

Enhancing Students' Speaking Skill Using American Slang Word By TikTok Application At The Tenth Grade Of SMA Asuhan Daya Medan

Enhancing Students' Speaking Skill Using American Slang Word by TikTok Application at the Tenth Grade of SMA Asuhan Daya Medan

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ABSTRAK

Tujuan dari penelitian ini adalah untuk meningkatkan kemampuan berbicara siswa dengan menggunakan kata gaul Amerika melalui aplikasi tiktok di kelas sepuluh SMA Asuhan Daya Medan. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) untuk secara langsung melakukan intervensi di dalam kelas dan mengevaluasi bukti penggunaan American slang word melalui aplikasi tiktok terhadap keterampilan berbicara siswa. Penelitian ini dilakukan dengan siswa kelas sepuluh IPS di SMA Asuhan Daya Medan. Bahasa gaul Amerika mengacu pada bagian bahasa yang dinamis dan informal yang digunakan oleh kelompok sosial atau komunitas tertentu di Amerika Serikat. Penggunaan kata bahasa Amerika bertujuan untuk memahami dan mengukur peningkatan keterampilan berbicara mereka. Temuan awal dari pra-siklus menunjukkan bahwa hanya 16% siswa (4 dari 25) yang mencapai ketuntasan, dengan nilai rata-rata 55,04. Namun, setelah menerapkan kata gaul Amerika dengan aplikasi tiktok pada Siklus I, persentase siswa yang tuntas meningkat menjadi 48% (12 siswa), dan nilai rata-rata meningkat menjadi 65,2. Peningkatan lebih lanjut terlihat pada Siklus II, di mana 844% siswa (23 dari 25 siswa) tuntas, dengan nilai rata-rata 79,68. Peningkatan keseluruhan dalam keterampilan berbicara siswa, yang diukur dengan persentase siswa dari skor pretest ke posttest, berkisar antara 18,46% hingga 44,7% di seluruh siklus. Hasil penelitian menunjukkan bahwa penggunaan kata gaul Amerika melalui aplikasi tiktok secara signifikan meningkatkan minat, keterlibatan, dan kemampuan siswa dalam berbicara. Kesimpulannya, American slang word melalui aplikasi tiktok merupakan media pembelajaran yang efektif untuk meningkatkan kemampuan berbicara siswa kelas XI IPS di SMA Asuhan Daya Medan.

Kata Kunci: Bahasa Gaul Amerika, Aplikasi Tiktok, Kemampuan Berbicara

ABSTRACT

The objective of this research is to improve students' speaking skill by using American slang word by tiktok application at the tenth grade of SMA Asuhan Daya Medan. This study used a Classroom Action Research (CAR) design to directly intervene in the classroom and evaluate the evidence of American slang word by tiktok application on students' speaking skill. The study was conducted with tenth grade IPS students at SMA Asuhan Daya Medan. American slang refers to a dynamic and informal part of language used by certain social groups or communities in the United States. The use of American lang word aims to understand and measure the improvement of their speaking skills.. The initial findings from the pre-cycle showed that only 16% of students (4 out of 25) achieved completion, with an average score of 55.04. However, after applying American slang word by tiktok application in Cycle I, the percentage of completed students increased to 48% (12 students), and the average score increased to 65.2. Further improvement was seen in Cycle II, where 844% of students (23 out of 25 students) were complete, with an average score of 79,68. The overall improvement in students' speaking skills, as measured by the percentage of students from pretest to cycle scores, ranged from 18.46% to 44.7% across cycles. The results showed that the use of American slang word by tiktok application significantly increased students' interest, engagement, and ability in speaking. In conclusion, American slang word by tiktok application are an effective learning media to improve the speaking skills of tenth grade IPS students at SMA Asuhan Daya Medan.

Keywords: American Slang Word, Tiktok Application, Speaking Skill

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1. INTRODUCTION

English is essential for communication, and teaching should focus on helping students use it effectively in real-life contexts. The 2013 curriculum in Indonesia emphasizes teaching English for specific work-related purposes, requiring more specialized language teaching (Peraturan Menteri Pendidikan dan Kebudayaan No. 70 Tahun 2013). However, in formal education, the focus is often on reading and writing, with less attention given to listening and speaking. Teachers may prefer reading and writing tasks because they believe it creates a quieter, more controlled classroom environment. This imbalance leads students to undervalue the importance of speaking skills, even though speaking is a vital productive skill that involves pronunciation, grammar, and vocabulary.

Speaking, particularly using American slang, is growing in relevance among students, as slang reflects cultural identity and social dynamics. According to (Prayogi, 2007), slang serves as an unofficial language variety used by certain groups to communicate, playing a crucial role in both linguistic expression and cultural identity. Learning American slang can help students communicate more effectively with native speakers and understand cultural nuances better.

TikTok, a popular social media platform, has been recognized as a potential tool for learning slang. As (Fitria, 2023) points out, TikTok allows for micro-learning with short, engaging content, making it ideal for teaching language. In addition, (Hongsa et al., 2023) emphasize that TikTok promotes student motivation and creativity, creating an interactive learning environment. (Wahyuni et al., 2023) argue that TikTok can be used as a visual aid to enhance students' literacy and speaking skills, while (Contreras-Pacheco et al., 2022) highlights how the platform can make learning enjoyable and prevent student boredom.

At SMA Asuhan Daya, students faced challenges in speaking, such as fear of embarrassment, making grammatical mistakes, and limited speaking practice outside of class. Based on research, these obstacles can hinder the development of their speaking skills. To address these issues, the researcher chose to use American slang through the TikTok app to enhance students' speaking abilities. (Harahap & Alfikri, 2023) suggest that using American slang can motivate Generation Z learners, and TikTok's engaging and evolving content provides a dynamic medium for teaching speaking.

The research titled "Enhancing Students' Speaking Skills in Using American Slang Words through the TikTok Application" aims to explore how this method can address the challenges students face and help them improve their speaking skills effectively.

2. LITERATURE REVIEW

A. English Language Skills

Language is a communication tool that allows individuals to exchange information, ideas, and emotions. It works through a system of words combined into sentences, facilitating knowledge expansion in various fields. In applied linguistics, language is typically divided into four core skills: listening, speaking, reading, and writing, often integrated with grammar, vocabulary, and phonology. These skills are grouped into two categories: receptive skills (reading and listening) and productive skills (speaking and writing).

1) *The Definition of Speaking*

Speaking is the verbal use of language to communicate with others. (Bailey, 2005) defines speaking as the ability to express thoughts, ideas, and information orally within the context of communication. Speaking involves pronunciation, intonation, fluency, vocabulary, and grammar. Effective speaking allows for clear communication and active engagement in verbal exchanges.

All language education employs the development of speaking skills through the lens of one's pragmatic and sociolinguistic competence that is the ability to know when to use which language, how to modify the language depending on the audience and cultural aspects, and so on. The definition of speaking goes beyond the mere ability to express oneself verbally and incorporates the understanding of the dialogue of other people alongside the practical carrying out of the conversation.

With regard to the research related to the improvement of students' speaking skills through American slang in TikTok application, improvement of pronunciation, vocabulary and fluency is paid attention to. From the standpoint of Learning Technology, these apps are meant for developing speaking skills and one such app is Tik Tok which allows practice in entertaining manner.

2) *Speaking Skills*

According to (Thornbury, 2005), speaking is a talent that has to be honed via practice on its own, separate from grammatical instruction. Thornbury offers the following methods for teaching speaking effectively:

- a. Enhancing oral communication abilities through an understanding of speech nature.
- b. Fostering a friendly environment by allowing students to openly express their thoughts.
- c. Encouraging learning may be achieved through a variety of activities, such as games, talks, group projects, and discussions.
- d. Promoting self-expression: For speech to have meaning, students should voice their own opinions.
- e. Giving constructive criticism: To assist students' speaking abilities grow, teachers should offer constructive criticism.

3) *The Purpose of Speaking*

According to (Tarigan, 2019), speech is primarily done for communication, which fulfills four important purposes. First, to inform, in which the speaker imparts knowledge, viewpoints, and ideas to the audience. The second goal is to amuse, causing the audience to appreciate and participate in the topic under discussion. The third strategy is persuasion, in which the speaker seeks to persuade the audience to act or adopt a specific viewpoint. Finally, to talk, enabling people to have discussions that lead to cooperative problem-solving or decision-making. These goals demonstrate the complex role that speech plays in clear communication.

4) *The Aspects of Speaking*

Speaking is one of five essential components of effective communication, according to (Brown, 2001). The capacity to communicate confidently and naturally without pause is referred to as fluency. In order to ensure good communication, comprehension entails knowing the meaning behind what is being stated. The ability to appropriately construct sentences to communicate the desired meaning is known as grammar. The goal of vocabulary is to choose and employ words that are appropriate for the situation. Last but not least, proper pronunciation makes discourse comprehensible and clear, improving the effectiveness and significance of communication. Gaining proficiency in speaking requires mastery of these elements.

5) *Classroom Speaking Activities*

Classroom activities can enhance speaking skills, and (Brown, 2001) identifies five key activities:

- a. Acting from a Script: Students perform a play or scripted dialogue.
- b. Classroom Games: Relaxed learning through oral games.
- c. Discussion: Group discussions on a topic to share ideas.
- d. Problem Solving: Working in pairs or groups to discuss and solve problems.
- e. Simulation and Role Play: Acting out real-life situations to stimulate communication.
- f. Corrections in speaking should be handled carefully to avoid discouraging students, ensuring they remain motivated and actively participate in speaking activities.

6) *Teaching Speaking*

For the majority of Indonesian students, learning English as a foreign language has distinct difficulties because it is not the same as learning their own tongue. Students studying English must become proficient in vocabulary, grammar, and phonology, in contrast to learning a native language. The main objective of English classes is to enable students to communicate in English successfully for academic, professional, and leisure objectives, even though comprehending language structures is crucial.

Because English is not a language that is commonly used in daily life, teaching speaking in Indonesia can be challenging. Because of this, students' practice chances are restricted to classroom environments, necessitating the use of tactics that offer lots of opportunities for speaking in the target language. Four guidelines are provided by (Nunan, 2003) for efficient speaking training:

- a Finding a Balance between Fluency and Accuracy: Since mistakes are a necessary component of learning, students should practice speaking without fear.
- b Encouraging Student Talk Time: Instructors should talk less themselves and encourage students to speak more in pairs or groups.
- c Promoting Meaning Negotiation: To achieve mutual comprehension, communication should include both confirmation and explanation.
- d Emphasizing Both Transactional and Interpersonal Speaking: Instruction should focus on the practical (transactional) as well as social (interpersonal) aspects of communication.
- e Engaging pupils and fostering an environment that supports speaking practice are important tasks for a qualified instructor.

B. *Media*

Media is a crucial component in the teaching-learning process, supporting both teachers and students. It serves as a tool for conveying information and facilitating understanding. Educational media can take various forms, such as text, images, graphics, videos, and animations, all of which aim to enhance the learning experience. By incorporating diverse media, teachers can improve students' comprehension, critical thinking, and interaction in and outside the classroom.

(Leshin et al., 1992) classify media into five categories: human-based (teachers, tutors, role plays), print-based (books, handouts), visual-based (charts, maps), audiovisual-based (videos,

films), and computer-based (interactive videos, hypertext). In English learning, media such as pictures, songs, and videos play a significant role in motivating students and increasing their enjoyment of learning. Thus, carefully selected media are essential to improving the effectiveness and quality of the learning process.

1) *Definition Of American Slang*

American slang refers to an informal, dynamic part of language used by various social groups in the United States. It is characterized by playful expressions, words, and idioms that deviate from formal language norms. According to linguists like (Green, 2010), slang is created by and for specific social groups, reflecting cultural diversity and subcultural influences. Green, a renowned slang lexicographer, sees slang as a mirror of cultural trends, while (Crystal, 2018) highlights its role in linguistic creativity, refreshing everyday communication.

From the perspectives of Green and Crystal, American slang is more than just informal language. It serves as a creative expression of everyday life in America, reflecting cultural shifts and social diversity. Slang constantly evolves, providing a unique linguistic identity to American communication. This definition highlights the significance of slang in enriching language and showcasing the dynamic nature of American culture.

2) *Roles Of Tiktok Application*

TikTok serves as an important media tool in learning to speak, especially for improving students' understanding and use of American slang. According to (Waode, 2024), video media like TikTok allows students to feel immersed in the content through moving images and sound, enhancing the learning experience. The key roles of TikTok are:

- a. **Interactive Learning Platform:** TikTok enables students to engage directly with short videos, helping them observe the use of American slang in real-time, making learning more interactive.
- b. **Student Creativity and Engagement:** TikTok encourages students to create their own videos, enhancing creativity and motivating active participation in the learning process.
- c. **Connecting with the Younger Generation:** As a popular platform among younger audiences, TikTok helps connect with students more effectively, increasing their interest in learning.
- d. **Accessibility and Flexibility:** TikTok offers high accessibility, allowing students to learn anytime, anywhere, and at their own pace.
- e. **Supporting Active Learning:** Students are not only passive observers but also active participants, creating their own content, which improves retention and mastery of speaking skills.
- f. **Use of Multimedia Content:** TikTok supports various forms of multimedia, including images, sounds, and text, making the learning experience more engaging and helping students understand slang more effectively.

C. *Assessing for Speaking Performance*

Assessing speaking skills can be challenging, often judged based on native or non-native pronunciation, as noted by (Luoma, 2004). (Nunan, 1999) adds that speaking requires linguistic competence (sound articulation, vocabulary, grammar), functional competence (answering logically), strategic competence (repairing conversation breakdowns), and sociolinguistic/cultural competence (using language contextually).

According to (Harris, 1969), the five key components of speaking are:

- a. **Comprehension:** The ability to initiate and respond in oral communication.
- b. **Grammar:** The skill to construct correct sentences and use proper structures in conversation.
- c. **Vocabulary:** Sufficient diction for effective communication; without vocabulary, ideas cannot be expressed.
- d. **Pronunciation:** Producing clear sounds in language, important for communication to be

understood.

- e. Fluency: The ability to speak smoothly and expressively without unnecessary pauses, indicating language mastery.

These components are crucial for effective speaking and improving communication skills.

3. METHOD

A. Research Design

This study aims to understand and measure the improvement in speaking skills of class X IPS-1 students at SMA Asuhan Daya through the use of TikTok and American slang words. Using the Classroom Action Research (CAR) model, defined by (Mills, 2007) as a systematic, collaborative investigation to enhance teaching practices, the research focuses on direct classroom intervention. TikTok was chosen as the media because it offers an engaging platform where students can better understand and apply American slang in real-life speaking contexts.

CAR was implemented through a dynamic process involving planning, action, observation, and reflection, based on the (Kemmis, 2008) model. This approach allowed the researchers to observe the direct effects of using TikTok in the classroom, expecting that students' speaking skills would improve significantly. The study emphasizes the integration of media tools like TikTok to make learning more interactive and effective for the students.

B. Research Subjects

This research was conducted at SMA Asuhan Daya, located at Jalan Kayu Putih No.33/12A, Tanjung Mulia Hilir, Medan Deli, Kota Medan, Sumatera Utara 20241. The subjects of this research were the 25 students of class X IPS-1 at SMA Asuhan Daya, consisting of 10 male students and 15 female students, during the second semester of the 2023-2024 academic year.

C. Research Procedures

In this study, the researcher chose to use the Classroom Action Research (CAR) design which consist of planning, action, observing and reflection. The research was conducted in two cycles. Each cycle consists of eight meetings, with each cycle following the framework established by (Kemmis, 2008). This framework is including four important stages: planning, action, observation, and reflection. Each stage is playing an important role in the research process and is assisting the researcher in achieving the research objectives.

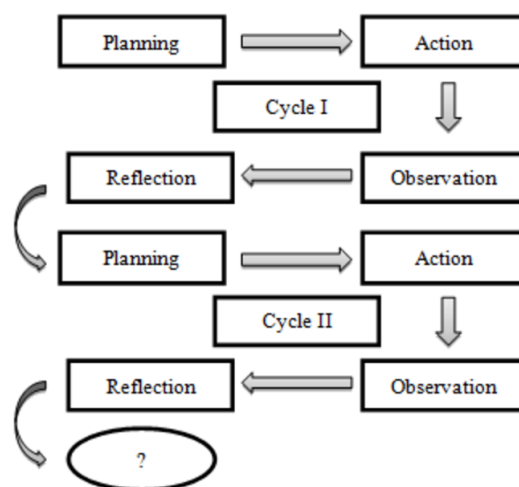


Figure 1. Classroom Action Research Design by Kemmis and Taggart model

1) *The First Cycle of CAR*

The lesson plan consists of learning objectives and activity steps to be carried out by using the TikTok application.

i. Planning

In this phase, the researcher formulated a series of actions to be taken when using Tiktok application to improve students speaking skill within the scope of American slang words materials in the teaching and learning process. In the planning stage, the activity that were done included:

- a. Prepare teaching materials that are in line with the established syllabus
- b. Develop a lesson plan and design a strategy for implementing actions
- c. Prepare learning media that are relevant to the topic being discussed
- d. Prepare a checklist for observation
- e. Compile a student attendance list and student assessment list
- f. Prepare evaluation instruments, including pre-test and cycle I.

ii. Action

At this stage, the process of the implementation of action. In this step, students were taught to improve students' speaking skill by using tiktok application with American slang words materials :Z

- a. Implement actions according to the planned learning scenarios
- b. A pre-test was conducted to assess students' initial understanding.
- c. Use Tiktok Applicaqtion to guide students in Speaking American Slang Word
- d. A cycle I was conducted to measure improvement.

iii. Observation

In this research, the researcher's role is as an observer. Researcher are actively involved in the observation process, monitoring and recording activities carried out by students and teachers. To ensure that these observations are carried out systematically and structured, the researcher uses an observation checklist. Apart from that, researchers also carry out visual documentation in the form of images. These images are taken during the observation process and serve as visual records that can be used to support and enrich research findings.

iv. Reflection

This phase involves evaluating and analyzing the data to determine the success of the learning process and whether the objectives have been achieved. The main goal is to assess how well the students have met the success criteria and to understand if any adjustments are needed to improve results. Key activities include assessing students' speaking ability in using American slang words based on a prepared speaking assessment instrument, and analyzing student-made TikTok videos to check if they align with the slang words taught. Additionally, the teacher identifies any obstacles students faced, such as difficulties in pronouncing certain words or hesitancy in forming sentences using slang. The effectiveness of the learning steps is also evaluated to see if they successfully helped improve students' speaking skills. Based on these findings, the teacher reflects on potential improvements for the next cycle, which could involve revising materials, media, or instructional strategies. These reflections are documented to guide the planning for the next phase.

2) *The Second Cycle of CAR*

This second cycle is implemented based on the reflection of the first cycle. The first cycle has provided important insights and understanding. The procedure for this second cycle is designed with considerate the experience and learning from the first cycle. The aim is to repair and improve the process based on the evaluation and analysis conducted earlier. As such, this second cycle is an

important step forward in the research process, in which it applies what has been learned from the first cycle and seeks to make the necessary improvements and adjustments. The following is the explanation for the planning stage in cycle 2:

i. Planning

- a. Determine the issues and find solutions to resolve them.
- b. Make a step-by-step plan to take action again
- c. Prepare the material to be delivered.
- d. Prepare learning media to support the learning process.
- e. Prepare a checklist for observation.
- f. Prepare student attendance list and student assessment list.
- g. Prepare cycle II.

ii. Action

At this stage, the educative process is carried out by the researcher. Here are some of the activities carried out:

- a. Implement the second cycle with improvements from the reflection of cycle I
- b. Use Tiktok Application to guide students in Speaking American Slang Word
- c. A cycle II was conducted to measure improvement.

iii. Observation

The observation stage in cycle 2 involved more focused and structured observation activities based on the reflection results from cycle 1. The teacher observed students' interaction and participation during the learning process. Students' performance in speaking practice using American slang words was evaluated using the prepared assessment instruments. In addition, the teacher also assessed the TikTok videos made by the students both in terms of language use and video quality.

During the observation activities, the teacher provided feedback and guidance if she found students who had difficulty in pronunciation or application of the material. The data obtained from the observation stage was recorded for analysis. The results of this observation will be used as a reference for reflection to evaluate the extent to which the success of the actions in cycle 2 can improve students' speaking ability in using American slang words.

iv. Reflection

This stage focuses on evaluating and analyzing the data to assess whether the success criteria have been achieved. The teacher thoroughly evaluated the learning process and results of teaching speaking using American slang words through TikTok in cycle 2. The evaluation included a review of the lesson plan, the implementation of actions, and the impact on students' speaking abilities. Data from the assessments of students' speaking skills were analyzed to track development and improvement compared to cycle 1. Additionally, the teacher evaluated students' interest, enthusiasm, and any obstacles encountered during the learning process in cycle 2. Based on this evaluation, the teacher reflected on which aspects were effective and which still needed improvement. For instance, the teaching materials and methods were found to successfully increase student participation, while certain implementation techniques required further refinement. These reflections are then used to guide planning for the next cycle or to conclude the Classroom Action Research (CAR) cycle if the learning objectives have been significantly achieved in cycle 2.

D. Data Collecting Technique

In this study, researcher used several data collection techniques to obtain qualitative and quantitative information. For quantitative data, researcher collect by collecting students' pre-test and post-test scores. In addition, researcher also collect qualitative data by collecting information from various sources, namely interview transcripts, observation sheets and checklists and field notes.

1) Observation

In this case the researcher applied an unstructured or open observation method to understand various events that arise during the teaching and learning process. Some aspects that are the focus of observation include teacher performance during class action research, classroom conditions during the teaching and learning process, and student reactions to Improving Speaking Skills in Using American Slang Words By Tiktok application.

2) Interview

To understand the process of teaching and learning speaking in depth, the researcher conducted interviews with two groups of participants: English teachers and students. The main purpose of the interviews was to explore their views on the process and find solutions to the challenges that arose. The interviews were unstructured, allowing the researcher to ask various questions in no particular order. The questions covered the teacher's teaching methods, techniques used, and evaluation of student achievement. In addition, the researcher also found out which class among the ten classes had low performance in the speaking test. Based on this information, the researcher then selected the class as the research subject.

3) Test

The researcher conducted a series of tests to evaluate the improvement of students' speaking abilities in using American slang words through the TikTok application. These tests consisted of a pre-test and a post-test. The pre-test was administered before using TikTok to assess students' initial speaking skills, while the post-test was conducted at the end of each cycle after implementing TikTok videos in the learning process. The primary aim was to compare the results of the pre-test and post-test to determine if students showed any improvement in their speaking skills, particularly in using American slang.

The evaluation was based on the students' performance in role-playing guided conversations. The recorded conversations were played to other teachers to gather their impressions, using specific criteria for assessment. These criteria included grammar, vocabulary, pronunciation, speed of speech, mastery of the topic, and the ability to respond automatically. The scoring system, based on a rating scale provided by Heaton (1988), ranged from 1 to 5, with 5 being "excellent" and 1 being "hesitant." Each score corresponded to a description of the students' oral communication abilities, including their proficiency in vocabulary, grammar, and pronunciation, as well as their ability to maintain a conversation smoothly. This method allowed for a structured and detailed analysis of students' speaking progress throughout the study.

4) Documentation

Photography served as an effective visual documentation tool in this study. The researcher used photos to record every important moment, such as when students took the procedure text writing test and learning activities. The photos showed the students' engaged and excited during the learning process.

5) Field notes

Field notes are evidence notes written descriptively about the processes that occur in the field. Fieldnotes were written by the researcher systematically and documented the entire research process from the initial stage of entering the school environment to the implementation of learning cycles and tests.

Table 1. Data Collection of CAR

No.	Instruments	Data
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1	Observation	Observation checklists and Field notes
2	Interview guidelines of before and after CAR	Interview transcripts and voice recorder
3	Test	Pre-test, Post-test I, and, Post-test II scores
4	Documentation	Photographs

E. Data Analysis Technique

In this study, the researcher applied two methods for data analysis. These methods include:

1) Qualitative analysis

To analyze the qualitative data, student and teacher activities in the classroom were observed and interviews were held both before and after the Classroom Action Research (CAR).

2) Quantitative analysis

Regarding the analyzing of quantitative data, the researcher first calculates the average (mean) value of students' results in writing during one cycle. This is done to determine whether students' writing skills have improved. The following formula is used by the researcher:

$$\bar{x} = \frac{\sum x}{n}$$

$\sum x$ = Students' total scores
 n = Number of students
 $\bar{x}$ = Mean

4. RESULT AND DISCUSSION

A. The Preliminary Study

The researcher obtained data about students' conditions in the classroom, including students' difficulties in learning English, particularly speaking skills, based on previous observations prior to this study.

The results of the interviews between the researcher and the students showed that many students had difficulty speaking because English seemed to be a daunting subject for them. English is only learned by a few students when they enter vocational high school. In addition, there are some students who feel like speaking, but do not know what to say or how to convey their message in English.

B. Pre-Cycle

The researcher conducted classroom observations, interviews with the English teacher and students, followed by a pre-test to assess students' speaking skills using American slang through the TikTok application.

Table 2. The Result of Pre-test

No	Initial	Criterion					Total Score	Converted Score
		V	G	P	F	C		
1	A.P	4	4	4	4	3	19	76*
2	B.A	3	3	4	4	3	17	68
3	C.S	2	3	3	3	3	14	56
4	D.A	4	4	3	4	4	19	76*
5	E.K	3	3	3	3	3	15	60
6	F.H	2	2	3	2	2	11	44
7	G.R	1	2	2	2	1	8	32

8	H.W	4	4	3	4	4	19	76*
9	L.P	3	2	2	2	1	10	40
10	J.S	2	2	2	2	2	10	40
11	K.M	3	2	2	2	2	11	44
12	L.S	3	3	3	3	3	15	60
13	M.A	2	3	2	3	2	12	48
14	N.A	3	2	2	2	2	11	46
15	Q.R	4	3	3	3	3	16	64
16	P.A	3	2	3	3	2	13	52
17	Q.A	3	3	3	3	3	15	60
18	R.P	2	2	3	2	2	11	44
19	S.M	2	2	2	3	3	12	48
20	T.S	3	2	2	2	2	11	46
21	U.L	4	3	3	3	3	16	64
22	V.O	3	3	3	3	2	14	56
23	W.H	4	3	3	3	3	16	64
24	Y.A	2	2	2	1	2	9	36
25	Z.P	3	4	4	4	4	19	76*
Total		72	68	69	70	64	343	1376
Mean		2.88	2.72	2.76	2.8	2.56	13.72	55.04

In this pre-test, students practiced speaking American slang in front of the class, with assessments based on vocabulary, pronunciation, grammar, comprehension, and fluency, each scored from 1 to 5. The average pre-test score was 53.64, with none of the 25 students meeting the criterion minimum of competence (KKM) of 75. These results highlighted the need for improvement in students' speaking abilities.

As a result, the researcher implemented the TikTok application as an intervention in the form of classroom action research. The aim was to improve students' speaking skills and their attitudes toward using American slang in English through fun and interactive speaking activities. The TikTok platform was chosen for its engaging format, with the expectation that it would enhance both the students' scores and their comfort in speaking English. An evaluation will follow to measure the success of this intervention.

C. The First Cycle of CAR

Using the TikTok app, the researcher, in the role of the instructor, concentrated on improving students' speaking abilities in the first phase of Classroom Action Research, especially with regard to American English slang. A thorough action plan was created that included activities and other resources in addition to a lesson plan on "Hype Slang Word." The class started with an interesting introduction to get students excited, and then they worked in groups to create and present instances of American English slang. Excitement for the session rose in spite of a few misunderstandings and errors. Students talked about their experiences and started using slang in sentences in later sessions, showing different degrees of skill. The researcher noted that although some pupils lacked confidence, overall engagement was positive based on observation of reaction and involvement. A cycle following the first cycle showed gains in speaking abilities, while some students still needed further assistance to reach competence requirements. Overall, the action plan's efficacy was demonstrated by the substantial influence that the combination of TikTok and American English

slang had on students' speaking abilities. The detail mean score of each criterion of the cycle 1 is attached on the table below:

Table 3. The Result of Post-test I

No	Name	Criterion					Total Score	Converted Score
		V	G	P	F	C		
1	A.P	4	4	4	4	4	20	80*
2	B.A	4	3	4	4	4	19	76*
3	C.S	4	4	4	4	3	19	76*
4	D.A	4	4	3	4	4	19	76*
5	E.K	3	4	4	4	4	19	76*
6	F.H	3	3	3	2	3	14	56
7	G.R	3	2	3	2	2	12	48
8	H.W	4	4	3	4	4	19	76*
9	L.P	3	3	3	3	3	14	56
10	J.S	3	3	4	2	3	15	60
11	K.M	4	2	3	2	3	14	56
12	L.S	4	3	4	4	4	19	76*
13	M.A	2	4	3	3	3	15	60
14	N.A	3	3	3	3	3	15	60
15	Q.R	4	4	3	4	4	19	76*
16	P.A	3	3	3	3	2	14	56
17	Q.A	4	4	4	3	4	19	76*
18	R.P	3	2	3	3	2	13	52
19	S.M	3	3	3	3	3	15	60
20	T.S	3	2	3	2	2	12	50
21	U.L	4	4	4	4	3	19	76*
22	V.O	3	4	3	3	2	15	60
23	W.H	3	4	4	4	4	19	76*
24	Y.A	2	2	2	2	2	10	40
25	Z.P	3	4	4	4	4	19	76*
Total		83	82	84	80	79	407	1630
Mean		3.32	3.28	3.36	3.2	3.16	16.28	65.2

It is evident from the first post-test result that the students' mean score increased dramatically from

55.04 in the pre-test to 65.04. Just 12 out of the 25 pupils in total passed the KKM. Just 48% of pupils were able to successfully complete the KKM. Thus, 13 out of the 25 students, or 52% of the total, did not succeed in achieving the KKM in the first cycle.

D. The Second Cycle of CAR

In Cycle 2 of the Classroom Action Research, the objective was to boost students' confidence and appropriateness in using American slang through the TikTok app. New slang words were introduced alongside TikTok videos and handouts, beginning with a review of Cycle 1. Students watched a video that demonstrated slang usage, followed by discussions on meaning and pronunciation. They then worked in small groups to brainstorm and create their own TikTok videos, applying their knowledge creatively. During recording sessions, the teacher provided guidance on context and pronunciation, and students offered each other constructive feedback on their videos. Observations indicated a marked increase in student participation and confidence, with fewer mistakes in sentence formation and greater comfort in speaking English. Various assessment tools, including checklists and rubrics, were utilized to evaluate engagement and the quality of their work, demonstrating significant progress in their speaking skills and understanding of American slang. Cycle II, which the researcher gave the pupils, showed a notable increase in their speaking abilities. As the accompanying table explains, the pupils' overall mean score demonstrated a noticeable improvement over earlier tests.

Table 4. The Result of Post-test 2

No	Name	Criterion					Total Score	Converted Score
		V	G	P	F	C		
1	A.P	4	5	4	4	4	21	84*
2	B.A	4	4	5	4	4	21	84*
3	C.S	5	5	4	4	4	22	88*
4	D.A	4	4	3	5	4	20	80*
5	E.K	4	4	4	4	4	20	80*
6	F.H	4	3	4	4	4	19	76*
7	G.R	4	4	3	4	3	18	72
8	H.W	4	4	4	4	4	20	80*
9	L.P	4	4	4	4	4	19	76*
10	J.S	3	4	4	4	4	19	76*
11	K.M	4	3	4	3	4	18	72
12	L.S	4	5	4	4	4	21	84*
13	M.A	4	4	3	4	4	19	76*
14	N.A	3	4	4	4	4	19	76*
15	Q.R	4	4	4	5	4	21	80*
16	P.A	4	4	4	4	3	19	76*
17	Q.A	4	5	5	4	4	21	84*
18	R.P	4	4	4	4	4	20	80*
19	S.M	4	4	3	5	4	20	80*
20	T.S	3	4	3	4	4	18	72
21	U.L	4	5	4	4	4	21	84*
22	V.O	4	4	4	3	4	19	76*

23	W.H	4	5	4	4	4	21	84*
24	Y.A	3	3	4	4	4	18	72
25	Z.P	4	4	5	4	4	20	80*
Total		99	105	98	101	98	499	1992
Mean		3.96	4.2	3.92	4.04	3.92	19.96	79.68

The results of cycle II revealed a significant improvement in students' speaking skills, with the mean score rising from 65.04 in cycle I to 79.68 in cycle II, marking an increase of 14.04 points. The percentage of successful students also rose substantially from 48% to 84%, while the percentage of unsuccessful students decreased from 52% to 16%. Specifically, 21 out of 25 students passed the KKM in cycle II, compared to only 12 students in cycle I. This indicates a marked improvement in student performance between the two assessments.

E. Data Analysis

The goal of a number of research projects was to help IPS-1 students at SMA Asuhan Daya Medan's tenth grade become better writers. The findings of this study enabled us to contrast how students' writing abilities evolved throughout three stages: The following are the Pre-test, Post-test I, and Post-test II:

Table 5. The Comparison Score of Each Test

Category	Pre-Test	Post-Test I	Post-Test II
Maximum	76	80	88
Minimum	32	40	72
Mean	55.04	65.2	79.68

Results from the post-test revealed notable gains following the completion of Cycles 1 and 2. Following a decrease from 16% to 48% of students passing the Pre-Test, the mean score for Post-Test I was 65.2, which was higher than the mean score for the Test. Twelve students passed and thirteen failed the Post-Test I. The mean score on Cycle 2's Post-Test II increased to 79.68, indicating a 14.48% improvement, indicating continued growth. In contrast to the decline in the percentage of failed students from 52% in Post-Test I to 16% in Post-Test II, the percentage of students passing the KKM grew to 84%.

F. Findings

Based on the research's findings, the researcher came to the conclusion that the pupils' writing abilities had improved. An examination of the pre-cycle, cycle I, and cycle II data revealed that students were making progress in enhancing their writing abilities. Students who were able to obtain both incomplete and complete were included in this observation.

1) Pre-Cycle

After conducting observations and interviews, the researcher administered a pre-test to assess students' speaking skills using American slang through the TikTok app. In this assessment, students were required to demonstrate their understanding of American slang, focusing on criteria such as vocabulary, pronunciation, grammar, comprehension, and fluency, with scores ranging from 1 to 5. The overall average score for the pre-test was 53.64, with none of the 25 students meeting the minimum competency score (KKM) of 75, highlighting a critical need for improvement in their

speaking skills. The findings suggest that intervention through the TikTok app may effectively enhance their abilities.

2) Cycle I

The students' mean score increased considerably from 55.04 in the pre-test to 65.04 in the post-test 1, as can be shown. Only twelve out of the twenty-five pupils passed the KKM. A mere 48% of pupils successfully attained the KKM. Consequently, 13 out of the 25 pupils, or 52% of the total, did not meet the KKM in the first cycle.

3) Cycle II

The students' mean score increased dramatically from post-test I to post-test II, as can be observed from the post-test II results. The mean score of the students in post-test I was 65.04, and in post-test II, it was 79.68. In cycle 2, the students' average score rose by 14.04 points. Also rising from 48% to 84% was the percentage of successful pupils. Stated differently, the proportion of pupils who did not succeed dropped from 52% to 16%. Out of the 25 students that took the post-test, 21 students were successful in passing the KKM. It indicates that the action in post-test I significantly improved compared to post-test II. In the first post-test, 12 students, or 48% of the total, passed. There were also fewer pupils who did not pass. In post-test I, there were 13 students (52%) and 4 students (16%).

G. Discussion

The purpose of this study was to find out whether or not students' speaking abilities might be enhanced by employing American Slang Words on the TikTok app. The learning process as well as the Pre-Test, Cycle I, and Cycle II data all showed improvements in the students' skills. One of the many challenges the researcher had while conducting the study was the laborious task of testing each student individually.

According to the results, Post-Test II had a mean score of 79.68 and Post-Test I had a mean score of 65.2. This showed that the difference between the first and second cycles was 14.48% better. Post-Test II had a minimum score of 72 and a maximum score of 88. The proportion of graduates who passed the KKM increased to 84%.

Twenty-one of the twenty-five pupils passed Post-Test II's KKM. Additionally, the proportion of failing pupils dropped to 16%. This indicated that the goal of having 84% of students graduate successfully had been met. The investigator made the decision to end the study.

5. CONCLUSION

The study found that students' speaking abilities, especially with American slang, were much enhanced when they used the TikTok app. The pre-test average score was 55.04; post-test I and post-test II average scores climbed to 65.2% and 79.68, respectively, indicating improved accuracy and confidence in using slang. Furthermore, all students showed significant improvement, as seen by the highest score increasing from 76 to 88 and the minimum score improving from 32 to 72. There was an increase in the number of students who participated, and they also showed more confidence while giving presentations, were more ready to talk, and used slang less frequently. With two cycles centered on American slang via TikTok, the classroom action research (CAR) technique significantly enhanced students' speaking abilities by creating an engaged learning environment and giving them practice pronouncing words correctly.

Suggestion

1. For the teacher

- a *It's critical to vary the material types utilized while creating educational TikTok content, such as interactive films and real-world scenarios. Working together with TikTok*

- developers that specialize in American slang and language can further enhance the quality and applicability of the lessons delivered.*
- b *In order to be implemented in formal education, TikTok-based learning modules need be created, and teachers should receive training on how to use the platform to test and enhance students' speaking abilities.*
2. *For the students*
- a To better comprehend the appropriate usage of slang in context, students are encouraged to actively utilize the many forms of TikTok material that are included in the course, such as films that depict real-world situations.
 - b In order to boost their confidence while presenting, decrease slang use mistakes, and raise their speaking bravery, students should also engage in more TikTok-related activities.
3. *For another researchers*
- a Using a control group to more clearly compare the effects of TikTok might be one methodological advancement for future study.
 - b Including qualitative techniques to acquire a deeper understanding of students' experiences, including observations or interviews.
 - c Carrying out an extended investigation to evaluate the long-term impacts of TikTok usage on pupils' communication abilities.
 - d Additional studies might examine how TikTok usage influences students' motivation and involvement in the classroom, as well as how it affects other language abilities like writing and listening comprehension.
 - e To create a more immersive learning environment, researchers should look into integrating TikTok with other language learning apps. They should also use additional social media platforms, like Instagram or YouTube, to evaluate the efficacy of similar learning techniques.

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