

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun^{1*}, Basar Lolo Siahaan², Partohap Saut Raja Sihombing³

^{1,2,3}Universitas HKBP Nommensen Pematangsiantar

E-mail: elisamarbun638@gmail.com, lolosiahaan89@gmail.com, partohap.sihombing@uhn.ac.id

Received : 25 July 2025

Revised : 10 August 2025

Accepted : 29 August 2025

Published : 05 September 2025

DOI : <https://doi.org/10.54443/ijset.v4i10.1124>

Link Publish : <https://www.ijset.org/index.php/ijset/index>

Abstract

This study investigates the effect of using the TikTok application as a learning medium on the speaking ability of the eleventh-grade students at SMK Negeri 1 Pematangsiantar. Speaking is one of the most essential skills in English learning, yet many students still struggle with pronunciation, vocabulary, grammar, fluency, and comprehension. Conventional methods relying heavily on textbooks often fail to create an engaging and interactive environment, which leads to low motivation and limited speaking practice. TikTok, as a popular social media platform among teenagers, offers interactive features such as short videos and the “duet” function that can potentially enhance students’ participation and confidence in speaking. This research employed a quasi-experimental design with a pre-test and post-test control group. The sample consisted of 60 students from two classes, selected through purposive sampling. The experimental group was taught speaking using TikTok, while the control group was taught using conventional methods. A speaking test focusing on invitation expressions was administered to both groups before and after the treatment. Students’ performances were assessed based on five criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. The findings revealed that students in the experimental group showed greater improvement compared to those in the control group. Statistical analysis using a t-test demonstrated a significant difference between the post-test results of both groups, indicating that the use of TikTok had a positive effect on students’ speaking ability. The results suggest that TikTok can serve as an effective learning medium to enhance students’ speaking performance, increase motivation, and support the implementation of innovative teaching strategies in English language classrooms.

Keywords: *TikTok, speaking ability, English learning, EFL, media in teaching.*

INTRODUCTION

Language is an essential element of human life and society. It functions not only as a medium of communication but also as a means of expressing ideas, emotions, and cultural values. Through language, individuals are able to share information, negotiate meaning, persuade, entertain, and establish social relationships. As Crystal (2017) argues, language is a system of communication that uses symbols spoken, written, or signed to convey meaning and facilitate interaction among people. Tannen (2018) also emphasizes that language is a social tool that both reflects and shapes the identity and relationships of its speakers within a community. In other words, language is not only a practical instrument for interaction but also a cultural bridge that preserves shared knowledge and strengthens human connections. In the context of globalization, English has emerged as the most widely spoken international language. It plays a central role in education, business, science, and technology. As Danesi (2017) points out, English carries cultural values and functions as a medium of socialization, identity, and communication. Today, English proficiency is considered a key competence that enables individuals to access knowledge, participate in cross-cultural communication, and compete in global opportunities. In Indonesia, English is taught as a foreign language from primary to higher education, and its mastery is regarded as an important skill for students, especially in vocational schools where communication skills are directly linked to employability. To master English, learners are required to develop four interrelated skills: listening, speaking, reading, and writing. Among these, speaking is considered the most critical because it directly involves oral communication in real-life

contexts. Speaking enables learners to interact effectively, express opinions, and participate in academic as well as social situations. However, speaking ability is not a simple skill; it integrates several components, such as correct pronunciation, grammar, appropriate vocabulary, fluency, and comprehension. Students who lack proficiency in one or more of these components often face difficulties in expressing themselves clearly and confidently. For instance, poor pronunciation may hinder understanding, limited vocabulary may restrict expression, and frequent grammatical errors may disrupt the flow of communication. The Indonesian government, through the Merdeka Curriculum, has emphasized communicative competence and learner autonomy. The curriculum encourages a more flexible and enjoyable learning environment that prioritizes meaningful communication over rote memorization. It highlights the development of essential speaking skills such as the ability to use appropriate expressions, pronounce words correctly, maintain fluency, and respond to interlocutors in real communication. One of the specific focuses in senior high school English learning is the mastery of invitation expressions, which are commonly used in daily life in both formal and informal contexts. The ability to invite, accept, or decline politely is an important communicative function that supports students' confidence in social interactions.

Despite these expectations, many students still encounter obstacles in learning to speak English effectively. Based on the researcher's teaching practice at SMK Negeri 1 Pematangsiantar from October to December 2024, it was observed that eleventh-grade students had difficulty in using invitation expressions appropriately. Some students struggled to memorize common expressions, while others found it challenging to transfer previously learned sentences into new contexts. Additionally, many students lacked opportunities to practice English beyond the classroom, which led to low confidence and language anxiety when asked to speak in public. These issues suggest that traditional methods relying mainly on textbooks and classroom drills are insufficient to develop students' speaking ability. Another factor that affects students' speaking performance is the psychological barrier associated with fear of making mistakes. Language anxiety, lack of motivation, and limited classroom interaction reduce students' willingness to communicate. Teachers are therefore expected to implement innovative methods, approaches, and media that can engage students more actively and provide them with opportunities to practice English in meaningful contexts. The integration of technology in education offers potential solutions to these challenges. In recent years, social media platforms have become increasingly relevant as tools for language learning.

One of the most popular platforms among teenagers is TikTok, a short-video application that allows users to create, edit, and share content creatively. TikTok combines audiovisual features that can be used to present dialogues, pronunciation practice, and interactive speaking tasks. Its "duet" feature, in particular, enables students to collaborate with others by responding to videos in real time, making it suitable for practicing conversational skills. Several researchers have reported positive outcomes of using TikTok in education. For example, Dewanta (2020) noted that TikTok can accommodate audiovisual learning needs and motivate students to practice pronunciation and expression. Similarly, PuspaNuari (2022) found that TikTok encourages creativity and helps students improve their ability to organize words, ideas, and feelings in English. The popularity of TikTok among students is also an important factor. Since most students are already familiar with the platform, its integration into the classroom can reduce resistance to learning and increase motivation. Instead of perceiving English practice as a formal and intimidating task, students may view it as a creative and enjoyable activity. By recording, editing, and sharing their speaking performances, students not only practice language but also develop digital literacy and self-confidence. Moreover, the interactive and collaborative nature of TikTok allows peer learning, where students can comment, provide feedback, and improve each other's performances.

Considering these potentials, the use of TikTok as a learning medium is expected to create a more dynamic and engaging environment for teaching speaking skills. It offers opportunities for students to practice outside the classroom, provides authentic contexts for communication, and bridges the gap between formal learning and students' daily digital practices. Therefore, this research focuses on investigating the effect of using the TikTok application on the speaking ability of eleventh-grade students at SMK Negeri 1 Pematangsiantar. The study specifically examines how TikTok influences key aspects of speaking, including fluency, pronunciation, vocabulary, grammar, and comprehension. In conclusion, the importance of speaking skills in English cannot be overstated, especially in today's globalized world where communication competence is highly valued. However, many students still face challenges in achieving proficiency due to linguistic, psychological, and methodological factors. The TikTok application, as a popular and interactive medium, presents a promising alternative to traditional methods. By examining its impact on students' speaking ability, this research seeks to provide valuable insights for teachers, students, and educational institutions in integrating digital platforms into English language learning.

LITERATURE REVIEW

Speaking and Its Importance

Speaking is one of the four fundamental language skills that plays a vital role in communication. According to Thornbury (2016), speaking is the ability to use oral language effectively in interaction, which involves not only producing words but also conveying meaning through pronunciation, intonation, and fluency. In English learning, speaking is often seen as the most challenging skill because it requires learners to think, process, and deliver messages spontaneously.

Aspects of Speaking

Brown (2004) outlines several key aspects of speaking ability, including pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation ensures clarity, grammar provides accuracy, vocabulary supports expression, fluency reflects confidence, and comprehension enables appropriate responses. These elements must work together for learners to communicate effectively.

Media in Teaching Speaking

Teaching speaking requires appropriate methods and media to motivate learners. Traditional approaches relying on textbooks often fail to engage students. According to Harmer (2007), learning media can help clarify concepts, increase motivation, and make language practice more interactive. Audiovisual media, in particular, are effective in stimulating interest and providing authentic learning experiences.

TikTok as a Learning Medium

TikTok is a short-video platform widely used by young people today. Its features, such as video creation, editing, and the “duet” function, can support interactive learning activities. Research by Dewanta (2020) and PuspaNuari (2022) shows that TikTok enhances learners’ motivation, creativity, and confidence in practicing English, especially in speaking. By integrating TikTok into English classes, teachers can create a more dynamic, enjoyable, and student-centered learning environment.

Previous Studies

Several studies have explored the use of TikTok in language learning. Susanti (2023) found that TikTok improved students’ speaking skills through interactive video practice. Santoso & Sukartiningsih (2021) revealed that TikTok positively influenced elementary students’ speaking ability. Similarly, Rahmawati et al. (2023) showed that TikTok encouraged motivation, vocabulary growth, and creativity in higher education. These studies support the potential of TikTok as an effective tool for enhancing speaking ability in EFL contexts.

METHOD

Research Design

This study employed a quasi-experimental design with a pre-test and post-test control group. The experimental group was taught speaking using the TikTok application, while the control group was taught using conventional textbook-based methods. This design was chosen to examine the effect of TikTok as a learning medium on students’ speaking ability.

Setting and Participants

The research was conducted at SMK Negeri 1 Pematangsiantar during the 2024/2025 academic year. The population of the study consisted of eleventh-grade students, with a total of 320 learners. Two classes were selected as the sample through purposive sampling: one as the experimental group and the other as the control group, each consisting of 30 students.

Instrument of the Research

The main instrument used to collect data was a speaking test. The test focused on students’ ability to perform invitation expressions in English. The scoring was based on five aspects of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension, adapted from Harris (1969). Each aspect was rated on a scale of 1–5, with the maximum score being 25.

RESULTS AND DISCUSSION

The Description of the Data Analysis

In this research, the data analysis that was used by the researcher was a qua-si experimental method as had been mentioned in the previous chapter. The results of the data were obtained from Pre-Test and Post-Test as presented in the follow-ing section. The data had been given to the students were speaking test score based on five components of speaking ability: Pronunciation (P), Grammar (G), Vocabulary (V), Fluency (F), and Comprehension (C).

1. The Result of Pre-Test in Experimental Class

The data of the Pre-Test result in the experimental class in shown in table below.

Table 1
The Score of the Students' Pre-Test in Experimental Class

No	Name	Rating Score					Total	Scores
		P	G	V	F	C		
1	Alfa R. Harefa	2	2	3	2	3	12	48
2	Andreas S. Manik	3	2	3	2	3	13	52
3	Arfan F. P Sibarani	3	3	3	3	3	15	60
4	Arga A. Simanjuntak	3	3	3	3	3	15	60
5	Bayu Anggara	3	2	3	3	4	15	60
6	Elisabet F. Pandiangan	4	3	4	3	3	17	68
7	Enjel G. Damanik	2	2	2	3	3	12	48
8	Farel Setiawan	2	2	2	2	2	10	40
9	Fauzan Aditya	2	3	3	3	2	13	52
10	Hagid R. H Saragih	3	2	3	2	3	13	52
11	Ikhsan S. Pratama S	3	3	3	3	4	16	64
12	Indri K. Sitio	3	3	3	3	3	15	60
13	Inggrid S. Simarmata	3	3	3	3	2	14	56
14	Izzatunnisa M. Basri	3	3	3	4	3	16	64
15	Joel R. Aritonang	2	2	2	2	2	10	40
16	Karisma O. Haloho	2	2	2	2	2	10	40
17	Keyza S. Sinaga	3	3	3	4	3	16	64
18	Khairin Klarasati	3	2	3	3	3	14	56
19	Lelita I. L Capah	2	3	3	2	2	12	48
20	Meisya Khaira	3	3	3	3	3	15	60
21	Melati Panjaitan	3	3	3	3	3	15	60
22	Muhammad A. Shafwan	2	2	3	2	2	11	44
23	Nabila Syafani	3	3	3	3	2	14	56
24	Naomi Br Nainggolan	2	3	3	3	2	13	52
25	Nur Mayranda	3	3	3	4	3	16	64
26	Pistheo A. Simanjuntak	3	2	3	3	3	14	56
27	Putri Friza	2	3	3	3	2	13	52
28	Rauf J. C Parinduri	2	3	3	2	2	12	48
29	Sehatia Sianipar	3	3	3	2	3	14	56
30	Theresia D. Silalahi	3	3	3	4	3	16	64
	N=30							Σa₁=1644
								Ma₁= 54,80

Based on the table of pre-test results in the experimental class, there are var-iations in the scores obtained by students. The lowest score, which was 40, was achieved by 4 students. Meanwhile, 3 students got a score of 48, 1 student got a score of 52, and 3 students got a score of 56. The highest score achieved was 68, which was achieved by 2 students. In addition, 4 students got a score of 60, and 3 students got a score of 64. The average pre-

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun et al

test score was 54.80, which shows that overall, students' initial speaking ability are still relatively low and need improve-ment.

Note : N is the total number of Pre-Test in the experimental class

$\sum a_1$ is the number of scores of Pre-Test in the experimental class

2. The Result of Post-Test in Experimental Class

The data of the Post-Test result in experimental class in shown in table be-low.

Table 2
The Score of the Students' Post-Test in Experimental Class

No	Name	Rating Score					Total	Scores
		P	G	V	F	C		
1	Alfa R. Harefa	3	4	4	3	4	18	72
2	Andreas S. Manik	4	4	5	3	3	19	76
3	Arfan F. P Sibarani	3	3	4	3	3	16	64
4	Arga A. Simanjuntak	4	3	4	3	3	17	68
5	Bayu Anggara	3	4	4	3	3	17	68
6	Elisabet F. Pandiangan	4	4	4	4	4	20	80
7	Enjel G. Damanik	3	3	4	2	3	15	60
8	Farel Setiawan	3	3	3	3	3	15	60
9	Fauzan Aditya	4	3	3	4	4	18	72
10	Hagid R. H Saragih	3	4	4	2	3	16	64
11	Ikhsan S. Pratama S	4	4	4	4	4	20	80
12	Indri K. Sitio	4	4	4	4	4	20	80
13	Inggrid S. Simarmoa	3	4	4	3	4	18	72
14	Izzatunnisa M. Basri	3	4	4	4	4	19	76
15	Joel R. Aritonang	3	3	4	3	3	16	64
16	Karisma O. Haloho	2	4	4	3	3	16	64
17	Keyza S. Sinaga	4	4	4	4	4	20	80
18	Khairin Klarasati	3	4	4	3	4	18	72
19	Lelita I. L Capah	3	3	4	3	3	16	64
20	Meisya Khaira	4	4	4	3	4	19	76
21	Melati Panjaitan	4	4	4	4	4	20	80
22	Muhammad A. Shafwan	3	3	3	3	3	15	60
23	Nabila Syafani	4	4	4	4	4	20	80
24	Naomi Br Nainggolan	4	4	4	4	4	20	80
25	Nur Mayranda	4	4	4	4	4	20	80
26	Pistheo A. Simanjuntak	3	3	4	3	3	16	64
27	Putri Friza	4	4	4	4	4	20	80
28	Rauf J. C Parinduri	3	4	4	3	3	17	68
29	Sehatia Sianipar	4	3	4	3	4	18	72
30	Theresia D. Silalahi	4	4	4	4	4	20	80
	N=30							$\sum a_1= 2156$
								$Ma_1=71,87$

Based on the table of post-test results in the experimental class, there was a significant increase in the scores obtained by students after the application of the learning method using TikTok media. The lowest score achieved was 60, which was achieved by 3 students. Meanwhile, 1 student got a score of 64, and 2 students got a score of 68. There were 3 students who achieved a score of 72, and 1 student got a score of 76. The highest score achieved was 80, which was achieved by 6 students. The average post-test score for the experimental class was 71.87, indicating a clear improvement in students' speaking ability after participating in learning.

Note : N is the total number of Post-Test in the experimental class

$\sum a_1$ is the number of scores of Post-Test in the experimental class

Ma1 is the average number of Post-Test in experimental class

3. The Result of Pre-Test in Control Class

The data of the Pre-Test result in control class in shown in table below.

Table 3
The Score of the Students' Pre-Test in Control Class

No	Name	Rating Score					Total	Scores
		P	G	V	F	C		
1	Adelia P. S Sihotang	3	3	3	3	3	15	60
2	Aditya Wardana	2	3	3	2	2	12	48
3	Amel E. Damanik	3	2	3	2	3	13	52
4	Arga A. E Damanik	3	3	3	2	3	14	56
5	Azizah K. Chaniago	2	2	2	2	2	10	40
6	Betshaida R. Sumbayak	3	3	3	3	3	15	60
7	Bryan Vincentius Sihotang	3	2	2	3	3	13	52
8	Chystian N. R Sinaga	2	2	2	2	2	10	40
9	Dinda A Turnip	3	3	3	3	4	16	64
10	Evan Satrio Sinaga	2	3	3	3	3	14	56
11	Fadly Azizi	3	3	3	3	3	15	60
12	Faiza Mutia	3	3	3	4	3	16	64
13	Gabriella T. X Panjaitan	3	3	3	4	4	17	68
14	Hizkia X Panjaitan	2	2	2	2	2	10	40
15	Juan F. H Purba	3	3	3	3	3	15	60
16	Juanda R. C Manurung	2	3	3	2	2	12	48
17	Muhammad A. Hamdi	2	3	3	2	2	12	48
18	Muhammad H. A Madin	3	2	2	2	2	11	44
19	Nazwa A Lubis	3	3	3	2	3	14	56
20	Rehan Panjaitan	2	2	2	1	2	9	36
21	Rehan Panjaitan	2	2	2	1	1	8	32
22	Rizky Baraka	2	3	3	2	2	12	48
23	Sambar M Sinuraya	2	3	3	2	3	13	52
24	Sella Anjani	1	3	3	1	1	9	36
25	Snofiy Ramadhani	3	3	3	4	4	17	68
26	Torang A Samosir	2	3	3	2	2	12	48
27	Tuti Mulia Ningsih	2	2	2	2	2	10	40
28	Vioren E Situmeang	3	3	3	3	3	15	60
29	Wilham Turnip	2	2	3	2	2	11	44
30	Yuni Sara Turnip	2	3	3	3	3	14	56
	N=30							∑b₁= 1536
								Mb₁= 51,07

Based on the table of pre-test results in the control class, there are variations in the scores obtained by students. The lowest score was 32, which was achieved by 2 students. In addition, 1 student got a score of 36, 1 student got a score of 40, and 2 students got a score of 48. There were 2 students who got a score of 52, and 1 student got a score of 56. The highest score achieved was 68, which was achieved by 1 student. The average pre-test score for the control class was 51.07, which indicates that the students' initial ability to speak is still relatively low.

Note : N is the total number of Pre-Test in the control class
 ∑b₁ is the number of scores of Pre-Test in the control class
 Mb₁ is the average number of Pre-Test in control class

4. The Result of Post-Test in Control Class

The data of the Post-Test result in control class in shown in table below.

Table 4
The Score of the Students' Post-Test in Control Class

No	Name	Rating Score					Total	Scores
		P	G	V	F	C		
1	Adelia P. S Sihotang	4	3	3	3	4	17	68
2	Aditya Wardana	2	3	3	2	3	13	52
3	Amel E. Damanik	4	3	3	3	4	17	68
4	Arga A. E Damanik	3	3	3	3	4	16	64
5	Azizah K. Chaniago	3	3	3	2	3	14	56
6	Betshaida R. Sumbayak	4	3	3	4	4	18	72
7	Bryan Vincentius Sihotang	3	2	3	3	3	14	56
8	Chystian N. R Sinaga	3	2	3	2	3	13	52
9	Dinda A Turnip	4	3	3	3	3	16	64
10	Evan Satrio Sinaga	3	3	3	3	3	15	64
11	Fadly Azizi	3	3	3	3	3	15	64
12	Faiza Mutia	4	3	3	4	4	18	72
13	Gabriella T. X Panjaitan	3	4	4	3	3	17	72
14	Hizkia X Panjaitan	3	3	3	3	3	15	52
15	Juan F. H Purba	3	3	3	3	4	16	64
16	Juanda R. C Manurung	2	3	3	2	2	12	56
17	Muhammad A. Hamdi	3	3	3	3	3	15	60
18	Muhammad H. A Madin	3	2	3	3	3	14	60
19	Nazwa A Lubis	4	4	4	3	4	19	64
20	Nikmat A Situmorang	2	3	3	2	2	12	48
21	Rehan Panjaitan	3	2	3	3	3	14	56
22	Rizky Baraka	3	3	3	3	3	15	60
23	Sambar M Sinuraya	3	3	4	3	4	17	60
24	Sella Anjani	3	3	3	2	3	14	60
25	Shofiy Ramadhani	4	3	3	4	4	18	72
26	Torang A Samosir	3	2	3	3	3	14	56
27	Tuti Mulia Ningsih	3	3	3	2	3	14	52
28	Vioren E Situmeang	4	4	4	3	3	18	72
29	Wilham Turnip	3	3	3	3	3	15	60
30	Yuni Sara Turnip	4	3	3	3	4	17	68
N=30								∑b₁= 1844
								Mb₁= 61,47

Based on the post-test results table in the control class, there was an in-crease in the scores obtained by students after participating in learning with con-ventional methods. The lowest score achieved was 48, which was achieved by 2 students. Meanwhile, 1 student got a score of 52, and 3 students got a score of 56. There were 3 students who achieved a score of 60, and 1 student got a score of 64. The highest score achieved was 72, which was achieved by 3 students. The average post-test score for the control class was 61.47, indicating an improvement in students' speaking ability.

Note : N is the total number of Post-Test in the control class
 ∑b₁ is the number of scores of Post-Test in the control class
 Mb₁ is the average number of Post-Test in control class

Analyzing Data by Using t-test Formula Control Class

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun et al

- a. Look for the scores obtained, denoted by (db) from the student's speaking test and explain them in the table. The difference in score (db) between the pre-test and post-test in the control class can be seen in the table below:

Table 5
The analyzing data of control class

No	Name	Pre-Test	Post-Test	da	da ²
1	Alfa R. Harefa	48	72	24	576
2	Andreas S. Manik	52	76	24	576
3	Arfan F. P Sibarani	60	64	4	16
4	Arga A. Simanjuntak	60	68	8	64
5	Bayu Anggara	60	68	8	64
6	Elisabet F. Pandiangan	68	80	12	144
7	Enjel G. Damanik	48	60	12	144
8	Farel Setiawan	40	60	20	400
9	Fauzan Aditya	52	72	20	400
10	Hagid R. H Saragih	52	64	12	144
11	Ikhsan S. Pratama S	64	80	16	256
12	Indri K. Sitio	60	80	20	400
13	Ingrid S. Simarmata	56	72	16	256
14	Izzatunnisa M. Basri	64	76	12	144
15	Joel R. Aritonang	40	64	24	576
16	Karisma O. Haloho	40	64	24	576
17	Keyza S. Sinaga	64	80	16	256
18	Khairin Klarasati	56	72	16	256
19	Lelita I. L Capah	48	64	16	256
20	Meisya Khaira	60	76	16	256
21	Melati Panjaitan	60	80	20	400
22	Muhammad A. Shafwan	44	60	16	256
23	Nabila Syafani	56	80	24	576
24	Naomi Br Nainggolan	52	80	28	784
25	Nur Mayranda	64	80	16	256
26	Pistheo A. Simanjuntak	56	64	8	64
27	Putri Friza	52	80	28	784
28	Rauf J. C Parinduri	48	68	20	400
29	Sehatia Sianipar	56	72	16	256
30	Theresia D. Silalahi	64	80	16	256
	Na= 30			∑da= 512	∑da²= 9792

Note: Nb is the total number of the students in control class
 $\sum db$ is the gained score in control class from Pre-Test and Post-Test
 $\sum db^2$ is the result's score from gained score and it will be calculated to find the significant score in t-test formula

- b. Determining Mean of Variable of experimental class with formula:

$$Mb = (\sum db)/Nb$$

So, the result is:

$$Ma = 312/30$$

$$Ma = 10,4$$

After obtain the result of Mean variable of control class, the researcher calculated the standard deviation score as follows:

- c. Determining standard deviation score variable I (control class) with formula:

$$da^2 = \sum da^2 - \left(\frac{(\sum da)^2}{Na} \right)$$

So, the calculation and result are:

$$da^2 = 9.792 - \left(\frac{(512)^2}{30} \right)$$

$$= 9.792 - \left(\frac{262144}{30} \right)$$

$$= 9.792 - 8.738,1$$

$$da^2 = 1.053,9$$

From the calculation above, the results experimental class were:

The total number of students (Nb) = 30

Mean of variable (Mb) = 10,4

Standard deviation score = 851,2

The above results will be recalculated using the t-test formula, and from the results, it can be seen that the experimental class has a higher mean of variables and standard deviations compared to the control class. The total number of students in both classes (Na and Nb) is the same, so the calculation for both classes can be done easily using the t-test formula. Before doing the calculation with the t-test formula, the author needs to determine the degree of freedom (df) using the following formula:

$$df = Na + Nb - 2$$

$$= 30 + 30 - 2$$

$$= 58$$

Based on the data calculation above from experimental class and control class, the results are:

$$Ma = 17,07$$

$$Mb = 10,4$$

$$da2 = 1.053,9$$

$$db2 = 851,2$$

$$df = 58$$

$$Na = 30$$

$$Nb = 30$$

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2} \right] \left[\frac{1}{Na} + \frac{1}{Nb} \right]}}$$

$$t = \frac{17,07 - 10,4}{\sqrt{\left[\frac{1.053 + 851,2}{[30 + 30] - 2} \right] \left[\frac{1}{30} + \frac{1}{30} \right]}}$$

$$t = \frac{6,67}{\sqrt{\left[\frac{1.905,1}{58} \right] \left[\frac{2}{30} \right]}}$$

$$t = \frac{6,67}{\sqrt{[32,84] \left[\frac{2}{30} \right]}}$$

$$t = \frac{6,67}{\sqrt{2,189}}$$

$$t = \frac{6,67}{1,47}$$

$$t = 4,537$$

The results of the data analysis showed a value of 4.537 with a degree of freedom (df) for the two-sided calculation was 58. Thus, the value of table t is 2.392. This shows that the t-test value is higher than the t-table value at the significance level (0.05) with two sides. The average score between the experimental class and the control class was 6.67. From these results, it can be concluded that there is a significant effect on the use of the TikTok Application in teaching speech for students.

HYPOTHESIS TESTING

Hypothesis testing aims to answer questions regarding the significant effect on students' speaking ability taught using the media of the TikTok Application in teaching speech. To get an answer to this question, the researcher needs to propose the following Alternative Hypothesis and Null Hypothesis:

Ha: There is a significant effect of the use of TikTok application media on student speaking teaching.

Ho: There is no significant effect of the use of TikTok app media on students' speaking teaching.

In this final project, the t-test calculation for the degree of freedom (df) 58 at a significance level of 0.05 showed that the critical value (t-test) was 4.537. The T-test is larger than the T-Table with a DF of 58, which is $4,537 > 2.001$. Based on the calculation of the hypothesis test above, it can be concluded that the t-test value ($4.537 > 2.001$). Therefore, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected.

Findings

From the results of the study, researchers found that students were able to demonstrate speaking ability in five aspects, namely pronunciation, grammar, vocabulary, fluency, and comprehension well through the use of TikTok. To find out the effect of applying the TikTok application as a medium of learning to speak, the author gave a pre-test and post-test to see if there was an effect on the experimental class after being given the treatment. Researcher's experience shows that TikTok can have a positive effect on learning speaking ability. Students who are taught using the TikTok app get better grades than students who are taught using conventional learning. This can be proven from the post-test results obtained by the experimental class which are higher than the post-test results in the control class. After analyzing the data, the author found that TikTok has an effect on students' mastery of speaking ability in these five aspects. As mentioned earlier, if the t-test is higher than the t-table value, an alternative hypothesis is accepted. Based on the description of the results analysis in the table above, the author can conclude that there is a significant effect on the speaking ability of students taught using the TikTok application media. Show:

N_a and $N_b = 30$

The number of students in the experimental class and the control class was 30 students each.

1. Pre-Test (Experimental Class): The minimum score for the Pre-Test is 40 points. There were 3 students who scored 40 (low ability), 6 students scored 48 (low ability), 8 students scored 52 (sufficient ability), 6 students scored 56 (sufficient ability), 6 students scored 60 (sufficient ability), 5 students scored 64 (sufficient ability), and the highest score was 68 (sufficient ability) achieved by 1 student.
2. Post-Test (Experiment Class): The highest score is 80. There were 6 students who got a score of 80 (very high ability), 2 students got a score of 76 (high ability), 4 students got a score of 72 (high ability), 3 students got a score of 68 (high ability), 9 students got a score of 64 (sufficient ability), and 3 students got a score of 60 (sufficient ability), and 3 students got a score of 56 (sufficient ability).
3. Pre-Test (Control Class): The lowest Pre-Test score is 32. There were 2 students who got a score of 32 (low ability), 2 students got a score of 36 (low ability), 3 students got a score of 40 (low ability), 7 students got a score of 48 (low ability), 3 students got a score of 52 (sufficient ability), 4 students got a score of 56 (sufficient ability), 5 students got a score of 60 (sufficient ability), 3 students got a score of 64 (sufficient ability), and the highest score is 68 (high ability) achieved by 1 student.
4. Post-Test (Control Class): The highest score is 72. There were 3 students who got a score of 72 (high ability), 4 students got a score of 68 (high ability), 5 students got a score of 64 (sufficient ability), 5 students got a score of 60 (sufficient ability), 7 students got a score of 56 (sufficient ability), 2 students got a score of 52 (sufficient ability), and 4 students got a score of 48 (low ability).
5. The researchers found that the average scores in the experimental classes of pre-test and post-test were 54.80 and 71.87.
6. The researchers found that the average scores in the control classes of the pre-test and post-test were 51.07 and 61.47.
7. The researchers found that the average value of the total score difference from the experimental class (M_a) was 17.07
8. The researchers found that the average value of the total score difference from the control class (M_b) was 10.4. The degree of freedom (df) is 58.
9. The researchers found that the total standard deviation of the experimental class (d_a^2) was 1,053.9
10. The researchers found the total standard deviation of the control class (d_b^2) was 851.2.
11. Based on $df = 58$ at a significance level of 0.05 (two sided), the t-table value is 2.001.
12. After calculating the data with a t-test formula, the researcher obtained a t-test score of 4.537.

DISCUSSION

This study aims to explore the effect of the using of TikTok video learning media of students' speaking ability in the eleventh grade at SMK Negeri 1 Pematangsiantar. In this study, the researcher involved two classes, namely class XI RPL 2 as an experimental class and class XI RPL 1 as a control class. Both classes underwent

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun et al

similar pre-tests and post-tests. However, in the experimental class, the researcher applied the treatment by using TikTok videos as a learning medium after the pre-test was carried out. Meanwhile, the control class did not receive special treatment and only used conventional learning methods through textbooks after the pre-test. The results showed that students who learned using TikTok videos scored better compared to students who learned through textbooks. One of the advantages of implementing TikTok videos is that students can more easily understand the material, as they not only see but also hear every sentence delivered in the video. In addition, the use of TikTok as a learning medium allows students to learn more often without any coercion, and researchers can clearly observe students' level of activity in the classroom through comments given on videos. TikTok feature, "Duet", also provides additional benefits. The system allows videos to appear randomly on the user's homepage, so that not only students in the experimental class can watch them and duet with the video, but also others outside the classroom. Thus, the videos provided by the researcher can reach a wider audience, providing an opportunity for more people to learn from the material presented. Overall, this study shows that the use of TikTok video learning media can have a positive impact on students' mastery of speaking ability, as well as increase their motivation and activeness in the learning process.

CONCLUSION

Based on the findings and discussion presented in Chapter IV, this study concludes the following things regarding the effect of the TikTok application on the teaching of speaking ability of eleventh grade students at SMK Negeri 1 Pematangsiantar. The study found a significant improvement in students' speaking ability in experimental classes taught using the TikTok application. This improvement was observed in the five aspects of speech assessed: pronunciation, grammar, vocabulary, fluency, and comprehension. The TikTok application has proven to be an effective and positive learning medium to improve students' speaking ability. Students in the experimental group achieved higher Post-Test scores (average of 71.8) compared to those in the control group (average 61.4) who received conventional textbook-based learning. The use of TikTok creates a more interesting and interactive learning environment. The audiovisual nature of TikTok's content makes it easier for students to understand the material, and features like the "Duet" function encourage active participation and practice, even outside of a formal classroom setting. Hypothesis tests confirmed the significant effect of TikTok use on improving students' speaking ability. The t-test value of the count (4.537) was greater than the t-table value (2.001) at a significance level of 0.05 with 58 degrees of freedom, which resulted in the acceptance of the alternative hypothesis (H_a) and the rejection of the null hypothesis (H_0). This suggests that the differences in speech ability observed between the two groups were statistically significant and not by chance. TikTok's "Duet" feature allows learning content to reach a wider audience outside of the experimental classroom, potentially benefiting more students and encouraging independent learning. In summary, the TikTok app serves as a valuable and effective tool for teaching English speaking ability, particularly in a vocational high school setting, by improving students' overall engagement, comprehension, and speaking proficiency.

REFERENCES

- Apriliana, A., Surjowati, R., & Azizah, S. (2024). Using ELSA To Improve Students' Speaking Skills at the Eleventh Grade of SMK Kawung 2 Surabaya (Doctoral dissertation, Wijaya Kusuma Surabaya University).
- Arlina, W., Elfisa, Y., & Elmaida, E. (2021). THE STUDENTS SPEAKING ABILITY IN DESCRIPTIVE TEXT AT TENTH GRADE OF SMA NEGERI10 BUNGO ACADEMIC YEAR 2019/2020. *Selecting*, 3(3), 70-85.
- Ary, D., Jacobs, L. C., & Razavieh, A. (1972). Introduction to research in education.
- Babbie, E. R. (2020). The practice of social research. Cengage Au.
- Bailey, K. M. (2003). Speaking. *Practical English language teaching*, 47-66.
- Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2016). *Communication: Principles for a lifetime*. Pearson.
- Brown, H. D. (2010). *Language Assessment: Principles and Classroom Practices*.
- Brown, G and G. Yule. 1983. *Teaching the Spoken Language; An Approach Based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- Bryman, A. (2016). *Social research methods*. Oxford university press.

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun et al

- Bulele, Y. N. (2020, November). Analisis fenomena sosial media dan kaum mile-nial: studi kasus tiktok. In Conference on Business, Social Sciences and Innovation Technology (Vol. 1, No. 1, pp. 565-572).
- Burns, A. (2016). Research and the teaching of speaking in the second language classroom. *Handbook of research in second language teaching and learn-ing*, 242-256.
- Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantita-tive, and Mixed Methods Approaches*. 4th Edition, Sage, Newbury Park. Sampling Bias Website: <https://goldenratio.id/index.php/grsse/index> ISSN [Online] 27975827.
- Crystal, D. (2018). *The Cambridge encyclopedia of the English language*. Cambridge university press.
- Danesi, M. (2017). *Language, society, and new media: Sociolinguistics today*. Routledge.
- DeVito, J. A., & DeVito, J. (2019). *The interpersonal communication book*. Instructor, 1(18), 521-532
- Dewanta, A. A. N. B. J. (2020). Pemanfaatan aplikasi Tik Tok sebagai media pembelajaran bahasa Indonesia. *Jurnal pendidikan dan pembelajaran baha-sa Indonesia*, 9(2), 79-85.
- Ganna, M. (2018). *TEACHERS' STRATEGIES IN TEACHING SPEAKING (A CASE STUDY OF AN ENGLISH TEACHER IN SMA NEGERI 1 TORAJA UTARA)* (Doctoral dissertation, Universitas Negeri Makassar).
- Goh, C. C. M. (2007). *Teaching speaking in the language classroom* (Vol. 15). Singapore: SEAMEO Regional Language Centre.
- Gumelar, A., & Sugara, A. (2019). The Use of Role Play to Improve Speaking Skill for Grade XI of SMK Sangkuriang 2 CIMAH. *Project (Profes-sional Journal of English Education)*, 2(6), 757-763.
- Kimmons, R., & Veletsianos, G. (2016). Education scholars' evolving uses of twitter as a conference backchannel and social commentary platform. *Brit-ish Journal of Educational Technology*, 47(3), 445-464.
- Kurniati, A. K., Eliwarti, E., & Novitri, N. (2015). A study on the speaking ability of the second year students of SMK Telkom Pekanbaru (Doctoral disserta-tion, Riau University)Anggi E Pratiwi, N. N. (2018). "TikTok as Media to Enchancing the Speaking Skill of EFL Students!". *Journal Proceedings In-ternational Conferense on Education of Suryakencana*, 372-82.
- Laksana, A. J. (2016). The effectiveness of using chain story game in teaching speaking (An Experimental Research at the Eighth Grade Students of SMP Negeri 1 Jatilawang in the Academic Year 2015/2016) (Doctoral disserta-tion, UNIVERSITAS MUHAMMADIYAH PURWOKERTO).
- Lenia, P. N. (2022). *THE INFLUENCE OF TIKTOK VIDEO ON STU-DENTS' PRONUNCIATION IN SMP NEGERI 1 PURWANEGARA* (Doctoral dissertation, UIN Prof. KH Saifuddin Zuhri).
- Marisa, M. (2021). Inovasi kurikulum "Merdeka Belajar" di era society 5.0. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 5(1), 66-78.
- Nugraha, T. S. (2022). Kurikulum merdeka untuk pemulihan krisis pembelaja-ran. *Inovasi Kurikulum*, 19(2), 251-262.
- Nunan, D. (2015). *Teaching English to speakers of other languages: An introduc-tion*. Routledge.
- Nur, H. (2022). Pengaruh Penggunaan Aplikasi Tiktok terhadap Perilaku Belajar Peserta Didik di SMA Negeri 4 Barru (Doctoral dissertation, IAIN PAREPARE).
- O'Malley, C., & Stanton, D. (2002). Tangible technologies for collaborative story-telling. In *Proceedings of the European Workshop on Mobile and Contex-tual Learning* (pp. 3-6).
- Pinter, A. (2017). *Teaching young language learners*. Oxford University Press.
- Putri, T. M. (2021). *Teachers' Strategies in Teaching Speaking: A Case of SMK Negeri 5 Palembang*. Jurnal online mahasiswa: UIN Raden Patah Palembang.
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: an endeavour of utilizing social media in higher education. *Journal of Languages and Language Teaching*, 11(1), 137-143.
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: an endeavour of utilizing social media in higher education. *Journal of Languages and Language Teaching*, 11(1), 137-143.
- Ramdani, N. S., Nugraha, H., & Hadiapurwa, A. (2021). Potensi pemanfaatan media sosial tiktok sebagai media pembelajaran dalam pembelajaran dar-ing. *Akademika*, 10(02), 425-436.
- Richards, J. C. (2015). *Key issues in language teaching*. Cambridge University Press.
- Santoso, L. T., & Sukartiningsih, W. (2021). Pengaruh Pemanfaatan Media Sosial Tik Tok terhadap Keterampilan Berbicara Siswa Kelas IV SDN Trosobo II. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar JPGSD*, 9(9), 3188-3197.
- Selwyn, N. (2021). *Education and technology: Key issues and debates*. Blooms-bury Publishing.

THE EFFECT OF TIKTOK APPLICATION ON TEACHING SPEAKING ABILITY OF THE STUDENTS ELEVENTH GRADE AT SMK NEGERI 1 PEMATANGSIANTAR

Elisa May Yolanda Marbun et al

- Setyadi, D. (2017). Pengembangan mobile learning berbasis android sebagai sara-na berlatih mengerjakan soal matematika. *Satya Widya*, 33(2), 87-92.
- Siahaan, B. L., & Siahaan, M. M. (2023). The Implementation of project based learning connected wwith digital technology to increase students speaking competence of Madrasah Aliyah Negeri (MAN) Simalungun regency. *Al-Ishlah: Jurnal Pendidikan*, 15(1), 497-506.
- Siahaan, M. A. D., Siahaan, B. L., & Situmeang, S. (2020). The effect of using TikTok application in teaching speaking for eleventh grade at SMK Swasta Pelita Pematangsiantar.
- Šolcová, P. (2011). Teaching speaking skills. Czech Republic: Masaryk University, 152.
- Susanti. (2023). Aplikasi TikTok sebagai media untuk meningkatkan keterampilan berbicara bahasa Inggris. *Sistem Informasi*, STMIK Pontianak, Pontianak, Indonesia.
- Tampubolon, A. R., Siahaan, B. L., & Sitanggang, A. (2023). The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar. *Jurnal Ilmu Pendidikan Dan Sosial*, 2(3), 390-402
- Tannen, D. (2018). *You're the only one I can tell: Inside the language of women's friendships*. Ballantine Books.
- Thornbury, S. (2016). Communicative language teaching in theory and practice. In *The Routledge handbook of English language teaching* (pp. 224-237). Routledge.
- Trochim, W. M., Donnelly, J. P., & Arora, K. (2016). *Research methods: The essential knowledge base*. UI'fah Hernaeny, M. P. (2021). Populasi dan sampel. *Pengantar Statistika*, 1(33), 342-351.
- Vanderkevent, T. (1990). *Teaching Speaking and Component of Speak-ing*. Cambridge University.brown
- Warini, N. L., Dewi, N. P. E. S., Susanto, P. C., & Dewi, P. C. (2020). Daya tarik TikTok sebagai media pembelajaran bahasa Inggris online. *Sinesa Prosid-ing*, November, 27-34.
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelaja-ran*, 4(1), 89-94.