

**THE EFFECT OF TIKTOK LIP-SYNC CONTENT TO IMPROVE
ENGLISH PRONUNCIATION: ENTERTAINMENT
TO EDUCATION**

SKRIPSI

*Submitted In Partial Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd.)
English Education Program*

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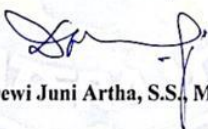
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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "The Effect Of Tiktok Lip-Sync Content To Improve English Pronunciation: Entertainment To Education" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain. Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Univesitas Muhammadiyah Sumatera Utara.

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ABSTRACT

Thalya Marcanda Tarigan. 2102050017. The Effect of TikTok lip-sync content to improve English pronunciation: Entertainment to education

This study investigated the effect of TikTok lip-sync content on improving English pronunciation among university students. The research was conducted to explore whether this popular social media platform, commonly used for entertainment, could also serve as an effective learning tool in an English as a Foreign Language (EFL) context. Employed a quantitative approach with a one-group pre-test-post-test design, the research involved 25 students from the English Education Department at Universitas Muhammadiyah Sumatera Utara (UMSU). A pre-experimental design with a one-group pre-test and post-test was applied to measure the improvement in students' pronunciation skills, focusing on fluency, accuracy, and confidence. The empirical findings revealed a statistically significant and substantial improvement in the participants' English pronunciation skills across key indicators: fluency, accuracy, and confidence. The mean overall pronunciation score increased remarkably from 66.38 in the pre-test to 86.41 in the post-test. This significant gain was further substantiated by a paired sample t-test, which yielded a t-calculated value of 28.65, far exceeding the critical t-table values at both the 0.05 and 0.01 significance levels. This robust statistical evidence led to the confident rejection of the null hypothesis, confirming that the observed enhancement was directly attributable to the TikTok-based intervention. The study suggested that TikTok's inherent features, such as its visual and auditory feedback mechanisms and its low-pressure environment, effectively mitigated speaking anxiety and fostered autonomous learning.

Keywords: TikTok, English pronunciation, lip-sync content, EFL learners, language learning, student confidence.

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TABLE OF CONTENT

ABSTRACT	i
ACKNOWLEDGEMENTS.....	ii
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURES	viii
CHAPTER I INTRODUCTION.....	1
1.1. Background of the study	1
1.2. The identification of the problem	4
1.3. The scope and limitation.....	5
1.4. The formulation of the study	6
1.5. The objective of the study	6
1.6. The significance of the study.	7
CHAPTER II LITERATURE REVIEW	8
2.1. Theoritical framework	8
1. Pronunciation skills	8
2. TikTok as a social media platform.....	8
3. Understanding lip-sync and TikTok	10
4. Pronunciation and learners confidence.....	11
5. The role of TikTok and lip-sync content in pronunciation Development.....	14
2.2. Relevant research.....	16

2.3. Conceptual framework	19
2.4 Hypothesis	20
CHAPTER III METHOD AND RESEARCH.....	21
3.1. Research design	21
3.2. Location and time	22
3.3. Population and sample	22
3.4. Variables and operational defenitions	23
3.5. Instrument of the research	23
3.6. Technique of analyzing data	26
CHAPTER IV RESEARCH FINDINGS AND DISCUSSION	29
4.1. Description of research findings	29
4.2. Discussion.....	39
CHAPTER V CONCLUSION & SUGGESTION.....	43
5.1. Conclusion	43
5.2. Suggestions	45
REFERENCE	48
APPENDIX.....	52

LIST OF TABLES

Table 3.1. Experimental class.....	21
Table 3.2. Research schedule	22
Table 3.3. Fluency scoring	25
Table 3.4. Accuracy scoring	25
Table 3.5. Confidence scoring.....	25
Table 3.6. Hypothesis testing	28
Table 4.1 students' pre-test and post-test score	30
Table 4.2. students' frequency and percentage.....	33
Table 4.3. students' improvement score	36
Table 4.4. Normality test.....	38
Table 4.5. Hypothesis	39

LIST OF FIGURES

Figure 2.1. Conceptual Framework	19
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

TikTok has become one of the most popular global entertainment platforms in recent years, especially among the younger generation (Gen Z). According to (Firth, 2025) TikTok was created in 2017 by the Chinese company ByteDance. Since then, it has quickly become one of the most popular platforms for sharing media. It holds a significant position in both social media and the audiovisual market. By turned everyday users into trendsetters and serving up endlessly addictive short videos, the platform struck a chord globally. TikTok managed to attract more than 1 billion monthly active users due to its ability to create viral trends and facilitate users' creative participation (Kulaga, 2024). However, TikTok not only served as an entertainment platform, but also as a space for cultural expression, education, and social activism (Huttayavilaiphan, 2024). With features such as duets, interactive stickers, and augmented reality effects, TikTok continues to expand its influence in the global digital media landscape.

The lip-sync trend on TikTok has become one of the most popular content, mainly due to its ease of adapting viral songs. According to (Ezell, 2024) that much of the content on TikTok involves users dancing or lip syncing to an audio track. demonstrating that lip sync is a key role driver of the platform's participatory culture. (Hu, 2023) reinforces these findings by showing lip-sync has been an “expedient”, a simpler and more practical “shortcut” to compensate for the lack of technical competency and to cope with a growing urge for new forms

of expression. Since its inception, TikTok has changed the way users interacted with social media, where lip-sync content was not only a means of entertainment, but also a platform for self-expression, identity building, and social interaction.

In the digital age, social media plays a vital role in education, especially in learning languages. These platforms provided interactive spaces that enabled students to practice language skills through dynamic and collaborative methods, including online discussions, content creation, and cross-cultural interactions. As (Ansari & Khan, 2020) demonstrate, digital tools and social media platforms create valuable opportunities for collaborative learning while facilitate resource sharing among students. Furthermore, contemporary educational needs required technology integration that aligned with modern learners' characteristics. Within this framework, research by (Al-Qaysi, Mohamad-Nordin, & Al-Emran, 2020) confirmed that social media serves as an effective tool for enhance the learning process through improved knowledge acquisition, information sharing, active participation, peer interaction, collaborative learning, and critical thinking development.

Lip-sync content, especially through platforms like TikTok, had great potential as an innovative medium for learning pronunciation in foreign languages. By synchronously mimick the native speaker's speech, students could practice pronunciation, intonation and speech rhythm in an interactive and fun way. According to (Ikrimah & widiastuty, 2024) TikTok's short, engaging videos are highly effective for vocabulary acquisition and pronunciation practice. The research by (Silaban & Marpaung, 2024) also strengthened the statement that

learning through TikTok could significantly improve how they learned vocabulary, pronunciation, and conversation while following the example of the speaker in the video. Another advantage of this method was its ability to provide visual and auditory feedback, allowing students to record and compare their performance with the original model. Thus, lip-sync content was not only appealing to the digital generation but also effective in improving pronunciation competency independently.

Pronunciation played a crucial role in learning English as it directly affected intelligibility, communication effectiveness, and confidence in language use. Poor pronunciation could lead to misunderstandings even when grammar and vocabulary were accurate. According to (Axtamova, 2025) correct pronunciation significantly improves a speaker's confidence. When learners could pronounce words accurately, they were more likely to participate actively in conversations, debates, and presentations without fear of embarrassment. Furthermore, pronunciation errors were immediately noticeable to listeners and may cause misunderstandings, particularly because English contained many words with similar pronunciations but different meanings (Srakaew, 2021). Therefore, pronunciation should have been given equal priority to grammar and vocabulary in English language learning, with learners dedicating proportionate time and attention to its development.

In conclusion, TikTok has emerged as a valuable tool for language learning, especially when it came to improve pronunciation. It's fun and engaging features like lip-sync and short videos, appealed to Generation Z, making it easier

and more enjoyable for them to practice their language skills. Research showed that good pronunciation was essential for clear communication, as it affected how well others understood and how confident learners felt when speaking. Studies by (Ikrimah & widiastuty, 2024) highlight that using TikTok can significantly help learners improve their pronunciation, vocabulary, and conversation skills. Additionally, practicing pronunciation through social media created a supportive learning environment where students could interact and share their experiences. As English becomes increasingly important in our globalized world, focusing on pronunciation in language education was crucial. It helped learners develop the skills they needed to communicate effectively in various situations. Overall, using innovative platforms like TikTok not only made learning more enjoyable but also prepared students to speak confidently and clearly in today's interconnected society.

1.2 The Identification of the Problem

In recent years, TikTok has gained immense popularity among teenagers and young adults. The platform offers a diverse variety of content, including music, comedy, and lip-sync videos. However, a critical gap existed between TikTok's entertainment-driven design and its potential as a learning tool. The platform's algorithm prioritized viral trends and engagement metrics (likes/shares) over pedagogical value, often promotes content that sacrificed linguistic accuracy for entertainment (Schellewald, 2023). For instance, exaggerated intonation or slang in viral sounds may mislead learners about standard pronunciation (Adhani et al., 2023).

Furthermore, the integration of social media content like TikTok lip-sync videos into language learning had not been widely researched, especially in the context of pronunciation improvement. Some key problems that arose included:

1. Lack of empirical evidence on whether and how TikTok lip-sync content could contribute to learners' English pronunciation skills.
2. Limited understanding of how TikTok lip-sync content could foster learners' confidence in their pronunciation skills.
3. Uncertain learner perceptions—whether students viewed lip-sync on TikTok as merely entertainment or as a meaningful activity to support language acquisition.

These problems highlight the need for further investigation into how TikTok lip-sync content, when shifted from mere entertainment to educational use, could affect English pronunciation learning outcomes.

1.3 The Scope and Limitation

1. Scope:

This research focused on the impact of TikTok as a language learning tool, examine its overall effectiveness in enhancing various aspects of language acquisition, particularly English pronunciation. The research explored a wide range of TikTok's engaging features, including lip-sync, TikTok stories, music videos, and interactive content, to understand how these elements facilitated language practice and boosted learners' confidence in their speaking abilities. By analyzing a variety of studies

and user experiences, this research aimed to provide insights into the potential of TikTok and similar social media platforms in modern language education for younger generations.

2. Limitations:

First, the research primarily focused on the impact of lip-sync activities on English pronunciation, which might not have encompassed other forms of content available on TikTok that could also aid language learning. Additionally, the study did not consider the varying effectiveness of lip-sync across different demographics, such as age or cultural background, which might have influenced how learners engaged with this content. Furthermore, the fast-paced nature of TikTok trends meant that the relevance and effectiveness of lip-sync as a learning tool could have evolved over time, making it challenging to draw long-term conclusions.

1.4 The Formulation of the Study

1. How to examined the influence of TikTok lip-sync content on English pronunciation
2. How to explored learners' perception of using TikTok lip-sync as a tool for increased students' confidence in their English pronunciation skills?

1.5 The Objective of the Study

1. To investigated the effect of TikTok lip-sync content on enhancing English pronunciation skills among learners.

2. To explore the effect of TikTok lip-sync content on enhancing learners' confidence in their English pronunciation skills.

1.6 The Significance of the Study.

By conducting this research, the authors aim to provide benefits to various groups. Some of the expected advantages of this study include:

1. Theoretical

Theoretically, this study was expected to contribute to the body of knowledge regarding the use of digital platforms, particularly TikTok, in enhancing English pronunciation skills. It supported the idea that informal digital activities, such as lip-sync, could play an important role in language learning. Moreover, the findings might have strengthened existing theories on the integration of technology and social media into second language acquisition, especially in speaking clearly.

2. Practical

Practically, the results of this study might have provided valuable insights for English language teachers in developing innovative teaching strategies that utilized students' familiarity with social media platforms. It might also have encouraged students to engage in self-directed learning through enjoyable and accessible digital tools like TikTok.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

1. Pronunciation Skills

Pronunciation is a key element of effective communication in English because it directly affects how well others can understand the speaker. It involves how words are spoken, including the articulation of sounds, as well as the use of intonation, stress, and rhythm. Incorrect pronunciation can cause misunderstandings and create a negative impression on listeners (Srakaew, 2021). Supporting this, students with poor pronunciation are often seen as less proficient and face more challenges with language transfer compared to those who pronounce words correctly (Yowani, 2021). Research also shows that learners who focus on improving their pronunciation tend to achieve better overall language skills, as they can participate more confidently in conversations and express their ideas clearly (Axtamova, 2025). Therefore, pronunciation should be given equal importance alongside grammar and vocabulary in language learning.

2. TikTok as a Social Media Platform

TikTok is a social network that first introduced in China in 2016 under the name Douyin, and in 2017 it was launched internationally as TikTok (Fiallos, Fiallos, & Figueroa, 2021). with over 1 billion active users globally (Kulaga, 2024). TikTok's format naturally supports language learning by combining short, engaging content with audio-visual stimuli. As (Yélamos-Guerra, García-Gámez, & Moreno-Ortiz, 2022) stated that TikTok is designed around short-form videos

that typically last between fifteen seconds and one minute. These brief clips are widely used not only for showcasing creativity but also for sharing knowledge on a variety of subjects. Furthermore, research by (Khlaif & Salha, 2021) indicates that when TikTok is integrated into educational settings, students tend to respond positively. This is because many of them are already familiar with the app and have used it in their daily lives as a tool to develop different skills and gain new information.

A defining feature of TikTok is its lip-sync functionality, which allows users to mime audio tracks from popular songs to movie dialogues. According to (Hu, 2023) lip-sync has been an “expedient”, a simpler and more practical “shortcut” to compensate for the lack of technical competency and to cope with a growing urge for new forms of expression. Also (Anderson, 2020) stated that large portion of TikTok content comes from users recreating existing videos or sounds. As a result, when a particular sound becomes popular, it can inspire hundreds of different videos that are linked to it. Furthermore, TikTok’s algorithm tends to promote trending content, encourage learners to stay up-to-date and motivated by contemporary language usage and cultural references. This relevance increases learner engagement and adds an entertainment value to the educational process.

Importantly, what makes TikTok particularly valuable for language learners is its wealth of authentic, real-world English content. Unlike traditional learning materials, the platform exposes users to natural speech patterns - complete with casual expressions, current slang, and diverse accents. As (Adhani, Fadhillah, Yahya, & Wintolo, 2023) stated that unlike traditional learning

materials, the platform exposes users to natural speech patterns - complete with casual expressions, current slang, and diverse accents. Furthermore, it can be deduced that TikTok had a notable beneficial influence on their oral proficiency and facilitates more fluent communication.

3. Understanding Lip-sync and TikTok

Lip-Sync is a performance technique where individuals move their lips in precise harmony with a pre-recorded audio track, such as a song or dialogue. According to (Alshahrani & Maashi, 2024) Lip-Sync process involves analyze the audio waveform and generate precise lip movements that accurately reflect the spoken words' timing, duration, and intensity. This method allows performers to create the illusion that they are singing or speaking live, though they are actually mime the words. Moreover, engaging in lip-sync activities contributes to foreign language development, particularly by supporting pronunciation practice (Peixoto, Melo, Cabral, & Bessa, 2021).

TikTok is a widely popular short-form video platform, capitalizes on this trend by provide users with an easy-to-use lip-sync feature. Users can select audio clips, range from popular songs to movie dialogues, and create creative videos where their lip movements align with the sound. According to (Guest, 2024) TikTok users have the opportunity to showcase their creative abilities by presenting content on their 'For You Page' to engage both followers and a broader audience. The research by (Klug, Qin, Evans, & Kaufman, 2021) also strengthens the statement that TikTok recommendation algorithm customizes video content for the individual user's 'For You Page' based on previous and continuous user

engagement with presented video content through video views, likes, comments, and share.

TikTok encourages students' language confidence by creating a relaxed environment where they can observe and imitate natural language use, which reduces language anxiety and promotes more authentic interactions (Siraji, 2025). By connecting people from diverse linguistic backgrounds, TikTok allows students to engage dynamically with different content. Students also use TikTok as a platform for self-expression, which is often associated with narcissistic tendencies. According to (Palupi, Meifilina, & Harumike, 2020) Narcissistic behaviors stem from self-confidence, which is expressed through actions that highlight being unique, attractive, highly intelligent, and possessing greater potential than others. Also (Baothongchan, 2024) stated that such features can diminish the negative effects of social comparison by promote more inclusive and diverse content environment, which may, in turn, enhance users' self-esteem and confidence. Furthermore, TikTok users have the opportunity to create content according to their interests, explore their creativity, and express themselves, which can help reduce embarrassment and boost self-confidence. By regularly producing and uploading videos, users can receive positive feedback from viewers, which further enhances their self-confidence.

4. Pronunciation and Learners Confidence

Pronunciation plays a crucial role in foreign language acquisition because it directly affects how well others understand us. When pronunciation is clear, communication flows smoothly, but even small mistakes can lead to confusion.

According to (Kissova, 2020) pronunciation is responsible for intelligibility speaking in a way that most listeners, both native and non-native speakers, can understand without too much effort or confusion. Learning pronunciation in a foreign language can be especially difficult when the language is very different from the native tongue. These errors in their communication may be due to various factors ranging from the academic level of the student to the interference of the second language with their mother tongue (Jorge Arias & Torres Herrera, 2024). These difficulties happen because our brains are trained from childhood to recognize and produce only the sounds of our first language (Noviyenty & Putri, 2021). When we encounter completely new sounds as adults, we might not even hear the differences at first, making it hard to reproduce them accurately.

Good pronunciation is essential for being understood, especially in languages unrelated to your own. According to (Almuslimi, 2020) pronunciation errors cause more communication problems than grammar mistakes. When learners make certain pronunciation errors while speaking, these mistakes can noticeably impact their fluency and overall communication. For instance, a speaker might say "beach" when they mean "bitch," completely change the meaning. The challenge increases with languages that have sounds or rhythms that don't exist in your native language. Learners with strong pronunciation can still be understood even if they make mistakes in other areas. In contrast, poor pronunciation can prevent effective communication, even when grammar is used correctly, making the speaker difficult to understand. In addition to improving intelligibility, good pronunciation contributes significantly to learner confidence.

As (Khasanah & Sabiq, 2020) stated that students could speak English more confidently because they knew how to pronounce each words correctly.

There are several effective methods to overcome pronunciation challenges. Listen to native speakers and trying to imitate them is one of the most helpful approaches. As (Akkara, Mallampalli, & Anumula, 2020) stated that observing and modeling native speakers can improve learners' pronunciation accuracy and help minimize the influence of their mother tongue. As pronunciation is often the most immediately noticeable aspect of spoken language, learners may experience anxiety when they fear mispronouncing words. When speaking, individuals may feel anxious about receiving criticism, negative impressions, or evaluations from those around them (Diana, Renandya, & Dahliana, 2024) Students typically feel anxious while giving a speech in front of a large crowd since they are not accustomed to speaking onstage (Syahputri, Utami, & Amri, 2025). As a results, the students are hesitant to talk in English, because they had a restricted vocabulary, pronounce a words incorrectly and use incorrect grammar that make them feel not confidence enough to talk in English (Nabila, Artha, & Tussa'diah, 2025). Tools like TikTok, where repetition is normalized and peer judgment is minimal, provide a safe space for learners to build speaking confidence. As noted by (Axtamova, 2025) learners who improve their pronunciation skills tend to develop greater overall fluency, as they become more comfortable express themselves without hesitation.

5. The Role of TikTok and Lip-sync Content in Pronunciation Development

In the digital era, social media extends beyond mere entertainment and social interaction, playing an important role in supporting informal learning, including language acquisition. TikTok, in particular, has attracted significant attention because of its popularity among young users and its distinctive video-based format. According to (Sasmita & Achmadi, 2022) TikTok was the most downloaded application in 2020, reaching 850 million downloads. The research by (Schellewald, 2023) further supports this claim, suggesting that a key reason for TikTok's widespread popularity is its superior technology, which makes it more engaging and addictive compared to other applications. For learners of English as a foreign language, especially those from Generation Z, TikTok offers an interactive, engaging, and easily accessible way to encounter spoken English. Utilizing TikTok to learn English pronunciation has proven beneficial, as learners can quickly notice and correct their mispronunciations by watching short videos (Mutiarra & Rosari, 2024). By observing and practicing pronunciation through this application, English learners become more aware of their mispronunciation and can immediately adjust their speech by imitating the correct pronunciation demonstrated by content creators. Furthermore, because learners are already familiar with the app and find it entertaining, they are more likely to use it consistently, which increases their overall exposure to the target language.

One of the most relevant features of TikTok for language learning is its lip-sync content. Lip-sync allows users to mouth along to pre-recorded audio, such as

movie dialogues, famous quotes, or music lyrics. As (Alshahrani & Maashi, 2024) stated that lip-sync process involves analyze the audio waveform and generates precise lip movements that accurately reflect the spoken words' timing, duration, and intensity. While it may appear to be a simple activity, lip-sync actually engages several important aspects of language learning. When a learner mimics the pronunciation, stress, and intonation of native speakers, they are actively trains their articulatory muscles to produce English sounds more accurately. The research by (Arsy, 2021) argues that imitation involves replicating the words, stress patterns, pauses, intonation, facial expressions, and gestures of native English speakers. This practice helps EFL learners to listen carefully to English sounds, recognize the sound patterns of words, and train themselves to produce accurate pronunciation. This kind of practice is similar to shadowing, a technique widely used in pronunciation training, where learners repeat speech almost simultaneously with a model speaker (Ardana, Suyadi, & Yurni, 2023). What makes TikTok different is that it provides both audio and visual input. Learners can not only hear the correct pronunciation but also see how the speaker moves their mouth, which is especially helpful for distinguish and producing unfamiliar sounds.

Another advantage of using TikTok for pronunciation practice is that it gives learners the opportunity to self-evaluate and receive feedback. When learners record themselves lip-sync, they can compare their speech with the original audio and notice areas where they need improvement. According to (Pham & Le, 2023) using the self-recording video technique allows EFL students

to monitor their own performance, evaluate both linguistic and non-linguistic aspects, and develop a more critical approach to their learning. This process encourages self-awareness and correction, which are important for language development. TikTok also offers a low-pressure environment where learners can practice without fear of judgment, as participation is informal and often done privately or among supportive peers. As (Li, 2024) stated that TikTok allows learners to collaborate, share, and receive feedback from peers and native speakers, which could create a social learning environment. In many cases, positive responses such as likes or comments can serve as motivation to keep practice. The active participation of learners in creating and engaging with content helps transform them from passive observers into active users of the language. This interactive nature of TikTok supports the development of clearer, more confident, and more natural English pronunciation.

2.2 Relevant Research

- a. Students' Perception on the Use of TikTok to Enhance English Pronunciation: A Case Study by Tio Hartanto. (2023). The study utilized a mixed-method approach, incorporate both qualitative and quantitative data collection techniques. Data were gathered through interviews, pre-tests, and post-tests to evaluate the effectiveness of TikTok as a tool for improving English pronunciation among university students. The study demonstrated that students who utilized TikTok for pronunciation practice showed significant improvement in their speaking abilities, as evidenced by the results of the assessments. Overall, the study concluded that integrates TikTok into language

education could be a valuable strategy for enhance pronunciation and fostering a more dynamic learning environment.

- b. Students' Perceptions of Using TikTok Application in Improving Pronunciation by Dewi Azeng Kartini Br. Silaban, Marlin Steffi Marpaung. (2024). The study utilized a quantitative research approach, employs a questionnaire to gather data on students' perceptions regarding the use of TikTok for improve English pronunciation skills. This method allowed for the collection of measurable data from a significant number of participants. Data were gathered through the questionnaire to assess students' perceptions of TikTok's effectiveness in master English pronunciation. The study found that a significant number of students held a positive perception of TikTok as a tool for improve their pronunciation skills. Many students agreed that TikTok could effectively aid in master English pronunciation and enhance their overall learning experience. The findings suggest that TikTok is a valuable resource for language learning, particularly in developing pronunciation skills among university students.
- c. The Influence of TikTok Videos in Increasing Students' Pronunciation by Risa Safila, Abu Yazid Adnan Quthny, Zainuddin. (2023). The study utilized a quasi-experimental design to investigate the effect of TikTok videos on students' pronunciation skills. Data were gathered through pre-tests and post-tests to assess the students' pronunciation abilities before and after the intervention. The findings revealed that students who engaged with TikTok videos showed a notable improvement in their pronunciation skills compared

to those who relied on traditional teaching methods. The study concluded that TikTok serves as a valuable medium for improve pronunciation skills among students, fostering a more engaging and effective learning experience.

- d. Improving Students' Pronunciation Through TikTok Application of Tenth Grade SMK Negeri 1 Onan Ganjang in Academic Year 2021/2022 by Idola Sigalingging, Lamma Sihotang, Novita Hutabarat. (2023). The study utilized a Classroom Action Research (CAR) design to evaluate the effectiveness of TikTok as a medium for improve students' pronunciation skills, with a particular focus on word stress. The researchers employed both quantitative and qualitative methods, including pre-tests and post-tests to assess pronunciation improvement, along with observations and feedback from the students regarding their learning experiences. The results indicated a significant improvement in students' pronunciation skills. The students demonstrated enhanced mean scores in their pronunciation assessments, reflecting effective learning outcomes. The study concluded that TikTok is an effective tool for enhance pronunciation skills, motivate students to engage more actively in their learning process.

2.3 Conceptual Framework

The conceptual framework of this study shows how TikTok lip-sync content helps improve students' English pronunciation in fluency, accuracy, and confidence. As a social media platform, TikTok provides exposure to real English use and creates space for practice. By doing lip-sync activities, students can imitate sounds, intonation, and rhythm while receiving visual and auditory input. This process makes pronunciation practice more engaging and supports students in speaking more clearly and confidently.

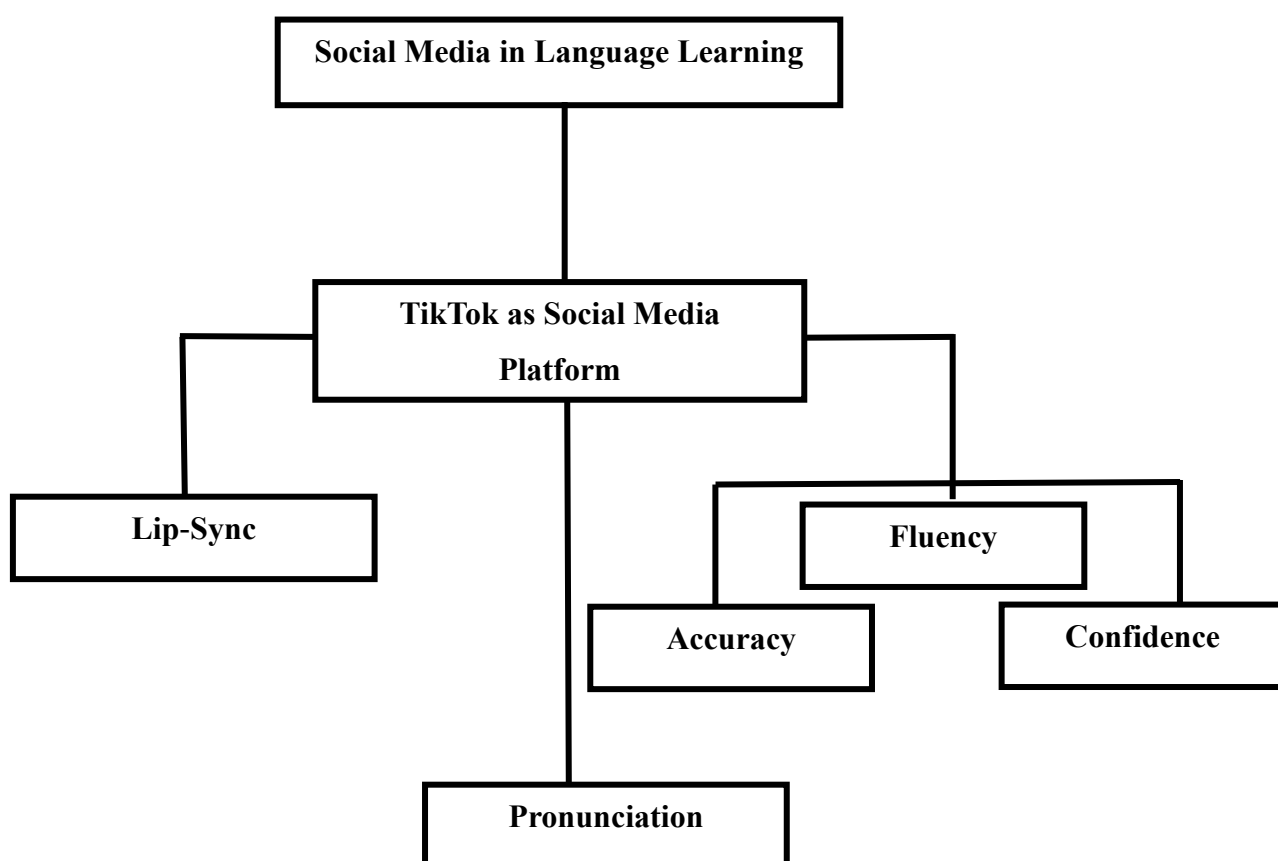


Figure 2.1. Conceptual Framework of TikTok Lip-Sync in Language Learning

(Source : The Researcher)

2.4. Hypothesis

Based on the previous discussion on the background of this study, the hypothesis is formulated as follows:

H1 : There was a significant enhancement in English Pronunciation skills through Tik-Tok lip-sync content.

CHAPTER III

METHOD AND RESEARCH

3.1 Research Design

This research employed a quantitative approach with a one-group pretest-post-test experimental design to evaluate the effectiveness of TikTok lip-sync activities in enhancing English pronunciation skills. A quantitative approach was suitable for measuring changes in variables through numerical data, as emphasized by (Arikunto, 2010) who highlighted its use in experimental studies to test causal relationships. The design involved a single experimental class undergoing a pretest to measure initial pronunciation skills, an intervention using TikTok lip-sync activities, and a post-test to assess improvements, aligning with prior research on TikTok's role in language learning (Silaban & Marpaung, 2024). In this approach, a single group was first assessed through a pretest (O), then subjected to a treatment (X), and finally evaluated again with a post-test (O). (Gay, Mills, & Airasian, 2012). The design of this research as follows:

Table 3.1. Experimental Class

GROUP	Pre-Test	Treatment	Post-Test
Experimental	O_1	X	O_2

3.2 Location and Time

This research was conducted at Universitas Muhammadiyah Sumatera Utara (UMSU), located in Medan, North Sumatra, Indonesia. UMSU was selected because its four-semester students, as part of Generation Z, were active TikTok users, which made them suitable for a study leveraging this platform. The research took place within the Faculty of Teacher Training and Education, specifically in the English Education Department, where English language courses are offered.

Table 3.2. Research Schedule

No	Activity	Month/Year 2025					
		Feb	March	June	July	Aug	Sep
1.	Research preparation stage						
	a. Designing and submitting the researcher proposal title						
	b. Writing the background, literature review, and research methodology						
	c. Submitting and presenting the research proposal						
2.	Research conduction stage						
	a. Conducting research and data collection						
	b. Analyzing the data						
3.	Thesis result						

3.3 Population and Sample

The population of this research comprised all four-semester students in the English Education Department at Universitas Muhammadiyah Sumatera Utara (UMSU) who were enrolled in English language courses during the 2025/2026

academic year. These students were selected as they represented Generation Z, who were familiar with TikTok and likely to engage with its features for learning.

The sample consisted of one experimental class, approximately 25, selected using purposive sampling. Arikunto (2010) recommended purposive sampling when specific criteria, such as familiarity with TikTok and enrollment in English courses, ensured the sample's relevance to the study's objectives

3.4 Variables and Operational Definitions

This research comprised two variables: the independent variable and the dependent variable.

1. Independent variable was the factor that influences the dependent variable. In this research the independent variable was TikTok Lip-Sync Content. This referred to the use of lip-sync videos available on the TikTok platform that involved users mimick the spoken short videos in English. It included activities where participants watched, mimicked, and engaged with lip-sync videos aimed to practice and improve their English pronunciation.
2. Dependent variable was the outcome affected by the independent variable. Here, it was English Pronunciation Improvement. This referred to the measurable enhancement in participants' ability to articulated English words accurately and fluently after engaging with TikTok lip-sync content.

3.5 Instrument of the Research

The instruments used in this study consisted of two main components: the pre-test and the post-test, accompanied by a lip-sync short videos activity on TikTok as the intervention.

1. Pre-test : The pretest aimed to assess the participants' initial English pronunciation skills before the intervention. Participants were asked to introduce themselves and talk about their own specific hobbies in English to evaluate their pronunciation fluency, accuracy and confidence. These recordings provided baseline data on their pronunciation abilities.
2. Treatment : The core intervention involved participants engaging in lip-sync audio clips activities on TikTok, where they mimicked and synchronously pronounced with fast-paced spoken English clips or dialogues available on the platform. This activity encouraged learners to focus on accurate pronunciation, rhythm, and natural intonation by repeatedly practicing with authentic spoken materials. Participants recorded themselves lip-sync these clips on TikTok, which fostered both engagement and practical language use.
3. Post-test : After the intervention period, the post-test was administered using the same passage or sentences as the pretest. Participants introduced themselves and talked about their hobbies again, allowing for comparison with the pretest recordings to measure any improvements in pronunciation following the TikTok lip-sync activity.

All pretest and post-test sessions were recorded to ensure detailed analysis of pronunciation features such as fluency, accuracy, and confidence. The recordings were evaluated by the researcher or language experts to determine improvements attributable to the intervention.

1. Fluency

Table 3.3. Fluency Scoring

Classification	Score	Criteria
Excellent	85-100	Pronunciation is fluent and understandable
Good	65-84	Pronunciation is generally natural with minor pauses
Fair	45-64	Pronunciation with frequent hesitations
Poor	00-44	Pronunciation is slow, with long pause and unfinished sentences

2. Accuracy

Table 3.4. Accuracy Scoring

Classification	Score	Criteria
Excellent	85-100	Near-native Pronunciation, clear sounds, accurate stress and intonation
Good	65-84	Generally clear pronunciation, minor errors in stress or intonation
Fair	45-64	Frequent pronunciation errors, affects intelligibility
Poor	00-44	Severe pronunciation errors, difficult to understand

3. Confidence

Table 3.5. Confidence Scoring

Classification	Score	Criteria
Excellent	85-100	Pronunciation with high confidence, no anxiety, eager to express ideas.
Good	65-84	Pronunciation with moderate confidence, minor anxiety, willing to speak
Fair	45-64	Pronunciation with noticeable anxiety, hesitates to express ideas
Poor	00-44	Lack of confidence, high anxiety, avoids speaking

3.6 Technique of Analyzing Data

The data analysis for this research were gathered using both a pre-test and a post-test. The researcher applied the following formula to analyzed the results:

1. Categorized the students' scores
2. Calculated the frequency and percentage of the students' scores score:

$$P = \frac{F}{N} \times 100$$

Where :

P = Percentage

F = Frequency

N = The total number of students

(Gay, 2012)

3. After collecting the students' data from the test, the researcher calculated the mean score using the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

$\bar{X}$ = Mean score

$\sum X$ = The sum of all scores

N = The total number of samples

(Gay, 2012)

4. Determined the standard deviation of the students' pronunciation mastery:

$$SD = \sqrt{\frac{\sum X^2 - (\sum X)^2}{N-1}}$$

Notation :

SD = The total square of the students's score

$\sum x$ = The total score of the students'

N = The number of students'

(Gay, 2012)

5. Determined the students' improvement using the following formula:

$$\% = \frac{x^2 - x^1}{x^2} \times 100$$

Where :

% = the students' improving

X_1 = the mean score of post-test

X_2 = the mean score of pre-test

(Gay, 2012)

6. Determined the significant difference between the pre-test and post-test scores using the following formula:

$$T = \frac{D}{\frac{\sqrt{\sum D^2 - \frac{(\sum D)^2}{N}}}{N(N-1)}}$$

Where :

D = Mean Score

$\sum D$ = The sum of all scores

N = The total number of students

T = Test of significance

(Gay, 2012)

7. Normality test: A Shapiro-Wilk test was conducted to determine whether the data were normally distributed ($p > 0.05$ indicated normality).
8. Established the criteria for hypothesis testing as follows:

Table 3.6. Hypothesis Testing

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

The table above indicated that (1) when the t-test value was smaller than the t-table value, the null hypothesis was accepted and the alternative hypothesis was rejected, and (2) when the t-test value was equal to or greater than the t-table value, the null hypothesis was rejected and the alternative hypothesis was accepted.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presented the findings of the study The effect of TikTok lip-sync content on improving students' English pronunciation at Universitas Muhammadiyah Sumatera Utara. Conducted in July 2025, the study employed a quantitative approach with a one-group pretest-post-test experimental design to evaluated the effectiveness of TikTok lip-sync activities in enhancing English pronunciation skills. The findings were presented in the following sub-sections, followed by a discussion that interpreted the results and connected them to the theoretical framework and relevant studies.

4.1. Description of Research Findings

This section detailed the research findings, covering the research variables, testing of data requirements, and hypothesis testing. Each result was explained comprehensively, incorporating the pre-test and post-test data.

1. Overview of Research Variables Results:

The dependent variable in this study was English pronunciation improvement, measured through three indicators: fluency, accuracy, and confidence. The trends of these variables were analyzed by classifying the score of the experimental group pre-test and post-test (25 students using TikTok lip-sync) at Universitas Muhammadiyah Sumatera Utara. The overall pre-test and post-test scores for each students were calculated as the average of the three indicators.

Table 4.1 Students' Pre-test and Post-test Score

No	Students	PF	PA	PC	OP	PF	PA	PC	OP
1	A.H	65	65	65	65	85	85	85	85
2	A.P	64	64	68	65.3	84	84	85	84.3
3	A.N	65	65	65	65	85	85	85	85
4	A.P.H	65	65	65	65	85	85	85	85
5	A.S	70	70	70	70	85	85	85	85
6	C.Y	65	65	65	65	85	85	85	85
7	D.A	64	64	64	64	84	84	84	84
8	D.A	65	65	65	65	85	85	85	85
9	D.A	65	65	65	65	85	85	85	85
10	D.N	67	67	67	67	85	85	85	85
11	F.H	68	68	70	68.6	88	88	90	88.6
12	H.S	68	68	68	68	88	88	88	88
13	M	68	68	68	68	88	88	88	88
14	M.A.A	70	70	70	70	90	90	95	91.6
15	M.S	75	75	75	75	98	98	98	98
16	N.S	65	65	65	65	85	85	85	85
17	N.A	68	68	70	68.6	88	88	90	88.6
18	N.P	60	60	60	60	84	84	84	84
19	R.A	65	65	65	65	85	85	85	85
20	R.H	70	70	70	70	90	90	90	90
21	S.T	65	65	65	65	85	85	85	85
22	S.H.A	65	65	65	65	85	85	85	85
23	S.I	65	65	65	65	85	85	85	85
24	Y.F.H	65	65	65	65	85	85	85	85
25	Z.M	65	65	65	65	85	85	85	85

Notes :**PF** : Pre-test Fluency**PF** : Post-test Fluency**PA** : Pre-test Accuracy**PA** : Post-test Accuracy**PC** : Pre-test Confidence**PC** : Post-test Confidence**OP** : Overall Pre-test**OP** : Overall Post-test

Name	Pre-test	Post-test	Pre-test	Post-test
A.H	65	85	Good	Excellent
A.P	65.3	84.3	Good	Good
A.N	65	85	Good	Excellent
A.P.H	65	85	Good	Excellent
A.S	70	85	Good	Excellent
C.Y	65	85	Good	Excellent
D.A	64	84	Fair	Good
D.A	65	85	Good	Excellent
D.A	65	85	Good	Excellent
D.N	67	85	Good	Excellent
F.H	68.6	88.6	Good	Excellent
H.S	68	88	Good	Excellent
M	68	88	Good	Excellent
M.A.A	70	91.6	Good	Excellent
M.S	75	98	Good	Excellent
N.S	65	85	Good	Excellent
N.A	68.6	88.6	Good	Excellent
N.P	60	84	Fair	Good
R.A	65	85	Good	Excellent
R.H	70	90	Good	Excellent
S.T	65	85	Good	Excellent
S.H.A	65	85	Good	Excellent
S.I	65	85	Good	Excellent
Y.F.H	65	85	Good	Excellent
Z.M	65	85	Good	Excellent

The researchers presented an overview of the results related to the key research variables: pronunciation skills, fluency, accuracy, and confidence among students. The findings indicated that the use of TikTok lip-sync content significantly enhanced students' pronunciation abilities, as evidenced by the improvement in their scores from the pre-test to the post-test. In this section, the researchers classified the students' scores from both the pre-test and post-test into distinct performance categories: Poor (00 - 44), Fair (45 - 64), Good (65 - 84), and Excellent (85 - 100). The results showed a clear improvement in students' pronunciation skills after the treatment. Many students who initially fell into the

"Fair" and "Good" categories demonstrated significant progress, moving up to the "Good" and "Excellent" classifications after engaging with TikTok lip-sync content. This upward trend not only highlighted the effectiveness of the intervention in enhancing pronunciation accuracy and fluency but also indicated a growing confidence among students in their speaking abilities. By classifying the scores, it was possible to see which students had made progress and which ones might have need help, allowing for a more focused approach to their learning.

2. Testing of Data Requirements

In this sub-section, the researcher focused on evaluating the data requirements essential for analyzed the research results. Ensured that the data met specific criteria was vital for achieved accurate and trustworthy outcomes. The researcher assessed the normality of the data distribution, as this guided the selection of appropriate statistical methods for analysis. By utilized the Shapiro-Wilk test, the researcher determined whether the pre-test and post-test scores were normally distributed.

1) Computing the frequency and the rule percentage of the students'

The researcher analyzed the distribution of students' scores by calculating the frequency of each performance category and determining the percentage of students falling into these categories. This analysis provided insight into the overall performance of the class.

$$P = \frac{F}{N} \times 100$$

Table 4.2. Students' Frequency and Percentage

Category	Frequency	Percentage $P = F/N \times 100$
Excellent	22	$\frac{22}{25} \times 100 = 88 \%$
Good	3	$\frac{3}{25} \times 100 = 12 \%$
Fair	0	
Poor	0	

This frequency and percentage analysis highlighted the effectiveness of the educational intervention, as a significant majority of students achieved excellent scores. The absence of students in the fair and poor categories further emphasized the success of the teaching methods employed.

2) Calculated the collection data from the students in following the test. The mean score provided a fundamental and easily interpretable measure of the average performance of the student group both before and after the intervention, offering a direct comparison of overall progress. The researcher used formula to get the mean score of the students as follows:

Mean Score

$$X = \frac{\epsilon}{N}$$

a. Pre-test

$$X_{\text{pre}} = \frac{1659.6}{25} = 66,38$$

b. Post-test

$$X_{\text{post}} = \frac{2160.33}{25} = 86,41$$

The researcher observed a highly substantial increased in the average score, moving from 66.38 in the pretest to an impressive 86.41 in the posttest. This represented an average improvement of approximately 20 points per student. This significant jump in the mean score served as a compelling preliminary indicator, strongly suggesting the profound positive impact of the TikTok lip-sync activities on enhanced students' English pronunciation skills.

3) Finding out the standard deviation of the students' pronunciation mastery. The standard deviation was a crucial statistical measure that quantified the amount of variation or dispersion of the scores around the mean. It helped to understand the consistency or spread of student performance within the group.

Standard Deviation

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N-1}}$$

a. Pre-test

$$SD_{pre} = \sqrt{\frac{110518.33 - \frac{1659.67^2}{25}}{25-1}}$$

$$SD_{pre} = \sqrt{\frac{110518.33 - 110219.46}{24}}$$

$$SD_{pre} = \sqrt{\frac{298.87}{24}}$$

$$SD_{pre} = \sqrt{12.45} = 3.53$$

b. Post-test

$$SD_{post} = \sqrt{\frac{187020.17 - \frac{2160.33^2}{25}}{25-1}}$$

$$SD_{post} = \sqrt{\frac{187020.17 - 185469.38}{24}}$$

$$SD_{post} = \sqrt{\frac{530.79}{24}}$$

$$SD_{post} = \sqrt{22.29} = 4.70$$

Standard deviation slightly increased (3.53 to 4.70). While indicated more variability, this, combined with the high mean suggested that some students benefited more dramatically. The overall high scores confirmed a universally positive and effective intervention.

- 4) Finding out the students' improvement. This calculation directly quantified the individual progress made by each student, providing a granular view of the intervention's effectiveness at a personal level. The formula as follows :

Table 4.3. Students' Improvement Score

Name	Pre- overall (X2)	Post- overall (X1)	Post – pre (X2-X1)	%= (X2-X1) x 100
A.H	65	85	20	2000
A.P	65.3	84.3	19	1900
A.N	65	85	20	2000
A.P.H	65	85	20	2000
A.S	70	85	15	1500
C.Y	65	85	20	2000
D.A	64	84	20	2000
D.A	65	85	20	2000
D.A	65	85	20	2000
D.N	67	85	18	1800
F.H	68.6	88.6	20	2000
H.S	68	88	20	2000
M	68	88	20	2000
M.A.A	70	91.6	21.67	2.167
M.S	75	98	23	2300
N.S	65	85	20	2000
N.A	68.6	88.6	20	2000
N.P	60	84	24	2400
R.A	65	85	20	2000
R.H	70	90	20	2000
S.T	65	85	20	2000
S.H.A	65	85	20	2000
S.I	65	85	20	2000
Y.F.H	65	85	20	2000
Z.M	65	85	20	2000

The individual improvement data was highly compelling and provided strong empirical support for the intervention's efficacy. The researcher observed that nearly all students demonstrated a substantial positive difference between their pre-test and post-test scores. This widespread growth provided evidence for TikTok lip-sync activities' significant beneficial impact on English pronunciation.

5) Finding out the significant difference between the score of the pre-test and post-test was determined using the formula:

$$D = \frac{ED}{N} = \frac{499.17}{25} = 19.97$$

$$\text{Denominator} = \frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}$$

$$= \frac{499.17^2 - \frac{499.17^2}{25}}{25(25-1)}$$

$$= \frac{10255.23 - 9963.47}{600}$$

$$= \frac{291.76}{600} = \sqrt{0.4863} = 0,697$$

$$t = \frac{D}{\text{denominator}} = \frac{19.97}{0,697} = 28.65$$

The calculated t-value (28.65) significantly exceeded critical t-values (2.064 at $\alpha = 0,05$; 2.797 at $\alpha = 0,01$). This overwhelming statistical evidence led the researcher to confidently rejected the null hypothesis (H_0). The probability of such a difference occurred by chance is extremely low ($p < 0.01$), proving the improvement was directly attributable to the intervention.

6) Normality Test

Table 4.4. Normality Test

	Kolmogorov-smirnov			Shapiro wilk		
	Statistik	Df	Sig	Statistik	Df	Sig
pretest	0,172	25	0,56	0,942	25	0,167
posttest	0,138	25	0,200	0,943	25	0,174

The results of the normality test, specifically the Shapiro-Wilk test, indicated that the data for both the pre-test and post-test were normally distributed. For the pretest, the significance value (Sig.) was 0.167, which was greater than the conventional alpha level of 0.05. Similarly, for the post-test, the significance value (Sig.) was 0.174, also exceeded 0.05. According to the general criteria for normality testing.

If the significance value (Sig.) $> 0.05 \rightarrow$ The data were normally distributed.

If the significance value (Sig.) $\leq 0.05 \rightarrow$ The data were not normally distributed.

Therefore, based on these findings, the researcher concluded that the data met the assumption of normality, making it suitable for parametric statistical analysis.

3. Hypothesis Testing

Table 4.5. Hypothesis

Component	Description
Alternative Hypothesis (H_1)	There is a significant difference between pre-test and post-test
Type of Test	Paired Sample t-Test, two-tailed
Significance level (α)	0.05 (5%) and 0.01 (1%)
Degrees of freedom (df)	$N - 1 = 25 - 1 = 24$
t-table ($\alpha = 0.05$)	2.064
t-table ($\alpha = 0.01$)	2.797
t-calculated	28,65
Decision Rule	Reject H_0 if $ t_{\text{calculated}} > t_{\text{table}}$; Fail to reject H_0 if $ t_{\text{calculated}} \leq t_{\text{table}}$.
Conclusion	Since $28,65 > 2.797$, H_0 is rejected
Summary	There is a very significant difference between pre-test dan post-test ($p < 0.01$)

4.2. Discussion

The findings of this study demonstrated a significant improvement in students' English pronunciation skills after engaging with TikTok lip-sync content. The researcher observed that the experimental group which participated in the TikTok lip-sync activities, showed remarkable progress in fluency, accuracy, and confidence. The mean score increased from 66.38 in the pre-test to 86.41 in the post-test, indicated a substantial enhancement in pronunciation abilities. This aligned with the hypothesis that TikTok lip-sync content positively impacted English Pronunciation.

The researcher analyzed the data using statistical methods, included the Shapiro-Wilk test for normality and a paired sample t-test to compare pre-test and post-test results. The normality test confirmed that the data were normally

distributed (pre-test Sig. = 0.167; post-test Sig. = 0.174), validated the use of parametric tests. The t-test results ($t = 28.65$) exceeded the critical t-values at both 0.05 and 0.01 significance levels, leading the researcher to reject the null hypothesis (H_0) and accept the alternative hypothesis (H_1). This confirms that the improvement in pronunciation was statistically significant to the TikTok intervention.

The enhancement in fluency could be explained by the repetitive and rhythm-based nature of lip-sync activities. Through consistent imitation of native speaker models in TikTok videos, students were exposed to the authentic speech patterns, intonation, and timing. This aligned with (Ardana et al, 2023) who highlighted that shadowing techniques were effective in improving fluency by training learners to speak almost simultaneously with a model speaker. The informal and engaged environment of TikTok likely reduced speaking anxiety, enabled students to produce smoother and more natural speech.

Regarding accuracy, the researcher noted a noticeable reduction in pronunciation errors, particularly in stress placement and vowel articulation. The visual element of TikTok, which allowed learners to observe mouth movements likely played an essential role in improving phoneme production. This was consistent with (Alshahrani & Maashi, 2024) findings that precise lip movement synchronization enhanced learners' ability to replicate accurate sounds. By comparing their own recordings with the original audio, students could self-correct a process supported by (Pham & Le, 2023) who emphasized the role of self-recording in fostering pronunciation awareness.

The researcher also noted that students' confidence levels improved noticeably. Many participants who initially hesitated or exhibited anxiety during the pre-test became more willing to speak and express themselves in the post-test. This finding supported the theoretical framework, which posited that repeated practice in a low-pressure environment such as TikTok, could reduce speaking anxiety and build self-assurance (Axtamova, 2025). The "Excellent" category achieved by 88% of participants in the post-test further reflected the increased confidence in their pronunciation abilities. Furthermore, the researcher compared these results with prior studies such as (Hartanto, 2023 & Silaban, 2024) which also highlighted TikTok's effectiveness in enhancing pronunciation. The consistency between these studies and the current research strengthened the argument that TikTok could be a valuable tool in language education, particularly for Generation Z learners who were already familiar with the platform.

However, the researcher acknowledged certain limitations. The study focused on lip-sync content only, excluded other TikTok features that might also aid pronunciation. Additionally, the sample was limited to University students in one institution which might affected the generalizability of the findings. And also, the relatively short intervention (approximately one semester) might not have fully captured long-term retention of pronunciation skills. Future research could explore a more diverse demographic or compared TikTok with other digital tools to provided a broader perspective. Despite these limitations, the researcher maintained that the study made a significant contribution to the field of technology-enhanced language learning. The findings strongly supported the

integration of TikTok lip-sync activities into English pronunciation instruction, particularly for digital-native learners. The platforms' unique combination of entertainment and education aligned perfectly with contemporary pedagogical approaches that emphasized engagement, authenticity, and learner autonomy.

In conclusion, the researcher asserted that TikTok lip-sync content was an effective and engaging method for improving English pronunciation. The platform's combination of entertainment and education aligned with modern learners' preferences, making it a practical resource for language teachers. The researcher recommended integrating TikTok-based activities into formal language curricula while encouraging students to use the platform for self-directed practice. This study contributed to the growing body of evidence supported the use of social media in education, particularly for fostered pronunciation skills and learners' confidence.

CHAPTER V

CONCLUSION & SUGGESTION

5.1. Conclusion

This study had embarked on an investigation into the efficacy of TikTok lip-sync content as a pedagogical tool for enhancing English pronunciation skills among university students. Furthermore, it had aimed to delve into the learners' perceptions regarding the utility of this platform in fostering their confidence in English pronunciation. Employing a quantitative approach with a one-group pretest-posttest experimental design, the research involved 25 students from the English Education Department at Universitas Muhammadiyah Sumatera Utara (UMSU). The comprehensive analysis of the collected data had yielded compelling insights, leading to the following key conclusions.

- 1) The quantitative analysis unequivocally demonstrated a substantial and statistically significant improvement in the students' English pronunciation abilities following their engagement with TikTok lip-sync activities. The mean overall pronunciation score witnessed a remarkable surge from 66.38 in the pre-test to an impressive 86.41 in the post-test. This notable increase, averaging over 20 points per student, served as a powerful indicator of the practical effectiveness of integrating TikTok lip-sync content into pronunciation practice. The enhancement was consistently observed across all three critical indicators of pronunciation: fluency, accuracy, and confidence. The paired sample t-test further substantiated these findings, yielding a t-calculated value of 28.65. This figure far exceeded the critical t-table values at

both the 0.05 (2.064) and 0.01 (2.797) significance levels, providing robust statistical evidence to confidently reject the null hypothesis. This rejection confirmed that the observed enhancement in pronunciation skills was directly attributable to the TikTok-based intervention, rather than mere chance or other extraneous factors.

- 2) The research shed light on the important role of TikTok's inherent features in boosting students' confidence in their English pronunciation. The platform's visual and auditory feedback mechanisms, coupled with its highly engaging and informal format, appeared to create an optimal low-pressure environment that was highly conducive to active pronunciation practice. This unique environment effectively mitigated common anxieties often associated with speaking a foreign language, thereby encouraging students to experiment with and refine their pronunciation without the pervasive fear of judgment. Moreover, the built-in capability for self-recording and self-evaluation within the TikTok platform empowered learners to take greater ownership of their learning process. This fostered a more autonomous and self-directed approach to pronunciation development, as students could repeatedly practice, compare their output with native models, and identify areas for improvement at their own pace. The fact that 88% of the participants achieved an "Excellent" category in the post-test further underscored the significant boost in their confidence levels, indicating a greater willingness and assurance in expressing themselves in English.

In essence, this study provided compelling empirical evidence for the pedagogical utility of TikTok in fostering English pronunciation skills, firmly establishing it as a relevant and effective resource for contemporary language learners, particularly those belonging to Generation Z. The strategies employed within this research not only demonstrably enhanced the students' understanding and mastery of pronunciation but also cultivated greater engagement and motivation in their language learning journey. These findings collectively underscored the profound importance of implementing innovative and effective teaching methods that align with modern learners' characteristics to facilitate improved academic performance and practical language proficiency.

5.2. Suggestions

Based on the findings of this study, the following suggestions were offered for students, language educators, and future researchers:

1. For Students:

- a. Active Engagement and Consistent Practice:** Students were strongly encouraged to actively engage with digital tools like TikTok for self-directed language practice. Consistent and deliberate practice, particularly through mimicked native speakers and utilized the platform's recording features, can significantly enhanced pronunciation skills.
- b. Utilize Feedback Mechanisms:** Students should proactively seek and utilize feedback, whether from the platform itself (self-evaluation by comparing recordings), peers, or educators, to identify specific areas for pronunciation improvement and refine their articulation.

- c. **Explore Diverse Content:** Beyond lip-sync, students could explore a wide array of English-language content on TikTok, such as educational vlogs, short stories, or news snippets, to broaden their exposure to different accents, intonations, and natural speech patterns.

2. For Language Educators:

- a. **Integrate Digital Tools Strategically:** Educators should consider integrating TikTok lip-sync activities, or similar engaging digital tools, into their English pronunciation curriculum as a supplementary and motivating practice method. This could bridge the gap between formal learning and students' informal digital habits.
- b. **Provide Guidance and Structure:** While TikTok offered informal learning, educators could maximize its benefits by providing clear guidelines, specific pronunciation targets, and structured tasks for students to undertake on the platform, ensuring pedagogical alignment.
- c. **Foster a Supportive Learning Environment:** Create a classroom atmosphere where students felt comfortable experimenting with pronunciation, making mistakes, and sharing their digital practice efforts without fear of judgment, thereby boosting their confidence.

1. For Future Researchers:

- a. **Conduct Longitudinal Studies:** Future research should conduct longitudinal studies to assess the long-term retention of pronunciation improvements achieved through TikTok lip-sync content and to understand its sustained impact on overall communicative competence.
- b. **Explore Diverse Demographics and Contexts:** Investigate the effectiveness of TikTok lip-sync across different age groups, proficiency levels, and cultural backgrounds, as well as in various educational settings (e.g., high school, adult learners) to enhance the generalizability of findings.
- c. **Comparative Studies and Feature Analysis:** Conduct comparative studies between TikTok and other digital tools for pronunciation practice. Additionally, researchers could explore deeper into specific TikTok features (e.g., duets, stitches, specific audio types) to identify which elements were most effective for different aspects of pronunciation development.

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APPENDIX 1 (Students Pre-test and Post-test Score)

No	Students	PF	PA	PC	OP	PF	PA	PC	OP
1	A.H	65	65	65	65	85	85	85	85
2	A.P	64	64	68	65.3	84	84	85	84.3
3	A.N	65	65	65	65	85	85	85	85
4	A.P.H	65	65	65	65	85	85	85	85
5	A.S	70	70	70	70	85	85	85	85
6	C.Y	65	65	65	65	85	85	85	85
7	D.A	64	64	64	64	84	84	84	84
8	D.A	65	65	65	65	85	85	85	85
9	D.A	65	65	65	65	85	85	85	85
10	D.N	67	67	67	67	85	85	85	85
11	F.H	68	68	70	68.6	88	88	90	88.6
12	H.S	68	68	68	68	88	88	88	88
13	M	68	68	68	68	88	88	88	88
14	M.A.A	70	70	70	70	90	90	95	91.6
15	M.S	75	75	75	75	98	98	98	98
16	N.S	65	65	65	65	85	85	85	85
17	N.A	68	68	70	68.6	88	88	90	88.6
18	N.P	60	60	60	60	84	84	84	84
19	R.A	65	65	65	65	85	85	85	85
20	R.H	70	70	70	70	90	90	90	90
21	S.T	65	65	65	65	85	85	85	85
22	S.H.A	65	65	65	65	85	85	85	85
23	S.I	65	65	65	65	85	85	85	85
24	Y.F.H	65	65	65	65	85	85	85	85
25	Z.M	65	65	65	65	85	85	85	85

Name	Pre-test	Post-test	Pre-test	Post-test
A.H	65	85	Good	Excellent
A.P	65.3	84.3	Good	Good
A.N	65	85	Good	Excellent
A.P.H	65	85	Good	Excellent
A.S	70	85	Good	Excellent
C.Y	65	85	Good	Excellent
D.A	64	84	Fair	Good
D.A	65	85	Good	Excellent
D.A	65	85	Good	Excellent
D.N	67	85	Good	Excellent
F.H	68.6	88.6	Good	Excellent
H.S	68	88	Good	Excellent
M	68	88	Good	Excellent
M.A.A	70	91.6	Good	Excellent
M.S	75	98	Good	Excellent
N.S	65	85	Good	Excellent
N.A	68.6	88.6	Good	Excellent
N.P	60	84	Fair	Good
R.A	65	85	Good	Excellent
R.H	70	90	Good	Excellent
S.T	65	85	Good	Excellent
S.H.A	65	85	Good	Excellent
S.I	65	85	Good	Excellent
Y.F.H	65	85	Good	Excellent
Z.M	65	85	Good	Excellent

APPENDIX 2 (Script of TikTok Videos)



My Hobbies

Shadowing Practice

I have several hobbies, but my favorite is playing the guitar. I practice every day, especially songs from my favorite bands. I enjoy learning new chords and singing while I play. I also like painting. I paint landscapes, animals, and scenes from my imagination. Sometimes I paint together with my brother. I enjoy reading novel as well, especially before going to sleep. Spending time on my hobbies makes me feel relaxed and cheerful. In the future, I hope to have a job where I can share my love for music and art with others.

APPENDIX 3 (Script of Students' Pre-test and Post-test by Recording Themselves with Score)

1) M.A.A Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

Okay, I'm Muhammad Alfarozy Aulia. I like to do what I want to do, and especially my hobby is playing a football.

Q : You want to be a football players?

If the God will.

Pre-test score

Fluency	Accuracy	Confidence
70	70	70

b. Post-test

Hello guys, how are you today? Okay here, I'm Muhammad Alfarozy Aulia, I'm from Tanjung Balai. Do you know Tanjung Balai, guys? No? okay. Tanjung Balai is a small city in North Sumatera, Indonesia. Okay and here, I want to share my hobbies with you. My hobby's very much but I like to do what I want to do, especially my hobby is playing football. Why? Because, if I play football with my friends I get happier. In the future, I hope I can join

myself in the Timnas Indonesia and I hope I can do best player or get high score in my team, Indonesia Merdeka!

Post-test Score

Fluency	Accuracy	Confidence
90	90	95

2) A.S Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

Hello, my name is Azka Salwa but you can call me Salwa. One of my favorite hobby is watching K-drama and movie because it makes me relax. By watching film in English, it also makes me improve my basic listening and reading

Pre-test score

Fluency	Accuracy	Confidence
70	70	70

b. Post-test

Hi guys! My name is Azka Salwa but you can call me Salwa. I'm the fourth semester of Universitas Muhammadiyah Sumatera Utara. One of my favorite hobby is watching movies and Korean drama. I really enjoy watching K-drama because it's interesting and emotional. My favorite Korean drama is "Descendants of the sun" because I love the story and I love the characters. By watching Korean drama, it also improve my English by using English subtitle. So, it's fun, relaxing, and also I can learn something new at the same times. Thank you

Post-test score

Fluency	Accuracy	Confidence
85	85	85

3) N.A Pre-test and post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

My name is Najwa Asyifa. My favorite hobby is singing and watching drama, such as K-drama. And I like singing too

Q : you like singing too?

Yes..

Pre-test score

Fluency	Accuracy	Confidence
68	68	70

b. Post-test

Assalamu'alaikum, wr. wb. My name is Najwa Asyifa or you can call me Najwa. I'm 20 years old now. I study in Universitas Muhammadiyah Sumatera Utara. My favorite hobby is singing and watching K-drama. I always watching K-drama in weekend. And one of my favorite K-drama is "Hometown Cha Cha Cha". I also like singing, one of my favorite song is "My Everything" by Ariana Grande. My one of favorite artist in Indonesia is Raisa, because her voice is so good. And I also watch Indonesian movies, I like "Miracle in cell number 7. Thank you

Post-test score

Fluency	Accuracy	Confidence
88	88	90

4) F.H Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

Hello, my name is Fahrezi Hilmi. I like many things, maybe some drawings and swimming in my free time, and many others like playing games

Pre-test score

Fluency	Accuracy	Confidence
68	68	70

b. Post-test

Hello everyone! So, right now I would like to introduce myself, my name is Fahrezi Hilmi. Today, I want to share a little bit about my hobbies. In my spare time, I like drawing. So, by drawing I can express my creativity, my ideas. I love painting or drawing some nature, and what people doing in their daily lives. That makes me happy, comfortable, that makes me joyful. I also like swimming, that makes me fit, my body is fit, and then makes me healthy to. So, I can keep up. Maybe that's it, thank you.

Post-test score

Fluency	Accuracy	Confidence
88	88	90

5) R.H Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

My name is Raudhatul Hanifa. My hobby is reading book, such as self-improvement books.

Pre-test score

Fluency	Accuracy	Confidence
70	70	70

b. Post-test

Assalamu'alaikum, wr. wb. Hello everyone! My name is Raudhatul Hanifa, you can call me Raudha or Hanifa. Today I will explain about my hobbies. So, I like cooking food, such as traditional food. And then, I like reading books. Such as religion books, and self-improvement books. And also in spare time, I also like watching movies such as dra-Thai, dra-Kor, and dra-Chin. Thank you so much guys!

Post-test score

Fluency	Accuracy	Confidence
90	90	90

6) S.H.A Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

Hello let me introduce myself, my name is Sarah Humairah Andinata. I live in Medan. My hobby is swimming, especially in outdoor pool.

Pre-test score

Fluency	Accuracy	Confidence
65	65	65

b. Post-test

Hello, I'm Sarah Humairah Andinata. I was born eighteen April 2005. I lived in Medan. I currently studying in Universitas Muhammadiyah North Sumatera. My hobby is swimming, I enjoy swimming outdoor although I can not doing it often. I also like watching movies, including Western movies. I like watching movies, because it can improve my English without subtitle. My biggest dream is to travel around the world and to learn new experience and new culture,

Post-test score

Fluency	Accuracy	Confidence
85	85	85

7) Z.M Pre-test and Post-test

a. Pre-test



Q : Please introduce yourself first and tell me about your hobbies

My name is Zuhra Maira. My hobby is watching movies, and listening to music.

Pre-test score

Fluency	Accuracy	Confidence
65	65	65

b. Post-test

Assalamu'alaikum, wr. wb. My name is Zuhra Maria. My hobby is listening to music, I love listening Kpop songs and Pop songs. I also like to watching a movies, like K-drama, Chinese drama, and Hollywood movies. So, that's all from me. Thank you very much

Post-test score

Fluency	Accuracy	Confidence
85	85	85

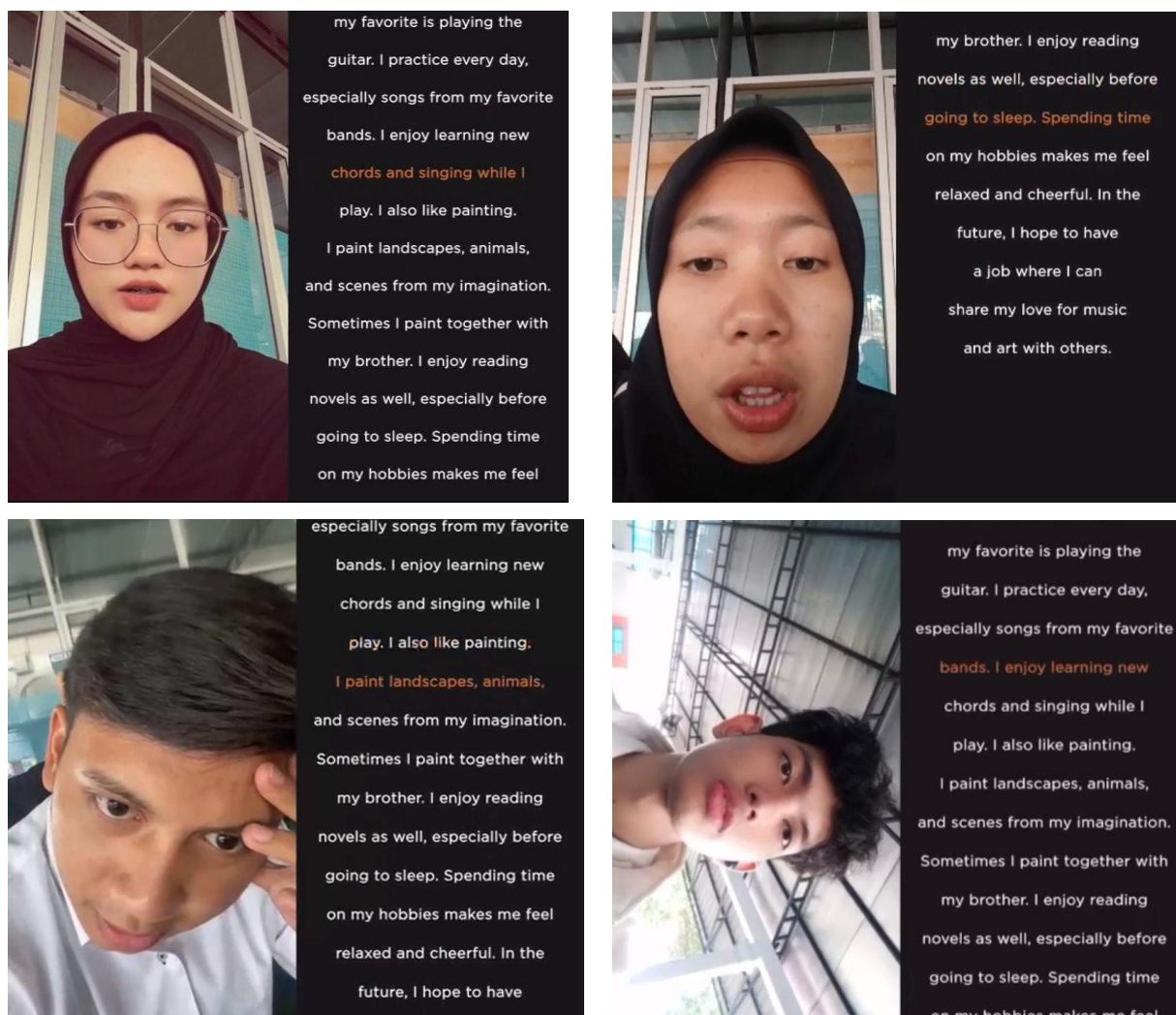
APPENDIX 4 (Documentation of Research)



Picture 1. A photo with semester 4 of UMSU students at the Mosque
(Source : The researcher's personal documentation)



Picture 2. Students doing lip-sync videos on TikTok
(Source : The researcher's personal documentation)



Picture 3. Students lip-sync videos

(Source : The researcher's personal documentation)



Picture 4. Students doing lip-sync videos on TikTok

(Source : The researcher's personal documentation)



Picture 5. The researcher explain about how to use TikTok lip-sync

(Source : The researcher's personal documentation)



Picture 6. The researcher asks the students to introduce themselves
(Source : The researcher's personal documentation)



Picture 7. The students doing lip-sync videos on TikTok
(Source : The researcher's personal documentation)



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PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Thalya Marcanda Tarigan
NPM : 2102050017
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
The Effect of Tik-Tok Lip-Sync Content to Improve English Pronunciation : Entertainment to Education	 .25/02 -25

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang telah diajukan kepada Prodi Pendidikan Bahasa Inggris.

Disetujui oleh
Dosen Pembimbing


Dewi Juni Artha, S.S., M.S.

Medan, 25 Februari 2025
Hormat Pemohon,


Thalya Marcanda Tarigan



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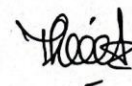
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	The Impact of Emma Chamberlain's Slang Usage on English Language Learners' Vocabulary Acquisition	
	3. Exploring The Trust Dynamics between Students College and ChatGPT as a Digital Learning Tool	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Februari 2025
Hormat Pemohon,



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- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan



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NPM : 2102050017
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

**The Effect of Tik-Tok Lip-Sync Content to Improve English Pronunciation :
Entertainment to Education**

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

Dewi Juni Artha, S.S., M.S.

[Signature]
26 Februari 2025

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 26 Februari 2025
Hormat Pemohon,

[Signature]

Thalya Marcanda Tarigan

Keterangan

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Dan Dosen Pembimbing**

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Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : **Thalya Marcanda Tarigan**
N P M : 2102050017
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **The Effect of Tik-Tok Lip-Syne Content to Improve English Pronunciation; Entertainment to Education**

Pembimbing : **Dewi Juni Artha, S.S., M.S.**

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak sesuai dengan jangka waktu yang telah ditentukan
3. Masa daluwarsa tanggal : **25 Mei 2026**

Medan, 26 Dzulqaidah 1446 H
25 Mei 2025 M



Dra. Hj Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (lima) :

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2. Ketua Program Studi
3. Pembimbing.
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR





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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Thalya Marcanda Tarigan
NPM : 2102050017
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Tik-Tok Lip-Sync Content to Improve English Pronunciation: Entertainment to Education.

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
20/05/2025	CHAPTER I * Identification of Problem * scope and limitation	
26/05/2025	CHAPTER II * Theoretical Framework	
31/06/2025	CHAPTER II * Conceptual Framework	
04/06/2025	CHAPTER III * Resource Schedule * Research Data Source	
13/06/2025	References Correction	
23/06/2025	ACC PROPOSAL	

Diketahui oleh:
Ketua Prodi

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Medan, 23 Juni 2025

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S)



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BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 30 Bulan Juni Tahun 2025 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Thalya Marcanda Tarigan
N.P.M : 2102050017
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Tiktok Lip-Sync Content to Improve English Pronunciation: Entertainment To Education

No	Masukan dan Saran
Judul	✓
Bab I	What apps exists ^{between} entertainment (tiktok) and their potential as learning tools.
Bab II	Change the sentence for Please introduce relevant theories write point 2.4..
Bab III	Research design
Lainnya	- Check the use of words in the sentence -
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Erlindawaty, S.Pd., M.Pd.)

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S.)

Panitia Pelaksana

Ketua

(Dr. Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



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LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Thalya Marcanda Tarigan
N.P.M : 2102050017
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Tiktok Lip-Sync Content to Improve English
Pronunciation: Entertainment to Education

Pada hari Senin, tanggal 30 bulan Juni, tahun 2025 sudah layak menjadi proposal skripsi.

Medan, Juli 2025

Disetujui oleh:

Dosen Pembahas


(Erlindawaty, S.Pd., M.Pd.)

Dosen Pembimbing


(Dewi Juni Artha, S.S., M.S.)

Diketahui oleh
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PERSONAL INFORMATION

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! (+62) 813 6261 6149

! Ichathalya@gmail.com

 [Instagram.com/thalyatarigan](https://www.instagram.com/thalyatarigan)



SUMMARY

As a fresh graduate student majoring in English Education at the University of Muhammadiyah North Sumatra, I have honed my skills in public speaking and effective communication. My academic background has honed my ability to effectively interact with diverse groups, while my experience participating in a student exchange program in Bali has strengthened my cultural awareness and problem-solving abilities. I am eager to leverage my positive attitude, attention to detail, and strong work ethic in a retail environment, where I can contribute to excellent customer service and team success.

EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

English Education

Medan, Indonesia

2021-2025

EXPERIENCE

Working as a Cashier season in Matahari Department Store

(2021-2023)

Medan, Indonesia

- Handling customer transactions accurately.
- Checking and Managing Stock.
- Greeting and assisting customers in a friendly manner, answering inquiries, and ensuring a positive shopping experience.

Joined the Students Exchange program batch 4 by MBKM to Bali

(2024)

Bali, Indonesia

- Participated in group activities with students from different backgrounds.
- Gained confidence and independence by adapting to a new environment.
- Experienced Balinese traditions, festivals, and local lifestyle, enhancing my understanding of cultural diversity and strengthening my interpersonal skills.

ADDITIONAL

Skills : Communication, Public Speaking, Team Management.

Technical Skills : Microsoft Office, Canva, Editing Video

Languages : Bahasa Indonesia and English