STUDENTS' PERCEPTIONS ON THE USE OF TIKTOK IN LEARNING ENGLISH SPEAKING

A Thesis

Submitted in Partial Fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) In Teaching English

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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika dikemudian hari terbukti bahwa ini merupakan duplikasi, tiruan, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karenanya batal demi hukum.

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ABSTRACT

Dinda Hairunnisa Olii (2024) *Students' Perceptions On The Use of TikTok In Learning English Speaking,* **English Education Study Program, Faculty of Tarbiyah and Teacher Training, Manado State Institute of Islamic Studies**

The aims of this study is to understand students' perceptions of using TikTok in learning English speaking skills. This research employs a qualitative method and uses questionnaires with open-ended questions, where respondents provide narrative answers or explanations of their own perceptions. The respondents were selected using purposive sampling, focusing on students from the English Education Study Program for the 2023/2024 and 2024/2025 academic years at FTIK IAIN Manado, who actively use TikTok as a learning tool. The study results indicate that using TikTok as a tool for learning English speaking skills is effective. Many students believe that TikTok plays an effective role in improving their vocabulary, pronunciation, grammar, motivation, and confidence. However, some students felt their engagement with TikTok was limited, leading to deficiencies in certain aspects of their speaking skills. The findings suggest that TikTok offers various benefits for enhancing English speaking skills, with students providing a balanced view of both its advantages and limitations.

Key Words : Perception**,** TikTok, Speaking

ABSTRAK

Dinda Hairunnisa Olii (2024) *Persepsi Siswa Terhadap Penggunaan TikTok dalam Pembelajaran Keterampilan Berbicara Bahasa Inggris*, **Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Institut Agama Islam Negeri Manado.**

Tujuan dari penelitian ini adalah untuk memahami persepsi siswa tentang penggunaan TikTok dalam belajar keterampilan berbicara bahasa Inggris. Penelitian ini menggunakan metode kualitatif dan kuesioner dengan pertanyaan terbuka, di mana responden memberikan jawaban naratif atau penjelasan tentang persepsi mereka sendiri. Responden dipilih menggunakan teknik purposive sampling, dengan fokus pada mahasiswa Program Studi Pendidikan Bahasa Inggris untuk tahun akademik 2023/2024 dan 2024/2025 di FTIK IAIN Manado, yang secara aktif menggunakan TikTok sebagai alat pembelajaran. Hasil penelitian menunjukkan bahwa penggunaan TikTok sebagai alat untuk belajar keterampilan berbicara bahasa Inggris efektif. Banyak siswa percaya bahwa TikTok berperan efektif dalam meningkatkan kosakata, pengucapan, tata bahasa, motivasi, dan kepercayaan diri mereka. Namun, beberapa siswa merasa bahwa keterlibatan mereka dengan TikTok terbatas, yang mengakibatkan kekurangan dalam aspek-aspek tertentu dari keterampilan berbicara mereka. Temuan ini menunjukkan bahwa TikTok menawarkan berbagai manfaat untuk meningkatkan keterampilan berbicara bahasa Inggris, dengan siswa memberikan pandangan seimbang tentang baik kelebihan maupun keterbatasannya.

Kata Kunci : Persepsi**,** TikTok, Berbicara

CHAPTER I
INTRODUCTION

A. Research Background

English is the designation of a European ethnic group, and it denotes the language used by individuals of that origin, as well as in various other nations. Additionally, English represents the formalization of a language through dictionaries and grammatical rules. In numerous settings, particularly educational ones, it encompasses literature composed in the English language.[1] In Indonesia, English is taught at every level of education, especially at universities that have English departments. One of the main disciplines is English, especially for those who specialize in the language. In the classroom, students must be proficient in all four English skills in order to communicate and engage effectively in educational activities. so much so that their learning process in class will be greatly influenced by their ability to speak English.

Various ways used by each students to improve their English. There are many social media platforms that can be used as learning media, such as Instagram, YouTube, and the most popular among Indonesians in the last three years, TikTok. TikTok provides a platform for sharing various types of content, including tutorials, tips, and other information. Students can access a range of English learning materials presented in short and easily digestible formats.

Learning in Islamic Allah SWT said in surah An-Naḥl [16]:125

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ ۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهٖ وَهُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

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[1] Ulrikke Rindal, "What Is English?," *Acta Didactica Norge* 8, no. 2 (2014): 14, https://doi.org/10.5617/adno.1137.

Translation :

"Invite (people) to the way of your Lord with wisdom and good instruction, and argue with them in a way that is best. Indeed, your Lord is most knowing of who has strayed from His way and He is most knowing of who is guided."[2]

This verse emphasizes the importance of delivering messages with wisdom, good teaching, and polite methods. In conveying teachings or information, including in the context of learning English through TikTok, it should be done with wisdom and high-quality content. TikTok can be used to disseminate English lessons in an engaging and positive manner, in line with the principles of wisdom and good advice (mau'izah hasanah) from the verse. Additionally, effective communication through TikTok can foster productive interactions between students and teachers, create an effective learning environment, and provide guidance suited to various levels of student ability.

TikTok is a social media platform that allows users to create 15-60 second videos accompanied by a wide selection of features such as music, filter stickers and several other creative features.[3] TikTok may now be utilized as a resource for English language study materials in addition to being used for amusement. On TikTok, you may find a wide variety of videos, including ones with English content, duet challenges, song lyrics, lip sync videos, cookery videos, and health videos. This is reinforced by Vernom's concept that involving video technology in learning can increase learning ability by 50% than without using media.[4] For example, a TikTok user often watches and likes videos with English content, then there will

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[2] Kementerian Agama RI Al-Qura'an dan Terjemahannya. https://quran.kemenag.go.id/quran/per-ayat/surah/16?from=125&to=125 (Accesed, 13 july)

[3] Astrid Kusuma Rahardaya and Irwansyah Irwansyah, "Studi Literatur Penggunaan Media Sosial Tiktok Sebagai Sarana Literasi Digital Pada Masa Pandemi Covid-19," *Jurnal Teknologi Dan Sistem Informasi Bisnis* 3, 2021. h.308–19

[4] Dedi Nugraha and Sri Winiarti, "Pengembangan Media Pembelajaran Sistem Pelacakan Pada Mata Kuliah Kecerdasan Buatan Berbasis Multimedia," *Jurnal Sarjana Teknik Informatika* 2, 2014. h.67–77.

always be videos with English content appearing on his TikTok homepage. Currently, there are also many accounts that specifically discuss English, such as @Jagobahasa.com, @LearnMatch, @discoveryenglishjogja and others. So that TikTok can be used as a medium for learning English by students that is easily accessible through gadgets in the classroom.[5]

TikTok users can find various educational content created by English teachers, native speakers, and fellow learners. Content creators often use visual, audio, and text elements to explain concepts in an engaging and easy-to-understand manner. This content includes grammar lessons, vocabulary, idioms, as well as tips and tricks to improve speaking skills.

Speaking is one of the four language skills (reading, writing, listening and speak). This is a means through which students can communicate with other people achieve certain goals or express opinions, intentions, hopes and points of view. In addition, people who master a language are called 'speakers' of that language. Moreover, in almost all situations, speaking is the most frequently used language skill.[6] According to Smith, speaking is the process of conveying one's intentions ideas, thoughts, and emotions through spoken language to ensure comprehension by others, utilizing both verbal and non-verbal cues across various contexts.[7]

The focus on speaking skills is crucial because speaking is an important aspect of language communication proficiency. With the growing popularity of the TikTok platform, particularly among the younger generation, TikTok is being used as a tool to enhance language skills in

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[5] Ainul Addinna, "Students' Perception on the Use of TikTok for Learning English," *Journal of English Language Teaching* 11, 2022. h.566–79

[6] shiamaa abd El Fattah Torky, "The Effectiveness of a Task- Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage Students A Thesis Supervised By," *Ain Shams University Women's College Curricula and Methods of Teaching Departement*, 2014, 1–254, https://doi.org/10.1200/JCO.2005.05.4296.

[7] New York, "Borough of Manhattan Community College Of the City University of New York DEGREE," no. December (2019): 1–79.

innovative and enjoyable ways. Users leverage this platform to share short videos and seek out content, ranging from word pronunciation and English dialogues to grammar and vocabulary lessons. Through creativity and interaction with English-language content on TikTok, students can improve their language understanding and boost their confidence in communicating in English.

Several studies have found that TikTok has the potential to be used as a learning tool, such as a study from Diana et al revealed that all interviewed students perceive TikTok as an effective and versatile tool for learning English. It serves as a valuable supplementary resource, offering diverse content that enhances students' comprehension of study materials in an engaging and accessible manner. TikTok's interactive features, such as stitch videos and duets, make the learning process more enjoyable and beneficial for students. Moreover, the platform helps boost students' confidence in speaking English by providing consistent practice opportunities, allowing them to overcome initial fears and become more self-assured in their communication skills.[8] Research by Kueh & azlina, revealed that information on the benefits and drawbacks of utilizing TikTok as a tool for English language learning, as well as how students view its use. The students' perception, TikTok is helpful for learning English and can be a useful tool for language acquisition. TikTok is seen by students as an engaging and dynamic way to teach English.[9].

Based on the pre-observation results, most first-semester students spend a significant amount of time on TikTok daily, with only a few using it for shorter periods. The majority have not used TikTok for learning English, but among those who have, the preferred frequency is several

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[8] Diana Sarkila, Muhammad Hifdil Islam, and Ririn Fatmawati, "Students Perception On The Use Of Tiktok For Learning Speaking English," *Fonologi : Jurnal Ilmuan Bahasa Dan Sastra Inggris* 2, no. 2 (2024): 01-14, https://doi.org/10.61132/fonologi.v2i2.577.

[9] Kueh Lee Mei and Azlina Abdul Aziz, "Students' Perception on Using Tiktok Application as An English Learning Tool," *International Journal of Academic Research in Progressive Education and Development* 11, 2022. h.166–90

times a week. These students are particularly interested in content focused on pronunciation, dialogues, conversations, and vocabulary, while only a small portion explore grammar-related content.

For third-semester students, TikTok usage is more varied, with many spending shorter periods on the platform compared to first-semester students. Most third-semester students actively use TikTok for learning English, primarily engaging with it several times a week. They share similar content preferences, favoring pronunciation, dialogues, conversations, and vocabulary, while grammar content is less commonly accessed.

This study emphasizes the phenomenon of using TikTok among students. TikTok is a chance to be utilized as a learning English speaking, but TikTok existence has both advantages and disadvantages for students. The advantages is TikTok to be a tool for learning English speaking in interesting and innovative ways. However, the disadvantages that students often face when using TikTok are distraction and feeling lazy to memorize or take notes when they find videos about learning English.

The main focus of this study is to know students' perceptions of learning English speaking skills through English content on the semester 1 of the 2024/2025 and the semester 3 of the 2023/2024 academic year at IAIN Manado. In line with this focus, the aim of the study is to understand students' perceptions of learning English speaking skills by watching English content on TikTok. The limit of this study focuses on content related to learning English speaking skills through TikTok. This research is expected to provide theoretical information related to students' perceptions on the use of TikTok in learning English speaking.

B. Limitation Of The Study

This study is limited to students' in English education study program especially to the semester 1 of the 2024/2025 and semester 3 of the 2023/2024 academic year at IAIN Manado. This study also would discuss about students perceive on the use TikTok in learning English speaking.

C. Research Questions

Based on the research problems above, the researcher formulated the research questions as follow : How do students perceive the use of TikTok in learning English speaking?

D. Research Objective

Based on the above research questions, this study aim to understand students' perceptions on the use of TikTok in learning speaking English.

E. Significance of the Research

1. Theoretical Significance

    The results of this study will provide data on how students perceive TikTok as a learning tool and help expand the theory on how media social technologies influence the process of learning English.

2. Practical Significance

    The study can serve as a guideline for educators and language learners on utilizing TikTok as a supplementary tool for improving speaking skills. It highlights effective strategies for using TikTok in a learning context and addresses potential challenges, helping to create a balanced approach for integrating social media into language education.

F. Definition Of Key Terms

1. Perception

    Perception is a biological process occurring in the human brain, involving the reception of messages or information through the five senses: sight, hearing, smell, taste, and touch.[10]

2. Learning English

    Learning English is carried out based on established needs and goals, including the ability to communicate with native speakers, the use of

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[10] Farida Hamid, Mpd Atik Yuliyani, And Ma Tesol, "Students' Perception Of The Use Of Social Media For Learning English (A Case Study At The Eleventh-Grade Students Of Sma Al-Hasra In Academic,"

English in written communication, passing exams, and meeting requirements for advancing to higher education.[11]

3. Speaking Skill

Speaking is an interactive action in which information is created, received, and processed. The context in which it arises the speaker, the listener, their shared experiences, the environment, and the target audience determines its form and importance. Interacting people will learn valuable information about the interaction process from one another.[12]

4. TikTok

TikTok is an app that shows video material with a variety of themes. One focuses on an instructional subject that can help students learn from the several videos that are accessible. Social media Tiktok is among the most widely used platforms. TikTok is a fascinating and enjoyable learning tool.[13]

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[11] Gabriel Fredi Daar, "PROBLEMS OF ENGLISH LANGUAGE LEARNING IN CONTEXT (Based on Some Studies in Manggarai)," *JPKMI (Jurnal Pengabdian Kepada Masyarakat Indonesia)* 1, no. 2 (2020): 116–24, file:///C:/Users/suani/Downloads/Problems of English Language Learning in Context (Based on some Studies in Manggarai) (1).pdf.

[12] Caroline Sabatiana Ambarita et al., "Improving Students' Speaking Skills by Story Telling Caroline," *INTERACTION: Jurnal Pendidikan Bahasa* 10, no. July (2023): 1–23.

[13] Aisyah Ichsani Maulida, Pitri Noviyanti, and Wahyunengsih Wahyunengsih, "The Effect of Using TikTok on Z Generation Etiquette," *IJIP : Indonesian Journal of Islamic Psychology* 4, no. 2 (2022): 80–87, https://doi.org/10.18326/ijip.v4i2.47.

CHAPTER II
REVIEW OF LITERATURE

A. Theoretical Review

1. Perception

a. Definition of Perception

Perception is one of the most important physiological aspects, because with the help of perception we can know various phenomena in our environment. People's perception of the object is different. It can be positive or negative. Perception is automatically related to human characteristics which are physiological characteristics. Perception is a process that begins with the sense organ.

> "Perception is a biological process that takes place in the human"s brain. It is a process that concerns about the entry of messages or information through five senses, namely sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch." According to Slameto.,[14]

According to Barclay, explained that The sense of the world around us is called perception, and it encompasses both our knowledge of and response to environmental signals. The perceptual process teaches us about aspects and elements of the environment that are vital to our life.[15]

Perceptions are subjective and can cery from person to person based on their individual experiences, beliefs, values, and cognitive processes. Perceptions play a crucial role in shaping how individuals understand and interact with the world around. Perceptions influence our thoughts, emotions, behaviors, and decision-making processes. In students' perception refer to how students interpret, understand, and give meaning to various aspects of learning and the academic environment. This includes how students perceive and

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[14] Farida Hamid, Mpd Atik Yuliyani, And Ma Tesol, "Students' Perception Of The Use Of Social Media For Learning English (A Case Study At The Eleventh-Grade Students Of Sma Al-Hasra In Academic," 1963.

[15] Romadhon Sultan Ageng, Siti Hikmah, And Devi Hellystia, "Students' Perception On English As Foreign Language Speaking Skill At Smkn 1 Cinangka," 2018.

comprehend their experiences in terms of learning, teaching, social, interactions, and the learning environment as a whole.

b. Process of Perceptions

According to Walgito, described the perceiving process as having multiple phases. An object's stimulus activates a person's sensory receptors, and this stimulation can come from both internal and external sources. The brain's central nervous system receives the sensory information after that. After the brain processes this information, the person is able to recognize the thing that their sense organs have detected.[16]

In relation to the process of perception, Ou explained that are three stages of the process :

1. Selection : The initial stage in the conversion of environmental inputs into meaningful meaning is selection. In their daily lives, humans encounter a plethora of environmental phenomena, all of which need to be processed.

2. Organization : This way must be organized in some way by idenfying relevant patterns.This stage facilitates the process of recovering lost knowledge by helping humans arrange the stimuli that occurred.

3. Interpratation : Interpretation is the process of providing meaning to the chosen stimuli. The chosen stimuli that have been categorized and structured into stable patterns are attempted to be given meaning.[17]

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[16] Walgito Bimo, *Pengantar Psikologi Umum*, *Jurnal Penelitian Pendidikan Guru Sekolah Dasar*, vol. 6, 2004.

[17] O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, https://doi.org/10.3968/10055.

c. Factors of Perceptions

According to Walgito, there are three factors influence perception :

1. Perception of Objects

   The object is perceived when it triggers sensory organs or receptors. This stimulus can originate both from external sources and from within the individual. However, the majority of stimuli come from external sources.

2. Role of Sensory Organs, Nerves, and Central Nerveous System

   Receptors or sensory organs function as the body's mechanism of receiving stimuli. Furthermore, the transmission of incoming sensations from the receptors to the central nervous system is facilitated by sensory nerves.

3. Importane of Attention

   An individual needs to pay attention in order to accomplish perception, which is the first step toward getting ready to observe the item. The act of paying attention entails focusing all of a person's activity on a single thing or subject.[18]

d. Type of Perceptions

Perceptions can be devided into two types, there are positive perception and negative perception.

1. Positive perception

   Positive perception theories focus on how individuals perceive and process positive stimuli, such as pleasant events, emotions, or experiences. These theories propose that positive perceptions can have a beneficial impact on overall well-being, self-esteem, and mental health. For example, the three-dimensional model of positive perception (PP) proposed by Plys and Desrichard

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[18] Bimo, *Pengantar Psikologi Umum*.

suggests that positive perception is influenced by positive affect, optimism, and goal attainability.[19]

2. Negative perception

negative perception theories concentrate on how individuals perceive and process negative stimuli, such as unpleasant events, emotions, or experiences. These theories suggest that negative perceptions can have a detrimental effect on overall well-being, self-esteem, and mental health. For example, perceptual negativity theory proposes that individuals who perceive negative events as larger in font size than neutral events are more likely to exhibit a negativity bias, which can lead to increased reactivity to negative events.[20]

From the explanation above, both theories are important for understanding how individuals process different types of stimuli and how these perceptions influence a person's behavior.

2. Learning English

a. Definition of Learning English

Learning English refers to the process of acquiring and developing proficiency in the English language. It involves the study and practice of various language skills including listening, speaking, reading, and writing, as well as the comprehension and application of grammar rules, vocabulary, and pronunciation.

Learning English can take place in various settings, such as classroom, language institutes, through self-study or online platforms. It essential for individuals who want to communicate effectively in English, wether for academic, professional, or personal purposes.

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[19] Ekaterina Plys and Olivier Desrichard, "Associations Between Positive and Negative Affect and the Way People Perceive Their Health Goals," *Frontiers in Psychology* 11, no. March (2020): 1–15, https://doi.org/10.3389/fpsyg.2020.00334.

[20] MD PhDb Hope Northrup, MDa,*, Darcy A. Krueger, "基因的改变NIH Public Access," *Pediatr Neurol. 2013 October ; 49(4): 243–254* 49, no. 4 (2013): 243–54, https://doi.org/10.1016/j.paid.2013.07.468.Perceptual.

According Daar, Learning English is carried out based on established needs and goals, including the ability to communicate with native speakers, the use of English in written communication, passing exams, and meeting requirements for advancing to higher education.[21]

In the Indonesian context, Learning English has developed alongside the emergence of various media and supportive learning facilities. Students can utilize these media and facilities to enhance their English language skills. In formal settings, such as schools or universities, the process of learning English can be facilitated by teachers or other individuals who possess knowledge and proficiency in the English language. Additionally, it is important to encourage independent learning so that students can set their own goals, plan, implement, and evaluate their learning outcomes.[22]

b. Learning Styles in Learning English

Learning style, often referred to as different types or models of learning, is a significant factor that requires attention.[23] This term refers to the unique way each student responds to and absorbs information through various preferences and stimuli encountered during the learning process.[24] Moreover, Pramesti & Ratnadi state that learning style is related to an individual's approach to learning and impacts their level of material comprehension. English learning is a process of acquiring knowledge or skills through learning and teaching activities.

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[21] Gabriel Fredi Daar, "PROBLEMS OF ENGLISH LANGUAGE LEARNING IN CONTEXT (Based on Some Studies in Manggarai)," *JPKMI (Jurnal Pengabdian Kepada Masyarakat Indonesia)* 1, no. 2 (2020): 116–24, file:///C:/Users/suani/Downloads/Problems of English Language Learning in Context (Based on some Studies in Manggarai) (1).pdf.

[22] Gabriel Fredi Daar, "PROBLEMS OF ENGLISH LANGUAGE LEARNING IN CONTEXT (Based on Some Studies in Manngarai), "JPKMI (Jurnal Pengabdian Kepada Masyarakat Indonesia) 1, no.2 (2020): 116-24

[23] Harold Pashler et al., "Learning Styles Concepts and Evidence," *Psychological Science in the Public Interest, Supplement* 9, no. 3 (2008): 105–19, https://doi.org/10.1111/j.1539-6053.2009.01038.x.

[24] Deisye Supit et al., "Gaya Belajar Visual, Auditori, Kinestetik Terhadap Hasil Belajar Siswa," *Journal on Education* 5, no. 3 (2023): 6994–7003, https://doi.org/10.31004/joe.v5i3.1487.

The development of individual understanding is influenced by various experiences.[25] In summary, learning styles refer to the various methods individuals use to engage in cognitive processes for processing, storing, and understanding information.

There are four learning style models, namely VARK (Visual, Auditory, Read and Write, Kinesthetic), which is an extension of the original VARK model introduced by Neil Fleming.[26] Learning style is defined as the preferred way an individual gathers, organizes, and processes information. VARK is a learning inventory categorized based on a model of preferences in instructional methods.[27] VARK according Chaudhry et al that are :

1. Visual learners tend to prefer learning through images, gaphics, videos, and illustrations but often struggle to take comprehensive notes during presentations.

2. Auditory learners prefer learning by listening, such as through spoken explanations, music, discussions, and verbal instructions.

3. Individuals with a reading and writing learning style favor words and text as their primary way of obtaining information.

4. Kinesthetic learners learn more effectively by involving physical movement, such as through hands-on work, practical applications, projects, and real-life experiences.[28]

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[25] Ni Made Inten Pramesti et al.., "Pengaruh Kecerdasan Emosional, Gaya Belajar Visual, Gaya Belajar Auditorial Dan Kinestetik Pada Tingkat Pemahaman Akuntansi," E-Jurnal Akuntansi, 30(1), 130-146

[26] Neil D Fleming, Teaching and Learning Styles: VARK Strategies. 2nd. Christchurch, New Zealand: Microfilm Digital Print and Copy Center, (2006). 128

[27] Gayathri Balasubramaniam and Indhu K, "A Study of Learning Style Preferences among First Year Undergraduate Medical Students Using VARK Model," *Education in Medicine Journal* 8, no. 4 (2016): 15–21, https://doi.org/10.5959/eimj.v8i4.440.

[28] Naseer Ahmad Chaudhry, Abid Ashar, And Syeda Amina Ahmad, "Asociation of Visual, Aural, Read/Write, and Kinesthetic (VARK)," *Association of Visual, Aural, Read/Write, and Kinesthetic (Vark) Learning Styles and Academic Performances of Dental Students* 70 (2020): 58–63.

c. **Motivation in Learning English**

According, Abidin, Pour, and Alzwari, explain that motivation plays a crucial role in encouraging students to learn more quickly and maintain their enthusiasm, which is essential in language learning. Motivation can be observed through students' efforts, interests, attitudes, and desires, which influence their level of engagement in the learning process.[29]

According Maulidita. at al, Motivation involves both internal and external factors that encourage students to take action. Intrinsic motivation refers to the learning drive that comes from internal factors, such as an interest in the language, personal enjoyment, or a sense of achievement. Meanwhile, extrinsic motivation involves external rewards, such as grades, career opportunities, or expectations from parents.[30]

Students who are motivated are more likely to actively engage in learning activities, participate in language practice, and effectively overcome challenges compared to those with lower motivation. Therefore, fostering motivation is crucial for enhancing language learning experiences and outcomes.

3. **Speaking Skill**

a. **Definition of Speaking**

When learning a foreign or second language, speaking is said to be the most important of the four language skills to acquire. In a social situation, speaking is the primary means of communication between individuals. goal of speaking while communicating in a foreign language is to communicate understandings. For accurate and precise

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[29] Mohamad Jafre Zainol Abidin Dr., Majid Pour-Mohammadi, and Hanan Alzwari, "EFL Students' Attitudes towards Learning English Language: The Case of Libyan Secondary School Students," *Asian Social Science* 8, no. 2 (2012): 119–34, https://doi.org/10.5539/ass.v8n2p119.

[30] Ainayya Salsabil Maulidita., at. al "ENGLISH LEARNING AND TEACHING: a critical review from the students'perspective," EUREKA MEDIA AKSARA (2023)

meaning to be communicated, someone has to employ the right words along with appropriate grammar.[31]

According to Smith, speaking in general can be understood as the act of conveying one's intentions (ideas, thoughts, feelings) to others using spoken language so that the meaning can be comprehended. This concept is specifically explained by experts. Speaking is the ability to articulate sounds or words to express, state, and convey thoughts, ideas, and emotions. In the context of English, speaking skills refer to a person's ability to communicate their desires and thoughts orally. The aim is to enhance speaking proficiency, enrich vocabulary use and pronunciation, improve grammar, refine English vocabulary and sentences, and train listening skills to better understand conversation partners.[32]

Speaking is an interactive action in which information is created, received, and processed. The context in which it arises—the speaker, the listener, their shared experiences, the environment, and the target audience—determines its form and importance. Interacting people will learn valuable information about the interaction process from one another.[33]

Using TikTok for English language learning can be an innovative and effective way to improve students' speaking skills. TikTok provides an interactive and enjoyable platform where students can wacth, create and share short videos using English

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[31] Olivia Farisca Adhani et al., "EFL Students' Perceptions on the Use of TikTok in Improving Speaking Skill," *English Education:Journal of English Teaching and Research* 8, no. 2 (2023): 180–88, https://doi.org/10.29407/jetar.v8i2.21005.

[32] York, "Borough of Manhattan Community College Of the City University of New York DEGREE."

[33] Caroline Sabatiana Ambarita et al., "Improving Students' Speaking Skills by Story Telling Caroline," *INTERACTION: Jurnal Pendidikan Bahasa* 10, no. July (2023): 1–23.

b. Aspects of Speaking skill

According to Brown, there are five aspects of Speaking skill :

1. Vocabulary

   Vocabulary refers to the set of words that form a language. It is crucial for effective communication as it enables the speaker to construct meaningful sentences. Although vocabulary is important, it may not be the primary focus at the initial stages of speaking.

2. Grammar

   Grammar encompasses the rules governing both spoken and written language. It includes aspects like pronunciation, word formation (morphology), and sentence structure (syntax). While correct grammar contributes to clear communication, it is Asometimes overlooked in casual conversations.

3. Fluency

   Fluency is the ability to speak smoothly and at a natural pace without unnecessary pauses. It demonstrates a speaker's comfort with the language. A fluent speaker can articulate words accurately, has an adequate vocabulary, and understands the basic rules of grammar, which allows for effective and effortless communication.

4. Comprehension

   Comprehension involves understanding and interpreting spoken language. Effective communication requires both the speaker and listener to comprehend the conversation's context, which enables them to respond appropriately and maintain the flow of dialogue.

5. Pronunciation

   Pronunciation is how words are articulated, including the use of stress, pitch, and intonation to convey meaning and emotions. Correct pronunciation is essential for being understood clearly by

others. It involves the precise production of sounds and the correct use of rhythm and intonation patterns.[34]

4. TikTok as Learning Media

a. Definition of TikTok

One of the media that students can use in learning is TikTok. According Nur Aziz dan Sabella, With the availability of learning media, students can capture the information or explanations needed, as well as what the teacher wants to convey, which will be supported by the features available on TikTok.[35]

Table 2.1 Features of the Tiktok

Features	Uses
Record Voice	Recording voice through a device, then intergrated into a personal TikTok account.
Record Video	Record video via you device, then integrate it into your personal TikTok account
Backsound Background	Sound that can be downloaded from storage media TikTok application
Edit	Fix and edit drafts or videos that have been made
Share	Share videos that have been made
Duet	Collaborate with other TikTok app users

TikTok can be used as an informal learning media as it allows students to explore the platform and find instructive information

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[34] H. Douglas Brown, *"Language Assessment : Principles and Classroom Practices"* San Francisco University, 2004

[35] Imam Nur Aziz and Rahmanda Hemas Sabella, "TikTok as Media of Learning English (Experimental Research on the Third Class of Senior High) (2021)

on their own. Students can follow the various TikTok makers that specialize in instructional material to broaden their knowledge and discover new things.[36]

English learning through TikTok can be fun and effective. Follow accounts that share educational content, language tips, and engage with native speakers. Use the platform to practice and expressions. Additionally, participate in language challenges or find language exchange partners to enchance the conversational skills.

TikTok It was invented in China and was first known as Douyin. ByteDance is a technology business located in Beijing. In 2016, the platform made a huge splash on the global scene, completely changing how the world creates and consumes digital content. Short-form videos on TikTok cover a variety of topics, including humor, dancing, and education. Users often produce films that range in length from 15 to 60 seconds, adding effects, music, and filters to personalize them.[37]

TikTok is an app that shows video material with a variety of themes. One focuses on an instructional subject that can help students learn from the several videos that are accessible. Social media Tiktok is among the most widely used platforms. TikTok is a fascinating and enjoyable learning tool. Additionally, TikTok social media may be used as an interactive and alternative learning tool for online education. Because this software takes the form of generating and sharing video material with other users, it is utilized as a medium for fun while making and sharing videos with other Tiktok users.[38]

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[36] Nurhidha Irawaty, "TikTok can boost learning skills" https://www.nst.com.my/opinion/letters/2023/03/889269/tiktok-can-boost-learning-skills (Accesed, 31 January)

[37] Griffin LaFleur, "DEFINITION TIKTOK" https://www.techtarget.com/whatis/definition/TikTok (Accesed, 31 January)

[38] Aisyah Ichsani Maulida, Pitri Noviyanti, and Wahyunengsih Wahyunengsih, "The Effect of Using TikTok on Z Generation Etiquette," *IJIP : Indonesian Journal of Islamic Psychology* 4, no. 2 (2022): 80–87, https://doi.org/10.18326/ijip.v4i2.47.

Tiktok is a social media platform for creating, sharing, and discovering short-form videos, typically set to music. It gained popularity for its user-friendly interface and creative tools, allowing users to express themselves through brief, entertaining clips. TikTok offers oppotunities for authentic langauge exposure, culture immersion, and interaction with native and non-native speakers. Users can engange with a wide range of content, including language tutorials, storytelling, anf conversational videos, to enhance their English profiency.

b. The Strengths and Weakness of TikTok

TikTok has several advantages. Previous research has demonstrated its successful integration into science education in schools in Indonesia and India, proving its potential for educational applications. TikTok has played a significant role in providing a platform for sharing information and educating people about the latest technologies, as well as motivating and capturing the interest of young learners.[39] In other research TikTok users who frequently use English in their content indirectly influence other users of the app. This impact is seen in various aspects, such as speaking styles, sentence structuring, learning new slang, and understanding English content shared in videos tagged with #samasamabelajar. The researcher found that this hashtag has accumulated over 70 billion views, making it the most-viewed among hashtags related to English learning. This number is expected to continue rising, along with the potential increase in the number of video uploads under this tag.[40]

TikTok offers an innovative approach to learning English by utilizing short videos as a creative tool for delivering educational content. It allows students to actively engage with English content

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[39] Li Xu, Xiaohui Yan, and Zhengwu Zhang, "Research on the Causes of the 'Tik Tok' App Becoming Popular and the Existing Problems," *Journal of Advanced Management Science* 7, no. 2 (2019): 59–63, https://doi.org/10.18178/joams.7.2.59-63.

[40] Adam Wahyu Setiawan and M.B Nani Ariani, "Determinasi Faktor Yang Mempengaruhi Indeks Pembangunan Manusia Provinsi Jawa Barat Tahun 2015 – 2019," *Jurnal Indonesia Sosial Sains* 3, no. 1 (2022): 1–9, https://doi.org/10.36418/jiss.v3i1.505.

through engaging videos and create their own digital oral presentations. The platform not only provides opportunities for students to practice speaking English interactively but also enables them to receive feedback from teachers and other users, which can help enhance their English communication skills.

One of the weakness of using TikTok as an educational medium is the limited video duration, which may not effectively cover all the subject matter. Additionally, some students may not be comfortable with learning that involves music, with some feeling disturbed or uncomfortable when receiving educational content combined with music.[41] Although it has weakness, TikTok remains a highly viable option to consider as an educational medium. TikTok represents a new innovation in the field of education and offers various benefits that can be developed for the learning process.

c. **Relationship Between Speaking and TikTok**

Speaking skills are an essential part of language learning that require continuous practice, repetition, and active engagement in real-life conversations. Traditional learning environments may not always provide sufficient opportunities for learners to speak and interact in English. However, social media platforms like TikTok have created new ways to bridge this gap. With its variety of short, engaging videos, TikTok offers an informal yet practical space for students to improve their speaking skills.

According Noviani and Kholiq Hasan, In communication, especially in speaking skills, a supportive environment is necessary for individuals to practice, repeat, and reinforce the rules and vocabulary they have mastered in everyday conversations to ensure successful language learning. Challenges arise when the environment does not support this practice. Therefore, with the presence of TikTok, it is

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[41] Manggo, I., T., Liando, N., & Wungow, T. (2022). Students' perception toward TikTok media to improve their speaking ability. JOTELL, 1(10), 1086-1113.

hoped that students can enhance their speaking skills by watching and creating content related to speaking abilities.[42]

To enhance their speaking skills, students can learn dialogues on specific topics through this application and perform duets with native speakers. This content can be searched using the keyword "Duet with me"; in this way, students can enrich their learning experience and practice accurate pronunciation alongside native speakers. Additionally, instructors can ask students to upload assignments as a way to sharpen their skills using TikTok. On one hand, students will become accustomed to using TikTok for positive activities, which can, in turn, boost their self-confidence. They can also showcase their best presentations because they have the opportunity to edit before uploading.[43]

B. Previous Studies

Some studies are relevant to this research. They are :

Table 2.2

Previous Studies

No	Research Identity	Finding	Similarity	Difference
1.	The first study was taken by Nabila Alifia *"Students' Perceptions Toward*	Students are aware of TikTok's potential for language learning, especially in speaking. Benefits include public speaking	All studies acknowledge students' positive perceptions of TikTok's potential for	Focused specifically on speaking skills; qualitative approach with only interviews conducted in a

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No	Research Identity	Finding	Similarity	Difference
	TikTok Media to Increase their Motivation in Learning Speaking" (2023)	fundamentals and creative learning, but issues like short video duration and distractions were noted.	language learning and recognize challenges like internet connectivity and video length.	specific location.
2.	The second is research was taken by Dewi Afreliyanna *"University Students' Perceptions Of Using Tiktok Videos As Media For English Learning"* 2023	Positive perception of TikTok as fun, easy to use, and motivating for learning English. Found new vocabulary but noted the need for internet access and short video length as drawbacks.	All studies highlight the positive view of TikTok among students and acknowledge the accessibility and motivation provided by the platform.	Focused on general English learning rather than specifically on speaking skills; employed a quantitative approach using a questionnaire.
3.	The third study was taken from Istikoma Thoyiba Manggo	Students enjoyed using TikTok, especially for speaking, gaining better experiences and knowledge.	All studies indicate students' enjoyment and positive engagement	Used both questionnaires and interviews for data collection; included online

No	Research Identity	Finding	Similarity	Difference
	"Students' Perception Toward Tiktok Media To Improve Their Speaking Ability" (2022)	Emphasized attention and engagement through the platform.	with TikTok for language learning.	and offline methods due to COVID-19 restrictions.
4.	The fourth study was taken by Ghina Fauzia Rafidah *"Integrating Technology Enhanced Language Learning Of Efl Learners: Students Perspectives On Using Tiktok As Learning Speaking Media In Higher*	TikTok can be an effective learning tool for improving speaking skills, motivating students to practice. Indicates its use beyond just entertainment.	All studies show that TikTok is viewed as a valuable learning tool for language acquisition and student motivation.	Focused on integrating technology into language learning; utilized questionnaires, interviews, and documentation in the research process.

No	Research Identity	Finding	Similarity	Difference
	Education" 2022			
5.	And the last study was taken from Sari Lailihaz Hutagalung, titled *"Students' Perception of the Use of TikTok in Learning English Outside the Class for Tenth Grade Students at SMKN 1 Bandarlampung"* (2023).	Positive perception of TikTok for enhancing various English skills, including speaking. Students value its convenience and the enjoyable learning experience it provides.	All studies emphasize the positive perceptions of TikTok and its role in enhancing language skills.	Specifically examined the use of TikTok for out-of-class learning; gathered data through questionnaires and interviews at a specific location.

1. Research conducted by Nabila Alifia, In her research titled **"Students' Perceptions Toward TikTok Media to Increase their Motivation in Learning Speaking," (2023)** Nabila Alifia found that students are aware of TikTok's potential for language learning, particularly in the context of learning to speak English. TikTok's algorithm often directs users to English-focused content. Participants in the study identified various benefits, including the development of

public speaking fundamentals, adaptability, and creative learning opportunities. However, several obstacles were noted, such as the short duration of videos, the lack of features focused on pronunciation improvement, and frequent issues with internet connectivity. Moreover, distractions from other TikTok content often diverted students' attention from their initial goal of learning and practicing speaking. This study focuses on students' perceptions of using TikTok for learning English speaking skills, using a qualitative approach. The data collection method used was only interviews, and the research was conducted in a specific location.[44]

2. In a thesis prepare by Dewi Afreliyanna, In the study titled **"University Students' Perceptions of Using TikTok Videos as Media for English Learning," (2023)** Dewi Afreliyanna found that university students had a positive perception of using TikTok for learning English. They felt that the application was fun, easy to use, and accessible anytime and anywhere. Additionally, they found new vocabulary on TikTok and were motivated to learn English. However, some negative perceptions included the need for an internet quota or a stable connection, the short duration of the videos, and no significant difficulties encountered while using TikTok as a medium for learning English. Although this study focused on students' perceptions of TikTok as a medium for learning English in general, it did not specifically address speaking skills. The study design employed a descriptive quantitative approach with a questionnaire as the instrument. [45]

3. Research conducted by Istikoma Thoyiba Manggo, In the research titled **"Students' Perception Toward TikTok Media To Improve Their Speaking Ability,"(2022)** Istikoma Thoyiba Manggo found

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[44] Nabila Alifia *"Students' Perceptions Toward TikTok Media to Increase their Motivation in Learning Speaking" Nucl. Phys.* 13, No. 1 (2023): 104–16.

[45] Dewi Afreliyanna, "University Students'Perceptions of Using Tiktok Videos As Media for English Learning," *Journal of English Language Teaching*, 2023.

that students enjoyed using TikTok for learning English, especially speaking skills. The research analyzed students' perceptions of using TikTok for learning English and showed that students gained better experiences, attention, and knowledge through this platform. The data collection technique used was qualitative, with both questionnaires and interviews employed to gather data. Data collection was conducted both online and offline due to COVID-19 restrictions.[46]

4. In a thesis by Ghina Fauzia Rafidah, The study titled **"Integrating Technology Enhanced Language Learning of EFL Learners: Students Perspectives on Using TikTok as Learning Speaking Media in Higher Education" (2022)** shows that TikTok is not only a social media platform for entertainment but can also be used as a tool for teaching and learning. Using TikTok as a medium for learning speaking indicates the potential for it to be used as a learning tool to motivate students to practice and improve their speaking skills. This study focuses on students' perceptions of TikTok using a qualitative research approach. Data were collected through questionnaires, interviews, and documentation, with the research conducted in a specific location.[47]

5. Research conducted by Sari Lailihaz Hutagalung, titled **"Students' Perception of the Use of TikTok in Learning English Outside the Class for Tenth Grade Students at SMKN 1 Bandarlampung" (2023)**. Hutagalung's research reveals that most students have a positive view of using TikTok as a tool for learning English beyond the classroom setting. The findings highlight several important aspects: First, students regard TikTok as a valuable medium that can significantly enhance their English language skills, including

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[46] Istikoma Thoyiba Manggo, Nihta Liando, and Trully Wungow, "Students' Perception toward Tiktok Media to Improve Their Speaking Ability. Journal of Teaching English, Linguistics, and Literature," *JoTELL Journal of Teaching English* 1, no. 10 (2022): 1086–1113.

[47] Sarjana Pendidikan, *"Submitted as Partial Fulfilment of the Attainment of Sarjana Pendidikan (Bachelor of Education) Degree,"* 2022.

listening, speaking, vocabulary, grammar, and pronunciation. They appreciate its role in facilitating their learning. Second, students find the experience of learning English through TikTok to be enjoyable. This enjoyment not only boosts their confidence but also motivates them to engage more with their studies and fosters independent learning. Lastly, the convenience of using TikTok is a significant factor for students. They value the platform for its easy accessibility, allowing them to access educational content anytime and anywhere. With a rich variety of English-related videos available, TikTok serves as a practical resource for enhancing their learning. This qualitative study focused specifically on students' perceptions of TikTok, gathering data through questionnaires and interviews conducted at the research location.[48]

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[48] Sari Lailihaz Hutagalung, titled *"Students' Perception of the Use of TikTok in Learning English Outside the Class for Tenth Grade Students at SMKN 1 Bandarlampung"* 2023

CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

The research method employs in this study is qualitative research. According to Creswell, Qualitative research begins with assumptions and methods to inform or analyze a problem encountered by an individual or group that is perceived as a social problem or a problem between humans.[49] According to Moleong, defines research Qualitative as research intended to understand phenomena about what is experienced by research subjects, for example actors, perceptions, motivations, actions, etc. holistically and descriptively in the form of words and language a special context that is natural and beneficial various scientific methods.[50]

B. Time and Location of the Research

The research location was conducted at the English Education Study Program at the State Islamic Institute (IAIN) Manado, locate at Jl. SH Sarundajang, Kawasan Ringroad 1, Manado, Sulawesi Utara. The researcher collected data for one month.

C. Research Participants

The participants were all students of the English Education Study Program, Faculty of Tarbiyah and Teacher Training, IAIN Manado, for the academic year 2023/2024 – 2024/2025. This research employed purposive sampling. According Sugiyono, Purposive sampling is a sampling technique where participants are selected based on specific considerations.[51] where the sample is selected based on specific criteria aligned with the research objectives. These criteria

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[49] Creswell, J. W. (2013). *Research design: Qualitative, quantitative, and mixed methods approache*s (3rd ed.). Thousand Oaks, CA: Sage.
[50] Moleong 2011, *Metodologi Penelitian Kualitatif. In Metodologi Penelitian Kualitatif*, *Rake Sarasin*, 2022.
[51] Sugiyono. Metode Penelitian Kuantitatif, Kualitatif & RND. (2019). Bandung: Alfabet

include students from the English Language Education Study Program for the 2023/2024 & 2024/2025 academic years at FTIK IAIN Manado, who actively use TikTok as a learning medium. This method is chosen to ensure that the selected respondents have relevant experience related to the research focus.

D. **Source of the data**

In this research, the source divided into two, that are :

a. Primary data source

The primary data in this research were questionnaires distribute to respondents and previous studies related to this research. The questionnaire results were used as supporting data for the first data related to the perception of the 1st and 3th semester students of the English education department in using TikTok in learning English speaking.

b. Secondary data source

Secondary data source was data collected indirectly. The secondary data of this research were journal and article.

E. **Research Instrument**

This research, researcher taken the data by distribute questionnaires to students containing 9 open-ended questions on Google form.

F. **Data Collection Techniques**

Data collection technique explain the way researcher used to gather the data related to the focus of the research. In this research one instrument wias used for gaining data that is questionnaire.

A questionnaire is a data collection tool consisting of a series of written questions designed to gather information from respondents. This questionnaire can help researcher understand respondents' perceptions, experiences, and views on the topic being studied. In the questionnaires, open-ended questions are applied in order to permit the respondents to submit sufficient responses to the questions.

According to Abdussamad, Open-ended questions are defined as questions that allow respondents to provide broad and in-depth answers, without specific limitations. These questions are designed to express respondents' views, feelings, and experiences more freely, there by yielding rich and comprehensive data. By using open-ended questions, researcher can capture the nuances and context of respondents' answers, which may not be reflected in closed questions.[52]

In collecting data, the researcher was distributed of questionnaires is carried out for filling out online questionnaires distributed to respondents, distributing questionnaires online using the WhatsApp application which is in the form of Google form link. After the respondents answer questionnaires, the data was analyzed by researcher based on data analysis techniques.

G. Data Analysis

According to Miles and Huberman stated that activities in qualitative data analysis are carried out interactively and continues continuously until completion, so that the data is saturated. Activities in data analysis, namely data reduction, data display and conclusion drawing/verification.[53]

Data reduction is the process of summarizing the collected data, highlighting the main and important aspects, and removing information that is considered less relevant or unnecessary, allowing researchers to focus on data deemed more significant.

The data obtained from the questionnaires has been reduced by eliminating parts that are not relevant to students' perceptions of using TikTok in learning English speaking.

Data display refers to an organized and concise presentation of information that facilitates drawing conclusions and making

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[52] Dr. H. Zuchri Abdussamad, S.I.K., M.Si *"Metode Penelitian Kuaitatif"* 2021
[53] Miles, M. B. et al., *"Qualitative Data Analysis"* A Method Sourcebook (3rd ed). Arizona State University, 2014

decisions. This process helps researchers better understand the findings. At this stage, the researcher presents data reflecting TBI students' perceptions of using TikTok for learning English speaking in a specific and clear manner. The results are conveyed in a narrative format.

Conclusion drawing/verification summaries the findings derived from the provided data. The conclusion describes the initially difficult-to-research issue, which becomes apparent after conducting research. Every piece of processed data concludes with a descriptive summary. In this study, drawing and verification conclussions is the final step of data analysis following the completion of the data analysis.

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Aural, Read/Write, and Kinesthetic (Vark) Learning Styles and Academic Performances of Dental Students 70 (2020): 58–63.

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APPENDICES

Appendix 1 : Research Permit Application Form

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

Nomor : B- {37Hn. 25/F.II/TL.00.1/ lo /2024   Manado, 28Oktober 2024
Lamp : -
Hal   : Permohonan Izin Penelitian

Kepada Yth :
Ketua Prodi Tadris Bahasa Inggris (TBI)
FTIK IAIN Manado

Tempat

Assalamu 'alaikum Wr. Wb.
Dengan hormat disampaikan bahwa Mahasiswa Institut Agama Islam Negeri (IAIN) Manado, yang tersebut dibawah ini:

Nama   : Dinda Hairunnisa Olii
Nim   : 20126025
Semester : IX (Sembilan)
Prodi   : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan

Bermaksud melakukan penelitian di lembaga/sekolah yang Bapak/Ibu pimpin dalam rangka penyusunan Skripsi yang berjudul" *Students' Perception on The Use Of TikTok In Learning English Speaking*" Penelitian ini dilakukan sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan dengan Dosen Pembimbing:

1. Dr. Ahmad Mustamir Waris, M.Pd
2. Fadhlan Saini, M.Pd

Untuk maksud tersebut kami mengharapkan kiranya kepada Mahasiswa yang bersangkutan dapat diberikan izin untuk melakukan penelitian dari bulan November s.d Januari 2025.

Demikian permohonan ini, atas perhatian dan kerjasamanya yang baik diucapkan terima kasih.
Wassalam Wr. Wb

a.n. Dekan,
Wakil Dekan Bid. Akademik dan
Pengembangan Lembaga,

Adri Lundeto

Tembusan :
1. Rektor IAIN Manado
2. Dekan FTIK IAIN Manado
3. Kaprodi TBI FTIK IAIN Manado
4. Arsip

Appendix 2 : Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI (IAIN) MANADO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jln. Dr.S. H Sarundajang Kawasan Ring Road I Kota Manado Tlp./Fax (0431) 860616 Manado 95128

SURAT KETERANGAN
NOMOR : 455/SKet/TBI/ X /2024

Yang bertanda tangan dibawah ini:

Nama	: Nur Halimah, M.Hum
NIP	: 196904172000032002
Jabatan	: Kaprodi Tadris Bahasa Inggris

Dengan ini menerangkan:

Nama	: Dinda Hairunnisa Olii
NIM	: 20126025
Fakultas/Prodi	: FTIK/TBI
Judul Skripsi	: Students' Perception on The Use of Tiktok in Learning English Speaking

Bahwa yang bersangkutan telah menyelesaikan Penelitian di Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Manado dari bulan September sampai dengan Oktober 2024.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Manado, 28 Oktober 2024
KAPRODI TBI

Tembusan :
1. Kaprodi TBI
2. Arsip

Nur Halimah, M.Hum
NIP 196904172000032002

Appendix 3   : Questionnaire Guidlines

Name   :

Nim   :

Semester   :

Please answer the following questions with detailed and complete responses. Your answers will be very helpful for this research. Filling out your responses in the provided column below each question. Thank you for your participation!

No	Questions	Answers
1.	How has using TikTok contributed to your vocabulary acquisition in speaking? (Bagaimana penggunaan TikTok berkontribusi pada perolehan kosakata Anda dalam berbicara?)	
2.	what ways do you think TikTok helps you improve your pronunciation? (cara apa menurut Anda TikTok membantu Anda memperbaiki pengucapan Anda?)	
3.	How does learning about grammar on TikTok affect your confidence in speaking? (Bagaimana belajar tentang tata bahasa di TikTok mempengaruhi kepercayaan diri Anda dalam berbicara?)	
4.	What have you learned about using gestures, expressions, and intonation	

	from TikTok? (Apa yang telah Anda pelajari tentang menggunakan gerakan, ekspresi, dan intonasi dari TikTok?)	
5.	How does TikTok motivate you to enhance your speaking skills for future English communication? (Bagaimana TikTok memotivasi Anda untuk meningkatkan keterampilan berbicara Anda untuk komunikasi bahasa Inggris di masa depan?)	
6.	How does expressing your opinions on TikTok serve as practice for your speaking skills? (Bagaimana mengekspresikan pendapat Anda di TikTok berfungsi sebagai latihan untuk keterampilan berbicara Anda?)	
7.	What aspects of practicing speaking on TikTok do you find most enjoyable and engaging? (Aspek mana dari berlatih berbicara di TikTok yang Anda anggap paling menyenangkan dan menarik?)	
8.	How has practicing speaking on TikTok helped you overcome your fear of making mistakes? (Bagaimana berlatih berbicara di TikTok membantu Anda mengatasi ketakutan Anda akan kesalahan?)	

| 9. | what ways do you consider TikTok to be an effective medium for improving your speaking skills? (Dengan cara apa Anda menganggap TikTok sebagai media yang efektif untuk meningkatkan keterampilan berbicara Anda?) | |

Source : Nasichah, A. H. (2023). Analyzing Students' Perception about the Use of TikTok Application to Enhance Students' Speaking Skills at UIN Prof. K.H Saifuddin Zuhri Purwokerto. *Journal of English Linguistics, Literature and Education,* 5(1), 101-110

Appendix 4   : Transcript of the questionnaire

a. *How has using TikTok contributed to your vocabulary acquisition in speaking?*

Students' Contributions of using TikTok in Vocabulary acquistion

No	Number of Respondent	Data Statements
1	Respondent 3	*"Biasanya di tiktok ada beberapa video ataupun komentar yang terdapat kata-kata gaul atau idiom yang membuat saya tahu lebih banyak kosa kata atau istilah-istilah tertentu dalam bahasa inggris"* (Usually on TikTok there are several videos or comments that contain slang words or idioms that make me know more vocabulary or certain terms in English.)
2	Respondent 4	*"kebanyakan konten kreator ada yang menggunakan animasi² menarik yang biasanya membantu saya untuk memahami bahasa inggris dalam pelajaran tersebut."* (Most content creators use interesting animations which usually help me to understand English in the lesson.)
3	Respondent 6	*"Dengan memberikan konten yang menarik tentang bhs inggris."* (By providing interesting content about English)
4	Respondent 7	*"Penggunaan tiktok berkontribusi dalam kosakata karna banyak dari conten creator yang memberikan kosakata baru dan ada juga memberikan sekalian dengan pronounce yang baik dan benar"* (The use of TikTok contributes to vocabulary because many content creators provide new vocabulary and some also provide good and correct pronounce.)
5	Respondent 8	*"by providing a creative and fun way to learn new words, accents, and pronunciation."*
6	Respondent 11	*"Melalui video video berbahasa inggris yang lewat di beranda"* (Through English videos on the homepage.)

7	Respondent 13	*"Di tiktok kita bisa melihat meme luar yang bisa bukan hanya lucu tapi bisa mendambah kosa kata saya"* (On TikTok we can see outside memes which are not only funny but can increase my vocabulary)
8	Respondent 15	*"tiktok has a lot of channels that support English learning, for example nasdaily. nasdaily provides many language choices including English which is also equipped with English subtitles, besides practicing my listening and speaking, subtitles also practice reading and increase my vocab."*
9	Respondent 17	*"Melalui konten yang melatih pembacaan kita."* (Through content that trains our reading)
10	Respondent 18	*"By watching different tiktoks, i could learn many words and sentences from each tiktok."*
11	Respondent 19	*"Mungkin beberapa kata gaul dalam bahasa inggris mungkin sedikit mempengaruhi cara berbicara kita karena sering muncul di beranda tiktok."* (Maybe some slang words in English might influence our way of speaking a little because they often appear on the TikTok homepage)
12	Respondent 20	*"Banyak content creator yg sering berbicara menggunakan bahasa inggris di konten2nya, dari situlah saya memperbanyak kosa kata saya."* (Many content creators often speak English in their content, that's where I expanded my vocabulary)

There are students' perceptions about their lack of contribution in using TikTok Vocabulary acquisition:

No	Number of Respondent	Data Statements
1	Respondent 1	*"Contribute a little because my fyp is not always about English vocabulary."*

3	Respondent 9	*"Tidak ada, karena saya jarang melihat konten di tiktok perihal bahasa inggris."* (Nothing, because I rarely see content on TikTok regarding English)
5	Respondent 14	*"tidak terlalu berkontribusi, mungkin hanya sekitar 10% saja."* (doesn't really contribute, maybe only around 10%)
6	Respondent 16	*"saya biasanya tidak sering menggunakan TikTok tapi menurut saya TikTok berperan dalam perolehan kosakata saya"* (I don't usually use TikTok often but I think TikTok played a role in my vocabulary acquisition)

b. *In what ways do you think TikTok helps you improve your pronunciation?*

Students' Opinion of using TikTok to improve pronunciation

No	Number of Respondent	Data Statements
1	Respondent 1	*"By means of various examples that they give, one of which is the sound of mentioning vocabulary or sentences."*
2	Respondent 3	*"Melalui content² creator yang mengajarkan bahasa inggris seperti Aaron's english, juga video-video yang menggunakan lagu berbahasa inggris."* (Through content creators who teach English, such as Aaron's English, as well as videos that use English songs.)
3	Respondent 4	*"biasanya dengan kosakata yang ditambah dengan percakapan sehari-hari."* (usually with vocabulary added to everyday conversation)
4	Respondent 7	*"Dalam segi games dan memberikan cara pengucapan."* (In terms of games and providing pronunciation)
5	Respondent 8	*"Practicing with TikTok videos has helped me get better at pronunciation and thinking in English. The interactive and enjoyable nature of TikTok makes it an effective tool for language practice."*
6	Respondent 10	*"Ada akun yg mengedukasi tentang pronounce, dan juga reading fast challenge."* (There are accounts that

		educate about pronounce, and also reading fast challenges)
7	Respondent 11	*"Dari video video konten kreator yang menyajikan materi materi pronounciation berbahasa inggris."* (From video content creators who present English pronunciation material.)
8	Respondent 14	*"saat ada konten mengenai conversation or reading content."* (when there is content about conversation or reading content)
9	Respondent 15	*"besides channels, my fyp also mostly contains fragments of English songs that I like. Singing in English helps me to apply my speaking skills in English."*
10	Respondent 17	*"Dengan mambaca komen dari barbagai orang yg mengunakan bhs inggris."* (By reading comments from various people who use English)
11	Respondent 18	*"By listening to the tiktoker about how they pronouns each word."*
12	Respondent 19	*"ketika saya membutuhkan informasi tentang cara pengucapan maka saya bisa mencari nya di tiktok, selain itu di tiktok juga sering muncul vidio tentang beberapa kosakata yang biasa di pakai di kehidupan sehari-hari. Dari situlah saya bisa mendengar pengucapan yang benar dalam kata tersebut sehingga bisa meningkatkan pengucapan saya."* (when I need information about how to pronounce it, I can search for it on TikTok, besides that, on TikTok, videos often appear about several vocabulary words that are commonly used in everyday life. From there I can hear the correct pronunciation of the word so I can improve my pronunciation)
20	Respondent 20	*"Pengguna tiktok lainnya selalu mengupload konten melatih pronounciation."* (Other TikTok users always upload content to practice pronunciation.)

c. *How does learning about grammar on TikTok affect your confidence in speaking?*

Students' Opinions of using TikTok in grammar that affect to confidence in speaking

No	Number of Respondent	Data Statements
1	Respondent 1	*"They gave me an example of a vocabulary sound, and since that lesson, I've gained confidence in myself."*
2	Respondent 2	*"Dengan cara melihat video² berbahasa Inggris."* (By watching videos in English)
3	Respondent 3	*"Yang mempengaruhi kepercayaan diri saya adalah ketika kata-kata atau kalimat-kalimat yang baru saja saya pelajari di aplikasi Tik Tok itu sangat relevan dan merupakan kosakata yang benar atau tidak keliru itulah mengapa hal tersebut cukup mempengaruhi kepercayaan diri saya ketika berbicara."* (What affects my self-confidence is when the words or sentences that I have just learned on the Tik Tok application are very relevant and are correct or not incorrect vocabulary, which is why this has quite an impact on my self-confidence when speaking)
4	Respondent 4	*"gaya bicara penutur juga bisa berimbas pada kita apabila kita betul² memahami dan mengerti tentang penjelasan yang di ajarkan, sehingga kadang membentuk kepercayaan diri, yang berarti cara pengucapan penutur sama seperti apa yang kita ucapkan."* (The speaker's speaking style can also have an impact on us if we really understand and understand the explanation being taught, so that sometimes it forms self-confidence, which means the speaker's way of pronunciation is the same as what we say)
5	Respondent 7	*"Karna ada sebagian dari conten creator yang memberikan motivasi atau*

		lawan berbicara ketika belajar bahasa.” (Because there are some content creators who provide motivation or conversation partners when learning a language)
6	Respondent 8	*“by help me engage with native speaker, helping me to improve my speaking accurary.”*
7	Respondent 11	*“Ketika konten kreator menjelaskan tata bahasa yg sederhana dan interkatif, tetapi beranda saya tidak semuanya tentang video video seperti ini.”* (When content creators explain grammar in a simple and interactive way, but my homepage is not all about videos like this)
8	Respondent 12	*“Karna cara pembicaraan nya mudah dan simple.”* (Because the way he talks is easy and simple)
9	Respondent 13	*“Karena orang orangnya langsung dari luar negri,jadi saya lebih percaya diri bahwa ilmu yg di dapat dari luar sangat akurat.”* (Because the people come directly from abroad, I am more confident that the knowledge I get from outside is very accurate)
10	Respondent 15	*“social media is quite helpful in influencing my effectiveness in speaking English. actually not only tiktok, youtube and other social media also play an important role in improving English language skills, because in today's technological era my generation does not only depend on learning in class but also depends on learning content on social media, especially tiktok.”*
11	Respondent 17	*“Melalui konten duet bhs inggris.”* (Through English duet content)
12	Respondent 20	*“Saya tidak belajar grammar dari tiktok, di tiktok saya hanya belajar pronounciation saja.”* (I didn't learn grammar from TikTok, on TikTok I only learned pronunciation)

There are students' perceptions regarding the lack of affect learning grammar on TikTok on their confidence in speaking:

No	Number of Respondent	Data Statements
1	Respondent 5	*"Tidak mempengaruhi."* (Doesn't affect)
2	Respondent 9	*"Tidak memengaruhi sama sekali, karena saya jarang menggunakan tiktok sebagai media belajar bahasa Inggris."* (It doesn't affect me at all, because I rarely use TikTok as a medium for learning English)
3	Respondent 10	*"Saya belum sempat mencoba belajar grammar dari tiktok."* (I haven't had the chance to try learning grammar from TikTok)
4	Respondent 14	*"tidak terlalu berpengaruh."* (not too influential)
5	Respondent 16	*"mungkin peningkatan sekitar 10%."* (maybe an increase of about 10%)
6	Respondent 18	*"It doesnt affect me that much."*
7	Respondent 19	*"Tidak begitu berpengaruh."* (Not that influential)

d. *What have you learned about using gestures, expressions, and intonation from TikTok?*

Students' Insights on Using TikTok to Learn Gestures, Expressions, and Intonation

No	Number of Respondent	Data Statements
1	Respondent 1	*"The sound, the expression when angry, sad, etc., the intonation of the way it is said."*
2	Respondent 3	*"Yang saya pelajari adalah beberapa intonasi ketika berbicara menggunakan bahasa Inggris seperti intonasi ketika kita bertanya, kebingungan dan ketika kita sedang marah. Hanya beberapa hal kecil itu yang saya pelajari ketika lewat video tentang penggunaan isyarat, ekspresi dan intonasi dari Tik Tok."* (What I learned were several intonations

No	Number of Respondent	Data Statements
		when speaking English, such as intonation when we ask questions, when we are confused and when we are angry. There are just a few small things that I learned through videos about using gestures, expressions and intonation from Tik Tok.)
3	Respondent 4	*"semua saya pelajari. yang paling menonjol dari pelajaran yang saya tonton adalah grammar dan juga intonasinya."* (I learned everything. What stood out most from the lessons I watched were the grammar and intonation)
4	Respondent 11	*"Komunikasi menjadi lebih jelas."* (Communication becomes clearer)
5	Respondent 14	*"I only see content about expressions, tentang apa itu daily expressions, expressions ability dan expressions feeling."*
6	Respondent 15	*"in my opinion, the most content that appears on my tiktok account is only in the form of intonation development, other than that I rarely find development about gestures and expressions, fyp influences this situation because I don't often use search engines to find tutors about expressions and gestures."*
7	Respondent 16	*"saya belajar bahwa intonasi, ekspresi, dan gesture sangat penting dalam percakapan"* (I learned that intonation, expression and gesture are very important in conversation)
8	Respondent 19	*"beberapa pernah saya pelajari."* (I have studied some)

There are student perceptions of a lack learning regarding the use of gestures, expressions and intonation from TikTok:

No	Number of Respondent	Data Statements
1	Respondent 7	*"Belum ada sejauh ini, tpi untuk intonasi mungkin ada beberapa yang harus naik ketika tanda tanya ada yang nada rendah untuk menyampaikan sesuatu atau pun*

		nada datar untuk sekedar menanggapi." (Nothing so far, but for intonation there may be some that have to rise when a question mark, some with a low tone to convey something or even a flat tone to simply respond)
2	Respondent 8	*"So far I haven't learned about intonation, gestures and how to use expressions in English."*
3	Respondent 20	*"belum ada, saya belum menemukan konten yang mengajarkan isyarat, expresi, maupun intonasi di tiktok."* (Not yet, I haven't found content that teaches gestures, expressions or intonation on TikTok)

e. *How does TikTok motivate you to enhance your speaking skills for future English communication ?*

Students' Insights on How TikTok Motivates Speaking Skill Enhancement for Future English Communication

No	Number of Respondent	Data Statements
1	Respondent 1	*"Never be ashamed to try and keep trying so that you can achieve what you want Learning English doesn't just take a quick time but it takes time to develop in order to achieve your dreams."*
2	Respondent 2	*"Cukup memotivasi."* (Quite motivating)
3	Respondent 3	*"Yang memotivasi saya adalah penggunaan bahasa Inggris pada video-video orang luar negeri atau konten-konten Ome TV di TikTok yang berinteraksi langsung dengan orang-orang luar negeri. Itulah yang membuat saya tertarik untuk meningkatkan keterampilan berbicara saya dalam bahasa Inggris."* (What motivates me is the use of English in videos of foreign people or Ome TV content on TikTok which interacts directly with people abroad. That's what made me interested

		in improving my speaking skills in English)
4	Respondent 4	*"biasanya saya tertarik untuk berbicara dengan kosakata² yang baru sehingga nantinya akan menjadi fluent dalam berbahasa Inggris."* (Usually I am interested in speaking with new vocabulary so that later I will become fluent in English)
5	Respondent 7	*"Dengan menampilkan bahwa bahasa inggris akan sangat berguna dan akan di pakai di berbagai negara."* (By showing that English will be very useful and will be used in various countries)
6	Respondent 8	*Usually there are motivational words in it. like "never be afraid to speak. Even if it's wrong, keep speaking."*
7	Respondent 11	*"Para konten kreator sering memotivasi untuk terus belajar."* (Content creators often motivate you to continue learning)
8	Respondent 14	*"saat melihat banyak konten-konten mengenai english speaking, saya merasa harus bisa lebih meningkatkan skill yang ada agar bisa lebih improve lagi."* (When I saw a lot of content about English speaking, I felt that I should be able to further improve my existing skills so that I could improve even more)
9	Respondent 15	*"There is a lot of content about how one is required to use good and correct English. examples of content such as correct spelling of words correct use of English structures, and also the use of vocab that is suitable in various situations."*
10	Respondent 17	*"Melalui konten konten yg mngunakan bhs inggris."*
11	Respondent 18	*"By looking at how they communicate with confidence even when their spellings are sometimes wrong or not perfect."*
12	Respondent 20	*"Karena dari cara pelafalan kosa kata di tiktok itulah yang membuat saya mengetahui pelafalannya, dan akhirnya mulai ada rasa percaya diri saat berbicara bahasa inggris."* (Because the

| | | way I pronounce the vocabulary on TikTok is what made me know the pronunciation, and finally started to feel confident when speaking English). |

There are students' perceptions about TikTok's lack of motivating students in improving speaking skills for future English communication:

No	Number of Respondent	Data Statements
1	Respondent 5	*"Saya rasa tiktok tdk cukup untk memotivasi dlm keterampilan berbicara."* (I don't think TikTok is enough to motivate speaking skills)
2	Respondent 10	*"Lumayan"*
3	Respondent 16	*"mungkin sedikit memotivasi karena saya sudah mempelajari basic dari speaking."* (maybe it's a little motivating because I've learned the basics of speaking)
4	Respondent 19	*"tidak begitu memotivasi karena yang saya dapatkan dari tiktok itu hanya sedikit dari keterampilan berbahasa inggris."* (not very motivating because what I get from TikTok is only a little English language skills)

f. *How does expressing your opinions on TikTok serve as practice for your speaking skills?*

Students' Insights on How Expressing Opinions on TikTok Serves as Practice for Their Speaking Skills

No	Number of Respondent	Data Statements
1	Respondent 3	*"Saya tidak pernah mengekspresikan pendapat saya di tik tok, tetapi apa yang saya pelajari seperti beberapa kosakata dan kalimat dalam bahasa Inggris itu langsung saya Praktekkan secara lisan maupun tulisan untuk mengembangkan keterampilan berbicara saya."* (I never express my opinion on TikTok, but what

		I learn, such as some vocabulary and sentences in English, I immediately practice orally and in writing to develop my speaking skills)
2	Respondent 6	*"Dengan memberi ulasan yang bagus di TikTok."* (By giving good reviews on TikTok)
3	Respondent 7	*"Dengan mengisi atau menanggapi kolom komentar yang berbahasa inggris."* (By filling in or responding to the comments column in English)
4	Respondent 8	*"more or less like... tiktok is very easy to access, the explanations are short but clear, it has animations or entertaining content so that practice feels more exciting."*
5	Respondent 12	*"Dengan mengulangi video tersebut sampai bisa."* (By repeating the video until you can)
6	Respondent 13	*"Karena kita bisa mengekspresikan pendapat kita kepada orang asli amerika yg juga kadang mereka bisa mengkoreksi keterampilan berbicara kita."* (Because we can express our opinions to native Americans and sometimes they can correct our speaking skills)
7	Respondent 15	*"Expressing my opinions on TikTok helps practice speaking skills by encouraging clear and concise communication within the platform's short time limits. It builds confidence through repeated expression and interaction with viewers. Engaging with different perspectives also helps you think on your feet and improve articulation, making it a dynamic way to practice fluency and clarity."*
8	Respondent 17	*"Dengan mengikuti latihan speaking."* (By following speaking practice)
9	Respondent 18	*"By communicating with other tiktokers using english."*

g. *What aspects of practicing speaking on TikTok do you find most enjoyable and engaging?*

Students' Perspectives on the Most Enjoyable and Engaging Aspects of Practicing Speaking on TikTok

No	Number of Respondent	Data Statements
1	Respondent 1	*"Vocabulary games and a clear way of delivering them."*
2	Respondent 3	*"Yang paling saya nikmati dan juga sukai dari beberapa aspek praktik berbicara di tik tok adalah beberapa konten Ome TV, konten-konten yang menggunakan lagu berbahasa Inggris dan yang terakhir yaitu konten yang berisi pembahasan mengenai bahasa Inggris."* (What I enjoy and also like most about several aspects of speaking practice on Tik Tok are some of the Ome TV content, content that uses English songs and finally content that contains discussions about English)
3	Respondent 7	*"Ketika mengucapkan pronounciation yang baru di dngar dan vocab yang baru di dengar."* (When pronounciation pronouns that you have just heard and vocab that you have just heard"
4	Respondent 8	*"watching tiktok and learn about grammar, vocabulary, and pronunciation to be both enjoyable and effective for reinforcing their learning."*
5	Respondent 11	*"Pronounciation"*
6	Respondent 13	*"Pronunciation."*
7	Respondent 14	*"Pronunciation."*
8	Respondent 15	*"content that contains world history using English subtitles and also western songs using English, content like that which trains my confidence to do speaking and pronunciation in English."*
9	Respondent 16	*"vocabulary and pronounciation."*
10	Respondent 19	*"saya hanya mempelajari tentang bahasa inggris dari satu kata atau belajar mengenal kosa kata baru."* (I

		only learn about English from one word or learn to know new vocabulary)
11	Respondent 20	*"vocabulary and pronounciation."*

h. *How has practicing speaking on TikTok helped you overcome your fear of making mistakes?*

Students' Perspectives on Practicing Speaking on TikTok Has Helped Overcome Their Fear of Making Mistakes

No	Number of Respondent	Data Statements
1	Respondent 1	*"Not bad, from tiktok my confidence is getting stronger."*
2	Respondent 3	*"Yang membuat saya mengatasi ketakutan akan membuat kesalahan adalah banyaknya pendapat-pendapat serta banyaknya konten-konten yang menguatkan kebenaran dari suatu kosakata dan juga kalimat dalam bahasa Inggris."* (What made me overcome the fear of making mistakes was the large number of opinions and the large amount of content that confirmed the truth of vocabulary and sentences in English)
3	Respondent 4	*"tidak usah takut sih menurut saya, kan masih dalam tahap belajar. kalau misalnya sudah benar² fluent dalam berbahasa inggris, ya lebih bagus lagi."* (There's no need to be afraid, in my opinion, I'm still in the learning stage. If, for example, you are truly fluent in English, that's even better)
4	Respondent 7	*"Karna tidak ada yang memarahi apa bila salah, dan dapat mengintropeksi kesalahan dlm berbicara."* (Because no one scolds you if you make a mistake, and you can introspect your mistakes in speaking)
5	Respondent 8	*"because apart from explaining grammar, pronunciation and so on, usually TikTok videos contain several motivations to make us more enthusiastic and confident."*

6	Respondent 13	*"Karena kita bisa mendapatkan orang yg mengoreksi kita,dan juga bisa belajar dari TikTok."* (Because we can get people to correct us, and we can also learn from TikTok)
7	Respondent 15	*"as I mentioned earlier, there is a lot of content that contains justification for the application of English. such as correct English pronunciation, use of vocab structures appropriate to the topic of conversation."*

i. *what ways do you consider TikTok to be an effective medium for improving your speaking skills?*

Students' Perspectives on the Effectiveness of TikTok as a Medium for Improving Speaking Skills

No	Number of Respondent	Data Statements
1	Respondent 1	*"Maybe because there are great teachers who are good at speaking English who already use the TikTok application so that is one of the effective media for TikTok."*
2	Respondent 3	*"Saya menganggap TikTok sebagai media yang efektif untuk meningkatkan keterampilan saya dengan cara menonton konten-konten yang dapat meningkatkan keterampilan berbicara saya. Tidak lupa juga untuk selalu sering membaca komentar karena selalu ada pengetahuan yang baru, yang sering muncul di kolom komentar."* (I consider Tik Tok as an effective medium to improve my skills by watching content that can improve my speaking skills. Don't forget to always read comments often because there is always new knowledge, which often appears in the comments column)
3	Respondent 8	*"by practice: TikTok allows students to practice speaking frequently. by Interactivity: TikTok can be interactive,*

No	Number of Respondent	Data Statements
		making language practice fun. by the Creativity: TikTok can help improve creativity."
4	Respondent 14	*"disaat menonton live mengenai english grammar or menjawab latihan-latihan soal di live tersebut."* (when watching live English grammar or answering practice questions on live)
5	Respondent 16	*"dalam cara penyampaian informasi tik tok yang berdurasi sangat singkat mungkin itu sangat efektif karena langsung pada bagian materinya."* (In the very short duration of TikTok's method of conveying information, it may be very effective because it goes directly to the material)
6	Respondent 17	*"Banyaknya konten yg membantu."* (Lots of helpful content)
7	Respondent 18	*"In the way that we always communicate by Commenting on tiktoks and replying their comments."*
8	Respondent 19	*"saat saya malas menonton vidio panjang maka saya bisa menggunakan tiktok untuk mencari tau beberapa keterampilan dalam berbicara bahasa inggris."* (When I am lazy about watching long videos, I can use TikTok to find out some skills in speaking English)
9	Respondent 20	*"Karena di TikTok, setiap videonya punya tema yg menarik dan kreativ, serta penyampaiannya yang sangat jelas dan tertata."* (Because on TikTok, every video has an interesting and creative theme, and the delivery is very clear and organized)

There are student perceptions regarding TikTok as a less effective medium for improving speaking skills:

No	Number of Respondent	Data Statements
1	Respondent 4	*kalau menurut saya, tiktok sebagai media yang cukup efektif jika digunakan*

		untuk hal² yang baik seperti ini, karena bisa meningkatkan pengetahuan serta literasi kita terkait dengan hal yang disampaikan." (In my opinion, TikTok is quite an effective medium if used for good things like this, because it can increase our knowledge and literacy regarding what is being conveyed)
2	Respondent 11	*"Menyajikan video video belajar yg menarik dan efektif, tetapi beranda saya tidak selalu menampilkan video video seperti itu.*" (Presenting interesting and effective learning videos, but my homepage doesn't always display videos like that)

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