

# The Effect of Tiktok Video in Learning Pronunciation Skill at Grade Tenth of SMA Negeri 2 Lubuk Pakam Academic Year 2022/2023

Dhea Aprilia Nasution<sup>1</sup>, Nurlaili<sup>2</sup>

<sup>1,2</sup> Universitas Muslim Nusantara Al-Washliyah

Email: [dheaaprilianasution@umnaw.ac.id](mailto:dheaaprilianasution@umnaw.ac.id)<sup>1</sup>, [nurlaili@umnaw.ac.id](mailto:nurlaili@umnaw.ac.id)<sup>2</sup>

## Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh video Tiktok dalam pembelajaran keterampilan pengucapan di kelas sepuluh SMA Negeri 2 Lubuk Pakam. Sampel penelitian ini adalah 50 siswa yang diambil dari kelas X SMA Negeri 2 Lubuk Pakam, terdiri dari 25 siswa sebagai kelas eksperimen yang menggunakan media video Tiktok dan 25 siswa sebagai kelas kontrol tanpa video Tiktok. Metode yang digunakan dalam penelitian ini adalah metode kuantitatif. Dalam pengumpulan data, peneliti melakukan pre-test dan post-test dengan memberikan tes yang terdiri dari 20 item kosakata untuk setiap tes. Hasil penelitian ini menunjukkan bahwa terdapat perbedaan pengucapan siswa yang signifikan dengan menggunakan video Tiktok. Hal ini dibuktikan dengan rata-rata skor pre-test kelas eksperimen sebesar 43,6 dan post-test sebesar 67,68. Sedangkan nilai rata-rata pre-test kelas kontrol sebesar 37,76 dan post-test sebesar 48,68. Selain itu, hasil perhitungan data menunjukkan bahwa pada taraf signifikansi 0,05 diperoleh t-observed sebesar 4,80 dengan t-tabel sebesar 1,677 atau  $4,80 > 1,677$ . Oleh karena itu, dapat disimpulkan bahwa pembelajaran pengucapan menggunakan video Tiktok efektif.

**Kata Kunci:** : *Video Tiktok, Keterampilan Pengucapan, Media Pembelajaran*

## Abstract

The purpose of this research was to found out the effect of Tiktok video in learning pronunciation skill at grade tenth of SMA Negeri 2 Lubuk Pakam. The sample of this research was 50 students took from the tenth grade of SMA Negeri 2 Lubuk Pakam, consisting of 25 students as an experimental class using Tiktok video as media and 25 students as a control class without Tiktok video. The method used in this research is quantitative method. In collecting data, researchers conducted pre-test and post-test by giving a test consisted of 20 vocabulary items for each test. The results of this research showed that there is a significant difference in students' pronunciation by using Tiktok videos. This is evidenced by the average score of the pre-test of the experimental class was 43.6 and the post-test was 67.68. While the mean score of the control class pre-test was 37.76 and the post-test was 48.68. In addition, the results of data calculations show that at a significance level of 0.05, t-observed of 4.80 with t-table of 1.677, or  $4.80 > 1.677$ . Therefore, it can be concluded that learning pronunciation using Tiktok videos is effective.

**Keywords :** *Tiktok video, Pronunciation skill, Learning medi*

## INTRODUCTION

English has an important role to communicate to convey various information. We live in the globalization era or it could be called the millennial era which is teaching english is very crucial for us to be able to communicate well because it can minimize misunderstandings of the interlocutor. Many students study english in order to keep up with the demands of the times. There are four skills that must be mastered to perfect communication: listening, speaking,

reading and writing. And there are aspects of aspects of language, such as pronunciation, grammar, vocabulary, fluency, and others.

English pronunciation is one of the most difficult skills to acquire and an important consideration for teachers and students in the classroom learning process. It receives less attention in classrooms and language curricula around the world. Pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and an understandable form. A person's pronunciation ensures the clarity required for a listener to be able to pick out words from the stream of speech and put them together in meaningful, comprehensible patterns, and also projects information about the speaker and the context of communication that makes a certain impression and establishes the common ground between speaker and listener that is needed for effective communication.

Pascoe & Wiburg (2003:58) state that the purpose of teaching pronunciation is to create oral communication that is easy to understand and does not confuse the listener. Help students feel more comfortable in speaking English and can develop self-awareness develop speech strategy skills that help students thrive wherever they are. If students want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm.

The cause of students' difficulties and even mistakes when speaking English is because the consonant sound system in English is different from the Indonesian sound system. The pronunciation of the word "thigh /ai/" which means the upper part of the human leg is pronounced with /tai/ which means clothing consisting of a piece of cloth tied around the neck, think /injk/ which means communicating to yourself in your mind is pronounced with /tinj/ which means the sound of a small metal bell. So the miscommunication arises because of the unclear articulation and mispronunciation because the letters issued are different. Therefore, students become shy and not confident to make mistakes in English pronunciation. Not only that, their English pronunciation also comes from what they hear when the teacher speaks English. They rarely open a pronunciation dictionary to check whether the words they say are in accordance with the correct pronunciation.

According to Harmer (2001:58), a lot of teachers do not pay enough attention to English pronunciation. The problems why students have difficult English pronunciation caused by the teacher has less focused on English pronunciation but prioritizes greater skills of speaking. Harmer (2001) argued, the main reasons causing a lack of attention to English pronunciation are lack of high quality, lack of appropriate teaching and learning materials, and little of time for practicing pronunciation. He was also expressed that the first thing that native speakers notice during a conversation is pronunciation. Students not only learn different sounds and sound features but also improve their speaking skill through pronunciation instruction.

Students often make mistakes in their pronunciation when speaking, reading, or listening to words in English. There are several causes for this to happen, namely internal factors and external factors. Internal factors come from within such as motivation, interest, attitude, and intelligence. Meanwhile, external factors come from outside the learner, such as: the learner's situation, and conditions of the situation, conditions of the environment, and learning materials.

In reality, based on the researcher experienced when doing Magang 3, the researcher found that most of students have very low pronunciation skills, it can be proven by the fact that some students pronounce some vocabulary, for example, Tidy (Tidi), Shady (Sedi), Wonderful (Wonderful), Colorful (Kolorful), Listen (Listen) incorrectly. The students pronounce the vocabulary incorrectly because there are a difference between the writing and the sound, so they cannot pronounce the vocabulary correctly. Previously, the teacher had shown the students how to pronounce the sounds correctly, but they forgot how to pronounce it the next meeting because they did not practice at home. The students do not practice it in their daily life which can obviously improve their pronunciation skills.

To solved these problems, the researcher want to utilize the development of technology which truly enhances many educational areas such as teaching, learning, and research, in which it supplies various resources that help teachers and students learn autonomously (Aminatun et al 2019). In this modern era, there are many learning media that can be used by teachers to teach English such as Tiktok, Youtube, Instagram, Twitter, Grammar cards, etc. These various media help students to understand the material easily.

In this research, the researcher used TikTok as a media for teaching English Pronunciation. Based on data from the Ministry of Communication and Information Technology (KOMINFO), the number of internet users in Indonesia reaches 64 million people, with TikTok social media users reaching 10 million people. It is contrary to the fact that the duration of each Indonesian young person who spends approximately nine hours per day using a mobile phone, but does not maximize the time to add new knowledge that is not taught by teachers at school. Surani (2019) argued that making changes in the objectives, structure and content of educational programs and learning media that make learning more interesting, appropriate and suitable by utilizing technology in teaching.

Based the explanation above, the researcher interested to arrange a research with the title “ The Effect of Tiktok Video in Teaching Pronunciation Skill at Grade Tenth of SMA Negeri 2 Lubuk Pakam Academic Year 2022/2023”. This research intends to prove is there any effect of Tiktok that have many school-age users in students” pronunciation skill. When the result of this research shows advancement of students” pronunciation, it might be very useful for students to improve their pronunciation skill, especially in SMA Negeri 2 Lubuk Pakam.

## METHOD

The researcher was used “experimental” as the design of this research. This means that the researcher described the result of research by verified quantitative data. Quantitative research was a type of research in which researchers decide what to study, ask specific and narrow questions, collect numerical data (numbers) from participants; analyzed these numbers using statistics, and conducted the investigation in an unbiased and objective manner Creswell (2012:22). Here the students were divided into two groups, namely the experimental group and the control group. The experimental group was treated by tiktok video in teaching pronunciation. And control group was not treated by tiktok video

## RESULT AND DISCUSSION

**Table 1. The Score of Pre-Test and Post Test of Experimental Group**

No.	Students' Name	Pre-test	Post-test
1.	AMM	34	58
2.	CVS	22	45
3.	DA	34	55
4.	DSP	51	76
5.	DAS	44	76
6.	EFOM	21	40
7.	ESBS	47	71
8.	F	32	64
9.	GPS	38	70
10.	IVS	49	78
11.	IP	57	80
12.	JBS	28	43
13.	JSPS	56	79
14.	KDOP	38	62
15.	LBS	24	57
16.	LFS	47	66
17.	MAFL	74	93
18.	MJG	38	72
19.	MPS	57	77

20.	MH	69	89
21.	MF	46	67
22.	MCL	22	66
23.	NR	45	53
24.	NL	38	62
25.	RES	79	93
TOTAL		1090	1692
MEAN SCORE		43,6	67,68

Based on the score calculation in the table above, it could be seen that there are a significant difference between the students' pre-test and post-test scores. out of 20 students in the experimental class, the mean score of the students' pre-test was 43.6 and the post-test was 67.68. And the highest score in the pre-test was 79 and the lowest score was 21. meanwhile, in the post-test the highest score was 93 and the lowest score was 40.

The achievement students in pronunciation skill by using usual media

The result of pre-test acquired by students of control group was displayed in table .2.

**Table 2. The Score of Pre-Test and Post Test of Control Group**

No.	Students' Name	Pre-test	Post-test
1.	AS	34	42
2.	AJ	69	73
3.	BI	29	37
4.	CY	33	40
5.	CS	36	50
6.	DG	25	33
7.	DOP	33	55
8.	DFS	36	38
9.	DWM	36	42
10.	EG	40	56
11.	EM	33	37
12.	GTAS	43	63
13.	GTGA	36	40
14.	HS	34	39
15.	IYP	65	68
16.	INS	28	47
17.	JED	41	46
18.	JS	25	45
19.	JS	26	49
20.	JS	23	43
21.	LAM	52	65
22.	LT	32	43
23.	MH	26	47
24.	MPGM	46	55
25.	NS	63	64
TOTAL		944	1217
MEAN SCORE		37,76	48,68

Based on the score calculation in the table above, it could be seen that there is a significant difference between the students' pre-test and post-test scores. out of 25 students in the control class, the mean score of the students' pre-test was 37,76 and the post-test was 48,68. And the highest score in the pre-test was 69 and the lowest score was 25. meanwhile, in the post-test the highest score was 73 and the lowest score was 33.

## Data Analysis

**Table 3. The Differences Scores Between Pre-Test and Post-Test of Experimental Group**

No.	Students' Name	Pre-test	Post-test	Y2-Y1
1.	AMM	34	58	24
2.	CVS	22	45	23
3.	DA	34	55	21
4.	DSP	51	76	25
5.	DAS	44	76	32
6.	EFOM	21	40	19
7.	ESBS	47	71	24
8.	F	32	64	32
9.	GPS	38	70	32
10.	IVS	49	78	29
11.	IP	57	80	23
12.	JBS	28	43	15
13.	JSPS	56	79	23
14.	KDOP	38	62	28
15.	LBS	24	57	33
16.	LFS	47	66	19
17.	MAFL	74	93	19
18.	MJG	38	72	34
19.	MPS	57	77	20
20.	MH	69	89	20
21.	MF	46	67	21
22.	MCL	22	66	44
23.	NR	45	53	8
24.	NL	38	62	24
25.	RES	79	93	14
TOTAL		1090	1692	624

Based on the table above, it can be seen the difference in scores between the pre-test and post-test of the control group. In the pre-test the highest score was 79 and the lowest score was 21, while in the post-test the highest score was 93 and the lowest score was 40. It can be calculated that the total score  $X = Y2 - Y1$  is 630, to find out the mean of the experimental group, the score is calculated as below:

$$\begin{aligned} \bar{X}_1 &= \frac{\sum X_1}{n_1} \\ &= \frac{624}{25} \\ &= 24,9 \end{aligned}$$

From the calculated results above, the mean score of the experimental group is 24,9. After that the researcher found out the difference in scores between the pre-test and post-test of the control group as shown in the table below.

**Table 4. The Differences Scores Between Pre-Test and Post-test of Control Group**

No.	Students' Name	Pre-test	Post-test	Y2-Y1
1.	AS	34	42	8
2.	AJ	69	73	4
3.	BI	29	37	8
4.	CY	33	40	7
5.	CS	36	50	14
6.	DG	25	33	8

7.	DOP	33	55	22
8.	DFS	36	38	2
9.	DWM	36	42	6
10.	EG	40	56	16
11.	EM	33	37	4
12.	GTAS	43	63	20
13.	GTGA	36	40	4
14.	HS	34	39	5
15.	IYP	65	68	5
16.	INS	28	47	19
17.	JED	41	46	5
18.	JS	25	45	20
19.	JS	26	49	23
20.	JS	23	43	20
21.	LAM	52	65	13
22.	LT	32	43	11
23.	MH	26	47	21
24.	MPGM	46	55	9
25.	NS	63	64	1
TOTAL		944	1217	275

Based on the table above, it can be seen the difference in scores between the pre-test and post-test of the control group. In the pre-test the highest score was 69 and the lowest score was 23, while in the post-test the highest score was 73 and the lowest score was 33. It can be calculated that the total score  $X = Y_2 - Y_1$  is 275, to find out the mean of the experimental group, the score is calculated as below:

$$\begin{aligned} \bar{X}_2 &= \frac{\sum X_2}{n_2} \\ &= \frac{275}{25} \\ &= 11 \end{aligned}$$

From the calculated results above, the mean score of the experimental group is 11. It can be seen the students' post-test scores are higher than the pre-test scores, but the experimental group's average score is higher than the control class, this means that the Tiktok Video can give a significance effect than the usual media.

**Table 4.5 The Deviation of the Experimental Group**

Interval	Fi	Xi	Fi Xi	$Xi - \bar{X}$	$(Xi - \bar{X})^2$	$Fi (Xi - \bar{X})^2$
40-48	3	44	132	-24	576	1728
49-57	3	53	159	-15	225	675
58-66	6	62	372	-6	36	216
67-75	4	71	284	3	9	36
76-84	6	80	480	12	144	864
85-93	3	89	267	21	441	1323
TOTAL	25		1.694			$\sum X^2 = 4.842$
						1

Based on the table above, to find out the deviation and standard deviation of the experimental group are calculated as follows:

$$\begin{aligned} S^2 &= \frac{1}{n} \sum fi (xi - \bar{X})^2 = \frac{1}{25} \cdot 4842 = 193,68 \\ S &= \sqrt{S^2} = \sqrt{193,68} = 13,92 \end{aligned}$$

From the calculated above, the standard deviation of experimental group can be determine for 13,92.

**Table 6. The Deviation of the Control Group**

Interval	Fi	Xi	Fi Xi	Xi - $\bar{X}$	(Xi - $\bar{X}$ ) <sup>2</sup>	Fi (Xi - $\bar{X}$ ) <sup>2</sup>
33-39	5	36	180	-13	169	845
40-46	8	43	344	-6	36	288
47-53	4	50	200	1	1	4
54-60	3	57	171	8	64	192
61-67	3	64	192	15	225	675
68-74	2	71	142	22	484	968
TOTAL	25		1.229			$\sum X^2 = 2.972$ 1

Based on the table above, to find out the deviation and standard deviation of the control group are calculated as follows:

$$S^2 = \frac{1}{n} \sum fi (xi - \bar{X})^2 = \frac{1}{25} \cdot 2972 = 118,88$$

$$S = \sqrt{S^2} = \sqrt{118,88} = 10,90$$

Based on the results above, the standard deviation of control group can be determine for 10,90.

After the researcher obtained the mean and deviation results from the experimental group and control group, the researcher inputted into the research formula proposed by Sugiono, (2016) as follow

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left(\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{24,9 - 11}{\sqrt{\left(\frac{(25 - 1)193,68 + (25 - 1)13,92}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{13,9}{\sqrt{\left(\frac{(24)193,68 + (24)13,92}{25 + 25 - 2}\right)\left(\frac{1}{25} + \frac{1}{25}\right)}}$$

$$t = \frac{13,9}{\sqrt{\left(\frac{4.648,32 + 334,08}{48}\right)(0,04 + 0,04)}}$$

$$t = \frac{13,9}{\sqrt{\left(\frac{4.982,4}{48}\right)(0,04 + 0,04)}}$$

$$t = \frac{13,9}{\sqrt{(103,8)(0,08)}}$$

$$t = \frac{\sqrt{8,304}}{13,9}$$

$$t = \frac{2,89}{13,9}$$

$$t = 4,80$$

After calculating the data by using t-test, it show that the t observed value from both groups was 4,80.

For degrees of freedom (df) at the level of significance 0.05 is used to find out the t table as follow :

df = N-2

df = 50-2

df = 48

df= 48 with a significance level of 0.05 to obtained t table =1,677

The researcher was gave a pre-test to SMA Negeri 2 Lubuk Pakam students in the form of 20 vocabulary about verb and adjective. Then, the researcher gave treatment to the experimental class by using TikTok videos as learning media. While in the control class, the researcher only provided conventional learning without using any media. After the treatment was carried out, the researcher gave a post-test with the same test as the pre-test and in accordance with the treatment that had been given. The results can be seen from the average value between the experimental class and the control class. The pre-test of experimental group was 1.090 and the post-test was 1.692 with the differences scores was 624. Whereas, the pre-test of control group was 944 and the post-test was 1.217 and the differences scores was 275.

Furthermore, as the researcher has mentioned in Chapter II, the researcher proposed the following hypothesis :

Alternative Hypothesis (Ha): There is a significant effect of tiktok video in teaching pronunciation skills in tenth grade of SMA Negeri 2 Lubuk Pakam.

Null Hypothesis (H0): There is no significant effect of tiktok video in teaching pronunciation skills in the tenth grade of SMA Negeri 2 Lubuk Pakam.

To prove the hypothesis, the author uses the results obtained by students to be calculated with the t-test and follows the following assumptions:

If the tobserved result is greater than ttable, then the alternative hypothesis (Ha) is accepted and the null hypothesis (H0) is rejected. Based on the data above t-observed>t-table, (4.80>1.68) with df 48.

Thus, it can be summarized that learning using TikTok media can be said to be effective.

The TikTok application is in accordance with the development of thoughts and experiences as well as the characteristics of students who are millennial generation who are closely related to the digital world, especially mobile phones. The results of this study have broken the argument of Handrini Ardiyanti et al (2021) in their research entitled "The effectiveness of tiktok-based online learning models" which said that the TikTok application used as a learning medium is not fully effective. Tiktok videos were very effective in every class, because this was one of the technological media that has affected the level of pronunciation skills. The fact is that students' need interesting things to do so that they can be active and motivated to learning pronunciation.

## CONCLUSION

This research was conducted to obtain empirical evidence about the improvement of students' pronunciation skills through tik-tok videos for class 10 SMA Negeri 2 Lubuk Pakam. After conducted experiments in teaching pronunciation before and after using Tiktok videos, the researcher was analyzed the data of the experimental results, then continued by conclude the results of the research as follows :

Students' in the experimental class experienced an improvement in their pronunciation. That was because used media that is Interesting, fun learning and not monotonous in learning.

Based on the data analysis in Chapter IV, teaching pronunciation using Tiktok videos was appropriated to be applied in the classroom. It can be saw from the results of the experimental class students' pre-test score of class X-D students' was 79 and the lowest was 21. While the highest post-test score was 93 and the lowest score was 40. The control group

students' highest pre-test score of class X-C students' was 69 and the lowest score was 23. While the highest post-test score was 73 and the lowest score was 33.

The t-test formula to test the hypothesis of this study at a significance level of 5% (0.05), namely tobserved ttable ( $20.37 > 1.701$ ). Therefore, the alternative hypothesis ( $H_a$ ) is accepted. This means that there was a positive effect of the Tiktok video on increasing students' pronunciation

#### DAFTAR PUSTAKA

- Acharya, A. S., Prakash, A., Saxena, P., & Nigam, A. (2013). Sampling: Why and how of it. *Indian Journal of Medical Specialties*, 4(2), 330-333.
- Afidah, N., Sari, N. K., & Hanifah, H. (2021). Investigating Students'perspectives On The Use Of Tiktok As An Instructional Media In Distance Learning During Pandemic Era. *DINAMIKA: Jurnal Kajian Pendidikan Dan Keislaman*, 6(2), 47-68.
- Ahmad, Y. B. (2019). Problems and strategies in teaching pronunciation on English department students. *Judika (Jurnal Pendidikan Unsika)*, 7(1), 57-61.
- Ahmad, Z. (2022). An Error Analysis Of English Pronunciation Encountered By The First Year Students Of English Education Study Program In Uin Raden Intan Lampung (Doctoral dissertation, UIN Raden Intan Lampung).
- Apridayanti, R. (2021). The Correlation Between Students'ability In Listening To English Songs And Their Pronunciation Mastery (Doctoral dissertation, UIN Raden Intan Lampung).
- Aufa, N. (2017). Using Movie to Increase Students' Pronunciation (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).
- Aydın, S., & Akyüz, S. (2017). A brief comparison of the current approaches in teaching pronunciation. *Journal of Education and Practice*, 8, 12-15.
- Bahri, A., Damayanti, C. M., Sirait, Y. H., & Alfarisy, F. (2022). Aplikasi tiktok sebagai media pembelajaran bahasa inggris di Indonesia. *Jurnal Indonesia Sosial Sains*, 3(01), 120-130.
- Dixon, P. A. (2021). Book Review: English Pronunciation Teaching and Research: Contemporary Perspectives, Pennington MC, Rogerson-Revell P. London: Palgrave Macmillan, 2019. pp. 500.
- Febrianto, D. (2021). Analyzing Elementary English Teachers' Pronunciation Errors: Are We Intelligible?. *Al-Ishlah: Jurnal Pendidikan*, 13(3), 1526-1538.
- Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through TikTok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198.
- Inaya, S. (2023). The Effectiveness of Using Digital Storytelling to Enhance Students' Pronunciation Skill on Narrative Text (An Experimental Research at the Ninth Grade of SMPN 1 Karang Tanjung) (Doctoral dissertation, UIN Sultan Maulana Hasanuddin Banten).
- Iswandi, F., & Nopiyadi, D. (2023). The Effects of Pronunciation Mastery and Critical Thinking Towards EFL Students' Speaking Skill at IPB Cirebon. *European Journal of Interdisciplinary Studies*, 2(1), 103-109.
- Jannah, R. (2021). An Analysis Of Students'ability In Pronouncing Vowel Sounds At The Fifth Semester Students In English Education Department Of State Islamic University Of Sultan Syarif Kasim Riau (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Lenia, P. N. (2022). The Influence Of Tiktok Video On Students'pronunciation In Smp Negeri 1 Purwanegara (Doctoral dissertation, UIN Prof. KH Saifuddin Zuhri).
- Muhammad, F. (2022). The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills.(A Quasi-experimental of English Department students at UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022) (Doctoral dissertation, UIN FATMAWATI SUKARNO BENGKULU).
- Pennington, M. C., & Rogerson-Revell, P. (2019). English pronunciation teaching and research. *Londres: Palgrave Macmillan*, 10, 978-988.

- Pourhosein Gilakjani, D. (2018). Teaching pronunciation of English with computer technology: A qualitative study. *International Journal of Research in English Education*, 3(2), 94-114.
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, March). Utilizing TikTok application as media for learning English pronunciation. In *International Conference on Education of Suryakencana (IConnects Proceedings)*.
- Rahmania, A. H., & Mandasari, B. (2021). Students' perception Towards The Use Of Joox Application To Improve Students' pronunciation. *Journal of English Language Teaching and Learning*, 2(1), 39-44.
- Rama, D. (2023). An Analysis On Students' ability In Pronouncing English Diphthong And Triphthong At English Education Department Of Uin Suska Riau (Doctoral dissertation, Universitas Islam Negeri Sultan Syarif Kasim Riau).
- Sundari, D. T., Nugraha, M. A., & Sunara, S. (2023). The Analysis of Pronunciation Errors: Students' Reading Aloud. *JEPAL (Journal of English Pedagogy and Applied Linguistics)*, 3(2), 32-47.
- Tambunsaribu, G., & Simatupang, M. S. (2021). Pronunciation problems faced by Indonesian college students who learn to speak English. *European Journal of Molecular & Clinical Medicine*, 8(2), 759-766.
- Usman, M. (2022). Improving Students' pronunciation Ability Through Communicative Drilling Technique. *Uniqbu Journal of Social Sciences*, 3(2), 129-13.
- Yolanda, F. (2021). The effect of tiktok application towards students' speaking skill (an experimental research on cause effect material at the eleventh grade of sma negeri 2 kuok) (Doctoral dissertation, Universitas Pahlawan Tuanku Tambusai).