

**STUDENTS' VIEW ON USING TIKTOK  
APPLICATION AND ITS INFLUENCE IN THEIR  
SPEAKING PROFICIENCY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements  
for Gaining the Degree of Bachelor of English  
Language Education



By :  
**Likha Malikhatul Khusna**  
1903046098

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER  
TRAINING  
UNIVERSITAS ISLAM NEGERI WALISONGO  
SEMARANG  
2023**

# THESIS STATEMENT



**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

---

## THESIS STATEMENT

I am student with the following identity

Name : Likha Malikhatul Khusna  
Student Number : 1903046098  
Department : Education  
Field of Study : English Education Department

Certify that the thesis is untitled

### **STUDENTS' VIEW ON USING TIKTOK APPLICATION AND ITS INFLUENCE IN THEIR SPEAKING PROFICIENCY**

Is definitely my own work. I am completely responsible for the content of the thesis. Other researchers' opinions on findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, 24<sup>th</sup> November 2023

The Researcher



**Likha Malikhatul Khusna**

1903046098

# RATIFICATION



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

## RATIFICATION

Thesis with the following identity:

Name : Likha Malikhatul Khusna  
Student Number : 1903046098  
Department : English Education Department  
Title : **STUDENTS' VIEW ON USING TIKTOK APPLICATION AND ITS INFLUENCE IN THEIR SPEAKING PROFICIENCY**

Had been ratified by the board of examiners of Education and Teacher Training Faculty of Walisongo Islamic State University Semarang and can be received as one of any requirements for gaining the Bachelors' Degree in English Education Department.

Semarang, 20 December 2023

## THE BOARD OF EXAMINERS

Chairperson,

Dr. Siti Mariam, M.Pd  
NIP. 196507271992032002

Secretary,

Dra. Nuna Mustikawati Dewi, M.Pd  
NIP. 196506141992032001

Examiner I

Agus Mutohar, M.A., Ph.D.  
NIP. 198408012019031007



Examiner II

Siti Tarwiyah, S.S., M.Hum  
NIP. 197211081999032001

Advisor

Dr. Siti Mariam, M.Pd  
NIP. 196507271992032002

# ADVISOR NOTE



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jalan Prof. Dr. Hamka Km.2 Ngaliyan, Semarang 50185  
Telp. 024-7601295, Fax. 024-7615387

## ADVISOR NOTE

Semarang, 24<sup>th</sup> November 2023

To  
The Dean of Education and Teacher Training Faculty  
Universitas Islam Negeri Walisongo Semarang

*Assalamualaikum Warohmatullahi Wabarokatuh*

I inform that I have given guidance, briefing and correction to whatever extent necessary for the following thesis:

Title : **STUDENTS' VIEW ON USING TIKTOK APPLICATION  
AND ITS INFLUENCE IN THEIR SPEAKING**

Name of Student : Likha Malikhatul Khusna  
Student Number : 1903046098  
Department : English Education Department

I state that the thesis is ready to be submitted to Islamic Education and Teacher Training Faculty at UIN Walisongo Semarang to be examined at the *Munaqosyah* session.

*Wassalamualaikum Warohmatullahi Wabarokatuh*

Semarang, 24<sup>th</sup> November 2023

Advisor

**Dr. Hj. Siti Mariam, M.Pd**  
NIP. 196507271992032002

## ABSTRACT

**Title** : **STUDENTS' VIEW ON USING TIKTOK APPLICATION AND ITS INFLUENCE IN THEIR SPEAKING PROFICIENCY**

**Author** : **Likha Malikhatul Khusna**

**Student's Number** : **1903046098**

This study aims to describe students' achievement in speaking proficiency, explain the students' view on using TikTok application in speaking proficiency, and analyze the significant influence of the TikTok application on students' speaking proficiency. This research used qualitative and quantitative methods and a correlation study research design. The sample was of the fifth-semester students of the English Language Education Department in the academic year of 2023/2024 of UIN Walisongo who use and own the TikTok application. The data collection techniques used observation, questionnaires, and speaking tests. The data analysis techniques item analysis and test assumption methods. The results of the research data analysis show that the correlation value between the use TikTok application and students' speaking proficiency is 0.503. This can be interpreted that TikTok users who spend more time using TikTok are likely to have high speaking proficiency. Furthermore, the significant level of the coefficient can be seen in the table which has a sig value. (2-tailed) between the use of TikTok application (X) and students' speaking proficiency (Y) is  $0.001 < 0.05$ , which means there is a significant correlation between the use TikTok application and students' speaking proficiency variables. It can be concluded that the hypothesis can be accepted. Based on the results of data analysis the conclusion is the use of the TikTok application has a significant influence on TikTok students speaking proficiency with a value of  $0.001 < 0.05$ . In addition, the use of TikTok application and students speaking proficiency have a strong influence and a positive influence direction with a correlation value of 0.503. Meaning, that the spend more time students spend using

the TikTok application to learn, the higher their speaking proficiency will be the researcher concluded that the significant influence of using the TikTok application on students' speaking proficiency is effective and can be used as another method for learning.

**Keyword:** *speaking proficiency, TikTok application*

## **DEDICATION**

This thesis is dedicated to the researcher's alma mater Walisongo State Islamic University Semarang and also the researcher's beloved family, especially the parents of researcher Imam Basuki and Sholechah who always support researchers with everything they have including unending love.

## MOTTO

*“Effort and prayer depend on ideals. Human have nothing to gain but what they have earned”*

(Jalaludin Rumi)

*“Even small things are magnificent and spectacular, they’re God-given gifts”*

(SKZ)



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Praise is always given to Allah SWT for the presence of plenty of mercy and his grace so that the researcher can complete the thesis with "The Use of TikTok Application Towards Students' Speaking Proficiency". Without the presence of plenty of mercy and grace from Allah SWT, arranging the thesis will not run optimally. Blessing and salutation be upon the most honorable Prophet Muhammad SAW who has done a lot for the development of Muslims, and who has brought ummat from the darkness era into the brightness era.

This thesis could be completed with the help, guidance, advice, support, and motivation from various parties. Therefore, in this chance, the researcher would like to express gratitude and appreciation to:

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11. All participants have to be research samples.

12. For those who cannot be mentioned one by one who have supported the researcher to finish this thesis

The researcher realizes that the preparation of this thesis is far from perfect, may Allah SWT give a double reward to all those who have helped the author in completing the writing of this thesis. Therefore, the researcher hopes for suggestions and constructive criticism from readers. Finally, the researcher hopes that the purpose of making this thesis can be achieved as expected.

Semarang, 24<sup>th</sup> November  
2023

The Researcher,



Likha Malikhatul Khusna  
1903046098

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# CHAPTER I

## INTRODUCTION

This chapter consists of the background of the study, the research question, the objective of the research, the limitations of the research, and the significance of the study.

### **A. Background of the Study**

TikTok is one of the most widely used social media around the world. In fact, in 2021 as many as 3 billion times the TikTok application was downloaded and about 1 billion active users every month, even in 2021 TikTok got 7th place with monthly active users. With TikTok's success, TikTok has become a learning medium for the current generation. Content creators usually create fun and interesting learning materials using various methods, so today's generation prefers to learn through this application.

Nowadays, many teenagers and adults use the TikTok application, either as an entertainment medium or as a learning medium. In the TikTok application itself, there is a hashtag for the thrill of learning. Where the hashtag (#belajarbersama) contains various materials that

can be learned. Many content creators utilize this hashtag to educate their followers or viewers. Learning or knowing English can be done through this application. It can be proven by the many studies that discuss this, starting with learning vocabulary, listening, and speaking in English. In addition, the researcher also discusses the benefits of learning from the TikTok application.

Some TikTok users even use the app as a substitute for Google in finding everything they want to know. Many content creators create content that discusses speaking. Where speaking is one of the four language skills. Speaking is the basic oral communication and mastering speaking is the most crucial aspect of learning (Ferstephanie & Pratiwi, 2021). According to some people speaking is a skill that is difficult to understand. For example, many still have trouble pronouncing words in English correctly so it takes a long time to understand the meaning of the person. Speaking is the act of saying something orally where the action is constructed by a language system that contains vocabulary, grammar, pronunciation, and cultural awareness in spoken

discourse. Therefore, how to speak correctly and clearly will guarantee the success of human interaction.

The TikTok application can be a learning tool for speaking. TikTok users can be learned by themselves with the various features contained in this application. Not only that, TikTok also has content such as challenges, one of which is Language Challenges. In addition, TikTok has content in the form of challenges, one of which is Language Challenges. Students can improve their speaking abilities in a fun way by participating in TikTok's language challenges. These challenges frequently involve the creation of short videos in response to a question or theme, such as describing a favorite hobby or traveling experience. Students can practice their English and get feedback from other users by taking on these challenges (Bsharat & Hamarsha, 2023). TikTok media is a winsome and productive app since it boosts students' self-esteem in speaking English and leads to higher test results than when students don't use the app (Mauludi & Suryadi, 2023).

From this explanation, this study investigated the effect of the TikTok application on young people,

especially students majoring in English in speaking ability. This research began by looking for respondents who fit the criteria then, providing questions through the Google form, speaking test and documenting them then processing the data.

## **B. Research Questions**

From previous research on the benefits of the TikTok application in learning various English materials, this research will investigate the effect of the TikTok application on the speaking ability of students majoring in English. It addresses the following research questions:

1. How high are students' speaking proficiency?
2. How is the students' view on using TikTok application in speaking proficiency?
3. How is the significant influence of using TikTok application on students' speaking proficiency?

## **C. The Objective of the Research**

Based on the research question, the purpose of the research is:

1. To describe students' achievement in speaking proficiency

2. To explain the students' view on using TikTok application in speaking proficiency
3. To analyze the significant influence of TikTok application on students' speaking proficiency

#### **D. Limitation of the Study**

The researcher conducted this study at Universitas Islam Negeri Walisongo Semarang in the academic year 2023/2024. The study investigated the use of TikTok application towards students speaking proficiency, especially the fifth-semester students of the English Language Education department.

#### **E. Significance of the Research**

This research is expected to have the following theoretical and practical meanings:

1. Theoretical
  - a. As information about the use of TikTok application towards students' speaking proficiency, especially students majoring in English.
  - b. As a basis for further research related to research topics and research questions

## 2. Practical

- a. For researchers, this can add insight and experience in knowing the effects of the TikTok application on speaking proficiency.
- b. For readers. This can add insight into the use of TikTok application towards students' speaking proficiency.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter includes previous research, theoretical review, and conceptual framework and paradigm

#### A. Previous Research

In compiling this research, the author considers several relevant previous studies to support this research, they are:

1. A research conducted by Audrey Mekler entitled "The Effects of TikTok Use on College Student Learning".

The purpose of this research is to find the effects of TikTok on college students. The results showed that individuals grew more distracted on TikTok when attempting to focus in class and finish their schoolwork, the more time they spent on the app each day. These findings indicate that TikTok can affect college students' ability to focus in class and do their schoolwork, therefore students who have and use the TikTok application run the risk of performing worse in class (Mekler, 2021). The differences between



previous research and current research. The previous study, entitled "The Effects of TikTok Use on College Student Learning" used a large number of respondents, which was 111 college students, and did not discuss speaking proficiency. The similarities between the previous study and the present research are both used the TikTok application to influence students learning.

2. A research conducted by Jenni Ferstephanie and Theodesia Lady Pratiwi entitled "The Effect of Tiktok to Develop Students' Speaking Skill: A Classroom Action Research"

The study's purpose is to identify the effectiveness of TikTok in improving the speaking skills of students. The research was arranged step by step, including planning, implementing, observing, and reflecting. Pre-test and post-test observations served as the study instruments. The post-test findings demonstrated that the student's scores had improved and had increased quickly (Ferstephanie & Pratiwi, 2022). The differences previous study and the present research. The previous study entitled "The Effect of TikTok to

Develop Students' Speaking Skill: A Classroom Action Research" was classroom action research with research instruments observation, pre-test, and post-test. The similarities between the previous study and the present research are the use of TikTok application and the topic discussed speaking proficiency.

3. A research conducted by Istikoma Thoyiba Manggo, Nihta Liando, and Trully Wungow entitled "Students' Perception Toward Tiktok Media to Improve Their Speaking Ability"

The purpose of this research is to determine how students feel about using TikTok as a teaching tool. With the aid of a questionnaire as a research instrument, this study employs a quantitative descriptive analytic technique. The use of TikTok as a learning medium is quite good for use in the process of learning English, especially for students speaking. This can be shown in the results of data that has been processed and calculated based on predetermined criteria. Therefore, it is hoped that TikTok can be a reference for learning media to learn English, especially speaking (Manggo et al., 2022). The

differences between previous research and current research. The previous study, entitled "Students' Perception Toward Tiktok Media to Improve Their Speaking Ability" was the sample of this research. There were 18 grade VIII students of SMP Negeri 14 Dumoga. The similarities between the previous study and the present research used a questionnaire, and TikTok application as a learning medium for learning speaking.

4. A research conducted by Dawood Ahmed Mahdi entitled "Improving Speaking and Presentation Skills through Interactive Multimedia Environment for Non-Native Speakers of English"

This study examines the correlation that exists between students' speaking competency and their interaction with multimedia devices in the classroom learning process. A mixed-method study design has been employed to explore the impact of an interactive multimedia environment on their presentation and speaking skills. The results revealed that there was a positive impact of the multimedia environment on the development of presentation and speaking skills

among the students (Mahdi, 2022). The difference previous study and the present research used a mixed-method study design. The similarity between the previous study and the present research is the topic discussed speaking proficiency.

5. A research conducted by Siti Mariam, Catur Kepirianto, Raharjo, and, Nadiah Ma'mun entitled "Integrating Short Conversation and English Conversation Applications to Improve Students' Speaking Skills"

This study aims to explain the implementation of using short conversation and English conversation applications and also to describe student participation using this learning model. It employed a qualitative method. Data collection techniques used observation, pre-test, and post-test. The results of this study show that there is an improvement in each cycle of students' speaking competence using this learning model. They are also active, self-confident, and enthusiastic about joining this speaking class. It is recommended this strategy to overcome students' difficulties in speaking English (Mariam et al., 2022). The difference

between the previous study is the use of qualitative methods for the research. The similarities between the previous study and the present research, both studies discussed speaking proficiency.

## **B. Theoretical Review**

### **1. TikTok Application**

Social media is one of the most widely used technological developments. Social media has four main purposes: entertainment, socialization, informativeness, and academics (Putri, 2022). Social media is one of the familiar learning media for students. Social media is also a tool for finding information. A lot of information is spread on social media, and therefore humans can find this information quickly. Currently, social life is important for parents, adults, and teenagers. Social media has various types, such as Facebook, Twitter, Instagram, Telegram, TikTok, and others. Of all these, social media has different characteristics.

TikTok is a social networking app and video music platform where users can record, edit, and share short video clips complete with music and

filters as a support. This application was launched in China in early September 2016 (Afidah et al., 2021). In other words, TikTok has become a learning medium, which can be proven by Erwani et al's statements that TikTok students get new foreign language material that is supported by features such as audio, visual, adequate subtitles, save function, and video authenticity making TikTok a suitable medium for supporting student learning (Erwani et al., 2022).

The TikTok application is also very influential because this application is practical, provides benefits, and makes learning easy and fun (Rahmawati & Anwar, 2022). Besides that, TikTok is also very popular today. In fact, as of late 2019, the number of users based on TikTok users has reached 800 million and it is estimated to reach over a billion users in 2020 (Lindade, 2020). Even making it the application with the most number one users in the world.

## 2. How to Use TikTok Application in English Learning

According to (I Wayan Santyasa 2007), which is cited in (Aji 2018), the learning process includes

five communication components: the teacher, learning materials, learning media, students, and learning objectives. The teacher's learning media must be organized.

According to (Isroqm 2013) cited in (Aji 2018), teaching and learning are impossible without learning media; at the very least, one media is required for teaching and learning.

According to (Warini et al. 2020), there are already several TikTok users who create English-related video content. Then follow their account and like each video; they usually post videos regularly. Use the comments to ask questions. TikTok users always respond.

Questions can be posted in the comments section or later via the next video post. English content creators, create videos that are unique and easy to understand so that, in addition to attracting someone's interest in learning, TikTok users are also comfortable watching TikTok videos, and don't forget to include English learning to explore even further.

According to (Hadi and Indriani 2021), teachers or instructors must prepare before teaching students using the TikTok application.

- a) The teacher or instructor created four videos with the TikTok app application. One video includes an explanation of cause and effect as material, whereas the four videos contain discussions about cause and effect as material
- b) The teacher or instructor shows the students the video
- c) The student observes and absorbs knowledge about cause and effect
- d) The teacher or instructor concludes the video with an explanation of cause and effect
- e) To demonstrate students' speaking abilities, the teacher or instructor instructs students to duet with four videos containing conversations about cause and effect
- f) The teacher or instructor watches and evaluates the videos that the students have

### 3. How to Use the TikTok Application



How to use the TikTok application according to (Hadi and Indriani 2021) as follows:

a. Download the TikTok application

You have to first download the TikTok application before you can learn how to utilize it. TikTok is a free app that can be downloaded from the Google Play Store or the Apple App Store. Here are steps on how to download it:

- 1) Access the PlayStore or Apple Store applications.
- 2) Type TikTok on the search engine
- 3) Install the application.

b. Log in to the TikTok application

If your device already has the TikTok application, you must first log in to your TikTok application account. If you do not sign in, you may have difficulty saving recordings and editing movies on TikTok. Every video you create will be instantly stored in your TikTok draft account. This is the way to log into the TikTok application:

- 1) Access the TikTok application that you downloaded before
  - 2) Click the icon person in the lower right corner
  - 3) Log in with your Facebook, Instagram, or Google account.
- c. Record videos

The most important thing before editing a short video, you must record the video first. You can do the following steps on how to use the TikTok application:

- 1) Open TikTok application.
  - 2) To record a video, you can directly click the plus ( + ) icon in the middle bottom.
  - 3) Select the desired music genre. Choose any song genre, because TikTok has a fairly complete list of songs starting from local, Western, and Korean songs.
  - 4) Click confirm to use and start shooting.
- d. Edit TikTok videos

After recording the video, better edit the video to be more aesthetic. To edit it is also very

easy and simple. Here you can follow several ways:

- 1) Save the recording directly or you want to edit the recording first. To edit it, TikTok provides three editing features, namely editing sound, music, and special effects.
  - 2) Click save in the upper right corner.
  - 3) Click draft to save the result
  - 4) Click posts.
- e. View recorded videos on TikTok

If you don't want to create a video, you can watch the video edits of other TikTok users.

Follow the steps below to know the method:

- 1) Access the TikTok application and immediately select the icon home.
- 2) TikTok will display all other people's videos. TikTok also displays every most popular video.
- 3) Click one of them or scroll down to find the video you want to watch

### 3. Definition of Speaking

Speaking is one of the basic skills that must be mastered by every student who studies English to communicate. Where speaking is an activity carried out by someone to explain something influential in everyday life. Speaking is a producing talent that can be directly and objectively observed, but such observations are usually influenced by how well a task taker can listen, which will certainly weaken the validity and reliability of oral production tests (Manggo et al., 2022). There are five oral productions:

- a. Imitative refers to the ability to simply repeat (imitate) a word, phrase, or possibly a sentence at one end of a range of speaking performance styles.
- b. Intensive speech is the production of short oral passages intended to demonstrate mastery of a particular set of grammatical, phrasal, lexical, or phonological relationships, such as prosodic elements like intonation-emphasis, rhythm, and intersection.

- c. Responsive, including interaction and testing understanding but at a relatively low level in the form of short exchanges, general greetings, and small talk, simple requests and comments, and so on.
- d. Interactive conversations aimed at maintaining social bonding or interpersonal interactions aimed at exchanging specific information.
- e. Extensive (Monologue), including speeches, oral presentations, and narratives, in which the involvement of the listener is completely prohibited (possibly limited to nonverbal responses) or severely restricted (Manggo et al., 2022).

According to some people, the ability to speak is an important ability that must be owned by everyone. The most important of the four language skills is speaking, because individuals who learn a language are known as speakers of that language. Speaking is not only aware of how to produce specific aspects of language such as grammar, vocabulary,

pronunciation, and other linguistic abilities, but learners also need to understand when, why, and how to produce language or apply sociolinguistic competence (Manggo et al., 2022). The ability to speak has three components including speakers, listeners, and utterances.

#### 4. Component of Speaking

These are some elements of speaking that the speaker must consider:

##### a. Vocabulary

Vocabulary is an essential component of language skills because it determines how well learners speak, listen, read, and write without an expansive vocabulary or strategies for learning new words, from taking advantage of language learning opportunities such as listening to native speakers, listening to radio, reading, using the language in a different context, or watching television (Ajisoko, 2020).

##### b. Pronunciation

Pronunciation is a picture puzzle composed of four important elements: correct articulation, stress, intonation, and connectedness of speech (Nurullayevna, 2020). Pronunciation is important and difficult for speakers when learning a foreign language. Improper pronunciation can cause misunderstandings in communication. Therefore, pronunciation is the first thing that needs to be considered during a conversation so that misunderstandings do not occur in the conversation.

c. Fluency

Fluency is the skill to read, write, or speak at a comfortable pace without undue hesitation which could impact meaning or understanding. Fluency is separated into three main components: reading, writing, and speaking fluency (USA, 2023).

d. Comprehensibility

Comprehensibility means the quality of being able to be understood, intelligibility, and

conceivability (Insider, 2023). If the speaker has good and clear comprehensibility it is easy for the listener to understand the speaker's intent.

e. Grammar

Grammar is the study of the rules that govern how words change form and combine with others to form sentences (Dictionary, n.d.). After knowing the definition of grammar, it can be concluded that it is not difficult to understand grammar is useful and important. By not knowing grammar, it will be difficult to understand the essence of the text you are reading. Mastering grammar can also help to understand each word when reading as well as speaking, listening, and writing.

### **C. Hypothesis and Conceptual Framework**

1. Hypothesis

A research hypothesis is a tentatively based assumption or temporary solution to a research problem, the validity of which must still be empirically tested (Raihan, 2017:77)



According to the above description, the researcher assumed that students' speaking skills could have a positive and significant influence using the TikTok application. By using the TikTok application, students can become more fluent and confident in speaking and it also implies some elements that support to facilitate students' speaking skills.

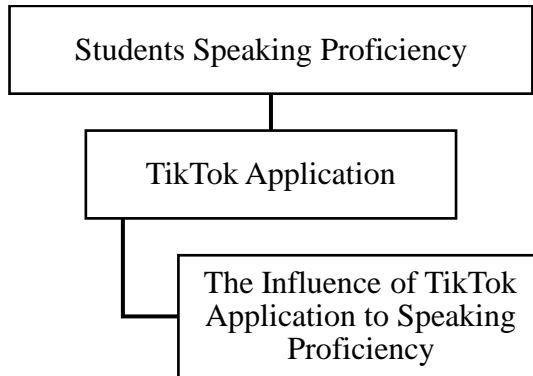
The TikTok application is influential in the development of students' speaking skills if used effectively and correctly. Conversely, the TikTok application does not affect the development of students' speaking skills.

## 2. Conceptual Framework

Investigate the correlation pattern at the variables which was studied. Furthermore, the researcher describes that paradigm as follows, based on the theoretical framework described above:

The use of TikTok application towards students' speaking proficiency.

Figure 2.1 Conceptual Framework



Referring to the picture above, the researcher can define that the use of TikTok application influences students speaking proficiency.

Based on the statement above, the researcher can conclude that the use of TikTok application can influence students in improving their speaking proficiency.

## **CHAPTER III**

### **METHOD OF RESEARCH**

This chapter includes research design, research settings, subject of the research, population, and sample of the research, variables and indicators, instrument of the research, technique of collecting data, and technique of data analysis. Each of them is discussed in detail below.

#### **A. Research Design**

In this study, the researcher used qualitative and quantitative methods. Data collection techniques employed questionnaires and speaking tests. This research was correlational research design. The researcher investigated the use of TikTok application towards students' speaking proficiency. The questionnaire was used by a web-based researcher using Google Forms. The questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. In addition, the researcher used a short speaking test with respondents as a complement to the data. There is a speaking test.

## **B. Research Settings**

The researcher described the time and place of data collection in this study in this sub-chapter.

### **a. Place**

This research was conducted at Universitas Islam Negeri Walisongo Semarang, which is located on Jl. Prof. Dr. Hamka, Ngaliyan, Semarang, Central Java. The reason the author chose Universitas Islam Negeri Walisongo as the place to collect data was that there were students from the Department of English Education regarding the influence of TikTok Application on speaking skills and also an easy place to be reached.

### **b. Time**

This research was conducted in an odd semester of the 2022/2023 academic calendar for distributing questionnaires and speaking tests for three weeks.

## **C. Subject of the Research**

The participants of this study were Universitas Islam Negeri Walisongo Semarang students majoring in English Education in semesters 5 of 30 respondents.

## **D. Population and Sample of the Research**

### **1. Population**

The population is a generalization area for generalization made up of items or objects with specific attributes chosen by the researcher to be investigated and conclusions made from. Thus, the population comprises not only individuals but also the topic of study, which encompasses all the attributes or features that the subject possesses. Based on the points of view expressed above, it is clear that is meant by the population in this study is the fifth-semester students of the English Language Education department, which has a total of 151 students.

### **2. Sample**

In research, a sample research of the population being used as an example is required. A sample is a subset of the population chosen for observation in a study. The sample is a subset of the population in terms of size and features.

Looking at some of the above opinions, the researcher can conclude that the sample is a subset of the population that represents the entire population.

The samples in this study were students majoring in English language who use dan own the TikTok application. Especially the fifth semester of students English Language Education department of Universitas Islam Negeri Walisongo Semarang, in the academic year of 2023/2024.

### **E. Variables and Indicators**

The independent variable is frequently regarded as a stimulus variable as well as a predictor of the independent variable. Independent variables are those that cause changes in the dependent variable or have an effect on it (Sugiyono, 2018: 4). While the dependent variable is frequently referred to as a consequence, outcome, or outcome variable. The dependent variable, according to (Sugiyono, 2018: 4), is the variable that is affected or is a result variable caused by the independent variable.

The independent and dependent operational variables of this research findings can be summarized as follows:

1. Independent variable (X): The use of the TikTok application

2. Dependent variable (Y): Students speaking proficiency

Table 3.1 Variables and Indicators

<b>Variables</b>	<b>Indicators</b>	<b>Instruments</b>	<b>Number</b>
The Use of TikTok application	Knowing the advantages of using TikTok application towards students' speaking proficiency	Questionnaires	1-10
Students speaking proficiency	Aspects of speaking proficiency: <ol style="list-style-type: none"> <li>1. Vocabulary</li> <li>2. Pronunciation</li> <li>3. Fluency</li> <li>4. Comprehensibility</li> <li>5. Grammar</li> </ol>	Speaking Test	1-5

## **F. Instrument of the Research**

The researcher used questionnaires, speaking tests, and documentation as research instruments in this study. To make it clear, the following details are provided:

### **1. Observation**

Observation is the collection of information needed to present a true picture of an event to answer research questions, better understand human behavior, and for evaluation, which is measuring certain aspects and providing feedback on these measurements (Sujarweni, 2019)

### **2. Questionnaire**

The researcher made questionnaires using the Google form. The questionnaire contains 10 statements related to the TikTok application and the ability to speak with multiple-choice answers. The 10 statements can be found in Appendix 1.

### **3. Speaking Test**

The speaking test was conducted by giving five themes that could be chosen by the participants. Then the researcher assessed the participants' speaking



proficiency by the aspects that already exist in the indicators. The five themes are:

- a. Social Media
- b. Music
- c. Friends
- d. Holiday or Trip
- e. Shopping
- f. Shopping

The speaking rubric used is based on David P Harris' test scoring rubric, which was a measure of performance quality based on several criteria, including vocabulary, pronunciation, fluency, comprehensibility, and grammar (Hariris, 1969). The speaking rubric can be found in Appendix 2.

#### 4. Documentation

The researcher collected documentation data such as pictures during the research process to use as the final instrument in this research.

### **G. Technique of Collecting Data**

The procedure for collecting data in this study is to distribute questionnaires to students majoring in

English. The procedure of data collection in this research is described as follows:

1. Observation

In this study, the researcher collaborated with the teacher or instructor in observing the use of TikTok application to facilitate students speaking proficiency. This observation was made objectively.

2. Questionnaire

In this study, the authors used a questionnaire. Questionnaires are used to obtain data from students. This questionnaire contains questions with topics around speaking skills that were given to students. The answers obtained become data that was processed by the author.

3. Speaking Test

The researcher conducted a short speaking test with all respondents to find out things from respondents in more depth and clearer.

## **H. Technique of Data Analysis**

In this research, the researcher conducted two data analyses, namely item analysis dan correlation test data analysis. Item analysis will be carried not by testing

validity, reliability, level of difficulty, and discriminating power. In the data analysis, the scores were taken from questionnaires and tests. The analysis used is quantitative analysis. Data processing was carried out using SPSS with correlation tests (Pearson product-moment). The following are the data analysis steps:

## **1. Item Analysis**

### **a. Validity Test**

Validity is a benchmark to show the level of truth and feasibility of an instrument in research (Riyanto & Hatmawan, 2020). So, the validity test of an instrument must indicate that the instrument has a high level of accuracy and correctness to be used in collecting data for a particular research.

A validity test was performed using the Scale Corrected Item-Total Correlation. This value is the Item Validity value to assess whether the values are valid or not. Calculation of the level of validity in this study using the help of SPSS software with the basis of the following formula:

$$r_{xy} = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{\sqrt{(n\sum Xi^2 - (\sum Xi)^2)(n\sum Yi^2 - (\sum Yi)^2)}}$$

$r_{xy}$  : correlation coefficient

$X$  : total score for item X

$Y$  : total score for item Y

$n$  : number of samples

As for the basis for decision-making in the validity test, namely (1) if the value of r count > r table product moment then the questionnaire items are declared valid; (2) if the value of r count < r table product moment then the questionnaire items are declared invalid.

#### b. Reliability Test

The understanding that the instruments used in research to obtain information can be trusted as data collection tools and can reveal actual information in the field is referred to as reliability (Sugiharto & Situnjak, 2006) An instrument is said to be reliable if the instrument

can be used repeatedly and get results with the same conclusions (Sugiyono, 2018: 204).

Calculation of the level of validity in this study used the help of the Alfa Cronbach technique SPSS software based on the following formula:

$$r_i = \frac{k}{(k-1)} \left\{ 1 - \frac{\sum Si^2}{St^2} \right\}$$

$k$  : the mean squared between subjects

$\sum Si^2$  : mean square error

$St^2$  : total variance

According to (DeVellis, 1991) the rules for testing reliability using Alpha Cronbach are as follows:

- 1) If the Cronbach alpha value is 0.80 to 0.90, then the instrument is declared to have very good reliability.
- 2) If the value of Cronbach's alpha is 0.70 to 0.80, then the instrument is declared reliable.

- 3) If the Cronbach alpha value is  $> 0.90$ , then the instrument is declared to have very good reliability.

## **2. Test Assumptions**

### **a. Normality Test**

The normality test aims to determine whether the confounding variable or the value of the residuals is normally distributed or not (Duli, 2019). The normality test in this study used the Shapiro-Wilk test which is carried out with the help of SPSS software. Where if the data obtained has a significance of less than 0.05 then the data is said to be not normally distributed, on the contrary, if the significance is more than 0.05 then the data is said to be normally distributed (Sahab, 2019).

### **b. Linearity Test**

The linearity test is a test of whether the relationship between variables is linear or not (Duli, 2019). The linearity test in this study used the linearity test method through the SPSS

software with a significance level of 0.05. Research data can be said to be linear if it has a significant value for linearity less than 0.05 and a significant value for linearity deviations of more than 0.05 (A. Muri Yusuf, 2016).

c. Hypothesis Test

This study used a hypothesis test, where accomplished by calculating a simple correlation between variables using Pearson's product-moment correlation analysis. Pearson's product-moment correlation test needs to be done to find out in advance whether there is a relationship between one independent variable and one dependent variable (Kusprayogi & Nashori, 2016: 19). Then the Pearson product-moment correlation test is carried out with the following simple formula:

$$r_{xy} = \frac{\Sigma xy}{\sqrt{\Sigma x^2 y^2}}$$

$r_{xy}$  : Correlation between variable x and y

x :  $(xi - \tilde{x})$

$$y : (y_i - \tilde{y})$$

Then the basis for decision-making in the product-moment correlation test can be seen through the significance value of sig. (2-tailed) of 0.05. If a correlation between variables has a significance value of sig. (2-tailed) is less than 0.05, it can be concluded that there is a correlation between variables. Meanwhile, if the significance value of sig. (2-tailed) is more than 0.05, so it can be concluded that there is no correlation between variables.



## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the research and a discussion about The Use of TikTok Application Towards Students' Speaking Proficiency.

#### A. Research Findings

##### 1. Students Speaking Proficiency

Students' achievement in the ability to speak using the TikTok application is in the view in Table 4.11. In Table 4.11, most students get good scores on the speaking test, it can be concluded that the use of TikTok application can improve speaking proficiency.

Table 4.11 Result of Speaking Test

<b>Q1</b>	<b>Q2</b>	<b>Q3</b>	<b>Q4</b>	<b>Q5</b>	<b>Total</b>
4	4	4	4	4	20
4	5	5	5	4	23
4	3	3	4	3	17
4	4	3	4	3	18
4	4	3	4	3	18

4	4	4	4	4	20
4	4	3	4	3	18
3	4	3	4	3	17
4	4	4	4	3	19
3	3	3	4	3	16
4	4	4	4	3	19
3	4	3	4	3	17
4	3	3	4	3	17
4	4	4	4	3	19
4	4	4	4	3	19
3	4	3	4	3	17
4	4	4	4	4	20
4	3	4	4	3	18
4	4	4	4	4	20
4	4	4	4	3	19
4	4	4	4	4	20
4	4	4	4	3	19
4	3	4	4	3	18
4	4	4	3	3	18
4	5	4	5	4	22
3	3	3	3	3	15
3	4	3	3	3	16

4	4	4	4	4	20
3	3	3	4	3	16
4	4	4	4	4	20
					555

$$Mean = \frac{\Sigma X}{n}$$

$$= \frac{555}{30} = 18.5$$

$$Total = 18,5 \times 5$$

$$= 92,5$$

That means the total average score on the speaking test is in the Very Good category.

<b>Score</b>	<b>Category</b>
30 - 50	Low
51 - 70	Good Enough
71 - 90	Good
91 - 100	Very Good

## **2. Students View on Using TikTok Application in Speaking Proficiency**

### **a. Item Analysis**

#### **1. The Result of Validity Test**

Validity is to assess how accurate the measuring instrument is. An instrument that is valid or valid has high validity, conversely, a less valid instrument means it has low validity.

The question is said to be valid if  $r \text{ count} < r \text{ table}$ , while the question is said to be invalid if  $r \text{ count} > r \text{ table}$ . The following is the result of a try-out validity test that has been carried out on each scale used in this study:

- a. The result of the use of TikTok application scale validity trial

Table 4.1 Results of testing the validity of the use of TikTok application scale

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	30.7667	21.357	.365	.773
X02	31.3333	18.644	.426	.760
X03	32.4000	17.766	.622	.729
X04	31.6667	19.954	.496	.751
X05	31.5333	19.499	.525	.746
X06	31.7333	19.030	.484	.750
X07	32.6667	19.402	.413	.760
X08	31.6333	19.275	.684	.733
X09	31.9000	20.162	.379	.764
X10	32.3667	20.930	.397	.787

Through the analysis that has been obtained from the SPSS program, the calculated r count is known. Then it is compared with the r table at  $DF = N-2$  at a probability level of 0.05. DF value in this study where the number of samples  $(30)-2 = 28$ . In r table DF 28 the probability of 0.05 is 0.361

Table 4.2 table r

(UJI VALIDITAS)

DF	5%	1%	DF	5%	1%
1	0.997	1.000	24	0.388	0.496
2	0.950	0.990	25	0.381	0.487
3	0.878	0.959	26	0.374	0.478
4	0.811	0.917	27	0.367	0.470
5	0.754	0.874	28	0.361	0.463
6	0.707	0.834	29	0.355	0.456
7	0.666	0.798	30	0.349	0.449
8	0.632	0.765	35	0.325	0.418
9	0.602	0.735	40	0.304	0.393
10	0.576	0.708	45	0.288	0.372
11	0.553	0.684	50	0.278	0.354
12	0.532	0.661	60	0.250	0.325
13	0.514	0.641	70	0.232	0.302
14	0.497	0.623	80	0.217	0.283
15	0.482	0.606	90	0.205	0.267
16	0.468	0.590	100	0.195	0.254
17	0.456	0.575	125	0.174	0.223
18	0.444	0.561	150	0.159	0.208
19	0.433	0.549	200	0.138	0.181
20	0.423	0.537	300	0.113	0.148
21	0.413	0.526	400	0.098	0.128
22	0.404	0.515	500	0.008	0.115
23	0.396	0.505	1000	0.062	0.081

The summary of the termination from the use of TikTok application variable validity can be seen in the following table:

Table 4.3 Conclusion on validity tests  
of the use of TikTok application variables

The Use of TikTok Application Variable Validity Test Results			
No	r count	r table 5% (28)	Criteria
1	0.365	0.361	Valid
2	0.426	0.361	Valid
3	0.622	0.361	Valid
4	0.496	0.361	Valid
5	0.525	0.361	Valid
6	0.484	0.361	Valid
7	0.413	0.361	Valid
8	0.684	0.361	Valid
9	0.379	0.361	Valid
10	0.397	0.361	Valid

Based on the comparison between the r count and r table values, it can be concluded that all items for the use of TikTok application variables (X) are valid.

- b. The result of students' speaking proficiency validity trial

Table 4.4 Results of testing the validity of Students speaking proficiency

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y01	14.7333	2.340	.531	.775
Y02	14.6667	2.092	.554	.771
Y03	14.8667	1.844	.709	.715
Y04	14.5333	2.395	.513	.781
Y05	15.2000	2.166	.613	.750

The summary of the termination from the students' speaking proficiency variable validity test can be seen in the following table:

Table 4.5 Conclusion on the validity test of students' speaking proficiency variables

Students Speaking Proficiency Variable Validity Test Results			
No	r count	r table 5% (28)	Criteria



1	0.531	0.361	Valid
2	0.554	0.361	Valid
3	0.709	0.361	Valid
4	0.513	0.361	Valid
5	0.613	0.361	Valid

Based on the comparison between the  $r$  count and  $r$  table values. It can be concluded that all items for the students' speaking proficiency variables (Y) are valid.

## 2. The Result of Reliability Test

Besides to the level of validity of items, it is also needed to test the level of reliability. Valid items are not necessarily reliable, so good items must have reliable criteria. The following are the results of the try-out validity tests that have been carried out on each scale used in this study:

- a. The results of the use of TikTok application scale reliability test

Table 4.6 Results of the use of of TikTok application scale reliability test

### Reliability Statistics

Cronbach's Alpha	N of Items
.775	10

- b. The results of students' speaking proficiency scale reliability test

Table 4.7 Results of students' speaking proficiency scale reliability test

### Reliability Statistics

Cronbach's Alpha	N of Items
.799	5

Based on the results of the reliability test tryout that has been carried out, it can be seen that the three research scales have sufficient reliability values with Cronbach alpha coefficients between 0.60 to 0.85. So, it can be concluded that the instrument tested by the researcher can be accepted for its reliability.

### 3. The Influence of Using TikTok Application on Students Speaking Proficiency

#### a. Test Assumption

#### 1. Normality Test Results

The following are the results of the normality test using the Shapiro-Wilk test on data that has been collected:

Table 4.8 Normality test results with Shapiro Wilk

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TIKTOK APPLICATION	.208	30	.045	.847	30	.056
SPEAKING PROFICIENCY	.135	30	.171	.956	30	.242

a. Lilliefors Significance Correction

Based on the output table above, it is known that the sig. for TikTok application is 0.056 and for speaking proficiency of 0.242, because of the sig. values for the groups are  $> 0.05$ , as a basis for decision-making in the Shapiro-Wilk normality test, it can be concluded that the data is normally distributed.

#### 2. Linearity Test Results

The following are the results of the linearity test on data from each variable using the test for linearity method with the help of the SPSS program:

Table 4.9 Results of the linearity test for the variable students' speaking proficiency and the use of TikTok application

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING PROFICIENCY* TIKTOK APPLICATION	Between Groups	(Combined)	38.119	12	3.177	.975	.506
		Linearity	4.259	1	4.259	1.31	.269
		Deviation from Linearity	33.860	11	3.078	.945	.525
	Within Groups		55.381	17	3.258		
	Total		93.500	29			

From Table 4.9 the output above, the Derivation from Linearity sig value is obtained. is 0.525 greater than 0.05. It can be concluded that there is a significant linear relationship between the use of TikTok application variable (X) and the students speaking proficiency variable (Y).

### 3. Hypothesis

The hypothesis in this research is that there is an influence of TikTok application on students'

speaking proficiency. The following table shows the results of the correlation test between the use TikTok application and students' speaking proficiency.

Table 4.10 Pearson Moment Correlation test results between the use of TikTok application and Students' speaking proficiency

		TIKTOK APPLICATION	SPEAKING PROFICIENCY
TIKTOK APPLICATION	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.001
	N	30	30
SPEAKING PROFICIENCY	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.001	
	N	30	30

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

Based on Table 4.10 above, testing the hypothesis using the Pearson Product Moment correlation obtained a correlation coefficient of 0.503, meaning that the variables the use TikTok application and students speaking proficiency have a strong enough correlation and have a positive relationship direction. A positive correlation shows a unidirectional relationship, so if the use of TikTok

application is high enough. It means it is in the same direction as the high students' speaking proficiency.

In addition, the significance level of the coefficient is indicated by a sig value in the table above. (2- tailed) between the use of TikTok application (X) and students speaking proficiency (Y) is  $0.001 < 0.05$ , which means there is a significant correlation between the use of TikTok application and students speaking proficiency variables. It means that the hypothesis can be accepted.

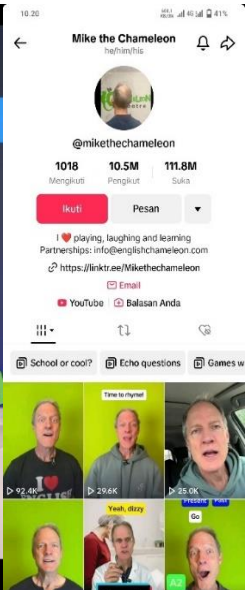
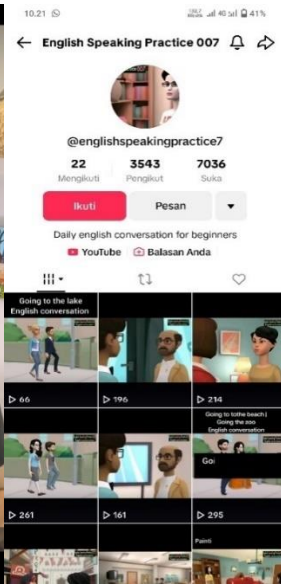
## **B. Discussion**

Based on the results of research and hypothesis testing that has been done, it shows that there is an influence between the use of TikTok application and students' speaking proficiency. Based on an analysis of research conducted by the researcher in the results of research data analysis which states that there is a significant influence between the use of TikTok application and students speaking proficiency. The results of the research data analysis show the correlation value between the use of TikTok application and students'

speaking proficiency is 0.503. This can be interpreted that the use of TikTok application can influence the speaking proficiency of students'.

This result is in line with the results of a study conducted by Ferstephanie & Pratiwi, (2022) shows that there is a significant effect of using social media as a learning resource on speaking proficiency. These results are consistent with research conducted by Komariyah et al., (2022) which states that the use of social media has a positive effect so that it has a significant influence on speaking proficiency.

Figure 4.2 Speaking Materials from TikTok Application







## CHAPTER V

### CONCLUSION AND SUGGESTION

This is the final chapter of the research. In this chapter, the researcher presents a conclusion and suggestion of what has been discussed in the previous research.

#### A. Conclusion

Based on research findings and discussions of research on the use of TikTok application towards students' speaking proficiency, it can be concluded:

1. Based on the results of the speaking test. The total score average on the speaking test is 92,5 which means in the Very Good category. The conclusion is the use of TikTok influences students' speaking proficiency are high. This can be seen in the results of students' speaking tests.
2. From the data obtained by researcher, it can be concluded that according to students, the use of TikTok application as a learning medium, especially in improving speaking proficiency is quite effective to use.

3. The use of TikTok application has a significant influence on students' speaking proficiency with a value of  $0.001 < 0.05$ . Furthermore, with a correlation value of 0.503, the use of the TikTok application and students' speaking proficiency have a strong correlation and a positive correlation direction. Meaning, that the more often students use the TikTok application to learn, the higher students speaking proficiency will be the researcher concluded that there is influence significance in using the TikTok application towards students' speaking proficiency. It can be used as another method for learning.

## **B. Suggestion**

Based on the research results that have been carried out by the researcher, some suggestions can be obtained as follows:

1. For TikTok application users

It is expected that users can use TikTok application as well as possible, many things can be extracted from the TikTok application.

2. For teachers and instructors

It is hoped that teachers and instructors can further range over other social media so that learning is not just fixated on books.

3. For further researches

It is hoped that future researchers who are interested in the same topic can expand references and be able to see other factors related to speaking proficiency with TikTok. It is also expected to be able to conduct research in a place with a wider subject.

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## APPENDIXES

### Appendix 1: Observation (interview)

No.	Questions List	Answers
1.	What do you think learning media is?	Helpers in a learning process
2.	In your opinion, how important is learning media in a learning process?	Very important, because learning media, makes it easier for teachers or instructors the process of delivering material
3.	What do you think about the use of TikTok content as learning media, especially in improving speaking skills?	Apart from being used for learning media, social media can also be used to develop science. With good utilization, it can facilitate the learning process, help students understand the subject matter, attract students' attention, and improve the quality of learning. Especially TikTok content which discusses a lot of speaking material and also native speakers who become content creators.

		Moreover, times are advancing and students or young people are now more familiar with technology.
4.	In your opinion, are there factors that support the use of TikTok media as a learning medium to improve speaking skills?	Due to the large amount of content containing speaking material that is made as fun as possible so that it can attract the interest of followers and viewers. These contents are in great demand by students because they feel not bored and feel challenged to do so as well.
5.	How do you think you facilitate students with the TikTok app in improving their speaking skills?	By utilizing TikTok media to improve their speaking skills. For example, creating speaking content, duets with content that contains speaking, or doing speaking challenges. Or the teacher or instructor explains the steps on how to use TikTok. For example

		<ol style="list-style-type: none"> <li>1. The teacher or instructor informs the students and helps them register the TikTok app.</li> <li>2. The teacher or instructor provides material on how to speak skillfully.</li> <li>3. The teacher or instructor gives an assignment to make a video using the TikTok application, by determining the topic first.</li> <li>4. Then post the video publicly</li> </ol>
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## Appendix 2: Questionnaire

No	Statements	Score
1.	You've heard of the TikTok app	Strongly Agree 5
		Agree 4
		Neutral 3
		Disagree 2

		Strongly Disagree	1
2.	You spend time opening TikTok	Strongly Agree	5
		Agree	4
	• 20 minutes – 30 minutes (strongly disagree)	Neutral	3
		Disagree	2
	• 35 minutes – 50 minutes (disagree)	Strongly Disagree	1
	• 55 minutes – 60 minutes (neutral)		
	• 1,5 hours – 2 hours (agree)		
	• More than 2,5 hours (strongly agree)		
3.	The TikTok application is very efficient to use particularly to improve English speaking skills	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1

4.	The TikTok application helps students to speak English fluency	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1
5.	The TikTok application has many fun features for learning	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1
6.	The TikTok application is often used by students or college students to improve their speaking skills	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1
7.	The TikTok application is not good and suitable as a learning medium	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1

8.	The TikTok application does not affect our learning	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1
9.	English-speaking content in the TikTok application does not affect my speaking ability	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1
10.	The TikTok application is not very influential in improving speaking skills	Strongly Agree	5
		Agree	4
		Neutral	3
		Disagree	2
		Strongly Disagree	1

### Appendix 3: The Speaking Rubric

No	Aspects	Description of Indicators	Score



1. <b>Vocabularies</b>	Use vocabulary and expressions like native speakers	5
	Sometimes using inappropriate vocabulary	4
	Often uses inappropriate vocabulary, conversation becomes limited due to limited vocabulary	3
	Using the wrong vocabulary and limited vocabulary making it difficult to understand	2
	Vocabulary is so limited that conversation is impossible	1
2. <b>Pronunciation</b>	Easy to understand and has a native speaker accent	5
	Easy to understand even with a certain accent	4
	There are pronunciation problems that make	3

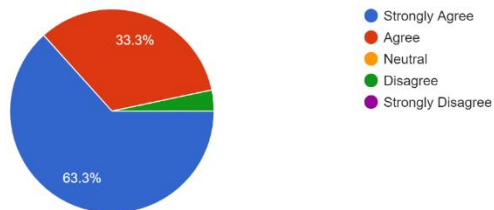
	listeners have to concentrate fully and sometimes there are misunderstandings	
	Difficult to understand because there are pronunciation problems, often asked to repeat	2
	Serious pronunciation problems that can't be understood	1
<b>3. Fluency</b>	Fluent like a native speaker	5
	Fluency seemed slightly compromised by language issues	4
	Fluency was compromised somewhat by language issues	3
	Often hesitates and stops due to language barrier	2

	Speech stutters and stops so that conversation is impossible	1
4. <b>Comprehensibility</b>	Understand all without experiencing difficulty	5
	Understands almost everything, although there is repetition in certain parts	4
	Understands most of what is said when speech is somewhat slowed down despite repetition	3
	It's hard to follow what's being said.	2
	Couldn't understand even a simple conversation	1
5. <b>Grammar</b>	No or few grammatical errors	5
	Occasionally makes grammatical errors but doesn't affect the meaning	4

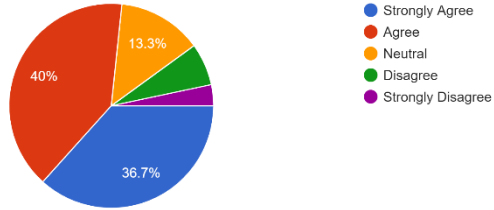
Often makes grammatical errors that affect meaning	3
Many grammatical errors hinder meaning and often rearrange sentences	2
The grammatical errors were so severe that they were hard to understand	1

## Appendix 4: Questionnaire Diagram

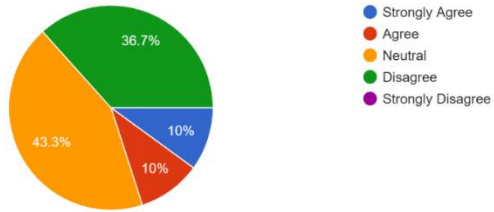
You've heard of the TikTok app  
30 responses



You spend time opening TikTok · 20 minutes – 30 minutes (strongly disagree) · 35 minutes – 50 minutes (disagree) · 55 minutes ...agree) · More than 2,5 hours (strongly agree)  
30 responses

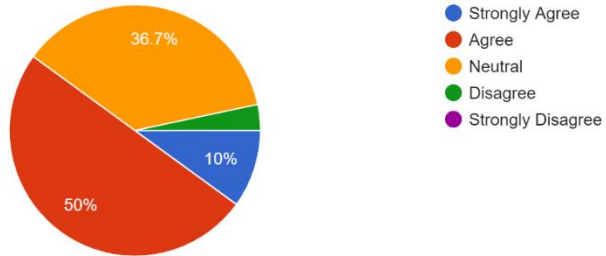


The TikTok application does not affect our learning  
30 responses



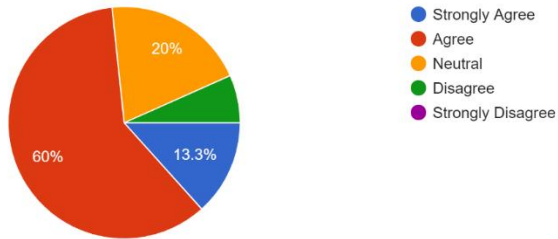
The TikTok application is quite good and suitable as a learning medium

30 responses



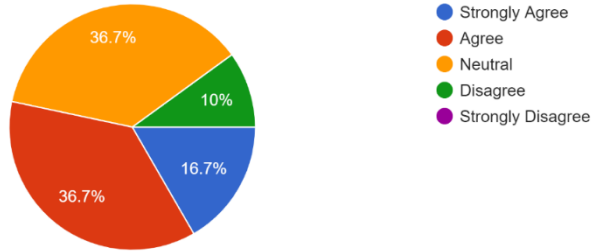
The TikTok application has many fun features for learning

30 responses



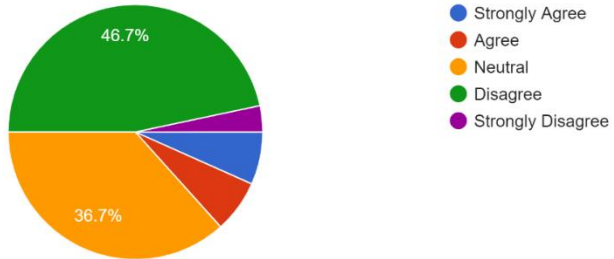
The TikTok application is often used by students or college students to improve their speaking skills

30 responses

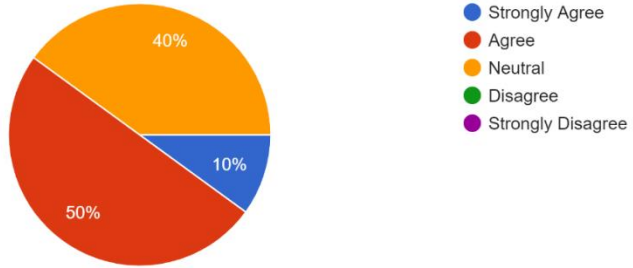


English-speaking content in the TikTok application does not affect my speaking ability

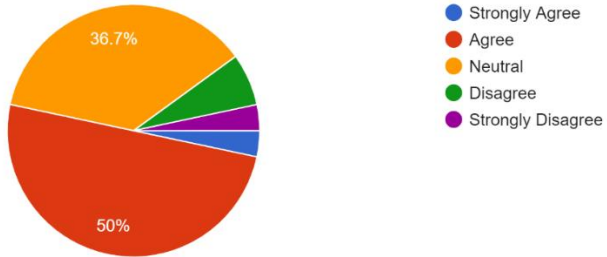
30 responses



TikTok application is very efficient to use particularly to improve English speaking skill  
30 responses

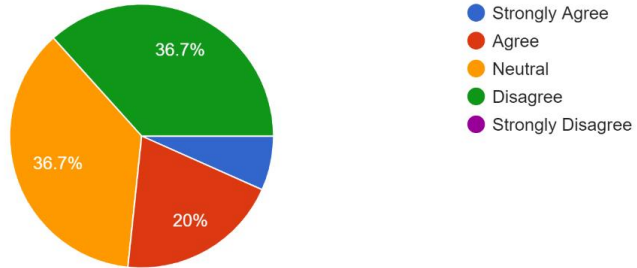


TikTok application helps students to speak English fluency  
30 responses





The TikTok application is not very influential in improving speaking skills  
 30 responses



## Appendix 5: SPSS Results of The Use of TikTok Application Scale Reliability Test

### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.775	10

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	30.7667	21.357	.365	.773
X02	31.3333	18.644	.426	.760
X03	32.4000	17.766	.622	.729
X04	31.6667	19.954	.496	.751
X05	31.5333	19.499	.525	.746
X06	31.7333	19.030	.484	.750
X07	32.6667	19.402	.413	.760
X08	31.6333	19.275	.684	.733
X09	31.9000	20.162	.379	.764
X10	32.3667	20.930	.397	.787

### Appendix 6: SPSS Result of Students' Speaking Proficiency Scale Reliability Test

#### Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

### Reliability Statistics

Cronbach's Alpha	N of Items
.799	5

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Y01	14.7333	2.340	.531	.775
Y02	14.6667	2.092	.554	.771
Y03	14.8667	1.844	.709	.715
Y04	14.5333	2.395	.513	.781
Y05	15.2000	2.166	.613	.750

## Appendix 7: SPSS Results of Normality and Linearity Tests

### Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TIKTOK APPLICATION	.208	30	.045	.847	30	.056
SPEAKING PROFICIENCY	.135	30	.171	.956	30	.242

a. Lilliefors Significance Correction

### Linearity Test

### Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
SPEAKING PROFICIENCY * TIKTOK APPLICATION	30	100.0%	0	0.0%	30	100.0%

### ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
SPEAKING PROFICIENCY * TIKTOK APPLICATION	Between Groups	(Combined)	38.119	12	3.177	.975	.506
		Linearity	4.259	1	4.259	1.31	.269
		Deviation from Linearity	33.860	11	3.078	.945	.525
	Within Groups		55.381	17	3.258		
	Total		93.500	29			

## Report

### SPEAKING PROFICIENCY

TIKTOK APPLICATION	Mean	N	Std. Deviation
28	16.00	1	.
31	19.00	4	.816
32	18.00	2	1.414
33	18.43	7	1.813
34	19.50	4	2.646
35	18.00	1	.
36	21.00	2	1.414
37	18.00	2	.000
38	20.00	1	.
39	17.67	3	2.082
43	18.00	1	.
48	17.00	1	.
50	16.00	1	.
Total	18.50	30	1.796

### Measures of Association

	R	R Squared	Eta	Eta Squared
SPEAKING PROFICIENCY * TIKTOK APPLICATION	-.213	.046	.639	.408

## Appendix 8: SPSS Results of Hypothesis Testing

### Correlations

		TIKTOK APPLICATION	SPEAKING PROFICIENCY
TIKTOK APPLICATION	Pearson Correlation	1	.503**
	Sig. (2-tailed)		.001
	N	30	30
SPEAKING PROFICIENCY	Pearson Correlation	.503**	1
	Sig. (2-tailed)	.001	
	N	30	30

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

## Appendix 9: Respondent Data

### Questionnaire

Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Total
5	4	2	4	4	3	2	4	3	2	33
5	3	3	3	3	3	3	4	4	3	34
4	4	3	4	4	3	3	3	3	3	34
4	4	2	4	4	4	2	4	4	2	34
5	5	5	4	5	5	3	5	4	2	43
5	3	2	4	4	2	2	3	3	3	31
4	4	3	4	4	4	3	4	4	3	37
5	5	3	5	4	5	2	4	4	2	39
5	3	4	3	2	2	4	3	1	4	31

2	1	2	3	2	4	3	4	4	3	28
4	4	3	3	3	3	3	3	2	4	32
5	5	5	5	4	5	5	5	4	5	48
5	4	2	4	4	3	2	4	3	2	33
4	4	2	3	4	4	2	3	3	4	33
4	4	2	4	3	4	3	3	3	3	33
4	4	2	4	4	4	2	3	3	2	32
5	5	3	4	5	3	2	4	4	3	38
4	2	4	3	5	4	3	4	4	4	37
5	5	4	4	4	4	3	4	3	3	39
5	4	3	3	4	3	2	3	4	2	33
5	5	2	4	4	4	2	4	4	2	36
4	2	3	3	3	4	3	3	3	3	31
5	4	3	3	3	3	2	3	3	2	31
5	5	3	3	4	2	4	3	2	4	35
5	5	2	4	4	3	2	4	4	3	36
4	3	3	2	3	4	2	4	4	4	33
5	5	3	3	4	5	3	4	4	3	39
5	5	3	4	4	3	2	3	3	2	34
5	5	5	5	5	5	5	5	5	5	50
5	4	2	4	4	3	1	4	4	2	33

## Speaking Test

Q1	Q2	Q3	Q4	Q5	Total
4	4	4	4	4	20
4	5	5	5	4	23
4	3	3	4	3	17
4	4	3	4	3	18
4	4	3	4	3	18
4	4	4	4	4	20
4	4	3	4	3	18
3	4	3	4	3	17
4	4	4	4	3	19
3	3	3	4	3	16
4	4	4	4	3	19
3	4	3	4	3	17
4	3	3	4	3	17
4	4	4	4	3	19
4	4	4	4	3	19
3	4	3	4	3	17
4	4	4	4	4	20
4	3	4	4	3	18
4	4	4	4	4	20



4	4	4	4	3	19
4	4	4	4	4	20
4	4	4	4	3	19
4	3	4	4	3	18
4	4	4	3	3	18
4	5	4	5	4	22
3	3	3	3	3	15
3	4	3	3	3	16
4	4	4	4	4	20
3	3	3	4	3	16
4	4	4	4	4	20

## Appendix 10: Documentation



## **CURRICULUM VITAE**

### **A. Personal Data**

1. Name : Likha Malikhatul Khusna
2. Born : Pati, 7 March 2001
3. Student Number : 1903046098
4. Major : English Education Department
5. Religion : Islam
6. Address : Desa Bulumanis Kidul RT 04 RW  
03 Kec. Margoyoso, Kab. Pati,  
Jawa Tengah
7. Email : malikhatul731@gmail.com
8. Phone : 08970749595

### **B. Educational Background**

1. TK Darma Wanita
2. MI Nahjatul Falah
3. SMPN 02 Trangkil
4. MAN 02 Pati