

**STUDENTS' PERCEPTIONS TOWARD TIKTOK MEDIA TO INCREASE
THEIR MOTIVATION IN LEARNING SPEAKING**

THESIS

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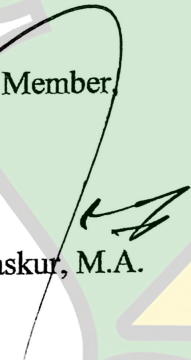
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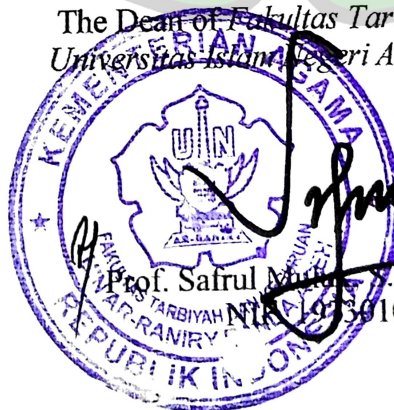

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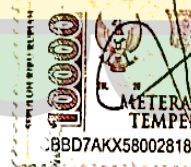
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**Students' Perceptions Toward Tiktok Media To Increase Their Motivation
In Learning Speaking**

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Saya yang membuat surat
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Maximum effort in the preparation of this thesis is not spared from deficiencies due to limited knowledge and the researcher's oversight. Therefore, the researcher expects input, suggestions and constructive criticism from readers for the perfection of this thesis. In conclusion, the researcher hopes that this thesis can be useful for fellow students and readers as well as for the sake of increasing our knowledge and insight. May Allah *subhanahuwa ta'ala* bless our efforts.

Banda Aceh, September 17th, 2023
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ABSTRACT

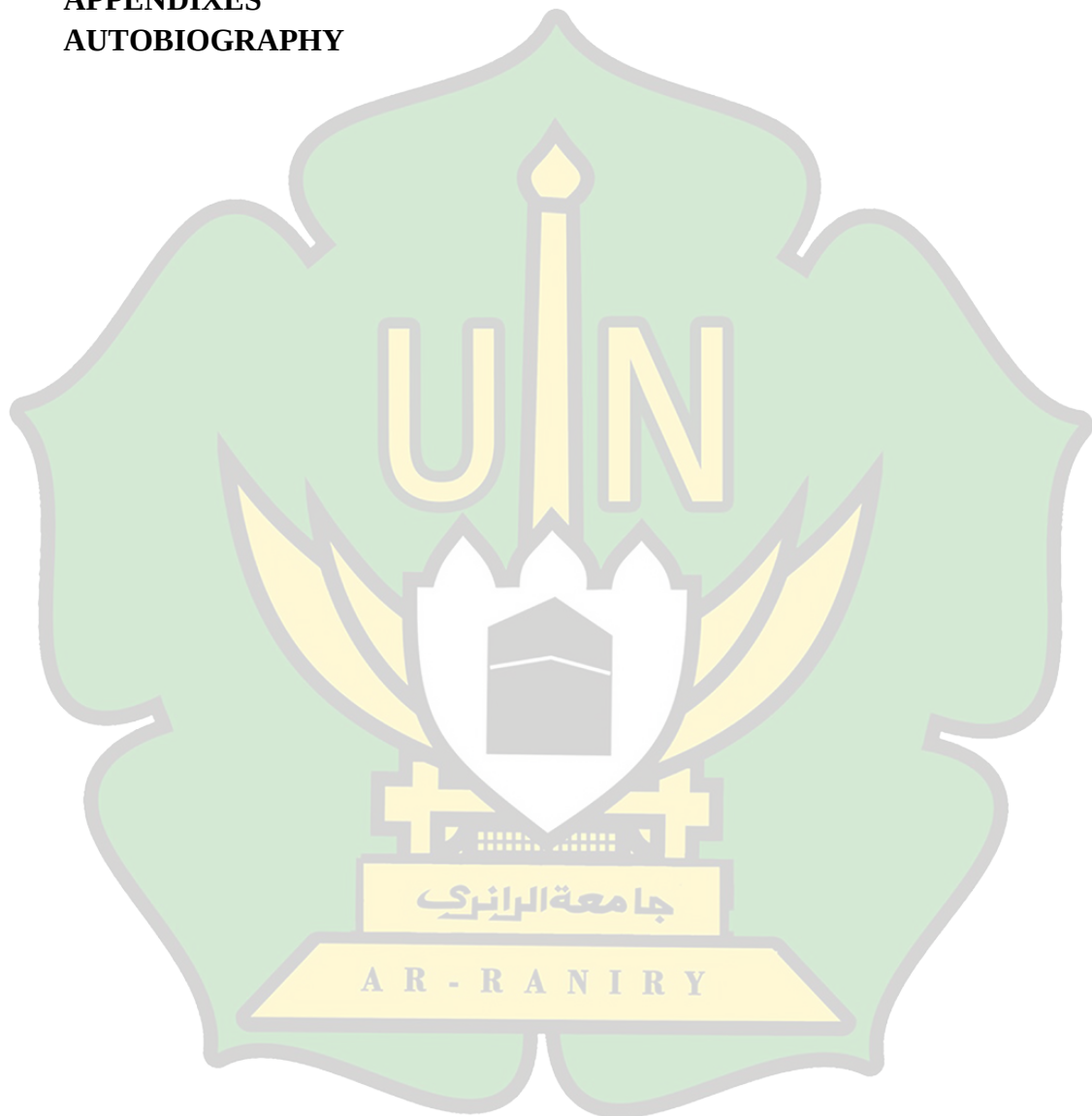
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This study aimed to explore the perceptions and obstacles faced by students when using the TikTok application to enhance their motivation in learning speaking skills. This study used qualitative descriptive design. Interviews were conducted with 10 students from the English Language Education Department at UIN Ar-Raniry. The findings reveal that all students were aware of using TikTok for improving speaking skills and identified various benefits, such as exposure to educational content focused on public speaking and vocabulary enrichment. Convenience and accessibility were also highlighted as advantages of using TikTok. However, some participants expressed reservations about TikTok's effectiveness in a classroom setting due to potential distractions. The study also identified obstacles, including the short duration of videos, pronunciation challenges, unstable internet connection, and distractions. Overcoming these challenges requires improvements in internet infrastructure, device accessibility, and effective time management skills. By addressing these obstacles, students can maximize the potential of TikTok as a supplementary tool for enhancing their speaking abilities.

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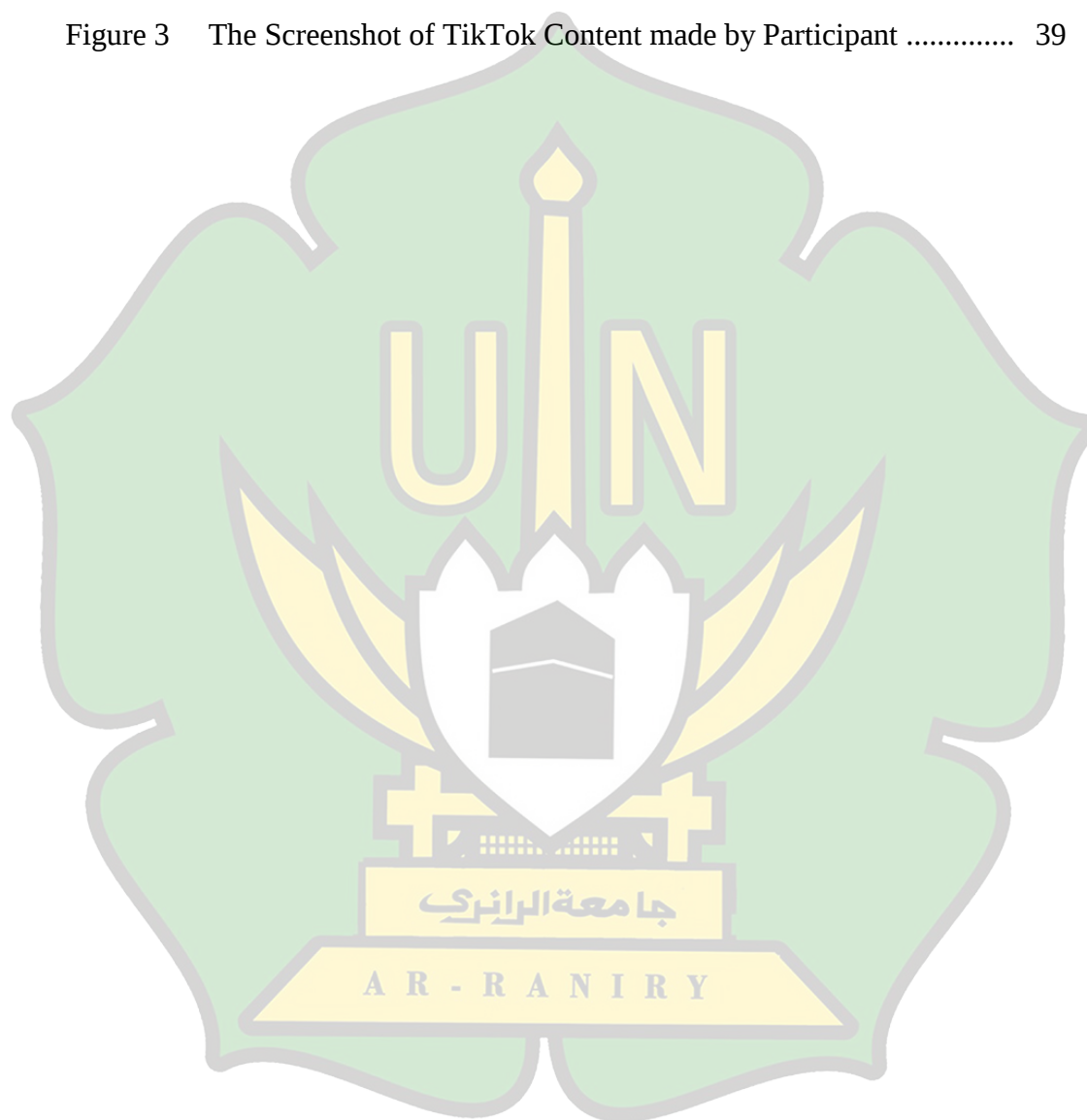
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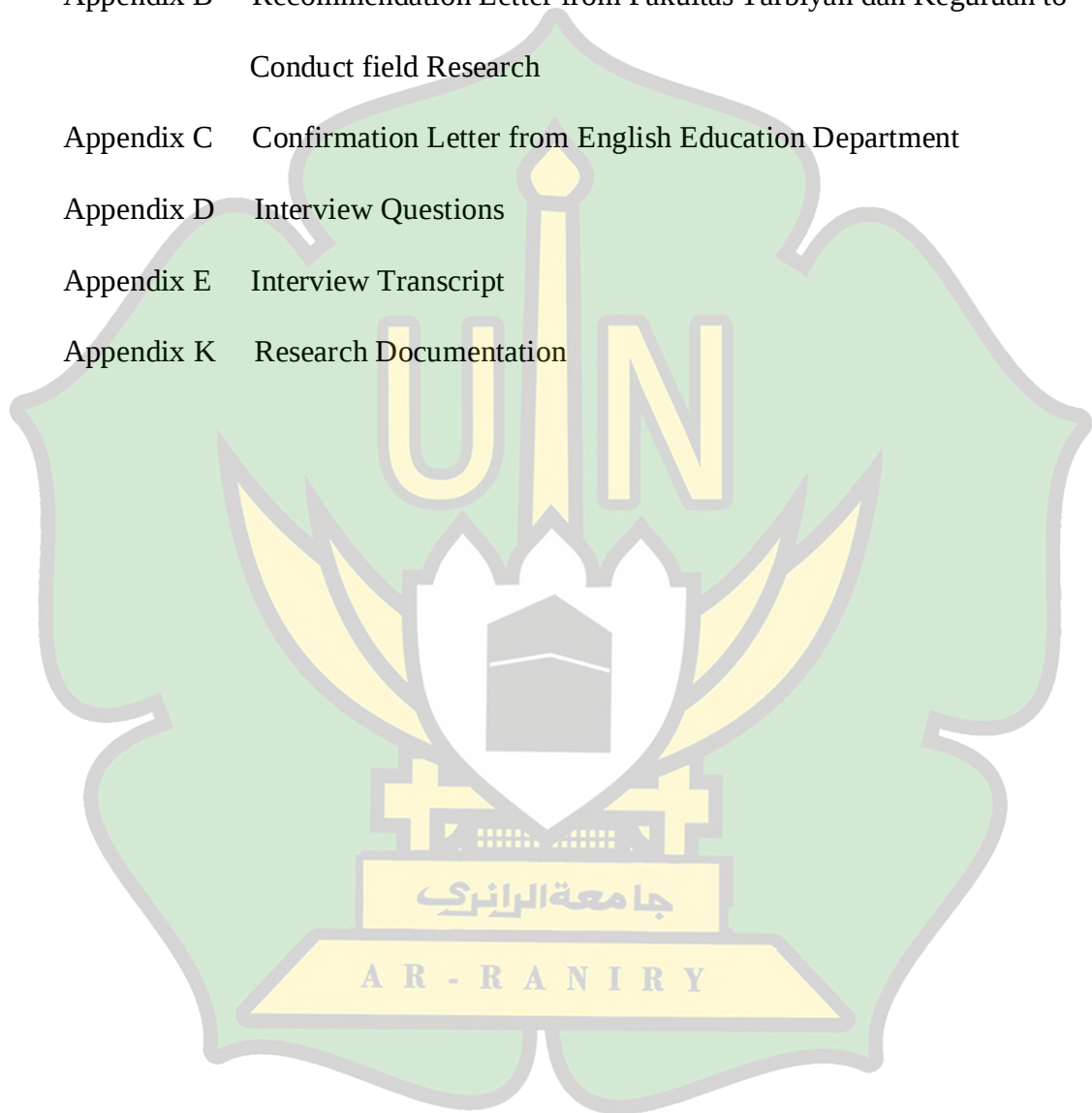
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CHAPTER I

INTRODUCTION

In this chapter, the researcher explains briefly about the objectives of the study. This chapter continues to encompass the aim of this research based on its research questions. This chapter also describes about some terms related to the topic of this study.

A. Background of Study

Speaking is a fundamental tool for oral communication in any language, encompassing the construction and exchange of meaning (Cheney, 2009). According to Smith (2009), 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. In this regard, speaking becomes an indispensable means of interacting with others, aiming to achieve objectives by employing established symbols and codes. As an integral component of everyday interactions, one's ability to speak fluently and coherently often forms the initial impression they make. Furthermore, speaking proficiency varies among individuals, influenced by factors like language proficiency, confidence, and prior experiences. The significance of speaking extends beyond mere communication; it plays a vital role in academic, social, and professional spheres. Hence, improving speaking skills is paramount, and innovative tools like TikTok have been explored as potential aids in this endeavor.

Understanding the importance of speaking as a means of communication and its relevance across various life domains underscores the significance of enhancing speaking abilities through innovative approaches such as TikTok.

In today's rapidly evolving 21st century, the integration of innovative technologies has transformed the landscape of English language teaching in the classroom. According to Wirawan (2020), media is commonly employed by English teachers in the learning process. Using these mediums enables students to readily understand and assimilate the instructional content delivered by their teachers (Ally, 2004 in Barnes, Marateo, & Ferris, 2007). Therefore, teachers should be capable of developing appropriate educational media for teaching their students. Additionally, students need to update their knowledge by utilizing various media platforms to enhance their speaking skills. One such platform is the TikTok application.

As highlighted by Salsabia et al. (2021), TikTok has gained immense popularity and is widely used. It features short videos with a maximum duration of 60 seconds. This format of brief videos on TikTok engages students and fosters an enjoyable learning experience. The platform's popularity among users makes it an appealing medium for language learning. Additionally, TikTok offers various interactive features, such as comments and private chats, allowing users to interact with the videos and creators. Moreover, TikTok provides a wide range of special effects that users can utilize to create impressive and captivating videos. These features contribute to TikTok's growing user base and its potential as an effective educational tool. Therefore, considering TikTok's popularity, short video format,

and interactive features, it presents a unique opportunity for language learners to enhance their speaking skills and engage in immersive language learning experiences.

In the current era, it is crucial for educational resources to adapt to emerging trends and phenomena. One such phenomenon is the TikTok application, as noted by Zaitun et al. (2021). This platform hosts numerous content creators who offer engaging and captivating English learning content, covering a wide range of topics. The primary objective of this study is to highlight the potential of TikTok as a popular social media platform and its effectiveness as a valuable learning tool for enhancing English language skills. By simply entering a relevant hashtag (#) in the search field on TikTok, users can access a plethora of videos related to their desired keywords. The research aims to highlight that TikTok has proven to be effective in increasing students' interest in learning English. This application can function as a valuable learning resource, fostering motivation, stimulating active learning, and even having psychological effects on students. Ultimately, TikTok represents an innovative media outlet that can greatly assist students in improving their speaking skills, particularly in English language teaching (ELT).

TikTok can be accessed via mobile phones. TikTok application must adapt to shifting trends and surges at this time. As well as the TikTok app is a social media platform that allows users to publish movies with various video editing features so that they can be customized to their liking. The TikTok application can also be referred to as m-learning because it can be utilized with a mobile phone

(Pratiwi, Ufairah, & Sopiah, 2021). According to Yang (2020), students' thoughts on using TikTok as an English learning platform revealed positive sentiments. They believed TikTok might be utilized to supplement their English learning technique and increase their motivation to learn. TikTok is helpful in supporting students and teachers in the classroom. They demonstrated that some pupils' pronunciation has improved as a result of using the TikTok app in learning process (Pratiwi et al., 2021).

Moreover, Xiuwen and Razali (2021) argue that leveraging TikTok for language learning can greatly enhance students' oral communication abilities, fostering engaging and interactive language practice. TikTok provides pupils the ability to create short sharing videos with the purpose of enhancing their English skills. Students can also learn English by watching short original English videos on this platform. Additionally, it raises students' knowledge of how to speak English as if they were a native speaker. Then, TikTok is a user-friendly app that revolves around sharing short videos, catering to various interests such as sports, arts, cooking, and news, among others. Its accessibility spans across all demographics, making it popular among people from different walks of life. Given the app's widespread use by young individuals, it presents an opportunity to transform TikTok into an educational platform. Similar to Youtube, we can utilize the platform to share and elucidate educational content through concise videos that users can easily access. Moreover, live video sessions offer an interactive mode of learning, allowing our followers to engage and learn in real-time.

To be able to view videos on TikTok, the users do not need to have an account or this application. This will certainly be very useful for those of you who are lazy and complicated in logging in or logging out into an account. The users can use this application without having to have an account to view the videos in it. In addition, videos on TikTok are generally only 15 seconds long. TikTok, the latest addition to the world of social media apps, enables users to craft captivating videos and engage with them through comments and private chats (Deriyanto & Qorib, 2018). This platform boasts an array of fascinating and user-friendly special effects, making it accessible to all users, regardless of their video creation skills. The ease of creating impressive videos is what sets TikTok apart, leading to its vast user base. TikTok videos are known for their brevity, simplicity in creation, and effortless sharing capabilities (Syah, 2020).

Therefore, the focus of this research is to determine and demonstrate about TikTok's impact on the development of students' English capabilities indicates a positive attitude toward the teaching and learning process. By using TikTok as a learning platform to enrich students' language learning competence, particularly in English terms, was severely restricted, the current study aimed to determine what is the influence of using TikTok as a learning platform that has encouraging students to develop their ability in speaking English.

However, the TikTok application has introduced additional positive attributes, particularly focusing on education. These new features offer great potential for TikTok users to perceive the platform as a valuable learning tool. Among the educational features are the "speaking skill" option and the "duet

challenge." Through these features, TikTok users can engage in role-playing or conversational exchanges in English, thereby placing emphasis on improving their speaking abilities.

According to Aji and Budiyo (2018), evaluating the success of Curriculum 2013 implementation involves assessing the learning plan, learning process, competence development, and character building of students. Generally, learning activities encompass the beginning, core, and concluding phases. Researchers have observed that the TikTok application is particularly popular among millennial children, teenagers (school-age), and adults. Based on these observations, it can be concluded that TikTok meets the criteria for effective learning media, as it captivates students' interest, especially in language learning. Ferstephanie & Pratiwi (2022) conducted research supporting the use of TikTok in the classroom, stating its potential for enhancing students' English communication skills. This aligns with Xiuwen & Razali's (2021) assertion that TikTok's short videos serve as accessible learning materials, with a focus on improving students' speaking abilities in English.

Hence, based on the background of the study above, the researcher wants to know students' perceptions toward tiktok media to increase their motivation in learning speaking. The subjects of this study are the student's year 2018 of English Language Education Department who had already learned basic and intermediate English.

B. Research Question

Before the inquiry can begin, the research question must be written down. Its goal is to assess current uncertainty in a topic of concern while emphasizing the need of a researcher's deliberate investigation. The researcher formulates study questions as follow:

1. What are the students' perceptions towards TikTok application in increasing their motivation of students in learning speaking?
2. What are the obstacles faced by students towards TikTok application in increasing their motivation of students in learning speaking?

C. The Objective of Study

Based on the above research questions, I formulated the objective of this study below:

1. To identify students' perceptions towards TikTok application in increasing their motivation of students in learning speaking.
2. To find the obstacles faced by students towards TikTok application in increasing their motivation of students in learning speaking

D. Research Significance

Theoretically, the results of this study are expected to provide benefits for teacher, for students, and other researchers. As explained below:

1. For teacher, it can develop teachers creativity in online learning process and can create the best problem solving that appears in teaching and learning process especially about English abilities.
2. For student, it can be a good way of learning English by using another method, also increase their participation towards teaching and learning process during the pandemic by using social media.
3. Furthermore, for other researchers, the result of research will give lots of information about what kind of ways in term of developing the enthusiasm students learning English by using social media especially TikTok application.

E. Terminology

To avoid any misinterpretation and misconception, the researcher provides explanations of some important terms, they are:

1. Motivation in Learning English

According to Abidin, Pour and Alzwari (2012), the most important thing in learning is motivation in humans' life, especially in English with enthusiasm students learn faster and have a spirit that is not easily extinguished, as well as learning English, without enthusiasm, will feel heavy, difficult and can be boring. People think of efforts, interests, attitudes, and desires as examples of motivation, but these are concepts that have no physical counterpart. When speaking, competence comes first, followed by performance. The more motivated a communicator, the more likely they are to be competent. The degree to which a

communicator is attracted or discouraged from acting appropriately in a particular environment is known as motivation.

2. English Skills

English skills consists of receptive skills and productive skills. Receptive skills include listening and reading skills (reading) while productive skills include covering skills speaking and writing skills. According to (Richard, 2008), in order to improve speaking skills in principle English learning is emphasized naturally where language learning based on language users in communication through the composition method between friends, teachers, etc.

On the other hand, Brown (2004) pointed out that listening is a vital skill in the acquisition. Therefore, students can not underestimate it, especially in an academic context, because they will increase their competence in language learning with lots of listening practices. Then, Reading is also one of the skills that will be tested when we are doing IELTS, TOEFL, and other English tests. Not only that, the ability to read is also very useful in everyday life, especially when learners are looking for information in a book or in an English article. Therefore, the learners should not take advantage of the ability to read. It has an intensive and reading extensive reading.

3. TikTok as a Learning Media

TikTok is a social network and music video platform from China that was launched in early September 2016. The app gives users access to create their own short music videos. According to Taubah (2020), the learning process has five core components; communicators (teachers), learning materials, learning media,

communicants (students), and learning objectives. While the learning media itself is a tool, material or teaching material that has been systematically arranged that is used by teachers and students in the learning process (Pannen, 2001). Thus, the learning media is an integral part of the learning system that cannot be separated. Without learning media, the learning process is impossible, at least there is a need for a medium to deliver the teaching materials, especially TikTok (Isroqm, 2013).



CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher literally provided the review and definition of theories from previous studies. In this chapter the researcher tries to give clear explanation of theoretical framework which is theory of perceptions, TikTok, speaking and previous studies.

A. Theory of Perceptions

1. Definition of Perceptions

According to Bicen and Kocakoyun (2018), perception is a sensing process, also known as a sensory process, in which individuals obtain inputs through their perceptions. As a result, perception is the mental individual's ability to recall and perceive a stimulus that has occurred. According to Laili and Nashir (2021) perception is the realization of a human brain activity that manifests as a viewpoint on a phenomenon. Many aspects, such as feelings, needs, ambition, academic background, and experiences, all contribute to this process. The procedure is then followed by a process in which a person's brain interprets stimuli in a meaningful way. Hence, perception is closely linked to psychology because it is dependent on a person's sensory system, which senses, observes, feels, and reacts on what is going on around individuals.

According to Franz (2009) perception is defined by the humans' consciousness of the reception, selection, processing and interpretation of

information through all the human senses by our brains. Perception is also used to describe what is perceived. Based on the theory of Reitz (2006) perception involves all mechanisms by which a person gathers knowledge about his or her surroundings (seeing, hearing, feeling, tasting, and smelling). The study of these perceptual mechanisms indicates that their functioning is affected by three classes of the objects or events being perceived the environment in which perceptions occurs and the individual doing the perceiving. In the other hand, according to Demuth (2013), most relevant theories and explanations of perception as a process of acquiring and processing of information may be divided into two basic groups, according to the direction of information flow.

Thus, perception can be defined as an act about how we feel after our five senses receive the stimulus. In this study, researcher is about to see about how students perceives their perceptions during this pandemic by having social media as the tool in learning English.

2. Process of Perceptions

According to Thoha (2003), the process of perception involves several stages. It begins when an individual comes across stimuli in their surroundings, which are then captured by their sensory organs and transmitted to the brain. The interpretation of these stimuli depends on the individual's motivation and personality. Subsequently, the information is perceived by the individual as feedback to the original stimulus. Similarly, Walgito (2004) described the perception process as comprising several steps. The stimulus from an object triggers sensory receptors in the individual's body, and these stimuli can originate

both internally and externally. The sensory input is then transferred to the central nervous system located in the brain. The brain processes this input, allowing the individual to become aware of the object perceived through their sensory organs. Walgito also emphasized that while perceiving something, individuals need to pay attention to the object being observed. This is because individuals may encounter numerous stimuli in their surroundings, but not all of them will be perceived, as the perception of stimuli depends on the individual's attention and responsiveness to them. Hence, the stimuli perceived are subjective and based on the individual themselves.

In relation to the process of perception, Ou (2017) explained that there are three stages of the process:

- a. Selection : The initial stage in the conversion of environmental inputs into meaningful meaning is selection. Humans experience countless phenomena from their environment in their daily lives, and each one of them must be digested.
- b. Organization: This way must be organized in some way by identifying relevant patterns. This stage assists humans in organizing the stimuli that have occurred, easing the process of retrieving the knowledge that has been stored.
- c. Interpretation: The process of giving meaning to the selected stimuli is referred to as interpretation. It is attempted to give meaning to the selected stimuli that have been categorized and structured into stable patterns.

3. Factors of perceptions

There are some factors considered important in process of perceiving human or things. According to Walgito (2004), 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 Nervous System

Sensory organs or receptors serve as the means to receive stimuli. Additionally, sensory nerves play a crucial role in transmitting the received stimuli from the receptors to the central nervous system.

3) Importance of Attention

To achieve perception, an individual requires attention, which serves as the initial step for preparing to perceive the object. Attention involves centralizing or concentrating all of an individual's activities toward a specific object or focus.

B. Theory of Speaking

1. Definition of Speaking

English is one of the international languages which most studied and used in communication between nation. This fits the role of English as a global language (Crystal, 2003). According to Smith (2009) speaking in general can be

interpreted as a delivery intention (ideas, thoughts, heart contents) of a person to another by use spoken language so that the meaning can be understood by someone else. Its meaning in particular was put forward by experts. Speaking is the ability to pronounce sounds articulation or words to express, state as well as convey thoughts, ideas and feelings. Speaking skill in English is a person's skill to convey their desires and thoughts to anyone orally. The goal is to improve speaking skills, enrich the use and pronunciation of vocabulary, improve order language, perfecting speech vocabularies, sentences English, and train your hearing so it's easy to catch interlocutors.

Speaking skill is an essential aspect of language proficiency, as it plays a pivotal role in aiding individuals to acquire proficiency in a language through verbal communication. According to Samad, Bustari, and Ahmad (2017), speaking involves using sounds to convey meanings, fostering interactive communication between speakers and interlocutors for specific purposes. Similarly, Zuhriyah (2017) points out that speaking serves as a means for people to orally express and communicate their ideas to others.

Speaking can be categorized into two primary groups: fluency and accuracy. Fluency refers to an individual's ability to communicate naturally and smoothly during a conversation. On the other hand, accuracy involves using appropriate vocabulary, grammar, and pronunciation in various activities (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) suggests that oral interactions often follow specific routines, which are conventional methods of presenting information and can be focused on either conveying information or

fostering interaction. According to Koşar & Bedir (2014), speaking is an interactive process of constructing meaning, involving both the production and reception of information.

Furthermore, speaking skill is essentially a skill reproduce the current articulation sound system to convey wants, needs, feelings and desires of others. It also means, one's completeness is a natural requirement which supports the production of a wide variety of sounds articulation (Philipsen, 1976).

In additional, Nunan (1989) believed that effective speaking skills are the act of producing words that listeners can understand. It is the single most critical aspect of learning a second or foreign language and the ability to perform a conversation in the language is measured in terms of performance. Unlike written language, the spoken language consists of brief, sometimes fragmentary pronunciations.

Furthermore, from the definitions provided by experts above, it can be deduced that speaking is the skill of articulating thoughts and ideas in a spoken language, representing a crucial component of the language learning journey. Moreover, the ability to effectively communicate with friends, colleagues, visitors, and even unfamiliar individuals in a shared language is a significant goal for many learners. Assessing someone's speaking proficiency entails observing how they engage and interact with others to ensure the message is well comprehended by the receiver.

2. The Aspects of Speaking skill

Despite having studied English for several years in universities and having participated in various activities related to oral communication, it is anticipated that students' speaking skills will improve. However, the reality is that even college students often struggle with certain aspects of successful speaking. In general, speaking proficiency encompasses at least four components, as outlined by Nunan (2015), which include comprehension, grammar, vocabulary, pronunciation, and fluency.

a. Comprehension

Comprehensibility focused on the students' understanding of the conversation. Comprehensibility measures how much interpretations are required to understand students' responses. In other words, it means that if a person can answer or express well and correctly, it shows that she or he comprehends well.

b. Grammar

A language's grammar is the explanation of how words can change their forms, which can be combined in that language into sentences. If the rules of grammar have been violated too irresponsibly, communication will suffer. Over the years, linguists studying native-speaker speech (and writing) have developed different methods to explain how the language operates.

c. Vocabulary

Vocabulary means word list with its meaning. One cannot communicate effectively or convey their ideas in both oral and written form if they lack the

adequate vocabulary, very little can be communicated without grammar, nothing can be expressed without a vocabulary.

d. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. Pronunciation is an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistakes e.g. in verb tense, the listener still has an idea of what is being said. It cannot be seen that good pronunciation is vital if a student is to be understood.

e. Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have to spend a lot of time searching for the language items needed to express the message.

f. Appropriateness

Harmer (2007) suggests that appropriateness in communication is linked to various factors. When individuals engage in communication, they must consider the desired outcomes to achieve their communicative purpose. Burns and Joyce (1997) emphasize that the form and meaning of communication rely on the specific context, including the participants involved, their shared experiences, the physical environment, and the objectives of the conversation. Furthermore, Richards and Renandya (2002) assert that speaking is an integral part of

communication, with communication being the output modality and learning serving as the input modality in the process of language acquisition.

3. Motivation in Learning Speaking

The role of motivation in language learning, particularly in developing speaking skills, is widely recognized in educational research. This review focuses on how contemporary digital platforms like TikTok influence student motivation in learning speaking skills.

Motivation is a complex, multifaceted phenomenon that drives individuals to achieve goals. Solak (2012) and Harmer (2007) describe motivation as an internal force guiding individuals towards success and as an intrinsic drive that propels someone to act. Dornyei and Ushioda (2011) and Ihsan (2016) extend this concept, emphasizing motivation as a psychological construct encompassing desire, effort, and attitude in pursuing an activity, particularly in language learning.

Motivation in language learning involves a combination of effort, desire, and attitude, as highlighted by Ochoa (2016). These components are crucial in determining the extent and success of language acquisition. In the context of speaking, Alizadeh (2016) and Mazban and Sadigi (2013) identify motivation as a critical determinant of success, suggesting that motivated learners, regardless of their innate abilities, tend to achieve higher proficiency.

The advent of digital media, particularly social platforms like TikTok, has introduced new dimensions to language learning. These platforms provide authentic, engaging, and interactive content, which can significantly enhance

learner motivation. TikTok, with its short-form video format, offers a unique blend of entertainment and education, potentially serving as a powerful tool in language learning.

Investigating students' perceptions of TikTok in learning speaking skills is vital to understand its effectiveness. Previous studies have shown that digital media can create more relatable and engaging learning experiences, which might be particularly effective for speaking skills that require real-time cognitive processing, as suggested by Dincer and Yesilyurt (2013).

TikTok, as a social media platform centered around short video content, plays a significant role in boosting students' motivation to learn speaking skills. The platform offers content that is both relevant and engaging, often tailored to the interests of students, making language learning more enjoyable and appealing. TikTok's interactive features, such as language challenges and the ability to create response videos, provide students with opportunities for active participation in the learning process, enhancing their speaking skills through authentic and direct practice. The visual and auditory strengths of TikTok facilitate effective language learning, where students can see and hear language used in real contexts, aiding their understanding of aspects like pronunciation and intonation. Furthermore, TikTok's expansive community offers a supportive environment, enabling students to share knowledge, learn from each other, and build confidence in speaking. This interaction not only improves speaking abilities but also motivates students to continue learning and developing their language skills.

C. Theory of TikTok

1. Definition of TikTok

Videos can be found on various internet platforms apart from Television, including TikTok, Instagram, and YouTube. For this study, the videos used are sourced from the TikTok application. TikTok is a video-based social media platform introduced by Zhang Yiming in 2016 and owned by ByteDance (Koniah et al, 2021). Originally known as Douyin and gaining immense popularity in China, the platform expanded to different countries under the name TikTok.

Xiuwen and Razali (2021) states that TikTok functions as a short video platform where users can share 15 to 60-second videos showcasing their skills, knowledge, and experiences, attracting a diverse range of people. Furthermore, Deriyanto and Qorib (2018) describe TikTok as the latest social media application that enables users to create captivating videos and engage with them through comments and private chats. In summary, TikTok is a video-based social media network that encourages users to share and interact through short and engaging videos.

TikTok application is a social media that can upload videos with various video editing features so that they can be created as desired. According to Deriyanto & Qorib (2018) TikTok is a social media network that enables users to share their content in the form of a short video. It is the latest social media application that authorizes users to create interesting videos and interact with others in comments or even private chats.

TikTok serves as an educational platform due to its extensive user base, comprehensive features, and diverse content offerings (Pratiwi et al., 2021). Within TikTok, there are numerous videos demonstrating procedure texts, including guides on preparing food, using various items, and more. According to Syaifuddin, Nabilah, and Lazuardiyyah (2021), these TikTok videos offer an alternative for teachers to facilitate contextual, engaging, and meaningful learning activities, fostering active student participation. Additionally, TikTok's short video format makes it effortless for users to create and share content (Syah, 2020).

TikTok is one social media where many content creators share information and knowledge base on their background. Nowadays, many content creators create English content. Especially vocabulary, many content creators make videos about vocabulary; for example, they review a book and explain new vocabulary, create some vocabulary with multiple meanings, or make lists of everyday vocabulary and their meanings. One of the reasons why students do not like English and find it difficult to understand it is because they do not understand its meaning (Rahman, 2016).

Behind the popularity that TikTok has achieved, it turns out that the application was created by Zhang Yiming was temporarily blocked by the Ministry of Communications and Informatics (Kemkominfo) Indonesia on July 3 2018 for many reasons negative content contained in the application. This blocking is also based from a report from the Ministry of Women's Empowerment and Children Protection, the Child Protection Commission, and reports from society. Even though it was blocked for a while, now the Ministry of

Communication and Information has reopened and also has an official TikTok account, namely "Kemkominfo RI" which aims to reach out to young people using TikTok to avoid things that inappropriate (Tumiwa, 2021).

2. The Strengths and Weakness of TikTok

TikTok possesses several notable 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 been instrumental in creating a platform for sharing knowledge and educating people about innovative technologies, motivating and piquing the interest of young learners (Xu, 2019). Moreover, TikTok offers a range of interactive opportunities for both students and teachers through short videos. Science teachers use vibrant visuals and digital technology to relate complex scientific theories to everyday experiences, making the connections more engaging and dynamic in educational content (Syah, 2020).

According to OpenAI, TikTok has a video filter feature similar to YouTube. TikTok provides various video search filters that can help users find videos that are more relevant and according to preferences. Users can filter search results by category, popularity, upload date and so on. You can also filter videos by specific tags or labels, such as "music", "dance", "pets" and more. We can adjust the filter according to our needs to get search results that are more accurate and according to the preferences we need.

TikTok offers an innovative approach for English teachers and various English media to deliver content creatively in English, including short videos.

This process allows students to engage with TikTok videos and utilize them to create their own digital oral presentations in English. As a result, teachers and other TikTok users can leave comments, enabling students in the group to enhance their English communication skills through feedback and interactions.

Tik Tok certainly also has some weaknesses. According to Herlisya and Wiratno (2021) students cannot access this application if they do not have internet. The Tik Tok application also often becomes slow if the cellphone or device used is not compatible enough. To overcome this, the teacher must ensure that the internet network in the learning location is strong enough to open this application. Although it has weaknesses, the Tik Tok application is very worthy to be chosen and considered as a learning medium. The tik tok application is a new breakthrough in the world of education and tik tok has a number of benefits that can be developed for the learning process. Another weakness of using TikTok as a learning medium is its limited video duration, which may not accommodate all subject matter effectively. Furthermore, not all students are comfortable with learning that involves music. Some students find it disruptive or uncomfortable to receive educational content combined with music (Manggo et al., 2022).

3. TikTok as Learning Media

Mahnun (2012) suggests that the first thing that teachers must do in using learning media in a skilled and effective manner is to find, find, and choose media that are appropriate or meet the learning needs of children, can attract children's motivational interest, according to the level of maturity and experience of children and are able to provide experiences, mental conditions related to age. As

suggested in the study of Valencia et al (2021) the use of Tik Tok as a tool allows us to increase motivation in students, since they are popular trends with which they are familiar and associated with recreation and enjoyment of their free time.

In addition to the problem of student interest in learning media, the representation of the message to be conveyed by the teacher should also be considered in the selection of learning media. There are at least three functions that are integrated with each other in the existence of learning media. The first function is stimulation that generates interest in exploring and learning and knowing more about all things media. The second function is mediation which is a liaison and intermediary between teachers and students (Yang & Zilberg, 2020). According to Nur Aziz and Sabella (2021), with the learning media, students can capture the information or explanations they need or what the teacher wants to convey and it will be assisted by the features in TikTok. Below is the features are contained in the TikTok:

Table 2.1 *The Features of the Tiktok*

Features	Uses
Record Voice	Recording voice through a device, then integrated into a personal Tik Tok account.
Record Video	Record video via your device, then integrate it into your personal Tik Tok account.
Backsound Background	sound that can be downloaded from storage media Tik Tok Application
Edit	Fix and edit drafts of videos that have been made
Share	Share videos that have been
Duet	Collaborate with other Tik Tok App users.

Referring to the description above, it can be concluded that the TikTok can be used as an effective learning medium. application TikTok meets the learning needs of students. Both Tik Tok applications attract students' interest because of their novelty, and have many features that can be implemented into learning. And finally, the TikTok is equivalent to the development of maturity and experience as well as the characteristics of students who are the millennial generation, who are attached and close to the digital world, especially gadgets.

D. Previous Studies

There are some previous studies related to this research, the first research was written by Zaitun, Hadi, and Indriani (2021), the results of their study showed that using the TikTok application as a medium for speaking students could increase students' confidence in speaking English and also added new experiences for students in expressing their ideas freely on TikTok. From the results of the Pre-Test session, there were 15 students who scored between 30-40. And the remaining 21 students got a score above 60. While in the post-test session 1 there was an increase with a total of 22 students getting a score above 70. Then in the post-test session 2 showed a very significant increase with the achievement of the highest student scores of 95 and the lowest of 70. Ferstephanie and Pratiwi (2021) also states in their result of study, the implementation of TikTok proved that it was effective to develop students' motivation in speaking ability. In conclusion, TikTok application engaged the students to enjoy the learning especially in

motivating them to speak. Students were free to express their ideas while making the content.

Another previous study was conducted by Nasichah (2023), This research aim is to investigate the students of UIN Prof. K.H Saifuddin Zuhri Purwokerto perception toward the use of TikTok Application to improve student's speaking skill. The result of this research shows that most of the students have good perception towards TikTok application and they believe that this application can help them to enhance their speaking ability. So, it can be one of the effective medium to enhance students speaking skill. It is in line with Manggo, Liando, & Wungow (2022), Utilizing TikTok as an educational tool is highly beneficial, particularly for enhancing students' English-speaking skills. The evidence of this is reflected in the analyzed data, which meets predetermined criteria. As a result, TikTok is expected to serve as a valuable learning resource for English language acquisition, with a particular focus on improving speaking abilities.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher generally explained about the research design, the research method, location of the research, population and samples, research instruments, techniques of collecting data and data analysis.

A. Research Design

According to Babbie (2004), a research design is a set of assessments what problem should be investigated in what population using what research approaches for what purpose. It's a common method of conducting research. This study employs a descriptive qualitative method to answer the research topic. Not only that, qualitative descriptive studies are the theoretical framework for all qualitative research methodologies, with the purpose of presenting a comprehensive account of individuals' or groups' unique experiences. The instrument of qualitative approach used interview and it consist of students from English Department. Thus, for collecting and analyzing the data, the transcript of participants' interview recorded in order to assist the process of study.

B. Research Participants

This study conducted the purposive sampling method. Sugiyono (2016) also explains that purposive sampling is a technique of sampling data sources with certain considerations. Furthermore, the purposive sampling technique is used to find suitable participants for this research. Based on this technique used, 10

participants chose from the population as the sample using several criteria for the research participants, such as;

- The seventh semester-students year 2018 in English Language Education Department of UIN Ar-Raniry.
- The participant create a content video of Tiktok in learning English especially in speaking skill.
- The participant, who is indeed using TikTok in developing their enthusiasm especially towards English Skills include speaking, listening, writing, and reading, the sample of the research.
- Ten of those students, who have passed English Subject in basic, intermediate, and advanced level.

C. The Technique of Data Collection

Based on Arikunto (2013), data are written with facts or notes that researchers use to organize their research activities. In this study, data is collected via an observation list as a data collection tool. Thus, Gay and Airasian (2000) say that instrument is a tool that is used in collecting data to support a research. The researcher chose interview as instrument of research. The researcher uses in-depth interview technique as the primary technique, the purpose of collecting data is to acquire information related to questions posed in chapter one. Griffie (2012) states that an interview is a one-on-one interaction in which data must be collected and processed with the goal of finding and creating useful data. Below is the instruments that used to collect the data in this study.

Table 3.1 Research Instrument

No	Instruments	Variable To Measure
1	Interview	To identify students' perceptions towards TikTok application in increasing their motivation of students in learning speaking. To find the obstacles faced by students towards TikTok application in increasing their motivation of students in learning speaking

1. Interview

Arikunto (2013) defines an interview as a method of gathering data by questioning a chosen person as a respondent. It involves a direct and personal interaction to acquire trustworthy and valid information in the form of spoken replies from one or more respondents. An in-depth interview, on the other hand, is a research process that involves face-to-face questioning between the interviewer and the informant. This type of interview can be conducted with or without the use of an interview guide, and it aims to gather information for research purposes.

According to Zhang and Wildemuth (2009) there are three types of interviews. The first is structured, which involves asking all participants a predetermined set of questions. The second is semi-structured, where closed-ended questions are asked based on the participant's response to a particular context. The third is an unstructured interview that is more natural in nature, where the interviewer engages the participant in a conversation and asks general or spontaneous questions based on the situation.

For this study, structured interviews were chosen as the method for gathering data on students' perceptions of TikTok media and its potential to enhance their motivation for learning speaking. The researcher aimed to obtain in-

depth information through the interview questions. The interviews were conducted face-to-face in a relaxed setting to enable the students to answer the questions comfortably. The interview comprised of fifteen questions, the questions were adapted from a previous study conducted by Marmara (2019) and Renanda (2022) to ensure that the questions were appropriate for the research location and conditions. The purpose of this data collection method was to gather information on students' perceptions of TikTok media to increase their motivation in learning speaking. The interview questions are provided in the appendix.

D. The Technique of Analysis Data

The researcher analyzes data used Miles and Huberman (1994) concept about qualitative data analysis that consist of three procedures:

- 1) Data reduction. This refers to the process whereby the mass of qualitative data-interview transcripts, field notes, observation etc. – is reduced and organized, for example coding, writing summaries, discarding irrelevant data and so on.
- 2) Data display. To draw conclusions from the mass of data, Miles and Huberman (1994) suggested that a good display of data, in the form of tables, charts, networks, and other graphical formats is essential.
- 3) Conclusion drawing/ verification. Analysis should begin to develop conclusions regarding the study. These initial conclusions can then be verified, that is their validity examined through reference to your existing field notes or further data collection.

Futhermore, based on the concept above, the researcher used data-interview transcripts (data reduction) and write summaries in descriptive analysis (narration). Thus, the researcher also discards all irrelevant information from the participants' answers.



CHAPTER IV

THE FINDING AND DISCUSSION

In this chapter, the findings of the research described including the data analysis interview, and the discussion of the research.

A. Findings

This chapter provided a comprehensive overview of the findings and discussions from the research conducted from English Language Department students. The primary objective was to address the research questions by presenting the results obtained. The researcher delved into the outcomes of the interviews that were carried out from English Language Department students. The following sections thoroughly examined and analyzed these interview findings.

1. Students' Perceptions on The Use of Tik Tok In Motivating Them to Speak English

a. Speaking Skill

During the interview, the researcher posed a question to the participants regarding their familiarity with using the TikTok application for improving their speaking skills. The responses from the participants were largely consistent, with all of students indicating that they had indeed heard about learning speaking through the TikTok application.

B said that:

“Ever, it depends on FYP, right? if we ever searched for English content, sometimes content like that often goes through FYP. How can we improve

our public speaking skills, especially when speaking in front of the camera. Influencers often share tips on how to speak confidently in front of the camera, and they also provide advice on using pronouns and similar things.”

Z added:

"I have ever met one of the content creators, their content is about speaking. For example, they provide red-colored notes, which means it should be pronounced by them, and the blue-colored ones should be pronounced by us. This is one of the ways to improve pronunciation.”

Based on the interview, all students have ever heard about TikTok used for improving speaking skills, the researcher perceived that every student has the same perceptions that they have already heard about using TikTok application in learning speaking.

The majority of students reported benefiting from using TikTok to improve their speaking skills. Their answers vary. Some students argue that this social media provides benefits in training public speaking and others.

As argued by B:

"The benefit for us is in establishing the fundamentals of public speaking, we can learn many things. So, the first tips is that we should be confident. Furthermore, we should be adaptable, meaning we shouldn't be too fixated on just one approach. We need to master our surroundings and all sorts of materials like that.”

DL added:

“In my opinion, it's one of the creative ways to harness technological advancements. Many young people often spend their time watching entertaining content on TikTok, even though TikTok offers more than just entertainment. TikTok can also be utilized for learning purposes, such as enhancing speaking and other English language skills.”

DT also gave her statement:

"Actually, I follow an account on TikTok that provides English language learning content. From there, I've discovered many valuable things, such as speaking skills, listening, vocabulary, and how to write effectively. This has been very beneficial for me personally because I was working on my thesis yesterday and could use references from there."

From the explanation above it can be concluded that all students agree that the use of tiktok can give them benefits in improving speaking ability. Most of the participants stated that the tiktok application gave them benefits, and one of them was training their public speaking.

b. Students Motivation

The responses varied. All students expressed high levels of motivation in utilizing the TikTok application to enhance their speaking abilities, respondents gave various answers regarding their motivational reasons for improving their language skills through the TikTok application.

The participant F assumed:

"Of course, it's possible. Sometimes public figures speak in English, which motivates us to learn English and aspire to become as fluent as them."

B Said:

"It's more balanced, I'd say, fifty-fifty. Sometimes, I'm in awe of how confident others can be in public speaking. But at times, I also feel insecure because people can be like that, whereas I can't. Insecurity does creep in at times, not just from people with an English background; even those who didn't go to college and just have a high school diploma can do it, while I can't. But sometimes, it's more about feeling inspired and using it as motivation."

While MW added:

"Yes, it motivated to become more engaging and challenging because there is always new content on TikTok. Content creators on TikTok also consistently provide new things."

The responses varied among the participants, reflecting a range of motivations for utilizing the TikTok application to enhance their speaking abilities. Participant F, for instance, expressed a strong motivation driven by the desire to emulate public figures who effortlessly spoke in English, aspiring to achieve similar fluency. On the other hand, Participant B revealed a mixed sentiment, feeling inspired by TikTok creators' confident public speaking skills but also occasionally battling insecurity about their own capabilities. MW, another participant, found TikTok's ever-evolving content and creators to be a constant source of motivation, finding the platform intriguing and challenging. In summary, while the participants had different reasons, it is evident that TikTok served as a motivating tool for all of them to improve their speaking skills.

c. Instructional Media.

The researcher reached the conclusion that the majority of participants acknowledged the effectiveness of the TikTok application in improving their speaking abilities in these settings. However, it is worth noting that there were also participants who expressed the opinion that the TikTok application did not contribute significantly to their speaking proficiency.

W stated that:

“Getting assistance is very helpful because we can't learn speaking by relying on reading material only. Speaking skills need to be honed with practical exercises, and we need a speaking partner to practice it”

Then M added:

“One of TikTok's advantages is its ability to facilitate learning anywhere, unrestricted by time, circumstances, or location. TikTok proves highly beneficial, providing greater flexibility in the learning process.”

S also stated:

“I think it very helpful. For example, as I mentioned earlier, we can acquire a lot of vocabulary that we previously didn't know, such as slang words commonly encountered on YouTube or TikTok. Moreover, it's easy to find because the duration is not too long, so it doesn't get boring when watching it.”.

Eight of the participants argued that TikTok application really helps them improve their speaking skills at school and at home. On the other hand, the remaining participant showed the contradiction.

DN stated that:

”Helpful, but it depends on the individual. In my opinion, TikTok is more helpful for aspects like pronunciation and vocabulary improvement than direct speaking practice. However, improvement in speaking ability varies from person to person. One can enhance their speaking skills by creating TikTok content that involves speaking in English. Nevertheless, if someone only watches content without practicing on their own, it will primarily improve pronunciation and may not significantly enhance speaking abilities.”

Then MW added:

“At home, this application may be helpful. However, in my opinion, it is not very suitable for classroom use as it is less effective. I am concerned that students may get distracted by other things or become less focused.”

From the information above, The respondents answered that the TikTok application really helps them improve their speaking skills at school and at home, however one of the respondents felt that TikTok could not help in improving speaking skills at school, because it was feared that students would be negligent in other matters.

The participants in the study employ various methods to learn speaking skills through TikTok, starting from watching content created by others to

eventually creating their own. By watching videos made by other users, they can observe native speakers' pronunciation, intonation, and conversational styles, enabling them to improve their own speaking abilities. As they gain more confidence, participants begin to create their own content, practicing speaking directly in English. This process allows them to challenge themselves, receive feedback from the TikTok community, and engage in conversations that further enhance their speaking proficiency.

W stated that:

“One of them is by watching other people's content. There is content that I try to use to continue someone else's conversation, and what I like the most is learning to speak through music. Some also connect the use of pronouns.”

Z added:

“When learning to speak through TikTok, I try to pick up tips and tricks from the videos. For instance, I learned that when speaking, we should prepare the topic and pay attention to word pronunciation, as well as how to capture the audience's attention when speaking.”

Some participants in the study shared that they learn speaking skills through TikTok by watching dedicated educational content, such as learning pronunciation, tips and tricks to improve speaking skills, discussion of grammar material and so on. They find it convenient and accessible, as they can access various videos tailored to their proficiency level. The interactive nature of TikTok also enables them to engage with the content and receive peer feedback, making it an engaging and effective tool for enhancing speaking abilities. Below is an example of a screenshot of the TikTok content about speaking:

Figure 1. *The example screenshot of the TikTok content about speaking*



Some participants in the study also learn speaking skills through TikTok by watching content created by native speakers. They find it beneficial as it allows them to observe and imitate natural speech patterns, pronunciation, and expressions. By regularly watching and practicing with these videos, they believe they can improve their spoken English and sound more fluent.

MW stated that:

“The first step I take is to listen to the voice of a native speaker first, then search for the correct pronunciation. After that, I try to record a video to practice speaking and communicate with native speakers or content creators on TikTok.”

B added:

“For instance, if I often come across different accents in videos, such as how words are pronounced in British and American English, I can learn and understand how those words are pronounced in both accents. This way, I can learn and know the correct way to pronounce those words in the desired accent. This is because I'm more interested in the pronunciation aspect.”

Below is an example of a screenshot of the TikTok content by native speaker:

Figure 2. *The example screenshot of the TikTok content by native speaker*



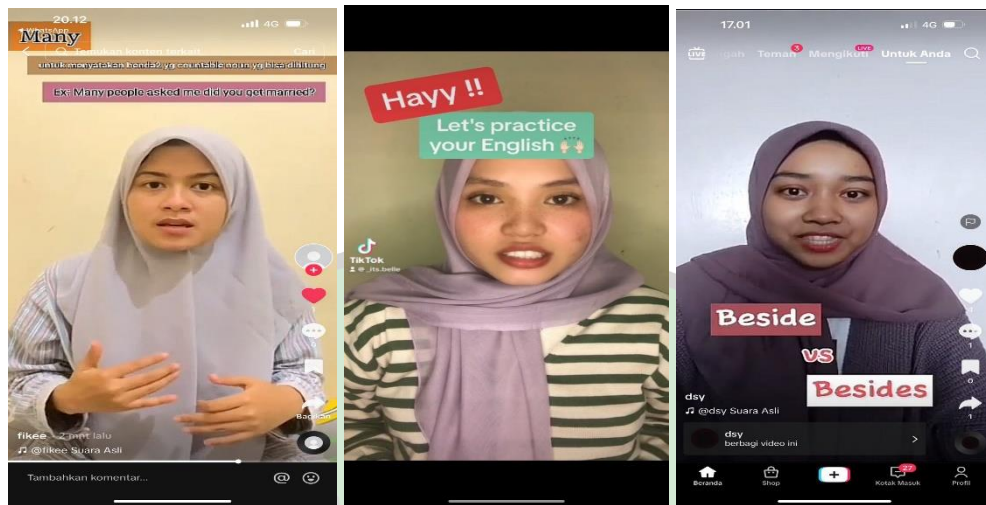
Some participants in the study also learn speaking skills through TikTok by creating their own content to practice English directly. They believe that by making videos, they can challenge themselves to speak in English, improve their fluency, and gain confidence in their language abilities. Creating content on TikTok allows them to receive feedback from other users and engage in conversations, further enhancing their speaking skills.

As DT said:

“For example, we can practice by applying what we've learned through practical exercises or by creating videos that combine the insights we've gained, and then sharing those videos to enhance our learning skills.”

Below are some examples of a screenshot of the TikTok content made by participant:

Figure 3. Some examples screenshot of the TikTok content made by participant



Based on participants' responses, there are various ways used to improve speaking skills through the use of TikTok. Some of these include following tips and tricks, doing video stitching, following English learning accounts, and communicating directly with native speakers.

Based on the interview results, it can be concluded that the use of the TikTok application can enhance students' motivation to learn speaking. The easy access, engaging educational content, and direct interaction with native speakers through the platform provide a positive boost for students in developing their speaking skills. However, it is important to note that the effectiveness of using TikTok in language learning can also be influenced by other factors, such as the availability of guidance and supervision from educators. Therefore, the proper integration of this application with a structured learning approach is key to maximizing the potential of TikTok in enhancing students' motivation and speaking abilities.

2. The obstacles faced by students towards TikTok application in increasing their motivation in learning speaking

There are four factors that can influence students during the learning process through TikTok. In order to find out the obstacles experienced by the participants during the process of improving speaking skills, several questions were asked.

The majority of participants revealed obstacles when using TikTok to enhance their speaking abilities. One major issue is the short duration of videos commonly found on TikTok, which may not provide students with sufficient time to develop their speaking skills comprehensively. Furthermore, TikTok lacks features focused on pronunciation improvement. The inability to effectively correct pronunciation can hinder their efforts to enhance speaking skills. Additionally, internet connectivity often poses a hurdle for students, as TikTok is an online-based platform that requires a stable and fast internet connection for smooth video streaming. Another issue encountered by students is the distraction from other TikTok content, which frequently diverts their attention from their initial goal of learning and practicing speaking. These factors present challenges that need to be addressed to make TikTok a more effective tool for improving students' speaking abilities. These constraints are some expression by the participants:

DL said:

“One of the challenges that may arise is the limited duration on TikTok. Within this short time frame, we can only obtain information to a certain extent. Therefore, we need to stay more focused and make a greater effort if we want to learn seriously.”

The participant B stated her argument:

“One of the difficulties I face is pronunciation. So, if I want to create content lipsyncing songs, I have to memorize the lyrics first. This is because not everyone can pronounce English well. Additionally, I also struggle with memorization, so I need to watch the pronunciation, learn it, and rehearse it beforehand.”

DT also added:

“The challenge I face is that sometimes I'm unsure if what I'm saying is correct or if there are still errors. Therefore, I need someone else who can check and provide corrections or advice to assist me.”

Another common issue faced by participants are the availability and reliability of internet packages, network connectivity, and the tendency to lose focus due to the abundance of content on TikTok.

As stated by Z:

“I don't have difficulty using it, but rather, I face issues with internet connectivity because I need to be in a place with a network. Without a network, I can't access the TikTok application.”

And W added:

“The challenge lies more in maintaining focus.”

Not all students encounter difficulties when using TikTok as a tool to enhance their speaking skills. In fact, some of them express that TikTok is very user-friendly and effective as a learning medium. Several students have shared the following statements:

DL said:

“No, because on TikTok, it's easier, whereas on YouTube, it's usually more serious.”

M also stated:

“No, In my opinion, it's already sufficient for learning.”

In conclusion, the interviews highlighted various challenges faced by students in utilizing TikTok as an additional personal learning tool to enhance their speaking skills. The identified obstacles include unreliable internet connectivity, limited access to data packages, lack of necessary gadgets, and potential distractions from other activities. These challenges primarily affect students on an individual level rather than being directly attributed to institutional factors. To address these challenges, students can benefit from improved internet infrastructure, access to necessary devices, and the development of effective time management skills. Educational institutions can support students by providing guidance on utilizing TikTok responsibly and integrating it with other instructional approaches. By recognizing and addressing these challenges, students can maximize the potential of TikTok as a supplementary tool for enhancing their speaking abilities.

B. Discussion

This part compares and contrasts the findings from the previous section with this research findings. The discussion focuses on the two research questions listed in chapter one.

The first research question is “what are the students’ perceptions towards TikTok application in increasing their motivation of students in learning speaking?” Based on the interviews conducted, the research delves into students' perceptions of TikTok as a tool for enhancing their speaking skills. Participants

were found to be familiar with the idea of using TikTok for speaking skill improvement, and they highlighted the platform's utility in accessing English learning content. Many participants reported benefits from using TikTok for speaking skill development, emphasizing its role in building public speaking fundamentals and promoting adaptability. Moreover, the study revealed diverse motivational factors behind students' use of TikTok, ranging from the desire to emulate confident speakers to the allure of TikTok's ever-evolving content. Additionally, students' perceptions of TikTok's effectiveness in enhancing their speaking skills within classroom and home settings varied. While the majority acknowledged its positive impact, some expressed reservations, emphasizing the importance of practical exercises and speaking partners for holistic language development.

The participants in the study adopted various strategies to improve their speaking skills through TikTok, including watching content created by native speakers, engaging with educational content, and creating their own TikTok content. These strategies allowed them to gain exposure to natural speech patterns, pronunciation, and expressions, contributing to improvements in their speaking abilities. Overall, the study underscores the potential of TikTok as a motivating and effective tool for students seeking to enhance their speaking skills. However, it also highlights the need for structured integration of TikTok into language learning to maximize its benefits while addressing potential limitations, such as the risk of distraction in classroom settings.

There were a lot of previous studies that had similarities with this present study, such as from Ferstephanie and Pratiwi (2021) found that TikTok was effective in developing students' motivation in speaking ability, emphasizing how it engaged students in enjoyable learning and motivated them to speak freely. Nasichah (2023) also discovered that students had a positive perception of TikTok's potential to enhance their speaking abilities. Similarly, Zaitun, Hadi, and Indriani (2021) reported that TikTok increased students' confidence in speaking English and allowed them to express their ideas freely. Furthermore, the study's findings align with Ferstephanie and Pratiwi's (2021) conclusion that TikTok was effective in developing students' motivation in speaking. Lastly, Manggo, Liando, & Wungow (2022) highlighted TikTok's significant benefit in enhancing students' English-speaking skills, aligning with the current study's focus on improving speaking abilities through the platform. These shared findings collectively emphasize TikTok's effectiveness in motivating students and enhancing their speaking skills in various studies.

The second research question is “what are the obstacles faced by students towards TikTok application in increasing their motivation of students in learning speaking?”. The study identifies several obstacles that students face when using TikTok as a tool to enhance their motivation and learning of speaking skills. These challenges are crucial to understanding the limitations and potential improvements for TikTok's role in language learning. First and foremost, the short duration of TikTok videos poses a significant constraint, as students may find it challenging to develop their speaking skills comprehensively within the limited

timeframe. Moreover, TikTok lacks specific features focused on pronunciation improvement, which can hinder students' efforts to enhance their speaking skills effectively. Additionally, unreliable internet connectivity is a common hurdle, as TikTok relies on a stable and fast internet connection for smooth video streaming. Lastly, the abundance of distracting content on TikTok diverts students' attention from their primary goal of learning and practicing speaking. These obstacles highlight the need for platform improvements and enhanced focus for students using TikTok as a language learning tool.

While many students encounter these challenges, some find TikTok to be user-friendly and effective for learning. These students emphasize that TikTok's format is more engaging and less serious compared to other platforms like YouTube. They perceive TikTok as sufficient for their learning needs. In conclusion, the study's findings indicate that while TikTok can be a valuable supplementary tool for enhancing speaking skills, it is not without its challenges. To address these obstacles, students may benefit from improved internet infrastructure, access to necessary devices, and the development of effective time management skills. Educational institutions can play a role by providing guidance on responsible TikTok usage and integrating it with other instructional approaches, thereby enabling students to maximize TikTok's potential as a tool for improving their speaking abilities.

Similar findings to this present study were also found in the previous research from Herwanto (2022), He found there were six obstacles found including students' doubts, lack of confidence, confusion, and technical obstacles,

such as device issues, inappropriate content, and video quality. Ferstephanie and Pratiwi (2021) also corroborate these research findings with similar results. Aside from that, Xu et al., (2019) identified content issues, how the TikTok algorithm allows users to find identical videos over and over again. This makes it difficult for students to find appropriate content.



CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusion and suggestion of the research is discussed. The conclusion contains the important points of the research, along with the suggestions of the research.

A. Conclusions

Based on the research that has been conducted and the analysis of the data in previous chapter, the researcher puts forward conclusion as follows:

1. Based on the findings from the interviews, this research sheds light on students' perceptions and utilization of TikTok as a motivating tool for improving their speaking skills. The study reveals that students are well-aware of TikTok's potential in language learning, with its algorithm often leading them to English-focused content. Participants cite various benefits, including public speaking fundamentals, adaptability, and creative learning opportunities. While TikTok is seen as effective in both classroom and home settings by most, concerns about distractions in the classroom are also voiced. Motivations for using TikTok vary, from emulating confident public figures to finding inspiration in TikTok creators and content. Practical strategies involve watching native speakers' content, practicing pronunciation, and creating their own videos. Overall, TikTok serves as a versatile motivational tool, offering accessible and

engaging educational content, though its effectiveness may be enhanced through structured integration with formal learning approaches.

2. Based on the findings from the interviews shed light on the obstacles faced by students when utilizing the TikTok application to enhance their motivation in learning speaking skills. The obstacles are short duration of videos, TikTok lacks features focused on pronunciation improvement, internet connectivity often poses a hurdle for students the distraction from other TikTok content, which frequently diverts their attention from their initial goal of learning and practicing speaking. Despite these obstacles, some participants expressed positive experiences with TikTok, emphasizing its user-friendly nature and effectiveness as a learning medium. Overcoming these challenges requires improvements in internet infrastructure, device accessibility, and effective time management skills. Educational institutions can play a crucial role in guiding students in responsible TikTok usage and integrating it with other instructional approaches. By addressing these obstacles, students can fully leverage TikTok's potential as a supplementary tool for enhancing their speaking abilities.

B. Suggestion

The researcher offers suggestions at the end of this chapter. The suggestions in this part may be useful for the teacher, students, and school. Researcher make suggestions as follows:

1. For the teachers

The researcher suggested that the teacher must be equipped with knowledge about social media and spend much time to prepare students in using it. The teacher also uses TikTok video as an alternative media in improving speaking skill.

2. For the students

Next suggestion is addressed for students who are the user of social media to be more considered and wise to use TikTok application not only for their pleasure but also for learning.

3. To other researchers

The researcher's aspiration is that this study will be beneficial for future researchers examining students' perceptions, particularly regarding the use of the TikTok application for learning English. This research can serve as a valuable reference or source for subsequent studies in the same field. Additionally, the researcher encourages further investigation to explore the broader impact of TikTok on specific English language skills and strategies to address potential challenges that may arise from using TikTok for English learning purposes.

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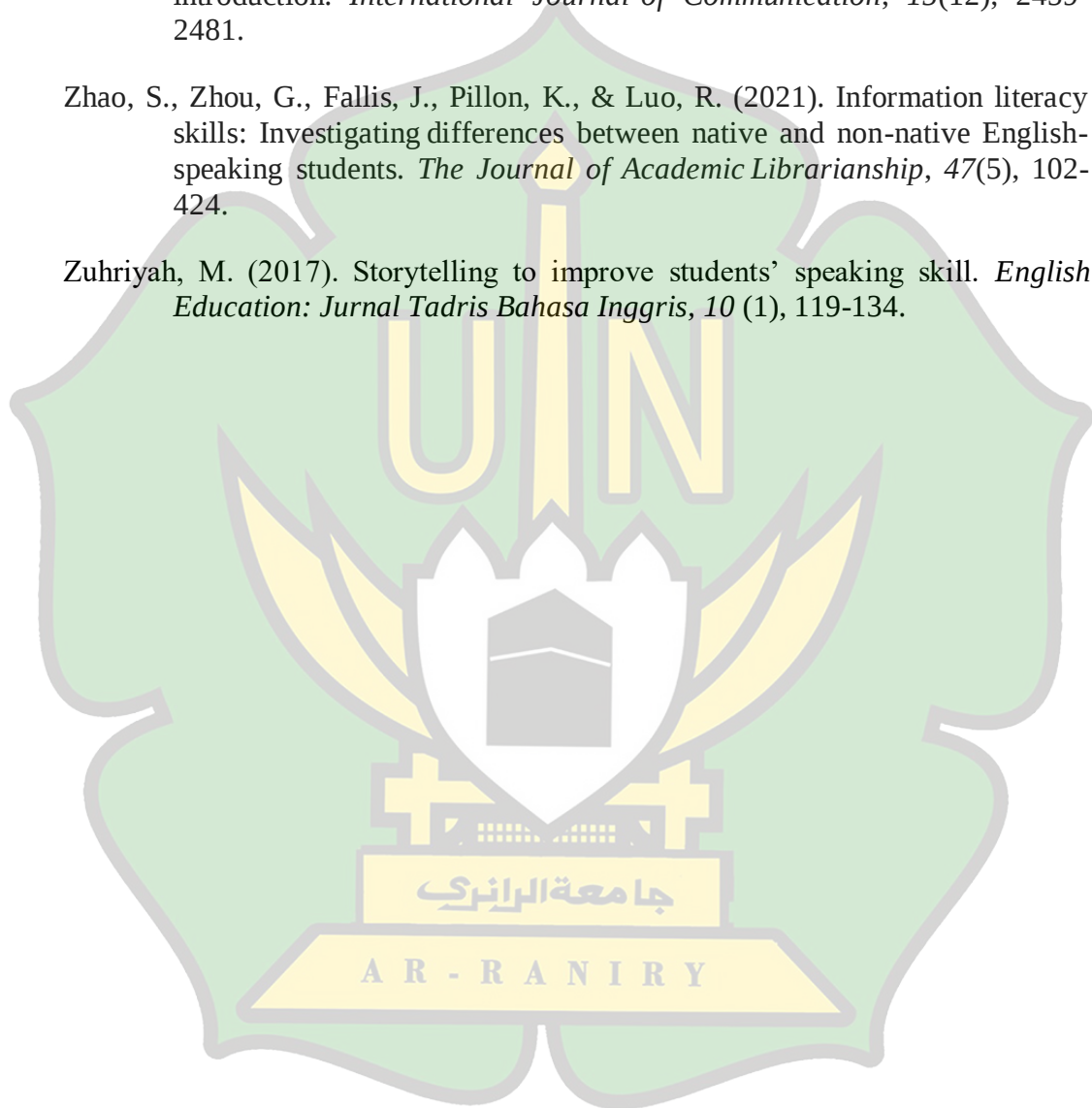
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APPENDIX A

Appointment letter of supervisor

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B-15386/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

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 Tanggal 21 Oktober 2022

MEMUTUSKAN

Menetapkan
 PERTAMA : Menunjuk Saudara:

1. Khairiah Syahabuddin, M.HSc., M.TESOL, Ph.D. Sebagai Pembimbing Pertama

2. Mulia, S. Pd. I., M. Ed. Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama : Nabila Alifia

NIM : 180203005

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : Students' Perceptions toward Tiktok Media to Increase Their Motivation in Learning Speaking

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP DIPA. 025.04.2.423925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

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: 01 Desember 2022
 Dekan


 Safriz 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;

APPENDIX B

Recommendation letter from FTK to conduct field research



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

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : [0651- 7557321](tel:0651-7557321), Email : uin@ar-raniry.ac.id

Nomor : B-7240/U.n.08/FTK.1/TL.00/07/2023

Lamp : -

Hal : *Penelitian Ilmiah Mahasiswa*

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry

Assalamu'alaikum Wt.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **NABILA ALIFIA / 180203005**

Semester/Jurusan : X / Pendidikan Bahasa Inggris

Alamat sekarang : Darussalam Banda Aceh

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 *Students' Perceptions Toward Tik Tok Media to Increase Their Motivation in Learning Speaking*

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

Banda Aceh, 10 Juli 2023

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,



Berlaku sampai : 10 Agustus
2023

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

APPENDIX C

Confirmation letter from English Language Education Department



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

Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
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SURAT KETERANGAN

Nomor: B-597/Un.08/PBI/Kp.01.2/07/2023

Sehubungan dengan surat An. Dekan, Wakil Dekan Bidang Akademik dan Kelembagaan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry, Nomor: B-7240/Un.08/FTK.I/TL.00/07/2023 tanggal 10 Juli 2023, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Nabila Alifia
NIM : 18020324005
Fak/Prodi : Pendidikan Bahasa Inggris/Fakultas Tarbiyah Keguruan

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

"Students' Perceptions toward Tik Tok Media to Increase Their Motivation in Learning Speaking"

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 21 Juli 2023

Ketua Prodi Pendidikan Bahasa Inggris,



Nabila Dahliana
Nabila Dahliana

APPENDIX D

Interview Questions

1. Konten seperti apa yang biasanya anda jumpai di TikTok?
2. Pernahkah anda mendengar tentang belajar speaking menggunakan media TikTok?
3. Bagaimana Anda belajar berbicara dari video TikTok?
4. Bagaimana pendapat anda tentang TikTok yang dimanfaatkan sebagai media pembelajaran oleh beberapa guru di Indonesia?
5. Bagaimana pendapat anda tentang kelayakan TikTok apabila dijadikan media pembelajaran untuk speaking?
6. Menurut anda manfaat apa yang anda dapatkan setelah belajar speaking menggunakan media TikTok?
7. Apakah media TikTok membantu meningkatkan kemampuan speaking di kelas maupun di rumah?
8. Apakah anda merasa lebih termotivasi dalam meningkatkan kemampuan speaking anda menggunakan media TikTok?
9. Apa yang anda pelajari di media TikTok dan bagaimana anda belajar dengan menggunakan media TikTok?
10. Menurut anda, apakah menggunakan media TikTok memfasilitasi pembelajaran speaking?
11. Apa kendala yang anda temui saat menggunakan media TikTok sebagai media untuk meningkatkan kemampuan speaking anda?
12. Apakah Anda pernah mendapatkan kesulitan ketika belajar berbicara dari YouTube?
13. Bagaimana pendapat Anda terkait penggunaan social media sebagai alat/media pembelajaran daring pada mata kuliah bahasa Inggris?
14. Apakah anda merasa antusias dengan pembelajaran menggunakan sosial media pada mata kuliah bahasa Inggris?
15. Menurut Anda, adakah keuntungan yang didapat dengan menggunakan media sosial sebagai alat dan media pembelajaran mata kuliah Bahasa Inggris?

APPENDIX E

Interview Transcript

Participant 1

B : sebenarnya banyak media lain selain tiktok, hanya saja yang paling ngetrend saat ini yaitu tiktok bahkan instagram juga terkalahkan oleh aplikasi tiktok ini, tetapi soal keefektifasannya balik lagi tidak bisa tanpa pengawasan dan tidak bisa dibiarkan sendiri soalnya dikhawatirkan akan membuka aplikasi yang lain yang bikin si pengguna aplikasi tersebut lalai.

A : kira-kira media Tik tok ini menurut Wirda bisa meningkatkan siswa atau Wirda sendiri nggak di kelas ataupun di rumah, selain buku pastinya kan pasti ada media lain, kira-kira tiktok ni ada membantu atau tidak

B : Menurut Wirda membantu karena kita tidak bisa belajar speaking dengan mengandalkannya suatu hal yang baku seperti buku, tetap yang namanya speaking itu perlu diasah

A : jika tiktok kan videonya itu lebih singkat, jadi bisa dilihat cara dia speaking itu bagaimana, jadi menurut Wirda si tiktok ini mampu untuk meningkatkan kemampuan orang lain atau Wirda sendiri

B : menurut Wirda mampu, karena kalo berdasarkan film speaking nya ga terlalu diasah melainkan lebih ke listeningnya, tapi jika di tiktok kita bisa mendapatkan 2 keuntungan, mulai bisa mengasah skill speaking dan juga bisa mengasah skill listening kita, karena di tiktok itu mendukung kedua hal tersebut, sedangkan jika nonton kita hanya bisa mendengar saja tapi tidak mempraktekkan

A : kira-kira Wirda habis main tiktok tuh ada termotivasi nggak untuk lebih bisa bahasa inggris, apa karena liat konten orang jadi pengen bisa bahasa inggris

B : iya termotivasi, dengan kita lihat video orang kita lebih pengen agar bisa berbahasa inggris

A : apa yang kira-kira Wirda pelajari dari tiktok dan bagaimana cara Wirda belajar speaking itu dari tiktok

B : salah satunya lihat dari konten orang, ada konten yang kita usaha utk menyambung speaking orang dan yang paling Wirda suka belajar speaking melalui musik, dan ada juga yg menyambungkan pronounnya

A : apakah penggunaan tiktok memfasilitasi pembelajaran speaking

B : tentu saja tiktok bisa menjadi alternatif untuk media pembelajaran speaking

A : apa saja kendala yang sering Wirda jumpai untuk meningkatkan kemampuan speaking Wirda

B : kendalanya yaitu banyak hal lain yang bisa mendistrak saat kita belajar, karena seperti yang Wirda bilang bahwa tiktok itu luas, terkadang saat kita belajar tiba-tiba lewat hal yang kita suka jadi membuat kita distrack untuk belajar, jadi itu resiko jika kita belajar dari tiktok

A : iya, Karena tiktok itu kan fyp nya beda2, bisa saja yang keluar skrg speaking terus 5 menit kemudian keluar video yg lain

A : apakah Wirda mendapatkan kesulitan saat belajar berbicara dari tiktok

B : kesulitannya lebih pada kefokusannya

A : Kalau masalah kuota, jaringan itu bagaimana?

B : kuota, atau jaringan itu juga merupakan salah satunya kesulitan yg Wirda hadapi saat belajar di tiktok

A : menurut Wirda bagaimana penggunaan sosial media sebagai alat pembelajaran daring pada mata kuliah bahasa inggris, selain tiktok

B : sebenarnya jika kita menggunakan secara bijak, banyak sisi positif yang dapat kita ambil dari penggunaan sosial media. Dan pada zaman sekarang teknologi juga semakin canggih jadi kita harus pandai dalam menggunakan sosial media

A: apakah Wirda merasakan rasa senang dan antusias saat sedang belajar bahasa inggris melalui media Sosial

B : iya, karena jika buku pasti akan monoton dan bosan dan juga baku, kita hanya bisa membaca dan memahami sendiri, terkadang juga susah utk kita memahami buku tsb, tapi kalo Dari segi pembelajaran yg bukan buku Kita jadi banyak tau diluar hal diluar dugaan kita, nah jika dijelaskan Olen conten creator lbh paham

A : menurut Wirda apakah penggunaan media sosial itu ada keuntungan untuk belajar bahasa inggris, kira kira keuntungan lebih sedikit atau banyak

B : kalo menurut Wirda banyak impect ketimbang resiko, tapi balik yang tadi bagaimana cara kita menggunakan media sosial itu, karena sebenarnya medsos itu dpat meminimalisirkan resiko distrack tadi

Participant 2

A : Kira-kira konten apa yang sering fika jumpai di tik tok

B : konten konten yang Mengedukasi tentang grammar dalam bahasa inggris, misalnya seperti konten erami Fitri, dia membahas lebih spesifik tentang gramatikal dalam bahasa inggris dimulai dari grammar yang kita pikir sederhana ternyata rumit dan hal tersebut di jelaskan dalam video singkat tapi susah mencakup semua materinya

A : kira kira Fika sudah mempelajari speaking di tiktok? Karena seperti yang Fika jelaskan tadi lewat tulisan, sedangkan kalo ditiktok bisa lewat lagu atau tentang pronountation bahasa inggris orang

B : pernah, bisa tentang video motivasi berbahasa inggris kemudia n sempat menirukan cara berbicara atau seperti aksen

A : kita kira Fika pernah belajar ngomong lewat tiktok?

B : pernah

A : berarti Dika lebih merasa pede kalau belajar lewat sosmed atau Fika lebih suka belajar bahasa inggris dengan lawan bicara atau emg bisa lewat video aja kayak tes sendiri

B : Fika lebih pede sendiri, dengan belajar sendiri jadi terasa lebih leluasa, jadi engga monoton, kalau dengan lawan bicara bisa engga ngerti atau bisa diketawain

A : kira kira pendapat Fika tentang tiktok yang sekarang udah dimanfaatin sebagai media pembelajaran sama guru di indo gimana apa bgs atau hrs lewat buku aja

B : menurut Fika bagus karena salah atu media kreativitas belajar udh bisa di akses melalu tiktok dmn sebelumnya hanya membahas tentang entertainment, sedangkan sekarang sudah edukasi pembelajaran dari tiktok ini, dan juga dizaman sekarang juga banyak media yg mendukung siswa

A : kira-kira menurut Fika media tiktok itu layak untuk dijadikan sebagai media pembelajaran atau hanya buku apa

B : menurut Fika layak, tapi harus ada media lain yg mendukung, seperti YouTube karena jika tiktok setengah-setengah banyak part-nya tapi kalau YouTube sekali nnton, jadi intinya hrs ada media pembantu atau pendukung

A : kira kira dapat ga manfaat habis belajar bahasa inggris lewat tiktok

B : dapat karena dengan tiktok pengetahuan kita bisa lebih luas, yg awalnya kita pikir pembahasannya hanya sedikit tapi dari tiktok ini kita tau bahwa pembahasannya itu bisa

lebih banyak lagi Bisa dibilang kalo dari buku hanya materi itu saja yg kita dapat, sedangkan di tiktok lebih luas

A : berarti menurut Fika kemampuan speaking anak-anak bisa meningkat dengan belajar dari tiktok, kalau jadi guru apakah Fika akan menyarankan pada murid untuk belajar bahasa Inggris melalui tiktok

B : menyarankan, tapi tergantung usia murid, misalnya sekitar 14 atau baru bisa pake tiktok

A : kira-kira tiktok ini bisa bikin kita termotivasi utk bljr bahasa Inggris?

B : bisa, karena terkadang public figure ada yg berbicara dengan bahasa Inggris jadi kita ikut termotivasi utk belajar bahasa Inggris

A : berarti salah satu motivasi Fika utk belajar bahasa Inggris yaitu dengan melihat publik figure berbicara bahasa Inggris?

B : iya

A : menurut Fika ada ga yg bisa dipelajari dari tiktok

B : banyak si, salah satunya kita bisa belajar berbahasa dan juga bisa belajar teknik marketing, public speaking, atau belajar leadership, sedangkan prakteknya balik ke diri masing-masing

A : apakah tiktok memfasilitasi pembelajaran speaking,

B : ada, karena klo kita like bakal tersimpan ke dlm list yg kita sukai jd g bakal hilang, kalo mau rewatch jadi kita bisa ambil aja dipilihan akun kita, dengan tiktok ini bisa memfasilitasi kita bljr speaking dan kita jga bisa share ke user lain

A : apa kendala yg Fika ketemu saat belajar bahasa Inggris di tiktok

B : jaringan, video terlalu singkat

A : pernah dpt kesulitan waktu ngomong lewat tiktok

B : ada, misalnya kalau mau repeat kata-kata yg ada di video itu, engga semua video di tiktok bisa dilihat yg kita perlu aja jadi harus ulang dari awal

A : bagaimana pendapat Fika terkait belajar bahasa Inggris melalui sosmed apa positif atau negatif

B : ada dampak positif dan negatifnya, kalau kita tidak menggunakan sosmed kita ga bisa juga karena teknologi juga semakin canggih, anak-anak juga engga mau kalau monoton ke buku pasti akan bosan, dan juga harus ada kerja sama antara guru dan orang tua, orang tua mengawasi penggunaan medsos agar anak-anak tidak keganggu dengan hal lain

A : apakah Fika merasa antusias dengan pembelajaran bahasa Inggris di tiktok

B : lebih antusias dari biasanya, kadang banyak hal baru yg bisa kita dapatkan, kadang juga ada dosen yg nyuruh kita upload video, jd dengan suruh upload video maka kita ga bakal asal-asalan karena akan dilihat oleh viewers kita

A : menurut Fika apa keuntungan kita bljr bahasa Inggris lewat sosmed

B : lebih fleksibel, menarik dan cukup menghibur

Participant 3

Jadi hari ini saya akan menanyakan beberapa pertanyaan kepada Bella Humairah tentang. Bagaimana pendapat Bella sendiri tentang pembelajaran melalui video tiktok, khususnya pendidikan bahasa Inggris

A : yang pertama adalah konten seperti apa yang biasanya Bella sering jumpa nih di tiktok.

B : Biasanya itu kan kita nonton tiktok tergantung FYP kak. jadi biasanya aku nemuin itu kayak video video random kadang juga ada tentang pembelajaran bahasa Inggrisnya. Kadang kadang ada tentang hiburannya gitu terus kadang kadang juga tentang pengetahuan-pengetahuan dasar yang kita ga jumpai di sekolah.

- A : yang kedua pernah nggak bela belajar speaking pakai tiktok.
- B : pernah pas itu kan tergantung FYP kan? Kalau misalkan yang kontennya tentang bahasa Inggris kadang kadang itu keluar kayak gitu. Bagaimana cara berbicara melatih public speaking kita. tips tips dari influencer gimana caranya Biar pede ngomong di depan kamera kayak gitu terus bahkan juga ada juga tentang pronoun kayak gitu.
- A : pernah enggak tika sendiri belajar ngomong lewat tik tok kayak bikin video asal asal
- B : Pernah jadi itu kayak misalkan ada tuh orang lipsing lipsing lagu gitu kan? Jadi pernah juga kayak gitu misalkan kayak lagi viral sekarang kayak lagunya Taylor Swift itu kan jadi orang kaya buat kayak. Lipsing lipsing gitu kan?
- A : Jadi jadi kayak suka ikutin musik tuh kayak gitu ya.
- B : Ikutin lirik yang dibilang musim melatih juga pelatih juga berarti ini cara pronoun kayak gini gitu..
- A : kira kira menurut bella sendiri apa pendapat bela tentang tik tok yang sekarang sudah dimanfaatin sama guru guru untuk jadi media pembelajaran apa boleh atau nggak usah
- B : itu bagus sebenarnya bagus banget karena kenapa ya sekarang orang berpatokan itu pada tiktok kayak gitu semuanya ilmu pengetahuan yang kita mau dapatnya di tik tok semua kaya gitu. Jadi kalau misalnya guru guru pakai tiktok sebagai media belajar itu bagus, kita bisa meluangkan ide kreasinya gitu. Kalau misalkan kayak belajar biasa di sekolah itu. Cuma kita patokan papan tulis sama buku ya gitu jadi kan orang kayak yang terlalu monoton kayak gitu. Kalau misalnya dengan adanya aplikasi tik tok nih, kita bisa belajar lebih kreatif lagi kayak gitu gitu.
- A : Jadi kira kira menurut bella tik tok ini layak jadi media pembelajaran layak layak kali atau.
- B : Layak banget soalnya ya karena itu kita bisa luangkan ide kita, jadi kita belajarnya tuh enggak itu itu aja kayak. itu lebih fleksibel juga kita bisa. Belajarnya di mana pun kayak gitu gitu.
- A : menurut tika apa manfaat habis belajar speaking lewat tik tok tuh.
- B : Ya manfaatnya kita jadi untuk dasar dasar public speaking itu kita bisa tahu kayak gitu. Oh berarti tips yang pertama kita harus pede. Nah kita harus berpindah berarti kita harus oh berarti kayak gini caranya aku enggak boleh enggak boleh terlalu patokin sama ini aja kayak gitu aku harus menguasai lingkungan nih segala macam aku harus menguasai materi kayaK gitu.
- A : Habis itu kira kira menurut bella nih tiktok tuh ada bantu meningkatkan kemampuan speaking di kelas sama di rumah ga
- B : Sebenarnya kalau memang kita bersungguh sungguh belajarnya itu ada memang. Tapi di sini lagi ya balik ke pribadi kita, aku masih terlalu malu untuk ngomong di depan orang ramai gitu. Cuma kalau misalnya untuk untuk sendiri itu kita udah punya ilmu, setidaknya kayak gitu.
- A : jadi bela sendiri kalau belajar speaking ngomong speaking tuh di tiktok lebih suka atau lebih suka di depan orang banyak.
- B : Lebih suka di tiktok sih, karena lebih pede gitu karena kan nggak ditonton orang, walaupun nonton kita cuma enggak langsung di hadapan kita gini kak Salah ya udah enggak malu Gitu, klo nggak bisa salah pun kita bisa ritek ada bisa kita ulang lagi ulang lagi sampai benar.
- A : kira kira habis lihat lihat orang ngomong bahasa Inggris di tiktok itu ada makin termotivasi atau makin down
- B : ada makin terimbang sih fifty fifty karena ada aku kayak ngerasa dia kok bisa ya, bisa sepede itu dengan apa public speaking nya gitu kan? Cuma kadang kadang tuh

kayak merasa insecure juga karena dia bisa kok aku enggak bisa ya kayak gitu, kadang insecure juga, kayaknya enggak mesti yang dari backgroundnya bahasa Inggris kayak gitu dia aja yang enggak kuliah yang tamatan SMA ini bisa sedangkan aku masak gak bisa kayak gitu. tapi kadang kadang lebih banyak terinspirasi gitu dan jadikan motivasi nya

A : Kira kira apa aja nih yang bela pelajarin dari tiktok abis itu kayak mana cara bella untuk belajar lewat tik tok?

B : Misalkan aku tuh kan kalau misalnya sering lewati yang kaya aksan aksan gitu kan kayak video video bagaimana pronoun di British gimana kayak di Amerika itu gimana gitu kan? Jadi aku tuh bisa belajar oh berarti pengucapan kata ini diaksen diaksen berikut kayak gini kalau misal diaksen aksan Amerika tuh gini kayak gitu, jadi aku udah bisa sudah bisa tahu kayak gitu aku tuh biar belajarnya enak gimana. Itu sih karena aku lebih suka bagian pronoun.

A : kalau misal bela sendiri suka aksan yg gmn, british atau american

B : suka british tapi susah, Tapi habis lihat lihat orang ngomong British di tik tok tuh ada bisa enggak sikin bisa kayak orang kan water gitu kan pas orang mau woter.

A : kira kira nih menurut bella sendiri sih aplikasi tik tok nya ada memfasilitasi pembelajaran speaking

B : kalau di tiktok videonya bisa disave sedangkan dari youtube kalau mau save ribet, harus pake bantuan dari aplikasi lain. Kalau dari tiktok lebih terorganisir sedangkan youtube tidak.

A : menurut bella sendiri apakah ada kendala yang bela ketemu saat belajar speaking di tiktok

B : tergantung influencer kalau openingnya terlalu lama bikin kita bosan jadi langsung terskip dan juga tergantung konten creator kalau pembahasannya atau cara penyampaiannya seru maka kita akan tertarik untuk menonton

A : kira kira apakah bella mendapat kesulitan

B : ada, kesulitan pada diri aku yaitu lidah aku belibet, jadi kalau mau bikin konten lypsing lagu aku harus hafal dulu liriknya, karena kalau bahasa inggris tidak semua orang bisa ngucapinnya. Terus juga aku susah untuk menghafal, jadi aku harus lihat cara bacanya, aku pelajari dan ingat dlu

A : apa pendapat bela menggunakan tiktok ini sebagai media pembelajaran bahasa inggris

B : bagus, karena di tiktok kita bisa dapat semua ilmu, apa yang kita cari akan kita dapat, dan akan lebih mudah dimengerti.

A : pendapat bela apakah bela antusias belajar speaking dengan menggunakan media tiktok

B : antusias, karena lebih fleksibel dan tinggal scrolling aja, kalau ada niat belajar dengan scrolling aja udah cukup

A : Kira-kira keuntungan bela dalam belajar bahasa inggris di media sosial ini apa aja

B : lebih banyak bisa dan lebih banyak tau dan lebih mudah dipahami pembahasannya.

Participant 4

Bismillahirrahmanirrahim. Assalamualaikum warahmatullahi wabarakatuh. Hari ini saya akan mengajukan beberapa pertanyaan tentang media pembelajaran melalui sosial media khususnya tik tok.

A : pertanyaan pertama, kira-kira konten apa yang sering dara ketemu di tiktok .

B: biasanya tiktok dia punya algoritma. Kalau misalnya sering buka pasti itu-itu aja. Misalnya Dara seringnya jumpa itu seperti konten memasak, konten make up ada juga transisi make up, ada juga terkadang keluar korea ada juga bahasa inggris yang duetnya seperti itu. Tapi dalam bahasa Inggris lagunya seperti itu.

A: kira-kira pernah nggak Dara belajar speaking lewat tiktok

B: pernah, kalau misalnya di tik tok biasanya diajarkan vocab. Vocab sama slank. Jadi kalau misalnya di tik tok lebih mudah dipelajari, ya lebih mudah karena kita sudah pernah dengar pronoun itu. Jadi sambil belajar sambil tahu kayak gimana pronountation itu.

A: dara sendiri pernah nggak ngomong bahasa inggris lewat video tiktok kayak buat video tiktok asal-asalan, atau rekam sendiri.

B: sejauh ini belum pernah

A: ada rencana nggak, seperti membuat video Anda sendiri seperti itu.

B: Sebenarnya untuk membuat konten video seperti itu bukan passion saya.

A: Artinya Dara lebih sering melihat konten orang.

B: iya, lebih Sering melihat konten orang. Tapi terkadang kita seperti mengikuti diri kita sendiri, misalnya kita mengikuti kata yang dikonten seperti itu.

A: menurut Dara sendiri tiktok ini kayak gimana karena sekarang sudah digunakan sebagai media pembelajaran oleh para guru indonesia, menurut dara apa boleh guru menggunakan media tik tok atau tidak perlu?

B: menurut aku boleh-boleh aja, karena tiktok ini jik digunakan dengan baik maka dampaknya akan baik juga, dan ada juga konten-konten tiktok itu yang menjelaskan materi tentang present tense, satu sisi penjelasan dari tiktok ini mudah dipahami, Nah, guru bisa memanfaatkan media tiktok ini sebagai media pembelajaran agar anak lebih mudah memahaminya.

A : menurut dara sendiri apakah tiktok ini layak untuk dijadikan media pembelajaran speaking

B : Bisa., karena dia lebih modern dan menurut saya dia lebih interesting, jadi anak-anak memiliki minat yang tinggi, dan anak-anak lebih antusias jika menggunakan barang elektronik sebagai media pembelajaran.

A : menurut Dara sendiri, apa ada manfaat belajar speaking ?

B : Manfaatnya kita lebih tau tentang slank, karena kalau misalnya di kamus dan di kuliah biasa, kami tidak jumpa bahasa slank tadi, kalau di sekolah Cuma belajar belajar kata-kata formal atau informal Dennis speaking

A : menurut dara sendiri apakah tik tok membantu meningkatkan kemampuan berbicara orang, baik di kelas maupun di rumah.

B : membantu, tapi tergantung pada orangnya. Tapi menurut saya tiktok ini untuk speaking kurang, bisa membantu tapi lebih ke pronountationnya dan peningkatan vocabulary. Namun untuk peningkatan kemampuan berbicaranya tergantung pada diri masing-masing dengan cara dia membuat konten tiktok dengan dia berbicara bahasa Inggris atau tidak. Tapi kalau hanya melihat konten saja maka dia hanya melatih pronoun saja Itu tidak akan meningkatkan berbicara jika, misalnya Anda tidak berlatih sendiri.

A : menurut dara sendiri, apa dara termotivasi setelah belajar Tik tok. Misalnya seperti Bella barusan, karena melihat cinta Laura dan ingin berbicara seperti itu, dia jadi termotivasi atau malah semakin minder.

B : Itu pasti termotivasi, karena di satu sisi kita pasti ingin melihat orang fasih, kita juga ingin seperti itu, jadi setelah menontonnya, akan ada terbesit dalam hati kalau aku harus bisa juga, aku ingin belajar seperti ini agar saya bisa seperti orang ini sehingga suatu saat saya bisa membuat konten tiktok dengan seperti itu

- A : Setelah itu menurut dara sendiri, bagaimana cara dara belajar lewat tiktok
- B : yang pertama dengan memfollow orang yang kontennya benar-benar tentang belajar bahasa Inggris sehingga dia terus mengikuti cara orang ini.
- B : menurut Dara sendiri, apa tiktok sudah memfasilitasi dengan baik dan benar untuk belajar speaking. Misal seperti youtube, ada baiknya kita belajar semuanya sudah lengkap. Kalau tiktok kadang videonya pendek, atau ada gak tiktok itu memudahkan belajar speaking atau kurang fitur yang ada di tiktok ini.
- B : Kurang, karena durasinya yang pendek. tapi dalam pemahaman mudah untuk dipahami karena video yang pendek. Tapi untuk speaking agak susah karena durasinya pendek.
- A : Apa ada kendala dalam proses pembelajaran melalui media tiktok
- B : kendalanya bisa dari jaringan
- A : berarti dara lebih suka belajar melalui media sosial yang lain daripada tiktok
- B : iya, tapi kalau misalnya aku lebih suka youtube karena bisa lihat langsung penjelasan dan nonton film daripada di tiktok
- A : Apa ada kesulitan habis belajar ngomong dari tiktok
- B : enggak, karena di tiktok lebih mudah sedangkan di youtube biasanya lebih baku
- A : berarti kesulitannya gada
- B : enggak
- A : bagaimana menurut dara jika orang-orang menggunakan tiktok sebagai media pembelajaran
- B : menurut aku itu salah satu cara yang kreatif dengan memanfaatkan kecanggihan teknologi, karena ada anak-anak yang sering scroll tiktok untuk melihat hal-hal duniawi padahal di tiktok ini bukan hanya itu aja yang bisa dibuka tapi untuk pembelajaran bisa juga seperti meningkatkan speaking kemampuan bahasa Inggris lainnya.
- A : apakah dara antusias belajar speaking dari tiktok
- B : kalau dibandingin lewat buku lebih antusias tiktok dan nilai plusnya dari tiktok misalnya kita ga niat belajar, tapi kalau kebuka konten pembelajaran pasti kita akan belajar dengan sendirinya.
- A : Menurut dara apakah banyak keuntungan menggunakan tiktok sebagai media pembelajaran apalagi bahasa Inggris
- B : ada, tiktok ini lebih efektif dan juga lebih modern jadi anak-anak ga akan bosan apabila tiktok ini dijadikan sebagai media pembelajaran

Participant 5

- A : Pertanyaan pertama adalah konten apa yang biasanya sering melisa jumpai di tiktok?
- B : untuk saat ini, konten yang sering melisa jumpai seperti konten pejuang skripsi sebagai motivasi untuk cepet tamat juga selain itu ada kayak video speaking praktis kayak misalkan ada si konten yang ngajak duet viewersnya dan kita sebagai mahasiswa bahasa Inggris itu sangat terinspirasi lah gitu.
- A : selanjutnya pernah enggak melisa belajar speaking lewat tiktok.
- B : Ya pernah, seperti yang melisa bilang tadi karena ada lewat videonya maka secara tidak langsung kita belajar dari aplikasi tiktok tadi.
- A : pertanyaan selanjutnya pernah enggak melisa belajar ngomong di aplikasi tiktok
- B : pernah, Biasanya kita ngestich video
- A : Bagaimana pendapat melisa kalau media tiktok ini telah digunakan oleh guru-guru sebagai media pembelajaran bahasa Inggris,, apakah atau tidak

B : Boleh boleh aja sih karena kan apalagi di atas seorang guru kan jadi otomatis kita enggak hanya ngajar terfokus kepada satu golongan gitu ya. kita juga bisa membagi ilmu untuk orang-orang. kita juga bisa membagi ilmu kita itu ke seluruh orang-orang di dunia lah ya

A : menurut melissa sendiri apa tik tok nih layak untuk dijadikan media pembelajaran bahasa Inggris.

B : Layak sih. Karena media sosial yang akhir-akhir ini viral, jadi secara tidak langsung juga kita memviralkan pembelajaran kita. Dengan hal tersebut kita bisa berbagi.

A : apakah ada manfaat enggak kira-kira menurut melisa habis belajar speaking lewat tiktok

B : Ya sangat bermanfaat, yang pertama kita bisa melihat si konten kreator di media sosial bagaimana pengucapannya, seandainya kita bingung cara pengucapan aksennya maka bisa kita langsung dari tiktok ini.

A : Jadi menurut melissa sendiri, tiktok ini mampu untuk meningkatkan kemampuan speaking di kelas sama di rumah, ada mampu enggak ya?

B : Mampu, karena kita bisa belajar di mana saja, enggak akan terbatas oleh waktu, keadaan dan tempat. Tempat itu sangat membantu sekali dan lebih fleksibel.

A : Apakah melisa sendiri ada termotivasi habis lihat konten creator untuk belajar speaking

B : Iya tentu termotivasi sih, karena kan kita akan berfikir kenapa orang bisa ya selanjutnya kita juga lebih termotivasi agar seperti dia dengan mengikuti cara bicaranya.

A : selanjutnya menurut melissa sendiri apa aja nih yang melisa pelajari di tik tok tentang speaking, apa aja kira-kira yang bisa dipelajari selain pronoun

B : selain pronoun yaitu belajar bagaimana cara berspeaking lebih nyaman dan agar lebih pede dan enggak terlalu formal gimana caranya, karena hal tersebut di share juga.

A : selanjutnya menurut melisa sendiri aplikasi ini kira-kira udah mendukung dan memfasilitasi belajar speaking gak dari fitur-fitur dia mungkin atau dari lainnya?

B : Udah sih karena kayak sama juga sih kayak radio, video biasanya kita bisa share, di sini juga bisa kita buat kayak teks bahasa Inggrisnya. Jadi ketika kita mendengarkan otomatis ada teksnya

A : Apakah ada kendala media tiktok ini untuk berspeaking

B : sejauh ini tidak ada

A : Kalau kesulitan ngomong di tiktok apakah ada, Misalnya kayak fiturnya kurang atau jaringan atau apa gitu.

B : enggak ada. Karena menurut melisa berarti udah cukup kali dia untuk belajar.

A : menurut melisa bagaimana pendapat melisa apabila media sosial digunakan untuk media pembelajaran bahasa Inggris

B : bagus, lebih baik digunakan kedua media yaitu media buku dan media sosial agar seimbang apalagi sekarang teknologi makin up to date, kalau menggunakan satu media maka akan monoton

A : apakah melisa ada merasa antusias untuk belajar lagi dan lagi bahasa Inggris

B : ada, apalagi kalau kita buka satu konten tentang speaking maka otomatis dia akan muncul lagi di FYP sehingga tidak putus, jadi tanpa kita sadari kita akan belajar

A : menurut melissa apakah ada keuntungan setelah melisa belajar dari tiktok apalagi bahasa Inggris

B : ada, lebih bisa mengembangkan skill kita dan apabila ada yang lupa bisa kita ulang lagi

A : berarti menurut melisa lebih enak kalau belajar melalui tiktok karena tidak monoton, dan menurut melisa tiktok ini sangat membantu

B : Iya benar

Participant 6

Assalamualaikum warahmatullahi wabarakatuh. Saya akan menanyakan beberapa pertanyaan tentang media tik tok kepada nisrina wardah.

A : Pertanyaan pertama adalah konten seperti apa yang biasanya anda jumpai di tiktok?

B : Biasanya konten yang saya temukan adalah tentang speaking dan bagaimana tentang public speaking yang bagus dan benar. Selain itu, saya juga sering mendengarkan konten dari para native speaker supaya saya juga bisa melatih listening skill saya.

A : pernahkah anda mendengar tentang belajar speaking menggunakan media tik tok?

B : Ya pernah selain itu, tujuan utama saya menggunakan tik tok sendiri adalah supaya saya banyak mendengar dari para native speaker yang ada di tiktok.

A : Yang ketiga, bagaimana anda belajar berbicara dari video tiktok?

B : pertama saya akan mendengar suara dari native speaker nya terlebih dahulu, kemudian mencari pronunciation yang benar. Lalu yang terakhir saya akan mencoba menstich video itu supaya bisa berbicara dan berkomunikasi dengan si a native speaker nya atau si pembuat video atau audio tiktoknya.

A : kemudian bagaimana pendapat Anda tentang tik tok yang dimanfaatkan sebagai media pembelajaran oleh beberapa guru di Indonesia?

B : Menurut saya itu adalah sesuatu media pembelajaran yang sangat inovatif karena selain tiktok merupakan aplikasi yang baru di era digital sekarang tiktok juga banyak digunakan oleh anak muda.

A : Berarti media tik tok tuh bermanfaat untuk guru gitu.

B : Iya benar.

A : Oke yang kelima bagaimana pendapat mawar sendiri tentang apakah tiktok ini layak untuk dijadikan media pembelajaran untuk speaking kira kira.

B : Kalau menurut saya untuk dijadikan media pembelajaran yang Kalau misalnya untuk sebagai media yang utamanya itu kurang efektif karena selain medianya itu harus diakses menggunakan HP, videonya juga Sangat singkat kalau untuk pembelajaran jadi kurang efektif untuk sebagai media pembelajaran yang utama tapi boleh lah untuk secondary nya.

A : Menurut mawar sendiri nih kira kira setelah belajar tik tok tuh ada dapat manfaat enggak belajar speaking lewat tik tok.

B : Iya ada sangat membantu ya. Kalau misalnya untuk skill standing dan speakingnya sendiri.

A : Berarti lebih ke arah speaking sama listening gitu.

B : Benar.

A : Apa media tiktok ini bantu tingkatkan kemampuan speaking di kelas maupun di rumah..

B : ya menurut saya ini juga membantu atau mengimprove skill speaking saya, karena selain kita butuh teman untuk berbicara, kita juga harus banyak praktis. Jadi fitur dari tiktok ini sangat membantu menurut Saya

A : habis itu kira kira mawar sendiri ada lebih termotivasi gak habis belajar speaking dipakai tiktok ini.

B : Iya termotivasi jadi lebih lebih menarik, lebih menantang juga karena video di tik tok itu kan selalu ada yang baru gitu. Orang orangnya juga baru konten kreatornya.

A : Kan tadi mawar bilang speaking tuh bisa loh belajar lewat tik tok kira kira cara mawar belajar dari tik tok apa belajar speaking out tiktok tuh gimana selain lihat lihat aja.

B : mungkin kita bisa praktis sama native speaker nya kayak yang tadi ngestlich video tapi kan video yang udah kita bikin itu enggak enggak wajib buat di share kan bisa jadi untuk

draft aja Atau juga nyanyi juga bisa karena dengan nyanyi kita belajar pronunciation terus banyak vocab baru juga gitu.

A :Kira kira menurut mawar apa media tik tok ini memfasilitasi pembelajaran speaking enggak?

B :Menurut saya iya memfasilitasi karena ya kayak yang udah kita bahas tadi.Karena makin banyak kita practice makin banyak Keuntungan yang bakal kita dapat jadi memfasilitasi.

A :Kendalanya apa nih? Kira kira menurut mawar habis mawar pakai tiktok ini sebagai media pembelajaran khususnya untuk speaking.

B : Kendalanya ya itu ada di diri sendiri sebenarnya di lalai nya. Jadi kalau misalnya kita kebanyakan dengerin tanpa kita practice itu juga jadinya mengurangi benefit dari media tik tok nya sendiri. Jadi makin makin lama kita pakai tanpa ada batasan waktu jadi makin lalai itu menurut saya juga kendala.

A :maksudnya lagi mau belajar ini tiba tiba terlihat video lain.

B : Iya

A : Habis itu apa? Mawar sendiri pernah dapat kesulitan waktu ngomong speaking ataupun belajar speaking dari tik tok itu.misalnya kayak mungkin durasinya pendek atau misalnya konten yang kurang apa berkualitas kalau di youtube kan jelas gitu kan dari a sampai z. Tapi kan kalau di tik tok ini kan kayak enggak di singkat singkat lah gitu apa ada kesulitan atau lebih suka.

B : kalau misalnya saya sendiri lebih suka dari youtube sih, kalau misalnya untuk speaking lebih suka tiktok sedangkan untuk listening lebih suka youtube karena durasinya lebih panjang

A : menurut mawar kalau kita pakai sosial media sebagai alat media pembelajaran daring di mata kuliah bahasa inggris bagus atau tidak

B : bagus karena seharusnya mahasiswa sekarang harus lebih kreatif, inovatif jadi semakin banyak menggunakan media pembelajaran yang kita gunakan maka semakin banyak pula manfaat dari pe,belajarn daring itu

A : menurut mawar apakah saat belajar tiktok merasa antusias

B : Iya antusias karena konten creator banyak dan bukan dari indonesia aja, banyak dari luar jadi semakin banyak konten creator yang kita dengar maka juga banyak aksen yang bisa kita pelajari dan budaya mereka juga beda beda

A : menurut mawar ada ga keuntungan yang mawar dapat ketika belajar bahasa inggris atau sebagai media pembelajaran tidak mesti tiktok aja

B : menurut saya banyak yang saya dapati dari media sosial, contohnya misalnya kita jumpai di twitter kita itu fokus pada satu topik melainkan banyak topik, dan disitu tidak fokus pada satu misalnya pada share video kayak instagram tapi lebih ke pintar cara penulisannya, kalau media tiktok membantu meningkatkan skill listening kita, tapi kalo instagram kita banyak membaca karena dengan caption kita bisa belajar, menurut saya tiap media sosial memiliki benefit yang berbeda beda dan sesuai dengan manfaatnya sendiri, jadi media sosial ini akan selalu berdampak positif selama si pengguna menggunakan media sosial dengan baik

Participant 7

assalamualaikum warahmatullahi wabarakatuh.

Hari ini saya akan mewawancarai atul tentang berapa pertanyaan media sosial tik tok sebagai media pembelajaran bahasa Inggris, terutama speaking. Pertanyaan pertama adalah speaking dan seperti apa yang biasanya anda jumpai di tiktok niatnya.

A : Konten apa yang biasanya dijumpai di tiktok gitu

B :biasanya tentang daily life atau mini club daily life

A :Yang kedua, pernahkah anda mendengar tentang belajar speaking menggunakan media tiktok

B :Pernah jumpa salah satu.konten creator, misalnya dia tuh ngasih notes terus nanti merah misalnya ngomong terus yang biru kita ngomong kayak git, kayak untuk perbaiki pronouncation juga sih di situ

A :gimana caranya atul belajar speaking lewat video tiktok.

B : Kalau dari video tiktok belajar speaking tuh ngambil kayak tips and trick nya. Misalnya dia kayak bilang kalau misalnya mau speaking itu kan harus ada yang disiapin topiknya gitu terus ya pronouncationnya semuanya terus kayak how i get attention dari orang orang pas kita lagi speaking gitu.

A :Terus gimana nih pendapat atul tentang tiktok sekarang tuh udah dimanfaatin sebagai media pembelajaran oleh beberapa guru di Indonesia khususnya di Aceh.

B :Menurut saya tuh bagus ya karena di era milenial kayak gini kan anak anak sering buka tiktok gitu loh dan itu tuh kayak jadi inovasi baru dalam pembelajaran, karena kalau misalnya di buku cuma materi, praktis jadinya lebih monoton, jadi karena ada aplikasi tiktok ini lebih membantu pembelajaran aja lebih baik.

A :Terus pendapat atul tentang tiktok apakah layak enggak kira kira dijadiin media pembelajaran untuk speaking

B :kalau menurut saya tuh layak karena kan ada beberapa orang itu yang misalnya dia mau ngomong di depan umum masih takut jadi kayak untuk coba coba aja nih ngomong kayak di depan kamera ngomong sendiri gitu jadi biar lebih confident.

A :Kira kira apa yang atul dapat habis belajar speaking lewat tik tok.

B : manfaatnya mungkin kayak lebih percaya diri lagi dan ga takut salah, karena kalau misalnya ngomong sama orang kan takut salah , tapi kalo sendiri lebih santai aja.

A : Terus menurut atul sendiri nih. Apakah media tiktok ini bisa enggak dia meningkatkan kemampuan speaking di kelas ataupun di rumah?

B :Bisa.misalnya dari mini vlog terus kita bisa belajar pronouncationnya dan karena kitaa sudah biasa mendengar orang berbicara bahasa inggris jadinya kita terbiasa dan terikut.

A : kira kira nih atul sendiri ada lebih termotivasi enggak dalam meningkatkan kemampuan speaking nya habis pakai tiktok ini.

B :Of course yes, karena atul ngerasa kayak waktu denger orang ngomong jadi lebih termotivasi agar bisakayak mereka.

A :Oke abis tuh apa aja nih kira kira yang atul pelajari habis main tik tok dalam meningkatkan speaking

B :mungkin bisa kayak bikin mini vlog dan juga bisa bikin video pronouncation, ningkatin speed listening bisa juga kayak denger dari orang tua kita tiruin kayak gitu.

A :Habis itu kira kira nih. Menurut atul sendiri si aplikasi ini ada memfasilitasi pembelajaran kayak gitu kayak terutama speaking.

B :Ada fitur nya, Contohnya kayak videonya tuh kayak singkat jadi kayak mudah gitu aja belajarnya terus atur sendiri nih.

A :Kendala apa nih yang atul temuin kira-kira habis belajar di aplikasi tiktok

B : kesulitan dalam penggunaannya enggak ada, lebih ke internet karena harus di tempat yang ada jaringan lah gitu, kalo gada jaringan tentunya gabisa buka tiktok ini.

A :habis atul belajar speaking di tik tok tuh ada kesulitan lain nggak selain jaringan

B : Enggak ada

A kira kira nih. Menurut atul sendiri, penggunaan sosial media sebagai alat atau media pembelajaran untuk bahasa Inggris tuh cocok atau enggak?

B: sangat membantu

A :kira kira nih menurut atul sendiri habis atul belajar di tik tok tu ada merasa lebih antusias nggak kira kira ada karena lihat orang.

B : sangat antusias, karena setelah kita lihat cara orang public speaking kita lebih termotivasi untuk belajar bahasa Inggris dan pengen bisa public speaking kayak konten creator yang kita liat di aplikasi tiktok ini.

A : menurut atul apakah ada keuntungan setelah belajar dari media sosial ini

B : ada, yang pertama kita dapat feedback dari orang-orang misalnya kita ada ilmu lalu kita share ke orang lain dan orang kalau ada ilmu lain juga akan share ilmu tersebut jadi jadinya pengetahuan kita lebih luas

Participant 8

Assalamualaikum warahmatullahi wabarakatuh.

Waalaikumsalam warahmatullahi Wabarakatuh

Saya akan menanyakan beberapa pertanyaan tentang media sosial sebagai media pembelajaran kepada anda

A : pertama, konten apa ini yang pernah atau sering anda lihat di tiktok?

B : Banyak sih, tapi kayak quote, ceramah, jedag jedug

A : kedua, pernah ga anda belajar public speaking dengan menggunakan media Tiktok

B : sudah pasti pernah, karena kalau pakai Tiktok bisa buat video, sehingga bisa juga melatih public speaking walaupun di depan kamera.

A : apa yang pernah anda pelajari atau apa yang telah anda pelajari dari video tiktok, terutama untuk speaking

B : Biasanya ada salah satu video yang membuat anda ingin public speaking. Misalnya ada salah satu fitur tik tok yang bisa nge-stich video. Nah itu bisa jadi salah satu cara untuk anda belajar public speaking

A : apakah aplikasi tiktok ini bisa digunakan sebagai media pembelajaran oleh sebagian guru di Indonesia? Saya sudah layak, bukan begitu?

B : Menurut anda sangat memungkinkan karena jangkauan aplikasi tik tok sendiri sangat luas. Kalau kami yang ada di Aceh bisa dilihat oleh orang-orang di Kalimantan, bahkan mungkin orang dari luar negeri pun bisa melihat video kita kalau video kita bermanfaat ataupun fyp

A : Lalu menurut anda sendiri, apakah tiktok ini sudah memenuhi syarat sebagai media pembelajaran speaking di sekolah

B : dia ada plus dan minusnya, untuk plusnya yaitu dapat melatih public speaking kita, juga meningkatkan rasa percaya diri kita, berani tampil di depan kamera secara tidak langsung saat bertemu dengan orang banyak itu juga akan melatih kita, kalau minusnya karena video yang muncul ini bukan hanya tentang pelajaran aja, Jadi ada konten yang sebenarnya tidak layak dipertontonkan oleh anak-anak sekolah.

A : Selanjutnya menurut anda manfaat apa aja yang udah didapati setelah belajar speaking dari tiktok

B : jadi sebenarnya anda ada follow akun di tiktok tentang pembelajaran belajar bahasa Inggris. Dari situ sebenarnya banyak banget yang bagus yang bisa kita dapati misalnya speaking, listening, vocab, cara menulis dengan baik . Nah, itu sangat bermanfaat bagi saya sendiri karena kemarin saya sedang mengerjakan skripsi dan bisa tulis referensinya dari situ.

A : Kemudian menurut anda tik tok ini mampu atau tidak untuk meningkatkan kemampuan speaking di kelas atau di rumah.

B : Kalau di rumah, mungkin aplikasi ini bisa membantu. Namun untuk kelas aplikasi ini menurut kami kurang baik untuk digunakan karena kurang efektif untuk digunakan karena anda takut anak-anaknya akan melihat yang lain atau lalai.

A :Setelah belajar melalui tiktok, apa kita merasa lebih termotivasi untuk meningkatkan kemampuan berbicara Mungkin karena saya melihat orang kadang-kadang atau yang lainnya

B : Ada? Karena jika misalnya kita melihat orang pintar, tentunya kita ingin menjadi pintar juga, ketika kita melihat orang pintar public speaking secara otomatis kita juga ingin bisa public speaking

A :selanjutnya, apa yang kita pelajari di media tik tok dan bagaimana kita belajar menggunakan media tiktok

B : misalnya praktiknya atau dengan kita stich video lalu kita bikin video lain dengan yang kita pahami lalu kita share video tersebut sehingga bisa melatih kemampuan belajar kita

A :Setelah itu, menurut kita sendiri, apakah aplikasi tik tok ini memudahkan pembelajaran public speaking

B : Sejauh ini fitur fiturnya juga memudahkan kita dalam pembelajaran public speaking selain itu tiktok juga memfasilitasi kita belajar dengan menggunakan fitur live. kalau misalnya kita sudah punya banyak follower jadi kita bisa ngobrol-ngobrol juga.

A : apakah Ada kendala yang kita temukan ketika kita belajar speaking di tiktok misalnya seperti hambatan atau kesulitan.

B : kendalanya terkadang kita tidak tahu apakah yang kita ucapkan udah benar atau masih ada salah Jadi harus ada orang lain yang melihatnya dan melakukan koreksi atau saran.

A : Pernahkah kita mengalami kesulitan belajar berbicara melalui tiktok?

B : Pasti ada. Kalau jaringan itu tidak terlalu menjadi masalah, yang menjadi masalah yaitu ketika kita mau belajar tapi kita tidak tahu arti sebenarnya dari video tersebut, dan jadilah miss communication dari video tersebut.

A : Apakah penggunaan media sosial sebagai media pembelajaran online efektif atau tidak?

B : Menurut kita sangat membantu, karena untuk anak sekarang dituntut untuk lebih kreatif dan inovatif, jadi dari media sosial seperti youtube atau tiktok anak-anak akan belajar untuk mengembangkan kreatifitasnya melalui media sosial tersebut.

A : apakah kita ada antusias saat belajar bahasa inggris melalui media sosial

B : untuk kita sendiri karena kita suka belajar melalui video jadi media sosial ini sangat cocok untuk kita jadinya lebih semangat untuk belajar

A : apakah ada manfaat yang didapat dari media sosial dalam pembelajaran bahasa inggris

B : sangat banyak, seperti yang kita jelaskan dibelakang misalny aseperti visual ada warna atau suara jadi anak-anak akan sangat terbantu belajar melalui media sosial ini

Participant 9

Assalamualaikum warahmatullah barakatuh. Saya akan menanyakan beberapa pertanyaan tentang media sosial tiktok pada sefta

A : yang pertama konten apa nih kira kira yang sefta biasanya jumpa di tiktok.

B : Banyak sih biasanya kayak konten konten floop daily Atau konten konten kelas Inggris kayak ditanya gitu lah satu satu.tentang edukasi juga ada

A :terus pernah nggak sefta belajar speaking lewat tiktok.

B :Pernah ada akun yang namanya itu Kampung Inggris , Di situ kontennya asik asik sih soalnya main kayak main sambung sambung kata

A : habis itu pernah nggak sefta belajar ngomong dari tik tok.

B : pernah, misalnya di tiktok Kadang kadang itu ada kayak potongan potongan film yang seru gitu juga mereka sering buat konten yang kayak di ruang baca gitu jadi kayak kita sering Belajar lah dari situ.

A : menurut septa sendiri nih apa pendapat serta tentang tik tok yang sekarang udah dimanfaatkan untuk media pembelajaran oleh beberapa guru di Indonesia? Apa efektif yaitu guru tuh pakai aplikasi untuk belajar?

B :kalau kita bilang efektif engga terlalu efektif juga, cuman kalau beberapa orang yang memang tekun mungkin itu bisa digunain. Tapi kalau misalnya dia hanya untuk sekedar pembelajaran yang asik asik aja itu enggak terlalu efektif sih.

A :Gimana nih menurut septa sendiri, apakah si aplikasi tiktok nih udah layak enggak kira kira di jadiin media pembelajaran untuk speaking.

B : Layak sih soalnya kan banyak konten konten yang bagus juga tergantung kalau misalnya kita ikutin tuh kayak kampung Inggris kayak ada juga tutor tutor dari kampung Inggris itu bisa dijadiin bahkan untuk pembelajaran seperti itu karena keren juga.

A :menurut sefta sendiri apakah Setelah belajar speaking lewat tiktok itu ada manfaat enggak kira kira?

B :Ada pasti ada gitu kan? Misalnya kita bilang vocabulary kita itu bertambah, apa yang kita nggak tahu tuh kata kata seperti kata kata slank atau kata yang gaul tuh banyak yang kita dapatkan itu di tik tok sih sebenarnya.

A : kira kira nih menurut sefta sendiri si aplikasi tiktok ini udah bantu meningkatkan kemampuan speaking nggak di kelas ataupun di rumah.

B :Sangat sangat membantu sih menurut septa.misalnya kayak yang tadi sefta bilang kita banyak dapat kata-kaya yang engga kita tau mislanya kayak kata slank kebanyakan kita jumpai dari youtube atau tiktok selain itu mudah kita jumpai karena durasinya ga terlalu panjang jadi ga bosan kita lihat

A :Kira kira habis main tiktok itu ada lebih termotivasi untuk tingkatin speaking. mungkin karena lihat orang kadang atau apa gitu.

B :Ada karena orang banyaak yang bikin daily gitu kan keren itu jadinya

A :Kira kira nih habis septa belajar pakai aplikasi tik tok tuh apa aja yang udah septa pelajari kayak gitu apa saja yang kira kira udah ningkatin skill.

B :Vocabulary bertambah abis itu listening juga lebih terasah karena kan kita lihat video kadang kadang dia enggak pakai subtitle gitu, jadi kita mengulang kayak gitu jadi listening Makanya makin bertambah juga. Kadang kadang kan orang tuh kayak kasih nampak yang berita itu ada pronouncation sehingga bisa ningkatin practice.

A :Terus menurut septa sendiri apakah media tiktok ini udah memfasilitasi pembelajaran speaking fitur fitur dia mungkin atau apa?

B : beberapa sudah

A : terus apa aja nih kendala yang sefta temuin waktu sefta pakai aplikasi tiktok.

B : Karena dia itu aplikasi yang singkat, jadi kadang video videonya tuh banyak yang terpotong, jadi kita gak tau kelanjutannya gimana atau nanti dia tuh Ngomongnya terlalu cepat, jadi kan kadang kadang ada yang tidak bisa di kasih hidupkan subtitle nya kayak gitu.

A :Menurut septa kendala yang serta temuin habis belajar di tiktok kesulitan atau kendala Gitu.

B :kendalanya seperti tadi misalnya dia enggak lama terus banyak kata kata yang terputus atau nanti kurang jelas habis nanti subtitle nya itu enggak bisa kita hidupin, ada yang bisa nanti kita hidupin ada yang tidak.

A : terus kalau misalnya untuk kayak aplikasinya tuh kaya jaringannya mungkin.

B : ada, tapi kalau ada yang engga pas jaringan biasa langsung di skip

A : Habis itu menurut septa sendiri nih, apakah media sosial secara keseluruhan bisa meningkatkan kita bisa terus belajar gitu karena kan sosial media ini enggak hanya tiktok kan menurut sapta sendiri tiktok youtube gitu apakah dia udah cocok kayak gitu dijadiin media pembelajaran bahasa Inggris terutama.

B : cocok aja sih karena kan kita sekarang hidup di dunia yang selalu menggunakan namanya. Sosial media itu sangat sangat membantu daripada sekarang. Tuh enggak usah kita bilang baca buku itu udah minim sekalian. Jadi orang kadang kadang download lewat Google atau safari atau apa gitu, jadi sangat sangat membantu sih.

A : apakah sepa ada antusias saat belajar melalui media sosial

B : ada, malahan lebih antusias dengan media sosial karena lebih menarik misalnya ada gambar atau suara

A : menurut sepa apakah ada keuntungan yang sepa dapat setelah belajar bahasa Inggris dari media sosial tersebut

B : Ada banyak, misalnya kita lebih percaya diri, vocabulary bertambah, public speaking lebih bagus, ntah itu pronouncation atau apa cara kita spelling, atau dengan adek-adek kita bisa ajarin mereka

Participant 10

Assalamualaikum warahmatuulahi wabarakatuh hari ini saya akan mewawancarai dara nisrina tentang media pembelajaran melalui aplikasi tik tok oke.

A : Pertanyaan pertama adalah konten seperti apa nih kira kira yang dara sering jumpai di tik tok?

B : Kalau konten biasanya itu ada konten vlog seperti day in my life terus konten video masak atau quote

A : Oke yang kedua pernah enggak dara mendengar tentang pembelajaran speaking menggunakan media tik tok.

B : Pernah beberapa kali lewat di FP itu kayak ada konten konten edukasi tentang bahasa Inggris gitu.

A : Gimana nih cara dara belajar ngomong lewat video tiktok belajar speaking nya.

B : Biasanya di tik tok tuh ada lewat kayak cara pronoun ini ini. Jadi itu lumayan cukup membantu lah.

A : Gimana pendapat dara tentang aplikasi tik tok yang sekarang ini udah dimanfaatkan oleh beberapa guru di Indonesia sebagai media pembelajaran? Apakah kayak efektif atau enggak gitu?

B : Lumayan sih maksudnya sambil cari hiburan di tik tok tuh kadang suka lewat video random tuh bisa lewat edukasi edukasi gitu. Lumayan membantu sih buat belajar.

A : Gimana menurut dara nih si aplikasi tik tok ini ya? Khususnya apakah dia layak dijadikan media pembelajaran untuk speaking?

B : Cukup layak. Kalau misalnya makin banyak yang buat kayak gitu kreatornya kita cukup membantu sih.

A : Menurut dara sendiri nih apa ada manfaat? Habis belajar speaking lewat video tik tok gitu.

B : Bermanfaat bermanfaat.

A : Sih kenapa nih alasannya?

B : Karena secara nggak langsung kita jadi belajar, padahal nggak niat belajar gitu.

A : Berarti sering juga ya lewat video tentang apa pembelajaran bahasa.

Inggris

B : lumayan sering.

A : Kira kira nih menurut dara sendiri apa aplikasi tik tok ini udah membantu meningkatkan kemampuan speaking apa di kelas mungkin ataupun di rumah.

B : Sedikit banyak ada sih, entah itu mungkin dari lagu sekedar lagu jadi ngebantu bahasa Inggris apa pronounnya?

A : Berarti apa pas belajar bahasa Inggris lewat aplikasi tik tok tuh ada lebih termotivasi enggak mungkin gara gara lihat pronoun orang kadang ataupun cara speaking orang.

B :sangat sangat termotivasi karena kan lihat orang, oh jadi ternyata ini cara pengucapannya. Jadi pengen improve

A :pertanyaan selanjutnya nih? Kira kira nih dara lewat media tiktok tadi kayak mana cara dara sendiri belajar menggunakan media tik tok nih cara belajarnya.

B :kalo saya sendiri ya kalau ada kreator yang lewat terus cocok cara penyampaianya itu biasa di follow. Jadi jadi lebih sering muncul kontennya.

A: kira kira menurut dara sendiri aplikasi tik tok ini udah memfasilitasi pembelajaran speaking.

Enggak?

B : Cukup memfasilitasi sih secara video.

A : kendalanya ada enggak kira kira waktu dara mungkin sering belajar video tik tok mungkin apa itu kendala atau kesulitannya.

B : Kesulitannya karena mungkin karena di tik tok itu kan durasinya pendek. Jadi cuma segitu aja. Harus lebih sering stuck gitu kalau mau belajar serius.

A :Kalau kesulitan waktu belajar ngomong dari tik tok tuh ada enggak kira kira mungkin apa kayak fiturnya yang enggak membantu atau apa.

B : mungkin fiturnya tuh ya, cuma kita dari dia nya aja maksudnya kan kita nggak bisa komunikasi langsung.

A : Menurut dara nih apa aplikasi keseluruhan ya? Enggak tiktok aja ada youtube Instagram kira kira aplikasi aplikasi itu udah cocok enggak untuk jadiin alat atau media pembelajaran online untuk mata kuliah bahasa Inggris.

B : Cocok sih, apalagi kalau misalnya kita emang niat dan mau itu bisa sih jadi media pembelajaran.

A: Dara sendiri ada merasa antusias enggak kalau misalnya menggunakan sosial media untuk pembelajaran.

B : Merasa antusias karena lebih enak diakses lebih gampang, jadi lebih terbantu lah

A :. Menurut dara sendiri ada keuntungan enggak yang dara dapat habis belajar pembelajaran bahasa Inggris, khususnya melalui media sosial kini.

B :Ada Keuntungannya kayak yang dibilang tadi bisa belajar dimana aja gitu terus juga mudah dan nggak perlu biaya yang lebih.



APPENDIX F**Documentation**

AUTOBIOGRAPHY

1. Name : Nabila Alifia
2. Place/Date of Birth : Banda Aceh, 30th June 2000
3. Nationality/Ethnic : Indonesia
4. Religion : Islam
5. Sex : Female
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8. Address : Jln. Tgk. Rahman MNS Meucap Banda Aceh
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10. Parents' name
 - a. Father : Mazibullah, S.Ag.
 - b. Mother : Erni, S.E.
11. Address : Jln. Tgk. Rahman MNS Meucap Banda Aceh
12. Educational Background:
 - a. MIN 7 Banda Aceh : Graduated in 2012
 - b. MTsN 3 Banda Aceh : Graduated in 2015
 - c. MAN 1 Banda Aceh : Graduated in 2018
 - d. English Department of UIN Ar-Raniry : Graduated in 2023