

**EXAMINING INDONESIAN STUDENT TEACHERS’
PERSPECTIVES OF THE USE OF TIKTOK FOR
LEARNING AND TEACHING SPEAKING**

SKRIPSI



by

Michelle Vanya Swandaru

Student number: 81200087

**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF EDUCATION
AND HUMANITIES UNIVERSITAS KRISTEN DUTA WACANA YOGYAKARTA**

2024

**Examining Indonesian Student Teachers' Perspectives of the Use of
TikTok for Learning and Teaching Speaking**

SKRIPSI

Presented as partial fulfilment of the requirements
for the degree of *Sarjana Pendidikan (S.Pd.)*
in English Language Education Department

by

Michelle Vanya Swandaru

Student Number: 81200087

DUTA WACANA

**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF EDUCATION AND
HUMANITIES UNIVERSITAS KRISTEN DUTA WACANA YOGYAKARTA**

2024

APPROVAL PAGE

The *Skripsi* written by

Name : Michelle Vanya Swandaru

NIM : 81200087

Title : Examining Indonesian Student Teachers' Perspectives of
the Use of TikTok for Learning and Teaching Speaking

has been approved for the *Skripsi* Defence.

Yogyakarta, 29th April 2024

Advisor,



Ignatius Tri Endarto, M.A.

NIDN: 0521039101

DUTA WACANA

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI
SKRIPSI/TESIS/DISERTASI UNTUK KEPENTINGAN AKADEMIS**

Sebagai sivitas akademika Universitas Kristen Duta Wacana, saya yang bertanda tangan di bawah ini:

Nama : Michelle Vanya Swandaru
NIM : 81200087
Program studi : Program Pendidikan Bahasa Inggris
Fakultas : Fakultas Kependidikan dan Humaniora
Jenis Karya : Skripsi

demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Universitas Kristen Duta Wacana **Hak Bebas Royalti Noneksklusif** (*None-exclusive Royalty Free Right*) atas karya ilmiah saya yang berjudul:

“Examining Indonesian Student Teachers’ Perspectives of the Use of TikTok for Learning and Teaching Speaking”

Dengan Hak Bebas Royalti/Noneksklusif ini Universitas Kristen Duta Wacana berhak menyimpan, mengalih media/formatkan, mengelola dalam bentuk pangkalan data (*database*), merawat dan mempublikasikan tugas akhir saya selama tetap mencantumkan nama kami sebagai penulis/pencipta dan sebagai pemilik Hak Cipta.

Demikian pernyataan ini saya buat dengan sebenarnya.

Dibuat di : Yogyakarta
Pada Tanggal : 16 Juni 2024

Yang menyatakan



(Michelle Vanya Swandaru)
NIM.81200087

**EXAMINING INDONESIAN STUDENT TEACHERS'
PERSPECTIVES OF THE USE OF TIKTOK FOR LEARNING
AND TEACHING SPEAKING**

by

Michelle Vanya Swandaru

Student Number: 81200087

Defended before the Board of Examiners

On 21 May, 2024

and Declared Acceptable

Chairperson : Anesti Budi Ermerawati, S.Pd.,
M.Hum.



Examiner I : Ignatius Tri Endarto, S.Pd., M.A.



Examiner II : Arida Susysetina, S.S., M.A.



DUKA WACANA

Yogyakarta, 13 Juni 2024

The Head of the English Language Education Department



Ignatius Tri Endarto, S.Pd., M.A

NIDN: 0521039101

STATEMENT OF ORIGINALITY

I honestly declare that this *Skripsi* does not contain the work or part of the work of other people, except those cited in the quotations and the references.

Yogyakarta, 29th April 2024

Author



Michelle Vanya Swandaru

NIM: 81200087

ACKNOWLEDGEMENT

First of all, I would like to give my gratitude to God for His grace and guidance so that I could finish my *Skripsi* this semester.

I would like to express my gratitude to my *Skripsi* advisor, Ignatius Tri Endarto, S.Pd., MA, for the guidance, advice, and encouragement to always do this *Skripsi* consistently and helped me patiently with his insightful feedback during the consultations. Without his help, I am unsure if this *Skripsi* will be completed on time.

I thank all the English Language Education Department (ELED) lecturers, staff, and ELED Batch 2020 who have become a part of my college journey at Universitas Kristen Duta Wacana.

I thank my family; my mom, dad, and Michael for being the reason why I should finish my college study this year. I thank them for their love, prayers, and endless support.

Last but not least, I would like to say my gratitude to my best friends; Vien, Meme, Oni, Nixon who have become my support system and cheered me up when I felt unmotivated during the process I completed my *Skripsi*.

TABLE OF CONTENT

FRONTCOVER.....	i
INNER COVER.....	ii
APPROVAL PAGE	iii
DEFENSE APPROVAL PAGE	iv
STATEMENT OF ORIGINALITY	Error! Bookmark not defined.
ACKNOWLEDGEMENT	vi
TABLE OF CONTENT	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
ABSTRACT	xii
<i>INTISARI</i>	<i>xii</i>
CHAPTER I	1
INTRODUCTION	1
A. Research Background	1
B. Research Questions	3
C. Research Objectives	3
D. Research Benefits	3
1. For Students	3
2. For Teachers.....	4
3. For Researchers	4
CHAPTER II	5
LITERATURE REVIEW.....	5
1. The Nature of Speaking Skill.....	5
2. Instructional Media in Teaching Speaking	6
3. <i>TikTok</i> as a Media for Teaching and Learning Speaking	7
CHAPTER III.....	9
METHODS.....	9
A. Research Design.....	9
B. Research Participants	10

C. Research Instruments	10
D. Data Collection and Data Analysis	11
E. Ethical Consideration	12
F. Sequence of Data Collection and Data Analysis.....	13
CHAPTER IV	14
FINDINGS AND DISCUSSIONS	14
A. Research question 1: To what extent did the Indonesia college students use <i>TikTok</i> to learn speaking?.....	15
B. Research Question 2: What are the perspectives of the college students on the use of <i>TikTok</i> to improve their English-speaking skill?.....	19
1. Theme 1: Most of the students perceived <i>TikTok</i> as a suitable platform for improving their English-speaking skills.	19
2. Theme 2: The students thought that <i>TikTok</i> offered some useful content for learning speaking.....	21
3. Theme 3: The students thought that <i>TikTok</i> had both advantages and limitations when used as a tool for learning to speak.....	22
C. Research Question 3: What are student teachers' views on using <i>TikTok</i> to teach speaking?	25
1. Theme 1: Student teachers expressed interest in utilizing <i>TikTok</i> as a teaching tool for speaking skills due to its relevance to students, extensive user base, and short duration of the <i>TikTok</i> video content.	25
2. Theme 2: Student teachers expressed favorable views on utilizing <i>TikTok</i> as a dynamic tool for enhancing speaking in learning activities.	27
3. Theme 3: Student teachers believed <i>TikTok</i> could be a useful tool for assessing speaking skills in the classroom.....	28
CHAPTER V	30
CONCLUSION	30
A. Summary.....	30
B. Implication and Contribution.....	30
C. Limitations	31
D. Future Studies.....	31
REFERENCES	33
APPENDICES	37
Appendix 1. Online Informed Consent Form in Indonesian	37
Appendix 2. Questionnaire Consent Form (English Version)	38

Appendix 3. Questionnaire Items in Indonesian	39
Appendix 4. Questionnaires Items (English Translation)	42
Appendix 5. Interview Checklist in Indonesian.....	44
Appendix 6. Interview Checklist (English Translation).....	46
Appendix 7. Sample of Student’s Interview Result	47



LIST OF TABLES

Table 1. Student's use of TikTok to learn skills in speaking	15
Table 2. Student's use of TikTok to learn speaking based on its features	16
Table 3. Student's experience using TikTok in relation to their motivation and interest..	17
Table 4. Student's perspectives of the use of TikTok to improve their English-speaking skill.....	19
Table 5. Student teachers' views of the use of TikTok to teach speaking.....	25



LIST OF FIGURES

Figure 1. The sequence of data collection and analysis.....	13
Figure 2. The gender of participants	14



ABSTRACT

Swandaru, M. V. (2024). *Examining Indonesian student teachers' perspectives of the use of TikTok for learning and teaching speaking*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

The aims of this study were: (1) to investigate to what extent Indonesian college students use TikTok to learn speaking; (2) to find out the perspectives of the college students on the use of TikTok to improve their English-speaking skills; and (3) to find out student teachers' views on using TikTok to teach speaking. Mixed methods were used to analyze questionnaire data and interview results. This study involved nine Indonesian English major college students who were in the seventh semester of the microteaching class. The findings showed an average score of 2.44 for the thirteen questionnaire items in Tables 1, 2, and 3, indicating medium use of TikTok for learning speaking, with Table 2 showing the lowest use of TikTok's features and Table 3 revealing moderate use to improve speaking skills and 60% of students reporting high motivation from the app's engaging nature. Moreover, this study also involved six of the students in follow-up interviews. Based on the interview results, three themes were identified: (1) most of the students perceived TikTok as a suitable platform for improving their English-speaking skills; (2) they thought that TikTok offered some useful content for learning speaking; and (3) they thought that TikTok had both advantages and limitations when used as a tool for learning to speak. Lastly, those six participants were also interviewed as student teachers on their views of TikTok as media for teaching speaking. Three themes were identified: (1) student teachers expressed interest in utilizing TikTok as a teaching tool for speaking skills due to its relevance to students, extensive user base, and short duration of the TikTok video content; (2) they expressed favorable views on utilizing TikTok as a dynamic tool for enhancing speaking in learning activities; and (3) they believed TikTok can be a useful tool for assessing speaking skills in the classroom. Based on the findings of this research, while participants held positive views on using TikTok for learning and teaching speaking, limitations arose regarding pronunciation, particularly when unsure of correctness and the

inability to immediate corrections, especially for challenging vocabulary.

Keywords: *TikTok*, Speaking, Students teachers' perceptions



INTISARI

Swandaru, V. S. (2024). *Examining Indonesian student teachers' perspectives of the use of TikTok for learning and teaching speaking*. (Unpublished Undergraduate Thesis). Universitas Kristen Duta Wacana. Yogyakarta, Indonesia.

Tujuan dari penelitian ini adalah: (1) untuk menyelidiki sejauh mana mahasiswa Indonesia menggunakan TikTok untuk belajar berbicara; (2) untuk mengetahui perspektif mahasiswa terhadap penggunaan TikTok dalam meningkatkan kemampuan berbicara bahasa Inggris mereka; dan (3) untuk mengetahui pandangan mahasiswa calon guru tentang penggunaan TikTok untuk mengajar berbicara. Metode campuran digunakan untuk menganalisis data kuesioner dan hasil wawancara. Penelitian ini melibatkan sembilan mahasiswa jurusan Bahasa Inggris di Indonesia yang berada di semester tujuh kelas microteaching. Temuan menunjukkan skor rata-rata 2,44 untuk tiga belas item kuesioner pada Tabel 1, 2, dan 3, yang menunjukkan penggunaan TikTok tingkat sedang untuk belajar berbicara, dengan Tabel 2 menunjukkan penggunaan fitur TikTok terendah dan Tabel 3 mengungkapkan penggunaan moderat untuk meningkatkan keterampilan berbicara dan 60% siswa melaporkan motivasi tinggi dari sifat menarik aplikasi tersebut. Selain itu, penelitian ini juga melibatkan enam siswa dalam wawancara tindak lanjut. Berdasarkan hasil wawancara, tiga tema diidentifikasi: (1) sebagian besar siswa menganggap TikTok sebagai platform yang cocok untuk meningkatkan kemampuan berbicara bahasa Inggris mereka; (2) mereka berpikir bahwa TikTok menawarkan beberapa konten berguna untuk belajar berbicara; dan (3) mereka berpikir bahwa TikTok memiliki kelebihan dan keterbatasan ketika digunakan sebagai alat untuk belajar berbicara. Terakhir, enam peserta tersebut juga diwawancarai sebagai calon guru tentang pandangan mereka terhadap TikTok sebagai media untuk mengajar berbicara. Tiga tema diidentifikasi: (1) calon guru menyatakan minat dalam memanfaatkan TikTok sebagai alat pengajaran untuk keterampilan berbicara karena relevansinya dengan siswa, basis pengguna yang luas, dan durasi pendek dari konten video TikTok; (2) mereka menyatakan pandangan positif tentang memanfaatkan TikTok sebagai alat dinamis untuk meningkatkan berbicara dalam kegiatan pembelajaran; dan (3) mereka percaya TikTok dapat menjadi alat yang berguna untuk menilai keterampilan berbicara di kelas. Berdasarkan temuan penelitian ini, meskipun peserta memiliki pandangan positif tentang penggunaan TikTok untuk belajar dan mengajar berbicara, muncul keterbatasan terkait pengucapan, terutama ketika tidak yakin

tentang kebenarannya dan ketidakmampuan untuk melakukan koreksi segera, terutama untuk kosakata yang menantang.

Kata Kunci: *TikTok, Berbicara Bahasa Inggris, Perspektif Calon Guru*



CHAPTER I

INTRODUCTION

This chapter is divided into four sections. Those were research background, research questions, research objectives, and research benefits.

A. Research Background

According to Hadi et al. (2021), social media has a significant impact on university education because it offers a variety of audio-visual resources that adapt to different methods of instruction. Because there were so many educational tools available, particularly for language learning, this was very advantageous for students or student teachers. As a result of its significant influence on education's ability to accomplish its objectives, the educational process merited special attention. This finding was in line with Herlisya & Wiratno (2022) who found that one of the many factors that can influence learning outcomes is learning media. People use social media primarily for four reasons: socialization, entertainment, self-education, and academics (Yang, 2020). To sum up, social media could be used by teachers and students to aid in language learning.

TikTok had grown in popularity among university students and student teachers. TikTok is a popular way for students in India to learn English (Lindade, 2020). According to Widyasari et al. (2022), Arkansyah et al. (2021), and Kurniawan (2018) discovered that TikTok has been a popular platform in Indonesia. With the Tik Tok app, users could create and share a variety of vertically formatted short videos that could be viewed by simply swiping up or down on the screen. TikTok is a platform that, when used correctly, can be used as a learning tool, as Herlisya & Wiratno (2022) discovered when they investigated the number of content creators who post instructional, academic, and other types of videos. Many students were unaware of the TikTok app's potential as a teaching tool. Even though TikTok has increased attention, especially among students, the Indonesian teacher's understanding of its use in educational media is still lacking (Herwanto, 2022). TikTok had many learning videos that could be accessed by college students and student teachers. According to Lindade (2020) stated that even though there are more than 10 million educational videos available to help international students, TikTok can be used in the

classroom to help students learn English and other subjects. In conclusion, the Tik Tok app could help students' colleges improve learning and teaching activity in English.

One of the most challenging abilities that students needed to comprehend was speaking. Despite majoring in English education, Herlisya & Wiratno (2022) discovered that students frequently avoided speaking in a foreign language because they felt they did not understand it. While many students are successful writers of English, they struggle when speaking it (Herlisya & Wiratno, 2022). There were lots of educational activities on TikTok that could help students' speaking skills. According to Klein (2019) students can engage in activities on TikTok, particularly to practice speaking English. Both college students and teacher students could learn and teach English using the features on TikTok. Role-playing activities are used to teach speaking in TikTok at various stages, including before teaching, during teaching, and after teaching (Herwanto, 2022). As a learning tool, social media platforms had been used by many researchers. Pratiwi et al., (2021) for example, used Tik Tok to learn English pronunciation. Students can hone their speaking abilities with the aid of TikTok. In addition, students' speaking abilities could be enhanced by using TikTok.

The participants of this study were student teachers majoring in English language education at a university in Indonesia because social media platforms like TikTok were beneficial for learning for student teachers who were experimenting with new teaching methods and TikTok offered educational content, so student teachers could use it to hone their teaching skills. According to Hadi et al. (2021) both student teachers and students could benefit from learning resources, particularly those related to languages. The second reason was TikTok was a suitable platform for student teachers to interact with due to its relevance to language learning, specifically speaking skills improvement. The text emphasized how difficult it could be for students, especially those majoring in English education, to speak in a foreign language, especially English. Klein (2019) and Herwanto (2022) found that TikTok provided a range of educational activities and role-playing opportunities that might facilitate the practice of speaking. Researchers who wanted to learn more about students' opinions on using TikTok and their English-speaking abilities used the mixed method with more diverse participants. In this study, the researchers focused on the perspectives of university students who were also student teachers on using TikTok to learn and teach English. Furthermore, this study, in contrast to a few others on the subject, employed mixed methods to obtain more thorough information from participants by distributing

questionnaires and conducting interviews. After observing students using the TikTok app to practice the activity, interviews and questionnaires were used by the researchers to gather thorough data (Herwanto, 2022). This study employed mixed methods because most of the study only used one method, either qualitative or quantitative research techniques. For instance, a study by Pratiwi et al. (2021) used the qualitative method only to process their data.

B. Research Questions

The following research questions were addressed in the current study based on the research rationale stated above:

1. To what extent do the Indonesian college students use TikTok to learn speaking?
2. What are the perspectives of the college students on the use of TikTok to improve their English-speaking skill?
3. What are student teachers' views on using TikTok to teach speaking?

C. Research Objectives

This study examined the relationship between the student's perspective on the use of TikTok and their English-speaking skills. This study intended to:

1. Find out to what extent the Indonesian college students use TikTok to learn speaking.
2. Find out the perspectives of the college students on the use of TikTok to improve their English-speaking skill.
3. Find out the student teachers' views on using TikTok to teach speaking.

D. Research Benefits

There are particular benefits for teachers, students, and other researchers:

1. For Students

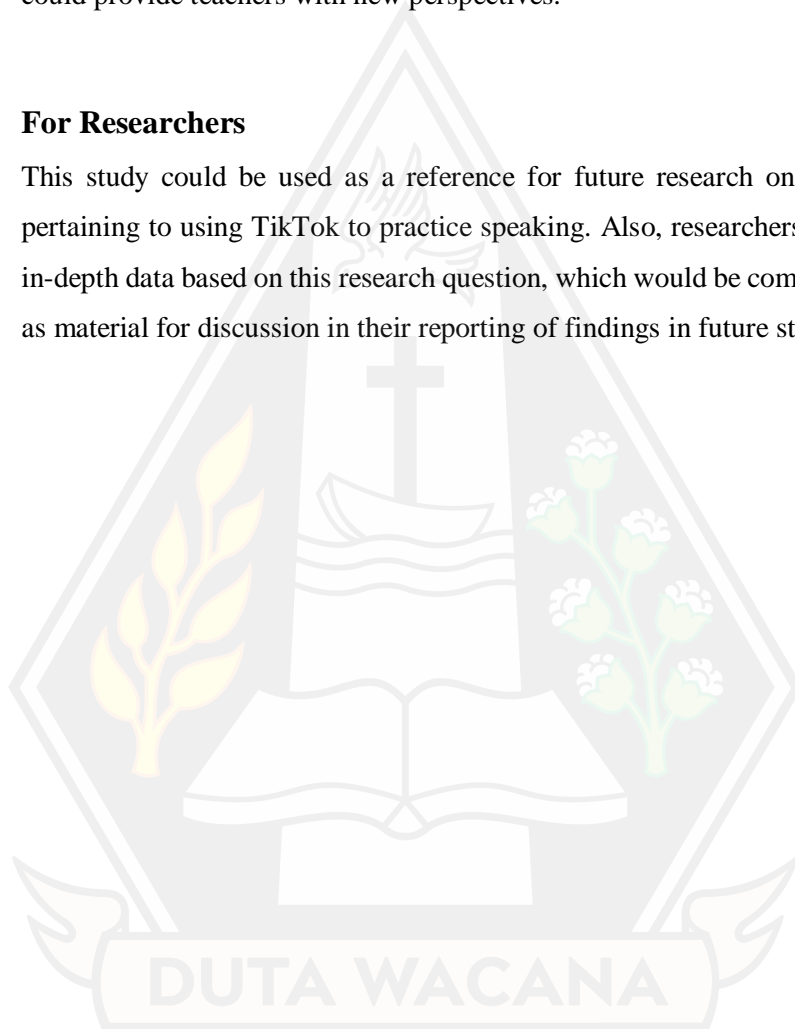
It informed students about the extent to which TikTok could be used to learn English. Not only did, this application contain various videos for the users to simply scroll up and down for entertainment, but it could also be used as a learning tool for learners to practice their English.

2. For Teachers

It helped teachers know about the perspectives of English Education Department students on how TikTok was used as a media for speaking learning. Furthermore, knowing the student teachers' perspectives on using TikTok to teach speaking could provide teachers with new perspectives.

3. For Researchers

This study could be used as a reference for future research on similar topics pertaining to using TikTok to practice speaking. Also, researchers would collect in-depth data based on this research question, which would be compared and used as material for discussion in their reporting of findings in future studies.



CHAPTER V

CONCLUSION

This chapter will explain about the summary, implications, and contributions, limitations, and future studies.

A. Summary

This study was conducted to investigate the three research questions: the extent to which Indonesian college students use TikTok to learn speaking, the perspectives of the college students on the use of TikTok to improve their English-speaking skills, and the student teachers' views on using TikTok to teach speaking. First, related to the extent to which Indonesian college students use TikTok to learn speaking, this study found that the average was 2.44, which indicates a medium frequency of the extent to which the participants used TikTok and its features to learn skills in speaking and using TikTok related to their motivation and interest in learning speaking. Second, related to the perspectives of college students on the use of TikTok to improve their English-speaking skills, this study also found that most of the students perceived TikTok as a suitable platform for improving their English-speaking skills. Furthermore, the students thought that TikTok offered some useful content for learning to speak and TikTok had both advantages and limitations when used as a tool for learning to speak. Third, related to the student teachers' views on using TikTok to teach speaking, this study found that student teachers expressed interest in utilizing TikTok as a teaching tool for speaking skills due to its relevance to students, extensive user base, and short duration of the TikTok video content and favorable views on utilizing TikTok as a dynamic tool for enhancing speaking in learning activities. Furthermore, while participants held positive views on using TikTok for learning and teaching speaking, limitations arose regarding pronunciation, particularly when unsure of correctness and the inability to immediate corrections, especially for challenging vocabulary. Moreover, most of the students' teachers also believed TikTok could be a useful tool for assessing speaking skills in the classroom.

B. Implication and Contribution

There are some implications that can be considered in accordance with the results of this study. First, TikTok could be effectively integrated more extensively into the learning and teaching of speaking. Based on the findings of this research, the study found that medium-frequency usage of TikTok and its features by Indonesian college students to learn skills in speaking and using TikTok related to

their motivation and interest to learn speaking. It indicates that TikTok has not been frequently used as a media to learn and teach speaking. Furthermore, it implies that students and teachers can explore further how TikTok can be integrated more extensively into the learning and teaching of speaking.

Second, TikTok can be a potential media for both learning and teaching speaking. Based on the findings of research questions one, the students had positive perceptions towards the use of TikTok to improve their English-speaking skills. They thought that TikTok was a suitable learning tool for improving their English-speaking skills, and TikTok offered some useful content for learning to speak. Furthermore, based on the findings of research questions two, the student teachers had positive views on using TikTok to teach speaking. They expressed interest in utilizing TikTok as a teaching tool for speaking skills due to its relevance to students, extensive user base, and short duration of the TikTok video content, and showed favorable views on utilizing TikTok as a dynamic tool for enhancing speaking in learning activities. In addition, it implies that students and teachers can explore further how TikTok can be a potential media for both learning and teaching speaking.

Aside from the implications, this study adds to the body of knowledge on Indonesian student teachers' perspectives on using TikTok to learn and teach speaking. Given the scarcity of studies on student teachers' perspectives on the use of TikTok for learning and teaching speaking, the findings of this study may provide teachers with information about how the participants, both students and student teachers, perceived TikTok as a medium for learning and teaching speaking.

C. Limitations

The current study has some limitations. First, this study only involved one group majoring in English language education at an Indonesian university to identify their experiences and perspectives of using TikTok to learn and teach speaking. Therefore, these data may not represent the views of students and teachers in Indonesia. Second, this study is limited to only examining Indonesian student teachers' perspectives on the use of TikTok for learning and teaching speaking and does not compare it with other social media platforms. As a result, it lacks information which compares and contrasts the benefits and drawbacks of TikTok with those of other media social platforms in the context of language teaching and learning.

D. Future Studies

There are some recommendations for future studies based on the findings and limitations. Since this study is limited to one group of students majoring in English language education from one university only, future studies can aim to include a broader demographic. This can involve multiple universities from different regions of Indonesia to provide a more representative understanding of the use of

TikTok for learning and teaching English speaking skills across the country. The second is that this study is limited to only examining Indonesian student teachers' perspectives on the use of TikTok for learning and teaching speaking. Future research could compare the effectiveness of TikTok with other social media platforms used for educational purposes. This could help to pinpoint the unique benefits and drawbacks of each platform in the context of language learning. Lastly, because of the limited data and its impact on the data report, future studies could conduct more research about these topics.



REFERENCES

- Afidah, N., Sari, N. K., & Hanifah, H. (2021). Investigating students's perspectives on the use of TikTok as an instructional media in distance learning during pandemic era. *Jurnal Kajian Pendidikan Dan Keislaman*, 6(2), 47–68. <https://doi.org/10.21013/jems.v15.n1.p4>
- Agting, O., & Pusparini, I. (2022). The challenges of using TikTok media on speaking class. *Journey: Journal of English Language and Pedagogy*, 5(1), 24–29. <http://ejurnal.budiotomolang.ac.id/index.php/journey/article/view/1793/1061>
- Arkansyah, M., Prasetyo, D., & Amina, N. W. R. (2021). Utilization of TikTok social media as a media for promotion of hidden paradise tourism in Indonesia. *Proceedings of the 4th International Conference on Communication & Business (ICCB 2021)*.
- Baidawi, A. (2016). USING VISUAL MEDIA IN TEACHING SPEAKING. In *OKARA Journal of Languages and Literature* (Vol. 1).
- Dewi, Y. P. (2023). Use of Tiktok Application to Enchance Students' Speaking Skill. *Journal Corner of Education, Linguistics, and Literature*, 3(2), 92–99. <https://doi.org/10.54012/jcell.v3i2.196>
- Feilzer, M. Y. (2010). Doing mixed methods research pragmatically: Implications for the rediscovery of pragmatism as a research paradigm. *Journal of Mixed Methods Research*, 4(1), 6–16. <https://doi.org/10.1177/1558689809349691>
- Ferstephanie, J., & Lady Pratiwi, T. (2022). The effect of tiktok platform to develop students' motivation in speaking ability: A classroom action research. *Wiralodra English Journal*, 6(1), 1–12. <https://doi.org/10.31943/wej.v6i1.147>
- Ferstephanie, J., & Pratiwi, T. L. (2021). TikTok Effect to Develop Students' Motivation in Speaking Ability. *English Education : English Journal for Teaching and Learning*, 9(02), 162–178. <https://doi.org/10.24952/ee.v9i02.4805>
- Fiallos, A., Fiallos, C., & Figueroa, S. (2021). Tiktok and education: Discovering knowledge through learning videos. *2021 8th International Conference on EDemocracy and EGovernment, ICEDEG 2021, September*, 172–176. <https://doi.org/10.1109/ICEDEG52154.2021.9530988>
- Fitrawati. (2015). IMPROVING STUDENTS' SPEAKING ABILITY BY USING INSTRUCTIONAL MEDIA FOR ADVANCED LEARNERS. *Lingua Didaktika: Jurnal Bahasa Dan Pembelajaran Bahasa*, 1(9), 12-18.
- Guebba, B. (2021). The nature of speaking in the classroom: An Overview. *British Journal of*

- Philosophy, Sociology and History*, 1(1), 37–41. <https://doi.org/10.32996/bjps>
- Hadi, S. M., Dwi Indriani, E., & Muhammadiyah Jakarta, U. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1). <https://doi.org/10.30605/jsgp.4.1.2021.525>
- Harris, R., Holmes, H. M., & Mertens, D. M. (2009). Research Ethics in Sign Language Communities. In *Sign Language Studies* (Vol. 9, Issue 2).
- Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191–198. <https://doi.org/10.54012/jcell.v1i3.35>
- Herwanto, W. H. (2022). *EXPLORING TIKTOK APP IN LEARNING SPEAKING USING ROLE-PLAY ACTIVITIES FOR ESL LEARNERS IN SECONDARY SCHOOL*. 10, 76–85.
- Jefford, M., & Moore, R. (2008). Improvement of informed consent and the quality of consent documents. In *The Lancet Oncology* (Vol. 9, Issue 5, pp. 485–493). [https://doi.org/10.1016/S1470-2045\(08\)70128-1](https://doi.org/10.1016/S1470-2045(08)70128-1)
- Klein, A. (2019). TikTok: Powerful teaching tool or classroom management nightmare. *Education Week, Arlington*, 130–137.
- Kurniawan, B. (2018). TikTok Popularism and Nationalism: Rethinking National Identities and Boundaries on Millennial Popular Cultures in Indonesian Context. *Proceedings of AICS - Social Sciences*, 8(0), 83–90. <http://jurnal.unsyiah.ac.id/AICS-Social/article/view/12649>
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34–41. <https://doi.org/10.18869/acadpub.ijree.2.1.34>
- Lindade, C. (2020). Using TikTok to engage speaking skills. *The Appi E-Journal*, 18.
- Migiro, S. O. . & M. B. A. (2011). Mixed methods: A review of literature and the future of the new research paradigm. *African Journal of Business Management*, 5(10), 3757–3764. <https://doi.org/10.5897/AJBM09.082>
- Mohamed, H., Salih, O., Mhagoub, E., Fadl Elmula, A., Rawan, M., Hussien, M., Sidig, W., Mohammed, E.-K., Dina, A., & Abdalla, A. (2023). The Role of Social Media in Improving EFL Learners' Speaking Skill: A Teachers' Perspective. In *Res Militaris* (Vol. 13).
- Muakhiroh, W. (2020). The Effectiveness Of Instructional Video as Media in Teaching Speaking Skills. *JOURNAL OF ENGLISH EDUCATION AND TECHNOLOGY*, 01(01), 35–48. <http://jeet.fkdp.or.id/index.php/jeet/issue/current>
- Nasichah, A. H. (2023). Analyzing students' perception about the use of TikTok application to enhance students' speaking skills at UIN Prof. KH Saifuddin Zuhri Purwokerto. *ELITE Journal*, 5(1), 101–110.
- Pasaribu, M., Gultom, S. I., Denika, S., Sagala, B., & Tarigan, S. N. (2022). Using duet technique of English song on the TikTok application to students' speaking skills. *Jurnal Basataka*

- (*JBT*), 5(2), 239–245.
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021). Utilizing TikTok application as media for learning English pronunciation. *In Proceedings International Conference on Education of Suryakencana*.
- Putri, S. M. D. (2022). The effectiveness of using TikTok to improve EFL learners' speaking ability. *Mimesis*, 3(2), 101–110. <https://doi.org/10.12928/mms.v3i2.6096>
- Qodarsih, I. A., Sudarsono, S., Suhartono, L., Ikhsanudin, I., & Rahmani, E. F. (2023). The effectiveness of TikTok application on students' speaking skill motivation. *Edupedia*, 7(1), 68–75. <https://doi.org/10.24269/ed.v7i1.1913>
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: An endeavour of utilizing social media in higher education. *JOLLT Journal of Languages and Language Teaching*, 11(1), 137–143. <https://doi.org/10.33394/jollt.v%vi%i.6633>
- Shojima, K., & Toyoda, H. (2002). Estimation of Cronbach's alpha coefficient in the context of item response theory. *Shinrigaku Kenkyu :The Japanese Journal of Psychology*, 73(3), 227–233.
- Sofian Hadi, M., Dwi Indriani, E., & Muhammadiyah Jakarta, U. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1). <https://doi.org/10.30605/jsgp.4.1.2021.525>
- Stevens, M. (2021). *21st-Century Learner The 21st-century learner is here-is your classroom ready?*
- Tan, K. H., Rajendran, A., Philip, B., Alias, J., Saad, S. M., & Mohamad, Z. (2024). Utilising Tiktok features for speech communication. *World Journal of English Language*, 14(2), 65–73. <https://doi.org/10.5430/wjel.v14n2p65>
- Tiwari, H. P. (2020). Challenges in teaching pronunciation: Secondary level English teachers' perspectives. *Journal of Linguistics and Language in Education*, 14(2), 1–21. <https://doi.org/10.56279/jlle.v17i2.1>
- Widyasari, A., Daryus, P., Ahmad, R. B., & Dada, M. (2022). the Factors Influencing the Popularity of Tiktok Among Generation Z: a Quantitative Study in Yogyakarta, Indonesia. *Electronic Journal of Business and Management*, 7(1), 2550–1380.
- Xiuwen, Z., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, 9(7), 1439–1451. <https://doi.org/10.13189/ujer.2021.090710>
- Yang, H. (2020). Secondary-school students' perspectives of utilizing TikTok for English learning in and beyond the EFL classroom. *In 2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, 1, 162–183.

- Yona, S. (2006). Penyusunan studi kasus. *Jurnal Keperawatan Indonesia*, 10(2), 76–80.
- Yulita, F. R., & Hertiki, H. (2023). TikTok as a learning medium in teaching speaking skill: EFL students' perception. *Journey: Journal of English Language and Pedagogy*, 6(2), 349–355.
- Yurnita, S., & Jailani, A. (2023). Students' Perceptions on the Use of Tiktok in Learning Speaking Skills. *Jurnal Multidisiplin Ilmu Bahasa*, 1(5), 21–30.
- Zakaria, N., Hashim, H., & Yunus, M. M. (2019). A review of affective strategy and social strategy in developing students' speaking skills. *Creative Education*, 10(12), 3082–3090.
<https://doi.org/10.4236/ce.2019.1012232>

