vocabulary, fluency, comprehension<sup>24</sup>.

1. Pronunciation is the way for students to produce clearer language when they speak<sup>25</sup>. It involves understanding how words are produced clearly when people or pupils speak in order to facilitate understanding of the communication process.

2. Grammar, Burns suggested that grammar is needed for students to arrange a correct sentence in conversation<sup>26</sup>. It implies that mastering grammar is essential to speaking English since it helps people communicate clearly and prevents misunderstandings.

<sup>24</sup> David Harris, *Testing English as a Second Language* (New York: McGraw-Hill Book Company, 1974).

<sup>25</sup> Irina Elgort and Paul Nation, "Vocabulary Learning in a Second Language: Familiar Answers to New Questions," in *Conceptualising "Learning" in Applied Linguistics* (London: Palgrave Macmillan UK, 2010), 89–104, [https://doi.org/10.1057/9780230289772\\_6](https://doi.org/10.1057/9780230289772_6).

<sup>26</sup> Anne Burns, "Teaching Speaking," *Annual Review of Applied Linguistics* 18 (March 12, 1998): 102–23, <https://doi.org/10.1017/S0267190500003500>.

3. Vocabulary, Bogaards and Dvorkin stated that Vocabulary is one of important elements in teaching and learning speaking<sup>27</sup>. Since using the right diction is necessary to communicate successfully or to express one's views both orally and in writing, it can be said that vocabulary is a crucial component in learning to speak English.
4. Fluency, Brown stated that fluency is the ability to speak spontaneously, flow well, without having stop and pause a lot<sup>28</sup>. The ability of a reader or speaker to communicate spontaneously, fluidly, and expressively in a language in a clear, succinct manner while connecting meaning and context is known as fluency.
5. Comprehension For oral communication, it certainly requires a subject to respond, to speech as well as to initiate it<sup>29</sup>. It can be inferred that comprehension involved the pupils' ability to comprehend and interpret the primary idea or purpose of what they said or when they recounted a narrative.

We can infer from the previous discussion of the speaking aspects that each one is significant and a complimentary part of

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<sup>27</sup> Paul Bogaards and Bata Laufer-Dvorkin, *Vocabulary in a Second Language: Selection, Acquisition, and Testing* (Amsterdam: John Benjamins Publishing, 2004).

<sup>28</sup> Douglas H Brown, *Principles Of Language Learning And Teaching*, ed. Allen Ascher, 5th Editio (California, Amerika Serikat: San Francisco State University, 2018), <https://archive.org/details/PrinciplesOfLanguageLearningAndTeaching/page/n2/mode/1up>.

<sup>29</sup> Azlina Kurniati, Eliwarti, and Novitri, "A Study on the Speaking Ability of the Second Year Students of Smk Telkom Pekanbaru," *Jurnal Online Mahasiswa Fakultas Keguruan Dan Ilmu Pendidikan Universitas Riau* 2, no. 2 (2015): 1–14.

learning to talk. These elements work in tandem to achieve the speaking objective, and this study assessed every facet of speaking.

c. Types of Speaking

Speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Before assessing speaking, Students can improve their speaking skills through mastery, it needs to acknowledge five basic types of speaking below. According to Brown (2018), there are five basic types of speaking<sup>30</sup>:

1. Imitative is the one of types speaking performance that is the ability so simply parrot back (Imitate) a word or phrase or possibly a sentence.
2. Intensive is the one of types speaking that is the oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships.
3. Responsive is the one of types speaking assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request and comments and the like. Interactive is the one of types speaking which sometimes include multiple

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<sup>30</sup> Brown, *Principles Of Language Learning And Teaching*.

participants is the factor that differentiate between responsive and interactive speaking.

4. Interaction can take the two forms of transactional language, which has the purpose of the exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production uses colloquial language, ellipsis, slang, humor and other sociolinguistic conventions.
5. Extensive is the one of types speaking it includes speeches, oral presentation, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether. Based on explanation above, Writer use two of the basic types of speaking which is appropriate with my topic, those are imitative and interactive. The writer prefers to use imitative because the Strategy that researcher use in my topic is Twins Strategy.

#### d. Function of Speaking

Brown and Yule recognized an important distinction between speaking's interactional purposes, which serve to develop and maintain social relationships, and its transactional functions, which focus on information exchange. These are the functions of speech<sup>31</sup>.

#### 1. Talk as Interaction

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<sup>31</sup> Jack Richards, *Teaching Listening and Speaking: From Theory to Practice* (United Kingdom: Cambridge University Press, 2016).

Talk as interaction refers to what we usually imply by "conversation" and denotes interaction that serves primarily a social purpose. People want to be pleasant and create a comfortable zone of interaction with others, so when they meet, they say hello, have a little conversation, discuss what they've been up to, and so on.

## 2. Talk as Transaction

Talk as transaction describes situations in which the emphasis is on what is said or done. More essential than the people or their social interactions is the message and the capacity to communicate it clearly and effectively.

## 3. Talk as Performance

This refers to a discourse delivered in front of an audience, such as a classroom presentation, a public announcement, a speech, or a meeting. Talk as a performance is usually a monologue rather than a conversation. It often has a precise form, like a speech of welcome, and is more like written language than spoken language.

## 2. Social Media

### a. Definition of Media

Media can be defined as a channel or tool used to deliver messages, information, or knowledge from the sender to the receiver. In a broad sense, media exist in various forms such as books,

newspapers, magazines, radio, television, telephones, and, more recently, digital platforms. Each type of media serves to bridge communication, making the transfer of information more effective and accessible. In the educational context, media plays an essential role as a supporting instrument in the teaching and learning process. According to Susanto, media serves as a tool in the educational process to facilitate communication between teachers and students so that the learning process can be carried out successfully. Learning media are resources designed to transmit messages, stimulate students' thoughts, and improve the effectiveness of instruction. This indicates that learning media are not limited to delivering content but also to creating interactive, engaging, and meaningful learning experiences<sup>32</sup>.

Furthermore, the use of appropriate learning media helps teachers simplify complex material, clarify abstract concepts, maintain students' attention, and encourage active participation. In this way, media does not only function as a supplementary tool but becomes an integral component in achieving learning objectives. In conclusion, media in education can be defined as any tool, resource, or technology that supports teachers and students in the communication process, ensuring that learning materials are effectively delivered and meaningfully received.

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<sup>32</sup> Ahmad Susanto, *Pengembangan Pembelajaran IPS Di SD* (Jakarta, Indonesia: Kencana, 2014).13



## b. Kind of Media

According to Susanto, there are four main kinds of media that can be used in the teaching and learning process: audio media, visual media, audio-visual media, and computer-based media. Each of these categories has different characteristics and functions that support students' understanding in various ways<sup>33</sup>.

### 1. Audio Media

Audio media rely on sound elements such as recorded text, speech, or music. This type of media focuses on the sense of hearing to convey messages. Examples include radio, cassette recorders, MP3 players, and podcasts. In language learning, audio media are very useful for improving listening skills, pronunciation, and intonation. For instance, students can listen to dialogues, songs, or recorded stories to train their ability to recognize sounds, vocabulary, and expressions. Audio media also allow learners to practice repeating sentences or words after listening to the original recording, which strengthens speaking practice.

### 2. Visual Media

Visual media emphasize the use of images or objects that can be seen to communicate information. Examples include

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<sup>33</sup> Ahmad Susanto, *Teori Belajar Dan Pembelajaran Di Sekolah Dasar*, 1st Editio (Jakarta, Indonesia: Kencana, 2013).

pictures, photographs, maps, flashcards, charts, diagrams, and real objects. Visual media help students understand abstract concepts by providing concrete illustrations, making the learning process more interesting and easier to comprehend. For example, using flashcards of animals or fruits enables students to connect English vocabulary with real-world objects. Visual media are also effective in stimulating students' imagination and creativity, as well as improving memory retention because learners can recall information through visual association.

### 3. Audio Visual Media

Audio-visual media combine both sound and visual elements, which makes them more interactive and engaging for learners. Examples include television programs, films, videos, animations, and interactive multimedia presentations. This type of media provides richer learning experiences because students not only listen to the material but also watch the accompanying visuals. In English learning, for instance, videos of daily conversations allow students to observe pronunciation, body language, and context simultaneously. This integration of sound and image improves comprehension, motivation, and retention, while also creating a more authentic learning environment.

### 4. Computer Based Media

Computer-based media refer to learning tools that operate through digital technology and software applications. Examples include PowerPoint presentations, Microsoft Word exercises, interactive learning applications, and online platforms such as Zoom, Google Meet, and Google Classroom. With the advancement of technology, computer media also encompass educational games, e-learning platforms, and language learning apps such as Duolingo or Quizlet. These tools provide opportunities for interactive and collaborative learning, allowing teachers to deliver material in various formats text, images, audio, and video within one platform. Moreover, online communication platforms enable real-time interaction between teachers and students, which supports distance learning and increases accessibility.

c. Definition of Social Media

Social media can be defined as a digital platform that enables users to create, share, and exchange information, ideas, and content through virtual networks and communities. Kaplan and Haenlein describe social media as a group of Internet-based applications built on the ideological and technological foundations of Web 2.0, which allows the creation and exchange of user-generated content. Unlike traditional media, social media emphasizes interactivity,

collaboration, and participation, where users are not only consumers but also producers of content<sup>34</sup>.

The main characteristics of social media include interactivity, accessibility, user-generated content, connectivity, and immediacy. Interactivity allows two-way communication between users; accessibility ensures that social media can be used widely through various devices; user-generated content emphasizes originality and creativity from users; connectivity creates networks and communities across geographical boundaries; and immediacy provides real-time updates that make communication more dynamic. These features make social media an effective tool not only for entertainment but also for educational purposes.

In the field of education, social media plays a vital role in expanding learning beyond the classroom. It offers opportunities for collaboration, peer learning, resource sharing, and authentic exposure to real-world language use. Social media platforms encourage students to engage in self-directed learning and to practice language in meaningful contexts. For language learning specifically, social media provides access to authentic materials, interaction with native speakers, and practice in using language for real communication. As a result, social media is increasingly recognized

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<sup>34</sup> Andreas M. Kaplan and Michael Haenlein, "Users of The World, Unite! The Challenges and Opportunities of Social Media," *Business Horizons* 53, no. 1 (January 2010): 59–68, <https://doi.org/10.1016/j.bushor.2009.09.003>.

as a powerful supplementary tool that supports teachers in motivating students and enhancing their learning outcomes.

#### d. Types of Social Media Platforms in Language

Social media platforms have become an integral part of modern education, particularly in language learning. They provide authentic input, interactive engagement, and multimodal resources that support the development of speaking, listening, reading, and writing skills. Each platform has distinct features that teachers and students can utilize to enhance English language learning.

##### 1. Youtube

YouTube is one of the most prominent platforms for language learning due to its vast library of educational content. Learners can access channels dedicated to English instruction, ranging from grammar tutorials to pronunciation practice.

Unlike textbooks, YouTube provides authentic audio-visual materials that reflect real-life contexts, such as interviews, news clips, and vlogs. The platform also offers flexibility, as students can pause, replay, and take notes at their own pace, making it highly suitable for autonomous learning. Furthermore, the comment section fosters interaction, allowing students to ask questions or share interpretations. Studies highlight that

YouTube contributes to listening comprehension, pronunciation improvement, and learner motivation<sup>35</sup>.

## 2. Instagram

Instagram supports language learning through visual and interactive communication. With features such as reels, stories, and live sessions, teachers can provide short lessons and encourage student interaction. Learners are exposed to contextual vocabulary through captions and hashtags, which improve word recognition and retention. Instagram also supports task-based language learning, where students create short videos, photo captions, or infographics in English. This fosters creativity and encourages active use of the language in meaningful contexts. Research suggests that Instagram enhances learner engagement and makes language learning more appealing, particularly for younger students who are already active users of the platform<sup>36</sup>.

## 3. Facebook

Facebook provides opportunities for collaborative learning through groups, pages, and communities where students and teachers interact. Teachers can share materials, assignments, and announcements, while learners use the platform for discussions,

<sup>35</sup> Huda Omar Alwehaibi, "The Impact Of Using YouTube In EFL Classroom On Enhancing EFL Students' Content Learning," *Journal of College Teaching & Learning (TLC)* 12, no. 2 (April 1, 2015): 121–26, <https://doi.org/10.19030/tlc.v12i2.9182>.

<sup>36</sup> Nouf Aloraini, "Investigating Instagram as an EFL Learning Tool," *Arab World English Journal* 4, no. 4 (July 15, 2018): 174–84, <https://doi.org/10.24093/awej/call4.13>.

peer feedback, and collaborative projects. The asynchronous nature of Facebook enables learners to participate at their own pace, promoting deeper reflection in language use. Moreover, Facebook exposes students to authentic English content through news feeds and public pages, which broadens their vocabulary and critical thinking skills. Research confirms that Facebook enhances learner engagement, motivation, and communication skills in language learning<sup>37</sup>.

#### 4. WhatsApp and Telegram

Messaging platforms such as WhatsApp and Telegram provide real-time interaction between teachers and students. These platforms are widely accessible, cost-effective, and user-friendly. Learners can send voice notes to practice pronunciation and fluency, share multimedia files, and participate in group discussions. Teachers often assign speaking tasks that require students to record and send short dialogues, making it easier to assess oral performance outside the classroom. Telegram, with its larger group capacity and file-sharing options, supports collaborative projects and extended learning communities. Studies highlight that these apps increase learner motivation and provide informal opportunities for language practice beyond the classroom.

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<sup>37</sup> Elham Akbari, Albert Pilot, and P. Robert-Jan Simons, "Autonomy, Competence, and Relatedness in Foreign Language Learning Through Facebook," *Computers in Human Behavior* 48 (July 2015): 126–34, <https://doi.org/10.1016/j.chb.2015.01.036>.

## 5. TikTok

TikTok has gained rapid popularity among students due to its short and entertaining video format. For language learning, TikTok offers authentic and contextual content such as dialogues, pronunciation drills, and cultural expressions. The platform's features such as subtitles, duet, and stitch encourage learners to imitate speech, practice fluency, and interact creatively with the content. Teachers and learners can follow educational accounts that provide daily lessons, motivational content, and interactive challenges. Research suggests that TikTok fosters learner motivation, lowers anxiety, and improves oral proficiency by creating a fun and supportive learning environment<sup>38</sup>.

### e. TikTok as a Learning Media

TikTok is an application for creating, publishing, viewing, and sharing videos in a short form. TikTok's success since its release date has skyrocketed, and it seems it continues to soar<sup>39</sup>. Since TikTok is essentially an application that is not only popular among young people but also among the elderly, children can occasionally use it as well because, in addition to being simple to use, it is also highly engaging for creating story content or achieving goals (FYP). FYP in

<sup>38</sup> Rendi Andi Kusumah, Yudha Arltri Firdaus, and Farhan Muhammad Irham, "TikTok as a Learning Media for Improving The Students' Speaking Skills," *Journal of English Education and Teacher Trainer* 2, no. 1 (April 30, 2025): 1–14, <https://doi.org/10.15575/educater.v2i1.2053>.

<sup>39</sup> Anh Nguyen and Hanh Dinh, "TikTok as a New Marketing Channel for GastroBar Saimaa" (University of Applied Sciences, 2022).13



this context refers to TikTok material that has a large number of viewers, as the creator typically has the right to get payment from the TikTok app itself.

Since its release in 2017, the TikTok application has been downloaded worldwide for more than two billion times. According to the TikTok community guidelines, the platform's mission is to bring joy and boost creativity among its users while connecting them all over the world. As a result, TikTok has gained popularity due to its many advantages. This program is available for download by anybody to encourage creativity<sup>40</sup>.

Many people use the TikTok application for creativity or to provide information about something. Through the videos and songs that are displayed in this application, it is easier for information to be conveyed and can provide stimulation for viewers to imitate or share.

In other words, TikTok serves as a platform for people who seek to showcase their skills through songs or videos, either manually or through the application's system, which can be customized to suit the needs of the user or group. Furthermore, this application serves as a resource for information in addition to being a space for creativity.

TikTok currently has 800 million monthly active users worldwide and is positioned as the 6th most popular social media

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<sup>40</sup> Kinnon Ross MacKinnon, Hannah Kia, and Ashley Lacombe-Duncan, "Examining TikTok's Potential for Community-Engaged Digital Knowledge Mobilization With Equity-Seeking Groups," *Journal of Medical Internet Research* 23, no. 12 (December 9, 2021): e30315, <https://doi.org/10.2196/30315>.

mobile app. TikTok surpassed 2 billion downloads on the App Store and Google Play in the first quarter of 2020, achieving the highest platform growth in App Store history in one quarter<sup>41</sup>. Additionally, since this TikTok application takes the form of videos, a teacher can utilize it to introduce the concept of speaking English in front of other pupils. This, in turn, enhances its effectiveness, specifically in terms of the features it offers, particularly regarding user convenience.

Naturally, using this application is beneficial for more than just finding enjoyment or overcoming boredom; it can also be used as an initial tool for learning and facilitates the training and teaching of all knowledge to students in particular. Therefore, in this instance, it will undoubtedly be beneficial if the TikTok app is created as a teaching tool, as in an attempt to teach pupils how to speak English.

These findings are consistent with Mayer's (2009) multimedia learning theory, which emphasizes that learning is more effective when students are exposed to both verbal and visual materials simultaneously. Mayer argues that the combination of text, audio, and imagery strengthens learners' cognitive processing, helping them organize and retain information more efficiently. Therefore, TikTok videos, which combine spoken language, captions, and visual cues,

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<sup>41</sup> Jorge Vázquez-Herrero, María-Cruz Negreira-Rey, and Xosé López-García, "Let's Dance the News! How the News Media Are Adapting to the Logic of TikTok," *Journalism* 23, no. 8 (August 30, 2022): 1717–35, <https://doi.org/10.1177/1464884920969092>.

align with this theory and can effectively support students' English speaking skills.

Mayer (2009) also highlights several principles of multimedia learning that are applicable in this context. First, the modality principle suggests that students learn better when verbal information is presented as audio rather than text alone, allowing them to process information through both visual and auditory channels. Second, the redundancy principle indicates that learners benefit more from concise, integrated presentations rather than overwhelming them with redundant text or narration. By applying these principles, TikTok videos are designed to be short, engaging, and clear, with captions and spoken words that reinforce learning.

Furthermore, the signaling and coherence principles proposed by Mayer support the use of TikTok as an instructional tool.

Signaling refers to emphasizing essential information, such as highlighting key vocabulary or expressions in captions, while coherence emphasizes removing unnecessary content to maintain focus. TikTok videos often follow these principles by providing visually clear and contextually relevant content, guiding students' attention to the most important language points and encouraging them to practice speaking with better comprehension and retention<sup>42</sup>.

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<sup>42</sup> Richard E Mayer, *Multimedia Learning: Second Edition*, 2nd Editio (California, Amerika Serikat: Cambridge University Press, 2009).

The *Kelas Online MrBob* account frequently posts English learning videos that focus on everyday phrases and short dialogues. For example, some videos teach self-introduction, morning greetings, and conversations at the market or with friends. The content is presented in a friendly manner, using simple language and slow pronunciation so that elementary school students can follow easily. The visuals are clear, and English captions are often provided with brief explanations in Indonesian, allowing students to simultaneously see and hear the material, which strengthens their understanding and ability to imitate the dialogues.

In addition to dialogues, *Kelas Online MrBob* also uses pronunciation challenges where students are encouraged to repeat words or sentences slowly spoken by MrBob. The videos are usually short (30–60 seconds) and cover topics such as “How to say the days of the week,” “Common greetings,” or “Phrases for asking directions.” The delivery is clear and slow, often repeated multiple times so that students can listen, comprehend, and repeat the correct pronunciation. The captions support visual learning, helping students follow along and check their own pronunciation<sup>43</sup>.

The *Sir aSai* account focuses on developing speaking skills through role-plays and dialogues in real-life contexts, such as hospitals, shops, schools, or daily activities. These videos are

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<sup>43</sup> @kelasonlinemrbob, “Kelas Online MrBob: Les Bhs Inggris Online Terfleksibel, Garansi PD Speaking,” TikTok Channel, 2024, [https://www.tiktok.com/@kelasonlinemrbob?\\_t=ZS-8zy0hQ5fwN5&\\_r=1](https://www.tiktok.com/@kelasonlinemrbob?_t=ZS-8zy0hQ5fwN5&_r=1).

designed to allow students to observe interactions between two speakers, imitate intonation and expressions, and become familiar with formal and informal language functions. For example, videos explain how to ask about someone's condition ("How are you?"), offer assistance ("Can I help you?"), or make simple requests ("Could you...?"), presented in a sequence that is easy for elementary students to understand.

Sir aSai also provides vocabulary enrichment through mini-quizzes or short games, such as videos titled "5 New Words About Food," "Colors and Shapes," or "Verbs for Daily Activities." Additionally, the account uses the *shadowing* technique, where students listen to sentences and repeat them to practice natural rhythm and pronunciation. The video duration is usually short (45–60 seconds) to maintain students' interest. The delivery is slow and clear, with pauses for repetition, and the captions support students in following along and practicing independently<sup>44</sup>.

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<sup>44</sup> @sir\_asai, "Sir ASai (Mr/Teacher/Cikgu): School Is FUN! Learn, Live & Enjoy," TikTok Channel, 2024, [https://www.tiktok.com/@sir\\_asai?\\_t=ZS-8zy0i1lFjGS&\\_r=1](https://www.tiktok.com/@sir_asai?_t=ZS-8zy0i1lFjGS&_r=1).

### CHAPTER III

#### RESEARCH METHOD

In this chapter, the researcher focused on the research method. It consisted of the research design and procedures, research settings, data collection techniques, data analysis techniques, and achievement indicators (criteria of success).

##### A. Approach and Design of Research

The research employed a qualitative descriptive approach, also referred to as an exploratory study. This approach aims to provide a detailed account of a particular phenomenon without attempting to explain or predict it<sup>45</sup>. In this study, qualitative descriptive research was chosen to explore the use of TikTok as an online English learning medium and to describe how it supports students' speaking ability. Data were collected through observations, interviews, and document analysis to capture the characteristics and nuances of the phenomenon. The analysis involved coding, thematic grouping, and interpreting the data to produce a rich and in-depth description. Research reliability was ensured through triangulation and reflection on potential researcher bias<sup>46</sup>.

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<sup>45</sup> Carmel Bradshaw, Sandra Atkinson, and Owen Doody, "Employing a Qualitative Description Approach in Health Care Research," *Global Qualitative Nursing Research* 4 (January 1, 2017), <https://doi.org/10.1177/2333393617742282>.

<sup>46</sup> V A Lambert and C E Lambert, "Qualitative Descriptive Research: An Acceptable Design," *Pacific Rim International Journal of Nursing Research* 16 (2012): 255–56.

## **B. Research Location**

The research was conducted at SDN Sidomekar 02, particularly in the 6<sup>th</sup> grade. This school was selected based on accessibility and the implementation of English learning using digital media, which made it feasible for the researcher to conduct the study. The 6th grade was chosen because students at this level had already acquired basic English skills from previous grades, making them suitable participants for exploring the use of TikTok as an online English learning medium in improving speaking ability.

## **C. Research Subject**

The subjects of this research were informants, namely people who were considered capable of providing the necessary information related to the data that was to be researched and extracted. The participants of this research were the 6<sup>th</sup> Grade students of SDN Sidomekar 02, which consisted of 25 students and the English teacher. The class was selected based on the policy and decision of the school principal after having a brief meeting with the English teacher and the deputy head of curriculum regarding the research that would be conducted. The selection considered the students' level of English proficiency and their familiarity with using TikTok as a learning medium.



## D. Technique of Collecting Data

This section includes a description of the data collection techniques used such as participant observation, in-depth interviews, and documentation. The data collection technique are as follows;<sup>47</sup>.

### 1. Observation

Observation is a technique used to systematically record and examine the activities and behaviors of the research subjects<sup>48</sup>. In this study, the researcher conducted participatory observation, acting as part of the class while observing how students interacted with TikTok videos, including their engagement, responses, and speaking performance during English learning activities.

### 2. Interview

An interview is a method of collecting information by asking questions directly to respondents, guided by an interview protocol. It can be conducted in structured, unstructured, or semi-structured formats, depending on the research needs, and usually involves a small number of participants<sup>49</sup>.

Semi-structured interviews were used in this study to explore how students interacted with TikTok as an English learning medium and to understand their experiences and perceptions in practicing speaking. The

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<sup>47</sup> John W Creswell and Timothy C Guetterman, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 6th Edition, 6th ed. (Pearson, 2018), <https://www.researchgate.net/publication/324451568>.

<sup>48</sup> Sanapiah Faisal, *Penelitian Kualitatif: Dasar-Dasar Dan Aplikasi* (Malang: YA3, 1990, 1990).

<sup>49</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*, 26th Ed (Bandung: Alfabeta: Bandung, 2022).



interviewer carefully recorded the participants' responses. Based on interviews with the English teacher, Mrs. Fajria Rahmawati, students at SDN Sidomekar 02 had limited opportunities to practice speaking English and faced difficulties with vocabulary and pronunciation. The research subjects consisted of 5–10 students, whose experiences and responses provided insights into how TikTok could be used to support their speaking development.

### 3. Document Review

Documentation, also called document review, was a data collection technique that involved collecting and analyzing documents, including written, image, and electronic documents<sup>50</sup>. Documents referred to various written, physical, and visual materials, including what the author called artifacts. The researcher used TikTok videos as supporting documents for this study. Students watched and studied selected content from the accounts “Kelas Online MrBob” and “sir\_aSai,” which included short videos with music, filters, and other creative features. These videos served as references for observing students' speaking performance and engagement.

### E. Data Analysis

Data analysis was the process of systematically searching for and collecting data obtained from interviews, observations, and documentation, as well as drawing conclusions so that they were easily understood by the

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<sup>50</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Alfabeta: Bandung, 2017).

researcher and others who read it<sup>51</sup>. This research used the data analysis model developed by Miles, Huberman, and Saldana. There were three steps in carrying out the data analysis process in qualitative research. These steps, namely data condensation, data display, and conclusion drawing, were explained as follows:<sup>52</sup>

### 1. Data Condensation

Data condensation referred to the process of selecting, focusing, abstracting, simplifying, and transforming data that appeared in a complete corpus (body) of written field notes, interview transcripts, documents, and other empirical materials. Data condensation was an activity that directed researchers to summarize, select, and focus attention on data that had been taken from participants. In this step, researchers used data condensation by filtering, categorizing, and abstracting from submitted records, interviews, and document reviews to identify similar phrases in the study.

### 2. Data Display

Displays were an organized and compressed collection of information that allowed conclusions and actions to be drawn. In qualitative research, data presentation was carried out in the form of descriptions. In this case, the data was organized, arranged in a

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<sup>51</sup> Zubin Austin and Jane Sutton, "Qualitative Research: Getting Started," *The Canadian Journal of Hospital Pharmacy* 67, no. 6 (December 22, 2014): 436–40, <https://doi.org/10.4212/cjhp.v67i6.1406>.

<sup>52</sup> Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook*, 3rd Editio (United States of America: SAGE Publications, Inc., 2014).

relationship pattern, so that it was easy to understand, and further research could be planned. The data display used in this research was a complete picture of information related to student involvement in using TikTok media as an online learning medium.

### 3. Conclusion Drawing

Conclusions in qualitative research were new findings that had never existed before. The findings were in the form of a picture or description of an object that had previously been dim or dark, so that after research it became clear, whether in the form of a cause and effect relationship, hypothesis, or theory<sup>53</sup>. In this step, the researcher identified the results of interviews, observations, and documentation that had been obtained and identified. This conclusion was temporary and would change if there was no strong evidence to support further data collection. Therefore, the conclusions obtained were credible conclusions.

#### F. Validity of Data

Data validity is a concept that indicates the validity of the data in the research<sup>54</sup>. To measure the validity of the data, the researcher used Triangulation. Triangulation can be defined as a kind of data collection technique which is combines the various technique and data sources that had been exist<sup>55</sup>.

<sup>53</sup> Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*.

<sup>54</sup> Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika: Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54, <https://doi.org/10.21831/hum.v21i1.38075>. 33-54.

<sup>55</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. p. 41

In this research, the researcher used source triangulation and technique triangulation. Both of them were explained as follows:

### 1. Source Triangulation

According to Sugiyono, “Source triangulation is used to test the credibility of the data that done by checking the data that has been obtained through several different sources”<sup>56</sup>. In this research, the researcher conducted interviews with the English teacher, Mrs. Fajria Rahmawati, who supervised the English learning process, and then confirmed the information with different sources, namely the students at SDN Sidomekar 02 who used TikTok as an online English learning medium. During the research, the researcher carefully compared students’ responses with the teacher’s observations and notes to identify consistencies and differences. For example, when students reported difficulties in pronunciation, the researcher verified whether the teacher had observed the same challenges in class. This cross-checking allowed the researcher to confirm the accuracy of the data and ensure that the findings reflected both the learners’ experiences and the teacher’s perspective. The data were then described, categorized, and compared to determine which views were the same, which were different, and which were more specific from the two sources. After analyzing the data, the researcher asked for confirmation from both sources to finalize the

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<sup>56</sup> Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D*. p. 32

conclusions. There are four categories in implementing TikTok as a learning medium, including goal, material, step, and evaluation.

## **2. Technical Triangulation**

Technique triangulation was used to test the credibility of the data by comparing information obtained from the same sources using different techniques. In this study, data from observations were cross-checked with interview results and documentation, including lesson plans and TikTok video materials. Similarly, information obtained from interviews was verified against observation notes and documentation, while documentation was compared with both observation and interview data. During the process, the researcher actively examined consistencies and discrepancies among the three techniques. If differences appeared, further investigation was conducted to understand the reasons and context behind them, ensuring a more accurate and reliable interpretation of how TikTok was used as an online English learning medium.

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## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Finding

This study was conducted to explore how teachers apply TikTok videos as a medium in teaching speaking skills. Data were collected through interviews, observations, and document reviews. The findings are presented descriptively, focusing on four main aspects of TikTok implementation in teaching speaking skills to grade 6 students at SDN Sidomekar 02: goal, material, teaching steps, and evaluation. Each aspect is described to provide a detailed understanding of how TikTok was used in the classroom and how it supported students' speaking development.

##### 1. The Goal of the Application of Tiktok Video in Speaking Skills of Grade 6 Students of SDN Sidomekar 02

The goal of teaching speaking skills through tiktok videos on tiktok account (English for Beginners and Englishh Now) to grade 6 students at SDN Sidomekar 02 is to improve students' understanding and proficiency in speaking English. According to Mrs. Wati, an English teacher at SDN Sidomekar 02, the main purpose of applying tiktok videos as media in learning is to create a supportive learning environment where students can gradually build their confidence and skills in speaking English. In an interview, Mrs. Wati shared her perspective on the teaching objectives of using videos as media, stating:

“In teaching speaking skills through videos as learning media, the goal is for students to more easily understand the material and how to speak in English well. Most of them are still hesitant to speak per word or per sentence in English. Through this strategy, little by little students can better understand the lessons I give. This certainly makes students much more active in class. Usually, I apply this method when students are already a little confused with some vocabulary that they have forgotten”<sup>57</sup>

The teacher emphasized that one of the significant outcomes of using tiktok videos as media in learning is that students become more confident and less afraid of making mistakes when speaking. By associating words with images, students can enrich their vocabulary and connect new words with their meaning contextually, which ultimately strengthens their speaking skills. This sentiment was also echoed by Amira, a grade 6 student at SDN Sidomekar 02. She shared her experience by saying:

“Actually, in Grade 5 we were taught by the teacher who taught Grade 6, but we didn't really understand until we forgot. When Mrs. Wati used this strategy when teaching English, our speaking skills improved, and we understood the material better. As a result, we were more eager to follow the ongoing learning. In addition, when teachers use this strategy, students are more active in participating in class”<sup>58</sup>

Another student, Greny, also provided insight into the effectiveness of tiktok video strategies as media in learning.

“When we use video media in class, it feels more fun to learn. I am not afraid to try speaking English because I can see the words first and think about how to use them. I feel more confident, and I like learning English more now”<sup>59</sup>

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<sup>57</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>58</sup> Amira, 02 Januari 2025

<sup>59</sup> Greny, 02 Januari 2025

Based on these interviews, it is clear that the purpose of applying tiktok videos in teaching speaking skills is not only to improve students' ability to speak in English, but also to increase their confidence and enthusiasm in learning. The videos can help students stay engaged, encourage active participation, and allow them to practice speaking in a very easy way.

In addition, the researcher's observations during classroom activities further support the effectiveness of the application of tiktok videos. During the learning process, students seemed more engaged and eager to participate. They can answer some questions provided by the teacher.

The researcher concluded that the results of interviews, observations, and document reviews during the teaching of speaking skills through tiktok videos showed that students were not only able to be more active in class but also showed improvement in speaking skills. They became better able to explain the material, answer questions effectively, and most importantly, gained confidence in their ability to speak English words and sentences correctly.

Thus, the implementation of tiktok videos as learning media into the English curriculum at SDN Sidomekar 02 fulfills its educational goal of making English speaking lessons more active, interesting and effective. The strategy's emphasis on the use of images and sounds as learning tools fosters a more dynamic and interactive learning



experience, which contributes to the overall development of students' speaking competence and their positive attitude towards learning English.

## **2. The Material of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02**

According to Mrs. Wati as a 6th grade English teacher at SDN Sidomekar 02, the teaching material for speaking skills through tiktok videos said:

“Sometimes I convey the material to students, and I give them some conversation texts with my classmates and then practice them in front of their friends”<sup>60</sup>

In relation to speaking skill materials through learning using videos, Amira as a grade 6 student at SDN Sidomekar 02 said:

“In learning English, especially speaking skills, the teacher usually prepares several papers containing daily conversation texts with my classmates and presents them in front of my friends”<sup>61</sup>

Based on the results of interviews, observations and document reviews during learning speaking skills through tiktok videos as learning media, researchers concluded that the material for learning speaking skills through videos about daily conversation texts”

Furthermore, Ibu Wati mentioned in another interview session:

“I always try to provide learning videos that are relevant and interesting for students. Sometimes I choose videos of conversations related to daily life, sometimes I use themed videos, such as how to order food in a restaurant. These videos are often accompanied by a series of guiding questions to help students analyze and describe the videos more effectively”<sup>62</sup>

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<sup>60</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>61</sup> Amira, 05 Januari 2025

<sup>62</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

According to Mrs. Wati:

“One of the main reasons these TikTok videos are easy to implement in the classroom is because the content creators present the material in a slow, clear, and structured way. The use of simple vocabulary, repetitive sentences, supportive gestures, and contextual visuals allows students to imitate, practice, and internalize the content effectively. By choosing videos with these characteristics, the teacher ensures that students are not overwhelmed, can follow the conversation easily, and are motivated to participate actively in speaking exercises”<sup>63</sup>

She further emphasized:

“The videos’ short duration and engaging presentation style allow students to focus on key expressions and pronunciation without feeling bored or distracted. Additionally, I can pause or replay the videos when necessary to reinforce learning points, provide explanations, and guide students through collaborative discussions, making the material both accessible and pedagogically effective. This combination of clear delivery by the content creators and structured teacher facilitation maximizes the learning potential of TikTok videos in speaking activities”<sup>64</sup>

From the interview with Mrs. Wati, it is evident that selecting appropriate TikTok videos plays a crucial role in supporting speaking activities in the classroom. She explained that videos presenting the material slowly, clearly, and in a structured manner using simple vocabulary, repetitive sentences, and supported by gestures and contextual visuals allow students to imitate, practice, and internalize the content effectively. Moreover, the short duration and engaging presentation style of the videos help students focus on key expressions and pronunciation without feeling bored, while the teacher can pause or replay the videos as needed to reinforce learning points and guide

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<sup>63</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>64</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

collaborative discussions. This combination of clear content delivery by the creators and structured teacher facilitation maximizes the pedagogical effectiveness of TikTok in speaking activities.

Supporting this, Nouval, another student from Grade 6, revealed:

“We are very happy when teachers use videos during English learning in class. The videos help us find ideas about what to say. It's like having a story in front of our eyes. Sometimes the teacher even lets us choose what topic we want to describe, which makes the class more fun”<sup>65</sup>

During the observation, the researcher noted that students showed a high level of engagement while learning with the videos. They eagerly participated in discussions with their peers, shared ideas about what they saw, and collaboratively said sentences based on the identified words. The teacher often facilitated these activities by moving around the class, offering guidance, and prompting students with questions that encouraged deeper analysis of the videos.

In conclusion, the teaching materials used in the implementation of speaking skills using tiktok videos at SDN Sidomekar 02 are not limited to improving sixth grade students' speaking skills. This combination of traditional and visual materials helps to create a more dynamic and interactive learning environment, which contributes positively to student learning outcomes.

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<sup>65</sup> Nouval, 02 Januari 2025

### 3. The Step of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02

The steps of teaching speaking skills using tiktok videos as learning media based on interviews with grade 6 students of SDN Sidomekar 02.

Based on the process of teaching speaking skills with tiktok videos, Mrs.

Wati as an English teacher said:

“First I provide material related to conversation, then after that I will form them into groups, 1 group consists of 2 people, then they discuss according to the video that I gave and answer in front, then finally each group describes the video, such as the activities in the video”<sup>66</sup>

Mrs. Wati also added:

“After the discussion stage, I usually guide them to interpret the atmosphere in the video correctly. I encourage them to use descriptive language, ask questions, and express their ideas freely. I also monitor the group discussions and provide assistance if needed. When they present their work, I focus on giving constructive feedback to improve their speaking skills”<sup>67</sup>

The above statement is also reinforced by Grany as a grade 6 student of SDN Sidomekar 02, said:

“First Mrs. Wati explains to students about Conversation material. After that the teacher asks students to form groups of 2 people in each group, then the teacher gives directions, then we discuss and then answer the video given, we come forward to present what is in the video”<sup>68</sup>

Amira, another student, shared her experience:

“By watching this video, I feel more comfortable in expressing my ideas. Working in groups also helps me learn from my friends. It makes learning English fun and not boring”<sup>69</sup>

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<sup>66</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>67</sup> Mrs. Fajria Rahmawati, 02 Januari 2025

<sup>68</sup> Grany, 02 Januari 2025

<sup>69</sup> Amira, 02 Januari 2025

Based on observations related to the steps of learning speaking skills through tiktok videos in grade 6 of SDN Sidomekar 02, the researcher found that the teacher applied the following methods:

- a. Preparation Stage: The teacher prepares conversation materials, and texts for group work.
- b. Group Formation: Students are divided into groups of 2 to encourage collaboration and peer learning.
- c. Presentation of tiktok video: The teacher explains how to speak English fluently.
- d. Guided Practice: The teacher helps students identify a video about daily conversation and how to order food in a restaurant.
- e. Group Discussion: Students discuss in their groups, exchange ideas, and develop ideas collaboratively.
- f. Presentation: Each group presents their work in front of the class, practicing speaking skills.
- g. Feedback and Evaluation: The teacher gives feedback, highlights good examples, and suggests improvements.

The researcher concluded that the application of watching tiktok videos as a learning medium in teaching speaking skills follows structured steps that support student engagement, encourage active learning, and improve speaking skills in a visual and collaborative learning manner.

#### 4. The Evaluation of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking

##### Skills of SDN Sidomekar 02

Evaluation of learning speaking skills through tiktok videos as learning media, according to Mrs. Wati as an English teacher, said:

“For evaluation in this method, especially in speaking, I usually apply formative assessment so that I can evaluate learning using tiktok videos in the form of group speaking skills. Students can describe what is in the video little by little, into one sentence.”<sup>70</sup>

The above statement was also conveyed by Amira, a grade 6 student at SDN Sidomekar 02, she said:

“Mrs. Wati usually sees and assesses our work in groups, ... (Speaking assessment). The test is usually a practice about daily conversation. Then Mrs. Wati invites students and their groups to discuss the work of each group. Then after each group came forward to speak, Mrs. Wati asked students and their groups to discuss what was in the video.”<sup>71</sup>

Similar sentiments were shared by Nouval, another Grade 6 student, who added:

“After we finish working in groups, Mrs. Wati often asks each group to present the sentences they have made from the video. She gives feedback and suggestions for improvement, especially in terms of grammar and vocabulary use. This method helps us understand our mistakes and learn to speak better”.<sup>72</sup>

Based on the results of interviews, observations, and document reviews, the researcher concludes that the evaluation of the implementation of learning speaking skills through tiktok videos as learning media in grade 6 SDN Sidomekar 02 predominantly uses a

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<sup>70</sup> Mrs. Fajri Rahmawati, 02 Januari 2025

<sup>71</sup> Amira, 02 Januari 2025

<sup>72</sup> Nouval, 02 Januari 2025

speaking formative test approach. This method effectively supports student progress and helps teachers identify areas that require further learning. The combination of group assessments, individual tasks and peer evaluations results in a comprehensive evaluation framework.

## **B. Discussion**

At this stage, the researcher discusses the findings of the study by examining how TikTok videos were implemented as a medium to support students' speaking skills. The discussion is presented descriptively and focuses on four main aspects of implementation: the learning goals, the content and materials provided, the teaching steps, and the evaluation process. By analyzing these aspects, the researcher explores students' experiences, the teacher's practices, and the interaction between the two, without assuming specific outcomes. This approach provides a detailed understanding of how TikTok was used in the classroom and the factors that influenced its use in supporting speaking development, in line with the study's objective to describe the implementation process.

### **1. The Goal of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar**

The purpose of teaching, as highlighted in the classroom context, was for the teacher to help students understand the material through presentation, explanation, practice, and testing. When applying TikTok videos as a medium in learning, the purpose of implementing the teaching of speaking skills through TikTok videos was closely aligned



with these teaching principles. As explained by Mrs. Wati, the English teacher, and supported by the students, using TikTok videos as media in learning English made the speaking process easier to understand and less intimidating. The students were able to speak more fluently and showed better understanding when processing words by watching the videos.

Several previous studies also supported these findings and demonstrated that TikTok could contribute significantly to the improvement of students' speaking ability. Salsabil and Wahyudi confirmed that short-video platforms such as TikTok provided authentic opportunities for learners to express themselves in the target language. Students were encouraged to practice oral communication more naturally because the short video format required them to focus on clarity of pronunciation, intonation, and vocabulary accuracy<sup>73</sup>. The use of TikTok therefore facilitated not only comprehension but also enhanced students' confidence in speaking English.

Research conducted by Putri further revealed that the integration of TikTok into English language learning increased students' motivation and active participation. TikTok offered both visual and auditory stimuli that supported multimodal learning styles, enabling students to understand abstract aspects of speaking such as pronunciation and intonation more

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<sup>73</sup> Salsabil and Wahyudi, "Perception Toward the Use of TikTok Video in Learning Writing: A Survey Study at a Senior High School in Rambah Hilir."



effectively<sup>74</sup>. These findings were consistent with Mayer's multimedia learning theory, which emphasized that the combination of text, sound, and imagery strengthened learners' cognitive processing and retention<sup>75</sup>. In this way, TikTok functioned as an effective medium of instruction that aligned with established learning principles and contributed positively to students' speaking achievement.

## **2. The Material of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02**

The materials used in teaching speaking skills through TikTok videos consisted of videos of daily conversations and situational dialogues such as ordering food in restaurants. These materials provided students with authentic language input that reflected real-life communication, which helped them move gradually from recognizing individual words to constructing meaningful sentences. The integration of contextualized materials made the learning process more engaging, and students demonstrated better fluency and confidence in practicing English. The use of such materials also contributed to creating a dynamic classroom atmosphere where students were actively motivated to participate in speaking activities.

Empirical evidence supported the effectiveness of authentic and situational materials in developing speaking skills. Gilakjani highlighted

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<sup>74</sup> Syifa Mutiara Diko Putri, "The Effectiveness of Using TikTok to Improve EFL Learners' Speaking Ability," *Mimesis* 3, no. 2 (July 29, 2022): 101–10, <https://doi.org/10.12928/mms.v3i2.6096>.

<sup>75</sup> Mayer, *Multimedia Learning: Second Edition*.

that exposure to authentic audiovisual materials improved learners' listening comprehension and subsequently enhanced their oral production skills<sup>76</sup>. Similarly, Rininggayuh et al revealed that integrating short video-based materials on TikTok encouraged students to imitate pronunciation, intonation, and conversational structures, which ultimately improved their speaking competence<sup>77</sup>. These findings suggested that using TikTok as a learning tool provided not only entertainment but also a pedagogical pathway for meaningful language acquisition.

The use of real-life materials also aligned with communicative language teaching (CLT) principles, which emphasized that meaningful communication should be at the core of language instruction. Richards argued that learners acquired language more effectively when exposed to contextualized input that mirrored authentic social interactions<sup>78</sup>. TikTok videos of everyday conversations and service encounters such as restaurant dialogues provided exactly this kind of input, enabling students to practice English in contexts that were both familiar and practical. In this way, TikTok-based materials functioned as valuable resources for bridging the gap between classroom learning and real-world language use.

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<sup>76</sup> Abbas Pourhosein Gilakjani and Narjes Banou Sabouri, "The Significance of Listening Comprehension in English Language Teaching," *Theory and Practice in Language Studies* 6, no. 8 (August 1, 2016): 1670–77, <https://doi.org/10.17507/tpls.0608.22>.

<sup>77</sup> Enggal Rininggayuh, Intan Ayu Septika Dewi, and Laely Ngaenatul Wardah Isnaeni, "The Effectiveness of TikTok as a Media for Enhancing English Speaking Skills: A Systematic Literature Review," in *Proceedings Series on Social Sciences & Humanities*, vol. 18, 2024, 124–33, <https://doi.org/10.30595/pssh.v18i.1237>.

<sup>78</sup> Jack Richards, *Communicative Language Teaching Today*, 1st Editio (California, Amerika Serikat: Cambridge University Press, 2006).

### 3. The Steps of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02

The process of teaching speaking skills through TikTok videos at SDN Sidomekar 02 followed structured and systematic steps that reflected effective language instruction principles. First, the teacher presented the material using selected TikTok videos that demonstrated daily conversations and practical scenarios. Second, the teacher organized students into small groups, each consisting of two members, to encourage collaborative learning. Third, students engaged in group discussions to answer questions based on the video content, practicing their speaking skills in a supportive peer environment. Fourth, the teacher facilitated a class-wide discussion to review each group's work, provided feedback, and reinforced correct pronunciation, vocabulary, and sentence structures. This stepwise approach allowed students to move from guided observation to active production, gradually enhancing their confidence and fluency in speaking English.

The implementation of structured steps in language teaching was supported by previous research. Harmer emphasized that foreign language instruction should follow sequential stages: presentation, practice, and production, as this helped learners internalize language patterns and gradually build communicative competence<sup>79</sup>. Similarly, research by Kusumah et al showed that students who followed a

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<sup>79</sup> Jeremy Harmer, *The Practice of English Language Teaching*, Third Edit (Essex: [Essex, England]: Longman, 2001), <https://archive.org/details/practiceofenglis0000harm/page/n6/mode/1up>.

structured approach in using TikTok videos was first watching, then discussing, and finally performing speaking tasks demonstrated measurable improvements in fluency, accuracy, and pronunciation. The group discussion component also promoted social interaction, which encouraged learners to negotiate meaning and practice authentic communication<sup>80</sup>.

The use of TikTok videos in a stepwise process aligned with task-based language teaching (TBLT) principles, which highlighted that learning occurs most effectively when students complete meaningful tasks in context<sup>81</sup>. By combining video input with collaborative discussion and guided feedback, students were able to actively produce language rather than merely passively consume it. The integration of multimedia content and peer interaction not only increased engagement but also strengthened the connection between classroom activities and real-life language use. Consequently, the structured steps of TikTok-based instruction contributed to a more interactive, learner-centered environment that effectively enhanced students' speaking skills.

#### **4. The Evaluation of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02**

The evaluation of students' speaking skills using TikTok videos at SDN Sidomekar 02 involved both assessment and analysis to measure learning outcomes. Teachers conducted oral speaking tests to assess

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<sup>80</sup> Kusumah, Firdaus, and Irham, "Tiktok as a Learning Media for Improving The Students' Speaking Skills."

<sup>81</sup> Harmer, *The Practice of English Language Teaching*.

students' vocabulary knowledge, pronunciation, and conversational ability. During the tests, students were asked questions based on the video content they had studied, enabling teachers to gauge how well students could comprehend and produce English in meaningful contexts. The results from these evaluations provided insight into students' progress and highlighted areas that required additional practice or support, ensuring that teaching strategies could be adjusted effectively.

Previous research supported the effectiveness of performance-based assessments in measuring speaking competence. Black and Wiliam argued that oral assessments allowed teachers to observe students' communicative ability directly, providing authentic evidence of language use rather than relying solely on written tests<sup>82</sup>. Similarly, studies by Nasichah demonstrated that combining TikTok-based learning with oral evaluation helped students internalize vocabulary, improve pronunciation, and gain confidence in speaking. The interactive and engaging nature of TikTok videos made it easier for students to recall and apply language structures during oral tests, resulting in more accurate and fluent speech production<sup>83</sup>.

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<sup>82</sup> Paul Black and Dylan Wiliam, "Assessment and Classroom Learning," *Assessment in Education: Principles, Policy & Practice* 5, no. 1 (March 28, 1998): 7–74, <https://doi.org/10.1080/0969595980050102>.

<sup>83</sup> Alfi Hulwatun Nasichah, "Analyzing Students' Perception about the Use of TikTok Application to Enhance Students' Speaking Skills at UIN Prof. K.H Saifuddin Zuhri Purwokerto," *Elite Journal: Journal of English Linguistic, Literature, and Education* 5, no. 1 (2023): 101–10.

The evaluation approach also aligned with formative assessment principles, which emphasized continuous feedback and improvement<sup>84</sup>. By observing students' performance during oral tests and analyzing their responses, teachers could identify strengths and weaknesses, provide immediate corrective feedback, and adjust instructional methods. Using TikTok videos as preparatory materials ensured that students were exposed to authentic language input before the evaluation, which enhanced their readiness to perform in speaking tasks. This method created a comprehensive learning cycle, linking input, practice, and assessment to foster the development of students' speaking skills effectively.



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<sup>84</sup> Harmer, *The Practice of English Language Teaching*.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the research conducted at SDN Sidomekar 02, it can be concluded that TikTok served as an online English learning medium to support students' speaking ability. The use of TikTok videos made the learning process interactive and engaging, allowing students to practice expressing ideas in English. TikTok provided authentic and contextual video materials, such as English for Beginners and English Now, which contained daily conversations and real-life communication examples. Through these materials, students were able to engage in speaking activities ranging from word recognition to sentence construction and meaningful speech production. The learning activities followed structured steps, including group discussions, question-answer sessions, and class feedback, which facilitated collaboration and active participation. Formative evaluation through oral tests and observation helped teachers monitor students' engagement and participation. In summary, TikTok functioned as a supportive medium for teaching speaking by providing contextual materials, organizing structured activities, encouraging interaction, and fostering students' confidence in using English.

#### **B. Suggestion**

At the end of this research, the researcher should give some suggestion to some people or intuition. That are:

1. The Teacher of 6<sup>th</sup> Grade at SDN Sidomekar 02

The researcher suggests that teachers do not stop providing some fun strategies to their students, so that students feel difficult and left behind in the teaching and learning process. This can also make students more active and focused in enjoying learning new things.

2. To The English Teacher at SDN Sidomekar 02

Researchers suggest that the English teacher of SDN Sidomekar 02 always provides the latest strategies in accordance with the times, especially in English learning.

3. To Other Researcher

Researchers suggest that this study can be a reference for conducting better research in the future related to this case.



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KIAI HAJI ACHMAD SIDDIQ  
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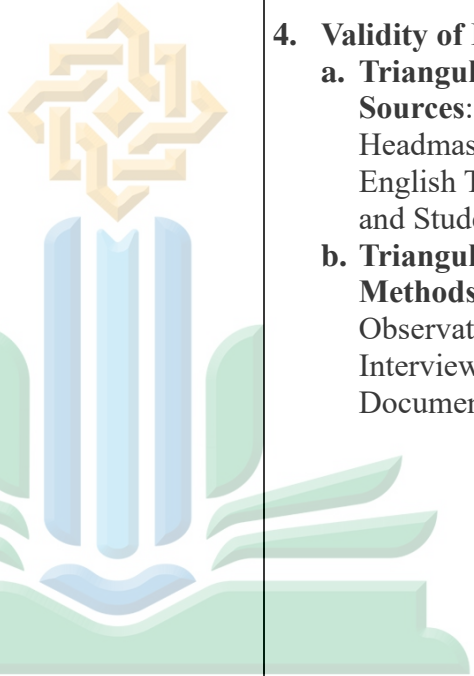
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*Appendix 1. Matrix of Research*

**MATRIX OF RESEARCH**  
Haliza Fatini

<b>Title</b>	<b>Variable</b>	<b>Indicator</b>	<b>Source of Data</b>	<b>Research Method</b>	<b>General Question</b>
TikTok as an Online English Learning Media in Improving Sixth Grade Students' Speaking Ability	Tiktok as an Online English Learning Media	<p>TikTok as an Online English Learning Media in Improving Sixth Grade Students' Speaking Ability consists of the following:</p> <ol style="list-style-type: none"> <li>1. The Goal of Tiktok Videos to Improve Students 6<sup>th</sup> Speaking Skills of SDN Sidomekar 02               <ol style="list-style-type: none"> <li>a. Students can be more active in class</li> <li>b. Students can be explain the matrial presented again</li> <li>c. Students can answer questions from the teacher</li> </ol> </li> <li>2. The Material of Tiktok Videos to Improve</li> </ol>	<ul style="list-style-type: none"> <li>• English Teacher</li> <li>• Student</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Research Methodology</b> <ol style="list-style-type: none"> <li>a. <b>Research Design:</b> Qualitative</li> <li>b. <b>Research Approach:</b> Descriptive</li> </ol> </li> <li>2. <b>Technique of Collecting Data</b> <ol style="list-style-type: none"> <li>a. Observation</li> <li>b. Interviews</li> <li>c. Documentation</li> </ol> </li> <li>3. <b>Technique of Analyzing Data</b> <ol style="list-style-type: none"> <li>a. Data Condensation</li> <li>b. Data Display</li> <li>c. Conclusion Drawing</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. How can TikTok improve speaking skills at SD Negeri Sidomekar 02?</li> </ol>

		<p>Students 6th Speaking Skills of SDN Sidomekar 02 is Tiktok video (English for Beginner and English Now)</p> <p>3. The Step of Tiktok Videos to Improve Students 6th Speaking Skills of SDN Sidomekar 02:</p> <ol style="list-style-type: none"> <li>First, the teacher provides material to students.</li> <li>Second, the teacher makes several groups of 2 people.</li> <li>Third, the teacher asks them to discuss with their groups to answer the questions that each group gets.</li> <li>Fourth, the teacher discusses the work of each group with the students in class</li> </ol>	 <p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER</p>	<p><b>4. Validity of Data</b></p> <p><b>a. Triangulation of Sources:</b> Headmaster, English Teachers, and Student.</p> <p><b>b. Triangulation of Methods:</b> Observation, Interview, and Documentation.</p>	
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		4. The Evaluation of Tiktok Videos to Improve Students 6th Speaking Skills of SDN Sidomekar 02 is formative evaluation			
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**Appendix 2. Research Permit Application Letter from KHAS Jember State Islamic University**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136  
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B-11886/In.20/3.a/PP.0002/02/2025  
Sifat : Biasa  
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SDN SIDOMEKAR 02  
Jl. Pelita No. 03 Babatan Sidomekar - Semboro - Jember 68157

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : T20196146  
Nama : HALIZA FATINI  
Semester : Semester dua belas  
Program Studi : TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian/Riset mengenai "THE BENEFIT OF TIKTOK AS AN ONLINE ENGLISH LEARNING MEDIA TO IMPROVE THEIR SPEAKING ABILITY IN 6 GRADE SD NEGERI SIDOMEKAR 02", selama 90 (sembilan puluh) hari di lingkungan lembaga wewenang Bapak/Ibu JAMINGAH, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 02 Februari 2025

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JEMBER

Dekan,  
Wakil Dekan Bidang Akademik,  
KHOTIBUL UMAM

### Appendix 3. Journal of Research

#### JOURNAL RESEARCH

Name : Haliza Fatini

SRN : T20196146

Tittle : TIKTOK AS AN ONLINE ENGLISH LEARNING MEDIA IN IMPROVING  
STUDENTS' SPEAKING ABILITY

Location : SD Negeri Sidomekar 02

No.	Tanggal	Aktivitas	TTD
1.	Senin, 3 Februari 2025	Observasi	<i>On</i>
2.	Senin, 10 Februari 2025	Menyerahkan surat izin penelitian	<i>On</i>
3.	Kamis, 20 februari 2025	Pertemuan pertama: di kelas 6 pengenalan dan menjelaskan materi awal	<i>On</i>
4.	Senin, 24 Februari 2025	Pertemuan kedua : pendalaman materi	<i>On</i>
5.	Rabu, 26 Februari 2025	Pertemuan ketiga : interview dan presentasi murid kelas 6 (hasil)	<i>On</i>
6.	Jum'at, 28 Februari 2025	Pertemuan keempat : interview guru kelas 6 Fajria Rahmawati S.Pd	<i>On</i>
7.	Kamis, 13 Maret 2025	Pengumpulan data dan pengajuan surat selesai penelitian	<i>On</i>

Jember , 15 Maret 2025

Guru Mapel SD Negeri Sidomekar 02

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*Fajria Rahmawati*  
FAJRIA RAHMAWATI, S.Pd, M.Pd.  
NIP. 198601292022212003

**Appendix 4. Certificate of Completion of Research from State Elementary School Sidomekar 02**



**PEMERINTAH KABUPATEN JEMBER**  
**SD NEGERI SIDOMEKAR 02**  
 Jln. Pelita No. 3 Desa Sidomekar, Kec. Semboro, Kab. Jember (68157)  
 Email : [sdnsidomekar2@gmail.com](mailto:sdnsidomekar2@gmail.com)



**SURAT KETERANGAN**

Nomor: 400.14.5.4 / 42 / 35.09.310.21.20523342 / 2025

Yang bertandatangan di bawah ini :

Nama : **JAMINGAH, S.Pd**  
 NIP : 19661224 198604 2 005  
 Pangkat dan Golongan : Pembina Utama Muda / IVc  
 Jabatan : Kepala Sekolah  
 Unit Kerja : SD Negeri Sidomekar 02

Menerangkan dengan sebenarnya bahwa :

Nama : **HALIZA FATINI**  
 NIM : T20196146  
 Tempat dan Tanggal Lahir : Jember, 24 November 2000  
 Perguruan Tinggi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember  
 Fakultas : Fakultas Tarbiyah dan Keguruan  
 Program Studi : Tadris Bahasa Inggris

Telah melaksanakan penelitian di SD Negeri Sidomekar 02 selama 90 hari untuk memperoleh data guna penyusunan Tugas Akhir Skripsi dengan judul *"The Benefit of Tiktok as an Online English Learning Media to Improve Their Speaking Ability in 6 Grade SD Negeri Sidomekar 02"*.

Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana mestinya.

**J E M B E R**

Semboro, 03 April 2025

Kepala SD Negeri Sidomekar 02

  
**JAMINGAH, S.Pd**  
 NIP. 19661224 198604 2 005

### *Appendix 5. Documentation*

#### **DOCUMENTATION**



**The teacher observes two students practicing speaking face-to-face as part of the TikTok-based speaking activity**



**The teacher explains the lesson material to the students before starting the TikTok speaking practice**





**The teacher and all students watch a TikTok video related to the lesson material together in class**



**The teacher provides guidance and feedback to two students during the speaking practice session**

## *Appendix 6. Declaration of Authenticity*

### DECLARATION OF AUTHENTICITY

The undersign below:

Name : Haliza Fatini  
 NIM : T20196146  
 Major : English Education Departement  
 Faculty : Tarbiyah and Teaching Training  
 Institution : State Islamic University of KH. Achmad Siddiq Jember

State that thesis entlited "TIKTOK AS AN ONLINE ENGLISH LEARNING MEDIA IN IMPROVING STUDENTS' SPEAKING ABILITY" it's truly my original work. It does not incorporate any material previously written or published by another person expect those indicated in quotation and bibliography. Do the fact I'm the only person who is responsible of the thesis, if there any objection or claim from other.

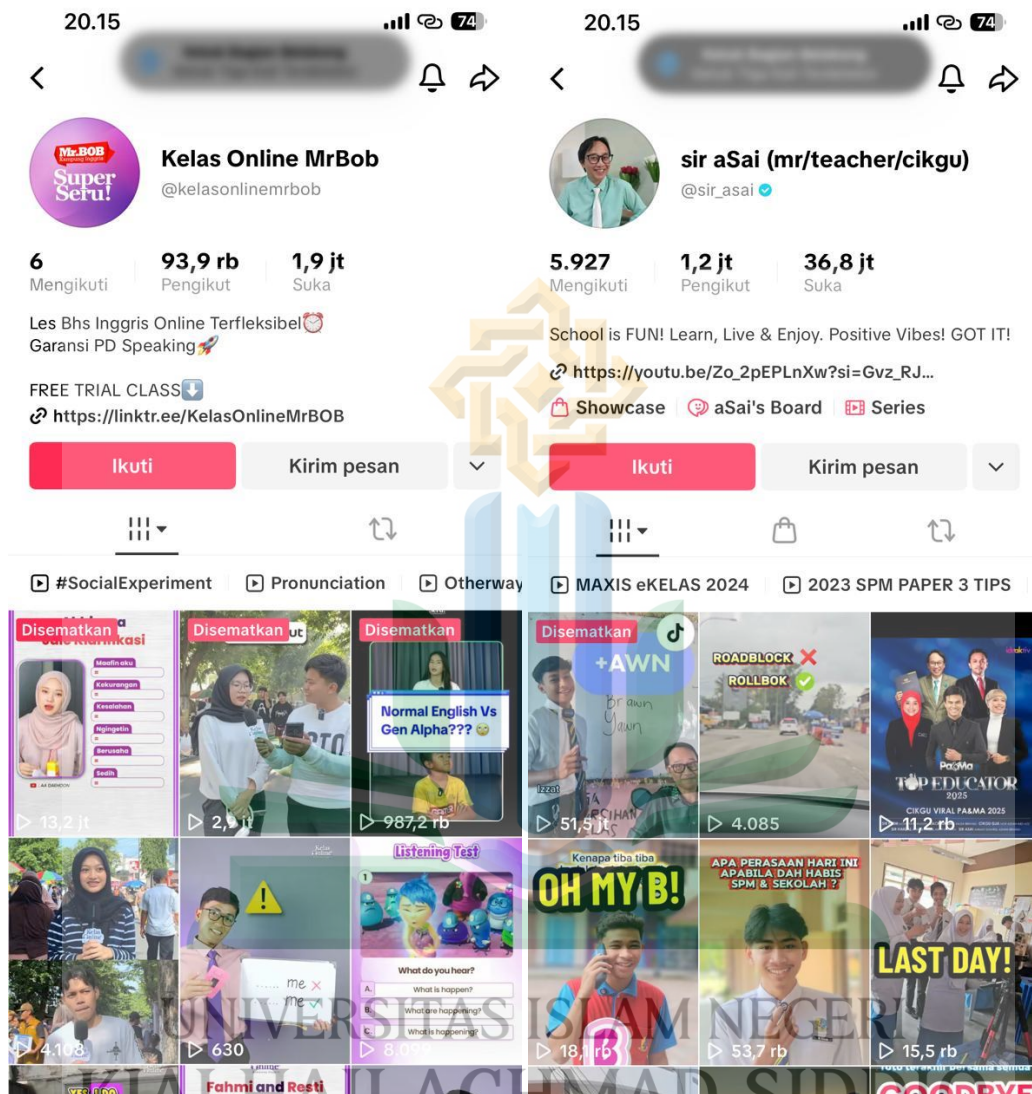
Jember, 30 November 2025



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 KIAI HAJI ACHMAD S  
 J E M B E R

Haliza Fatini  
 Nim: T20196146

### Appendix 7. Screenshots of TikTok Accounts Used in the Study



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*Appendix 8. Curriculum Vitae*

**CURRICULUM VITAE**



**Identity:**

Name : Haliza Fatini  
 NIM : T20196146  
 Gender : Female  
 Faculty : Tarbiyah and Teaching Training  
 Major : English Education Department

**Education Background:**

TK (Graduate in 2007)  
 SD (Graduate in 2013)  
 SMP (Graduate in 2016)  
 SMA (Graduate in 2019)

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