



## THE EFFECTIVENESS OF TIKTOK-BASED MEDIA IN IMPROVING STUDENTS' PUBLIC SPEAKING SKILLS

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### Abstract

The researcher objective of this study is to develop PKPBA students at UIN Malang, Tarbiya & Teacher Training Faculty using Tiktok media in the learning process as well as useful information for various parties regarding Tiktok. This research uses Classroom Action Reseacher (CAR) design which is conducted into two cycles consist of planning, action, observation and reflection. The participants were 30 students. This included a speaking assessment rubric, observation sheets and student perception questionnaires. These result showed that students who participated in are performed much better creative public speaking. The proportion of students being classified as "Excellent" rose from 26,67% in Cycle I till 50% in Cycle II. In addition, there was a rise in positive student perceptions about Tiktok as learning medium from 80% to 93,33%. This adds to previous result which show that using Tiktok with pedagogical components or approaches (that are model videos, pair practice and structured feedback) enhances students' fluency, confidence and creativity in speaking Arabic. So last but not least, Tiktok can be an alternative medium that is innovative and relevant to the digital era in maharah kalam learning.

**Keywords:** TikTok, maharah kalam, public speaking, Arabic language learning

## INTRODUCTION

Information and communication technology has rapidly changed the context of language learning in the digital age. Today, students are involved in daily routines where social media also plays a key part. Tiktok : A short video application where user can easily create, communicate and share advacenced in a quick & widespread manner — probably one of the most popular application of under 30 aged individuals. The implementation of Speaking Skills Learning in Arabic Language Education Program (PKPBA) Subject Matter at UIN Malang Maharah kalam is a writing skill that supports the competent practice of acquiring real-life speaking experience. In lecture practice, students often have little or no space to enact intensive speaking and thus their speaking skills often remain confined to classic, less communicative classroom contexts. This causes the motivation for active learning to be low and so causes less than optimal Arabic speaking skill to develop.

The integration of technology in learning makes learning more effective and relevant, and it also enhances the improvement process in colleges along with the results of student outcomes(Nurlaili, N., & Nurmairina 2021). The overall type of entertainment, information, and fascinating reading provided by social media has altered the ways people consume news across society. The public increasingly wishes to retrieve news through social networking sites, particularly among a younger demographic. According to the 2023 Digital News Report (DNR) published by Reuters Institute and University of Oxford, social media is being more accepted as an important source of news with much higher usage lengths in young people(Fitra Awalia Rahmawati 2023). This shift is largely powered by Generation Z (18–24), the first generation that grew up in an era of widespread digital technology deployment(Ahmad Tarmizi, Shofil Fikri, Rafi'atun Najah Qomariah 2025). They often prefer to receive news information via social media instead of online news portals or traditional media such as newspapers, television and radio. This indicates a change in level, that is now a preference as the public consumes news through social media platforms(Erya Fahra Salsabila, Guruh Sukma Hanggara 2021). This paper also highlights the high interest of students in PKPBA UIN Malang in creating TikTok content which can be accumulated as an innovation of learning strategies in the maharah kalam, to make this process become more relevant to the digital culture among among the young generation nowadays. This phenomenon needs to be studied on how TikTok media can be utilized as a medium of learning maharah kalam and what the nature of its impact is on increasing students' Arabic speaking ability. Speaking skill refers to an individual ability to express ideas, emotions and thoughts through oral (verbal) communication(Maryam 2014).

Describing these ideas is included in the productive part and speaking skills because it means that someone can produce, speech which can be understood by whom he speaks to(Al 2024). As the activity of answering is not the only aspect of speaking, communicating and responding to others, bringing information that relates to what you are doing as well as communicating to do with your weight(Mualim Wijaya 2024). Most TikTok users are Millennials and Gen Z, so the

app is specifically relatable to students' lives. TikTok is way more than just entertainment, it gives its users a platform to showcase their creative videos as well so it's not only engaging but could also serve as another interactive learning tool. TikTok in learning Arabic will bring about interest when learning and can also help improve skills such as pronunciation of Arabic. The feasibility of TikTok-based learning, as measured by Zubaidi's research, was very feasible. In the same line, Miftachul Taubah also stated that as long as TikTok is used with good methods and techniques, it can be a very suitable medium for learning Arabic in an interactive way, especially in speaking skills (Hadi 2021).

Researchers have tried out many media innovations in an effort to maximize learning maharah kalam. An example includes using TikTok social media to transform the public speaking learning process. This led to the origin of this article, and the recent results through research gave us many advantages in improving oral skills, particularly speaking a foreign language using TikTok. A recent study explored English language learners' experiences with TikTok to improve pronunciation and speaking fluency, the authors found that this platform creates fun and user-friendly learning environments where students could practice speaking, take advantage of the constant repetition (e.g., through re-recording and feedback), leave them more fluent, more confident after practicing on both platforms (Al 2025). They have TikTok also very good to get better students speaking ability this was can be proven with use of tik tok strategy score of one of the influence Ttest test so that when after administration such media increased student speaking skills, superiorly than initial condition before easily using TikTok (Sri Mujayanah, Nirwanto Maruf 2023). TikTok is incorporated as one of the media device in learning English which influences speaking skill for EFL classes a lot since student-generated creative content brings immense reservoir of practice space and calls for engage act with linguistic resource, motivation, and confidence (Waode 2024). The increasing use of Digital Social Media, especially TikTok, in Speaking skills-oriented Learning practices have an excellent result. However, research with more specific focus on the use of TikTok in teaching maharah kalam for students of PKPBA UIN Malang is still rare, so it is necessary to conduct empirical studies at this institution.

## METHOD

The research method of this study is Classroom Action Research (CAR) which is the one of repeated cycle to improve learning in classroom. This research is centered on optimizing student reading-writing with systematic TikTok media interventions to solve pre-existing learning problems, Kemmis and McTaggart spiral model: (1) Planning, (2) Implementing actions, (3) Observation and their analysis for humbling betterment of body practice (Sari 2025) (Ma'arif et al. n.d.). Research xii This research is a qualitative descriptive study which was conducted in the Special Program for Arabic Language Development (PKPBA) students of Maulana Malik Ibrahim State Islamic University (UIN) Malang in Class TR 11 at Faculty of Education and Teacher Training. Subjects: One class of ~ 30 students, adapted to

real life field conditions. These subjects were amongst those selected to help facilitate a more effective Arabic curriculum at the university-level. This research was conducted in 2025/2026 Odd Semester Date October 12, 2023 to October 27. Research Design This study uses a spiral Classroom Action Research (CAR) cycle model. In each cycle, you will have 4 main stages which are as follows:

Cycle I : Planning : Lesson Plan / RPS of Semester Learning (RPP) in this case the researcher uses TikTok In addition, this stage also determines the themes of maharah kalam (speaking skills), designs speaking assessment rubric, and prepares observation instruments and tests. Action : Students are asked to make a TikTok Video in Arabic on the topic given, publish them and then share it with the class under the lecturer`s supervision. Observation: You observe students in terms of how engaged they appeared during the lesson and perform an assessment of speaking skills. This process also notes challenges on the technical and pedagogical fronts. Reflection: The researcher examines the results of Cycle I and identifies the areas that need improvement before making repairs in Cycle II.

Cycle II : Cycle II have the same about but in Cycle II modifications and improvement plans are given according to reflect score so that pre determined success targets can be achieved. Be like a Robot : Instructional Action Procedures The lecturer provides the speaking material with particular topics using TikTok-based maharah kalam learning through systematic steps as follows. Students write short simple texts or dialogues solo or in pairs. Students go through the video production process (recording & editing) locally on features in TikTok. They are presented either online, where peers can appreciate it or in-class. Commenting is in the Arabic language, along with lecturer assessment and reinforcement student interaction.

In this study, quantitative data processed by likert scaled used to determine someone's attitude toward learning phenomenon. With this scale, respondents are asked to indicate their level of agreement with a number of statements about the use of TikTok in learning maharah kalam. There are two instruments in this research, namely The Student Speaking Skills Observation Sheet (the instrument completed by the lecturer). Student Tiktok Usage Questionnaire (students fill in) All of the instruments are used a 4-point scale as described below:

Table 1: Assessment Categories and Questionnaire Scales Observation

Kategori Observasi	Score	Questionnaire Category	Score
Excellent (SB)	4	Strongly Agree (SS)	4
Good (B)	3	Agree (S)	3
Fair (C)	2	Disagree (TS)	2
Poor (K)	1	Strongly Disagree (STS)	1

For the student questionnaire, the following categories are used: Strongly Agree (4), Agree (3), Disagree (2), and Strongly Disagree (1) :(Andi Kusumah, R., Arltri Firdaus, Y., & Muhammad Irham 2025)

### 1. Speaking Skills (Maharah Kalam) Observation Sheet

The assessment indicators include: Fluency in speaking Arabic. Accuracy of pronunciation (makhraj and intonation). Correctness of structure and vocabulary. Self-confidence when expressing ideas. Ability to convey ideas coherently and communicatively. Calculation Formula: Average Speaking Skill =  $(S1 + S2 + S3 + S4 + S5) / 5$ . Note: S1–S5 represent the scores for each aspect, ranging from 1–4.

### 2. Student Perception Questionnaire on TikTok Utilization

The questionnaire consists of 10 statements regarding students' experiences using TikTok as a medium for learning maharah kalam.

Percentage Calculation Formula:

$$P = (F / N) \times 100\%$$

P = Percentage

F = Total obtained score

N = Maximum possible score for all items

Table 2 : Interpretation of Results

Percentage Range	Interpretation
81–100%	Very Effective
61–80%	Effective
41–60%	Fairly Effective
≤ 40%	Ineffective / Less Effectiv

## RESULTS AND DISCUSSION

### A. Classroom Action Research Stages

This research was conducted in two cycles, each consisting of one meeting. Each cycle included problem identification, planning, action implementation, observation, and reflection.

#### 1. Problem Identification and Planning

Initial observations indicated that the majority of PKPBA students lacked confidence when asked to speak Arabic directly in front of the class. Indicators included a low voice, frequent pauses due to hesitation, monotonous vocabulary, and a tendency to read texts without spontaneity. This finding was reinforced by a questionnaire that showed low scores on the self-confidence variable when speaking orally (see Appendix A). This phenomenon of low confidence in oral communication was also found in previous research, which demonstrated a relationship between Arabic language habits and students' self-confidence in Islamic boarding school communication (Mutiara Siregar, Betti Begawati 2025). In other words, the findings from the initial observation results are: Psychological Aspects, "Students are nervous, afraid of making mistakes in nahwu-sharaf, and embarrassed to be laughed at." (Arifuddin et al. 2025) Confirming that self-confidence is the main determining variable in the success of oral communication. Habituation, Rarely practicing outside the classroom; low volume and not spontaneous., In line with the theory that low intensity of language habits

(habituation) is directly proportional to low self-confidence. Potential Solution, Students are more confident through videos and are active on TikTok., "Providing a new dimension: "Digital Habituation" can be a bridge to build self-confidence before diving into direct oral communication."(Nasarudin et al. 2025) The low self-confidence of PKPBA students in maharah kalam is caused by high communicative anxiety and a lack of supportive practice space. However, there is a positive anomaly where students have higher self-efficacy on digital platforms (TikTok), which indicates that the main obstacle is not total linguistic inability, but rather psychological barriers in direct face-to-face interactions(Abdullah Ubaid 2021).

## 2. Implementation of the Action

The implementation of the action in this study was designed as a systematic effort to address the low self-confidence of PKPBA students in maharah kalam (Arabic speaking skills), particularly in the topic of التعارف (self-introduction). The action was carried out through two cycles, each consisting of the stages of planning, implementation, observation, and reflection. The main strategy applied was the integration of digital habituation through TikTok as a transitional bridge toward direct oral communication in the classroom. This approach was based on preliminary findings indicating that the students' primary obstacle was not absolute linguistic incompetence, but rather high communication anxiety and low self-confidence in face-to-face situations.

### Cycle I: Planning

At the planning stage, the lecturer designed a TikTok-integrated lesson plan (RPS) focusing on strengthening students' self-confidence in practicing التعارف. Learning activities were task-based, requiring students to create short videos of 1–2 minutes. The practiced material included basic elements of self-introduction: الاسم (name), السكن (residence), الكلية (faculty), القسم (department), الهواية (hobby), and الأمل (aspiration). To support the implementation, the lecturer prepared: An assessment rubric covering fluency, structural accuracy, pronunciation, expression, and self-confidence. An observation instrument to monitor changes in students' verbal and non-verbal behavior. A reflection questionnaire to measure students' perceptions and comfort levels during the learning process. This planning aimed to create a learning experience oriented not only toward linguistic aspects but also toward the learners' psychological dimensions.

### Implementation Stage (Cycle I)

During the implementation stage, the lecturer first explained the learning objectives and emphasized the importance of building self-confidence in Arabic oral communication. A model self-introduction video was then presented as modeling to illustrate the expected performance. Students were divided into small groups to draft their introduction scripts. Subsequently, each student individually created a التعارف video and uploaded it to TikTok, either through their personal accounts or the class account. Before publication, students were instructed to conduct a self-review to evaluate their fluency, pronunciation, and expression. The lecturer provided constructive feedback based on the prepared rubric. This strategy aimed to create a safe, flexible practice space with minimal direct social pressure, allowing students to re-record their videos until they felt confident.

### Observation Results of Cycle I

The observation results indicated positive changes compared to conventional learning. Students appeared more enthusiastic and actively engaged in video-based tasks. Voice volume and expression showed improvement, and anxiety levels relatively decreased since students did not perform directly in front of the class.

However, several weaknesses were still identified. Some students continued to read from scripts during recording and had not demonstrated optimal spontaneity. Their dependence on text indicated that self-confidence had begun to develop but was not yet fully stable.

### Reflection of Cycle I

Reflection on Cycle I revealed that digital habituation began to build students' self-efficacy. Nevertheless, to transform this confidence into direct communication, reinforcement was needed in several aspects: Semi-spontaneous practice without fully reading from scripts Additional two-way interaction through simple dialogues. Direct classroom presentations following video practice These reflections became the basis for improvements in Cycle II.

#### Data Analysis Results of Public Speaking Ability Cycle I –

Very Good (VG)	: 8 students (26.67%)
Good (G)	: 11 students (36.67%)
Fair (F)	: 11 students (36.67%)
Poor (P)	: 0 students (0%)

#### TikTok Effectiveness Results – Cycle I

Strongly Disagree (SD)	: 2 students (6.67%)
Disagree (D)	: 4 students (13/33%)
Agree (A)	: 13 students (43.33%)
Strongly Agree (SA)	: 11 students (36.67%)

### Cycle II: Planning

In Cycle II, planning focused on reducing dependence on written texts and increasing communicative interaction. The task was developed into paired dialogues. Additionally, students were required to present a short version directly in class after completing the video exercise. The same assessment rubric was maintained to ensure consistency in evaluation standards.

### Implementation of the Action (Cycle II)

Students created paired dialogue videos with a maximum duration of two minutes and uploaded them to TikTok. Afterward, they wrote brief reflections regarding their feelings and confidence levels during the recording process. The next stage involved direct in-class presentations without reading from scripts. The lecturer provided positive reinforcement to enhance students' confidence and reduce fear of making mistakes in nahwu sharaf (Arabic grammar and morphology) or being laughed at by peers. This approach aimed to gradually and systematically transition confidence from the digital space to face-to-face interaction.

### Observation Results of Cycle II

Observations in Cycle II showed significant improvement. Students' voice volume was clearer, expressions and gestures were more natural, and vocabulary usage became more varied. Students appeared more confident without reading from scripts, and communication anxiety visibly decreased. The average score of speaking practice also improved, particularly in fluency and speaking courage. These changes indicate that the gradual process of recording, reflection, direct presentation was effective in enhancing students' self-confidence.

### Data Analysis Results of Public Speaking Ability – Cycle II

Very Good (VG)	: 15 students (50%)
Good (G)	: 10 students (33.33%)
Fair (F)	: 5 students (16.67%)
Poor (P)	: 0 students (0%)

### TikTok Effectiveness Results – Cycle II

Strongly Disagree (SD)	: 0 students (0%)
Disagree (D)	: 2 students (6.67%)
Agree (A)	: 12 students (40%)
Strongly Agree (SA)	: 16 students (53.33%)

The results of this classroom action research demonstrate that the use of TikTok significantly improved the public speaking ability (maharah kalam) of PKPBA students at UIN Malang. The increase in the "Very Good" category from 26.67% in Cycle I to 50% in Cycle II confirms that short-video-based media are effective in developing fluency, self-confidence, and creativity in Arabic language use.

### 1. Increased Self-Confidence and Fluency

This finding aligns with research on mobile-assisted language learning (MALL), which suggests that the use of video-based social media can reduce speaking anxiety and increase students' self-efficacy in speaking a foreign language. Recent studies have shown that short video platforms like TikTok encourage repeated performance practice, making students more accustomed to producing spontaneous speech. In the context of Arabic language learning, research on students at Islamic universities also shows that social media integration increases active participation and speaking confidence because students feel they are in a more flexible and less formal environment than traditional classroom presentations (Dahlia, D., Yumna, Y., Azima, N. F., Nurhayati, E. R. W., & Tulljanah 2024).

### 2. TikTok as a Digital Language Ecological Environment

When examined through a language ecology perspective, TikTok can be positioned as a digital ecological space that provides: A physical-digital environment: a visual and audio space for language practice. A social environment: interactions through comments, likes, and discussions. A cultural environment: the expressive and visual creative culture of Generation Z. This finding is relevant to the language ecology approach, which emphasizes the importance of the environment

as a determining factor in successful language acquisition. In the context of PKPBA UIN Malang students, TikTok functions as an extension of the classroom, enabling authentic language exposure and meaningful production (Rahman 2024).

### 3. Effectiveness Based on Student Perception

Questionnaire data shows an increase in the percentage of agreeing and strongly agreeing students, from 80% in Cycle I to 93.33% in Cycle II. This confirms recent research findings that positive perceptions of learning media are directly proportional to increased intrinsic motivation. Recent research in language education shows that participatory and creativity-based social media increases student engagement. TikTok, with its short 1–3 minute video format, aligns with the attention span of the digital generation, making learning more effective and less monotonous (Agustina, R. M., & Dharmawan 2023)

### 4. Comparison of Cycle I and Cycle II from a Classroom Action Research (CAR) Perspective

Within the framework of Classroom Action Research (CAR), a comparison between Cycle I and Cycle II shows significant improvements in both the process and outcomes of maharah kalam learning. In Cycle I, the implementation of TikTok-based learning still faced several challenges, such as a lack of student understanding of expected speaking performance standards, anxiety during recording, and the suboptimal quality of the language used in the videos. Entering Cycle II, several improvements were implemented based on the results of reflections on Cycle I. First, the lecturer provided model videos as performance references. This model helped students understand delivery structure, intonation, fluency, and appropriate vocabulary use in the context of Arabic communication. The presence of concrete models proved to facilitate students in developing and presenting more focused speaking performances. Second, the implementation of pair practice before the recording process also had a positive impact. This practice served as a safe space for students to try, make mistakes, and refine their speech before publication. Psychologically, this strategy reduced speaking anxiety and increased student self-confidence (Nur Arifuddin, Asmaul Husna 2022). Observations showed that in cycle II, students were more fluent, expressive, and less reliant on text when speaking. Third, providing structured feedback from lecturers was a crucial factor in improving the quality of student performance.

The feedback was not only corrective but also descriptive and constructive, encompassing aspects of pronunciation (ashwat), sentence structure (tarkib), fluency, and communication expression (Kosbandhono and Ma'arif 2021). With systematic evaluation, students were able to more clearly identify their strengths and weaknesses, resulting in measurable improvements in cycle II. These findings are consistent with Lev Vygotsky's scaffolding theory in language learning, particularly the concept of the Zone of Proximal Development (ZPD). From this perspective, gradual support from lecturers—through modeling, directed practice, and systematic feedback—plays a crucial role in helping students achieve higher levels of speaking ability. Thus, the improvement in results in cycle II was not solely due to the use of TikTok as a medium, but rather due to the integration of that medium with appropriate pedagogical strategies (Ningroom, S. C., & Mandarani

2024). The use of TikTok in this study is positioned not only as a video-based learning medium, but as a digital linguistic ecosystem that shapes a comprehensive Arabic language practice environment. From a language ecology perspective, language develops and survives not solely due to its internal structure, but also due to environmental support that enables meaningful and sustainable use. Therefore (Supriyanto Supriyanto 2024), TikTok can be understood as a new linguistic habitat that expands the learning space of maharah kalam from the formal classroom context to an interactive digital space.

## CONCLUSION

This Classroom Action Research conducted with 30 PKPBA students at UIN Malang demonstrates that the use of TikTok effectively improves students' public speaking ability (maharah kalam). Quantitative data show a significant increase in the "Very Good" category from 26.67% in Cycle I to 50% in Cycle II, along with a decrease in the "Fair" category, indicating overall improvement in speaking competence. No students were classified as "Poor" in either cycle, meaning all participants met the minimum speaking standard. Students' perceptions were also highly positive, with agreement on the effectiveness of TikTok increasing from 80% to 93.33%. The improvement in Cycle II was supported by enhanced instructional strategies, including model videos, paired practice, and structured feedback, which align with the scaffolding theory within the Zone of Proximal Development (ZPD) proposed by Lev Vygotsky. Overall, the study concludes that TikTok is effective not only as a digital medium but also when integrated with systematic pedagogical strategies. It can function as a productive academic tool to enhance fluency, confidence, creativity, and students' courage in speaking Arabic in public contexts.

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