

ANALYSIS OF THE USE OF INDONESIAN LANGUAGE IN TIKTOK EDUCATIONAL CONTENT AS A MEANS OF STRENGTHENING THE SPEAKING SKILLS OF STUDENTS OF SMP 1 KEDAWUNG

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Abstract

This study aims to examine the use of the Indonesian language in TikTok educational content and its contribution to enhancing junior high school students' speaking skills. The research employed a qualitative descriptive approach using content analysis as the research design. Data were collected from educational TikTok videos related to public speaking, as well as interviews and speaking performance assessments involving eighth-grade students at SMP 1 Kedawung. Data collection techniques included observation, documentation, interviews, and speaking skill assessments. The data were analyzed through the processes of data reduction, data display, and conclusion drawing. The findings reveal that the use of the Indonesian language in TikTok educational content demonstrates variations in diction, sentence structure, intonation, articulation, language variety, and communicative competence. Content creators predominantly employ communicative, straightforward, and contextually relevant language that aligns with the characteristics and preferences of young audiences. The use of interactive expressions, engaging vocabulary, and expressive delivery styles facilitates students' comprehension of the learning materials. Moreover, the findings indicate that TikTok educational content has a positive influence on students' speaking skills. Students exhibited improvements in self-confidence, speaking fluency, sentence organization, vocabulary selection, and the ability to communicate ideas effectively in oral contexts. Exposure to educational content on TikTok also encouraged students to become more active and confident in expressing their thoughts and opinions. In conclusion, TikTok educational content can serve as an effective digital learning medium for supporting the development of students' speaking skills. The communicative and accessible use of the Indonesian language in such content contributes significantly to improving students' oral communication abilities and fostering greater engagement in the learning process.

Keywords: Indonesian Language; TikTok Educational Content; Speaking Skills; Digital Learning Media; Junior High School Students.

INTRODUCTION

The rapid advancement of digital technology has significantly transformed communication patterns and learning processes within society, particularly among younger generations. Social media is no longer used solely as a source of entertainment but has evolved into a medium for information dissemination, education, and learning. One of the social media platforms that has experienced remarkable growth is TikTok. TikTok is a social networking platform centered on short-form video content, allowing users to create, share, and explore a wide variety of content, including educational materials. A distinctive feature of TikTok is its ability to deliver information in a concise, engaging, interactive, and easily understandable manner, particularly for young audiences. The integration of digital media into the learning process can enhance students' motivation, provide more engaging learning experiences, and facilitate a better understanding of educational materials (Arsyad, 2019).

Language serves as a fundamental means of communication and plays a crucial role in human life. Through language, individuals can express thoughts, ideas, emotions, and information to others. According to (Chaer 2014), language is a system of arbitrary vocal symbols used by members of a community to cooperate, communicate, and identify themselves. The function of language extends beyond interpersonal communication, serving as an essential medium in teaching and learning activities. In this study, the use of the Indonesian language is analyzed through several linguistic aspects, including diction, sentence structure, intonation, articulation, language variety, and

communicative competence. These aspects serve as the primary indicators for examining the use of Indonesian in TikTok educational content. Speaking is one of the most essential language skills in communication. (Tarigan 2015) defines speaking as the ability to produce sounds or words with the purpose of conveying ideas, thoughts, opinions, and feelings. Speaking skills encompass the ability to communicate information orally in a clear, organized, and comprehensible manner. In Indonesian language learning, speaking competence is considered a fundamental skill that students must develop in order to communicate effectively. However, in practice, many students still encounter difficulties in expressing information orally due to a lack of self-confidence, limited understanding of appropriate language use, and insufficient access to engaging and communicative learning media.

Educational content on TikTok that focuses on public speaking and communication techniques can serve as an effective model of appropriate language use for students. By observing such content, students can learn about word choice, sentence construction, intonation, articulation, and effective message delivery strategies. TikTok can function as an educational tool because it presents content in an audiovisual format. Consequently, students not only receive information verbally but can also observe facial expressions, intonation patterns, and communication styles directly. Therefore, educational content on TikTok offers considerable potential as a medium for enhancing students' speaking skills, particularly in the context of oral communication. This study aims to analyze the use of the Indonesian language in TikTok educational content as a means of strengthening the speaking skills of students at SMP 1 Kedawung. The study not only examines the use of Indonesian on a social media platform but also explores various elements of spoken language, including word choice, sentence structure, language variation, pronunciation, intonation, and communicative ethics reflected in TikTok educational content and their relevance to students' speaking abilities. Furthermore, this research provides a novel perspective by positioning TikTok as more than merely an entertainment platform or a medium for delivering instructional materials. Instead, it is viewed as an authentic resource for oral language learning that can be effectively utilized in educational contexts.

LITERATURE REVIEW

• Indonesian Language Use

Language is a means of communication used by individuals to convey ideas, thoughts, opinions, and emotions to others. According to (Chaer 2014), language is a system of vocal symbols utilized by members of a society to interact and cooperate with one another. In the communication process, the appropriate use of language is essential to ensure that messages are effectively conveyed and accurately understood.

In this study, the use of the Indonesian language is analyzed through several linguistic aspects, namely diction, sentence structure, intonation, articulation, language variety, and communicative competence. Diction refers to the accuracy and appropriateness of word choice according to the context of communication. Sentence structure relates to the organization of words into clear and comprehensible sentences. Intonation and articulation are associated with pronunciation, voice modulation, and stress patterns in spoken communication. These aspects are considered important indicators in evaluating the quality and effectiveness of language use in educational content.

• Speaking Skills

Speaking skills constitute one of the most essential language competencies in social interaction and communication. According to (Tarigan 2015), speaking is the ability to produce linguistic sounds in order to express ideas, thoughts, and feelings. Speaking skills involve the ability to communicate messages orally in a clear, coherent, and communicative manner.

In the context of Indonesian language learning, speaking skills represent a fundamental competency that students are expected to develop. Effective speaking abilities enable students to express opinions, communicate ideas efficiently, participate actively in discussions, and build self-confidence. Therefore, the development of speaking skills is considered a crucial component of language education.

• Digital Learning Media

Digital learning media refer to instructional tools and resources that utilize digital technology to support teaching and learning processes. According to (Arsyad 2019), learning media can be employed to attract students' attention and enhance their motivation to learn. The integration of digital media into educational settings can create a more interactive, engaging, and effective learning environment.

As a short-video-based social media platform, TikTok possesses significant potential as a learning medium (Santoso & Sukartiningsih, 2021). Educational content on TikTok presents learning materials through audiovisual formats that are easily understood by students (Khoir et al., 2024). Furthermore, TikTok's interactive features can

increase student engagement and participation throughout the learning process, making it a promising platform for educational innovation.

- **TikTok as a Learning Medium**

TikTok is a social media platform that enables users to create, share, and access short-form video content. In the field of education, TikTok can be utilized as an innovative learning medium because it delivers information in a concise, engaging, and communicative manner. Educational TikTok content related to public speaking and communication skills can serve as a valuable model of effective Indonesian language use for students. Through such content, students can learn appropriate diction, sentence structure, intonation, articulation, and effective message delivery techniques. By observing and engaging with educational videos, students are provided with authentic examples of spoken communication that can support the development of their speaking skills and overall communicative competence.

METHOD

This study employed a descriptive qualitative approach with a content analysis design. The qualitative approach was selected because the research aimed to understand and describe in depth the phenomenon of Indonesian language use in TikTok educational content within its natural context. Content analysis was utilized to identify, categorize, and interpret linguistic elements found in the spoken utterances, subtitles, and captions of TikTok educational content related to students' speaking skills (Tarigan, 2015). The focus of the study was directed toward the use of the Indonesian language in TikTok educational content concerning public speaking and speaking skills. The analysis was conducted based on six linguistic aspects: diction, sentence structure, intonation, articulation, language variety, and communicative competence. These six aspects were selected because they represent essential components of effective language use in conveying messages to an audience. Appropriate language use reflects an individual's ability to communicate messages clearly and efficiently to listeners (Chaer, 2014).

The research data consisted of content creators' spoken utterances, subtitles, and captions contained in TikTok educational videos. The data sources were obtained from fifteen educational TikTok videos selected purposively based on several criteria: the content had to be educational in nature, use Indonesian as the primary language, include Indonesian-language subtitles or captions, and relate to speaking skills. In addition, the study involved twelve eighth-grade students from SMP 1 Kedawung as respondents to obtain data regarding the enhancement of students' speaking skills after utilizing TikTok educational content.

Data collection techniques included observation, documentation, interviews, and speaking skill assessments. Observation was conducted to identify the use of Indonesian language features in TikTok educational content, while documentation involved recording and transcribing spoken utterances, subtitles, and video captions. Interviews were carried out to gather information regarding students' experiences in using TikTok as a learning medium. According to Arsyad (2019), digital learning media can attract students' attention, interest, and engagement in the learning process, thereby improving learning effectiveness. The research instruments consisted of observation sheets and linguistic analysis guidelines developed based on theories of language use and speaking skills. The researcher served as the primary instrument responsible for collecting, classifying, and interpreting the research data. Students' speaking skills were assessed based on the aspects of diction, sentence structure, intonation, articulation, language variety, and communicative competence, as outlined in (Tarigan's 2015) theory of speaking skills.

Data validity was ensured through technique triangulation by comparing findings obtained from observations, documentation, interviews, and speaking skill assessments. This procedure was conducted to ensure the credibility and trustworthiness of the data. Furthermore, the researcher re-examined the analysis results to verify their consistency with the predetermined research objectives. Data analysis was carried out through the stages of data reduction, data display, and conclusion drawing. The collected data were classified according to the linguistic aspects that constituted the focus of the study and were subsequently analyzed descriptively to identify patterns of Indonesian language use in TikTok educational content. The results of the analysis were then used to explain the contribution of TikTok educational content to the enhancement of students' speaking skills. The utilization of TikTok as a learning medium is based on its characteristics of presenting information in a concise, engaging, interactive, and easily understandable manner for young audiences, making it a potentially effective educational resource (Arsyad, 2019; Santoso & Sukartiningsih, 2021).

RESULTS AND DISCUSSION

• The Use of Indonesian Language in TikTok Educational Content

The findings indicate that the use of the Indonesian language in TikTok educational content related to speaking skills is characterized by communicative, simple, and contextual language use. Based on observations of fifteen TikTok educational videos focusing on public speaking and speaking techniques, content creators tended to adapt their language to the characteristics of young audiences, particularly junior and senior high school students. The findings reveal that the language used does not fully adhere to the formal language style commonly found in textbooks; instead, it combines formal, semi-formal, and popular language frequently employed in everyday communication.

This pattern of language use reflects content creators' efforts to establish closeness and engagement with their audiences. Language that is excessively formal is often perceived as difficult to understand on social media platforms, whereas overly informal language may diminish the educational value of the content. Therefore, most creators prefer a semi-formal style that maintains informational clarity while fostering audience engagement. This finding is consistent with Chaer's (2014) view that language use should be adjusted to the communication context and audience characteristics to ensure effective message delivery. Furthermore, the language used in TikTok educational content demonstrates a persuasive orientation. Content creators not only provide information but also encourage audiences to perform specific actions, such as practicing speaking techniques, improving communication skills, and increasing self-confidence in public speaking. Consequently, language functions within TikTok educational content are not merely informative but also motivational and educational.

• Diction

The findings reveal that diction is one of the most dominant linguistic elements in TikTok educational content. Content creators employ various word choices designed to attract audience attention while facilitating comprehension of the material presented. The vocabulary used is generally simple, direct, and closely related to students' daily experiences. Several videos feature popular terms such as self-confidence, effective communication, public speaking, body language, and self-confidence. The use of foreign terms does not necessarily diminish the quality of Indonesian language use because such terms are typically accompanied by explanations in Indonesian, allowing students to understand their meanings. This phenomenon reflects a form of code-mixing that is commonly found in contemporary digital communication.

In addition to foreign terminology, creators frequently use interactive expressions such as "let's," "try," "pay attention," "listen carefully," and "did you know?" These expressions help establish emotional connections with audiences and increase viewer engagement throughout the videos. The use of simple and communicative diction enables students to understand the material more easily than highly complex academic terminology. Interview results showed that most students found speaking materials easier to understand when presented in simple and less formal language. This finding suggests that appropriate diction plays a significant role in successful message delivery. It reinforces the notion that word choices aligned with audience characteristics can enhance communication effectiveness and support language learning processes.

• Sentence Structure

The sentence structures found in TikTok educational content tend to be concise, simple, and focused on the main points of discussion. Most creators employ declarative sentences to explain concepts, imperative sentences to provide instructions, and interrogative sentences to foster audience interaction. Declarative sentences are primarily used to convey information or explain speaking techniques. Examples include statements such as "Speaking confidently can improve communication quality" and "Eye contact helps audiences understand the intended message." These sentences are structured simply, making them easy for viewers to comprehend.

Imperative sentences are frequently used when creators provide guidance or speaking exercises. Examples include "Try practicing this technique every day," "Practice your articulation in front of a mirror," and "Repeat this exercise until you become fluent." Positive instructional statements appear to motivate students to apply the techniques being taught. Additionally, creators use interrogative sentences to increase audience participation. Questions such as "Have you ever felt nervous during a presentation?", "Are you still confused about how to start speaking in public?", and "Have you tried this technique?" encourage viewers to engage directly in the communication process. These strategies demonstrate that sentence structure functions not only as a means of conveying information but also as a tool for creating active interaction.

The use of concise sentence structures aligns well with TikTok's short-video format. Lengthy sentences may reduce audience attention, whereas brief and clear sentences contribute to more effective information delivery.

- **Intonation and Articulation**

Observations of the selected videos revealed that most content creators employ clear, dynamic, and expressive intonation. Intonation serves as a means of emphasizing important information, thereby facilitating audience comprehension. Creators tend to raise their intonation when highlighting key points or providing motivational messages and lower it when delivering explanatory information. Such variation prevents monotony and makes content delivery more engaging. Students who observe this content can learn how appropriate intonation contributes to effective oral communication.

In terms of articulation, the findings indicate that most creators demonstrate strong pronunciation skills. Words are pronounced clearly, enabling audiences to understand messages easily. Clear articulation is particularly important in speaking instruction because it provides students with practical examples of effective pronunciation and oral communication. Interview data further revealed that students became more aware of the importance of clear pronunciation after watching TikTok educational videos. Several students reported imitating the speaking styles of content creators during classroom presentations and discussions. This finding suggests that TikTok educational content can function as a practical model for speaking instruction by providing authentic examples of oral language use.

- **Language Variety**

The analysis identified the use of various language varieties, including formal, semi-formal, and informal styles. However, the semi-formal variety emerged as the most dominant style employed by content creators. The semi-formal style appears to be the most suitable for TikTok users, the majority of whom are adolescents. This variety enables creators to present information in a relaxed manner while maintaining clarity and educational value. Excessively formal language may create a rigid impression, whereas overly informal language may undermine the educational quality of the content.

Some creators incorporate expressions commonly associated with younger generations to establish rapport with audiences. Nevertheless, the use of slang is generally controlled and does not interfere with message comprehension. This finding suggests that creators are aware of the importance of selecting language varieties appropriate to their communicative objectives. The findings also indicate that exposure to different language varieties helps students understand the distinctions between language use across communication contexts. Through observing TikTok educational content, students learn when formal language is appropriate and when a semi-formal style may be more suitable.

- **Communicative Competence**

Communicative competence emerged as the most prominent aspect of the analyzed TikTok educational content. Content creators not only deliver information but also establish effective communication with audiences through various communicative strategies. The material is presented systematically, coherently, and attractively, facilitating audience comprehension. Creators frequently employ illustrations, concrete examples, simulated conversations, and personal experiences to explain concepts. These strategies make information more understandable and memorable for students. Furthermore, facial expressions, body movements, eye contact with the camera, and vocal variation contribute significantly to communication effectiveness. The combination of verbal and non-verbal elements demonstrates that successful communication depends not only on language use but also on the manner in which messages are delivered.

- **The Impact of TikTok Educational Content on Students' Speaking Skills**

Based on interviews and assessments involving twelve eighth-grade students at SMP 1 Kedawung, TikTok educational content was found to have a positive impact on the enhancement of students' speaking skills. Most students demonstrated increased confidence when speaking in front of the class and expressing opinions during discussions. Students reported gaining valuable examples of effective speaking techniques from the videos they watched. They developed a better understanding of the importance of word choice, sentence organization, intonation, and eye contact in oral communication. Moreover, students became more willing to express their opinions because they had acquired practical models of effective speaking strategies.

Speaking skill assessments revealed improvements in diction, sentence structure, intonation, articulation, language variety, and communicative competence. Students who had previously been passive began to participate more actively in speaking activities. They also demonstrated greater ability to organize information logically and communicate messages clearly. These findings support the study conducted by Kusumah, Firdaus, and Irham (2025), which concluded that the integration of TikTok into educational activities can enhance students' confidence, speaking fluency, and engagement in learning. TikTok functions not only as a source of entertainment but also as an educational medium that supports the development of communication skills.

Nevertheless, the study also identified several challenges associated with the use of TikTok as a learning medium. Excessive use of slang and uncontrolled code-mixing may influence students' mastery of standard language forms. Therefore, teacher guidance remains necessary to help students distinguish between formal and informal language use according to different communication contexts. Overall, the findings demonstrate that the use of the Indonesian language in TikTok educational content contributes significantly to the enhancement of students' speaking skills. Through communicative, interactive, and easily comprehensible content, students gain more engaging learning experiences while acquiring authentic examples of effective Indonesian language use in oral communication.

CONCLUSION

Based on the findings of this study regarding the use of the Indonesian language in TikTok educational content as a means of strengthening junior high school students' speaking skills, it can be concluded that TikTok educational content has considerable potential to be utilized as a language learning medium, particularly for enhancing students' speaking competence. The analysis of fifteen TikTok educational videos revealed that the Indonesian language used in such content is generally communicative, easily understandable, and adapted to the characteristics of audiences predominantly composed of young people. The language employed is not entirely formal; rather, it combines formal, semi-formal, and popular language varieties to create more engaging and effective communication with viewers.

From a linguistic perspective, the findings indicate that diction in TikTok educational content tends to be simple, clear, and relevant to students' daily lives. The sentence structures used are generally concise, effective, and easy to understand, facilitating the delivery of information within the limited duration of short-form videos. Furthermore, the intonation and articulation demonstrated by content creators exhibit a high level of quality, as they effectively emphasize important information and help audiences comprehend messages more clearly. The dominant language variety is semi-formal, which aligns with the characteristics of contemporary digital communication. Meanwhile, communicative competence is reflected in the creators' ability to present educational materials in an engaging, interactive, and persuasive manner.

The results also demonstrate that the use of Indonesian language in TikTok educational content contributes positively to the enhancement of junior high school students' speaking skills. Through exposure to various educational videos, students gain authentic examples of effective Indonesian language use in oral communication. They learn appropriate word selection, coherent sentence construction, proper intonation, clear articulation, and effective communication strategies by observing the videos they watch. Consequently, TikTok functions not only as an entertainment platform but also as a learning resource that supports the development of students' language skills.

Based on interview and observation data, most students demonstrated increased confidence in speaking after engaging with TikTok educational content. They became more willing to express their opinions, participate actively in discussions, and present information in a structured manner before peers and teachers. In addition, improvements were observed in diction, speaking fluency, idea organization, and overall communication effectiveness. These findings suggest that TikTok educational content can serve as an alternative learning medium that is relevant to the needs and characteristics of learners in the digital era.

Nevertheless, the study also found that the use of TikTok as a learning resource requires appropriate guidance and supervision from teachers. Not all available content employs Indonesian language according to standard linguistic conventions. Excessive use of slang, code-mixing, and various forms of digital language variation may influence students' mastery of formal language if not properly guided. Therefore, teachers should play an active role in selecting, filtering, and integrating educational TikTok content that aligns with Indonesian language learning objectives in order to maximize its educational benefits. From a theoretical perspective, this study contributes to the development of applied linguistics, particularly in relation to the use of Indonesian language in digital media and its application in language learning. The findings demonstrate that social media can serve as a relevant object of linguistic inquiry because it presents dynamic forms of language use that are closely connected to contemporary

society, especially younger generations. Furthermore, this study enriches the existing literature on the use of social media as an educational medium that supports the development of students' language skills. From a practical perspective, the findings may serve as a reference for Indonesian language teachers in developing more innovative, engaging, and technology-oriented instructional strategies. TikTok educational content can be utilized as an alternative learning medium in speaking-skill activities, including observation, discussion, presentations, and student-generated content creation. As a result, learning processes are no longer exclusively dependent on textbooks but can incorporate digital learning resources that are more closely aligned with students' everyday experiences.

This study has several limitations, as it focuses only on a limited number of TikTok educational videos related to public speaking and speaking skills and involves a relatively small number of respondents. Therefore, future studies are recommended to examine a broader range of educational content, involve larger participant groups, and combine qualitative and quantitative approaches to obtain a more comprehensive understanding of the influence of social media on students' language skills. Overall, this study confirms that the use of Indonesian language in TikTok educational content has strong relevance in supporting the enhancement of junior high school students' speaking skills. Through communicative language use, engaging content presentation, and the accessibility offered by digital platforms, TikTok can be effectively utilized as a learning medium to help students develop speaking abilities, increase self-confidence, and strengthen their communicative competence in the digital era.

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