

**SOCIAL MEDIA FOR LEARNING ENGLISH: INVESTIGATING
EFL STUDENTS' CHALLENGES IN CREATING ENGLISH
SPEAKING CONTENTS ON TIKTOK**

THESIS

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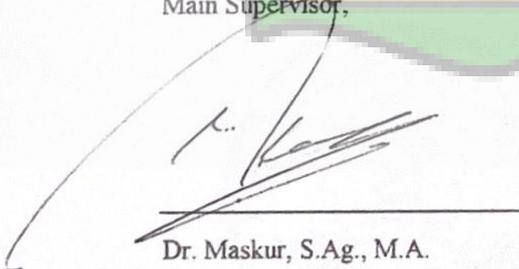
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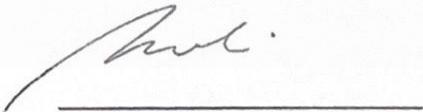
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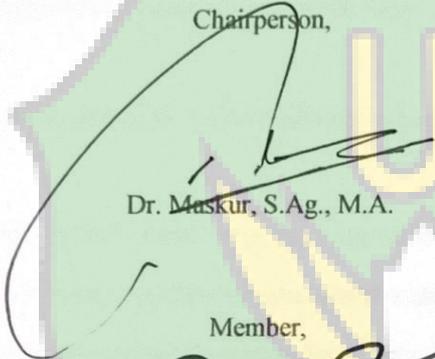
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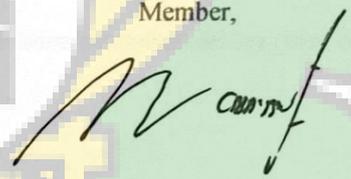

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Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan menjadi sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat surat pernyataan,



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First of all, let the researcher thanks to the presence of Allah subhanahu wata'ala who has bestowed His grace and guidance so that the author can complete this thesis with the title " Social Media For Learning English: Investigating EFL Students' Challenges In Creating English Speaking Contents On Tiktok". Shalawat and salam may always be bestowed upon His Majesty the prophet Muhammad shalallahu alaihi wassalam and his family.

However, this thesis would not be completed without the guidance, advice, support, and help from my Academic supervisor and thesis supervisors. Therefore, I would like to express my sincere gratitude to Mr. Dr. Maskur, S.Ag., M.A. and Mr. Mulia, M.Ed. for their advance, guidance and support that they provided during competed this thesis. Sincere thanks are also dedicated to all lecturers of English department who have taught me countless educational and life inspirations. May Allah subhanahu wata'ala grant them heaven.

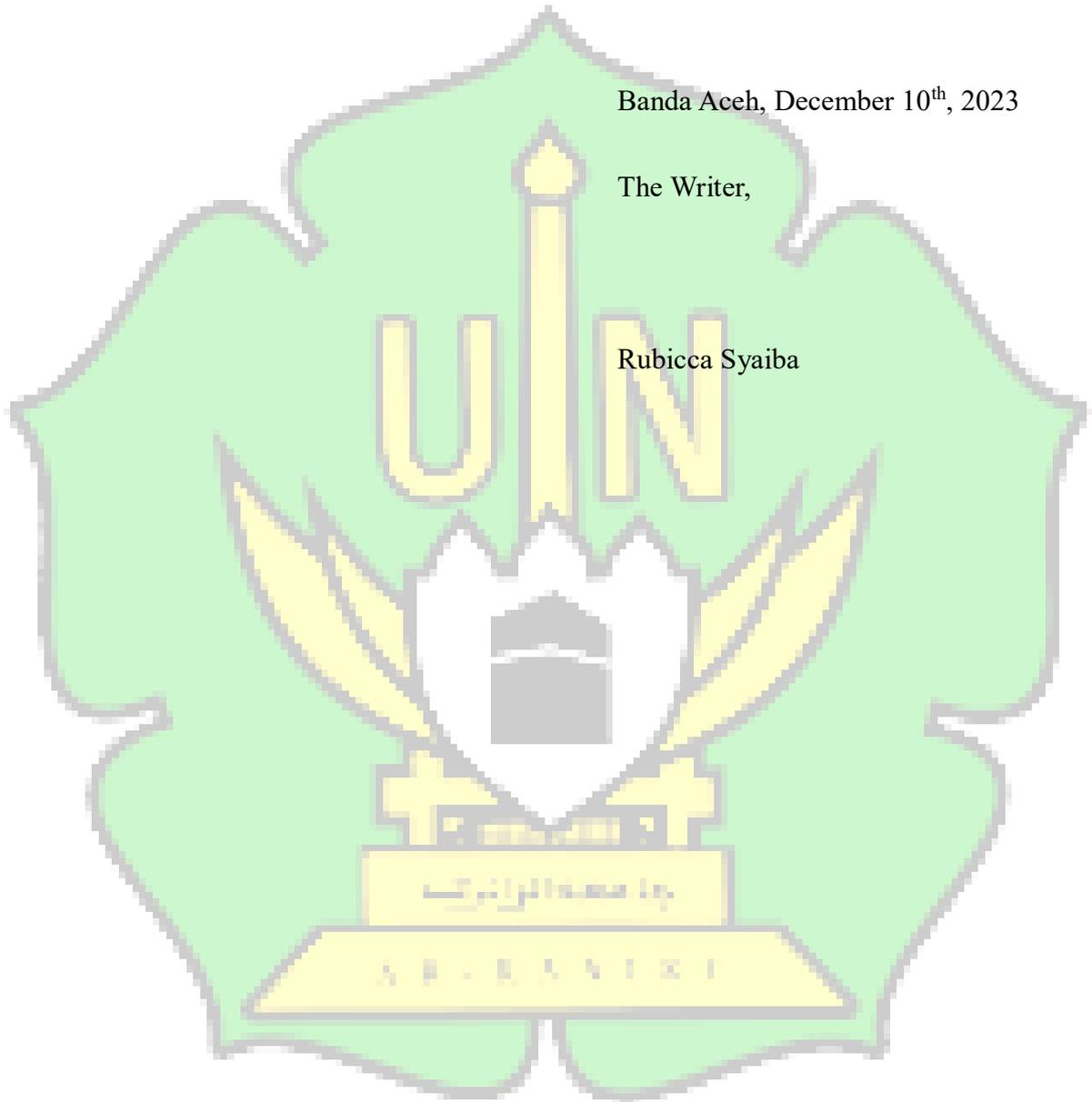
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ABSTRACT

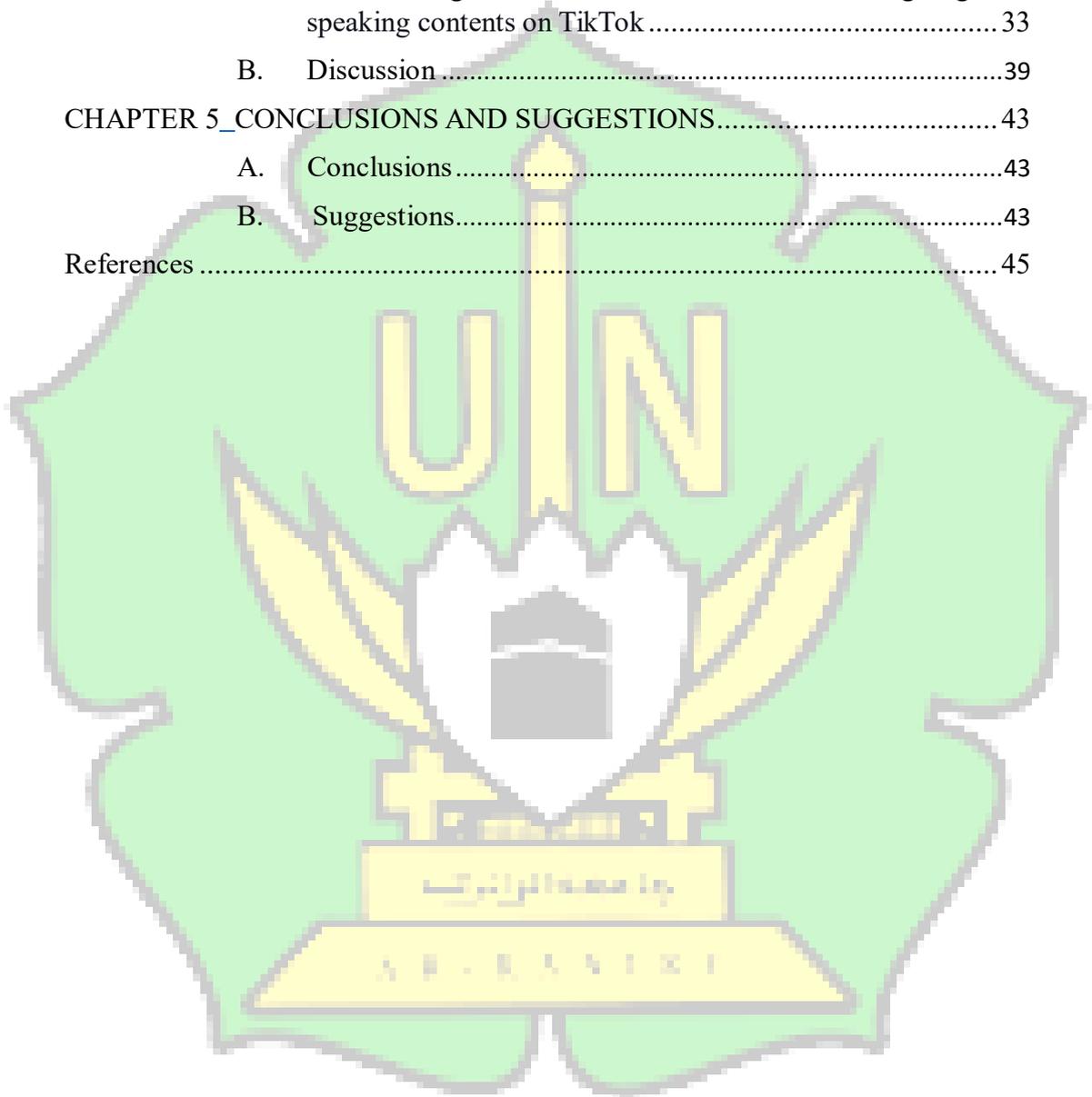
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In the era of rapid globalization and information technology, the ability to speak English is becoming increasingly important for students studying English as a Foreign Language (EFL). One of the main challenges in teaching EFL is how to create a learning atmosphere that encourages the development of speaking skills interestingly and effectively. The uses of social media, for example, Instagram, YouTube, and TikTok, as learning tools can be an innovative solution. EFL students, as a group of active TikTok users, who have the opportunity to combine their creativity with the development of English speaking skill. However, there are several challenges that might face in integrating TikTok into EFL learning. Therefore, this research is conducted to know the types of challenges do EFL students' face when creating English speaking contents on TikTok. The researcher uses interviews as a data instrument to obtain factual and accurate data. The research used a qualitative method by interviewing ten students of the department of English Language Education of UIN Ar-Raniry who actively use TikTok and make TikTok videos in English. The result showed that there are some challenges of EFL students for their creativity in creating TikTok content. The challenges are lack of idea, vocabulary, pronunciation, lack of confident, "For you Page" TikTok algorithm, followers and viewers, and media that the students use to create the video.

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CHAPTER 1

INTRODUCTION

A. Background of Study

English is an important language that must be learned by the students. Because, as an official international language, language has a crucial role in communicating with people from other countries to have in-depth conversations and create instruments in utilizing modern educational technology. English as a foreign language has four main skills; namely Listening, Speaking, Reading, and Writing. These four skills have different characteristics. Speaking and writing are called productive abilities which are human natural abilities that are found in parts of the brain, then produce ideas, codes, concepts, and messages that have meaning. Speaking is considered to have a huge role in communication, society tries to learn these skills to communicate with the world community (Rao, 2019). This is in line with research conducted by Leong & Ahmadi (2017), who explained that proper speaking instruction is a learner's priority and an area that requires a lot of attention because everyone is different. There are still those who lack confidence in sharing thoughts, feel nervous when speaking English, and lack the motivation to learn to speak English. Speaking is the core of language learning (Dionar, Septi, & Adnan, 2018).

In the era of rapid globalization and information technology, the ability to speak English is becoming increasingly important for students studying English as a Foreign Language (EFL). One of the main challenges in teaching EFL is how to create a learning atmosphere that encourages the development of speaking skills

interestingly and effectively. The uses of social media, for example, Instagram, YouTube, and TikTok, as learning tools can be an innovative solution.

The TikTok application is a social network and music video platform from China that was launched in September 2016 (Aji & Nugroho, 2018). TikTok has experienced tremendous development as a short video-sharing platform, especially among the younger generation. Indonesia will become an active user of TikTok in 2023 with 113 million monthly users. The majority of Indonesian users of the TikTok application are millennial children, commonly known as generation Z. TikTok users in Indonesia use TikTok for several purposes, such as entertainment, career development and learning. Mathew and Alidmat (2013) suggested that by implementing TikTok, the learners have the opportunity to expand their knowledge by watching recorded content, including English learning videos. However, there are several challenges one might face in integrating TikTok into EFL learning.

Some of the challenges that EFL students may face in creating English content on TikTok include the need to: overcome feelings of lack of confidence when speaking English in front of the camera, and find ways to convey messages correctly and clearly within a limited time.

Like most EFL students nowadays, they often upload content that shows their daily lives and other creative content. But they still create content in Indonesian which is their native language. Even though they are still students of the English Education Study Program who must achieve success and fluency in

speaking. They can train and develop their English speaking skills by using the voice features available in the application.

The importance of being able to speak English in today's globalized world makes this topic very relevant. From Previous research conducted by Lusi Marleni, Nurhidayah Sari, and Vitri Angraini Hardi from Universitas Pahlawan Tuanku Tambusai Bangkinag. The Title is "Improving the Students' Speaking Skill by Using TikTok Application". The study aims to find out the improvement of students speaking skills by using the TikTok application in the academic year 2021/2022. The information was gathered through test and observation. A test was given to analyse the study showed that the average students used t-test analysis. Based on the data analysis of the study showed that the average number of students in the class was 70. It can be concluded that there was some improvement in students' speaking skills by using the TikTok application.

This research can provide insight into how using TikTok as a learning tool can improve the speaking skills of EFL students. This study aims to find out the challenges that students' face in creating English speaking contents on TikTok. It is hoped that this research will be useful to train the language skills of EFL students. With a strong foundation from the literature and topic relevance in the current context, this research has the capacity to present more understanding of the challenges that EFL students' face in creating English speaking contents on TikTok.

B. Research Question

This research aims to address the following research questions:

1. What types of challenges do EFL students' face when creating English speaking contents on TikTok?

C. Research Aim

1. To find out the challenges that students' face in creating English speaking contents on TikTok.

D. Significance of the Study

1. Theoretically

The findings of this study are expected to support theories that present the types of challenges English Foreign Language students at UIN Ar-Raniry Banda Aceh face when creating English speaking content on TikTok.

2. Practically

The results of this study are expected to encourage the understanding of English Foreign Language students at UIN Ar-Raniry Banda Aceh in facing challenges when creating English language content on TikTok.

E. Data Collection

In this research, the researcher uses interviews as a data instrument to obtain factual and accurate data. The interview is one of the collecting the data techniques by asking questions to informants or informants related to research topics directly. According to Supardi (2005: 121), an interview is a interaction of

two or more people to exchange idea and information through question and answer, so that meaning can be constructed on some particular topic.

F. Research terminology

1. TikTok

The TikTok app is a tool that lets you make and share a variety of short vertical videos that can played by just scrolling up or down the screen. With an app that offers the benefit of using music without worried about violating the owner's copyright, TikTok users can freely select music, use filters, and lips sync content. Additionally, the "For your page" algorithm enables everyone to participate in creating content and can be seen by many people regardless of how many followers they have.

In contrast to YouTube or Instagram, TikTok is more well-known due to its algorithm. When compared to other application, TikTok stands out more and more because it is similar to "YouTube" in that it always offers video content. It is also similar to Facebook and Twitter in that its main menu directly links to users' "Feeds," which on TikTok is also known as the "menu for your Page" and is simple to access. Similar to Netflix, TikTok serves up material to consumers via algorithm suggestion rather than through Friends or Followers. TikTok can be created with mobile cellphones, similar to Snapchat and Instagram.

In the end, TikTok is the first social media platform that combines various types of features in social media into one application. This is a distinctive

characteristic of the TikTok application. Even if we ignore it, TikTok will gradually change how we communicate with others.

2. Speaking Skill

Speaking is one of the talents or skills in English that allows us to ask and respond to inquiries as well as express our thoughts, make comments, and reject the opinions of others if they do not align with our own. Success in a profession, at work, and in social situations depends on one's speaking abilities. Speaking abilities will help with verbal or oral communication.

According to Suhendar (1992), speaking is the process of changing the form of thoughts or feelings into a kind of speech in the aspect of meaningful language sounds. Meanwhile, according to the Ministry of Education and Culture (1985), Speaking is conveying one's intentions (ideas, thoughts, hearts) to others using spoken language to ensure that others understand these intentions.

3. Challenge

In general, challenge theory involves understanding how individuals or groups respond to and overcome challenges in various contexts. In the context of learning, challenge theory can be used to understand how students encounter and resolve challenges in the learning process, as well as how challenges can motivate skill development.

In the context of technology, the challenges often refer to understanding how individuals or organizations face and overcome challenges that arise during

the development, implementation, or use of technology. In the context of TikTok content creation, challenge theory can include understanding the obstacles or challenges faced by individuals or groups in the process of creating content. The challenge is Speaking Skills and Understanding Trends and Audiences.



CHAPTER 2

LITERATURE REVIEW

A. Social Media

According to Arsyad (2006), media is a word comes from the Latin *medius* which means 'middle', 'intermediary' or 'introduction'. while Sanjaya (2014) defines media as an intermediary from the source of information (source) to the recipient of information (receiver). The media is an intermediary or carrier of information from the source to the recipient. Currently, social media is a medium that is widely used by people to communicate and build relationships with each other in cyberspace. Apart from being a tool for social interaction or communication, social media can shape the opinions, attitudes and behaviour of people who use it (Watie, 2016). Social media are digital platforms where individuals can interact, share information, and communicate online. Social media provides the ability to build social networks, participate in discussions, and share multimedia content (Boyd & Ellison, 2007). social media can be understood as a mass communication tool that allows individuals and groups to spread messages to a wider audience. Shared content can be text, images, videos, and links (Jenkins, Ford, & Green, 2013).

Social media gives individuals the opportunity to build a digital identity by curating the content they share. This identity can include personal preferences, values, and interests that are reflected in their online activities (Marwick & Lewis, 2017).

Social media has become an integral part of modern life and can be used as an advantageous tool for improving speaking skills in multiple languages. In the context of language learning, social media can be a powerful tool for improving speaking skills. This involves using platforms such as Facebook, TikTok, Instagram, Twitter, and the WhatsApp application.

The use of social media in learning to speak has several advantages:

- a. **Continuous Practice:** Through social media, students can practice speaking regularly with friends, tutors, or native speakers, thereby improving their speaking skills.
- b. **Active Engagement:** Social media allows students to interact in real communication situations, which encourages active engagement and the application of language in meaningful contexts.
- c. **Diverse Materials:** Speaking through social media allows students to interact with a variety of materials such as text, images, audio, and video, which enriches the learning experience.

While social media can improve speaking skills, there are also challenges to overcome, such as:

1. **Content Quality:** Need to ensure that the content accessed on social media conforms to the correct language standards.
2. **Active Engagement:** Students need to encourage themselves to actively participate and speak out in the social media environment.
3. **Disturbance Risk:** Possible distraction from irrelevant information or other distractions on social media.

The use of social media in language learning can provide opportunities to practice speaking on an ongoing basis and engage in real communication. However, it is important to choose appropriate content, stay focused on learning objectives, and address potential challenges that may arise.

B. TikTok

TikTok is a social media platform that provides the possibility for its users to be able to make short videos with a duration of up to 3 minutes which are supported by music features, filters, and various other creative features that can attract the interest of lots of viewers. TikTok is a new social media where each user can make various kinds of videos and interact directly through comments or chat privately.

This application is an application to creating short music videos, which is very popular with many people, including adults and younger viewers. This is proven by the rating that can be seen through the Play Store application with 4.9 M stars and 1,250,407 user reviews from around the world. This TikTok application is an application that can also view short videos with different creators' expressions. With the help of this application, users are able to imitate other users' videos, such as making videos with two-finger shake music which many people also make.

Initially, TikTok was not launched under the name TikTok. In September 2016, ByteDance, a company based in China, launched a short video app called Douyin. Douyin can have as many as 100 million users and 1 billion video views

every day in just 1 year. Due to its rapidly increasing popularity, ByteDance decided to expand Douyin's reach beyond China with a new name, namely TikTok.

TikTok is characterized by its focus on short-form video content, usually ranging from 15 to 60 seconds. This format encourages users to be concise, creative and engaged in the creation of their content (Kavada & Zaboroowski, 2020). TikTok thrives on user-generated challenges, routines, dancing, and trends. These viral challenges create a sense of community and participation among users, thereby encouraging engagement and collaboration (Danylak & Kavada, 2021).

The TikTok algorithm plays an important role in shaping the content that users see on their feeds. It analyses user interactions and preferences to compose personalized content, thus contributing to the addictive nature of the platform (Gillespie, 2018). TikTok is hugely popular with the youth demographic because it fosters a unique digital youth culture characterized by creativity, humor, and self-expression (Hjorth & Lim, 2012).

According to Beautynesia, there are five types of TikTok content, namely (1) Entertainment content, (2) Educational content, (3) Cooking content, (4) Haul content, and (5) Tutorial content. Currently, the TikTok application is not only an entertainment medium but can also use as an educational medium, one of which is education regarding the preparation of final assignments/thesis at the undergraduate level. Many content creators present knowledge content regarding final assignment writing (Putry & Muassomah, 2021). This also agrees with Jordy

Laksamana Putra (2021) who is supported by the Ministry of Education and Culture of the Republic of Indonesia in the #SamaSamaBelajar program, namely Tik Tok as a learning medium which aims to provide equal access and opportunities for anyone to learn and share inspiration with the community through educational content on Tik Tok.

1. TikTok in learning

Although TikTok was originally designed for entertainment and personal entertainment, over time, some educators and students have begun to utilize it as a creative learning tool. The following is a further explanation about using TikTok in learning:

a. Educational Content

TikTok can be used to create short videos that contain educational content. Teachers or instructors can explain lesson concepts in an interesting and easy-to-digest format. This allows students to learn in a more engaging way than reading long texts.

b. Concept Visualization

Short videos on TikTok can help visualize abstract or complex concepts. For example, in science subjects, videos can be used to illustrate chemical processes, physics experiments, or biological evolution.

c. Interactive Quizzes

Teachers can create video quizzes that ask students questions or challenges. Students can respond via comments or direct messages, and this can be used as a formative evaluation tool.

d. Collaborative Learning

TikTok allows students to collaborate on the creation of short videos. They can work together in teams to create innovative educational content or explain concepts to each other.

e. Promotion of Creative Skills

TikTok can be used to promote creative skills such as visual arts, music, dance or filmmaking. Students can express themselves through various forms of art in their videos.

f. Use of Music

TikTok allows users to add music to their videos. This can be used to create an appropriate atmosphere for the learning material or to help students remember information through associations with certain songs or music.

g. In-Class and Out-of-Class Learning

TikTok can be used both in and out of the classroom. Teachers can assign videos as part of the curriculum, or students can use the platform independently to explore specific topics or share knowledge.

h. Project Based Learning

TikTok can be used as a platform for student projects. They can be asked to design, edit and convey messages or knowledge through short videos.

i. Introduction to Culture and Language

TikTok is a global platform that allows students to understand foreign cultures and languages through videos shared by users from all over the world.

2. The advantages of TikTok in learning

TikTok has several advantages that can be utilized in learning, especially for informal and creative education. Here are some of the advantages of TikTok in learning:

a. Short and Easy to Digest

Videos on TikTok are usually short, generally between 15 to 60 seconds. This makes it suitable for presenting information in short chunks that are easy for viewers to digest.

b. Creativity and Expression

TikTok allows users to express themselves through short videos, including creating creative educational content. This can help students learn in a more engaging and in-depth way.

c. Engaging Visual Format

TikTok's colourful and dynamic video format can make learning more engaging than static text or images. This can help students stay focused and engaged.

d. Easy Access

TikTok can be easily accessed via mobile devices, which makes it suitable for learning anywhere and at any time. It also allows students to study independently.

e. Collaborative Learning

TikTok allows students and educators to collaborate on the creation of educational content. They can work together in teams to create videos that share specific knowledge or skills.

f. Wide Range of Learning Materials

TikTok can be used to teach a variety of subjects, from science and math to arts and languages. This makes it flexible for use in a variety of educational contexts.

g. Social Interaction

TikTok allows students to interact with other users through direct messages, comments and duets. This can facilitate discussion, exchange of ideas, and collaborative learning.

h. Viral Content

If an educational video goes viral, it can reach a large number of people and provide an opportunity to share knowledge or skills with a wider audience.

However, keep in mind that TikTok also has some potential drawbacks, such as content that is not always high quality, potential interference, and privacy issues. Therefore, it is important to use TikTok wisely in learning contexts and monitor students' use appropriately.

3. Weaknesses of TikTok in learning

Although TikTok has several advantages in learning, there are also some disadvantages to be aware of:

a. Short Length

TikTok videos are generally very short, usually between 15 to 60 seconds. This can make it less suitable for explaining complex or deep concepts. Students may need to seek out additional resources for deeper understanding.

b. Distraction and Addiction

TikTok is often an addictive platform, and students can easily get caught up in watching videos that are unrelated to learning. This distraction can interfere with learning focus.

c. Not Always Quality Content

TikTok has a lot of content that is not related to education and even content that is not suitable for children. Educators must be careful in choosing videos that are suitable for learning.

d. Privacy Concerns

TikTok has faced criticism regarding privacy issues, especially as users' personal data can be used for undesirable purposes. These are concerns to consider when using TikTok in an educational context.

e. Interactivity Limitations

Although TikTok allows comments and direct messages, it is not as effective as other interactive learning platforms such as dedicated virtual classroom platforms.

f. Potentially Limited Access

Not every student has access to the mobile devices or internet required to use TikTok. This can create gaps in learning.

g. Not Protected from Negative Content

TikTok does not always have effective filters to protect students from inappropriate or inappropriate content. This may create a risk of unwanted exposure.

h. Limited Educator Control

Educators may have limited control over what students see or learn on TikTok, especially if students access the platform independently.

i. Dependency on Internet Connection

TikTok is an online-based platform that requires a stable and fast internet connection. This becomes a problem if students or users do not have reliable access to the internet.

j. Cannot be Accessed Offline

TikTok videos generally cannot be downloaded or accessed offline. This means students cannot access TikTok learning materials or resources if they are in an environment without internet access.

k. Inability to Share Content

Students or educators may not be able to share TikTok videos easily if they are not connected to the internet. This can hinder learning processes that involve sharing resources or work results.

It is important to remember that the use of TikTok in learning must be managed wisely. Teachers and educators need to develop guidelines and monitor the use of these platforms in order to provide safe and beneficial learning experiences for students.

C. Speaking

Speaking is one of the most important language abilities that have to be mastered by English language learners from other countries due to its significance and its use for communication. Being able to speak English is crucial because it is the most commonly used language in the world, so it will be very useful for those who understand it not only to improve their knowledge and skills but also make it simpler for them to get a job. Furthermore, when they travel, they won't have any trouble interacting and communicating with people from all over the world according to Gard & Gautam (2015) cited in Susnawati, Marhaeni, and Ramendra (2019).

Speaking is a tool that people use to communicate with others. It takes place everywhere and has inserted into our daily activities. When someone speaks, they communicated and convey their ideas, feelings, and thoughts through language. They also exchange information with others through communication. In certain situations, speaking is used to give directions or to get complete things. According to Marzuki, Jabu, and Basri (2018), speaking is the hardest skill to learn because it requires both the ability to construct and pronounce sentences correctly. Furthermore, cited in Hardi (2019), speaking skill is difficult because it involves

so many different language components (Grammar, vocabulary, pronunciation, etc.).

According to (Marleni 2018), states that speaking is an important communication skill for idea expression. Meanwhile, according to Chaney & Burk (1998) in Efrizal (2012), speaking is the process of creating and conveying meaning in various contexts through the use of both verbal and nonverbal symbols. The main point of speaking is for communicating, so in order to effectively express our thoughts and feelings, we need to know the meaning we are trying to convey. Only then can we help others understand what we are talking about. It means that speaking is a skill that people throughout the world possess since it is a constant activity that we engage in to interact with others and build positive relationships in society.

The researcher deduced from the above description that speaking is a method of directly sharing ideas and feelings. Speaking requires many kinds of skills, including fluency, accuracy, pronunciation, and vocabulary. Students must master all of these elements. All students, regardless of age, should practice speaking, particularly in foreign languages. People can learn to understand other people who speak foreign languages through this activity, showing that speaking is a general skill. that consistently participate in social interaction and build positive relationships in the community.

Problem in Speaking Skills The learners have their own difficulty learning the language. Especially in developing speaking skills is not easy for students. The following are the problems of speaking skill, Ur (1996).

a. Inhabitation

Unlike reading, writing, or listening, speaking requires some degree of real-time exposure to an audience. Students are often inhibited trying to say something in the language of the class: worried about mistakes or simply avoid getting caught up in the conversation.

b. Nothing to say

Even they are not inhibited, you often hear people complaining that they can't think of anything to say: they have no motive to express themselves out of guilt that they should speak.

c. Low or uneven participation

Only one participant can speak at a time if he or she should be heard and in this large group means each will have only very little time to speak.

d. Mother tongue use

It is easier for students to use their mother tongue in the classroom because it looks natural. Therefore, most of the students are not disciplined in using the target language in the learning process.

D. Challenge

The meaning of challenge refers to a challenge that can test one's ability to overcome a difficult situation or problem. In general, "challenge" refers to a difficult situation or condition that requires effort and creativity to overcome

(Horikoshi, 2022). Many students struggle with various challenges when it comes to learning English. However, by recognizing these common obstacles and implementing some helpful strategies, EFL learners can overcome them and achieve their language goals.

In general, challenge is a term that comes from English which means challenge, competition or test. However, in the context of social media and digital culture, this term has expanded its meaning. A “challenge” can refer to an action or activity that is recorded and shared on platforms such as TikTok, Instagram, YouTube and others (Lee & Abidin, 2023).

These social media challenges often follow a specific format. A user will create a video or post showing them performing a specific action or activity according to the applicable challenge theme. Others are also invited to take part in this challenge and demonstrate similar actions.

In some cases, challenges can also include competitions in terms of creativity, such as art challenges or music challenges that ask participants to create works of art or songs based on certain themes or parameters.

The Challenge has had several significant impacts in digital culture:

1. Engagement and Interaction

Challenge drives high engagement and interaction on social media platforms. People share videos of their challenges and challenge others to participate, creating stronger social bonds and online networks.

2. Creativity and Expression

Challenges inspire creativity and personal expression. They give people the opportunity to express themselves in unique and different ways.

3. Social Influence

Challenges often have significant social impacts. They can be an effective tool for fundraising, awareness, and advocacy for a particular cause.

4. Ethical Obstacles

Some challenges may raise ethical issues, especially if they require participants to perform dangerous or degrading acts. This invites questions about boundaries and responsibilities in creating or joining a challenge.

5. Media Consumption

Challenges also influence media consumption and online behaviour. They can change the way people spend their time online, especially on social media platforms. The meaning of challenge in digital culture reflects developments in the way we interact and express ourselves online. This is a form of social participation, creativity and social influence that can have both positive and negative impacts.

The challenge that students face in English learning are.

a. Vocabulary

Learning new vocabulary can be overwhelming, especially for beginners. To overcome this challenge, students should focus on learning the most common

English words first and gradually add new words. They should also use flashcards, mind maps, and other memorization techniques to make learning vocabulary more engaging and effective.

b. Pronunciation

English has many sounds that are not present in other languages, which can make pronunciation difficult for EFL learners. Students can improve their pronunciation by listening to native speakers, practicing individual sounds, and recording themselves to hear their progress.

c. Grammar

English grammar is complex and can be a major obstacle for EFL learners. To overcome this challenge, students should focus on one grammar point at a time and practice using it in context. They should also read English texts and listen to English media to develop their understanding of grammar in context.

d. Speaking fluency

Many EFL learners struggle to speak English fluently due to a lack of practice or fear of making mistakes. To overcome this challenge, students should engage in conversations with native speakers or other learners, and practice speaking as much as possible. They should also not be afraid of making mistakes and should focus on communicating their ideas rather than speaking perfectly.

e. Lack of Confident

A lack of confidence can be a major barrier to success for EFL students. They may be self-conscious about their language skills and hesitant to speak up in class. This can lead to a lack of participation and limited opportunities for practice. To address this challenge, teachers should create a supportive and positive learning environment.

E. Review of Previous Study

There are several studies on improving speaking skills by using TikTok were discussed and relevant to this research. For example, the effectiveness of using TikTok to improve EFL learners' speaking skill. Here, the researcher attempted to discuss previous studies that were related to this study.

First, there was research from Syifa Mutiara Diko Putri (2022), this study aimed to determine the effectiveness of using the TikTok application to improve EFL learners' speaking ability during online learning. This article discusses the effectiveness of using TikTok as a learning tool to improve the speaking ability of English as a Foreign Language (EFL) learners. The participant of this study was 20 students from the English Educational Program at Tidar University. This research is being conducted in three stages: planning, gathering data, and completion. Firstly, the researchers were created ten using Google Forms and were intended for 20 students enrolled in the English Educational Study Program. The questionnaires that the researcher had distributed were completed by the students. Last, based on the students' questionnaire responses, the researchers

analyse the data and record the results, which includes the research findings and conclusion.

The study found that TikTok enhanced students' speaking skills and their attitudes towards using TikTok for language learning were positive. However, Using TikTok has disadvantages, such as potential distractions and the need for students to choose content from trusted native speakers. According to the study, TikTok enhanced the speaking skills of EFL learners by creating a more stimulating and interesting learning environment. TikTok was incorporated into the learning process, which excited and motivated students to engage in oral communication. TikTok also facilitated students' access to learning materials and allowed them to generate various English-speaking content. This connection between language learning and daily life experiences enhanced their ability to communicate directly for greater language learning.

Second, Research from Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani (2021). The study aims to determine the improvement of students' speaking skills by storytelling about a person, object, or place using the TikTok application. This research article explores the use of TikTok as a tool to help EFL students improve their speaking abilities. The use of TikTok as a medium for speaking practice had a positive impact on the students' confidence in speaking English. The study conducted with junior high school students in Jakarta, Indonesia, found that using TikTok increased students' confidence in speaking English and improved their speaking skills. From the pre-test session, where students were assessed before using TikTok, 15 students scored between 30-40,

indicating lower confidence. However, in the post-test sessions, scores significantly improved, with a total of 22 pupils achieving scores of at least 70, demonstrating improved confidence in speaking English. Students were interested in using TikTok for learning English and believed it helped improve their speaking and writing abilities.

According to the study conducted by them, the results showed that using the TikTok application as a medium for speaking practice increased students' confidence in speaking English. This improvement in confidence can be attributed to the interactive nature of TikTok, where students can freely express their ideas and receive feedback from teachers and peers through comments. The study also found that students perceived learning with TikTok as a new experience that helped them increase their confidence in speaking English. Overall, the use of TikTok as a medium for speaking practice provided students with a platform to express themselves and receive validation, leading to increased confidence in their English speaking skills.

Third, research from Amelinda Olivia Maharani Cahyono and Widya Caterine Perdhani (2023). The focus of this study is to investigate the use of TikTok in an English language class and its impact on students' perceptions. The study aims to explore how TikTok contributes to the broadening of junior high school students' vocabulary in English and examines the positive perceptions that students have about using TikTok in the English classroom. The study found that TikTok is an interactive and entertaining learning platform that has a positive impact on junior high school students' vocabulary development in English.

TikTok helps junior high school students expand their vocabulary in English in a variety of ways. Firstly, Students can view thousands of videos on TikTok that have been created by native English speakers and other users illustrating and clarifying words and phrases in the language. The platform is simple to use. This allows students to quickly and easily learn new vocabulary in an engaging and entertaining environment, leading to increased motivation to learn and practice English. Additionally, Students can use TikTok to look for content that interests them, including English quotes, product reviews and unboxings, comedy videos, and beauty vloggers. Through interacting with other English speakers and taking in their knowledge, students can further enhance their vocabulary development. Moreover, Students can practice pronouncing words correctly and listen to native speakers pronounce the words on TikTok, which helps them become more proficient at spelling.

Furthermore, Students can practice their English more interactively by being creative and expressive using TikTok. Students can simply make videos and upload them to the application, allowing them to express themselves creatively and practice their English language skills. They can also interact with other users by commenting on their videos, providing an interactive way to practice their English skills.

Overall, TikTok serves as a valuable a useful tool for junior high school students to practice and expand their vocabulary in English. It offers a stimulating and enjoyable environment., facilitates connections with other English speakers, improves pronunciation skills, and encourages creativity and expression. By

utilizing TikTok, students can gain new vocabulary and use it in real-life situations, ultimately enhancing their English language proficiency.



CHAPTER 3

RESEARCH METHODOLOGY

A. Research Design

The researcher employed qualitative research in this study. According to Bogdan and Taylor (1975), the approach employed for research techniques that result in descriptive data includes qualitative research. Data written in detail using descriptive language is known as data. The descriptive data were gathered from many sources, including respondents' comments or opinions, field findings, and personal documents. The problem-solving process can be aided by qualitative research methodologies. Researcher can at least obtain a general understanding of the topic being examined through qualitative approaches. The information that the respondent transmits to the researcher in the form of words (data) appears in this qualitative study and will be taken into account to produce the intended outcomes.

B. Research Sites and Participants

1. Research Sites

UIN AR-RANIRY BANDA ACEH campus, which is situated at Kopelma Darussalam, Syiah Kuala District, Banda Aceh City, Aceh, Indonesia, was the site of this study. This study examines the types of challenges do EFL students' face when creating English speaking contents on TikTok. Researcher research the UIN AR-RANIRY campus.

2. Participants

Participants in this research were PBI UIN Ar-Raniry students. This study decided to have ten participants. These ten participants were determined based on the purposive sampling method. This lesson deliberately takes PBI batch 19 students who actively use TikTok and make TikTok videos in English. Showkat & Parveen (2017) define that in purposive sampling, the researcher selects participants based on the researcher's own decision, keeping in mind the research objectives. Moreover, the research is not considered a big problem because the aim of the research is to obtain an individual experience of a particular problem and not make generalizations (Lambert, 2012; Scott & Garner, 2013). In this research, the researcher selected the participant by looking some characteristics, that are the students' used TikTok and have created English Speaking TikTok video content.

C. Methods of Collection

In this study, the methods of data gathering were interviewing. Researcher can observe the sources they require by employing interview approaches. Additionally, resource people who get knowledge from social media provide researcher with more information directly. To more readily obtain the desired data, researcher can use interview approaches.

In this context, the term "interview method" refers to the procedure of personally conversing with study participants to collect data. Researcher are

interested in how inventive English-speaking pupils are while creating TikTok content. The researcher then chooses the respondents and develops contact and approaches until the respondent agrees to be the focus of this study. Then the researcher conducted in-depth interviews using pre-made question templates that were designed to encourage respondents to be more focused and make it simpler to summarize the findings of the research data gathering.

D. Methods of Analysis

This study used a qualitative data analysis strategy. As a result, the data analysis was done by examining subjective experiences and deciphering real-world circumstances. Each respondent's responses to the interview questions were examined and classified following the study's goals and objectives. The analysis of the data is done by monitoring and recording the symptoms that develop on the research object while employing interview procedures. Additionally, using the interview technique, data analysis was collected by taking notes on the instruments used at the time of the interview, such as videotaping the interview process, recording voices, etc., and then carefully analysing the transcript. The outcomes of interviews can be documented by researcher using interviewing techniques. The outcomes of the two methodologies are then integrated to provide a single outcome that is used in a subsequent study.

CHAPTER 4

RESULTS AND DISCUSSION

This study describes the challenge of EFL students in creating English content through TikTok to improve Speaking Skills. It presents the result of the study based on the data obtained from interviews with EFL students creating English TikTok content. Thus, the researcher used interviews to find detailed information about EFL students challenge in creating English TikTok Content. The following elaboration was the result of the data taken from the interviews.

A. Results

The data were obtained by interviewing English Education Department of Ar-Raniry Islamic State University students already creating English TikTok content. The interview consisted of questions for 10 out of all the students already creating English TikTok content. According to research questions, the researcher has 15 main questions that asked participants. The interview showed the different opinions among English students about their challenges in creating English TikTok content. However, researcher found several challenges and difficulties faced by EFL students when creating English TikTok content.

a. The Challenges of EFL Students face when creating English speaking contents on TikTok

1. Lack of Idea

“...the content or the ideas is really hard for me to think”. (P4)

“....sometimes it's difficult to find content ideas”. (P9)

Sugiyanto (2005) stated that ideas are the first step in the creation process, through these ideas the creation process takes place. In finding an idea there is reflection, observation of the surrounding environment. Barriers to finding English TikTok content ideas can involve creative rigidity, trend uncertainty, and intense competition on the platform. Sometimes it's difficult to understand your audience's tastes or create unique content. Difficulty in coming up with ideas can also arise from the pressure to remain relevant and interesting. In the face of these obstacles, take time to research trends, develop content variety, and remain open to user feedback to continually improve your ideas.

2. Vocabulary

From the results of the data analysis, students felt that creating English videos would improve their vocabulary. This can be seen from the interview as follows:

“I made TikTok for fun and try to improve my English”. (P6).

“...some people can be motivated by the various interesting content available. This can be a little helpful for people who want to learn English”. (P5)

Students can use TikTok to learn new words and phrases by using subtitle text tags and descriptions for videos and text. Most TikTok videos are brief and simple to watch. Consequently, rather than getting bored with longer videos, students find it easier to understand the concepts quickly. In addition, it uses a lot less data than other media platforms like YouTube or Instagram. By downloading the videos, using their favourite videos, or using the bookmarks feature, students can also review the lessons they learned from TikTok. This helps them improve their understanding by getting into the concepts they have learned again. Overall, TikTok makes learning English more entertaining and engaging than traditional methods, which helps students learn and retain the language. It also gives students a place to communicate and discuss the ideas they have learned with one another. As a result, this enhances their comprehension and proficiency in the language. Therefore, TikTok has a positive impact on students' vocabulary development in English, helping them to increase their vocabulary. It provides a unique and attractive technique for lessons to improve students' learning effectiveness and efficiency.

3. Pronunciation

“I need to practice more my pronunciation”. (P2)

“I am afraid that my pronunciation gone wrong”. (P6)

“....need to do more retake because my pronunciation is bad”. (P3)

Making TikTok videos in English can have a positive impact on improving student pronunciation. Their anxiety about incorrect pronunciation can hinder their process in creating TikTok content. even though the process is a journey and

small steps towards improving pronunciation are an achievement. The process of creating content in English allows students to become more familiar with intonation, vocabulary and sentence structure in that language. This activity can strengthen speaking skills and help overcome problems with pronunciation. Additionally, listening and recording yourself while making a video can be an effective method for improving fluency and paying attention to aspects of pronunciation that need improvement.

4. **Lack of confidence**

Self-doubt is a condition where someone feels less confident or doubtful about their abilities, appearance or self-worth. People who experience a lack of self-confidence may tend to doubt their abilities, feel unable to achieve goals, or have low self-esteem.

Nervous and Insecure

“A little nervous because I rarely speak English”. (P3). “I am very nervous when I record the audio to fit the video....”. (P6). “I am still nervous to speak English in public”. (P5, P7)

“For the first time I feel insecure, I am afraid like I am not sure that my speaking skill is good”. (P4).

“Because I lack self-confidence, I had to repeat the video several times and wasn't sure about sharing it on TikTok”. (P5).

Nervousness is a mental and physical state caused by the body's stress response system. Feeling nervous about speaking English in public is a common

thing. People often feel unsure about their English language skills. it can also be called feeling insecure. Insecure is a term that refers to feelings of lack of confidence, doubt, or insecurity about oneself. This uncertainty can cause anxiety, especially if they feel that their language skills may be less than perfect. Fear of making mistakes in speaking can also hinder self-confidence. In fact, making mistakes is a natural part of the learning process. Public speaking nervousness is something that can be managed and improves over time. With practice, acceptance of mistakes, and continued learning, a person can increase their confidence in speaking English in a variety of situations. Moreover, Students can also produce the best speaking videos by uploading them to TikTok, where the public can view them. If they make a mistake when speaking, their TikTok application follower will notify them digitally (Celeste, 2021).

5. “For You Page” TikTok Algorithm

“I think the challenges is like the content or the ideas is really hard for me to think , what video can interesting many people in TikTok so my video will FYP (For Your Page). because TikTok have limit, not just about English video but many kind of video on For Your Page (FYP) later it will be through other videos besides English video, and I think that can distract us, make us not study again”. (P4)

Other difficulties are the TikTok algorithm sometimes disrupts students' focus because it shows videos at random. The TikTok algorithm is a proprietary system that determines the content shown to users on the TikTok platform. The

technique makes use of a combination of artificial intelligence, machine learning, and user interaction data to tailor the content feed for each individual user. Students use this app more frequently, losing track of the time and becoming less concerned with their studies, because on the For You Page. FYP not only displays learning or speaking English, but the algorithm can also display videos with various content such as dance, beauty, and also comedy videos which can distract students' focus on studying. The algorithm considers the videos in which you have look for a whole time with in the past, accounts and hashtags you follow, the kind of content you produce, as well as your preferred language and location.

6. Followers and Viewers

“....when I make a video I feel more comfortable more confident than if any my friend know about my video or listen my speaking”. “.....hope that later many people can comment my video, so I can encourage my speaking skill or give the comment how to pronouns if I do wrong in speaking, they comment that and I will improve my speaking”. (P4)

“.....So my friends support me with positive words....”. (P5)

Everyone has the desire to be recognized by others. This desire is based on the effort to be achieved. In the TikTok application, popularity is one of the things that shows creativity as a content creator. A person's level of creativity is reflected in how they create #fyp or #foryourpage video content, on TikTok, Feed for You reflects each user's unique interests, so any video content created by someone if it looks interesting and is liked by many people, can become popular and have many

followers. From the interview results, it is known that only a few participants have many viewers on the TikTok videos they upload and also have many followers on their TikTok accounts. They are motivated because many of their friends appreciate that they have good creative abilities as TikTok video content creators. Perceptions from friends can be used as motivation to shape participants' creativity in making TikTok videos. According to Fieldman (1999), perception is a constructive process in which we receive existing stimuli and try to understand the situation.

7. **The media that student use to create a video**

The use of a variety of media allows students to create and share varied content, reflecting their interests, styles and creative expression.

a. **TikTok**

“Most over time I record the video on TikTok, I post it and edit there.....”.

(P10)

TikTok provides an easy-to-access platform that supports students' creativity in creating and sharing videos online. The TikTok platform provides various special effects and filters that students can use to improve the quality and creativity of their videos. This includes transition effects, face filters, and more. TikTok also offers a wide selection of music and sounds that students can use to include audio backgrounds to their videos. This allows them to match the mood or respond to certain trends.

b. CapCut

“I Just use TikTok and CapCut. because TikTok has many features to edit and create video”. (P4). “.... I edit it on CapCut. If I think it less interesting, I will add some TikTok filter trend or music”. (P8).

EFL students often use built-in video editing apps or third-party apps to add effects, music, and filters to their videos before sharing them on TikTok. This application provides more creativity in the video making process.

B. Discussion

The research question is “What are the EFL student’s challenge for their creativity in creating TikTok content? After concluding the interview results, the researcher concluded that there are several challenges for their creativity in creating TikTok content such as lack of idea, vocabularies, pronunciation, lack of confident, the TikTok algorithm, followers and viewers, and the media that student use to create a video.

The first challenge is lack of idea. Arthur Koestler (1964), The source of creativity that is often mentioned is a combination of ideas, known as "bisociation", creative ideas are derived by combining ideas borrowed from other domains with the problem at hand. The lack of ideas in creating TikTok content can be caused by several factors that are commonly faced by many students, such as being trapped in a mindset that is too general, making it difficult for them to find interesting concepts.

Secondly, according to (Hornby 1995), cited in (Asyiah 2017), Vocabulary is defined in three ways: as all the words that make up a language, as all the words that an individual knows, as all the words used in a specific book or subject, etc. A list of terms with their definitions. The development of one's vocabulary is necessary for all English language skills, including speaking, writing, listening, and reading. They will find it easier to learn English if they have a strong vocabulary development (Muslimin, 2014). TikTok can be used for learning as well as for entertainment (Alexandro et al., 2022). Due to the short speaking time on TikTok, students' fluency and idea development have improved. Additionally, the TikTok video allows students to pause their speech, which can be used as a drill for oral performance in order to increase fluency and vocabulary. The students' motivation to speak up will also increase as a result of uploading the video. The video showed to them how frequently they overused fillers in their vocabulary (Wulandari, 2019; Haerazi & Kazemian, 2021).

The third challenge is difficulty of pronunciation. The speakers are concerned with pronunciation since it involves following rules to pronounce words correctly. According to (Harmer 2001), cited in (Nurani and Rosyada 2015). However, learning English as a second language is not always easy, especially for non-native speakers. Many students face challenges in pronunciation and vocabulary as they struggle to locate interesting and productive studies. The advancement of technology and the ubiquity of social media have resulted in new possibilities for language learning. TikTok, a short-form video-sharing app, has been at the forefront of these developments.

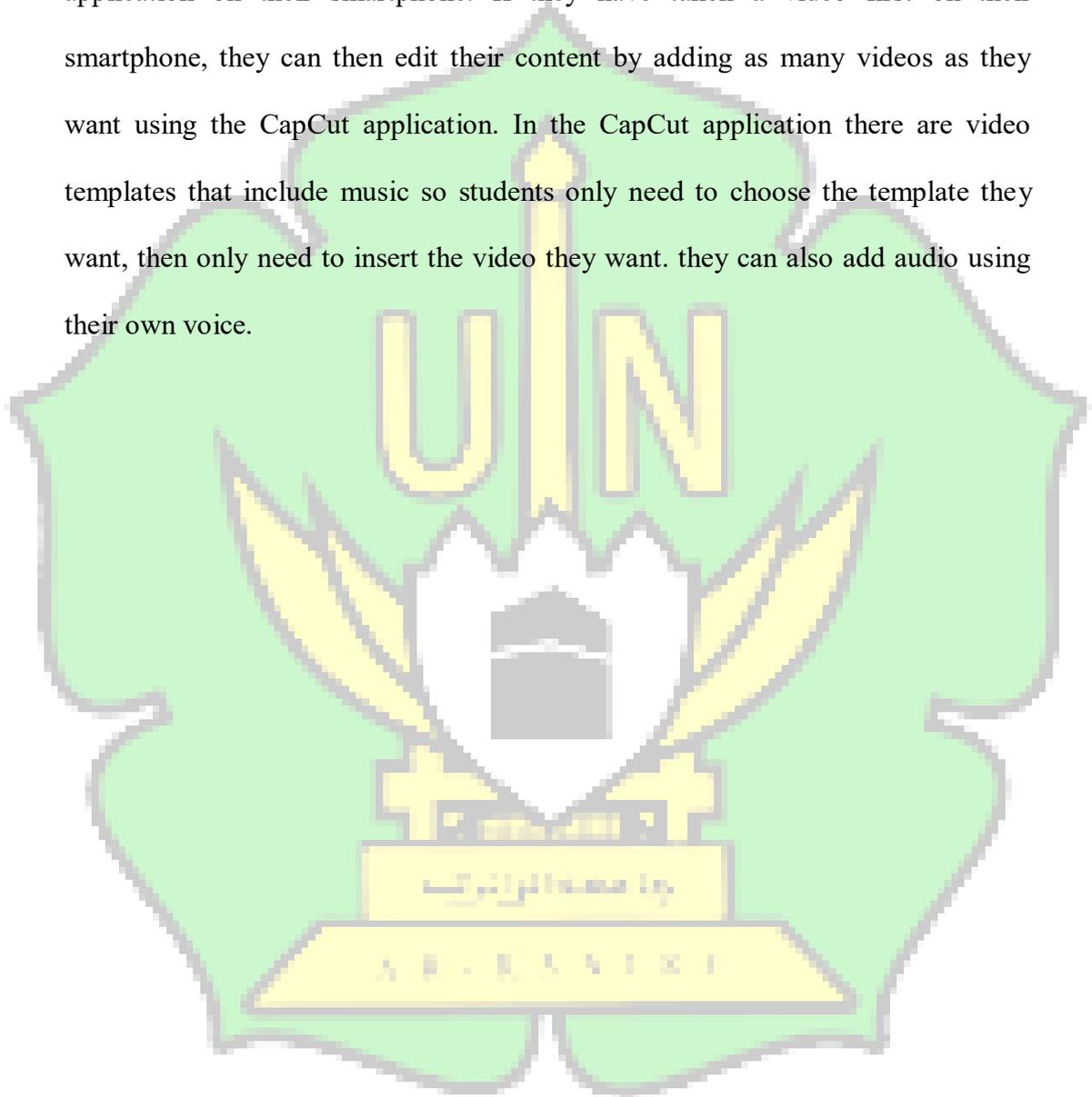
Four criteria used to analyse the speaking video, one of which is pronunciation (Wulandari, 2019). English pronunciation then becomes essential to making sure the idea is understood. It is important to always pay attention to pronunciation when speaking English. They have to upload the best video to TikTok since they have to upload the video. To ensure that their speech is good, they will watch the video several times over. Repeating words aloud multiple times is one technique for improving pronunciation. (Fouz-González, 2020).

The fourth challenge is Lack of confidence delayed them from becoming fluent in English. Pratiwi (2021) stated that someone could be brave and fluent in speaking by considering six necessary things. These are sounding natural, projecting our intended message, finding the right words, maintaining the attention of the audience, and speaking with confidence and fluency.

The fifth challenge is the TikTok algorithm that consider video that consider and displaying videos that we liked in the past such as dance, beauty, and also comedy videos, which can interfere with the learning process and distract students' focus on studying.

The sixth challenge is followers and viewers. The number of followers and viewers also determines how creative a person is in creating interesting video content. Interesting content will attract viewers to see the uploaded video. If the video is considered interesting then the video will appear on other people's For You Pages so that more and more other TikTok users will see our video.

The last challenge is the media that student use to create the video. On TikTok application there are many interesting features such as special effects, filters, music and audio backgrounds, so they can take videos directly from the TikTok application on their smartphone. If they have taken a video first on their smartphone, they can then edit their content by adding as many videos as they want using the CapCut application. In the CapCut application there are video templates that include music so students only need to choose the template they want, then only need to insert the video they want. they can also add audio using their own voice.



CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of data analysis and discussion, it can be concluded that, TikTok application can be used as media in improving the creativity students speaking skill. After conducting the research, creating TikTok video can improve students' English vocabulary and pronunciation in Speaking Skills, because by creating videos on TikTok, students can practice speaking skills and reduce their nervousness and insecurities. There are some challenges of EFL students for their creativity in creating TikTok content. The challenges are lack of idea, vocabulary, pronunciation, lack of confident, "For you Page" TikTok algorithm, followers and viewers, and media that the students use to create the video.

B. Suggestions

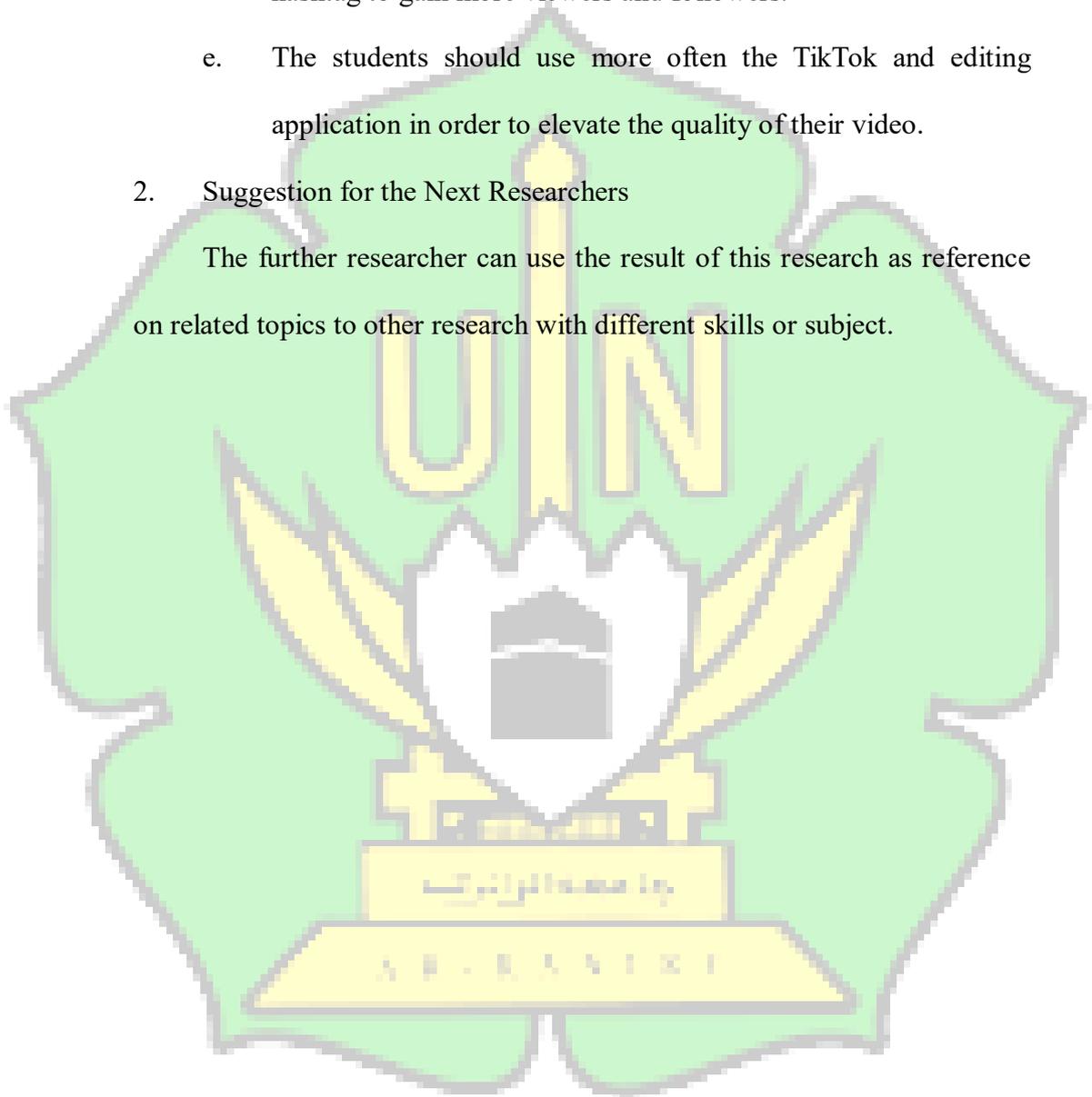
After conducting the research, the researcher gives several recommendations for the students and other researchers below:

1. Suggestion for Students
 - a. The students are hoped not be afraid to demonstrate their speaking skill.
 - b. The students are hoped frequently to use English in every situation, such as talking with other friend for any location and any time.

- c. The students should take much part in making video and acting out.
- d. The student should create an interesting video and used FYP hashtag to gain more viewers and followers.
- e. The students should use more often the TikTok and editing application in order to elevate the quality of their video.

2. Suggestion for the Next Researchers

The further researcher can use the result of this research as reference on related topics to other research with different skills or subject.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
Nomor : B-6657/UN.08/FTK/KP.07.6/10/2023

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH DAN KEGURUAN
UIN AR-RANIRY BANDA ACEH

DEKAN FAKULTAS TARBIIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh Tanggal

MEMUTUSKAN

Menetapkan
PERTAMA

Menunjuk Saudara:

3. Dr. Maskur, S.Ag., M.Ag
4. Mulia, M.Ed

Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Rubicca Syaiba
NIM : 190203105
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Social Media for Learning English : Investigating EFL Students' Challenges in Creating English Speaking Contents on Tiktok

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2023, tanggal 30 November 2022.
- KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun 2023
- KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 13 Juni 2023
Dekan,

Saiful Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-11202/Un.11/FTK.1/TL.00/10/2023
Lamp : -
Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,
Prodi Pendidikan Bahasa Inggris
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rubicca syaiba / 190203105**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Gampong Lampuja, Darussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul *The Creativity of EFL Students in Creating English Content Through TikTok in Improving Speaking Skill*

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 11 Oktober 2023
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



*Berlaku sampai : 29 November
2023*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN

Nomor: B- 924 /Un.08/PBI/Kp.01.2/12/2023

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama : **RUBICCA SYAIBA**
NIM : 190203105
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan
Alamat : Lampuja, Darussalam

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris dalam rangka penyusunan Skripsi yang berjudul:

“The Creativity of EFL Students` in Creating English Content Through TikTok in Improving Speaking Skill”

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 08 Desember 2023

Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

List of Interview Questions

1. How did you first become interested in using TikTok as a tool to improve your English Speaking skills?
2. How many followers does your TikTok account have?
3. What is your goal in making TikTok videos?
4. Can you explain the type of English content you have created on TikTok to improve your speaking skills?
5. How many people saw your video?
6. Can you share your experience in making your first English video on TikTok? How did you feel at that time?
7. Are there any challenges or difficulties you experienced when creating English language content on TikTok? How do you solve it?
8. How do you plan and prepare ideas for your English content on TikTok?
9. What application did you use to create the video?
10. Have you noticed any changes in your English Speaking skills after actively using TikTok? If yes, what changed?
11. Do you feel that using TikTok has increased your confidence in speaking English? Why or why not?
12. Do you feel that making English videos on TikTok has helped you overcome your fear or anxiety about speaking English?
13. Do you feel TikTok could be an effective tool to motivate people in English learning? Why or why not?
14. Do you have any suggestions or tips for other students who want to try using TikTok to improve their English Speaking skills?
15. How do you see the future of using social media like TikTok in English language learning?