

Improving Students' Speaking Skills Using Tiktok Videos with Procedure Text for the Tenth Grade of MA Al-Amin Tabanan

Ni Putu Era Budiasih

¹Program Studi Pendidikan Bahasa Inggris, Fakultas Pendidikan Bahasa dan Seni, IKIP Saraswati,
Jl. Pahlawan No 2, Tabanan, Indonesia
erabudiasih12@gmail.com

Abstract

The study aimed to improve students' speaking skills in delivering procedure texts by using TikTok videos. This research was conducted based on the problems students experienced in speaking, including a lack of confidence and limited vocabulary, which affected their ability to express ideas orally. Therefore, an engaging learning medium was needed to encourage students to practice speaking more actively. The study implemented Classroom Action Research (CAR) conducted in two cycles. The subjects were 14 tenth-grade students of MA Al-Amin Tabanan. The data were collected through speaking tests and observation. The quantitative data were analyzed using mean scores and percentages, while the qualitative data were analyzed descriptively. The results showed that students' speaking skills improved significantly in each cycle. The mean score increased from 61.1 in the pre-test to 74.3 in Cycle I, and further improved in Cycle II. The percentage of students who achieved the passing grade (KKM) also increased from 21.4% in the pre-test to 57.1% in Cycle I, and showed further improvement in Cycle II. These findings indicate that the use of TikTok videos effectively enhances students' speaking skills and creates a more engaging learning process.

Keywords: Speaking Skills; TikTok Videos; Procedure Texts; Classroom Action Research

Abstrak

Penelitian ini dilakukan berdasarkan permasalahan yang dialami siswa dalam berbicara, termasuk kurangnya kepercayaan diri dan keterbatasan kosakata, yang memengaruhi kemampuan mereka untuk mengekspresikan ide secara lisan. Oleh karena itu, dibutuhkan media pembelajaran yang menarik untuk mendorong siswa berlatih berbicara lebih aktif. Penelitian ini menerapkan Penelitian Tindakan Kelas (PTK) yang dilakukan dalam dua siklus. Subjek penelitian adalah 14 siswa kelas 10 MA Al-Amin Tabanan. Data dikumpulkan melalui tes berbicara dan observasi. Data kuantitatif dianalisis menggunakan nilai rata-rata dan persentase, sedangkan data kualitatif dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa kemampuan berbicara siswa meningkat secara signifikan di setiap siklus. Nilai rata-rata meningkat dari 61,1 pada pra-tes menjadi 74,3 pada Siklus I, dan semakin meningkat pada Siklus II. Persentase siswa yang mencapai nilai kelulusan (KKM) juga meningkat dari 21,4% pada pra-tes menjadi 57,1% pada Siklus I, dan menunjukkan peningkatan lebih lanjut pada Siklus II. Temuan ini menunjukkan bahwa penggunaan video TikTok secara efektif meningkatkan kemampuan berbicara siswa dan menciptakan proses pembelajaran yang lebih menarik.

Kata kunci: Kemampuan Berbicara; Video TikTok; Teks Prosedur; Penelitian Tindakan Kelas

Copyright (c) 2026 Ni Putu Era Budiasih

✉ Corresponding author: Ni Putu Era Budiasih

Email Address: erabudiasih12@gmail.com (Jl. Pahlawan No 2, Tabanan, Indonesia)

Received 20 Mei 2025, Accepted 29 Mei 2026, Published 26 Juni 2026

INTRODUCTION

In the continuously evolving digital era, the integration of technology into education has become an essential aspect of effective teaching and learning processes. Social media platforms, which were initially designed for entertainment and social interaction, have gradually been recognized as potential learning media. Platforms such as YouTube, Instagram, and TikTok provide audio-visual content that can support interactive and meaningful learning experiences. These platforms allow students to access

authentic materials, practice language skills, and engage in learning activities that are closely related to their daily lives.

In the context of English as a Foreign Language (EFL) learning in Indonesia, speaking skill is a crucial productive skill. Speaking is considered a primary indicator of students' ability to communicate ideas, thoughts, and feelings in real-life situations. According to Brown (2004), speaking is a productive skill that involves constructing meaning through verbal and non-verbal symbols, which can be directly observed and assessed. Similarly, Thornbury (2005) states that effective speaking requires a balance between fluency, accuracy, and appropriateness so that messages can be delivered clearly and meaningfully. Therefore, the development of students' speaking skills is an important goal in English language instruction.

Several studies have shown that many Indonesian students experience difficulties in developing English speaking skills, even after being introduced to English since elementary education. Horwitz et al. (1986) first described foreign language anxiety, emphasizing how learners often feel nervous about communicating and worry about being judged negatively when speaking another language. Supporting this theory, Arifin (2017) found that anxiety, fear of errors, and low confidence greatly reduce student participation in English as a Foreign Language speaking classes. This condition is often reflected in classroom speaking practices. Speaking activities in the classroom are frequently conducted in conventional ways, such as reading dialogues from textbooks, memorizing conversations, or practicing structured question-and-answer drills. These activities tend to be monotonous and do not create authentic communication situations, resulting in low student motivation and limited active participation. Many students feel embarrassed, nervous, and afraid to speak because they worry about making mistakes or being corrected by others.

In addition, one of the text types that can be used to support speaking activities is the procedure text. Procedure text is a type of text that explains how to make or do something through a sequence of steps. According to Anderson and Anderson (1997), procedure text aims to guide the reader or listener through a series of actions to achieve a particular goal. In speaking activities, procedure text allows students to explain processes such as how to make food or drinks, which encourages them to use appropriate vocabulary, sequencing words, and clear pronunciation. Therefore, procedure text provides a meaningful context for students to practice speaking skills.

Similar problems are found at MA Al-Amin Tabanan, especially among the tenth-grade students. Although the students have learned basic grammar and vocabulary, they still struggle to apply this knowledge in meaningful oral communication. Their tendency to remain silent and avoid making mistakes leads to limited speaking practice, which eventually hinders the development of their speaking skills.

The teachers are required to design effective strategies and utilize innovative learning media to support student engagement and participation (Temaja, 2017). Mayer (2009) states that learning media, especially multimedia-based media, can enhance learning by combining verbal and visual elements,

which helps learners understand and process information more effectively. In line with this view, the rapid development of technology and the widespread use of digital platforms among students provide opportunities to integrate multimedia learning into English instruction.

One digital platform with strong potential for language learning is TikTok. According to Zhen et al. (2021), TikTok allows learners to engage with short, authentic, and contextualized videos that support language exposure and practice. The audiovisual features of TikTok enable students to observe pronunciation, intonation, expressions, and gestures, which are essential components of speaking skills. In addition, its interactive and creative nature can increase student motivation and reduce anxiety in speaking activities.

By utilizing TikTok as a learning medium, teachers can create a more dynamic and student-centered learning environment. Students can watch example videos, practice speaking through imitation, and produce their own speaking videos. This process provides opportunities for repeated practice in a low-pressure setting, which can improve fluency, accuracy, and self-confidence. Moreover, students are more familiar with TikTok in their daily lives, making the learning process more enjoyable and relatable to their interests.

Speaking is one of the essential productive skills in English language learning because it enables students to communicate ideas, opinions, and feelings orally in real-life situations. According to Brown (2004), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In addition, Scott Thornbury (2005) states that effective speaking requires fluency, accuracy, and appropriateness in communication. Speaking also plays an important role in helping students develop communicative competence and social interaction skills in English learning (Leba & Temaja, 2023). Through speaking activities, students are encouraged to express their ideas, respond to others, and participate actively in classroom interaction.

In the Indonesian EFL context, many students still experience difficulties in speaking English due to limited vocabulary, lack of confidence, fear of making mistakes, and limited opportunities to practice speaking. Many students understand the teacher's explanation but find it difficult to express their ideas orally. Conventional teaching methods that focus mainly on memorization, textbook exercises, and teacher-centered activities often limit students' opportunities to practice speaking actively and meaningfully. As a result, students become passive and less motivated during speaking activities. Therefore, teachers need innovative and engaging learning media to support students' speaking practice and create a more interactive learning atmosphere (Temaja, 2023).

One of the learning media that can support students' speaking practice is TikTok. TikTok is a social media platform that provides short audiovisual videos which can be integrated into language learning activities. According to Zhen et al. (2021), TikTok supports interactive and contextual learning through visual, audio, and textual elements. Through TikTok videos, students can observe pronunciation, intonation, expressions, gestures, and speaking styles in authentic communication contexts. In addition, TikTok allows students to create and upload their own speaking videos, which

can help increase their confidence, motivation, creativity, and speaking fluency. Students are also able to practice speaking repeatedly before recording their final performance, which helps reduce anxiety and improve speaking accuracy.

The use of TikTok in English learning also provides a more enjoyable and meaningful learning experience because students are already familiar with the platform in their daily lives. Through video-based learning activities, students become more active and enthusiastic in participating in speaking practice. TikTok videos can also encourage collaborative learning because students are able to share ideas, provide peer feedback, and interact with classmates during speaking activities. Previous studies conducted by Herlisya and Wiratno (2022) and Rahmawati and Anwar (2022) revealed that TikTok positively affects students' speaking performance, participation, and motivation in English learning.

Another important aspect in speaking learning is speaking assessment. According to Rahmawati and Ertin (2014), speaking assessment is used to evaluate students' oral performance through several aspects such as pronunciation, fluency, vocabulary, grammar, and comprehension. These aspects are important because they help teachers identify students' speaking difficulties and measure students' speaking improvement during the learning process. In speaking activities, students are not only expected to produce grammatically correct sentences but also to communicate ideas clearly and confidently. Therefore, meaningful speaking practice and continuous feedback are necessary to support students' speaking development.

In addition, multimedia learning also plays an important role in improving students' understanding and participation in language learning. According to Mayer (2009), multimedia learning combines verbal and visual information to help students process information more effectively. Through audiovisual media such as TikTok videos, the students are able to observe pronunciation, facial expressions, gestures, and speaking styles simultaneously. This combination of visual and audio elements can increase students' attention and motivation during speaking activities. As a result, students become more interested and actively involved in the learning process.

Video-based learning activities also provide opportunities for students to learn independently and creatively. Through TikTok-based learning activities, students are able to explore ideas and practice speaking in a flexible learning environment. Students are also able to repeat their speaking practice before recording the final video, which helps reduce speaking anxiety and improve confidence. In addition, the use of familiar digital platforms can create a more enjoyable classroom atmosphere and encourage students to participate more actively in speaking activities.

In this study, the learning material used in speaking activities is a procedure text. According to Anderson and Anderson (1997), a procedure text is a type of text that explains how to make or do something through a sequence of steps. Procedure text is suitable for speaking activities because it encourages students to explain processes orally in a clear and systematic way. Through procedure text, students can practice using sequencing words, action verbs, pronunciation, and appropriate vocabulary while explaining how to make food, drinks, or perform certain activities. In addition, procedure text

helps students organize their ideas more clearly before delivering their speaking performance.

Procedure text is also closely related to daily life activities because students often explain steps and processes in real situations. Through procedure text speaking activities, students are encouraged to speak systematically and use appropriate expressions while explaining instructions or processes. This activity not only improves students' speaking fluency but also helps them develop confidence in presenting information orally. Therefore, a procedure text is considered suitable material for speaking practice in EFL classrooms.

The integration of TikTok videos and procedure text can provide meaningful speaking practice and create a more engaging learning atmosphere. Through TikTok-based procedure text activities, students are encouraged to perform speaking tasks creatively while using audiovisual media to support their explanations. This activity also allows students to improve fluency, pronunciation, vocabulary, and confidence simultaneously through repeated speaking practice.

Several previous studies have discussed the use of TikTok in improving students' speaking skills. Rohman and Ulfa (2024) found that TikTok helped students improve speaking confidence and fluency through interactive video-based learning activities. Students became more motivated and active during speaking practice because the learning activities were more interesting and enjoyable. In addition, Milenia (2025) reported that TikTok had a positive effect on students' speaking achievement and motivation in English learning. The study showed that students became more enthusiastic in participating in classroom activities and showed improvement in speaking performance after using TikTok as a learning medium. Another study conducted by Windiana (2024) also showed that TikTok videos effectively improved students' pronunciation, fluency, and confidence in speaking activities. Through audiovisual content, students were able to observe pronunciation, expressions, and speaking styles directly, which helped them improve their speaking ability gradually. However, previous studies mostly focused on general speaking activities and did not specifically integrate procedure text as the learning material in TikTok-based speaking practice. Therefore, this study focuses on improving students' speaking skills through TikTok videos in learning procedure text for the tenth-grade students of MA Al-Amin Tabanan.

Furthermore, the integration of technology in language learning is increasingly important in modern education (Leba & Temaja, 2023). Digital learning media provide students with more flexible and interactive opportunities to practice language skills both inside and outside the classroom. Through TikTok-based learning activities, students are able to combine creativity, communication, and technology during the learning process. Therefore, the implementation of TikTok videos in speaking activities is expected to create a more student-centered and engaging learning environment.

Based on the reviewed literature, it is concluded that speaking is an essential productive skill in English language learning which requires active participation and meaningful speaking practice during the learning process. However, many students still face difficulties in speaking due to limited practice opportunities and low confidence. The use of TikTok as a learning medium provides interactive

and authentic speaking practice through audiovisual content and creative activities. Combined with procedure text learning, TikTok videos help students improve their speaking fluency, pronunciation, confidence, motivation, and classroom participation during speaking activities. Therefore, TikTok can be considered an effective learning medium to improve students' speaking skills in EFL classrooms.

Based on this explanation, the researcher is interested in investigating the effectiveness of using TikTok as a learning medium to improve students' English speaking skills. This study aims to answer three research questions: (1) How were the speaking skills of the tenth-grade students at MA Al-Amin Tabanan before the implementation of TikTok videos? (2) How did the students' speaking skills improve after the implementation of TikTok videos? and (3) How do TikTok videos impact students' speaking skills? It is expected that this research will provide empirical evidence on the use of familiar digital learning media to address speaking difficulties in English language learning and contribute to the development of more engaging speaking activities in the classroom.

METHOD

This study applied Classroom Action Research (CAR) to improve students' speaking skills through the use of TikTok videos in the learning procedure text. The research was conducted at MA Al-Amin Tabanan in the academic year 2025/2026. The subjects of this study were 14 tenth-grade students who experienced difficulties in speaking English, especially in pronunciation, fluency, vocabulary, and self-confidence.

The research was conducted in two cycles based on the model proposed by Kemmis and McTaggart (1988), which consists of four stages in each cycle: planning, acting, observing, and reflecting. In the planning stage, the researcher prepared lesson plans, speaking materials focusing on procedure texts, observation sheets, speaking test instruments, and supporting learning media in the form of TikTok videos.

In the acting stage, TikTok videos were implemented as the main learning media in speaking activities. Students observed videos related to procedure texts, identified their structure and language features, and practiced speaking individually and in groups. In addition, students performed speaking tasks and developed short oral presentations based on selected procedure text topics.

The observing stage focused on monitoring students' participation, engagement, and speaking performance during the learning process. The researcher used observation sheets to record students' responses, activeness, and difficulties encountered during speaking activities. Meanwhile, the reflecting stage was conducted to evaluate the strengths and weaknesses of each cycle to improve the teaching and learning process in the following cycle.

The data in this study were collected through speaking tests, observation sheets, and documentation. The speaking tests consisted of a pre-test and post-tests in each cycle to measure students' improvement in speaking skills. The speaking assessment was based on several aspects, namely pronunciation, fluency, vocabulary, grammar, and comprehension. In addition, an overall

speaking score was calculated by combining all of these aspects to provide a general evaluation of students' speaking performance. Observation sheets were used to record students' participation and responses during the learning process, while documentation was used to support and validate the research findings.

The data were analyzed both quantitatively and qualitatively. The quantitative data were obtained from students' speaking test scores and analyzed using mean score calculation to determine the improvement of students' speaking skills from the pre-test to Cycle II. Meanwhile, the qualitative data obtained from observation sheets and documentation were analyzed descriptively to describe students' participation, motivation, and confidence during the learning process.

RESULTS AND DISCUSSION

Students' Speaking Skills before Using TikTok Videos

The implementation of TikTok videos in learning procedure texts indicated that students' speaking ability was relatively low before the treatment. The mean score of the pre-test was 61.1, indicating that students' speaking ability had not yet achieved the passing grade (KKM). Most students experienced difficulties in expressing their ideas orally in English. Students tended to hesitate when speaking and often paused because they were unsure how to organize their ideas clearly.

In addition, many students lacked confidence when performing speaking tasks in front of the class. Some students felt nervous and were afraid of making mistakes when speaking English. Although several students were able to understand the teacher's explanation, they found it difficult to communicate their ideas orally. This condition indicates that students needed more opportunities to practice speaking in a supportive and engaging learning environment.

Based on classroom observation, the learning process before the implementation of TikTok videos tended to be less interactive. Students were not actively involved in speaking activities and mostly depended on the teacher's explanation. As a result, students rarely practiced speaking English in meaningful communication situations. Students also experienced difficulties in pronunciation, vocabulary, and fluency during speaking activities. Many students paused frequently because they lacked vocabulary mastery and confidence while speaking English.

The classroom atmosphere before the implementation of TikTok videos was relatively passive because only a few students participated actively during speaking activities. Most students were reluctant to express their ideas because they were afraid of making mistakes in front of their classmates. Therefore, students needed more interactive and enjoyable learning media to increase their motivation and confidence in speaking practice.

These findings are in line with Brown (2004), who states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Similarly, Harmer (2007) states that speaking is the ability to use language effectively in real communication. Therefore, appropriate learning media are needed to provide students with more opportunities to

practice speaking in meaningful contexts.

The Improvement of Students' Speaking Skills after Using TikTok Videos

The implementation of TikTok videos had a positive impact on students' speaking skills. The improvement can be seen from the increase in the mean score from the pre-test to Cycle I and Cycle II. The mean score increased from 61.1 in the pre-test to 74.3 in Cycle I, and further improved to 84.2 in Cycle II. This result indicates that students' speaking ability improved after the implementation of TikTok videos in learning procedure texts.

During Cycle I, students began to show progress in delivering procedure texts orally. They became more familiar with the structure of procedure texts, including goal, materials, and steps. Through the TikTok video project, students had more opportunities to practice speaking and organize their ideas before presenting them. Students also showed better participation during the learning process because the learning activities were more interesting and interactive.

In Cycle II, the improvement became more significant. Students were better prepared and more confident when explaining the procedure texts. They were able to express their ideas more clearly and speak more smoothly during presentations. The use of TikTok videos allowed students to practice speaking more actively and creatively, as they could record their performance several times before submitting the final video. As a result, students became more motivated and less afraid of making mistakes when speaking English.

Based on classroom observation, students were more active and enthusiastic during the learning activities in Cycle II. Most students participated confidently in speaking practice and paid more attention to the learning materials. The classroom atmosphere also became more interactive because students were interested in creating and presenting their TikTok videos. This condition helped students improve their speaking performance gradually.

This finding is supported by Zhen et al. (2021), who state that TikTok is a short-video-based platform that allows students to participate actively and express ideas through video. TikTok provides opportunities for students to practice speaking more engagingly and interactively.

In addition, Brown (2004) states that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Through repeated practice using TikTok videos, students had more opportunities to express their ideas orally and improve their speaking performance.

Although most students achieved the passing grade (KKM), one student still required more practice to improve speaking skills. This indicates that each student has a different learning pace. Overall, the use of TikTok videos successfully improved students' speaking skills in delivering procedure texts. The results of students' speaking scores are presented in Table 1 below.

Table 1. Results of Students' Speaking Scores in Pre-Test, Cycle I, and Cycle II

Test	Mean
Pre-Test	61.1

Cycle I	74.3
Cycle II	84.2

The Impact of TikTok Videos on Students' Speaking Skills

The use of TikTok videos had a positive impact on students' speaking skills. TikTok created a more interesting and enjoyable learning atmosphere, which encouraged students to participate more actively in speaking activities. Students showed greater motivation and enthusiasm when completing speaking tasks through video-based activities. Compared to the learning condition before the treatment, students appeared more confident and enthusiastic during classroom interaction.

In addition, TikTok videos provided more opportunities for students to practice speaking independently. Students were able to prepare their ideas and practice several times before submitting their final video. This condition helped students improve pronunciation, fluency, and vocabulary because they could repeat the speaking practice until they felt more confident. TikTok videos also reduced students' nervousness during speaking activities because students were not directly pressured to speak spontaneously in front of the classroom.

During the learning process, students became more active and interested in participating in classroom activities. They paid more attention to the learning material and showed better participation during speaking practice. Students who were previously passive gradually became more willing to answer questions, express opinions, and participate in speaking tasks. The classroom atmosphere also became more interactive because students enjoyed learning through audiovisual media that were familiar to their daily lives.

Furthermore, TikTok videos encouraged students' creativity in presenting procedure texts. Students were able to organize ideas more systematically and creatively while creating speaking video projects. They became more confident in explaining how to make food or drinks by following the generic structure of a procedure text consisting of a goal, materials, and steps. Through video projects, students could also observe and evaluate their own speaking performance before submitting the final result.

Another positive impact of TikTok videos was the improvement of students' confidence in speaking English. Before the implementation of TikTok videos, many students were afraid of making mistakes and lacked confidence when speaking in front of others. However, after practicing through TikTok-based activities, students gradually became more comfortable expressing ideas orally. Repeated speaking practice helped students become more familiar with English pronunciation and expressions, which eventually improved their self-confidence during speaking performances.

TikTok videos also helped students improve their speaking fluency. During the pre-test, many students paused frequently because they lacked vocabulary and were unsure how to continue their explanations. However, after the implementation of TikTok videos, students were able to speak more smoothly and systematically. Students became more prepared because they had opportunities to practice and organize ideas before recording their speaking videos.

Overall, TikTok videos helped students become more active, confident, creative, and prepared in performing their speaking tasks. The use of video as learning media also allowed students to express their ideas more clearly and understandably when delivering procedure texts. Therefore, TikTok videos created a more student-centered and meaningful learning environment during speaking activities.

These findings are supported by Zhen et al. (2021), who state that TikTok is a short-video-based platform that encourages users to create and share content, allowing students to express ideas through video. TikTok provides opportunities for students to participate actively in learning activities. Similarly, Herlisya and Wiratno (2022) found that the use of TikTok as a learning medium improves students' speaking skills by encouraging them to practice speaking through video-based activities. The platform also allows students to participate more actively and confidently in expressing their ideas orally.

CONCLUSION

This study focused on improving students' speaking skills in procedure texts through the use of TikTok videos for the tenth-grade students of MA Al-Amin Tabanan in the academic year 2025/2026. The study was based on students' difficulties in expressing ideas orally and their low confidence when delivering procedure texts. Students also needed more opportunities to practice speaking in a more engaging learning environment. The research was conducted using Classroom Action Research (CAR) in two cycles, consisting of planning, action, observation, and reflection. The participants of this study were 14 students.

The results of the study showed that the use of TikTok videos improved students' speaking ability in delivering procedure texts. The improvement was shown by the increase in students' mean scores from the pre-test to Cycle I and Cycle II. The mean score of the pre-test was 61.1. In Cycle I, the mean score increased to 74.3. Furthermore, in Cycle II, the mean score improved to 84.2. In addition, most students were able to achieve the passing grade (KKM), as indicated by 92.9% of students achieving the expected standard in Cycle II, although one student still required further practice.

The improvement occurred because students were given more opportunities to practice speaking through TikTok video activities. Through the video project, students were able to prepare their ideas and practice speaking more actively and independently. TikTok videos also created a more engaging learning environment, which encouraged students to participate more confidently in speaking activities.

Based on these findings, the use of TikTok videos improved students' speaking ability in delivering procedure texts. TikTok videos supported students in practicing speaking more actively and helped them perform the speaking task more clearly and confidently.

REFERENCES

Anderson, M., & Anderson, K. (1997). *Text Types in English*. South Yarra: Macmillan Publishers.

- Arifin, W. L. (2017). Psychological Problems and Challenge in EFL Speaking Classroom. *Register Journal*, 10(1), 29-47. <https://doi.org/10.18326/rgt.v10i1.874>
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.
- Harmer, J. (2007). *The Practice of English Language Teaching (4th ed.)*. Harlow: Pearson Longman.
- Herlisya, D., & Wiratno, P. (2022). Having Good peaking English through TikTok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198. <https://doi.org/10.54012/jcell.v1i3.35>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. <https://doi.org/10.1111/j.1540-4781.1986.tb05256.x>
- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner*. Geelong: Deakin University Press.
- Leba, S. M. R., & Temaja, I. G. B. W. B. (2023). An Analysis of the Use of Technology in English Language Teaching and Learning in Junior High Schools in Merauke. *International Journal of Education, Vocational and Social Science*, 2(2), 107-118. <https://doi.org/10.99075/ijevss.v2i02.244>
- Leba, S. M. R., & Temaja, I. G. B. W. B. (2023). The Integration of ICT in the Classroom: Pre-Service EFL Teachers Experiences. *Journal of Education Technology*, 7(2), 372-380. <https://doi.org/10.23887/jet.v7i2.58442>
- Mayer, R. E. (2009). *Multimedia Learning (2nd ed.)*. Cambridge: Cambridge University Press.
- Milenia, A. S. (2025). *The Effect of TikTok in Improving Students' Speaking Skills* [Undergraduate thesis, Universitas Islam Negeri Syarif Hidayatullah Jakarta]. Jakarta: Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Rahmawati, Y., & Anwar, K. (2022). The Use of TikTok Application: The Impact on Students' Vocabulary and Attitude. *PROJECT (Professional Journal of English Education)*, 5(3), 610-621. <https://doi.org/10.22460/project.v5i3.p610-621>
- Rahmawati, Y., & Ertin, E. (2014). Developing Assessment for Speaking. *IJEE (Indonesian Journal of English Education)*, 1(2), 199-210. <https://doi.org/10.15408/ijee.v1i2.1345>
- Rohman, M., & Ulfa, S. M. (2024). Using TikTok Application in Enhancing Student Speaking Skill at the Sixth Semester of STKIP PGRI Bangkalan. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 13(1), 260-271. <https://doi.org/10.26618/exposure.v13i1.13961>
- Temaja, I. G. B. W. B. (2017). E-Matching Game in Teaching English for Young Learners. *PEOPLE: International Journal of Social Sciences*, 3(1), 67-79. <https://doi.org/10.20319/pijss.2017.31.6779>
- Temaja, I. G. B. W. B. (2023). The Implementation of E-Matching Game for English Teaching to Enrich Elementary School Students Vocabulary. *ARRUS Journal of Social Sciences and Humanities*, 3(6), 780-787. <https://doi.org/10.35877/soshum2336>

- Thornbury, S. (2005). *How to Teach Speaking*. London: Longman.
- Windiana, E. (2024). *The Effectiveness of Using TikTok Videos as Media Learning to Improve Basic Speaking Skill of the Seventh-grade Students at SMP Negeri 13 Palu* [Doctoral Dissertation, Universitas Islam Negeri Datokarama Palu].
<https://repository.uindatokarama.ac.id/id/eprint/3963/>
- Zhen, L. S., Zainuddin, F. N., Zin, M. A. M., & Yunus, M. M. (2021). It Takes Two to Tango: Using TikTok Duet Challenge to Improve Conversation Skills. *International Journal of Academic Research in Progressive Education and Development*, 11(1), 170-185.
<https://doi.org/10.6007/ijarped/v11-i1/12017>