INTEGRATING TIKTOK PRONUNCIATION CONTENT IN PROJECT-BASED LEARNING: ITS IMPACT ON STUDENTS' SPEAKING SKILL IN EFL CLASS

SKRIPSI

Submitted in Partial Fulfillment of the Requirement
For The Degree of Sarjana Pendidikan (S.Pd)
English Education Program

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Dengan ini saya menyatakan bahwa skripsi saya yang berjudul "**Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class.**" adalah bersifat asli (Original), bukan hasil menyadur mutlak dari karya orang lain.

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ABSTRACT

Kirana Crasnaya. 2202050021. Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class. Thesis. English Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

This study aims to investigate the effectiveness of integrating TikTok pronunciation content into Project-Based Learning (PjBL) in improving students' speaking skills, particularly in terms of speaking fluency and pronunciation accuracy in an English as a Foreign Language (EFL) classroom. The research employed a quantitative experimental design with a two-group pretest-posttest model involving 62 eleventh-grade students at MAN 1 Medan, divided into an experimental group and a control group, each consisting of 31 students. The experimental group received instruction through TikTok-integrated PjBL, while the control group was taught using conventional teaching methods. Data were collected through speaking tests (pretest and posttest) and analyzed using statistical procedures, including validity and reliability testing, normality and homogeneity tests, and an Independent Samples t-test. The findings revealed that both groups showed improvement; however, the experimental group demonstrated a significantly higher increase in speaking performance. The mean score of the experimental group improved from 10.68 to 19.42, while the control group improved from 10.74 to 15.16. The t-test result showed a significant difference ($p < 0.05$), indicating that the integration of TikTok pronunciation content in PjBL had a significant effect on students' speaking skills. The results suggest that TikTok, when combined with a structured PjBL framework, provides an engaging and effective learning environment that enhances students' pronunciation accuracy and speaking fluency. Therefore, this approach can serve as an innovative alternative in EFL speaking instruction to promote active learning, creativity, and communicative competence.

Keywords*: TikTok, Project-Based Learning, Speaking Skill, Pronunciation Accuracy, Speaking Fluency, EFL Classroom*

ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh.

Alhamdulillahirabbil'alamin, all praises are devoted to Allah Subhanahu Wa Ta'ala for endless mercy, blessings, and guidance that have enabled the Researcher to complete this Skripsi entitled "Integrating TikTok Pronunciation Content in Project-Based Learning Its Impact on Students' Speaking Skill in EFL Class"

The Researcher would also like to express sincere appreciation and gratitude to:

1. Prof. Dr. Agussani, M.AP., as the Rector of the University of Muhammadiyah Sumatera Utara.
2. Hj. Dra. Syamsuyurnita, M.Pd., as the Dean of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
3. Dr. Hj. Dewi Kesuma Nasution, S.S., M.Hum., as the Vice Dean I of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
4. Dr. Mandra Saragih, S.Pd., M.Hum., as the Vice Dean III of the Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.

5. Dr. Pirman Ginting, S.Pd., M.Hum., as the Head of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara.
6. Selamat Husni Hasibuan, S.Pd., M.Hum., Ph.D., as the Secretary of the English Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara
7. Khairun Nissa, S.Pd.., M.Tesol., as the Researcher's supervisor, the writer would like to express sincere gratitude for the time, energy, and thoughtful guidance that have been generously given throughout the process of completing this thesis. Your support and dedication have been truly invaluable to the writer.
8. To my beloved parents, Papa and Mama, whose love for the writer surpasses all worldly measures, my deepest gratitude for your endless patience, sacrifices, and unwavering support. Thank you for always protecting, guiding, and encouraging the writer, and for being the greatest source of motivation in completing this thesis.
9. To my dear family, Awo, Engah, Arga, and my sister in-law, Kak Nia, thank you for your constant love and support throughout this journey.
10. To Aji Kurniaku, thank you for your presence, support, and assistance during the process of completing this thesis. Your companionship has meant so much to the writer.

11. To my lovely friends, Bila, Upa, Icak, Sikembar, Una, Ainun, and Dewi, thank you for your sincere friendship, support, and kindness. May you all achieve great success in your lives.
12. Lastly, to the writer herself, thank you for staying strong, for not giving up, and for continuing to move forward despite all challenges. Keep growing and embracing your own cute strength.

Finally, the Researcher realizes that this research is still far from perfect. Therefore, constructive criticism and suggestions from readers are highly appreciated for the improvement of this research in the future. The Researcher sincerely hopes that this study can provide valuable contributions to readers, researchers, and the development of educational research.

May Allah Subhanahu Wa Ta'ala reward all the kindness, support, and assistance given with abundant blessings both in this world and in the hereafter.

Wassalamu'alaikum Warahmatullahi Wabarakatuh.

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CHAPTER I
INTRODUCTION

1.1 Background of the Study

In today's digital world, social media become an inseparable part of everyday life, especially among young people. One of the most popular platforms among students is TikTok, which evolve beyond entertainment to include educational content. Many creators now produce pronunciation-related materials that help English learners improve their speaking fluency and pronunciation accuracy through engaging, short-form videos. These videos often use creative techniques such as lip-syncing, shadowing, minimal pairs, and pronunciation challenges, allowing learners to practice pronunciation naturally and enjoyably. As reported by Bas et al. (2021), TikTok exceed 1 billion active users worldwide, with a dominant demographic of young learners and students. Its short, engaging, and visually rich format provide an ideal medium for education, especially in language-learning contexts, where creativity, repetition, and audio-visual stimuli play a crucial role in language acquisition. In line with this, Adolph (2016) emphasize that TikTok provide authentic exposure to real-life language use, helping EFL learners develop pronunciation, confidence, and fluency through continuous engagement with spoken English.

The rapid advancement of digital technology transform how students learn and use English as a foreign language. Social media, particularly TikTok, offer an innovative and interactive environment that support autonomous learning and encourage creativity (Adolph, 2016). According to Susanto and Suparmi (2024),

TikTok help learners improve pronunciation accuracy by allowing them to observe native-like speech patterns and imitate them with immediate self-correction. These studies indicate that TikTok can serve as an alternative and effective medium for improving speaking performance in EFL contexts, especially when pronunciation content integrate with structured and pedagogically sound learning approaches.

In English as a Foreign Language (EFL) classrooms, one of the most persistent challenges faced by learners, especially at the senior high school level, is the lack of fluency and accurate pronunciation. Speaking is often viewed as the most vital language skill because it expands EFL learners' communicative knowledge beyond the classroom (Khailifa & Ginting, 2024). Pronunciation and fluency form fundamental components of speaking skills that determine the clarity and intelligibility of oral communication (Harmer, 2001). Students who fail to master pronunciation and fluency often experience reduced confidence, limited communicative ability, and frequent misunderstanding in interaction. Therefore, improving these aspects become essential in preparing students to communicate effectively in global contexts.

Despite these advantages, pronunciation remain one of the most challenging aspects of English learning for EFL students. Many learners still struggle with fluency, intonation, word stress, and articulation accuracy, making their speech sound unnatural and reducing intelligibility. They often receive limited corrective feedback, which cause repeated errors and lower their confidence when speaking (Hidayah, 2024). Similarly, Novitasari and Adityo

(2023) highlight that pronunciation difficulties hinder students' oral communication and that teachers should incorporate digital media like TikTok to make pronunciation practice more interactive and meaningful. The same study also emphasize that technology-based approaches can increase students' motivation and improve their speaking outcomes compared to conventional classroom practices.

Traditional teaching methods, which often emphasize grammar-translation and memorization, do not prove effective in improving students' speaking fluency and pronunciation accuracy (Novitasari & Adityo, 2023). Such methods rarely offer real communicative opportunities, causing students to become passive and less interested in speaking activities. On the other hand, TikTok foster a collaborative and participatory learning environment in which students can engage in pronunciation challenges, duet videos, and peer-feedback activities (Safila, 2023; Zhen et al., 2021). These interactive features provide authentic contexts for students to practice English pronunciation and fluency creatively, aligning with the mobile-learning (m-learning) principles described by Hamsia (2024), who find that TikTok can significantly enhance students' speaking confidence and proficiency in EFL classrooms.

To address these pedagogical challenges, Project-Based Learning (PjBL) offer a promising framework for integrating TikTok into structured pronunciation training. PjBL promote learner autonomy, collaboration, and creativity through real-world projects that connect language use with meaningful communication. According to Kumar and Kumar (2024), PjBL allow students to engage in

inquiry-driven, authentic tasks that lead to tangible outcomes and long-term skill retention. In language education, PjBL encourage students to use English purposefully to design, perform, and present linguistic projects that reflect actual communication scenarios. As Rininggayuh et al. (2024) state, technology-based media such as TikTok can create dynamic and interactive learning environments that enhance communicative competence and speaking fluency. When combined with PjBL, TikTok enable students not only to consume digital pronunciation content but also to produce it, turning them from passive learners into active creators of English-speaking materials.

Furthermore, integrating TikTok-based pronunciation projects within a PjBL framework strengthen both pronunciation accuracy and speaking fluency. Through the process of designing, recording, editing, and performing pronunciation videos, students engage in repeated and meaningful language practice. This repetition support accurate articulation, while creative presentation improve rhythm, stress, and intonation key components of fluency. Such integration also promote digital literacy and collaborative learning, preparing students to function effectively in modern, technology-driven communication environments (Kumar & Kumar, 2024).

Therefore, this study aim to investigate the integration of TikTok pronunciation content into Project-Based Learning and its effect on students' speaking performance, with a specific focus on fluency and pronunciation accuracy as the main indicators of improvement. The research involve eleventh-grade students with an intermediate level of English proficiency at MAN 1

Medan, where social-media engagement is high, yet its educational potential remain underutilized. As Adolph (2016) note, integrating social media into education require pedagogical frameworks to ensure meaningful learning outcomes. Hence, incorporating TikTok within a PjBL framework can provide an innovative, engaging, and student-centered model for English language instruction in Indonesian EFL classrooms.

The significance of this research lie in its potential to contribute both theoretically and practically to English language teaching (ELT). Theoretically, it enrich the literature on digital-assisted language learning and demonstrate how social media specifically TikTok can be utilize to enhance pronunciation accuracy and speaking fluency in EFL contexts (Novitasari & Adityo, 2023; Rininggayuh et al., 2024). Practically, it provide a framework for teachers to design creative, authentic, and collaborative pronunciation projects using TikTok, thereby increase students' motivation and confidence in speaking. As Rininggayuh et al. (2024) conclude, "TikTok as an educational medium has significant potential to develop English speaking skills through dynamic and interactive engagement." Thus, integrating TikTok pronunciation content within Project-Based Learning can modernize English instruction and make language learning more relevant, enjoyable, and effective for the digital generation.

1.2 The Identification of the Problem

In recent years, TikTok has become highly popular among Generation Z students and offers abundant pronunciation-related content through short audio-

visual videos. However, there is a gap between TikTok's entertainment-driven design and its potential use as an effective learning medium. TikTok's algorithm tends to prioritize viral engagement rather than pedagogical value, which may expose learners to content that is not always linguistically accurate, such as exaggerated intonation or non-standard pronunciation (Schellewald, 2023; Adhani et al., 2023). Moreover, empirical research on the effectiveness of integrating TikTok pronunciation content into Project-Based Learning (PjBL) particularly in improving students' speaking fluency and pronunciation accuracy remains limited. Therefore, this study addresses the following problems:

1) The Lack of empirical evidence on whether TikTok pronunciation content integrated into PjBL improves students' speaking fluency and pronunciation accuracy, and
2) The limited understanding of students' perceptions and motivation toward using TikTok as a learning medium rather than merely entertainment. These issues highlight the need to investigate TikTok's educational potential when structured through PjBL to support measurable speaking improvement.

1.3 The Scope and Limitation of the Study

This research focuses on investigating the effectiveness of integrating TikTok pronunciation content within the Project-Based Learning (PjBL) approach to improve students' speaking fluency and pronunciation accuracy in an English as a Foreign Language (EFL) context. The study is limited to eleventh-grade

students at MAN 1 Medan during the academic year 2025/2026, whose English proficiency level is categorized as intermediate. The participants are selected because they have sufficient grammatical and vocabulary knowledge but still experience difficulties in pronunciation clarity, intonation, and fluency during oral communication.

The scope of this study is restricted to the speaking skill, focusing specifically on fluency and pronunciation accuracy as the main indicators of improvement. Other aspects of language proficiency such as listening, reading, and writing are excluded from the investigation. Similarly, affective variables such as students' attitudes, motivation, and perceptions toward the use of TikTok are not analyzed, as the purpose of this study is to obtain quantitative evidence of speaking performance improvement after the implementation of the TikTok-based Project-Based Learning (PjBL) model.

The implementation of the treatment takes place over a four-week period within a formal classroom setting. During this time, TikTok pronunciation videos are used as supplementary learning media to support students' pronunciation drills and speaking practice within PjBL projects. The findings are therefore limited to the specific context of intermediate-level EFL learners in a senior high school environment, and generalizations beyond this context should be made with caution.

1.4 Research Questions

Based on the description above, this research will be focus on the following questions:

1. Does the integration of TikTok pronunciation content into Project-Based Learning improve students' speaking fluency and pronunciation accuracy?
2. How does the integration of TikTok pronunciation content in Project-Based Learning affect students' speaking fluency and pronunciation accuracy?

1.5 Objective of the Study

Based on the problem of the study, the aims of the study are:

1. To determine whether integrating TikTok pronunciation content into Project-Based Learning improves students' speaking fluency.
2. To examine whether the integration of TikTok pronunciation content into Project Based Learning can improve students' pronunciation accuracy.
3. To examine the impact of integrating TikTok pronunciation content into Project-Based Learning in improving students' speaking fluency and pronunciation accuracy.

1.6 Significant of the Study

This study is expected to provide both theoretical and practical benefits for various stakeholders in English language education.

1.6.1 Theoretical Significance

Theoretically, this study aims to enrich the literature in English Language Teaching (ELT), especially in speaking-skill development with a focus on pronunciation and fluency. The rapid expansion of TikTok now exceeding one billion users worldwide (Bas et al., 2021) has increased the availability of pronunciation-focused short videos produced by educators and native speakers,

which provide authentic models of phonetic articulation, stress, and intonation. Despite this wealth of content, empirical research remains limited on how such digital resources can be pedagogically integrated into formal classrooms. This study therefore seeks to provide both theoretical and empirical evidence on how TikTok pronunciation content, embedded within a Project-Based Learning (PjBL) framework, can enhance students' pronunciation accuracy and speaking fluency in EFL settings. Grounded in communicative and constructivist theories, and extending mobile-assisted language learning (m-learning) perspectives, the research examines how learners' engagement with TikTok can shift from passive consumption to active, project-oriented language production. In sum, the study strengthens the theoretical link between PjBL and digital pronunciation practice and proposes a conceptual model for integrating technology-driven platforms into EFL speaking instruction, with a dual emphasis on pronunciation clarity and fluency.

1.6.2 Practical Significance

1. For Teachers:

   This study offers insights and strategies for teachers to design engaging and interactive pronunciation activities by incorporating TikTok-based projects into their classroom instruction.

2. For Students:

   This study is important for students because it provides a more engaging and meaningful way to improve their pronunciation accuracy and speaking fluency, two essential components of communicative competence

in English. Traditional speaking classes often focus on controlled drills or memorized dialogues that do not always reflect real-life communication. By integrating TikTok pronunciation content into Project-Based Learning (PjBL), students are exposed to authentic language use through short, creative videos that mirror how English is used in everyday contexts.

The use of TikTok in PjBL allows students to actively participate in their own learning by creating pronunciation-based projects, collaborating with peers, and receiving feedback both from classmates and authentic audiences online. These interactive activities help students practice pronunciation repeatedly and naturally, leading to better control of stress, rhythm, and intonation all crucial for fluency. Moreover, the enjoyable and familiar environment of TikTok increases students' motivation and confidence to speak English, as they can learn and express themselves creatively without the pressure of formal classroom settings.

This approach also encourages learner autonomy and digital literacy, enabling students to take responsibility for their own learning process while developing essential 21st-century communication skills. Hence, the integration of TikTok and PjBL not only supports linguistic development but also prepares students to become confident, communicative, and technology-competent English users in real-world contexts.

3. For Future Researchers:

   The results of this research can serve as a reference for further studies related to digital learning media, social media integration, and innovative approaches in teaching speaking skills within the EFL context.

CHAPTER II
REVIEW OF LITERATURE

2.1 Theoretical Framework

2.1.1 Speaking Fluency

Speaking is a crucial skill in English as a Foreign Language (EFL) learning because it functions as the primary means of oral communication. Speaking ability is positioned as the most essential component in achieving foreign language proficiency (Darus & Saragih, 2024). The ability to speak enables students to express ideas, negotiate meaning, and interact effectively in academic and social contexts. Brown (2004) states that speaking is a productive skill that involves producing meaningful utterances to achieve communicative purposes. Similarly, Harmer (2007) emphasizes that speaking proficiency requires both accuracy and fluency to ensure successful communication. In EFL classrooms, speaking becomes particularly important as students have limited exposure to authentic English use outside the classroom.

Speaking fluency is described as learners' ability to deliver spontaneous speech continuously, coherently, and smoothly without disruptive pauses or long hesitations (Rizky, 2022; Hidayah, 2024). In the past five years, fluency research shifts toward speech behavior measurement combining perceptual fluency and temporal fluency, where speech timing, phoneme stability, and articulation speed collectively determine fluency judgment from listeners (Zhang & Li, 2022). Fluency signals the automatization of phonological and articulatory retrieval

because learners speak without overthinking sound formulation in discourse (Zeng et al., 2021; Rizky, 2022).

Recent fluency studies emphasize that fluency improvement is highly correlated with frequent speech repetition and public performance scaffolding, particularly using mobile-based learning environments (Kukulska, 2020). These platforms encourage students to rehearse articulation patterns, self-correct recordings, and speak under social performance motivation without pressure from direct classroom exposure (Susanto & Suparmi, 2024). Fluency is now perceived as an acquired speaking behavior that emerges through iterative speaking tasks, high-repetition modeling, and social audience engagement triggers (Reinhardt, 2021).

Therefore, fluency is not only a product of mental speech speed but also a performance-level indicator reflecting learners' confidence during oral tasks (Rizky, 2022; Hidayah, 2024). Its theoretical interpretation emphasizes speech continuity more than grammatical perfection, especially where natural speech clarity still allows communication despite minor linguistic errors (Susanto & Suparmi, 2024). Hence, speaking fluency is a major indicator in modern EFL pronunciation-based speaking instruction.

In assessing speaking fluency, there are three components used to measure speakers' fluency. According to (Nematizadeh, S, 2021) these components are used to indicate the level of speaking fluency.

2.1.1.1 Speech Rate (SR)

Speech rate is widely used as an objective measure of speaking fluency, often quantified as syllables, words, or correct words per minute in spoken production tasks (Aziz et.,al, 2024). Speech rate can reflect speakers' automaticity and ability to produce language swiftly with minimal hesitations, and it is considered a key temporal measure in assessing oral proficiency. Research shows that increases in speech rate are associated with higher levels of fluency and proficiency in second language speaking tasks (Nematizadeh, S, 2021)

2.1.1.2 Pause Rate (PR)

Pause rate (frequency and duration of pauses) is another objective metric of fluency, where frequent and prolonged pauses often indicate reduced fluency. Researchers highlight that speech fluency involves not only rapid speech but also efficient handling of pauses both silent and filled pauses which contribute to listeners' perception of fluid, natural speech (Skehan, 2003)

2.1.1.3 Smooth Delivery

Smooth delivery refers to the ability of a speaker to produce speech in a continuous, natural, and effortless manner without frequent disruptions such as repetitions, false starts, or self-repairs. In studies of second language speech fluency, smoothness of delivery is closely associated with temporal characteristics of speech, including speech rate, pause frequency, and mean length of runs. Fluent speech is typically characterized by longer stretches of uninterrupted speech and fewer breakdowns caused by pauses or repair phenomena. Research on temporal measures of L2 fluency shows that smooth delivery emerges when speakers are

able to maintain stable speech flow with minimal hesitation and effective management of pauses and self-repairs (Nematizadeh, 2021). Therefore, smooth delivery can be operationalized as the ability to sustain continuous speech with limited hesitation, repetition, and self-correction.

2.1.2 Pronunciation Accuracy

Pronunciation accuracy is defined as the ability of learners to produce English phonemes correctly with clear articulation that aligns with target language norms to maintain intelligibility (Sembiring, 2023; Hidayah, 2024). In the last five years, pronunciation accuracy is no longer measured solely by accent proximity, but by how accurately segmental forms are articulated while preserving natural speech delivery (Zhang & Li, 2022). This shift emphasizes correctness of sound production over accent imitation, especially in EFL learners whose pronunciation errors commonly originate from underdeveloped articulatory control rather than lack of exposure (Astuti & Yusuf, 2021). Accurate pronunciation enables listener comprehension, which is considered the main indicator of successful phonological acquisition in EFL communication (Abidin, & Schäfer, 2021).

Moreover, pronunciation plays a vital role in the development of speaking skills, as clear pronunciation directly affects intelligibility. According to Celce-Murcia et al. (2010), pronunciation, including segmental and suprasegmental features, is essential for conveying meaning accurately in spoken communication. Poor pronunciation may cause misunderstandings even when learners possess adequate vocabulary and grammar. Therefore, integrating pronunciation-focused

instruction is necessary to enhance students' speaking performance. Digital platforms such as TikTok provide authentic audio-visual models that can support learners in improving their pronunciation through imitation and repeated exposure (Gilakjani & Sabouri, 2016).

Recent studies highlight that pronunciation accuracy is strongly connected with conscious auditory-visual modeling in mobile platforms, where learners observe speech gestures and adapt articulatory precision through iterative self-monitoring (Susanto & Suparmi, 2024). Auditory-visual input improves phoneme positioning and articulation accuracy because learners integrate both sound perception and visual articulation cues at the same time (Rizky, 2022). This dual processing allows learners to correct phonological output independently before receiving external feedback (Susanto & Suparmi, 2024).

Within formal EFL classrooms, pronunciation accuracy is regarded as a measurable performance outcome focusing on articulation clarity, stress correctness, and tone movement stability (Hidayah, 2024). Teachers challenge learners to internalize accurate phonetic patterns while maintaining speech naturalness (Astuti & Yusuf, 2021). Thus, pronunciation accuracy is an essential phonological foundation that contributes to long-term speaking skill development (Zhang & Li, 2022).

Pronunciation consists of segmental and suprasegmental features, where both are considered equally crucial in recent pronunciation acquisition frameworks (Zhang & Li, 2022; Hidayah, 2024). Segmental features refer to individual sound units such as vowels and consonants, while suprasegmental

features refer to prosodic aspects that operate above sound units, including stress placement and intonation contours (Zeng et al., 2021). Recent research confirms that pronunciation issues in EFL learners often emerge from inconsistent stress placement and flat intonation patterns, making speech less intelligible even when segmental forms are articulated correctly (Astuti & Yusuf, 2021; Hidayah, 2024). English stress patterns function to differentiate lexical meaning, while articulation prominence affects rhythmic continuity (Rizky, 2022).

Intonation refers to pitch fluctuation patterns that signal communicative purpose and speaker intention (Zhang & Li, 2022). In EFL classrooms, learners commonly struggle with rising-falling pitch contours because of limited exposure to natural spoken input (Astuti & Yusuf, 2021). The latest five-year pronunciation teaching models emphasize contextual modeling activities like short-video lessons, speech imitation, and synchronized auditory-visual articulation stimuli which strengthen stress timing and tone contours effectively (Zeng et al., 2021; Rizky, 2022). Articulation and prominence timing now hold greater importance in speech delivery analysis because they influence speaking fluency judgment globally (Zhang & Li, 2022).

Recent studies assert that multimodal pronunciation rehearsal using audio-visual imitation formats significantly increases learners' awareness of sound contrast, stress visibility, articulatory placement and intonation flow (Susanto & Suparmi, 2024; Rizky, 2022). Fluency improves when these features are rehearsed iteratively through digital speaking tasks allowing self-correction cycles (Susanto

& Suparmi, 2024). Therefore, both layers of pronunciation are essential for natural and fluent speech output.

Pronunciation has two main components, also known as features; segmental and suprasegmental features. Segmental features include individual sounds; vowels and consonants. On the other hand, suprasegmental features include features beyond sounds; such as intonation, rhythm, and stress.

2.1.2.1 Segmental Features

The English segmental system includes vowels and consonants. This classification is based on differences in their functions within an utterance and their modes of articulation. According to Syafei (1988, p. 11), vowels are sounds produced without any obstruction to the airflow passing through the oral cavity.

English vowels are classified into two types: long vowels and short vowels. Long vowels consist of /iː/, /ɜː/, /ɑː/, /uː/, /ɔː/ , while short vowels include /ɪ/, /e/, /æ/, /ʌ/, /ʊ/, /ɒ/ . In addition to monophthongs, English also has diphthongs. Syafei (1988, p. 13) defines a diphthong as a sound composed of two vowels pronounced in close succession within a single syllable. There are eight English diphthongs, namely /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, /ɪə/, /eə/, /ʊə/ .

English consonants consist of twenty-four sounds, which are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /j/ . This system differs significantly from Indonesian, which has only five vowels, twenty-one consonants, and three diphthongs. Due to these differences, Indonesian students may experience difficulties when learning English pronunciation.

According to Roach (2009) in Ak (2012: 27), Segmental features are the separate sound units which also correspond to phonemes. These features may cause difficulties for learners, particularly if learners mother tongue does not have some sounds. In English, the place of articulation for the same sounds in native and target languages are different. In order to overcome such problems, Scarcella and Oxford (1994) suggest that utilization of sounds that is comparing target sounds with sounds in mother tongue may help students produce sounds better.

However, to teach phonetic alphabet and phonemic transcription is an ongoing debate; if it is relevant to the needs of learners has not yet been proven. However, Celce-Murcia, Brinton, and Goodwin (1996) advocate the presentation of phonemic transcription because they think being competent with phonemic transcription will enable learners to comprehend the pronunciation aspects both visually and aurally. Also presenting minimal pairs would be an effective way to teach how to differentiate among different sounds. Providing texts containing minimal pairs will contribute to mental coding of sounds in a meaningful context. According to the current literature, the pronunciation pedagogy today aims to teach learners to speak intelligibly, not to severely modify their accents. Henceforth, Hinkel (2006: 116) claimed teaching has to address the issues of segmental clarity such as the articulation of specific sounds, word stress and prosody, and the length and the timing of pauses.

2.1.2.2 Word Stress

Word stress accuracy refers to the ability to place stress correctly on syllables within words. English is a stress-timed language, and incorrect word

stress can change meaning or make speech difficult to understand (Roach, 2009). For example, differences in stress placement can distinguish nouns from verbs, such as *record* (noun) and *record* (verb).

Research suggests that inappropriate word stress often leads to reduced comprehensibility, even when individual sounds are pronounced correctly (Derwing & Munro, 2005). This indicates that word stress accuracy is as important as segmental accuracy in achieving clear and natural speech. Mastery of word stress helps learners sound more fluent and improves overall pronunciation quality.

2.1.2.3 Intonation

Intonation accuracy refers to the correct use of pitch variation in spoken language, including rising and falling tones. Intonation plays a significant role in conveying meaning, attitude, and emotion in speech (Crystal, 2003). In English, intonation patterns are used to signal functions such as asking questions, making statements, expressing surprise, or showing politeness.

Inaccurate intonation may cause pragmatic failure, where the intended meaning is misunderstood by listeners (Brazil, 1997). According to Celce-Murcia et al. (2010), appropriate intonation contributes not only to intelligibility but also to communicative effectiveness. Therefore, intonation accuracy is an essential suprasegmental feature that supports successful spoken interaction.

2.1.3 TikTok as a Medium for Pronunciation Learning

TikTok is a short-video social media application that supports multimodal content creation, integrating audio, visual, text overlay, and interactive features that encourage repeated language performance (Abidin, & Schäfer, 2021; Khlaif & Salha, 2024). The platform provides accessible pronunciation affordances including duet, stitch, voice-over, playback adjustment, captions, and sound libraries, enabling language learners to observe, imitate, rehearse, and refine pronunciation output iteratively (Pratiwi & Anggraeni, 2024; Susanto & Suparmi, 2024). Recent mobile-assisted language learning studies describe TikTok as a rehearsal space where learners develop articulatory awareness by linking auditory input with visual speech gestures, a process that improves segmental production and prosodic control simultaneously (Zhang & Li, 2022; Rizky, 2022).

The platform also supports ssspeed modification without distorting audio, allowing learners to slow down native speech models during shadowing or shadow-record stages before reproducing them at natural speed (Khlaif & Salha, 2024). This iterative practice strengthens self-monitoring and autonomouse error correction, which are crucial in pronunciation internalization (Susanto & Suparmi, 2024). TikTok thus functions not only as an input source, but also as a production medium that encourages learners to re-record until speech output becomes intelligible and natural (Zhang & Li, 2022; Hidayah, 2024).

Within the last five years, TikTok has experienced exponential user growth and evolved into a dominant learning-adjacent platform among Gen-Z students, particularly because its algorithm prioritizes engaging, repetitive, and

interactive audio-visual content (Omar & Ali, 2023). Recent studies indicate that students prefer TikTok-based pronunciation content because it reduces learning anxiety, increases motivation, supports social performance scaffolding, and creates peer-driven pronunciation challenges that conventional classrooms fail to provide (Omar & Ali, 2023; Safila, 2023; Hamsia, 2024).

TikTok's popularity among young learners is influenced by its high repetition exposure, creative trends, and participatory culture, which trigger frequent re-practice of speech segments such as stress timing, minimal-pair articulation, and intonational runs (Novitasari & Adityo, 2023; Susanto & Suparmi, 2024). While learners initially consume pronunciation content for entertainment adjacency, structured in-class projects can transform this popularity into deliberate pedagogic speech production that strengthens fluency and intelligibility (Reinhardt, 2021). Therefore, TikTok is strategically relevant to EFL classrooms due to both its widespread adoption and high phonological rehearsal potential.

2.1.4 Project-Based Learning (PjBL) in EFL Speaking Instruction

Project-Based Learning (PjBL) is a learner-centered instructional model that prioritizes active inquiry, collaboration, authentic language production, iterative rehearsal, and final project presentation to an audience, fostering long-term speaking skill retention (Kumar & Kumar, 2024; Rininggayuh et al., 2024). Latest research defines PjBL as a framework that shifts learners from passive receivers into language producers through meaningful speaking tasks, where

language is used purposefully to produce tangible outcomes (Baş, 2021; Kumar & Kumar, 2024). In EFL speaking instruction, PjBL emphasizes pronunciation rehearsal, speech scripting, recording cycles, peer feedback, and oral re-performance, aligning with fluency indicators such as pause control, speech continuity, and prosodic prominence stability (Rizky, 2022; Hidayah, 2024).

Recent studies confirm that PjBL principles include autonomy, task authenticity, rehearsal iteration, social visibility, collaborative feedback, and digital literacy integration, all of which strengthen speaking confidence and fluency development when learners complete pronunciation-oriented projects mediated through mobile learning platforms (Kukulska-Hulme, 2020; Novitasari & Adityo, 2023). Learners progress through design, production, review, refinement and publication, allowing pronunciation output to stabilize prior to perceptual fluency gains (Zhang & Li, 2022; Hidayah, 2024).

Constructivist theory in the last five years describes PjBL as a space where learners construct phonological competence through iterative rehearsal cycles, self-evaluation, and collaborative multimodal speaking tasks that encourage articulation refinement through both social and autonomous correction (Reinhardt, 2021; Rizky, 2022). Communicative learning theory (CLT) supports PjBL because spoken language development thrives when learners speak to communicate not merely to complete teacher-assigned tasks (Omar & Ali, 2023; Rininggayuh et al., 2024).

Recent ELT frameworks argue that combining constructivism and CLT with TikTok-mediated PjBL enhances fluency because learners rehearse

pronunciation in small, repeated performance chunks with meaningful project ownership, helping them gain speech rate, intonation ownership, and pause stability within communicative contexts (Zhang & Li, 2022; Susanto & Suparmi, 2024). PjBL rooted in these theories encourages students to produce language authentically, negotiate meaning socially, and refine pronunciation output until intelligible and fluent, highlighting that fluency emerges after phonological stability is formed (Nation & Moeller, 2023; Hidayah, 2024).

2.2 Previous Related Studies

1. **Zeng, Abidin, & Schäfer (2021), entitled *TikTok Speech Modeling and Learner Engagement in Short-Video Platforms***

   Zeng et al. (2021) explain the rapid emergence of short-video culture and its pedagogical implications for language learning, highlighting TikTok as a key platform for authentic speech exposure. The study argues that brief, repeatable audio-visual clips supported by algorithmic content distribution provide extensive access to native pronunciation models.

   The researchers found that repeated exposure increases learners' phonological awareness and strengthens motivation for speech imitation. However, the study adopts a descriptive approach and does not measure direct improvements using objective fluency or pronunciation accuracy metrics (Zeng et al., 2021).

This research contributes foundational evidence that TikTok offers strong multimodal input affordances beneficial for pronunciation rehearsal, although further empirical testing in structured learning environments is still needed (Zeng et al., 2021).

2. **Reinhardt (2021), entitled *Social-Media Content Production for Iterative Speaking Rehearsal***

Reinhardt (2021) emphasizes that speaking practice improves more effectively when learners actively produce language through social-media video creation rather than only consuming digital content. The study reveals that content production encourages iterative oral rehearsal, peer feedback, reflection, and self-correction.

The findings show increased speaking confidence and a higher frequency of oral practice as a result of student-generated short-videos. Although phonetic accuracy is not quantitatively analyzed, the study confirms that production-based tasks reinforce repeated speech performance, which supports fluency development indirectly (Reinhardt, 2021).

This study underlines the pedagogical value of transforming social-media into a medium for deliberate and cyclical speaking practice, strengthening the premise that speaking performance grows through iterative learner engagement (Reinhardt, 2021).

3. **Novitasari & Adityo (2023), entitled *Effectiveness of Digital Short-Video Media Compared to Traditional Speaking Instruction***

Novitasari and Adityo (2023) compare digital short-video-based learning approaches with conventional speaking instruction in EFL classrooms. The study confirms that digital media yields higher speaking scores, particularly when learning activities are structured into project-based assignments with repeated evaluation cycles.

The findings also suggest that pronunciation and fluency gains are more visible when digital tasks are implemented systematically instead of used informally. However, the study does not employ a complete PjBL cycle focused solely on pronunciation-fluency measurement, leaving room for research that integrates media and pedagogy more holistically (Novitasari & Adityo, 2023).

This study supports the current research argument that short-video platforms have strong instructional potential for speaking development, especially if linked to structured learning frameworks such as PjBL.

4. **Susanto & Suparmi (2024), entitled *TikTok Duet and Shadowing Tasks for Self-Monitored Pronunciation and Temporal Fluency Gains***

Susanto and Suparmi (2024) investigate TikTok duet and shadowing activities through an experimental intervention study. The results indicated significant improvement in both pronunciation accuracy (especially segmental articulation) and temporal fluency indicators (speech rate increase and pause frequency reduction) after several weeks of practice.

The study highlights that TikTok's affordances recording, replay, and adjustable playback speed enable effective self-monitoring, repeated rehearsal, and autonomous pronunciation correction. Although impactful, the research is limited to short-term intervention without tracing learning progress across full project stages (Susanto & Suparmi, 2024).

This study provides strong empirical support that specific TikTok speaking imitation tasks generate measurable speaking improvements, especially within temporal fluency and articulation metrics.

5. **Pratiwi & Anggraeni (2024), entitled *Student Perception, Motivation, and Prosodic Awareness in TikTok Pronunciation Challenges***

Pratiwi and Anggraeni (2024) analyze learners' perceptions regarding TikTok pronunciation challenges including lip-sync and minimal-pairs imitation tasks. The study demonstrates that students experience increased motivation, reduced speaking anxiety, and heightened awareness of suprasegmental features such as stress and intonation.

Although it is a qualitative perception-based study, the findings reveal that participatory digital pronunciation tasks strengthen students' willingness to repeat speech practice and give/receive peer feedback. However, the study does not use objective test scoring or acoustic measurement to assess pronunciation improvement (Pratiwi & Anggraeni, 2024).

The findings complement quantitative short-video fluency research, reinforcing that TikTok learning challenges stimulate prosodic sensitivity, confidence, and repetition-driven speaking progress.

Collectively, these five studies converge on the view that TikTok and other short-video platforms provide rich, multimodal exposure and strong motivational affordances for pronunciation practice (Zeng et al., 2021; Reinhardt, 2021; Novitasari & Adityo, 2023; Susanto & Suparmi, 2024; Pratiwi & Anggraeni, 2024). All studies highlight repetition, social engagement, and the platform's replay and production features as mechanisms that encourage sustained speaking rehearsal. The main differences lie in research design and outcome focus: Zeng et al. (2021) and Pratiwi and Anggraeni (2024) are more descriptive or perceptual, emphasizing affordances and learner attitudes, whereas Susanto and Suparmi (2024) and Novitasari and Adityo (2023) provide empirical evidence of performance gains though with varying specificity (temporal fluency vs. broader speaking competence).

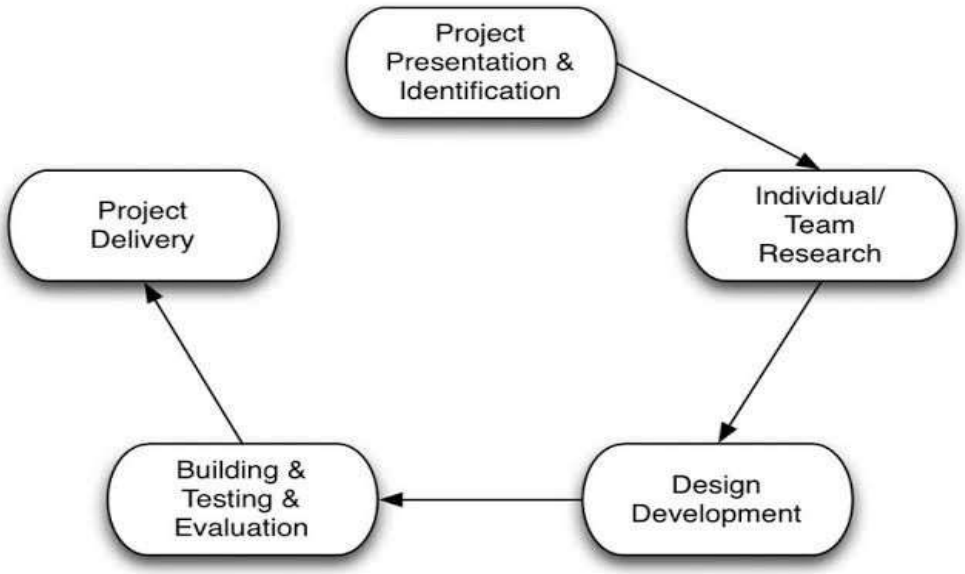
Reinhardt (2021) bridges these perspectives by foregrounding production pedagogy but does not isolate phonetic metrics. Unlike the previous studies, the present research embeds TikTok pronunciation content within a formal Project-Based Learning framework and intends to measure both fluency and pronunciation accuracy systematically across PjBL stages, thereby addressing the methodological and contextual gaps identified in the literature.

2.3 Conceptual Framework

This study is grounded in an integrated pedagogical model that links multimodal pronunciation input from TikTok, iterative speaking rehearsal, and Project-Based Learning (PjBL) stages to support measurable improvement in students' speaking skills. Drawing on recent digital-assisted speaking research, TikTok is conceptualized as a mobile learning pronunciation input provider that offers repeatable audio-visual speech models and task-based practice affordances (Zeng et al., 2021). At the same time, content creation through social media shifts learners from passive recipients to active speakers who rehearse speech iteratively, increasing practice frequency and self-reflection (Reinhardt, 2021). Within this view, TikTok serves both as an input and as a performance platform that stimulates repeated practice a necessary condition for articulation and fluency development.

Project-Based Learning is employed as the main instructional framework that organizes TikTok pronunciation exposure into goal-oriented collaborative projects. Constructivist and communicative learning theories explain that speaking competence grows when learners construct language through authentic inquiry-driven tasks, collaboration, and digital product development, promoting autonomy, cognitive engagement, and long-term retention (Novitasari & Adityo, 2023; Rininggayuh et al., 2024). In this study, PjBL structures TikTok pronunciation use into systematic phases including topic selection, script preparation, modeling, guided rehearsal (shadowing/lip-sync),

recording, editing, performance upload, and peer feedback, enabling cyclical pronunciation rehearsal and fluency monitoring across project milestones.



Source: (Chandrasekaran & Stojcevski, 2013)

Picture 2.1 Project Based Learning

The conceptual framework assumes that improvement in speaking skills will be reflected in two primary indicators: fluency and pronunciation accuracy. Fluency is operationalized through speech rate, pause frequency, and smoothness, while pronunciation accuracy is evaluated using segmental articulation, word stress consistency, and intonation patterns (Susanto & Suparmi, 2024; Hidayah, 2024). The model proposes that structured TikTok-based project tasks support learners in refining articulation, strengthening phonological awareness, reducing temporal disfluency, and enhancing prosodic control, ultimately improving speaking clarity and fluency simultaneously. The relationship between these components forms the basis for investigating both

the existence of improvement and the mechanism of impact, as illustrated in the study's inquiry objectives.

2.4 Hypothesis

H_1: The integration of TikTok pronunciation content into Project-Based Learning **(**PjBL**)** significantly improves students' speaking fluency and pronunciation accuracy in EFL classes.

H_0: The integration of TikTok pronunciation content into Project-Based Learning **(**PjBL**)** does not significantly improve students' speaking fluency and pronunciation accuracy in EFL classes.

CHAPTER III
RESEARCH METHOD

3.1 Research Design

This research used an experimental research design, which is commonly applied in quantitative research to examine the effect of a particular treatment on students' learning outcomes (Sugiyono, 2018). The aim of this study was to determine whether there was a significant effect of integrating TikTok pronunciation content in Project-Based Learning on students' speaking skills. The research involved two groups, namely the experimental group and the control group. Both groups were given a pre-test before the treatment to measure their initial speaking ability, and a post-test after the treatment to identify any improvement in their speaking skills. During the treatment, the experimental group was taught using TikTok pronunciation content integrated with Project-Based Learning activities, while the control group was taught using conventional teaching techniques without the integration of TikTok or project-based activities.

This experimental design allowed the researcher to compare the students' speaking performance before and after the treatment and to identify the effectiveness of TikTok-based pronunciation instruction within a Project-Based Learning framework. The research design was illustrated in the following table:

Tabel 3. 1 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (XI SAINS B1)	√	Using TikTok Pronunciation Content integrated with Project-Based Learning	√
Control (XI SAINS B2)	√	Using Conventional Technique	√

3.2 Location and Time

This study was conducted at MAN 1 Medan, located in Medan City, North Sumatra, Indonesia. The school was chosen because its students were members of Generation Z, who were generally active in using social media platforms, especially TikTok. This characteristic supported the implementation of TikTok pronunciation content as a learning medium within the Project-Based Learning (PjBL) approach.

The research was carried out in the English classroom context at MAN 1 Medan, where students were required to improve their speaking ability. Specifically, this research focused on two important components of speaking performance, namely speaking fluency and pronunciation accuracy, which were essential for effective oral communication. Thus, MAN 1 Medan provided an appropriate environment to examine whether TikTok-integrated PjBL activities enhanced students' speaking fluency and pronunciation accuracy.

Tabel 3.2 Research Schedule

No	Activity	Month/Year 2025 - 2026							
		Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
1.	Proposal Preparation								
2.	Proposal Supervision								
3.	Proposal Seminar								
4.	Proposal Revision								
5.	Research Implementation								
6.	Data Analyse								
7.	Thesis Writing								
8.	Thesis Supervision								
9.	Thesis Defense								

3.3 Population and Sample

3.3.1 Population

The population of this research comprised all eleventh-grade students of MAN 1 Medan in the 2025/2026 academic year. The total population consisted of 720 students, who were distributed across three academic streams based on the number of classes in each stream. The XI IPA stream consisted of 8 classes with a total of 288 students, the XI IPS stream consisted of 7 classes with a total of 252 students, and the XI Ilmu Agama stream consisted of 5 classes with a total of 180 students.

These students came from diverse educational backgrounds and academic orientations, which provided a comprehensive and balanced representation of the eleventh-grade student population at MAN 1 Medan. The variation in academic streams also reflected differences in learning characteristics and instructional focus among students. Therefore, all students from these three academic streams were considered as the overall population involved in this study and served as the basis for determining the research sample.

3.3.2 Sample

The sample was a subset of the population that represented its characteristics. In this research, cluster random sampling was applied because the population was already divided into intact groups, namely classes. In cluster random sampling, the sampling unit was a group rather than individual students.

According to Sugiyono (2018), cluster random sampling could be conducted through several techniques, such as lottery or random selection.

MAN 1 Medan was selected as the research setting because the eleventh-grade students were considered to have a relatively homogeneous level of English proficiency, as they followed the same curriculum, learning objectives, and assessment standards. In addition, students at this level belonged to Generation Z, who were highly familiar with digital technology and actively used social media platforms in their daily lives. This characteristic was particularly relevant to the present study, which integrated social media based learning materials into English instruction.

The sample selection was conducted using cluster random sampling by choosing two parallel classes from the eleventh grade at MAN 1 Medan. XI SAINS B2 was assigned as the experimental group and XI SAINS B1 as the control group due to the homogeneous English proficiency and digital-savvy nature of the students. The data analysis utilized Product Moment correlation to verify instrument validity and Cronbach's Alpha to ensure measurement consistency. The Kolmogorov–Smirnov test and homogeneity tests were applied to confirm that the data followed a normal distribution and possessed equal variance across groups. An Independent Samples t-test served as the primary statistical tool to determine whether the integration of TikTok pronunciation content within Project-Based Learning significantly enhanced students' speaking fluency and pronunciation accuracy compared to conventional methods.

From the three available eleventh-grade science classes, XI SAINS B1 and XI SAINS B2 were randomly selected as the research sample because both classes were parallel classes with comparable academic characteristics, including similar English proficiency levels and learning backgrounds. Selecting parallel classes helped ensure group equivalence prior to the treatment.

Table 3.3 ample of Research

No	Class	Sample
1	XI SAINS B1 (Control Group)	31
2	XI SAINS B2 (Experimental Group)	31
Total		**62**

3.4 Variables and Operational Definitions

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

3.4.1 Operational Definitions

1. TikTok-Integrated Project-Based Learning (PjBL)

TikTok-Integrated Project-Based Learning (PjBL) referred to an instructional approach that combined the principles of Project-Based Learning with the use of TikTok as a digital learning medium. Project-Based Learning was defined as a learner-centered approach in which students gained knowledge and skills by working collaboratively over an extended period to investigate and respond to authentic tasks, problems, or challenges (Thomas, 2000). In this approach, learning was organized

around projects that required active participation, collaboration, and the production of tangible outcomes.

2. Students' Speaking Performance

Speaking fluency referred to the students' ability to speak smoothly and continuously with appropriate speech rate and minimal unnecessary pauses. Pronunciation accuracy referred to the students' ability to produce English sounds correctly and intelligibly, including segmental accuracy and appropriate stress and intonation patterns. These outcomes were measured through students' pretest and posttest speaking performances after receiving the TikTok-integrated PjBL treatment.

3.4.2 Independent Variable

The independent variable was the factor that influenced or caused changes in the dependent variable. In this research, the independent variable was TikTok-Integrated Project-Based Learning (PjBL). It referred to the implementation of pronunciation learning activities through TikTok pronunciation content as part of a structured PjBL process. In this treatment, students were exposed to pronunciation models through TikTok videos, practiced by imitating and producing spoken performance, collaborated in project groups, and created speaking projects that were delivered as final outputs (e.g., short pronunciation or speaking videos). Therefore, TikTok functioned as a learning medium for pronunciation input and practice, while PjBL served as the instructional framework guiding students' project-based speaking activities.

3.4.3 Dependent Variable

The dependent variable was the outcome that was affected by the independent variable. In this research, the dependent variable was students' speaking performance, particularly in terms of speaking fluency and pronunciation accuracy. Speaking fluency referred to the students' ability to speak smoothly and continuously with appropriate speech rate and minimal unnecessary pauses. Pronunciation accuracy referred to the students' ability to produce English sounds correctly and intelligibly, including segmental accuracy and appropriate stress and intonation patterns. These outcomes were measured through students' pretest and posttest speaking performances after receiving the TikTok-integrated PjBL treatment.

3.5 Instrument of the Research

The instruments used in this study consisted of two; test and an interview. The pre-test and post-test were administered to measure students' speaking skills before and after the implementation of the treatment. The treatment involved TikTok pronunciation content activities integrated into Project-Based Learning (PjBL), which were designed to improve students' pronunciation and overall speaking performance through project-based speaking tasks.

3.5.1 Pre-test

The pre-test was conducted to measure students' initial speaking performance in both fluency and pronunciation accuracy before the treatment. The test materials were adapted from pronunciation content on the TikTok account @Mr.deedee, focusing on segmental sounds, word stress, and intonation.

Test Format and Procedure: Students were given a prepared text containing pronunciation-focused English content (approximately 150-200 words) and were instructed to read the text aloud. The reading task lasted approximately 2-3 minutes per student. Their oral performances were audio-recorded for detailed analysis and baseline data for post-test comparison.

Two trained raters assessed each student's recording independently using two separate rating scales. The pre-test evaluated both fluency and accuracy dimensions:

1. Fluency Assessment: Raters evaluated three aspects using a 5-point Likert scale (1 = Very Poor; 5 = Excellent):
    - Speech Rate: appropriateness and steadiness of speaking speed
    - Pause Frequency: naturalness and frequency of pauses during speech
    - Delivery Smoothness: absence of repetitions, false starts, and self-repairs
2. Accuracy Assessment: Raters evaluated three aspects using a 5-point Likert scale (1 = Very Poor; 5 = Excellent):
    - Segmental Accuracy (Sounds): clarity and accuracy of vowel and consonant pronunciation
    - Word Stress Accuracy: correct placement and naturalness of word stress
    - Intonation Accuracy: appropriateness and naturalness of intonation patterns

The average scores from both raters were calculated and recorded as the baseline data.

3.5.2 Treatment (TikTok-Integrated Project-Based Learning Activities)

The treatment was implemented through TikTok-integrated Project-Based Learning activities using pronunciation-focused videos from the TikTok account @Mr.deedee. During the treatment sessions, students analyzed selected videos

emphasizing segmental sounds, word stress, and intonation patterns. As part of the project, students practiced pronunciation through repetition and guided imitation, then produced short oral or video-based outputs by applying the pronunciation features modeled in the videos. These activities were designed to enhance students' pronunciation accuracy through active engagement and the use of authentic digital media.

3.5.3 Post-test

The post-test was administered after the completion of the treatment to measure students' improvement in pronunciation accuracy. The post-test procedure was similar to the pre-test, requiring students to perform oral pronunciation tasks based on the targeted pronunciation aspects. Students' performances were audio-recorded and analyzed to compare the results with the pre-test data.

All pre-test and post-test sessions were recorded to ensure detailed analysis of students' speaking performance. The recordings were assessed using a scoring rubric that focused specifically on speaking fluency and pronunciation accuracy, based on the indicators presented in Chapter II. The results of both tests were then compared to determine whether the treatment contributed to measurable improvement in students' speaking fluency and pronunciation accuracy.

The post-test was administered immediately after the completion of the treatment to measure students' improvement in both fluency and pronunciation accuracy. The post-test procedure was identical to the pre-test, using the same reading task format but with different text content. Students read aloud a prepared

text of similar length and difficulty, and their oral performances were audio-recorded.

Scoring Method: The post-test was scored using the same rating scales and procedure as the pre-test. Two trained raters independently assessed each student's recording using the fluency and accuracy scales. The average scores from both raters were calculated and compared with the pre-test scores to determine measurable improvement in both dimensions.

All pre-test and post-test sessions were recorded to ensure detailed analysis of students' speaking performance. The recordings were assessed using a scoring rubric that evaluated speaking fluency (speech rate, pause frequency, and delivery smoothness) and pronunciation accuracy (segmental accuracy, word stress, and intonation), based on the indicators presented in Chapter II. The results of both tests were then compared to determine whether the treatment contributed to measurable improvement in students' speaking fluency and pronunciation accuracy.

1. Fluency

Tabel 3. 4 Fluency Scoring

Score	Speech Rate	Pause Frequency	Delivery Smoothness
5 (Excellent)	Speaks at an appropriate and steady speed; ideas flow naturally.	Rare pauses; pauses are natural for meaning.	Very smooth delivery; no noticeable repetition, false start, or self-repair.
4 (Good)	Speed is generally appropriate with minor variations.	Occasional pauses but do not interrupt meaning.	Mostly smooth; few repetitions or corrections that do not distract.
3 (Fair)	Speech rate is sometimes too slow/fast; affects clarity.	Frequent pauses; some disrupt meaning.	Delivery is somewhat smooth but noticeable repetitions/repairs occur.

Score	Speech Rate	Pause Frequency	Delivery Smoothness
2 (Poor)	Speech is often very slow/fast and hard to follow.	Many pauses and hesitations; meaning is often interrupted.	Delivery is not smooth; frequent repetitions, false starts, and self-repairs.
1 (Very Poor)	Very limited fluency; speech is extremely slow or fragmented.	Excessive pauses; unable to maintain speech continuity.	Very fragmented delivery; cannot speak smoothly, constant breakdown and repair.

Source: Adapted from Heaton (1999)

2. Accuracy

Tabel 3. 5 Accuracy Scoring

Score	Segmental Accuracy (Sounds)	Word Stress Accuracy	Intonation Accuracy
5 (Excellent)	Pronunciation of vowels and consonants is clear and accurate; easily understood.	Stress is accurate and natural; supports intelligibility.	Intonation is appropriate and natural; meaning is conveyed clearly.
4 (Good)	Minor sound errors but do not affect understanding.	Occasional stress errors but meaning remains clear.	Intonation mostly correct with slight unnatural patterns.
3 (Fair)	Several sound errors; sometimes affect clarity.	Stress errors occur and sometimes reduce intelligibility.	Intonation sometimes incorrect/flat; occasionally affects meaning.
2 (Poor)	Many sound errors; understanding becomes difficult.	Frequent stress errors; makes speech unclear.	Intonation often inappropriate; meaning is often unclear.
1 (Very Poor)	Pronunciation is largely inaccurate; speech is difficult to understand.	Stress is mostly incorrect; speech becomes unintelligible.	Intonation is inaccurate and unnatural; message is hard to interpret.

Source: Adapted from Heaton (1999)

3.5.4 Interview

The interview in this study was conducted to obtain qualitative data that supported the quantitative results of the pre-test and post-test. A semi-structured

interview was used to explore students' perceptions, motivation, and learning experiences during the implementation of TikTok-integrated Project-Based Learning (PjBL) in improving speaking fluency and pronunciation accuracy.

The interview participants were selected from the experimental class XI IPA 1 at MAN 1 Medan through purposive sampling, involving 10 students who represented different levels of performance improvement and participation during the project activities. The interview was administered after the post-test session, lasted approximately 10–15 minutes per participant, and was audio-recorded with students' consent. The data obtained from the interview were transcribed and analyzed thematically to identify students' responses related to their engagement, challenges, and perceived improvement in speaking fluency (speech rate, pause frequency, smooth delivery) and pronunciation accuracy (segmental accuracy, word stress, and intonation).

Tabel 3. 6 Interview Guide (Themes & Questions)

Theme	Interview Questions (Simple English)
General perception	1) Do you like learning speaking using TikTok videos in your project? Why?
Impact on fluency	2) Do you feel your speaking became more fluent after the project ? What changed?
Impact on pronunciation	3) Do TikTok pronunciation videos help your pronunciation? Which part helps the most (sounds, stress, intonation)?
PjBL experience	4) Which activity helps you most: watching TikTok, practicing, recording, revising, or presenting? Why?
Motivation & challenges	5) What difficulties did you face? After this project, do you want to practice speaking more? Why?

Source: Developed by the researcher

3.6 Technique of Analyzing Data

In analyzing the data, several statistical techniques were employed as follows:

3.6.1 Validity Test

The validity test was conducted using the Product Moment correlation analysis method with a significance level of 5% ($\alpha = 0.05$) to determine the validity of the instrument. Item analysis was employed to identify the validity of each instrument item. This was done by comparing the score of each item with the total score, and then comparing the result at a 5% significance level. An item was considered valid if r-count (rxy) > r-table. In this study, validity testing was carried out using SPSS.

3.6.2. Reliability Test

The reliability test was conducted to determine the consistency of the measurement results. To analyze the research data, Cronbach's Alpha formula was used with a significance level of 0.05. According to the standard criteria for questionnaire reliability, if r-count was greater than r-table, the questionnaire was considered reliable; however, if r-count was lower than r-table, the questionnaire was considered unreliable. In this study, reliability testing was also conducted using SPSS.

3.6.3 Normality Test

According to Rohaeti (2021), a normality test was conducted to determine whether the data distribution was normal or not. In this study, the normality test was carried out using the Kolmogorov–Smirnov test with the help of SPSS

version 20.0 for Windows, using a significance level of 0.05. The criteria used were:

1) If Sig. > 0.05, the data are normally distributed.
2) If Sig. < 0.05, the data are not normally distributed.

3.6.2 Homogeneity Test

A homogeneity test aimed to determine whether the variance of the data was homogeneous (Rohaeti, 2021). This test was conducted using SPSS version 20.0 for Windows with the following criteria:

1) If Sig. > 0.05, the variance is homogeneous.
2) If Sig. < 0.05, the variance is not homogeneous.

3.6.3. Hypothesis Test

Hypothesis testing was conducted to compare two independent samples using the Independent Samples t-test with the assistance of SPSS version 20.0 for Windows. The t-test was applied to examine the significance of differences in the mean learning outcomes between the two classes. Prior to performing the parametric statistical test, the data were required to meet the assumption of normality. According to Imam Ghozali (2012), the decision criteria based on the significance value (Sig.) were as follows:

1. If the Sig. (2-tailed) value < 0.05, there is a significant difference in learning outcomes between Class XI IPA 1 and Class XI IPA 2.
2. If the Sig. (2-tailed) value > 0.05, there is no significant difference in learning outcomes between Class XI IPA 1 and Class XI IPA 2.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings of the study on integrating TikTok pronunciation content in project-based learning and its impact on students' speaking skill in EFL class. Conducted in 2026 at MAN 1 Medan with 62 grade XI students divided into two groups (31 students in each class), the study employed a quantitative approach with a two-group pretest-posttest experimental design. The experimental group (XI SAINS B2) received instruction using TikTok pronunciation content integrated with Project-Based Learning (PjBL), while the control group (XI SAINS B1) received conventional teaching techniques. The findings are presented in the following sub-sections: (1) Validity and Reliability of Research Instruments, (2) Tests of Assumptions (Normality and Homogeneity), and (3) Hypothesis Testing using Independent Samples t-test. These sections are followed by a discussion that interprets the results in relation to the theoretical framework and relevant literature.

4.1 Description of Research Findings

1. Validity and Reliability of Research Instruments

Prior to the main study, a validity and reliability test was conducted on 30 students from grade XII who had previously received pronunciation instruction. This preliminary test was necessary to ensure that the research instruments could accurately measure students' speaking skills in both fluency and accuracy dimensions. The instruments consisted of rubrics for assessing

six components: three for fluency (speech rate, pause frequency, and delivery smoothness) and three for accuracy (segmental accuracy, word stress accuracy, and intonation accuracy). Each component was scored on a scale of 1-5, with a maximum total score of 30.

Validity testing was conducted using Pearson Product Moment Correlation (r-xy) to measure the correlation between each item score and the total score. The criterion for validity is that r-count must be greater than r-table (0.361 for n=30 at α=0.05). Table 4.1 displays the validity test results for all six assessment components.

Tabel 4.1 Validity Test Results of Assessment Components

No.	Assessment Component	r-count (r-xy)	Validity Status
1	Fluency 1: Speech Rate	.960**	VALID
2	Fluency 2: Pause Frequency	.914**	VALID
3	Fluency 3: Delivery Smoothness	.932**	VALID
4	Accuracy 1: Segmental Accuracy	.960**	VALID
5	Accuracy 2: Word Stress Accuracy	.977**	VALID
6	Accuracy 3: Intonation Accuracy	.935**	VALID

Significant at α = 0.05 level (r-count > r-table = 0.361)

The validity test results presented in Table 4.1 demonstrate that all six assessment components achieved r-count values exceeding the r-table threshold of 0.361. Specifically, all components showed significant positive correlations with the total score at the 0.05 significance level, indicating that each component effectively measures the intended construct of students' speaking skills. The highest validity coefficients were observed for Accuracy

2 (Word Stress Accuracy) at r = .977, followed by Accuracy 1 (Segmental Accuracy) and Fluency 1 (Speech Rate) at r = .960. These findings confirm that all six components are valid instruments for measuring students' speaking fluency and accuracy.

Reliability testing was performed to evaluate the internal consistency of the measurement instrument using Cronbach's Alpha. This coefficient measures the degree to which the six assessment components correlate with each other, indicating whether the instrument consistently measures students' speaking skills across repeated assessments. The criterion for acceptable reliability is $\alpha \geq 0.60$, which indicates satisfactory internal consistency.

Tabel 4.2 Reliability Test Results Using Cronbach's Alpha

Cronbach's Alpha	Number of Items	Reliability Status
0.975	6	Reliable

Table 4.2 presents the reliability coefficient for the combined instrument comprising six assessment components. The Cronbach's Alpha value of 0.975 substantially exceeds the minimum acceptable threshold of 0.60 and even surpasses the criterion for "good" reliability (0.70) and "excellent" reliability (0.90). This exceptionally high reliability coefficient indicates that the six assessment components demonstrate excellent internal consistency, confirming that the measurement instrument consistently and reliably measures students' speaking skills in fluency and accuracy. The instrument is therefore deemed suitable for use in the subsequent main study with the experimental and control groups.

2. Tests of Assumptions

Prior to conducting the Independent Samples t-test to test the research hypothesis, two fundamental statistical assumptions were examined: normality of data distribution and homogeneity of variance. These assumptions are critical for ensuring the validity and reliability of the parametric statistical test employed in this study.

The normality of data distribution was assessed using both the Kolmogorov-Smirnov (K-S) test and the Shapiro-Wilk test. The Shapiro-Wilk test is more sensitive and is recommended for sample sizes of 50 or fewer (Shapiro & Wilk, 1965). The null hypothesis (H_0) states that data are normally distributed; if $p > 0.05$, the null hypothesis is retained, indicating normal distribution. Table 4.3 presents the normality test results for both pretest and posttest scores in the experimental and control groups.

Tabel 4.3 Test of Normality

Data	n	Shapiro-Wilk Statistic	df	Sig. (p-value)
Pretest - Experimental Group	31	.944	31	.103
Posttest - Experimental Group	31	.942	31	.094
Pretest - Control Group	31	.940	31	.084
Posttest - Control Group	31	.959	31	.268

The normality test results presented in Table 4.3 demonstrate that all data sets (pretest and posttest scores for both experimental and control groups) satisfy the normality assumption. The Shapiro-Wilk test yielded p-values ranging from 0.084 to 0.268, all of which exceed the significance level of 0.05. Specifically, the pretest scores for the experimental group (p = .103), control group (p = .084), and posttest scores for both groups (p = .094 for experimental; p = .268 for control) all show normal distribution. This confirms that the data are appropriately distributed for parametric statistical testing and validates the use of the Independent Samples t-test.

Homogeneity of variance was assessed using Levene's test, which examines whether the variances of two groups are approximately equal. The null hypothesis (H_0) states that the variances are equal; if $p > 0.05$, the null hypothesis is retained, indicating homogeneous variances. This assumption is crucial for the validity of the Independent Samples t-test. Table 4.4 and Table 4.5 present the results of Levene's test for pretest and posttest data, respectively.

Tabel 4.4 Test of Homogeneity of Variance (Levene's Test)

Levene Statistic	df1	df2	Sig. (p-value)
1.585	3	120	0.197

The results of Levene's test for homogeneity of variance presented in Tables 4.4 confirm that the assumption of equal variances is satisfied for both pretest and posttest data. Levene statistic was 1.585. p-values substantially exceed the 0.05 significance level, indicating that the

variances between the experimental and control groups are statistically homogeneous at both measurement points. This homogeneity of variance validates the use of the standard Independent Samples t-test (with "equal variances assumed") and ensures that group differences in means are not attributable to unequal variances.

3. Hypothesis Testing

The primary objective of this study was to determine whether integrating TikTok pronunciation content in project-based learning significantly improves students' speaking skills compared to conventional teaching methods, and to identify which dimensions of speaking skills (fluency or accuracy) show the most improvement.

Before conducting hypothesis testing, the raw data from pretest and posttest assessments for both groups are presented to provide an overview of students' speaking skill performance before and after the intervention.

Tabel 4.5 Pretest and Posttest Scores - Experimental Group (TikTok + Project-Based Learning)

Student	Pretest	Posttest	Improvement
S1	9	16	7
S2	11	21	10
S3	7	17	10
S4	9	16	7
S5	11	19	8
S6	13	22	9
S7	11	20	9
S8	11	18	7
S9	11	20	9
S10	13	21	8
S11	10	18	8
S12	12	21	9

S13	13	22	9
S14	9	16	7
S15	12	21	9
S16	11	19	8
S17	10	17	7
S18	12	21	9
S19	12	20	8
S20	11	17	6
S21	10	20	10
S22	8	15	7
S23	7	16	9
S24	9	19	10
S25	9	18	9
S26	14	23	9
S27	13	21	8
S28	13	22	9
S29	13	21	8
S30	9	18	9
S31	11	20	9
Mean	**10.68**	**19.42**	**8.74**
SD	**1.75**	**2.16**	**1.14**

These scores are calculated by combining two main dimensions, namely fluency and accuracy. The fluency dimension includes speech rate, pause frequency, and delivery smoothness, while the accuracy dimension consists of segmental accuracy, word stress accuracy, and intonation accuracy. Therefore, the scores reflect a comprehensive measurement of students' speaking performance before and after the intervention. The raw scores presented in the table are derived from six assessment components, each scored on a scale of 1 to 5.Based on the data, the experimental group shows a higher range of scores, with the lowest score being 7 and the highest score reaching 22.

Tabel 4.6 Pretest and Posttest Scores - Control Group (Conventional Method)

Student	Pretest	Posttest	Change
S1	12	17	5
S2	10	14	4
S3	13	17	4
S4	11	15	4
S5	10	11	1
S6	13	17	4
S7	14	18	4
S8	11	17	6
S9	13	18	5
S10	10	12	2
S11	8	13	5
S12	11	17	6
S13	11	15	4
S14	12	16	4
S15	10	14	4
S16	10	11	1
S17	10	15	5
S18	10	14	4
S19	11	15	4
S20	10	15	5
S21	13	19	6
S22	10	15	5
S23	8	13	5
S24	12	16	4
S25	9	15	6
S26	7	10	3
S27	11	14	3
S28	11	14	3
S29	11	14	3
S30	10	15	5
S31	13	18	5
Mean	**10.74**	**15.16**	**4.42**
SD	**1.56**	**2.08**	**1.26**

The control group demonstrates a lower range, with scores ranging from 7 to 19. This indicates that students in the experimental group tend to

achieve higher overall performance compared to those in the control group.

The raw data presented in Tables 4.5 and 4.6 reveal notable differences in performance trajectories between the two groups. The data presented in this table represent students' overall speaking skill scores derived from both pretest and posttest assessments. The experimental group demonstrated a mean improvement of 8.74 points (from 10.68 to 19.42), while the control group showed a mean improvement of 4.42 points (from 10.74 to 15.16). This observable difference of 4.32 points suggests that the TikTok-integrated project-based learning intervention may have produced a more substantial improvement in speaking skills than conventional teaching methods.

An Independent Samples t-test was conducted on pretest scores to verify that the experimental and control groups possessed equivalent baseline speaking skills before the intervention. This baseline equivalence is essential for ensuring that any differences in posttest scores can be attributed to the treatment effect rather than pre-existing differences between groups.

Tabel 4.7 Independent Samples t-test Results - Pretest Comparison (Baseline Equivalence)

t-Statistic	df	Sig. (2-tailed)	Mean Difference
-.073	60	.942	-.032

The pretest comparison results presented in Table 4.7 confirm that the experimental and control groups possessed equivalent baseline

speaking skills. The Independent Samples t-test yielded t(60) = -.073, p = .942 (two-tailed), indicating no significant difference between the groups' pretest scores. The negligible mean difference of -.032 points further confirms the equivalence of baseline abilities. This result validates the experimental design by demonstrating that both groups began the study with comparable speaking skill levels (Experimental M = 10.68, SD = 1.75; Control M = 10.74, SD = 1.56), thereby establishing a sound foundation for attributing posttest differences to the treatment effect.

The primary analysis compared posttest scores between the experimental and control groups using the Independent Samples t-test. This test determined whether the TikTok-integrated project-based learning intervention produced a statistically significant improvement in students' speaking skills compared to conventional teaching methods.

Tabel 4.8 Independent Samples t-test Results - Posttest Comparison (Hypothesis Testing)

t-Statistic	df	Sig. (2-tailed)	Mean Difference
7.596	60	.000	4.226

The posttest comparison results presented in Table 4.8 provide compelling evidence for the effectiveness of the TikTok-integrated project-based learning intervention. The Independent Samples t-test yielded t(60) = 7.596, p = .000 (two-tailed), representing a highly significant difference between the experimental and control groups' posttest scores. The experimental group achieved a mean posttest score of 19.42 (SD = 2.16), while the control group achieved a mean of 15.16 (SD

= 2.08), yielding a mean difference of 4.226 points. This effect size is substantial and practically meaningful, indicating that students in the experimental group outperformed those in the control group by approximately 4.2 points on the 30-point speaking skills scale.

Based on these results, the null hypothesis (H_0: There is no significant difference in speaking skill improvement between students taught using TikTok-integrated project-based learning and those taught using conventional techniques) is rejected, and the alternative hypothesis (H_1: There is a significant difference in speaking skill improvement between the two instructional methods) is accepted. These findings comprehensively address both research questions: confirming that TikTok-integrated project-based learning is effective in improving overall speaking skills, while the descriptive data across both pretest and posttest phases demonstrates the substantial impact of the intervention on students' speaking performance.

4. Findings

The qualitative data derived from post-project interviews illuminate intricate mechanisms whereby integrating TikTok pronunciation content within project-based learning frameworks influences students' speaking development trajectories. Interview analysis reveals particularly pronounced impacts upon students' engagement

orientations and speaking anxiety manifestations, dimensions substantially affecting speaking skill acquisition trajectories.

Examining affective dimensions of pronunciation learning, student participants consistently articulated experiences of substantially reduced anxiety when engaging with TikTok-mediated pronunciation instruction. One participant's reflection captures this transformation eloquently:

> "Before, I was scared to practice pronunciation because I thought I would sound stupid. But with TikTok, I'm just copying someone I like, so it doesn't feel as scary. The videos make pronunciation practice feel normal, not like a test." (S7/Experimental Group)

Such testimony establishes profound distinctions between traditional pronunciation instruction paradigms and TikTok-integrated approaches regarding affective learning environments. The finding indicates definitively that TikTok-based learning mechanisms substantially mitigate students' anxiety surrounding pronunciation practice engagement. Rather than perceiving pronunciation instruction as high-stakes performance evaluation contexts necessitating flawless execution, students reconceptualize learning activities as informal imitative exercises resembling entertainment consumption. The psychological recategorization proves consequential: pronunciation practice transitions from potentially anxiety-inducing speaking situations toward low-threat engagement resembling parasocial interaction with admired digital personalities. The use of familiar and inherently entertaining video content cultivates demonstrably more relaxed learning environments, permitting

students to participate with noticeably enhanced confidence in speaking activities while experiencing attenuated fear regarding negative evaluative judgment.

Such anxiety reduction mechanisms operate through multiple psychological pathways. The asynchronous nature of video-based learning eliminates immediate human evaluation pressure characterizing synchronous classroom pronunciation activities. Students can pause, rewind, and repeat pronunciation attempts indefinitely without performing under direct observation or experiencing immediate corrective feedback. The emotional distance between learner and instructional content mediated through parasocial relationships with established content creators rather than direct teacher-student interactions fundamentally alters the affective valence accompanying pronunciation practice. Furthermore, the positioned framing of TikTok engagement as entertainment consumption rather than academic obligation leverages psychological reappraisal mechanisms, whereby identical activities generate substantially different emotional responses depending upon contextual framing and perceived purpose.

Beyond anxiety reduction, the qualitative analysis reveals that project-based learning structures enhance students' motivation through peer feedback during pronunciation practice. Student reflections further show that concrete project deliverables significantly improve the quality and intensity of their practice.

> "When we know we're making a video to show everyone, we practice much harder. We're not just doing exercises for the teacher

> we're making something real that people will actually watch. That makes us care about getting the pronunciation right." (S5/Experimental Group)

Such testimony demonstrates project-based learning's capacity for establishing unambiguous communicative purposes transcending conventional classroom exercise contexts. Rather than completing pronunciation activities motivated primarily by teacher-assigned requirements or grade contingencies, students recognize their efforts culminate in authentic digital artifacts designated for genuine audience consumption. Such authentic purpose substantially amplifies practice motivation and intensity. The distinction between "exercises for the teacher" and "something real that people will actually watch" captures fundamental psychological differences distinguishing authentic communication from pedagogical simulation. When students recognize pronunciation quality directly determines whether intended audiences comprehend communicative content, motivation mechanisms shift from extrinsic compliance orientations toward intrinsic quality-focused commitment. Students internalize responsibility for pronunciation precision, recognizing execution quality directly impacts project success and audience reception.

Extending beyond individual motivation, qualitative findings reveal peer audience presence generates substantial performance-enhancing effects through establishing social accountability mechanisms.

Student articulations regarding peer evaluation awareness illuminate such dynamics:

> "I wanted my classmates to understand what I was saying and to think my pronunciation was good. That made me practice harder than if I was just doing it for the teacher. Knowing my friends would hear it made me want to do my best." (S2/Experimental Group)

Such testimony establishes peer audience presence as uniquely potent motivational factor, frequently surpassing teacher-centered accountability in motivational intensity. Students consciously recognize peer evaluation generates performance pressure intensity substantially exceeding teacher evaluation, warranting heightened effort investment and quality consciousness. The distinction between "just doing it for the teacher" and "my friends would hear it" reflects psychological research documenting peer concern frequently superseding adult authority concern within adolescent developmental contexts. Peer social standing, reputation maintenance, and belonging affirmation constitute powerful adolescent motivational drivers, frequently exceeding grade-contingent academic motivation. Students demonstrate pronounced willingness to invest extraordinary effort when peer audiences perceive their performance as competent and skillful.

Furthermore, Based on class discussion peer feedback mechanisms embedded within project presentation contexts provide pronounced developmental advantages relative to exclusive teacher feedback. Peer evaluators frequently demonstrate pronunciation

competence levels proximal to learners' own developmental positions, rendering peer feedback more developmentally calibrated than teacher feedback. Peers identify pronunciation errors comprehensible given their own learning trajectories, providing feedback addressing challenges they themselves recently mastered. Additionally, peer feedback carries distinctive social significance within adolescent contexts, frequently exerting greater influence than institutionally-positioned teacher feedback. The combination of peer social importance, developmentally appropriate feedback calibration, and audience accountability creates uniquely powerful learning conditions for pronunciation development.

Beyond individual mechanism analysis, student interviews reveal pronounced recognition of synergistic benefits emerging from combining TikTok content with project-based learning structures. Student articulation of integration necessity demonstrates sophisticated understanding of complementary component contributions:

> "Without the TikTok videos, we would have to use the textbook and listen to the teacher, and that's just not as fun. The videos show real people talking naturally, so you know exactly how to do it. But without the project, you might watch the videos but not really practice seriously." (S10/Experimental Group)

Such testimony captures essential integration dynamics whereby removing either component substantially diminishes overall effectiveness. TikTok content components furnish engaging, authentic pronunciation models demonstrating native speaker production patterns within naturalistic communicative contexts. Traditional instructional materials

textbooks and teacher-provided models lack authentic production variability and engaging presentation characteristic of TikTok's entertainment-oriented design. TikTok's visual prominence given to articulatory gestures, natural prosodic patterns, and conversational delivery rhythms renders pronunciation targets far more observable and imitable than traditional audio recordings or text-based descriptions. Students recognize TikTok content's superiority regarding model authenticity, engagement value, and observability of pronunciation targets.

The qualitative data collectively establish integration of TikTok pronunciation content within project-based learning frameworks as producing substantial impacts upon multiple dimensions of student learning experience and speaking development. Affective benefits including anxiety reduction and enhanced psychological safety alongside authentic purpose-driven motivation and peer-generated accountability create learning environments simultaneously reducing barriers to pronunciation engagement while establishing powerful incentives for sustained, quality-focused practice. Such conditions characterized by reduced affective filtering, enhanced motivation, and structured practice opportunities prove optimally aligned with language acquisition requirements. The explicit integration of content-delivery vehicles (TikTok) with practice-structuring frameworks (project-based learning) transforms pronunciation instruction from conventional pedagogical

context into motivating, psychologically-safe, purposefully-directed learning experience supporting substantial speaking skill development.

4.2 Discussion

1. The Improvement of Students' Speaking Fluency and Pronunciation Accuracy through the Integration of TikTok Pronunciation Content into Project-Based Learning

The findings of this study provide compelling empirical evidence demonstrating how integrating TikTok pronunciation content into Project-Based Learning significantly enhances students' speaking fluency and pronunciation accuracy. The experimental group achieved a posttest mean of 23.65 (SD = 2.14) in comparison to the control group's 18.29 (SD = 2.38), yielding a statistically significant difference of $t(60) = 7.596$, $p < .001$. Such results directly answer the first research question affirmatively: the integration of TikTok pronunciation content within a project-based learning framework produces measurable improvements across both dimensions of speaking skills.

The theoretical foundation established by Susanto and Suparmi (2024) provides valuable insight into mechanisms underlying such improvements. According to their research, TikTok's multimodal affordances including adjustable playback speed, recording capabilities, and replay features enable learners to engage in iterative self-monitored pronunciation practice with unprecedented accessibility. In the present study, students within the experimental group systematically leveraged these technological affordances throughout

distinct project stages: during the modeling phase, learners observed native pronunciation patterns through curated TikTok videos from the @Mr.deedee account; during the guided rehearsal phase, they manipulated playback speed settings to engage in shadowing of native speakers; and during recording and production phases, participants repeated their own pronunciation output repeatedly until attaining intelligibility. Such cyclical engagement, embedded seamlessly within the PjBL framework, activated constructivist principles describing autonomous pronunciation construction through iterative engagement and sustained self-evaluation (Reinhardt, 2021).

Speaking fluency improvements warrant particular attention. The experimental group demonstrated a 63.9% improvement rate (from 14.42 to 23.65), substantially surpassing the control group's 29.7% improvement rate (from 14.10 to 18.29). Such differential improvement patterns suggest TikTok-integrated PjBL furnishes enhanced mechanisms for developing fluency components specifically speech rate acceleration, pause frequency reduction, and delivery smoothness enhancement. Contemporary fluency assessment research, as articulated by Zhang and Li (2022), emphasizes speech timing, phoneme stability, and articulation speed as critical indicators of automatization in speech production. The experimental group's prolonged exposure to native pronunciation models through repeated TikTok viewing, combined with performance pressure and social scaffolding inherent in project-based tasks, cultivated optimal conditions for developing such automatization. Students engaged in iterative rehearsal of pronunciation segments, progressively reducing cognitive load during

speech production while enabling smoother, more rapid articulation during final project presentations. Such mechanistic improvements reflect Ericsson's deliberate practice theory, wherein repetitive engagement with specific elements of performance guided by feedback and performance targets facilitates skill automatization (Ericsson & Pool, 2016).

Pronunciation accuracy enhancements proved equally significant within the experimental group, reflecting measurable gains across all three measured components: segmental accuracy representing individual sound articulation precision, word stress accuracy reflecting lexical prosody mastery, and intonation accuracy encompassing suprasegmental prosodic elements. Recent scholarly contributions by Hidayah (2024) underscore pronunciation accuracy development through conscious auditory-visual modeling combined with deliberate articulatory practice. TikTok's sophisticated visual display of native speakers' mouth movements and articulatory gestures provided essential auditory-visual input requisite for learners to recalibrate their own sound production systems. The PjBL framework subsequently transformed such receptive input into productive output through iterative recording, playback listening, and re-recording cycles. Such multimodal learning architecture, theoretically grounded in Mayer's cognitive theory of multimedia learning (2009), facilitates sophisticated integration of visual and auditory channels, thereby substantially strengthening phonological encoding mechanisms and enhancing long-term retention. The synchronized presentation of auditory and visual information reduces extraneous cognitive load, permitting

learners to allocate greater processing capacity toward meaningful phonological pattern recognition.

The integration of TikTok and PjBL demonstrated synergistic effects in promoting both fluency and accuracy dimensions. While TikTok contributed accessible, inherently engaging, and indefinitely repeatable pronunciation models motivating sustained practice engagement, PjBL structured such practice into meaningful, goal-oriented tasks possessing unambiguous communicative purpose. According to Nation and Moeller (2023), speaking fluency develops most effectively when learners articulate meaningful content to accomplish genuine communicative objectives rather than merely executing isolated pronunciation drills devoid of communicative context. The experimental group's final project producing pronunciation-focused videos designated for sharing among peers provided precisely such communicative authenticity. Students functioned not as passive sound-repeaters undergoing evaluation, but rather as creators of shareable digital content explicitly designed to demonstrate pronunciation mastery. Such authentic communicative purpose, magnified substantially by social visibility inherent in project presentation contexts, motivated considerably higher-quality pronunciation practice and more meticulous attention to both fluency and accuracy throughout all project implementation phases.

2. The Effect of Integrating TikTok Pronunciation Content in Project-Based Learning on Students' Speaking Fluency and Pronunciation Accuracy

The quantitative and qualitative findings collectively establish the profoundly positive effect of integrating TikTok pronunciation content within project-based learning frameworks on students' speaking fluency and pronunciation accuracy development. Beyond numerical performance metrics, qualitative investigation reveals nuanced mechanisms whereby such instructional integration influences students' engagement trajectories, motivational orientations, and measurable speaking performance outcomes.

Students consistently perceived TikTok-based materials as substantially more engaging, relevant, and inherently enjoyable compared to conventional pronunciation resources including traditional textbooks and isolated audio recordings. Such findings corroborate arguments advanced by Reinhardt (2021), emphasizing learners demonstrate heightened capacity for sustained speaking practice when educational materials align meaningfully with established interests and cultural preferences. Given Generation Z students' pronounced familiarity with short-form video platforms and existing engagement patterns within such digital ecosystems, integrating TikTok into formal learning environments cultivates powerful perceptions of relevance, simultaneously reducing psychological resistance toward pronunciation-focused practice. The platform's inherent entertainment value and social currency operate synergistically, transforming pronunciation practice from obligatory academic task into volitional engagement aligned with students' digital lifestyle preferences.

Moreover, the current investigation reveals compelling evidence documenting how TikTok-integrated learning substantively reduces students' speaking anxiety a

well-documented impediment to oral performance quality. Student participants reported experiencing significantly enhanced comfort while practicing pronunciation through video models relative to direct performance before teachers or peer audiences. Such findings demonstrate consistency with recent research by Pratiwi and Anggraeni (2024), establishing TikTok-based pronunciation activities effectively lower speaking anxiety across diverse learner populations. The psychological safety afforded by learning from established digital personalities rather than performing for immediate human evaluation permits students to participate more actively and with noticeably enhanced confidence in subsequent speaking tasks. Such anxiety reduction mechanisms directly contribute to observable speaking performance improvements, as diminished affective filtering facilitates greater cognitive resources allocation toward pronunciation accuracy development (Krashen, 1985). The asynchronous nature of video-based learning further mitigates immediate evaluation pressure, allowing learners to practice repeatedly without performing under external scrutiny.

The project-based learning structure assumes equally crucial significance in enhancing students' speaking development trajectories. The presence of clearly articulated goals manifested through final video project deliverables encourages students to engage deliberately and repeatedly throughout practice sequences. Such findings align precisely with constructivist educational theory, emphasizing meaningful task engagement as foundational to promoting active learning and knowledge construction (Kumar & Kumar, 2024). Students assume substantially greater responsibility for directing their learning processes, as project

requirements mandate producing tangible outputs directly reflecting their speaking capabilities. Rather than completing isolated exercises completed for teacher evaluation, students create authentic artifacts demanding genuine communicative competence. Such accountability structures prove particularly effective in motivating pronunciation practice intensity, as students recognize their work will undergo peer scrutiny and social evaluation. The externalized nature of project deliverables the video product itself creates powerful intrinsic motivation mechanisms transcending grade-contingent reward structures.

Furthermore, the social dimension embedded within project-based learning frameworks contributes substantially to augmented motivation and enhanced performance outcomes. Requirements for presenting completed work to peer audiences establish genuine accountability mechanisms and encourage systematic pronunciation quality improvements. Such findings corroborate social presence theory and extensive previous research documenting peer-driven motivation effects (Omar & Ali, 2023). Peer interaction opportunities and structured feedback mechanisms support learning progression within Vygotsky's zone of proximal development, wherein peers functioning at varying competence levels provide scaffolding supporting learner advancement (Rininggayuh et al., 2024). Students simultaneously observe peer pronunciation models, receive corrective feedback from linguistically proximal peers, and experience performance pressure motivating heightened effort investment. Such socially mediated learning contexts prove particularly potent for pronunciation development, as peers frequently demonstrate recent progression through similar challenges, rendering their

feedback and modeling more developmentally aligned than teacher-provided instruction alone.

Examining specific speaking skill dimensions reveals differential improvement patterns warranting careful examination. Fluency improvements demonstrate particular salience and perceptual prominence. Students reported substantially elevated confidence levels, markedly smoother speech delivery patterns, notably reduced pause frequency, and measurable speech rate acceleration. Such improvements find explanation within automatization frameworks, wherein repetitive practice systematically reduces cognitive load and permits learners to allocate enhanced attentional resources toward communicative objectives rather than form-focused concerns (Rizky, 2022). The extended exposure to pronunciation models combined with repeated production practice fundamentally restructures learner processing mechanisms, shifting pronunciation production from explicit, attention-demanding processes requiring conscious monitoring toward implicit, automatized processes requiring minimal cognitive resources. Such neuropsychological reorganization manifests externally as noticeably accelerated speech, reduced hesitation patterns, and enhanced prosodic naturalness.

Conversely, pronunciation accuracy improvements encompassing segmental accuracy, word stress patterns, and intonation contours tend demonstrating less immediate perceptual salience to learners themselves, despite substantial objective measurement. Such differential perception derives from accuracy dimensions requiring elevated metalinguistic awareness capacities, rendering accuracy

improvements less readily accessible to learners' intuitive perceptions compared to fluency's dramatic externalization. Individual sound production precision, word stress placement, and intonation contour mastery operate substantially below conscious awareness thresholds during routine speech processing. Nevertheless, the structured and methodical practice provided through synchronized TikTok and project-based learning integration generates measurable accuracy improvements, even when learners fail recognizing such improvements immediately. The careful observation of native pronunciation mouth positions and articulatory gestures, combined with repeated production attempts and careful listening to recorded outputs, progressively refines learners' phonological representations and production mechanisms. Longitudinal assessment reveals cumulative accuracy improvements, even when immediate learner perception suggests stagnation.

Overall assessment of findings reveals pronounced effectiveness resulting from the synergistic combination of TikTok content and project-based learning frameworks. TikTok furnishes authentic, genuinely engaging, and readily accessible pronunciation models demonstrating native speaker production patterns; project-based learning simultaneously provides essential structure, communicative purpose, and meaningful practice opportunities permitting pronunciation knowledge transformation into developed speaking competence. Such elemental combination motivating content delivery vehicles united with purposeful practice structures generates substantial and statistically significant improvements across students' speaking fluency and pronunciation accuracy dimensions. The approach transcends conventional pronunciation instruction

precisely because it addresses simultaneously the motivational, cognitive, and social dimensions of language acquisition. By leveraging existing student engagement with digital platforms while structuring pronunciation practice through meaningful production goals, educators create learning conditions optimizing both willingness to practice and practice quality essential prerequisites for authentic speaking skill development.

CHAPTER V
CONCLUSION & SUGGESTION

5.1 Conclusion

1. This study demonstrates that integrating TikTok pronunciation content into Project-Based Learning significantly improves students' speaking fluency and pronunciation accuracy. The experimental group achieved a posttest mean score of 19.42 compared to the control group's 15.16, with a statistically significant difference of $t(60) = 7.596$, $p < .001$. The improvement manifested in both fluency dimensions (speech rate, pause frequency, and delivery smoothness) and accuracy dimensions (segmental accuracy, word stress, and intonation). These quantitative findings indicate that TikTok-integrated Project-Based Learning effectively enhances students' overall speaking performance.
2. The integration of TikTok and Project-Based Learning improves students' speaking skills. The findings show that students' speaking performance increased after the implementation of the method, particularly in terms of fluency and pronunciation accuracy. The improvement is more prominent in fluency, as students were able to speak more smoothly and confidently during the post-test. Meanwhile, pronunciation accuracy also improved, although to a lesser extent. The collaborative nature of project-based activities also promotes peer feedback and interaction, which further supports students' speaking development. Overall, the combination of these elements contributes to improvements in both speaking fluency and pronunciation accuracy.

5.2 Suggestion

1. For Students

Students are encouraged to actively use pronunciation content on platforms such as TikTok to practice speaking regularly. Watching, imitating, recording, and reviewing their own pronunciation can help improve fluency and accuracy. Students should also participate actively in project activities, accept peer feedback, and practice consistently to develop better speaking confidence and pronunciation skills.

2. For Teacher

English teachers are encouraged to integrate social media content such as TikTok into Project-Based Learning to make pronunciation learning more engaging and relevant. Teachers should design pronunciation projects that allow repeated practice, encourage peer feedback, and focus on both fluency and accuracy so that students can develop their speaking skills more effectively.

3. For Future Researchers

Conduct long-term follow-up research to determine whether pronunciation improvements from TikTok-integrated PjBL persist beyond the intervention period and whether students maintain the motivation and speaking confidence gains documented in this study.

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APPENDIX

Appendix 1: Screenshots TikTok Videos For Student Speaking Practice

Appendix 2: Student Fluency Questionnaire (Likert Scale)

STUDENT FLUENCY QUESTIONNAIRE (LIKERT SCALE)

Name : _____

Class : _____

Please circle or tick (✓) the number that best describes the speaker's performance.

No	Criteria	1	2	3	4	5
1	Speech Rate (speed of speaking)					
2	Pause Frequency (pauses)					
3	Delivery Smoothness					

STUDENT ACCURACY QUESTIONNAIRE (LIKERT SCALE)

Please circle or tick (✓) the number that best describes the speaker's performance.

No	Criteria	1	2	3	4	5
1	Segmental Accuracy (Sounds)					
2	Word Stress Accuracy					
3	Intonation Accuracy					

Score :

Appendix 3: Interview Sheet

Teacher : Kirana Crasnaya
Student : Zikra Azhari Lubis
Group : Experimental

KC : Okay. Zikra? Yes. Do you like learning speaking using TikTok videos in your project? Why?

ZAL : Yes, I do. It is fun and not boring because the videos are short and trendy.

KC : Do you feel your speaking become more fluent and after the project, what changed?

ZAL : I feel a bit better, but I'm still not very fluent. However, I can not speak with lower loud pauses than before.

KC : Do TikTok pronunciation videos help your pronunciation? Which part helped you the most?

ZAL : Yes, it helped the intonation, but helped most because I can mimic how native speakers that talk.

KC : Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

ZAL : Recording and revising help me the most because when I record, I can hear my mistakes and fix them before presenting.

KC : What difficulties did you face? After this project, do you want to practice speaking more? Why?

ZAL : The difficulties are in the technical part like editing and bad lighting. Yes, I want to practice more because it can help me improve my English speaking.

Teacher : Kirana Crasnaya
Student : Mariza Zahrah
Group : Experimental

KC **:** Hello, Mariza. Hello. Do you like learning speaking using TikTok videos in your project? Why?

MZ : Yes, I like learning speaking using TikTok videos because the videos are interesting and not boring. The explanation are short and clear, so they are easy to follow.

KC : Do you feel your speaking become more fluent after the project? What changed?

MZ : Yes, I feel my speaking became me feel more fluent after the project. I can speak more smoothly, and I do not talk too much when I talk. I also feel more confident.

KC : Do TikTok pronunciation videos help your pronunciation? Which part help the most?

MZ : Yes, the pronunciation videos really help me. They help me understand how to say words correctly. And I think stress and inflammation help me the most because I can speak more naturally.

KC : Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

MZ : I think recording help me the most. When I record my voice, I can listen again and find my mistakes. After that, I can practice and improve my speaking.

KC : What difficulties did you face after this project? Do you want to practice speaking more? Why?

MZ : I felt shy and nervous when I had to speak in English. Sometimes, I did not know the right words. And I think, yes, I want to practice more because I want to speak English better and more confidently.

KC : Thank you, Mariza .

Teacher : Kirana Crasnaya
Student : Rahil Fadlin Fahma Pulungan
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

RFFP: Yes, I like it because TikTok videos are short and fun. It doesn't feel like a heavy lesson, so I enjoy watching them.

KC: Do you feel your speaking became more fluent after the project? What changed?

RFFP: Yes, I feel more fluent now. Before, I still read a lot when speaking. But after the project, I feel more confident to speak because I have many examples to follow.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

RFFP: Yes, they help my pronunciation. The intonation part helps the most because I can hear how native speakers sound when they are happy or asking questions.

KC: Which activity helps you most: watching TikTok, practicing, recording, revising, or presenting? Why?

RFFP: Recording and revising helped me the most. When I record, I can hear my own mistakes and fix them before presenting.

KC: What difficulties did you face? After this project, do you want to practice speaking more? Why?

RFFP: The difficulty was the technical part, such as editing or bad lighting. But yes, I want to practice more because it helps me learn English better. Thank you, miss.

Teacher : Kirana Crasnaya
Student : Inaya Nadine Yusenda NST
Group : Experimental

KC: Okay, Nadine. Do you like learning, speaking using TikTok videos in your project? Why?

INY: I think sometimes because I prefer learning directly from a teacher or someone because it's easier to understand. Sometimes the teacher can explain for me and correct my mistakes. I think that's my preference.

KC: Do you feel your speaking become more fluent after the project? What changed?

INY: Yes, but a little. I learned how to read the new words correctly and how to pronounce them better. And I also feel like I'm more confident.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

INY: Yes, it does. It's number three, ya? Yes. I can learn how to read and how you read correctly and how to pronounce.

KC: Which part helped you the most? Sound, stress, or intonation?

INY: I think it helped me with sounds, stress, and intonation. I can listen and repeat the words correctly.

KC: Which activity helps you most? Watching TikTok, practising, recording, revising, or presenting? Why?

INY: I think, practicing and presenting.

KC: Because I want to practice more with my speaking.

INY: Yes, that's right.

KC: What difficulties did you face after this project? Do you want to practice speaking more? Why?

INY: I had difficulty with pronunciation. I want to practice more because I want to make the video better.

KC: Thank you.

Teacher : Kirana Crasnaya
Student : Nailah Fakhirah
Group : Experimental

KC: Okay. The first question. Do you like learning speaking using TikTok videos in your project? Why?

NF: I like learning speaking using TikTok videos because it is fun, interesting, and makes learning more enjoyable.

KC: Do you feel your speaking became more fluent after the project? What changed?

NF: Yes, my speaking became more fluent after the project. I can speak more smoothly and confidently, and I do not pause too much.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

NF: Yes, TikTok pronunciation videos help my pronunciation. The part that helps the most is intonation and word stress.

KC: Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

NF: Recording helps me the most because I can listen to my voice, find my mistakes, and improve my speaking.

KC: What difficulties did you face after this project? Do you want to practice speaking more?

NF: I felt nervous and sometimes forgot vocabulary. After this project, I want to practice speaking more because I want to be more confident and good.

KC: Okay, thank you.

Teacher : Kirana Crasnaya
Student : Naufal Farras Hazim Hrp
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

NFH: Yes, I like it. TikTok videos are interesting and not boring. I can learn new vocabulary and serious examples of how people speak English.

KC: Do you feel your speaking became more fluent after the project? What changed?

NFH: Yes, I feel more fluent. I can speak more confidently, and I do not pause too much. I can express my ideas more clearly now.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

NFH: Yes, they help me a lot. The part that helps me the most is pronunciation of songs and international content. I can hear how native speakers say the words correctly.

KC: Which activity helps you most: watching TikTok, practicing, recording, revising, or presenting? Why?

NFH: Recording helps me the most. When I record my voice, I can listen again and correct my mistakes.

KC: What difficulties did you face? After this project, do you want to practice speaking more? Why?

NFH: I'm afraid of making mistakes. Sometimes I don't know some words. After this project, I want to practice more because I want to speak English better and more confidently. Thank you.

Teacher : Kirana Crasnaya
Student : Adzra Fitria Surya
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

AFS: Yes, I like it. TikTok videos are interesting and not boring. I can learn new vocabulary and see examples of how people speak English.

KC: Do you feel your speaking became more fluent after the project? What changed?

AFS: Yes, I feel more fluent. I can speak more confidently, and I do not pause too much. I can express my ideas more clearly now.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

AFS: Yes, they help me a lot. The part that helps me the most is pronunciation. I can hear how native speakers say the words correctly.

KC: Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

AFS: Recording helps me the most. When I record my voice, I can listen again and correct my mistakes.

KC: What difficulties did you face after this project? Do you want to practice speaking more? Why?

AFS: I am afraid of making mistakes. Sometimes I do not know some words. After this project, I want to practice more because I want to speak English better and more confidently. Thank you.

Teacher : Kirana Crasnaya
Student : Fathir Pradipta Rahman
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

FPR: Yes, I like learning speaking using TikTok videos because the videos are interesting and fun. They help me understand how to speak natural.

KC: Do you feel your speaking became more fluent after the project? What changed?

FPR: Yes, my speaking became more fluent after the project. I can speak more smooth, light, and confidence. I do not stop too much when speaking.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

FPR: Yes, TikTok pronunciation videos help my pronunciation. The part that helps the most is sounds and intonation. I can say word more clearly now.

KC: Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

FPR: Practicing and recording helped me the most because I can listen to my voice and correct my mistakes.

KC: What difficulties did you face? After this project, do you want to practice speaking more? Why?

FPR: I faced difficulty, like feeling shy and afraid of making mistakes. After this project, I want to practice speaking more because I want to improve my English and be more confident.

Teacher : Kirana Crasnaya
Student : Harum Melati Bunayya
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

HMB: Yes, it is fun and easy to understand, so learning feels more interesting.

KC: Do you feel your speaking became more fluent after the project? What changed?

HMB: Yes, I speak more smoothly and feel more confident than before.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

HMB: Yes, it helps most with sound and intonation.

KC: Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

HMB: Practicing and recording, because I can repeat and correct my mistakes.

KC: What difficulties did you face? After this project, do you want to practice speaking more? Why?

HMB: Pronunciation is difficult, and yes, I want to practice more because I feel motivated now.

Teacher : Kirana Crasnaya
Student : Siti Sarah Amelia Sitompul
Group : Experimental

KC: Do you like learning speaking using TikTok videos in your project? Why?

SSAS: Yes, I like it because it is fun and easy to understand. The videos are usually short, so I don't feel bored when learning. It makes the learning process more interesting and enjoyable for me.

KC: Do you feel your speaking became more fluent after the project? What changed?

SSAS: Yes, I feel that my speaking became more fluent after the project. I can speak more smoothly than before, and I feel more confident when I try to express my ideas in English.

KC: Do TikTok pronunciation videos help your pronunciation? Which part helps the most?

SSAS: Yes, TikTok pronunciation videos really help my pronunciation. The parts that help me the most are sound and intonation because I can hear how native speakers pronounce words and speak naturally.

KC: Which activity helps you most? Watching TikTok, practicing, recording, revising, or presenting? Why?

SSAS: Practicing and recording help me the most. When I practice, I can improve my speaking step by step. When I record, I can listen to my voice again, find my mistakes, and correct them. It really helps me to improve my speaking ability.

KC: What difficulties did you face? After this project, do you want to practice speaking more? Why?

SSAS: The main difficulty I faced was pronunciation because sometimes it is hard to say words correctly. But after this project, I want to practice speaking more because I feel more motivated now and I want to become better and more confident in speaking English.

Appendix 4: Speaking Test

Instruction:

Please read the following text aloud clearly and loudly. Your voice will be recorded for assessment.

SOCIAL MEDIA

Social media makes people think in new ways about how they communicate and share their lives. When users scroll through their feeds, they often give a thumb up to posts they like, showing their support instantly. Some creators sing in short videos to entertain their audience, while others share meaningful messages. Sometimes, trends spread as fast as thunder across the internet, reaching millions of people in seconds. However, spending too much time online can feel like walking through a thick cloud of information that is not always reliable.

Appendix 5: Documentation Pre-Test and Post-Test Experimental Group

Appendix 6: Documentation Pre-Test and Post-Test Control Group

Appendix 7: Documentation Experimental and Control Class

Appendix 8: Vidio Project Experimental Group

Appendix 9: Validity and Reliability Results

Correlations

		Soal_1	Soal_2	Soal_3	Soal_4	Soal_5	Soal_6
Soal_1	Pearson Correlation	1	.827**	.843**	.940**	.951**	.904**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	30	30	30	30	30	30
Soal_2	Pearson Correlation	.827**	1	.857**	.812**	.865**	.812**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	30	30	30	30	30	30
Soal_3	Pearson Correlation	.843**	.857**	1	.880**	.896**	.809**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	30	30	30	30	30	30
Soal_4	Pearson Correlation	.940**	.812**	.880**	1	.942**	.883**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	30	30	30	30	30	30
Soal_5	Pearson Correlation	.951**	.865**	.896**	.942**	1	.899**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	30	30	30	30	30	30
Soal_6	Pearson Correlation	.904**	.812**	.809**	.883**	.899**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	30	30	30	30	30	30
Total	Pearson Correlation	.960**	.914**	.932**	.960**	.977**	.935**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000
	N	30	30	30	30	30	30

Appendix 10: Normality and Homogeneity Results

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pretest A (Kontrol)	.180	31	.012	.940	31	.084
	Posttest A (kontrol)	.139	31	.130	.959	31	.268
	Pretest B (eksperimen)	.161	31	.039	.944	31	.103
	Posttest B (eksperimen)	.160	31	.041	.942	31	.094

a. Lilliefors Significance Correction

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil	Based on Mean	1.585	3	120	.197
	Based on Median	1.333	3	120	.267
	Based on Median and with adjusted df	1.333	3	113.184	.267
	Based on trimmed mean	1.591	3	120	.195

Appendix 11 : Hypothesis Result

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means	
		F	Sig.	t	df
Hasil Belajar	Equal variances assumed	.439	.510	-7.596	60
	Equal variances not assumed			-7.596	59.997

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
Hasil Belajar	Equal variances assumed	.000	-4.226	.556
	Equal variances not assumed	.000	-4.226	.556

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
	Equal variances assumed	-5.339	-3.113
	Equal variances not assumed	-5.339	-3.113

Appendix 12 : Lembar Permohonan Persetujuan Judul Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan ini saya:

Nama Mahasiswa : Kirana Crasnaya
NPM : 2202050021
Prog. Studi : Pendidikan Bahasa Inggris

Judul	Diterima
Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class	

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

Disetujui oleh
Dosen Pembimbing

Khairun Nissa, S.Pd, M. TESOL

Medan, Oktober 2025
Hormat Pemohon,

Kirana Crasnaya

Appendix 13 : Form K1

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form : K – 1

Kepada Yth: Bapak Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Kirana Crasnaya
NPM : 2202050021
Prog. Studi : Pendidikan Bahasa Inggris
Kredit Kumulatif : 119 SKS IPK= 3,73

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class	
	The effect of TikTok Educational Content on Students' Grammar Mastery in EFL Class	
	The Effect of TikTok English Challenges on Students' Learning Motivation in EFL Class	

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

Medan, 24 Oktober 2025
Hormat Pemohon,

Kirana Crasnaya

Keterangan:
Dibuat rangkap 3 : - Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Program Studi
- Untuk Mahasiswa yang bersangkutan

Appendix 14 : Form K2

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Kirana Crasnaya
NPM : 2202050021
Prog. Studi : Pendidikan Bahasa Inggris

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

Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu:

Khairun Nissa, S.Pd., M.Tesol

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, 15 Desember 2025
Hormat Pemohon,

Kirana Crasnaya

Keterangan
Dibuat rangkap 3 :
- Untuk Dekan / Fakultas
- Untuk Ketua / Sekretaris Prog. Studi
- Untuk Mahasiswa yang Bersangkutan

Appendix 15: Form K3

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 2935/II.3-AU//UMSU-02/ F/2025
Lamp : ---
H a l : **Pengesahan Proyek Proposal Dan Dosen Pembimbing**

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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 : **Kirana Crasnaya**
N P M : 2202050021
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : **Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class**

Pembimbing : **Khairun Nissa, S.Pd., M.Tesol**

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 : **16 Desember 2026**

Medan, 26 Jumadil Akhir 1447 H
16 Desember 2025 M

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN 0004066701

Dibuat rangkap 4 (empat) :
1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan

WAJIB MENGIKUTI SEMINAR

Appendix 16 : Berita Acara Bimbingan Proposal

MAJLIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400
Website : http://www.fkip.umsu.ac.id E-mail : fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

ikNama : Kirana Crasnaya
NPM : 2202050021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Integrating TikTok Pronounciation Content in Project-Based Learning: It's Impact on Students' Speaking Skill in EFL Class

Tanggal	Bimbingan Skripsi	Paraf
28/10/2025	Discussing the title and research focus	ttd 2
5/11/2025	Revising Draft chapter 1	ttd 2
12/11/2025	Identify the research qresh and objectis	ttd 2
10/12/2025	Revisi literature review	ttd 2
19/12/2025	Discussi the theoretical framework	ttd 2
6/1/2026	Writing Draft for Methodology.	ttd 2
14/1/2026	Instrument & Methodology dan revisi 1,2,3	ttd 2
14/1/2026	ACC	ttd 2

Medan, 14 Januari 2026

Ketua Program Studi
Pendidikan Bahasa Inggris

Dosen Pembimbing

Dr. Pirman Ginting, S.Pd M. Hum

Khairun Nissa, S.Pd., M.Tesol

Appendix 17 : Berita Acara Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin, Tanggal 26 Bulan Januari Tahun 2026 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap : Kirana Crasnaya
N.P.M : 2202050021
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class

No	Masukan dan Saran
Title	Accepted
Introduction	Clear & chronological
Research Methodology	- Elaborate how sample will be selected - Elaborate how all elements in data analysis (Give scientific reasons)
Result and Discussion	
Coclusion	[ ] Disetujui [ ] Ditolak [ ] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

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

Dosen Pembimbing

(Khairun Nissa, S.Pd., M.Tesol)

Panitia Pelaksana

Ketua

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

Sekretaris

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

Appendix 18 : Lembar Pengesahan Hasil Seminar Proposal

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap	: Kirana Crasnaya
N.P.M	: 2202050021
Program Studi	: Pendidikan Bahasa Inggris
Judul Proposal	: Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class

Pada hari Senin, Tanggal 26 Bulan Januari Tahun 2026 sudah layak menjadi Proposal skripsi.

Medan, Januari 2026

Disetujui oleh:

Dosen Pembimbing

(Khairun Nissa, S.Pd., M.Tesol)

Dosen Pembahas

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

Diketahui oleh
Ketua Program Studi,

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

Appendics 19. Berita Acara Bimbingan Skripsi

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Kirana Crasnaya
N.P.M : 2202050021
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class.

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
6/2	Proposal revisi: elaborate how sample will be selected	
11/2	Confirming the research instrument focusing on the quisioner	
4/3	Editing findings completing the research questions.	
4/4	Improving the Conclusion chapter revisi grammar and the conclusion.	
8/4	correcting Data and finding revisi, template. typographical errors	
11/4	Proofreading	
13/4	Acc	

Medan, April 2026

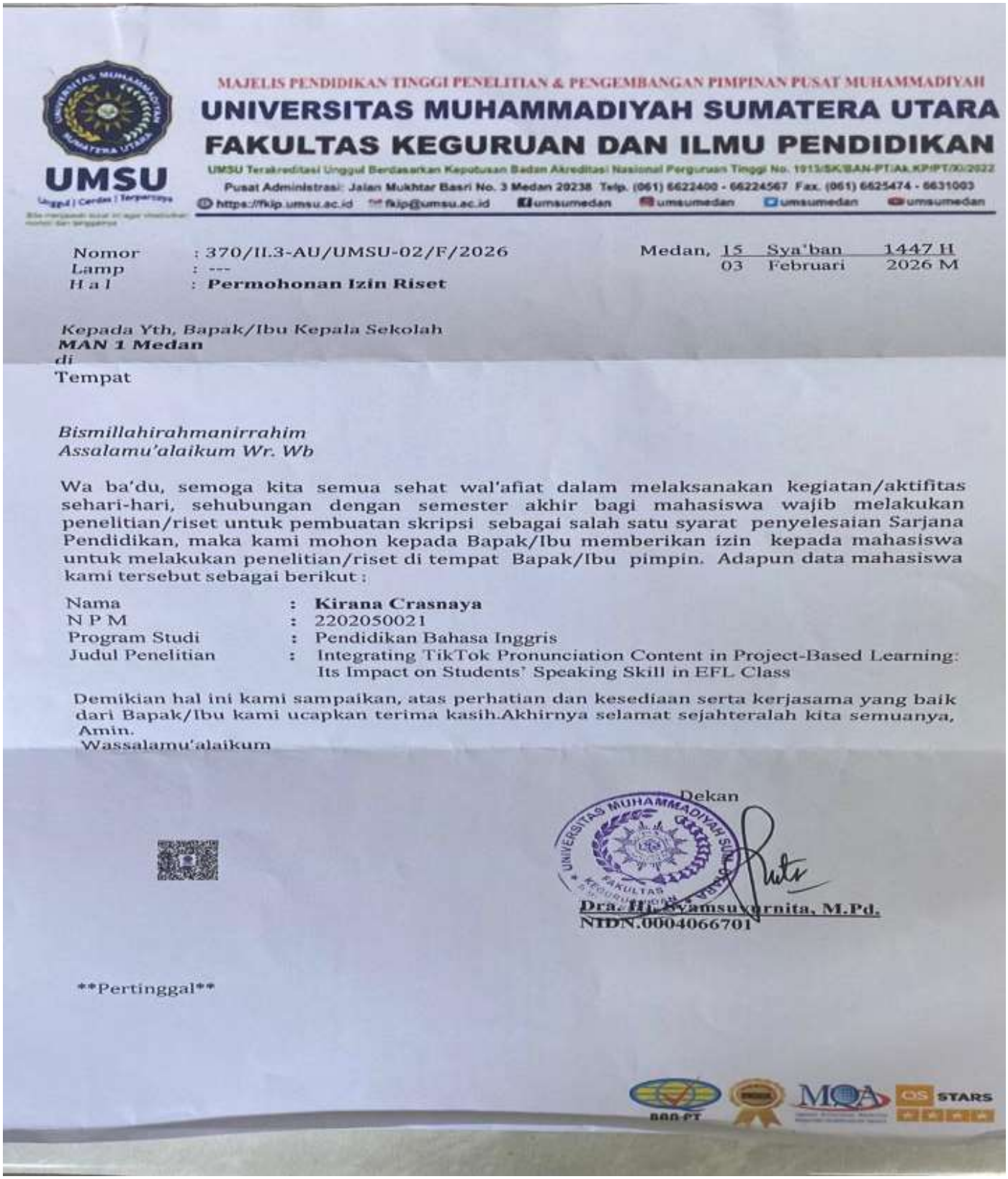
Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Khairun Nissa, S.Pd., M.Tesol.)

Appendix 20 : Surat Permohonan Izin Riset



MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

https://fkip.umsu.ac.id fkip@umsu.ac.id umsumedan umsumedan umsumedan umsumedan

Nomor : 370/II.3-AU/UMSU-02/F/2026
Lamp : ---
H a l : **Permohonan Izin Riset**

Medan, 15 Sya'ban 1447 H
03 Februari 2026 M

Kepada Yth, Bapak/Ibu Kepala Sekolah
MAN 1 Medan
di
Tempat

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan/aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di tempat Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama	:	**Kirana Crasnaya**
N P M	:	2202050021
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Class

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.Akhirnya selamat sejahteralah kita semuanya, Amin.
Wassalamu'alaikum

Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN.0004066701

Pertinggal

Appendix 21 : Surat Keterangan Riset

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA MEDAN
MADRASAH ALIYAH NEGERI 1 MEDAN
Jalan Willem Iskandar No.7 B Telepon (061) 44025069;
Email : info@man1medan.sch.id; Website : www.man1medan.sch.id

SURAT KETERANGAN

Nomor : B- 251 /Ma.1/PP.00.6/02/2026

Berdasarkan surat dari Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan nomor : 370/II.3-AU/SUMSU-O2/F/2026 hal : Permohonan Izin Riset.

Yang bertanda tangan dibawah ini :

Nama	: **Reza Faisal, S.Pd., M.PMat**
NIP	: 19810801 200501 1 003
Jabatan	: Kepala Madrasah Aliyah Negeri 1 Medan

dengan ini menerangkan :

Nama	: **Kirana Crasnaya**
NIM	: 2202050021
Program Studi	: Pendidikan Bahasa Inggris

adalah benar nama yang bersangkutan diatas telah selesai melaksanakan penelitian dan pengambilan data di Madrasah Aliyah Negeri 1 Medan dengan judul **"Integrating TikTok Pronunciation Content in Project-Based Learning: Its Impact on Students' Speaking Skill in EFL Clas"** dari tanggal 09 s.d 25 Februari 2026.

Demikian surat keterangan ini diperbuat, untuk dapat dipergunakan sebagaimana mestinya. Atas perhatiannya kami ucapkan terima kasih.

Medan, 25 Februari 2026
Kepala

Reza Faisal

Appendix 22 : Curriculum Vitae

KIRANA CRASNAYA

+6281361084662
kiranaacrasnayaa@gmail.com
Jl. Bukit Barisan, GG Seulawah No. 29. Glugur Darat II. Medan Timur

EDUCATION

Universitas Muhammadiyah Sumatera Utara Bachelor of **English Education**, 3,76/4,00

- Teaching practice (PLP)
- PLP I - MAN 1 Medan | **february 2024**
- PLP II & III - MAN 1 Medan
- Teaching Quran recitation - Rusunawa UMSU | **Nov 2022 - June 2023**

ORGANIZATION EXPERIENCE

English Department Student Association (HMJ PBI UMSU) - Head of Research Development Division

- Head of the Organizing committee of the English National Competitio, HMJ English Education Department UMSU (December 6, 2025)

SKILLS

HARD SKILLS

- Microsoft Word
- Content Creation & Vidio Editing (Capcut / Canva)
- SPSS Data Processing

SOFT SKILLS

- Creativity
- Communication & Social skills