

ISSN: 2615-0905

# Alsunä

Journal of Arabic and English Language



Prodi Pendidikan B. Arab & Language Center  
Universitas KH. Abdul Chalim



# ALSunä

Journal of Arabic and English Language

The focus and scope are to provide readers with a better understanding of Arabic and English Language present developments through the publication of articles. This journal includes research articles and brief communications, including:

Teaching Arabic-English as a Foreign Language.

Media Teaching Arabic and English.

Teaching Strategies of Arabic and English.

Technology Teaching Arabic and English.

Second Arabic-English Acquisition.

Arabic-English Modern Standard.

Linguistics, Literature, and History of Arabic-English.

Philosophy of Language.

The Language of The Holy Quran.



## EDITORIAL TEAM

### EDITOR-IN-CHIEF

*Ammar Zainuddin*

### INTERNATIONAL EDITORIAL BOARD

*Yuli Ani Setyo Dewi*

*Saidna Zulfiqar Bin-Tahir*

*Eka Rizki Amalia*

*Azkie Muharom Albantani*

*Aliy Abdulwahid Adebisi*

*Najlaa Aly Matari*

*Nur Aeni*

*Nabila Boucharif*

*Bello Muhammad*

### MANUSCRIPT EDITOR

*Hasyim Asy'ari*

*Nurul Azizah Ria Kusrini*

*Eva Lathifah Fauzia*

*Muhammad Mujtaba Mitra Zuana*

*Muqimah Liwais Sunnah*

*Mardhiana Jamal*

### LAYOUT EDITOR

*Fathi Hisyam*

# Call for Papers



Alsuna: Journal of Arabic and English Language

Volume 8, Number 2 (2025)

**All papers are based on Research and Development**

We are pleased to invite researchers, academics, practitioners, and language enthusiasts to submit their original research papers for the upcoming issue of **Alsuna: Journal of Arabic and English Language** (Volume 8, Number 2, 2025). This edition will focus on **Research & Development (R&D)-based studies** that contribute to innovation and practical solutions in Arabic and English language education, learning, linguistics, and related fields.

**Free Access & No Fees\*:** Open access is available for readers or authors, with no submission or publication charges (APCs).

**\*Author Affiliations:** Clearly state all authors' institutional affiliations, including country. Collaborative works from three or more institutions (with at least one international affiliation) are encouraged.



Best Regards,  
Editorial Team  
Alsuna: Journal of Arabic and English Language

Prodi Pendidikan B. Arab & Language Center

Universitas KH. Abdul Chalim

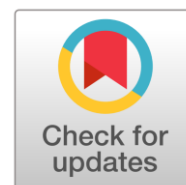


# The Effect of Using Duet Conversation Challenge Tiktok in Improving Students' Speaking Skill

**Hanif Maulaniam Sholah\***

Institut Agama Islam Al-Qolam

[hanif@alqolam.ac.id](mailto:hanif@alqolam.ac.id)



Received, 21 December 2024

Accepted, 15 May 2025

## ABSTRACT

**Purpose** - The objective of this research is to find out the extent of duet conversation challenges TikTok in improving speaking skills at senior high students. This research reveal how duet conversation challenges TikTok affect students performance and students speaking competence.

**Design/methodology/approach** - Research design utilizes by the Researcher is pre-experimental research design. This research consists of pre-test, treatment and post test. The post-test is administered to see the achievement compared to the pre-test to identify whether treatment is successful. Senior high students were chosen as the subject since the students at this age are eager to use Tiktok in their daily life. Purposive sample was carried out to involve those students who actively used Tiktok application. The data was analyzed by using Paired-Samples T Test to proves the hypothesis.

**Findings/results** - Based on the findings of the experimental results, the use of duet conversation challenge TikTok is an effective technique for students in improving their English-speaking ability. The pre-test score is 67.84 and the post-test is 79.36. This means that there is an improvement of 11.52 points, or approximately 16.98%, between the pretest and posttest scores. Then, the posttest average score is higher than the pretest. The sig value of the paired sample t-test is 0.000, this value is lower than 0.05 ( $0.000 < 0.05$ ). It was concluded that the statistical hypothesis: the alternative hypothesis ( $H_a$ ) was maintained and the null hypothesis ( $H_0$ ) was rejected.

**Originality/value** - The use of duet conversation challenge TikTok significantly improves students' English-speaking skills.

**Paper type** - Research paper

**Keywords:** Duet Conversation; Tiktok; Speaking skill; Teaching English.

**\*Correspondence**



## Introduction

English is rapidly becoming the most valuable language to master in this era of globalization, serving as a primary medium of communication internationally. Due to global needs, individuals are expected to proficiently speak both their native language and English (Abadi, 2015). In Indonesia, English is classified as a foreign language and taught comprehensively from elementary through university levels, covering four essential skills: listening, speaking, reading, and writing (Husain, 2015; Suparman, 2024).

Among these skills, speaking stands out as particularly crucial for effective communication, especially in international contexts. Speaking proficiency is essential for successful interactions globally. According to Brown (2000), foreign language learners are considered successful when they demonstrate effective communication with other language speakers. However, speaking English fluently poses significant challenges for non-native speakers, as it involves mastery of pronunciation, grammar, vocabulary, and fluency (Leong, 2017). Additionally, effective speaking requires sociolinguistic competence, knowing how and when to express ideas appropriately (Fatmawati, 2019).

Given these challenges, educators need innovative teaching methods and media that provide extensive practical opportunities beyond the classroom environment. Digital platforms like TikTok, a widely embraced video-sharing application popular among teenagers globally, including Indonesia, offer promising solutions. Indonesia ranks second worldwide in TikTok users, with approximately 113 million active users in 2023, more than 60% of whom are teenagers and young adults (DataReportal, 2023). This highlights TikTok's substantial influence and its potential for language learning.

This approach aligns with Suparman (2024), who found that 88.89% of English lecturers in Riau and Kepulauan Riau integrated technology into teaching to cater to millennial learning preferences. Furthermore, Hadi et al. (2020) demonstrated that interactive methods such as debate significantly enhanced students' speaking abilities and critical thinking skills, suggesting similar interactive platforms like TikTok could effectively boost English speaking proficiency. Therefore, utilizing TikTok in English language education can significantly benefit learners by providing engaging, interactive, and practical opportunities for developing essential speaking skills.

TikTok serves multiple purposes such as entertainment, social interaction, information dissemination, and education (Yang, 2020). It gained rapid popularity, especially during the COVID-19 pandemic, due to its entertaining short-form video format (Monaris, 2022). Users primarily engage in activities such as dancing, lip-syncing, sharing talents, and educational content (Fiallos, 2021). TikTok's unique, easy-to-use features allow users to create engaging short videos effortlessly (Susilowati, 2018; Marini, 2019; Utami, 2021).

Educators can leverage TikTok's "Duet Challenge" feature to enhance students' speaking skills by offering authentic English-speaking practice opportunities without face-to-face interactions. This aligns with students' increasing inclination towards social media and digital learning platforms. However, studies also highlight challenges, including content distractions and potential addiction (Hendrikse, 2024; Omar, 2020; Xiuwen, 2021; Yao, 2023; Nugraha, 2015). Nevertheless, with structured use and effective supervision, TikTok can significantly benefit English learning by providing students with engaging, authentic, and accessible speaking practice, essential for their linguistic growth.

Hence, this research aims to investigate the extent to which the use of TikTok duet conversation challenges significantly impacts the improvement of English-speaking skills among XI-A students at MAN 1 Malang. This study addresses the research question: "To what extent does the use of duet conversation challenges on TikTok significantly improve speaking skills among XI-A students at MAN 1 Malang?"

## Method

Research design utilized by the researcher is quantitative research. A quantitative approach is one that collects some type of numerical data to answer a research question (Christensen, 2011). This quantitative research, especially applies Pre-experimental design, this research consists of pre-test and post-test. According to Adnan Latif stated that "sometimes an experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. After the treatment was finished, the post-test is administered to see the achievement" (Adnan, 2012). The design can be illustrated as follows:

Table 1. Research design illustrated

| Pre-test | Treatment | Post-test |
|----------|-----------|-----------|
| O1       | X         | O2        |

Furthermore, Experimental research seeks to determine if a specific treatment influenced an outcome. This impact is assessed by providing a specific treatment to one group and with holding it from other and then determining how both groups scored on an outcome (Creswell, 2009).

This research was conducted at MAN 1 Malang. The sample of this research is 25 of the population of the XI-A students of MAN 1 Malang. The school is located at Jl. Raya Putat Lor Gondanglegi, Malang. This school has been completed with technological support for teaching and learning as the consideration of why this school involved as the sample of this study. The research was started from April 29, 2024 until May 22, 2024.



Table 2. Time and Setting of the Research

| Time                    | Treatment  |
|-------------------------|--|
| Monday, April 29, 2024  | The researcher met up with Mrs. Vivi an English Teacher and asked permission from the Principal of MAN 1 Malang to conduct the research. |
| Wednesday, May 8, 2024  | The researcher gave a pre-test to the XI-A Class of MAN I Malang   |
| Wednesday, May 15, 2024 | The researcher gave the first treatment to the XI-A Class of MAN I Malang  |
| Monday, May 20, 2024    | The researcher gave the second treatment to the XI-A Class of MAN I Malang   |
| Wednesday, May 22, 2024 | The researcher gave a post-test to the XI-A Class of MAN I Malang  |

In collecting the required data, observation and test were conducted. Observations began to be carried out when the researcher was carrying out practical field work. During observation, researchers use instruments to determine conditions and situation of student activity in the learning process speak English. Then, the researcher took the test by speaking test, for the instrument that pretest and posttest, before and after.

The researcher gave tests which was pretest and posttest. Before the treatment, pretest was given to measure students' speaking skill. Meanwhile, the posttest was given to measure students' skill after getting the treatment. The test was given to the experimental class. For the test, the rubric was needed to assign some grades for the students.

There are 5 speaking components that shows in the rubric above, in each component with a score of 1 to 5 and to get the final score as below:

$$\text{Maximum score} = 5 \times 5 = 25$$

$$\frac{\text{students' score}}{\text{maximum score}} \times 100$$

To complete the research procedure, researcher planning to apply duet conversation challenge TikTok to improve students speaking skill. The procedures as follows:

### Pre-test

The students were given a pre-test in speaking. In this activity, all of students were given speaking test one by one. The researcher gives some questions to make conversations with the students. The topic was random such as holiday's plan, hobby, favorite food, describing house, etc. The purpose of this test was to identify the students' prior knowledge of speaking skill.

### Treatment

Treatment is a teaching activity using the particular media. In giving treatment, the researchers carry out the class meeting. In this research the writer uses Tik-Tok app as media in treatment. The ways of the researcher in presenting the materials in the classroom interaction are as follow:

- 1) The teacher introduced and explained the TikTok application to the students
- 2) The teacher explained about duet conversation challenge TikTok
- 3) The teacher gave instructions and steps how to make a duet conversation challenge TikTok
- 4) The students choose the video conversation to duet with.
- 5) Ask the students to submit their video via the Google Drive Link made by the researcher.

### Post-test

After giving the treatment, the students were given a post-test. The purpose of this test is the researcher knew about the extent to which they understand about speaking using duet conversation challenge. The researcher used the interval score below in collecting students' scores:

Table 3. Interval Score

| No | Interval Class | Criteria  |
|----|----------------|-----------|
| 1  | 85-100         | Very good |
| 2  | 75-84          | Good      |
| 3  | 56-74          | Enough    |
| 4  | 41-55          | Poor      |
| 5  | 0-40           | Low/bad   |

This research utilized a pre-experimental design without involving a control class due to practical field conditions. Firstly, limited available class schedules and resources made it difficult to manage multiple classes simultaneously. Furthermore, the school administration requested minimal disruption to regular classroom activities, making it feasible only to implement the experimental approach within one class. Additionally, due to the specific nature of using TikTok's Duet Challenge, the researcher preferred to ensure thorough implementation and evaluation of the method within a single group to closely monitor the treatment effects without variability from additional groups.

Observations and tests were selected as primary data collection methods due to their practicality and effectiveness in capturing student progress in speaking skills. Observations were conducted to identify students' real-time reactions, engagement levels, and practical application of TikTok media in a classroom setting. The tests, including pre-test and post-test, aimed to quantitatively measure students' improvement in speaking skills after the intervention. The observation instruments were designed as structured checklists and notes to document students' engagement,



participation, and challenges during the activity. Tests were compiled based on speaking rubrics that evaluated key speaking aspects such as fluency, pronunciation, grammar, and vocabulary.

The sample was chosen using purposive sampling, specifically targeting XI-A students at MAN 1 Malang, due to their familiarity with technology and willingness to engage in new media platforms. Data were collected through pre-tests administered before the treatment to establish baseline speaking skills, and post-tests conducted after the treatment to measure any improvements. Observations occurred simultaneously during the treatment period, systematically documenting students' interaction with the TikTok duet conversation challenge.

The collected data were analyzed using statistical methods, beginning with a normality test to verify the distribution of scores. The normality test was performed using SPSS version 26, followed by a homogeneity test to ensure the data groups had consistent variance. Subsequently, a paired-sample t-test was employed to compare the pre-test and post-test scores, assessing the statistical significance of improvements in students' speaking abilities. The effectiveness of the intervention was determined based on the significance values obtained from the paired-sample t-test, concluding the effectiveness of TikTok duet conversation challenges as a method to enhance speaking skills among students.

Moreover, below is the T-test formula manually used for a paired sample:

$$t = \frac{\delta}{SD\delta\sqrt{n}}$$

Explanation:

$\delta$  : Standard mean deviation

$SD\delta$  : Standard deviation of  $\delta$

$N$  : The number of samples

## Result and Discussion

### Data Description

In this section, data is collected from the pretest and posttest indeed, the pretest was given before the treatment. The purpose of this study is to find out whether the use of duet conversation challenge TikTok has affected students' speaking skill at XI-A class of MAN 1 Malang. Based on the data obtained from pre test, The researcher revealed one student who got a 56 score, indicating that the student's score in speaking English is enough. Following that, 3 students scored 60, 7 students scored 64, 6 students scored 68 and 2 students scored 72. This indicates that the student's score in speaking English is enough. Then, 5 students scored 76 and 1 student scored 80, indicating that they have good scores in English speaking skill.

Further, based on the data obtained from post test, Researcher revealed that 2 students got 88 scores, 5 students scored 84, 6 students scored 80 and 11 students

scored 76, it means that the students have good scores in English speaking skill. Meanwhile, 1 student got a 72 score, which means that the student's score in speaking English is enough. Based on the percentage overall students have good scores in English speaking skill.

Table 4. Students' pre-test and post-test score

| Test      | Classification | Score | Category  |
|-----------|----------------|-------|-----------|
| Pre test  | Mean           | 67,84 | Enough    |
|           | Highest        | 80    | Good      |
|           | Lowest         | 56    | Enough    |
| Post test | Mean           | 79,36 | Good      |
|           | Highest        | 88    | Very good |
|           | Lowest         | 72    | Good      |

Based on the table 4, there are some differences in data applied before and after treatment by using duet conversation challenge TikTok in improving the students' speaking skill. It described that the score after treatment using duet conversation challenge TikTok in improving students' speaking skill in English is better than before treatment. Comparing to pre-test and post-test, the mean score improves two points from 67,84 to 79,36.

**Descriptive Statistic**

Based on the computation of descriptive statistics, the results of the pre-test and post-test scores, obtained with the application SPSS 26, are as follows:

Table 5. The results of calculation descriptive statistics of the pre-test score using the SPSS 26.

|                                  | Descriptive Statistics |           |           |           |           |           |       |           |
|----------------------------------|------------------------|-----------|-----------|-----------|-----------|-----------|-------|-----------|
|                                  | N                      | Range     | Minimum   | Maximum   | Mean      | Std.      | Std.  | Variance  |
|                                  | Statistic              | Statistic | Statistic | Statistic | Statistic | Deviation | Error | Statistic |
| Pretest duet conversation TikTok | 25                     | 24        | 56        | 80        | 67.84     | 1.254     | 6.270 | 39.307    |
| Valid N (listwise)               | 25                     |           |           |           |           |           |       |           |



From the results of the calculation of students' pre-test scores using duet conversation challenge TikTok, the maximum score achieved by students is 80 and the minimum is 56 from the students' number (N)= 25. From the calculation result of statistics, the mean score (X) achieved by students is 67,84 and the standard deviation is 6,27.

Table 6. The results of calculation descriptive statistics of the post-test score using the SPSS 26.

| Descriptive Statistics            |           |           |           |           |           |                |           |           |
|-----------------------------------|-----------|-----------|-----------|-----------|-----------|----------------|-----------|-----------|
|                                   | N         | Range     | Minimum   | Maximum   | Mean      | Std. Deviation | Variance  |           |
|                                   | Statistic | Statistic | Statistic | Statistic | Statistic | Std. Error     | Statistic | Statistic |
| Posttest duet conversation TikTok | 25        | 16        | 72        | 88        | 79.36     | .854           | 4.271     | 18.240    |
| Valid N (listwise)                | 25        |           |           |           |           |                |           |           |

From the result of the calculation of students' post-test scores using duet conversation challenge TikTok, the maximum score achieved by students is 88 and the minimum is 72, from the students' number (N)= 25. From the calculation results of statistics, the mean score (Y) achieved by students is 79.36 and the standard deviation is 4.271.

Based on the descriptive statistics results of the mean value in the experimental group, the pre-test mean value was 67,84 and the post-test mean value was 79.36. It can be concluded that the post-test mean value is higher than the pre-test mean value and has a positive effect after receiving treatment.

### Data Analysis

#### Normality Testing

Table 7. The result of the normality test for pre-test.

|                                  | Tests of Normality              |    |      |              |    |      |
|----------------------------------|---------------------------------|----|------|--------------|----|------|
|                                  | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|                                  | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Pretest duet conversation TikTok | .170                            | 25 | .061 | .937         | 25 | .127 |

a. Lilliefors Significance Correction

Based on the results of the normality test it is known that the sig value is 0.127 > 0.05 it can be concluded that the pre-test score is normally distributed.

Table 8. The result of the normality test for post-test.

|                                   | Kolmogorov-Smirnov <sup>a</sup> |    |      | Shapiro-Wilk |    |      |
|-----------------------------------|---------------------------------|----|------|--------------|----|------|
|                                   | Statistic                       | df | Sig. | Statistic    | df | Sig. |
| Posttest duet conversation TikTok | .264                            | 25 | .000 | .870         | 25 | .004 |

a. Lilliefors Significance Correction

Based on the results of the normality test it is known that the sig value is 0.004 > 0.05 it can be concluded that the post-test score is normally distributed.

### Homogeneity Testing

Table 9. Test of homogeneity of variances

|                        |                                      | Levene    | df1 | df2    | Sig. |
|------------------------|--------------------------------------|-----------|-----|--------|------|
|                        |                                      | Statistic |     |        |      |
| Hasil pretest posttest | Based on Mean                        | 2.759     | 1   | 48     | .103 |
|                        | Based on Median                      | 2.663     | 1   | 48     | .109 |
|                        | Based on Median and with adjusted df | 2.663     | 1   | 41.144 | .110 |
|                        | Based on trimmed mean                | 2.755     | 1   | 48     | .103 |

Based on the output table test of homogeneity of variances above, it is known that the significance value is 0.103 > 0.05. As the basis for decision-making in the homogeneity test, it can be concluded that the value is homogenous.

### T-Test

The type of t-test used by researchers is the paired sample t-test, the paired sample t-test is a test method used to assess the effectiveness of a treatment, characterized by the difference in the mean before and after the treatment is given. Thus, the data calculation was carried out by researchers using the SPSS application. The results of the t-test for pre-test and post-test SPSS 26 are as follows:

Table 10. The result of the T-test calculation.

| Paired Samples Test |                |                 |   |       |   |    |
|---------------------|----------------|-----------------|---|-------|---|----|
| Paired Differences  |                |                 |   |       |   |    |
| Mean                | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference |       | t | df |
|                     |                |                 | Lower                                     | Upper |   |    |
|                     |                |                 |   |       |   |    |



|  |         |       |      |         |        |         |    |      |
|--|---------|-------|------|---------|--------|---------|----|------|
| Pretest duet conversation TikTok - Posttest duet conversation TikTok | -11.520 | 3.709 | .742 | -13.051 | -9.989 | -15.528 | 24 | .000 |
|--|---------|-------|------|---------|--------|---------|----|------|

This output gives an idea of whether or not there is a difference between the pre-test and post-test, it is known that the sig (2-tailed) value is  $0,00 < 0,05$ , so it can be concluded that there is a significant difference between the pre-test and post-test results. The basis for making a decision is if the sig (2-tailed)  $< 0.05$ , then there is a difference between the pre-test and post-test results.

Based on the results of the paired sample t-test, it is known that the sig (2-tailed) value is  $0,00 < 0,05$ . It can be concluded that there is a significant difference between the results of the pre-test and post-test, this shows that duet conversation challenge TikTok has an effect in improving students' speaking skills.

### Hypothesis Testing

Based on the output table result of t-test results, the value obtained is sig= 0.00, which means it is smaller than a 0.05. It means that the alternative Hypothesis ( $H_a$ ) was accepted and the Null Hypothesis ( $H_0$ ) was rejected. In other words, duet conversation challenge can be applied to improve students' speaking skill.

### Discussion

In this section, the researcher provides a discussion of research findings related to the research objectives stated in the first chapter, namely the effect of the duet conversation challenge on TikTok in improving students' speaking abilities in the 2024 academic year. This research was conducted in May 2024. Data were obtained from XI-A students at MAN 1 Malang, involving 25 students. The researcher collected data through pretest and posttest, demonstrating improvement in students' English-speaking skills by approximately 5-10%, resulting in adequate pre-test scores and satisfactory post-test scores for both researchers and students.

This research supports previous findings by Lusi (2021), who found that using the TikTok application significantly improved students' speaking abilities, with an average post-test score of 65 from 23 students, where the highest score was 85 and the lowest score was 50. Similarly, Wahyuni (2023) reported a 41% improvement in students' pronunciation accuracy after using TikTok media, indicating that TikTok effectively enhances pronunciation skills. Additionally, Alfirandi (2023) concluded that TikTok videos had a significant effect on students' speaking skills, demonstrated by a

significant difference in pre-test and post-test scores, reinforcing the effectiveness of TikTok in language teaching.

In terms of speaking skills implemented in this study, students were evaluated primarily at an intermediate proficiency level, focusing on essential speaking indicators such as fluency, accuracy (grammar and pronunciation), vocabulary usage, and interactive communication. According to Harmer (2007), intermediate-level learners should demonstrate adequate pronunciation, functional grammar, sufficient vocabulary to express themselves, and an ability to interact in basic social interactions. The current study aligns closely with these parameters, highlighting practical and interactive language use appropriate to students' proficiency.

During the data collection phase, indicators showing lower post-test results were pronunciation accuracy and fluency. Factors contributing to these lower scores included limited previous exposure to authentic English-speaking environments, limited confidence in speaking publicly, and difficulty replicating native speaker pronunciation accurately. This aligns with challenges highlighted by previous researchers, including Wahyuni (2023), emphasizing that consistent practice and repeated exposure to authentic pronunciation examples are crucial for overcoming these specific barriers.

The effectiveness of using duet conversation challenges on TikTok was clearly indicated by the improvement in overall scores, from a pre-test average of 67.84 to a post-test average of 79.36. Statistically, the paired sample t-test results supported the alternative hypothesis ( $H_a$ ), with a significant value of 0.00, confirming that the intervention significantly improved students' speaking skills.

## Conclusion

Based on the research findings in the previous chapter, it can be concluded that there is a difference in the means score before and after students receive treatment in English speaking skills. Based on the data presented earlier, the use of duet conversation challenge TikTok has a significant effect in improving speaking skill among students at MAN 1 Malang.

Furthermore, the results are different based on the T-test calculated from the average pre-test and post-test scores. Then, the pre-test score is 67.84 and the post-test is 79.36. This means that there is a difference in scores between pretest and posttest. Then, the posttest average score is higher than the pretest. The sig value of the paired sample t-test is 0.000, this value is lower than 0.05 ( $0.000 < 0.05$ ). It was concluded that the statistical hypothesis: the alternative hypothesis ( $H_a$ ) was maintained and the null hypothesis ( $H_0$ ) was rejected. That is, the use of duet conversation challenge TikTok significantly improves students' English-speaking skills.



## Recommendations

It will be better for the teacher to improve the strategy of teaching speaking, especially using modern technologies such as TikTok. The researcher hopes the teacher be more creative and innovative in delivering the material using current technologies and make the students get the optimal benefits of this application and the disadvantages can be minimized. Moreover, by using the TikTok application, especially the duet conversation challenge, the researcher expects that teachers can apply TikTok in the learning process in class to improve students' English-speaking skills because the results of this study suggest that TikTok has a big effect in improving students' speaking skills.

The researcher expects the students of senior high school become more active and confident in English class, especially when the researcher applies the duet conversation challenge TikTok which makes students fun, exciting and able to express their feelings. By using the TikTok application, they are not afraid to explore their creativity and knowledge. Moreover, the school facilitates them by Wi-Fi which is useful for helping the teaching-learning process. Thus, the students should be improving their confidence to increase their speaking.

At last, the researcher expects that this result study would be useful to anyone looking to improve their English skill through TikTok application. Of course, the current researcher hopes that the next researcher will be able to conceive and conduct research in the broaden area.

## References

- Abadi, C. P. (2015). Developing Speaking Skill in EFL English Course. *Journal on English as a Foreign Language (JEFL)*, 133-140.
- Afrizal, M. (2015). A Classroom Action Research: Improving Speaking Skills Through Information Gap Activities. , *English Education Journal (EEJ)*, 342-355.
- Alfirandi, Y. (2023). *The Effect of Tik Tok videos to Improve Speaking Skills of Eight Grade Students at MTs Baitussalam Praya Barat Daya in the Academic Year 2022/2023*. Mataram: State Islamic University of Mataram.
- Awaliyah, T. (2020). *The Effectiveness of Instagram Vlog in Teaching Speaking at the Tenth Grade of SMAN 1 Jenangan Ponorogo in academic Year 2019/2020*. Mataram: State Institute of Islamic Studies Ponorogo.
- Baker, J. &. (2003). *Essential speaking skills*. London: Voluntary Service Overseas.
- Brown, D. (2004). *Language Assesment: Principles and Classroom Practice*. London: Longman.
- Brown, H. (2001). *Teaching by Principles: An Active Approach to Language Pedagogy. (2nd.ed)*. San Fransisco: Addison Wesley Longman, Inc.
- Brown, H. D. (2003). *Language Assessment Principles and Classroom Practice*. California: Longman.
- Brown, H. D. (2003). *Language Assessment: Principles and Classroom Practices*. London: Longman Group.
- Chaney, A. L. (1998). *Teaching Oral Communication. in Grades K:2005*. Boston: Allyn & Bacon.
- Christensen, L. B. (2011). *Research methods, design, and analysis, Twelfth edition*. Alabama: University of South Alabama.
- Creswell, J. (2012). *Educational Research : Planing, Conducting and Evaluating Quantitative and Qualitative Research. Fourth Edition*. Boston: Pearson Education.
- Donald, A. (2010). *Introduction to Research in Education, 8th Edition*. Wadsworth: Cengage Learning.
- Fiallos, A. F. (2021). Tiktok and Education: Discovering Knowledge through Learning Videos. *International Conference on eDemocracy & eGovernment (ICEDEG)*, 172-176.



- Hendrikse, C., Limniou, M. The Use of Instagram and TikTok in Relation to Problematic Use and Well-Being. *J. technol. behav. sci.* 9, 846–857 (2024). <https://doi.org/10.1007/s41347-024-00399-6>
- Husain, H. D. (2000). *Teaching by Principle: An Interactive Approach in Language Paedagogy Second Edition*. New York : Pearson Education.
- Lestari I. D., (2023). Duet This: Storytelling through Social Media Video for Teaching English. *Journal of English Education*.
- Istikoma T. M., (2022). Students' Perception Toward Tiktok Media to Improve their Speaking Ability. *Journal of Teaching English, linguistic, and Literature*, 10.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The internet TESL journal* , 1-6.
- Komariyah, T. S. (2022). The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT). In Conference on English Language Teaching. *In Conference on English Language Teaching*, 142-154.
- Leong, L. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 35.
- Laisouw, F. (2019). The Effect of Debate Technique to students' Speaking Ability. *Journal of Linguistics, Literature, and Language Education*, 16.
- Latief, M. A. (2012). *Research Methods on Language Learning An Introduction*. Malang: UM PRESS 2012.
- Utami, L. T. (2021). Pengaruh Pemanfaatan Media Sosial TikTok Terhadap Keterampilan Berbicara Siswa Kelas VI SDN Trosobo II. *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, 3190.
- Lusi M., (2021). *Improving Students' Speaking Skill by Using Tik Tok Application*. Bangkinang: University of Pahlawan Tuanku of Tambusai.
- Lynne, C. (2001). *Teaching Language to Young Learner*. Cambridge: Cambridge University Press.
- Marleni, L. N. (2021). *Improving the students' Speking Skill by Using TikTok Application*. Bangkinang: Universitas Pahlawan Tuanku Tambusai .
- Monaris P., (2022). Using Duet Technique of English Song on the Tiktok Application to Students' Speaking Skill. *Journal Basataka (JBT)*, 20.
- Hadi, M. S., Izzah, L., & Maharani, A. (2021). A Learning Analysis of EFL Students' Debate Activity by Using British Parliamentary for Enhancing Speaking Ability and Critical

Thinking. *Alsuna: Journal of Arabic and English Language*, 4(1), 1–17.  
<https://doi.org/10.31538/alsuna.v4i1.1307>

Hasby, A. T. (2023). Student's Views on Learning on TikTok Application. *Journal in English Teaching and Research*, 147.

Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw.Hill.

Penny, U. (2003). *A Course in Language Teaching*. Cambridge University Press. Cambridge: Cambridge University Press.

Wahyu, N. V. (2023). The Implementation of Tiktok as Media Teaching to Improve Students' Speaking Ability. *Journal of Teaching English, linguistic, and Literature*, 25.

Safila, R. (2023). The Influence of Tik-Tok Videos in Increasing Student's Pronunciation Ability. *Journal of English for Academic and Specific Purposes (JEASP)* .

Syamsiani, M. (2023). Students' Perception toward the Use of Tiktok Videos for Learning English. *International Social Sciences and Humanities* , 324-329.

Tarigan. (2008). *Berbicara sebagai Suatu Ketrampilan Berbahasa*. Bandung: Angkasa.

Omar, B. & Dequan, W. (2020). Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage. *International Association of Online Engineering*. Retrieved December 20, 2024

Suparman, N. S. (2024). Digitalization of English Language Learning: Understanding the Learning Styles of Millennials in Riau and Kepulauan Riau. *Alsuna: Journal of Arabic and English Language*, 7(1), 15-20  
<https://doi.org/10.31538/alsuna.v6i2.4274W>. Creswell, J. (2009). *Research Design* . London: SAGE Publication Inc.

Yang, S. Y. (2029). Analysis of the reasons and development of short video application-Taking Tik Tok as an example. *Proceedings of the 2019 9th International Conference on Information and Social Science (ICISS 2019)*. Manila.

Xiuwen, Z. & Razali, A. B. (2021) An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students, *Universal Journal of Educational Research* 9(7): 1439-1451

Yao, et al. (2023). Depression and social anxiety in relation to problematic TikTok use severity: The mediating role of boredom proneness and distress intolerance. *Computers in Human Behavior*. [www.elsevier.com/locate/comphumbeh](http://www.elsevier.com/locate/comphumbeh)

