

**THE UTILIZATION OF TIKTOK FOR ORAL
ENGLISH COMPETENCE OF EFL STUDENTS**

THESIS

Submitted to Fulfill Part of the Requirements for Obtaining a
Bachelor of Education Degree in English Education



Composed by:

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ABSTRACT

Title : **The Utilization of Tiktok for Oral English
Competence of EFL Students**

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TikTok is presently one of the learning materials available to help in the development of English language skills, particularly speaking abilities. This study examined a comprehensive exploration of students' perception of TikTok's potential to enhance English-speaking language skills. Employing a quantitative descriptive research approach and a precisely crafted questionnaire, according to the result of this study, 102 EFL students from SMP Negeri 16 Semarang positively assessed TikTok's usefulness in increasing English language skills. The data, subjected to analysis using predefined criteria, not only affirms TikTok's promise as an additional resource for English language skills but also underscores its specific potency in improving spoken proficiency, especially among junior high school students. This research not only highlights TikTok's potential but also underscores the importance of educators understanding and supporting students in adapting and engaging approaches to language learning, especially within the junior high school context. By analyzing the benefits and limitations of incorporating TikTok into education, we can better comprehend the implications of enabling educators to face the changing requirements of language learners in the digital age.

Keywords: *EFL Students' Perception, Oral English Education, Tiktok*

MOTTO

“Allah doesn't require any soul to perform more than it can afford. All good will be for its revenue and all evil will be for its loss”.

(Q.S. Al-Baqarah: 286)

“So, surely, with difficulty comes ease”.

(Q.S. Al-Insyirah: 5)

“When you are joyful when you say yes to life and have project positivity all around you, you become a sun in the center of every constellation and people want to be near you”

(Shannon L. Alder)

DEDICATION

All thanks and praise go to Allah Subhanahu Wa Ta'ala and his Prophet Rasulullah Muhammad, peace and blessings be upon him, for making it possible for the researcher to complete this thesis.

This thesis is dedicated to my dear parents, my little sister, all English lecturers, family, friends, and the tenderhearted people who always support me and loving folks who are always there to support, motivate, and love me, and also infinite affection to the researcher.

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The researcher eventually finished his undergraduate thesis, which was named “The Utilization of TikTok for Oral English Competence of EFL Students”

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The Researcher

A handwritten signature in blue ink, consisting of a large loop at the top and a vertical line extending downwards.

Ahmad Farchan Mudhofar

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CHAPTER I

INTRODUCTION

A. Background of Study

The motivation for EFL students to study English in Indonesia is often driven by their desire to enhance their English-speaking skills. In countries like Indonesia, English education primarily focuses on grammar-based learning to prepare students for examinations (Hymes et al., 1972). However, this approach may not effectively develop their communicative abilities. According to Hymes' Communication Competence theory (Liu et al., 2016), English language learners must be immersed in English-speaking environments to improve their speaking skills, as language learning goes beyond grammar and encompasses cultural and contextual understanding (Mok et al., 2021). Therefore, studying English in Indonesia provides EFL students with the opportunity to interact with native speakers, engage in real-life conversations, and develop fluency and confidence in English speaking (Sobaih et al., 2020).

Unfortunately, the outbreak of the Covid 19 pandemic has presented unprecedented challenges for EFL students in their pursuit of improving English-speaking competence

through face-to-face interactions in host countries. The pandemic has forced the closure of higher education institutions, leading to a shift to online education and remote teaching. This sudden transition has negatively impacted international students' academic lives, study-abroad motivations, and opportunities to use English for speaking (Poramathikul et al., 2020). The closure of campuses and the reliance on online courses have reduced the chances for EFL international students to engage in meaningful English speaking, delaying their progress in language acquisition (Yaari et al., 2013).

However, among these challenges, advancements in technology have opened up new possibilities for EFL students to enhance their English-speaking competence. The development of Web 2.0 and computer technology offers potential solutions to bridge the gap caused by the pandemic. Social media platforms, especially those integrating short videos (Escamilla-Fajardo et al., 2021), have emerged as valuable resources for language learning and provide opportunities for EFL learners to engage in interactive and authentic English-speaking settings.

In particular, TikTok, a popular social media platform, has gained significant traction among youngsters, especially

during the covid 19 pandemic (Fadda & Determining, 2020). TikTok, the international version of China's Douyin, has witnessed over 2 billion downloads as of April 2020. TikTok, which is a short video platform, allows users to create and share 15 to 60-second videos showcasing their skills, knowledge, and experiences. The unique features and ease of creating short videos on TikTok have captivated Generation Z users, making it an attractive platform for exploring its potential in English language speaking acquisition (Kaye et al., 2020).

The utilization of TikTok, as well as other social media platforms integrating short videos, can create an immersive and engaging environment for EFL students to practice their English speaking skills (Poramathikul et al., 2020). English teachers and native speakers can share educational content, language tips, and engaging short videos on popular topics and develop natural English-speaking settings. The interactive nature of TikTok allows learners to observe, imitate, and engage with the content, facilitating language learning dynamically and enjoyably.

During the covid 19 pandemic, with the closure of campuses and the shift to online courses, social media platforms integrated with short videos have assumed an even

more critical role in English-speaking competence education among youngsters (Escamilla-Fajardo et al., 2021). As Generation Z is particularly drawn to social media platforms, they have more time for self-regulated learning and can benefit from the educational content shared through these platforms. The popularity and accessibility of TikTok make it a viable option for EFL students to improve their English-speaking competence, not only during the pandemic but also in the post-pandemic era in the current digital age.

To explore the potentials and challenges of using TikTok and similar social media platforms for enhancing English language speaking competence among EFL students, it is essential to review previous studies that have focused on these platforms. By examining the existing research, we can gain insights into the effectiveness of social media integrated with short videos in language acquisition, identify best practices, and address potential concerns or limitations. This article aims to contribute to the ongoing discourse on leveraging technology and social media platforms for English language education, specifically focusing on the utilization of TikTok for EFL students. By understanding the benefits and drawbacks, educators and policymakers can make informed decisions and design effective strategies to enhance English-

speaking competence in the context of the covid 19 pandemic and beyond (Kaye et al., 2020).

B. Research Question

This research aims to provide a complex reality regarding junior high school students' perspectives on the use of Tiktok as a speaking learning system. Specifically, this study sought to answer the question: What are the perceptions of EFL students regarding the utilization of TikTok for enhancing oral English competence?

C. Objective of Study

In line with the research question, the objective of this study is: to explore the perceptions of EFL students regarding the utilization of TikTok for enhancing oral English competence.

D. Significant of Study

1. Practical Benefit

Understanding the perceptions of EFL students towards the utilization of TikTok for enhancing oral English competence can provide valuable insights for language educators and curriculum developers. This

knowledge can guide them in designing effective language learning activities using TikTok that align with the preferences and needs of the students.

2. Pedagogical Benefit

By exploring students' perceptions, this research can contribute to the pedagogical understanding of the role of TikTok in language learning. It can shed light on how TikTok can be integrated into language instruction to motivate and engage EFL students in developing their oral English skills.

a. Enhanced Instructional Practices:

The findings of this study can help educators refine their instructional practices by incorporating student perspectives. By considering the perceptions of EFL students, educators can tailor their teaching strategies and create a more learner-centered environment that utilizes TikTok effectively for enhancing oral English competence.

b. Student Engagement and Satisfaction:

Understanding the perceptions of EFL students towards TikTok can contribute to their overall satisfaction and engagement in language

learning. By incorporating an enjoyable and familiar platform like TikTok, students may feel more motivated to participate actively in language learning activities, leading to improved oral English competence.

E. Limitation of Study

In this study, the main focus was on understanding what 9th-grade students at SMP Negeri 16 Semarang thought about using TikTok to improve their English-speaking abilities. It's important to note that this research specifically looked at the educational content related to speaking English that was available on TikTok and how students perceived its usefulness for their language learning.

CHAPTER II

LITERATURE REVIEW

A. Review of Related Literature

1. Popularity of TikTok Among Generation Z

The utilization of social media integrated with short videos serves an educational purpose by assisting EFL learners in enhancing their English-speaking competence, particularly college students during the covid 19 pandemic (Arfiandhani, 2020). Among the wide array of social media platforms, TikTok has emerged as one of the most popular choices. Wu (Wu, 2020) suggests that TikTok predominantly attracts users aged 30 and below, belonging to Generation Z, who spend an average of 52 minutes on the platform daily. Several studies conducted during the pandemic have reported a significant increase in TikTok usage among college students, primarily among young users aged 30 and below (Dai & Chen, 2019). Given the substantial amount of time these young individuals invest in

TikTok, it should be considered for its educational potential (Syah et al., 2020).

Explorations into the application of TikTok in education have found success in science education within Indonesian and Indian schools (Syah et al., 2020). Previous research has shown that TikTok provides a platform for knowledge sharing and innovative teaching methods, enhancing the learning motivations and interests of young learners (Xu et al., 2019). Moreover, TikTok facilitates numerous interactive activities for both learners and teachers through short videos. Science teachers utilize colorful pictures and digital technology to establish connections between complex scientific theories and everyday life experiences, making the learning material more engaging and dynamic (Syah et al., 2020).

In the context of English language-speaking education, TikTok can offer short videos of English language learning materials shared by English teachers, educators, and even native speakers, providing youngsters with an innovative mode of learning (Syah et al., 2020). Additionally, students can

create their short videos in TikTok, presenting their digital oral English presentations. Through comments from teachers and other TikTok users, these students can improve their English speaking competence (Arif, 2019). Thus, EFL learners who use TikTok can acquire English language speaking competence through these English-focused short videos, overcoming the limitations of space and time (Dai & Chen, 2019). Another advantage of utilizing the TikTok mobile application in English education is the brevity of each video, limited to fifteen seconds, which caters to short attention spans and effectively enhances the focus on learning English language speaking knowledge (Syah et al., 2020).

The popularity of TikTok among young individuals makes it a worthwhile learning tool for students. Considering the specific circumstances of Indonesian students, where English education in Indonesia follows a bilingual teaching mode, it becomes crucial for these EFL learners to engage in Indonesia-based social media platforms to acquire English language-speaking competence. Given the extensive use of TikTok among youngsters during the

pandemic, EFL learners can enhance their English language speaking competence by consuming English-focused short videos on TikTok and creating and sharing their videos, thereby practicing their oral English skills and receiving feedback from teachers, peers, and other TikTokers.

2. Teaching English Language Speaking Competence Using TikTok

With the advancement of Web 2.0 and computer technology, social media applications have gained widespread use in the field of education (Akkara et al., 2020). Particularly, social media applications integrated with short videos offer an interesting mode of learning English language speaking competence for EFL learners in the current digital landscape, driven by the impact of the covid-19 pandemic on English language education (Wilson, 2020). Previous studies have highlighted the benefits of utilizing social media applications such as Instagram, WhatsApp, Twitter, WeChat, and Weibo for English language speaking education (Fadda & Determining, 2020).

While several studies have explored the potential use of TikTok for English education in Asian countries, focusing mainly on primary and secondary school students in classroom settings with the guidance of English teachers, there is potential for the application of TikTok in the acquisition of English language speaking competence by EFL students (Haerazi et al., 2020). These previous studies primarily concentrate on the use of TikTok for improving English language skills in writing and reading. They suggest that students watch short videos shared by English teachers on TikTok, featuring interesting English learning materials related to popular topics among youngsters, to enhance their vocabulary, grammar, and reading and writing skills in English.

However, the researchers of this article strongly believe that TikTok has beneficial potential for EFL students in acquiring English language speaking competence, particularly in its function as a platform for short video sharing. Therefore, TikTok offers accessible English language-speaking learning materials in the form of short videos, allowing EFL learners to improve their speaking and listening competencies by watching these videos created by English teachers or native English

speakers. Furthermore, these recorded videos of English learning materials can also stimulate students' awareness of speaking English by providing them with opportunities to imitate native English speakers (Kim & Jung, 2017).

As these short videos are recorded by native English speakers from Western countries, EFL learners can also gain cultural knowledge about Western countries by watching these videos on TikTok. Thus, the use of TikTok in English language education holds significant value in the modern digital era, driven by the development of Web 2.0 (Yunus, 2019). TikTok is considered a group of Internet-based applications built on the foundations of Web 2.0, enabling the creation and exchange of user-generated content. With its abundance of short videos, TikTok represents one of the most significant and effective learning resources in the realm of English language education in the modern digital world (Nabilah et al., 2021). Many TikTok users share English learning videos and TV series from English-speaking countries, providing EFL learners with opportunities to enhance their English-speaking competence through watching these short-recorded videos.

From a motivational perspective, TikTok meets the needs of EFL students who enjoy digital vivid pictures and entertainment. Its interesting topics and short-duration features cater to their preferences, thereby increasing their motivation and interest in learning English (Poramathikul et al., 2020). TikTok, integrated with short videos, adds an element of entertainment to the acquisition of English language speaking competence, leading to explorations by English educators and teachers who view it as a powerful catalyst for change in teaching and learning practices, characterized by openness, interactivity, and sociability (Yaari et al., 2013). Consequently, traditional learning modes are transcended, and the content of English language education expands to diverse domains beyond textbooks, allowing EFL learners to acquire English language-speaking knowledge across various aspects.

As a popular cultural phenomenon among youngsters, TikTok has become a favored social media platform integrated with effective and interesting English language-speaking learning resources shared by English educators and native English speakers. It has gained traction among EFL learners in the field of English

language speaking learning in the modern digital English language educational landscape (Kaye et al., 2020). With its integration of short videos, TikTok offers EFL students a vast digital repository of English language learning materials, surpassing the confines of traditional classroom performance. Moreover, TikTok plays a crucial role in the acquisition of English language-speaking competence, especially during the covid 19 pandemic in the modern digital era characterized by technological advancements, transmedia propagation, and new forms of international collaboration. Furthermore, EFL learners can enhance their English language speaking competence by watching short videos of English learning materials on TikTok. Undoubtedly, the utilization of TikTok can make the English language-speaking learning experience more dynamic and entertaining.

3. Theoretical Implications of Incorporating TikTok into the Teaching of English Language Speaking Competence.

Communicative competence theory presents a comprehensive model for understanding language proficiency, encompassing grammatical competence,

sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980). According to their proposed model, foreign language learners need sufficient exposure to the target language in authentic communicative settings to enhance their ability to use the language appropriately (Canale & Swain, 1980). This notion has been widely supported by English linguists, language educators, and scholars, emphasizing the significance of immersion in foreign language settings to facilitate effective language learning (Sobaih et al., 2020).

The outbreak of the covid-19 pandemic has led to the closure of many higher educational institutions, significantly impacting international education (Mok et al., 2021). As a result, traditional learning and teaching methods have transitioned to online courses (Escamilla-Fajardo et al., 2021). During this period, EFL students have found themselves with more self-assigned time, leading to the increased usage of social media platforms (Fadda & Determining, 2020). In this context, social media applications have emerged as potential educational tools, offering opportunities for language learning during these challenging times.

Among the various social media platforms, TikTok has gained immense popularity among EFL students (Wu, 2020). The widespread use of TikTok provides an ideal opportunity to utilize this platform for English language speaking competence acquisition. Embracing the communicative competence theory, TikTok's incorporation of short videos allows for increased exposure to English language communicative settings, even in virtual environments (Escamilla-Fajardo et al., 2021). Consequently, TikTok can play an essential role in providing access to English language learning materials and bridging the gap for language learners, despite geographical distances and current constraints (Nariyati et al., 2020).

Through TikTok's short videos, EFL learners can engage with diverse English language content shared by educators and native speakers, enhancing their language skills, such as pronunciation, vocabulary, and listening comprehension. Additionally, TikTok's interactive nature enables learners to imitate native speakers, fostering awareness and practice of speaking in authentic English communicative settings (Kim & Jung, 2017).

Furthermore, TikTok's popularity among young learners serves as an advantage in motivating EFL students to actively participate in language learning activities (Poramathikul et al., 2020). It has appealing content and short duration and caters to the digital preferences of the current generation, making language learning more dynamic and entertaining (Yang, 2013). As a result, traditional language learning barriers are broken, and students can acquire English language speaking competence across diverse topics and domains beyond the confines of textbooks.

In conclusion, the incorporation of TikTok in English language speaking competence acquisition aligns with the communicative competence theory proposed by Canale and Swain (Canale & Swain, 1980). TikTok's accessibility, short video format, and engaging content provide EFL students with valuable exposure to English language communicative settings in the modern digital arena. As a versatile and interactive learning resource, TikTok plays a critical role in meeting the language learning needs of students during the covid-19 pandemic and beyond, fostering effective language acquisition and proficiency development.

4. Theories of Perception and Factors Affecting It

Perception arises from the observation and experience of environmental events, with Hamachek (1995) defining it as the response of sensory receptors to environmental stimuli. Lindsay & Norman (2013), on the other hand, characterize perception as the process through which sensory stimulation is translated into an individual's comprehensive understanding of the world. In essence, perception constitutes a personalized phenomenon. The learner's perception, as Slameto (2010) contends, involves the entry of messages or information into the human brain, highlighting the continuous interaction between humans and their environment.

Various perspectives, including those of Sugihartono et al. (2007), suggest that perception is the brain's ability to convert stimuli into tools for the five senses. Experts agree that individuals' perceptions are shaped by the stimuli they encounter, with students serving as a crucial stimulus in educational evaluations. Furthermore, discussions and firsthand experiences allow students to articulate their perceptions of different aspects of the school environment, as emphasized by Jacobs et al. (2004, p. 231).

Recognizing that perception plays a pivotal role in successful teaching and learning, English language educators should be mindful of students' perceptions of instruction to tailor their methods to meet students' needs and expectations. The evolving nature of perceptions during the learning process is influenced by the introduction of new information and learning techniques.

The researcher posits that students' perceptions encompass their feelings, thoughts, and beliefs following prior learning experiences. Students express their opinions for or against learning, understanding that each approaches situations differently due to internal and external factors affecting perceptions. Irwanto et al. (2002) classify perception into positive and negative categories based on the harmony or disharmony between knowledge and responses to perceived objects.

Perceptions significantly impact a person's actions, influenced by how they interpret their knowledge about perceived objects. Expectations and desires are shaped by various perspectives within one's environment, as indicated by Hamacheck. Viljoen and others (2005) add that internal elements such as preparatory set, orientation, motivational intensity, and stimulus familiarity affect

perceptions. Internal factors like history, culture, kindness, needs, and introduction play a crucial role in shaping perspectives.

The preparatory set focuses on items individuals are more likely to notice based on internal perceptions, while orientation responds to specific physical stimuli influenced by personal history and culture. Motivational intensity reflects unmet needs, and familiarity is stimulated by exposure to known stimuli. Thus, the researcher underscores the impact of internal factors on perception. Initial impressions greatly influence preferences, and success in learning is tied to enjoyment.

Nichols (2007) defines perception as the faculty through which individuals form beliefs about their environment using sense organs, linking external factors to physical bodies. The researcher emphasizes the importance of understanding students' preferred learning styles, instructional strategies, and media in the context of teaching and learning. Students' perceptions of learning, especially in areas like English pronunciation using IPA, warrant careful attention for effective educational outcomes.

5. Teaching Speaking in Indonesian Junior High School Context

Over the past 25 years, the instruction of English as a Foreign Language (EFL) in Indonesia has been closely linked to the concept of communicative competence, a focal point within the Communicative Language Teaching (CLT) approach. The CLT approach places importance on interaction among students to enhance language learning, with classroom activities playing a pivotal role in facilitating student interaction and improving speaking proficiency. This section presents reports, derived from research or classroom practice, detailing the methods employed in teaching EFL speaking in Indonesia, primarily focusing on Junior High School students. These reports offer insights into the landscape of EFL-speaking instruction in Indonesian classrooms.

The teaching of EFL speaking can be categorized into two primary approaches: form-based instruction and meaning-based instruction (Murdibjono, 1998). Form-focused instruction aims to furnish learners with language forms, such as phrases or sentences, for practice and memorization, emphasizing accuracy in aspects like pronunciation and grammatical structures. Conversely,

meaning-focused instruction, typically student-centered, seeks to develop learners' speaking abilities, with the teacher serving as a facilitator rather than a traditional instructor.

A review of the literature on EFL speaking instruction in Indonesia indicates a greater emphasis on meaning-based instruction, implemented through diverse classroom activities. While some activities are designed to promote genuine communication, others serve as platforms for students to practice speaking, such as language games or pattern repetition exercises. Although these activities often draw from the authors' teaching experiences rather than extensive research, they offer a degree of reliability based on observed learner practices.

In terms of student involvement, EFL speaking activities can be classified as individual or group activities. Individual activities, such as story-telling and public speech, tend to be transactional, while group activities, including role-plays and debates, are interactional. Despite the attention given to group activities in the literature, individual activities, though listed as viable EFL speaking exercises, are seldom

explored in-depth. Consequently, this discussion highlights group activities.

The use of role-plays in EFL-speaking classrooms is advocated by some authors (e.g., Danasaputra, 2003; Diani, 2005; Murdibjono, 1998). Murdibjono (1998) defines role-plays as situations where students assume roles relevant to real-life speech scenarios, fostering immersive learning experiences. Danasaputra (2003) compared the effectiveness of role-plays and dialogues, concluding that both techniques can be beneficial, but dialogues are more conducive to natural and communicative speech.

Paper presentations (e.g., Purjayanti, 2003; Tomasowa, 2000) are another activity recommended for EFL students. Tomasowa (2000) utilized group work for paper presentations, emphasizing their effectiveness in discussing topics and addressing mispronunciations. Purjayanti (2003) found presentations helpful in encouraging students to articulate ideas within their fields of study, highlighting the benefits of organizing thoughts for effective speaking.

Small group discussions, as advocated by Murdibjono (2001:141-142), offer an effective means for

learners to actively participate in discussions with familiar peers, reducing psychological barriers and enhancing speaking practice. Classroom action research by Wijayanti (2005) confirmed the motivational impact of small group discussions, where students engaged in tasks like Talking about Something in English (TASE).

In summary, group activities appear to dominate EFL speaking instruction in Indonesia, with role-plays, paper presentations, and small group discussions being particularly prominent. These activities, while fostering interaction, vary in their ability to simulate natural conversation. The prevalence of group activities suggests an enriched classroom environment, with the teacher's role evolving into that of a facilitator, promoting meaningful interactions among students.

B. Previous Research

Numerous studies published in the field have consistently suggested that the integration of social media platforms can have a positive impact on the English language proficiency of learners. Zam Zam Al Arif conducted research that revealed EFL learners expressing positive attitudes towards the utilization of social media

in English language learning, citing its potential to enhance motivation and willingness to engage in English speaking and acquisition (Arif, 2019). Furthermore, previous studies have consistently indicated that EFL learners believe that the incorporation of social media, particularly through short videos, can significantly improve their English speaking competence, particularly when engaged in self-regulated learning modes. These studies have often featured popular topics shared by English educators, further enhancing the appeal and effectiveness of using social media for language learning (Xiong & Zhou, 2018).

Within the realm of social media platforms used for English language education, Facebook has emerged as the most prevalent and influential platform. Extensive research conducted in Indonesian schools and universities has demonstrated the positive impact of utilizing Facebook on EFL learners' English proficiency across various skill domains, including reading, writing, speaking, and listening. The incorporation of Facebook has been found to increase EFL learners' confidence and willingness to utilize English as a means of speaking within online communities, leading to significant

improvements in their overall language competence (Haerazi et al., 2020).

Moreover, other widely recognized social media applications such as Instagram, WhatsApp, and Twitter, as well as China-based platforms like WeChat and Weiblog, have also shown promise in promoting English language communication acquisition. Students have exhibited positive attitudes towards incorporating these applications into their language learning journeys. These platforms have been credited with enhancing students' interests, motivation, and engagement in using English for speaking purposes within virtual environments, thereby facilitating an enjoyable and creative approach to learning the language (Putrawan & Riadi, 2020).

Overall, these findings emphasize the potential benefits of integrating social media platforms, including Facebook and other popular applications, into English language education. The positive attitudes expressed by EFL learners towards utilizing social media for language learning purposes indicate its effectiveness in enhancing motivation, and engagement, and ultimately improving English language proficiency. Such insights contribute to the growing body of research that underscores the

importance of incorporating technology-mediated language learning approaches to facilitate effective language acquisition in a digitally-driven world.

After looking at some examples of research above, there are gaps in this research, including the difference between this research to the current research is the research object or the participant. The participants of the previous research were senior high school students, whereas the participants of the current research were Junior High School students the previous study did use social media but, in this study, it is more specific to use the TikTok application. This research proves that students gain a positive perception toward the use of TikTok as a speaking learning medium.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study utilized a descriptive quantitative methodology. Quantitative/statistical methods are helpful tools for establishing a somewhat objective characterization of the acoustic aspects of speech to get reliable results (Zellers & Ogden, 2014). The research focused on investigating a specific phenomenon within certain limitations. To understand the challenges faced by students using TikTok as a medium for language learning, the study employed the questionnaire technique. Through this approach, the researchers aimed to gain in-depth insights into the difficulties experienced by students in utilizing TikTok to improve their speaking skills.

This research will be conducted at SMPN 16 Semarang with 9th-grade students as research subjects. This is what makes researchers interested in their assessment of the different uses of TikTok based on personal experience.

The researchers took a questionnaire as the main data collection instrument. Questionnaires were deemed

appropriate to explore and gain further insight into the subjects' experiences and clarify uncertainties. The objective of this study was to identify the challenges that students might encounter when utilizing TikTok as a means to enhance their speaking skills.

Due to the intention of obtaining honest responses from participants regarding crucial concepts that required attention, the decision was made to employ a questionnaire in this study. The questionnaire was documented and transcribed to ensure data accuracy and comprehensiveness. To minimize misunderstandings, the questionnaire was conducted in Indonesian (Creswell, 2014). The consequent inquiry aimed to explore the challenges encountered during the implementation of TikTok as a medium for learning speaking skills.

B. Setting and Participants

This study was carried out at SMPN 16 Semarang. The writer chose SMPN 16 Semarang as a research place because it is located in an urban area where it is likely that the students are heavily involved in the usage of social media and 102 EFL students from SMP Negeri 16 Semarang participated in this study. Furthermore, the use

of TikTok among students in junior high schools is growing in step with technological advancement. So, for the time being, investigate the usage of TikTok on the perception of enhancing student abilities and speaking skills, as well as increasing student interest in learning English and being open to their understanding of English.

C. Research Instrument

In research, instruments are tools or methods that help researchers collect data in a structured and efficient manner. It helps in the methodical collection of relevant data to address research objectives. The chosen instrument in the context of this research is a questionnaire that is gathered following the research goals. Researchers can get essential insights and data for investigations by using these tools.

Research instrument refers to the tools, techniques, or methods used to collect data and information in a research study. This helps researchers gather relevant data from participants, which can then be analyzed to answer research questions or test hypotheses. This instrument was designed with care to ensure that the data collected is accurate, reliable, and relevant to the

research objectives. Research instruments can take various forms, but in this study, the researcher used a questionnaire as a research instrument.

1. Questionnaire

A research questionnaire is a systematic data collection tool used in academic research to obtain information from respondents. Questionnaires are the most widely utilized instrument by students in completing final tasks, as well as by other educational researchers as an extra data source (Leslie, 1970). Consists of a carefully designed set of questions that are relevant to the research objective. Researchers used a questionnaire as a tool to obtain systematic data from the sample population. Questionnaire construction and validation are essential to ensure the reliability and validity of the data collected, enabling researchers to draw meaningful conclusions and contribute to the advancement of knowledge in their respective fields.

Students were handed questionnaires so that they could instantly respond to the questions. The survey includes closed questions. It was the responses of

participants that most likely mirrored their perspectives, as obtained by 24 closed questionnaires and 1 open questionnaire. The questionnaire is divided into two sections: Participants were prompted to fill out personal information in the first section, which included their name, gender, class, and Whatsapp number.

Following data collection, the questionnaire data must be evaluated. The questionnaire findings were placed into a table and given as frequency and percentage summaries. The frequency and percentage figures were acquired using a Google form. The model's different components, such as data reduction, data visualization, and conclusion drafting, can all be investigated. It refers to the act of selecting, condensing, and summarizing unprocessed material from observation, written records, or other quantitative data.

D. Research Procedure

The research was conducted from September 1 to 11, 2023, involving 9th-grade students at SMP Negeri 16 Semarang. To accommodate students with varied class

schedules, learning habits, and English course timetables, the study's timing and setting were carefully tailored. This flexibility ensured that students could conveniently complete the questionnaire at their availability, thus allowing for a more accurate reflection of their thoughts and perceptions.

Following data collection, the acquired information was accurately compiled and analyzed. Data collection is an essential aspect of research as it serves as the foundation for generating new insights and references. Researchers employ various techniques to gather data pertinent to their research focus. In this study, primary data was collected through questionnaires administered directly to 9th-grade students at SMP Negeri 16 Semarang. The questionnaire, comprising 24 closed-ended questions and 1 open-ended question, aimed to elicit students' perceptions and challenges related to the research topic. Additionally, the majority of secondary data in this study were sourced from journals, books, and articles authored by previous researchers, serving to complement the primary data and enrich the research context.

E. Data Analysis

Once the data was gathered, the researcher proceeded to analyze it. The researcher used descriptive quantitative method data analysis. This method, as explained by (Huberman & Miles, 2002), involves three main steps: simplifying the data, presenting it understandably, and confirming the findings. This approach helped ensure that the research findings were thoroughly examined and well-founded.

1. Data Display

Data display involves the art of presenting information in a structured and easily comprehensible manner, aiming to facilitate the drawing of conclusions and making informed decisions. To maintain relevance to the research subject, visual aids like matrices, graphs, networks, or charts are often employed to visually represent the current state of affairs. In the context of this study, the researcher opted to present all the gathered data using charts. Once the necessary data had been collected and identified, the researcher conveyed information regarding students' perceptions and challenges related

to utilizing English songs as a comprehensive listening resource. This was accomplished by utilizing a combination of charts and descriptive explanations, making the data more accessible and understandable.

2. Drawing Conclusion

Concluding involves the endeavor to discover or comprehend the significance, regular patterns, explanatory relationships, causal sequences, or proportions within the data. In this research, the outcomes are presented in a succinct summary, highlighting the students' perceptions regarding the utility of TikTok as a medium for oral English competence. This phase, often referred to as conclusion drawing and verification, entails revisiting and consolidating the analyzed data. Following the collection and analysis of data obtained through the questionnaire, the researcher proceeded to elucidate their findings. The information gathered from the questionnaire was meticulously processed and subsequently conveyed in graphical form, enhancing its accessibility and clarity.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

In the context of this study, a comprehensive investigation was conducted at SMP Negeri 16 Semarang. The study was designed to assess the impact of using the TikTok app on students' interest and proficiency in learning English speaking skills. The research group consisted of 102 grade 9 students enrolled in SMP Negeri 16 Semarang, who were selected as the research subjects.

To gather relevant information and insights, a carefully crafted Google Form survey was used as the main data collection instrument. The survey was carefully structured to cover a wide variety of 14 different aspects, which served as a comprehensive guide to investigate the perceptions, interests, and challenges they faced when using the TikTok app as a medium to improve their proficiency in spoken English. By conducting this study at SMP Negeri 16 Semarang, this research aims to shed light on the various dimensions of students' experiences with TikTok as an educational tool for language learning. The use of a survey-based approach allowed for a

systematic exploration of the attitudes, preferences, and difficulties students faced while using TikTok for English-speaking practice, providing valuable insights into the effectiveness of this unconventional learning platform.

1. The Utilization of Tiktok for Oral English Competence of EFL Students' Perception

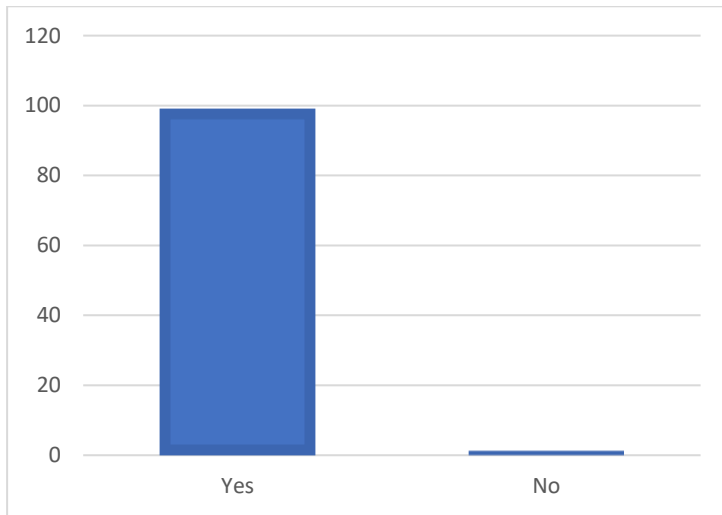


Figure 1 Tendency to use TikTok

The results show that nearly everyone, around 99% of the junior high school students' respondents, has

used TikTok before. Only a very small 1% haven't tried it. This highlights TikTok's widespread popularity, especially among junior high school students. TikTok has a significant impact on people's online activities. In this research, this information can be valuable for understanding how widely TikTok is embraced and used in a particular setting.

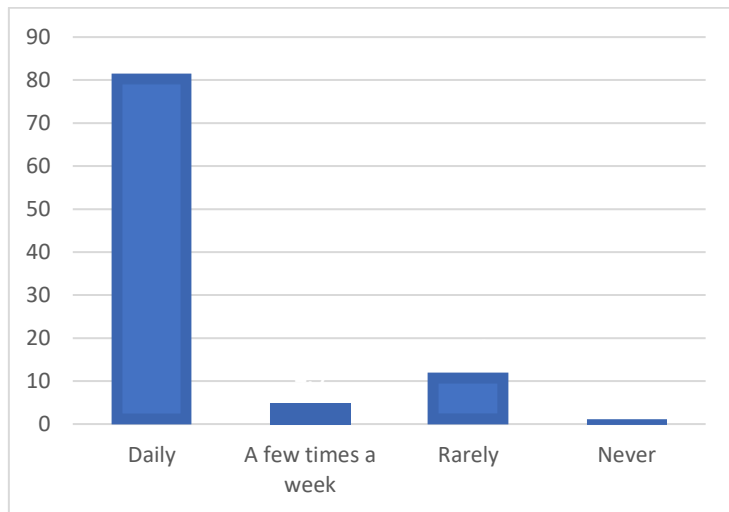


Figure 2 Time-frequency using TikTok

The results show that the majority of students, around 85%, use TikTok daily. This sizable percentage of daily use suggests that TikTok has become a regular and

important component of the digital routines of the students surveyed. Additionally, 5% of participants use TikTok several times a week, signaling that even among those who do not use it daily, the platform remains present in their online activities.

Furthermore, 12% of respondents rarely use TikTok, implying that there is a smaller group that interacts occasionally with the platform. Lastly, only 1% of respondents admitted to never using TikTok, highlighting the platform's wide adoption among the student population surveyed. These results collectively emphasize TikTok's prominence and frequent use within the surveyed student demographics.

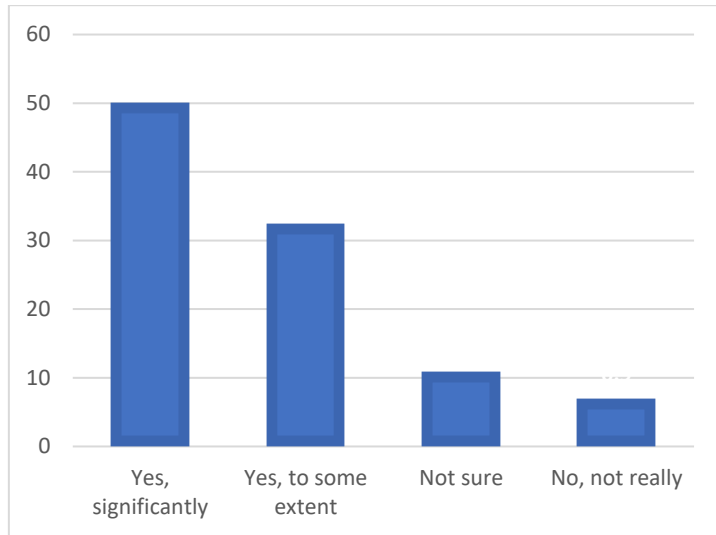


Figure 3 Student's opinion about Tiktok

The survey results show that most, around 50%, of the respondents think that watching English videos on TikTok can have a significant positive impact on improving their spoken English skills. This implies that many of those surveyed see TikTok as a valuable tool to improve their ability to speak English fluently.

In addition, around 32% of respondents believe that watching English videos on TikTok can assist in improving their spoken English skills. This shows that most recognize TikTok's potential as a useful resource, although they may not see it as a complete solution.

It is important to note that 11% of respondents expressed uncertainty by selecting "Not sure." This uncertainty may stem from varying personal experiences and perceptions regarding how effective TikTok is for improving language skills.

On the other hand, 7% of respondents did not think that TikTok significantly contributed to improving spoken English, as indicated by their choice of "No, not really." This represents a minority perspective among the individuals surveyed.

In summary, these findings reflect a wide range of opinions on the impact of watching English videos on TikTok in terms of improving spoken English. While most people find it effective, some are unsure or skeptical about its potential to improve language ability.

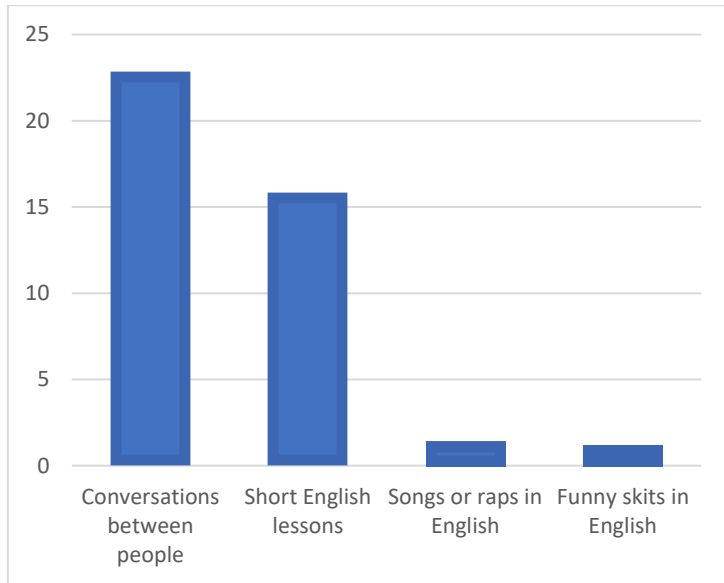


Figure 4 Type of content in demand

The survey results unveiled that a majority of participants, accounting for approximately 55%, viewed conversations between individuals on TikTok as the most beneficial type of English content for enhancing their spoken English proficiency. This indicates that authentic dialogues and real-life interactions, as depicted in conversational TikTok videos, are widely regarded as highly effective for language learning.

Moreover, a significant segment, roughly 38%, leaned towards short English lessons as a valuable

resource for improving their oral English skills. This underscores the acknowledgment among respondents that structured educational content plays a pivotal role in advancing language competence.

In contrast, a smaller percentage, 4%, expressed a preference for English songs or rap as a means to boost their spoken English skills. This suggests that while music can be engaging, it may not be the predominant choice for language learning among the surveyed individuals.

Furthermore, only 3% of respondents found humorous skits in English most beneficial for enhancing their spoken English competence. This implies that although humor and entertainment are enjoyable, they may not be the preferred approach for language proficiency improvement among the majority of participants.

In summary, these findings underscore a clear inclination towards conversational content and structured English lessons on TikTok as the most effective means to enhance spoken English competence. While there is some interest in music and entertainment content, such

materials appear to be less favored among the surveyed individuals for language learning purposes.

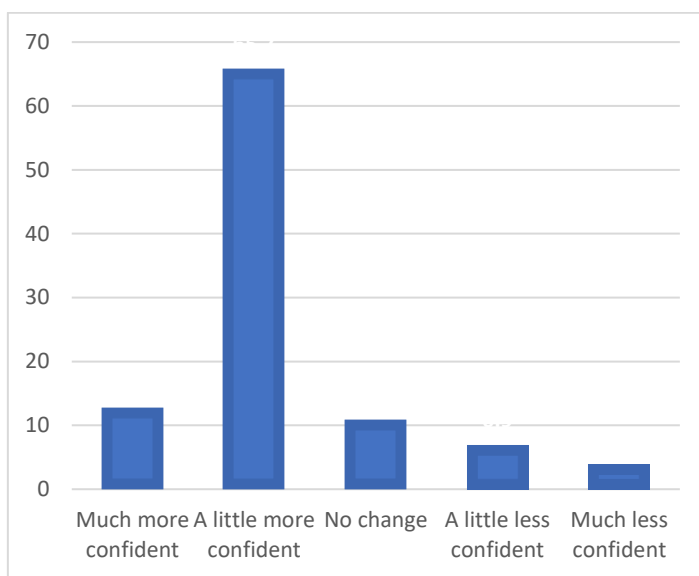


Figure 5 Student confidence in the application of Tiktok

The survey results reveal that a significant majority, approximately 65% of respondents, expressed feeling somewhat more confident in their English-speaking abilities after watching English content on TikTok. This suggests that TikTok has a noticeable role in bolstering the confidence levels of a substantial portion of those surveyed when it comes to conversing in English.

Additionally, 13% of participants mentioned that they felt much more confident in their English speaking after using TikTok. This indicates that, for a considerable segment of respondents, TikTok has a substantial and positive impact on their confidence in using the English language.

Otherwise, 11% of respondents reported that their confidence levels remained unchanged. This signals that TikTok neither increased nor decreased their confidence in speaking English.

A smaller portion, 7%, experienced a slight decrease in confidence in speaking English after engaging with English content on TikTok. This implies that, for a minority of respondents, the platform had a minor adverse effect on their confidence.

Lastly, only 4% of participants felt much less confident in speaking English after using TikTok. This suggests that while there is a small minority with reduced confidence, it does not represent the prevailing sentiment among the surveyed individuals.

In summary, these findings underscore that most respondents perceive a positive impact on their confidence in speaking English after interacting with

English content on TikTok, with a smaller portion reporting no significant change or a slight decrease in confidence.

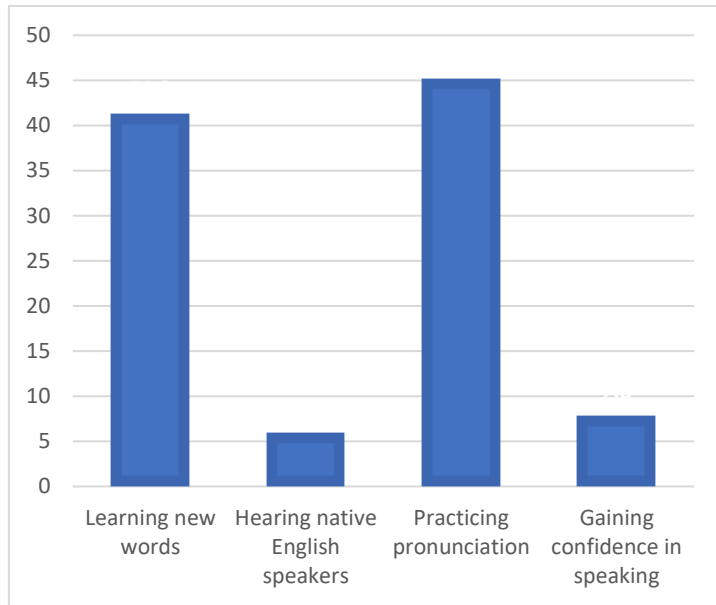


Figure 6 Benefits of learning

The survey results indicate that respondents perceive several advantages of using TikTok for enhancing their English-speaking skills:

Learning New Words (41%): A significant proportion of participants believe that TikTok is a useful platform for expanding their vocabulary by learning new

words. This suggests that exposure to a variety of content on TikTok aids in word acquisition and language enrichment.

Hearing Native English Speakers (6%): While a smaller percentage, some respondents recognize the benefit of hearing native English speakers on TikTok. Exposure to authentic accents and language use is considered valuable for improving language skills, even if it's not the primary advantage for most.

Practicing Pronunciation (45%): The majority of respondents consider TikTok an effective tool for practicing pronunciation. This underscores the platform's role in helping users refine their spoken English skills by imitating native speakers' pronunciation and intonation.

Gaining Confidence in Speaking (8%): A smaller percentage mentioned gaining confidence in speaking as an advantage of using TikTok for English improvement. This indicates that the content and interaction on TikTok may enhance users' self-assurance in using the English language.

In summary, respondents view TikTok as a valuable resource for improving English-speaking skills, with percentages of 41% for learning new words, 6% for

hearing native speakers, 45% for practicing pronunciation, and 8% for gaining confidence in speaking. These findings demonstrate the multifaceted benefits of TikTok for language learners.

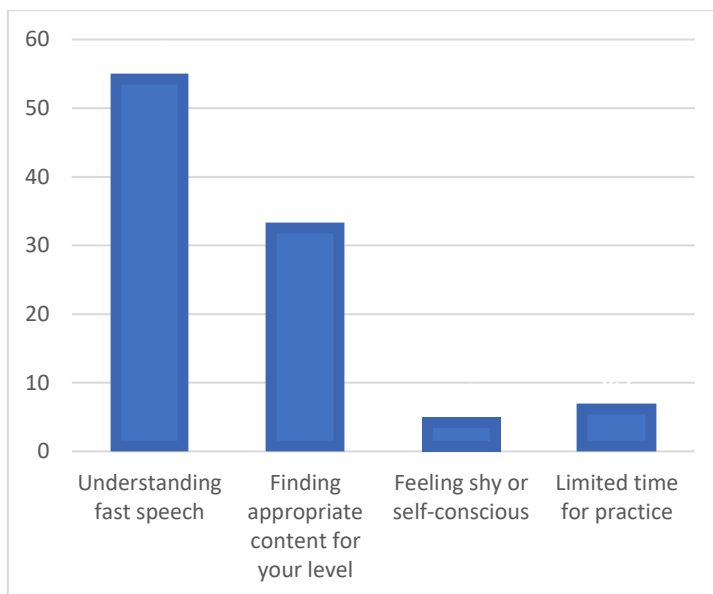


Figure 7 Challenges and difficulties faced

The survey result, accompanied by the respective percentages, reveal the challenges faced by respondents when utilizing TikTok for English-speaking practice:

Understanding Fast Speech (38%): A substantial proportion of respondents, representing 38% of the

sample, reported difficulty in comprehending fast speech. This highlights the significant challenge posed by the rapid pace of speech in TikTok videos, often exceeding real-time comprehension abilities.

Finding Appropriate Content for Your Level (29%): Another prevalent challenge is the quest for content suitable for one's current language proficiency level, voiced by 29% of respondents. This underscores the importance of content curation and the potential frustration experienced by users seeking materials aligned with their linguistic competencies.

Feeling Shy or Self-Conscious (19%): Emotional barriers, such as shyness or self-consciousness, were noted by 19% of respondents. These psychological obstacles can profoundly affect users' willingness and self-assurance levels during engagement in spoken English activities on TikTok.

Limited Time for Practice (14%): Time constraints emerged as an additional obstacle, impacting 14% of respondents. The restricted availability of time can hinder consistent participation in English-speaking practice on TikTok, potentially influencing the effectiveness of language learning endeavors.

In summary, these survey results, accompanied by the respective percentages, provide a comprehensive understanding of the challenges encountered by users when utilizing TikTok for English-speaking practice. These findings offer valuable insights into the inherent obstacles involved in using TikTok as a tool for language acquisition, with relevance to academic discussions on language learning methodologies.

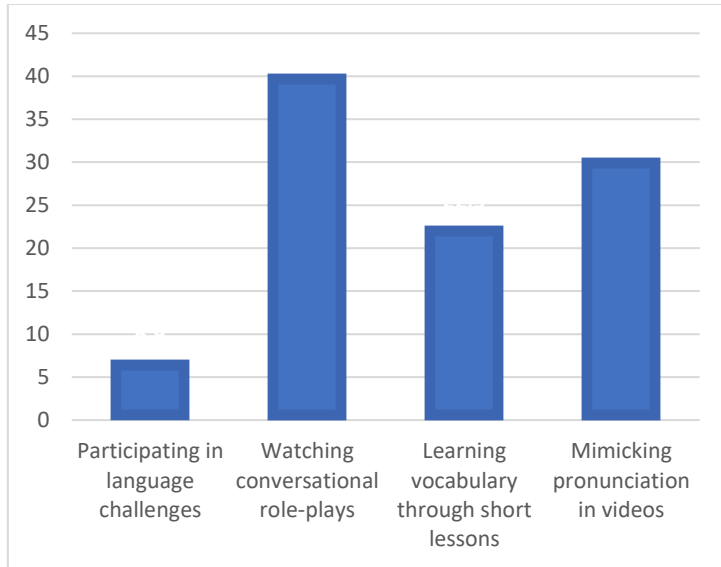


Figure 8 Engaging learning activities for students

Participating in Language Challenges (42%): A notable percentage of respondents find participating in language challenges to be the most engaging English learning activity. This suggests that interactive challenges on TikTok captivate users and motivate them to actively participate in language-related tasks.

Watching Conversational Role-plays (30%): A significant portion of respondents express engagement in watching conversational role-plays. This indicates that scripted or spontaneous dialogues enacted by users or content creators serve as an appealing and instructive medium for language learning on the platform.

Learning Vocabulary through Short Lessons (22%): Another substantial proportion of respondents favors learning vocabulary through short lessons. This signifies an appreciation for structured and educational content that imparts new words and language skills effectively.

Mimicking Pronunciation in Videos (6%): A smaller but notable group of respondents find mimicking pronunciation in videos to be an engaging English learning activity. This suggests that imitating native

speakers' pronunciation and intonation is a stimulating and valuable practice for language learners.

In summary, these survey results, along with the corresponding percentages, provide insights into respondents' preferences for engaging in English learning activities on TikTok. These findings underscore the diverse ways in which users interact with the platform for language acquisition, with varying degrees of engagement across different activities.

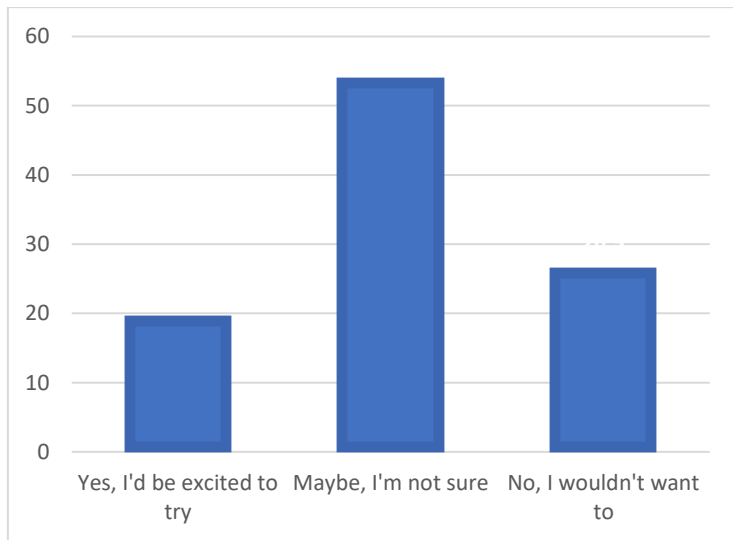


Figure 9 Motivate to create and share short English videos

Yes, I'd be excited to try (52%): A majority of respondents expressed enthusiasm and a willingness to create and share their own short English videos on TikTok, comprising 52% of the sample. This indicates a substantial interest in actively participating in language practice and potentially contributing to the platform's English learning community.

Maybe, I'm not sure (32%): A significant portion of respondents, approximately 32%, indicated a level of uncertainty or hesitancy regarding creating and sharing English videos on TikTok. This suggests a willingness to consider the idea but with reservations or a need for further deliberation.

No, I wouldn't want to (16%): A smaller portion of respondents, around 16%, displayed a clear disinterest in creating and sharing their own short English videos on TikTok. This indicates a preference for passive consumption of content rather than active content creation for language practice.

In summary, these percentages provide insights into the varying degrees of interest and willingness among respondents when it comes to creating and sharing short English videos on TikTok for speaking practice. These

findings reflect the diverse attitudes and inclinations of users regarding active participation in the platform's language-learning community.

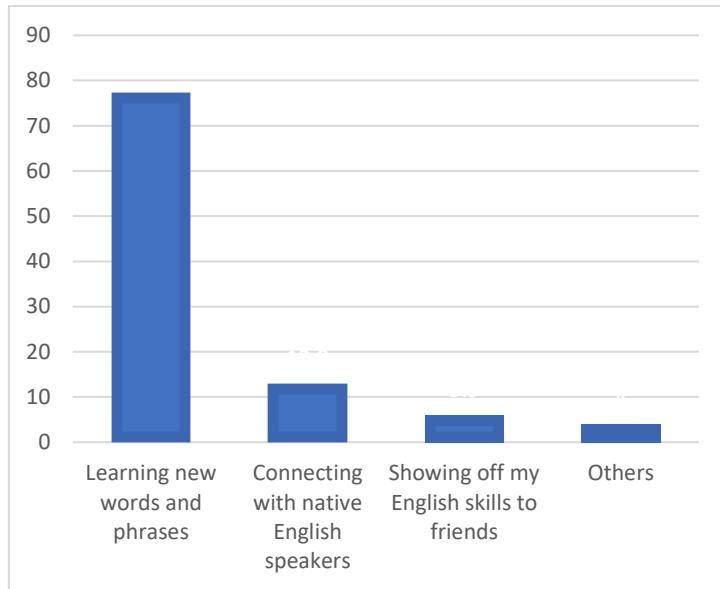


Figure 10 Motivation to use Tiktok for learning

The survey results illuminate the primary motivations that drive respondents to use TikTok as a tool for improving their English-speaking skills:

Learning New Words and Phrases (77%): The overwhelmingly dominant motivation among respondents, with a substantial 77% majority, is the desire

to learn new words and phrases. This underscores TikTok's role as a valuable resource for vocabulary expansion and language enrichment.

Connecting with Native English Speakers (13%): A significant minority, comprising 13% of respondents, is motivated by the opportunity to connect with native English speakers. This highlights the platform's potential for fostering linguistic and cultural exchanges between users from different language backgrounds.

Showing Off My English Skills to Friends (6%): A smaller proportion of respondents, around 6%, expressed the motivation to showcase their English proficiency to friends. This suggests a social aspect to language learning on TikTok, where users may use their improved language skills as a form of self-expression and social interaction.

Others (4%): A minority, representing 4% of respondents, cited motivations beyond the provided options. While not explicitly detailed, this category signifies that some users have unique or personalized reasons for using TikTok to enhance their English-speaking skills.

In summary, the survey results demonstrate that the primary motivation for using TikTok to improve English-speaking skills is the desire to learn new words and phrases, with an overwhelming 77% of respondents indicating this as their primary incentive. Additionally, motivations include connecting with native English speakers, showcasing language skills to friends, and other personalized reasons, highlighting the multifaceted nature of users' motivations for utilizing TikTok as a language learning platform.

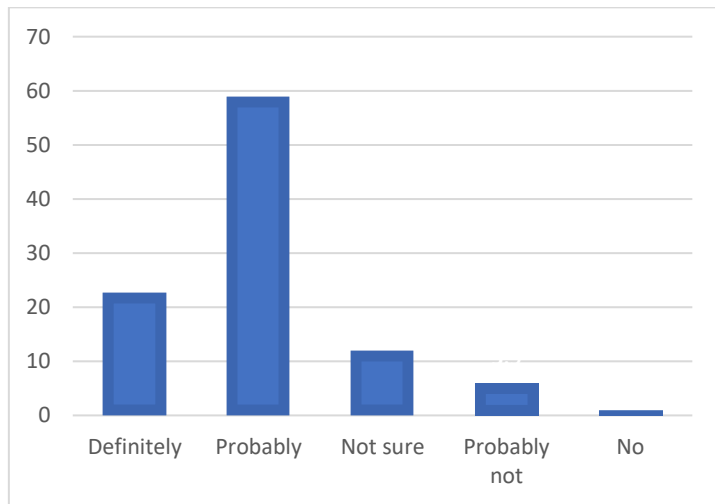


Figure 11 How often use TikTok

The survey reveals respondents' intentions regarding their future use of TikTok as a means to enhance their oral English competence:

Definitely (22%): A significant portion of respondents, representing 22%, expressed a strong commitment to continue using TikTok to improve their oral English competence in the future. This group is determined and resolute in their intention to leverage the platform for language learning.

Probably (59%): The majority of respondents, comprising 59% of the sample, indicated a high likelihood of continuing to use TikTok for this purpose in the future. This reflects a positive inclination toward the platform as an effective tool for language improvement.

Not sure (12%): A notable percentage, around 12%, expressed uncertainty about their future use of TikTok for enhancing their oral English competence. This group appears to have reservations or may require more time to decide on their continued engagement with the platform for language learning.

Probably not (6%): A smaller but still significant portion, approximately 6%, indicated a likelihood of not continuing to use TikTok to improve their oral English

competence in the future. This suggests some degree of skepticism or a shift in their language-learning strategies.

No (1%): A very small minority, representing 1% of respondents, expressed a clear intention to not use TikTok for this purpose in the future, indicating a definite departure from the platform as a language learning tool.

In summary, the survey results demonstrate a range of intentions among respondents regarding their future use of TikTok for enhancing their oral English competence. While a majority are inclined to continue using the platform, a significant number express uncertainty or potential shifts in their language learning approaches, reflecting the dynamic nature of language learning preferences and strategies.

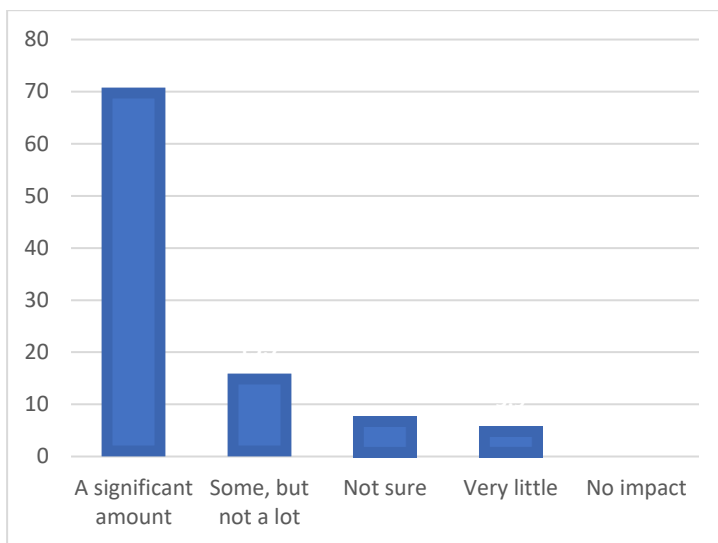


Figure 12 Effect of using TikTok

A Significant Amount (70%): The majority of respondents, comprising 70% of the sample, believe that TikTok can have a significant impact on enhancing their oral English competence. This demonstrates a high level of confidence in the platform's efficacy as a tool for language improvement.

Some, but Not a Lot (16%): A significant but smaller portion of respondents, approximately 16%, hold the view that TikTok can have some impact on their oral English competence, though not to a substantial extent.

This suggests a moderate level of optimism regarding the platform's effectiveness.

Not Sure (8%): A minority, around 8% of respondents, expressed uncertainty about the extent of TikTok's impact on their oral English competence. This group appears to have reservations or requires further evaluation of the platform's influence on their language skills.

Very Little (6%): Another minority, approximately 6%, believes that TikTok can have very little impact on enhancing their oral English competence. This indicates a more skeptical perspective on the platform's effectiveness for language learning.

No Impact (0%): Interestingly, no respondents reported believing that TikTok has no impact on their oral English competence, indicating a unanimous recognition of some level of influence, even if minimal.

In summary, these perceptions, along with the corresponding percentages, reflect the varying degrees of confidence and skepticism among respondents regarding the impact of TikTok on their oral English competence.

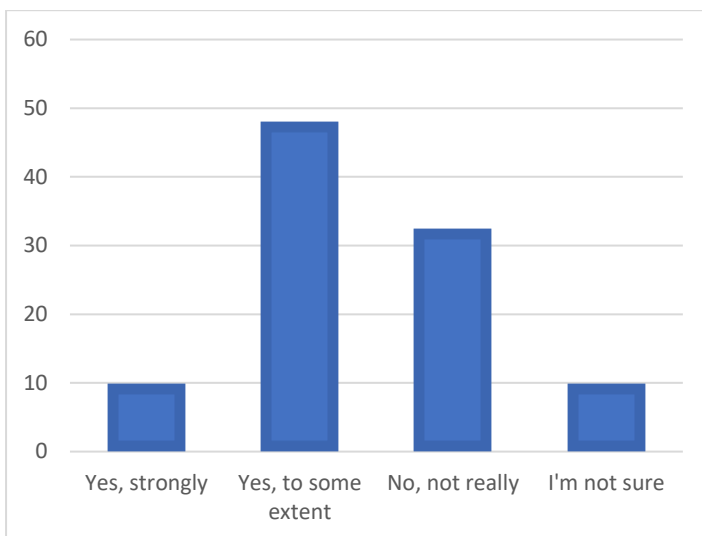


Figure 13 Teacher encouragement of the use of Tiktok

The survey provides insights into the extent to which teachers encourage the use of TikTok for improving students' English-speaking skills:

Yes, strongly (10%): A minority of respondents, constituting 10% of the sample, reported that their teachers strongly encourage the use of TikTok as a tool for enhancing their English-speaking skills. This indicates a proactive stance by some educators in promoting this platform as a supplementary learning resource.

Yes, to Some Extent (48%): A significant portion of respondents, approximately 48%, stated that their

teachers encourage the use of TikTok to some extent for improving their English-speaking skills. This suggests a moderate level of endorsement by educators, where TikTok is viewed as a potentially beneficial but not the sole means of language improvement.

No, Not Really (32%): A notable percentage, around 32%, indicated that their teachers do not strongly encourage the use of TikTok for enhancing their English-speaking skills. This suggests a more reserved stance by a substantial portion of educators regarding the platform's role in language learning.

I'm Not Sure (10%): A minority, comprising 10% of respondents, expressed uncertainty about whether their teachers encourage the use of TikTok for this purpose. This indicates a lack of clarity among some students regarding their teachers' stance on utilizing the platform for language learning.

In summary, the survey results reveal a range of attitudes and approaches among teachers regarding the use of TikTok for improving students' English-speaking skills. While some educators strongly endorse it, others are more cautious or do not actively promote its use as a language-learning tool.

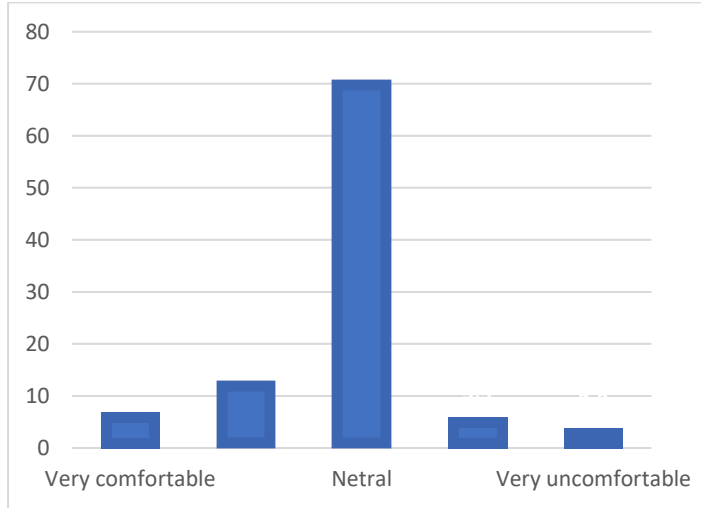


Figure 14 Student's comfort in practicing speaking

Respondents' comfort levels when practicing English speaking in front of their classmates or friends are described as follows:

Very Comfortable (7%): A small percentage of respondents, constituting 7% of the sample, reported feeling very comfortable when practicing English speaking in front of their classmates or friends. This indicates a high level of confidence and ease in linguistic interactions within their social circles.

Somewhat Comfortable (13%): Another portion of respondents, approximately 13%, expressed a level of comfort when speaking English in front of their peers, albeit not at the highest level. This suggests a moderate degree of confidence in their language skills in social settings.

Neutral (70%): The majority of respondents, comprising 70% of the sample, indicated a neutral stance when it comes to practicing English speaking in front of classmates or friends. This suggests that most respondents have a balanced or unremarkable level of comfort in such situations, neither particularly confident nor uncomfortable.

Somewhat Uncomfortable (6%): A smaller percentage, around 6%, reported feeling somewhat uncomfortable when practicing English speaking in front of their peers. This indicates a degree of hesitancy or unease in social language interactions.

Very Uncomfortable (4%): A minority, representing 4% of respondents, expressed feeling very uncomfortable when speaking English in front of their classmates or friends. This suggests a notable level of

discomfort or lack of confidence in social English communication.

In summary, the survey results reveal a range of comfort levels among respondents when it comes to practicing English speaking in front of classmates or friends. While the majority hold a neutral stance, a spectrum of comfort, from very comfortable to very uncomfortable, is observed among individuals, reflecting their diverse experiences and confidence in social language interactions.

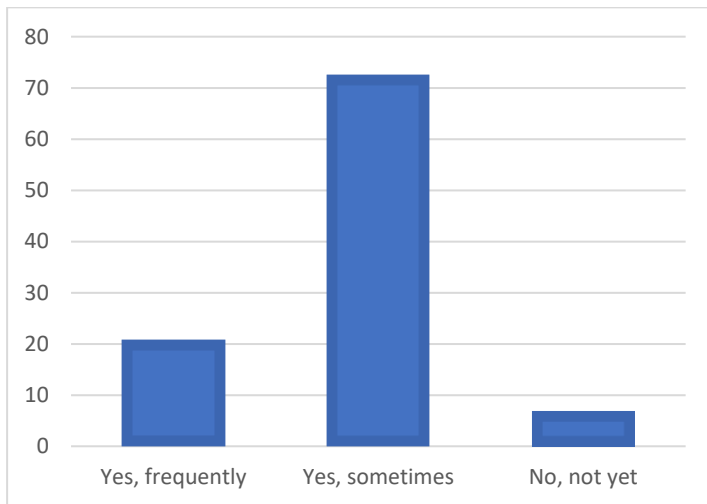


Figure 15 Students' tendency to practice speaking

The survey provides insights into junior high school students' engagement with repeating English phrases or sentences after watching TikTok videos:

Yes, frequently (21%): A notable portion of junior high school students, representing 21% of the sample, reported that they frequently engage in the practice of repeating English phrases or sentences after watching TikTok videos. This suggests an active effort to incorporate TikTok into their language learning routine.

Yes, sometimes (72%): The majority of respondents, comprising approximately 72%, indicated that they sometimes repeat English phrases or sentences after watching TikTok videos. This demonstrates a common and recurring practice among a significant portion of junior high school students on the platform.

No, Not Yet (7%): A smaller percentage, around 7%, reported that they have not yet engaged in the practice of repeating English phrases or sentences after watching TikTok videos. This indicates a portion of students who may not have incorporated this specific language learning method into their TikTok usage.

In summary, the survey results reveal that a substantial number of junior high school students actively

engage in the practice of repeating English phrases or sentences after watching TikTok videos. This practice is common among the majority, with a smaller group yet to adopt this particular approach to language learning through TikTok.

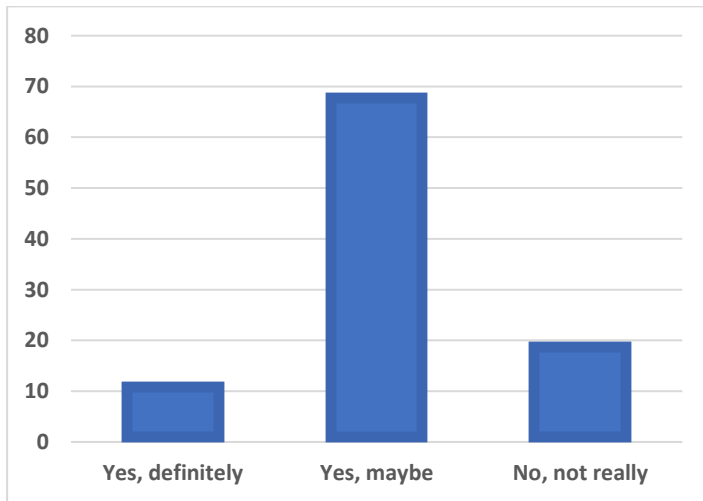


Figure 16 Student's confidence in practicing speaking

The survey sheds light on junior high school students' perceptions regarding their confidence in speaking English through practice with friends on TikTok:

Yes, definitely (12%): A minority of junior high school students, comprising 12% of the sample, expressed

a strong belief that they would feel more confident speaking English if they could practice with friends through TikTok. This group has a high level of confidence in the potential benefits of collaborative language practice on the platform.

Yes, maybe (68%): The majority of respondents, representing approximately 68%, indicated that they might feel more confident speaking English if they could practice with friends through TikTok. This suggests a significant degree of openness to the idea and the recognition of potential positive outcomes.

No, Not Really (20%): A smaller but still significant portion, around 20%, reported that they do not believe they would feel more confident speaking English through such practice on TikTok. This indicates a level of skepticism or lack of confidence in the effectiveness of this approach for language improvement.

In summary, the survey results demonstrate varying levels of optimism among junior high school students regarding the potential impact of practicing English with friends through TikTok on their confidence in speaking the language. While a majority is open to the

idea, some students remain uncertain or skeptical about its effectiveness.

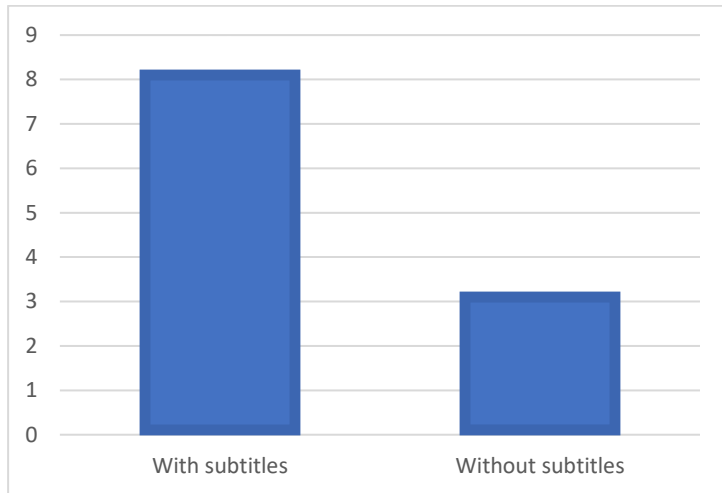


Figure 17 Student's preference for the use of subtitles

The survey provides insights into the preferences of junior high school students when it comes to watching TikTok videos with or without English subtitles:

With Subtitles (72%): The majority of junior high school students, comprising 72% of the sample, expressed a preference for watching TikTok videos with English subtitles. This preference indicates a recognition of the value of subtitles in aiding comprehension and language learning while enjoying TikTok content.

Without Subtitles (28%): A significant but smaller portion, around 28%, reported that they prefer watching TikTok videos without English subtitles. This group appears to be more inclined to engage with content in its original language, possibly to enhance their listening skills and adapt to real-life language usage.

In summary, the survey results highlight that a substantial majority of junior high school students prefer watching TikTok videos with English subtitles. This suggests a recognition of the benefits of subtitles in aiding understanding and language learning. However, there is also a notable minority who prefer to engage with content without subtitles, possibly for a more immersive language learning experience.

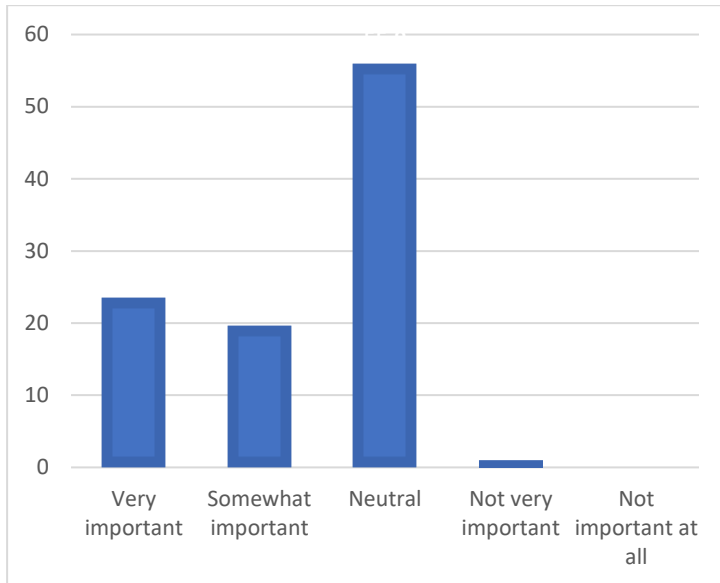


Figure 18 The importance of Tiktok for entertainment and speaking learning tools

The survey provides insights into the importance placed by junior high school students on the entertainment value of TikTok content while simultaneously aiding them in improving their English-speaking skills:

Very Important (23%): A notable percentage of junior high school students, comprising 23% of the sample, consider it very important that the content on TikTok is entertaining while also contributing to their English-speaking improvement. This suggests that this

group highly values engaging and enjoyable content as part of their language learning experience.

Somewhat Important (20%): Another portion of respondents, approximately 20%, expressed that it is somewhat important for TikTok content to be entertaining while assisting them in improving their English-speaking skills. This group recognizes the value of a balance between entertainment and language learning.

Neutral (56%): The majority of respondents, representing 56%, indicated a neutral stance regarding the importance of content being entertaining while facilitating English-speaking improvement on TikTok. This suggests that most students do not strongly prioritize entertainment but may appreciate it as a supplementary aspect of language learning.

Not Very Important (1%): A very small minority, around 1%, reported that it is not very important for TikTok content to be entertaining in the context of enhancing their English-speaking skills. This suggests a limited emphasis on entertainment in their language learning process.

Not Important at All (0%): Interestingly, no respondents indicated that entertainment is not important

at all when it comes to content on TikTok contributing to their English-speaking improvement. This indicates a recognition that some level of engagement is beneficial for language learning.

In summary, the survey results demonstrate varying degrees of importance placed by junior high school students on the entertainment factor of TikTok content to improve their English-speaking skills. While some high-value entertainment, others have a more balanced or neutral perspective, with very few considering it not important. This reflects the diversity of preferences among students in how they approach language learning through the platform.

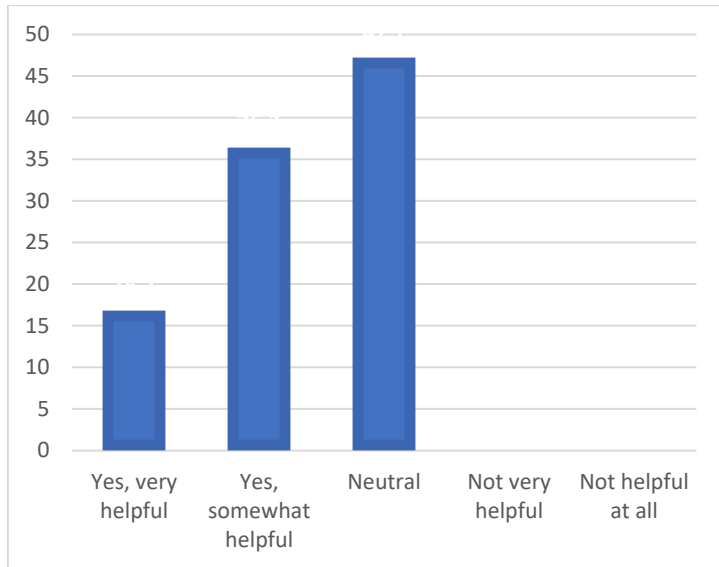


Figure 19 Student's opinion on how helpful Tiktok challenge at school

The survey provides insights into the perspectives of junior high school students regarding the potential helpfulness of their school providing specific TikTok challenges or activities for practicing English speaking:

Yes, Very Helpful (17%): A minority of junior high school students, constituting 17% of the sample, believe that it would be very helpful if their school provided specific TikTok challenges or activities for practicing English speaking. This group recognizes the

potential benefits of structured language learning activities on TikTok.

Yes, Somewhat Helpful (36%): A significant portion of respondents, approximately 36%, expressed that it would be somewhat helpful if their school offered TikTok challenges or activities for English speaking practice. This suggests a positive view of the idea, albeit with a level of moderation in their expectations.

Neutral (47%): The majority of respondents, representing 47%, indicated a neutral stance regarding the helpfulness of their school providing TikTok challenges or activities for practicing English speaking. This suggests that a substantial portion of students neither strongly supports nor opposes the idea, possibly awaiting more information or experience to form a clear opinion.

Not Very Helpful (0%): Interestingly, no respondents reported that it would be not very helpful if their school offered such TikTok challenges or activities. This indicates an absence of strong opposition to the concept among the surveyed students.

Not Helpful at All (0%): Similarly, no respondents expressed the view that it would be not helpful at all if their school provided TikTok challenges or activities for

English speaking practice. This underscores a general openness to exploring alternative learning methods.

In summary, the survey results reveal a range of perspectives among junior high school students regarding the potential helpfulness of their school providing TikTok challenges or activities for practicing English speaking. While some students see it as very or somewhat helpful, a significant proportion maintains a neutral stance, suggesting the need for further exploration and assessment of such initiatives.

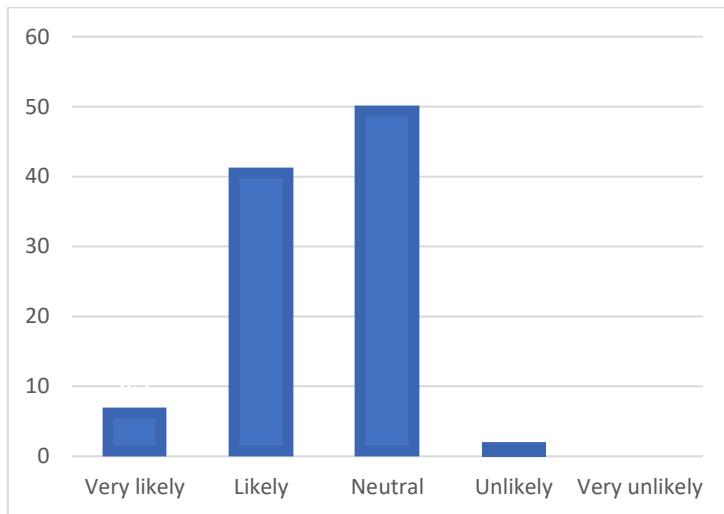


Figure 20 Students' liking level of Tiktok

The survey provides insights into the likelihood of junior high school students using TikTok for English-speaking practice if their teachers recommend it:

Very Likely (7%): A small percentage of junior high school students, constituting 7% of the sample, expressed that they are very likely to use TikTok for English-speaking practice if their teachers recommend it. This group displays a high level of receptiveness to their teachers' guidance in incorporating TikTok into their language learning.

Likely (41%): A significant portion of respondents, comprising approximately 41%, indicated that they are likely to use TikTok for English-speaking practice if recommended by their teachers. This suggests a positive inclination toward adopting TikTok as a language learning tool based on their educators' recommendations.

Neutral (50%): The majority of respondents, representing 50%, expressed a neutral stance regarding their likelihood of using TikTok for English-speaking practice if recommended by their teachers. This indicates that most students neither strongly support nor oppose the

idea, possibly awaiting further information or guidance from their educators.

Unlikely (2%): A very small minority, around 2%, reported that they are unlikely to use TikTok for English-speaking practice even if recommended by their teachers. This suggests a limited interest or readiness among this group to integrate TikTok into their language learning routines.

Very Unlikely (0%): Interestingly, no respondents indicated that they are very unlikely to use TikTok for English-speaking practice if recommended by their teachers. This implies that there is no strong aversion to the idea among the surveyed students.

In summary, the survey results reveal varying degrees of receptiveness among junior high school students to using TikTok for English-speaking practice based on their teachers' recommendations. While some are highly likely to adopt this approach, others maintain a neutral stance, and only a small minority express reluctance.

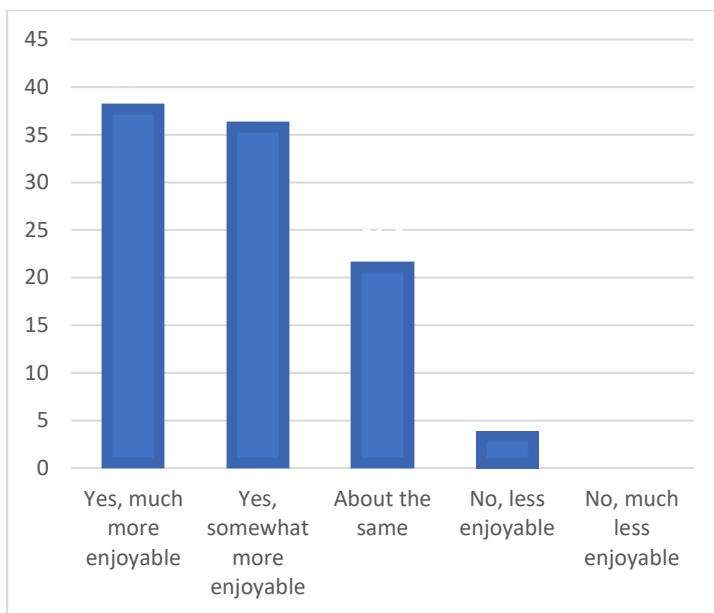


Figure 21 Students' enjoyment level

The survey provides insights into the opinions of junior high school students regarding the enjoyment factor of using TikTok compared to traditional language learning methods (such as textbooks or worksheets) for improving their English speaking:

Yes, Much More Enjoyable (38%): A significant portion of junior high school students, comprising 38% of the sample, believe that using TikTok is much more enjoyable for improving their English speaking than traditional language learning methods. This group finds

TikTok to be a highly engaging and enjoyable platform for language learning.

Yes, Somewhat More Enjoyable (36%): Another substantial portion of respondents, approximately 36%, expressed that using TikTok is somewhat more enjoyable for improving their English speaking compared to traditional methods. This suggests a positive view of TikTok's role in language learning, albeit with a moderate preference for enjoyment.

About the Same (22%): A notable minority, representing 22%, indicated that using TikTok and traditional methods are about the same in terms of enjoyment for improving their English speaking. This group maintains a balanced perspective, suggesting that they find both approaches equally enjoyable.

No, Less Enjoyable (4%): A small but present minority, around 4%, reported that using TikTok is less enjoyable for improving their English speaking than traditional methods. This indicates a preference for traditional approaches or a lack of enthusiasm for TikTok as a language-learning tool.

No, Much Less Enjoyable (0%): Interestingly, no respondents indicated that using TikTok is much less

enjoyable than traditional methods for improving their English speaking. This suggests that, among the surveyed students, there is no strong aversion to TikTok in comparison to traditional methods.

In summary, the survey results demonstrate a range of opinions among junior high school students regarding the enjoyment factor of using TikTok for English-speaking practice compared to traditional language learning methods. While a significant portion finds TikTok more enjoyable, others maintain a balanced perspective or prefer traditional methods, with very few expressing less enjoyment in using TikTok.

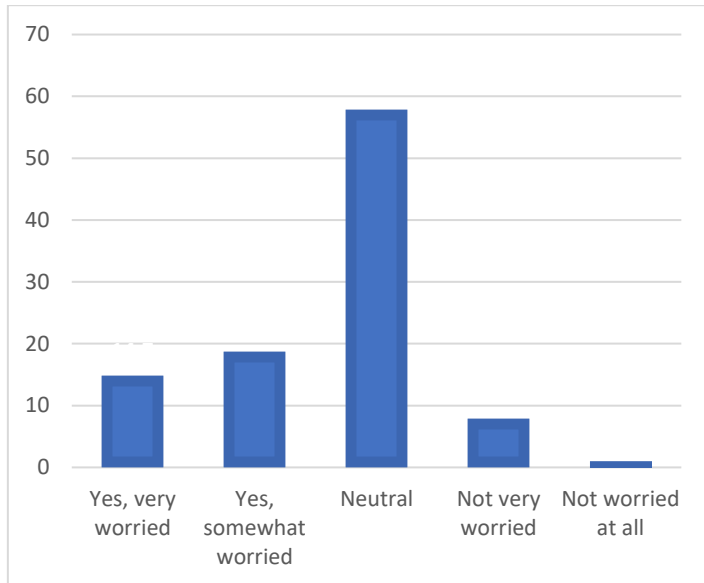


Figure 22 Students worried about spending time using Tiktok

The survey provides insights into the concerns of junior high school students regarding spending too much time on TikTok instead of using other methods to learn English:

Yes, Very Worried (15%): A minority of junior high school students, constituting 15% of the sample, expressed a high level of concern about spending too much time on TikTok instead of using other methods to learn English. This group is significantly worried about the potential time-consuming nature of the platform.

Yes, Somewhat Worried (18%): Another portion of respondents, approximately 18%, indicated that they are somewhat worried about spending too much time on TikTok in place of other language learning methods. While they have concerns, their worry is not as pronounced as the first group.

Neutral (58%): The majority of respondents, representing 58%, maintained a neutral stance regarding their worries about spending too much time on TikTok. This suggests that most students neither strongly worry nor dismiss the concern, possibly acknowledging a need for a balanced approach to language learning.

Not Very Worried (8%): A small but present minority, around 8%, reported that they are not very worried about spending too much time on TikTok. This group seems to have a more relaxed perspective on the platform's impact on their language learning time.

Not Worried at All (1%): Interestingly, a very small minority indicated that they are not worried at all about spending too much time on TikTok. This suggests a lack of concern among a tiny portion of students regarding their TikTok usage.

In summary, the survey results reveal diverse levels of concern among junior high school students regarding the amount of time they spend on TikTok in comparison to other methods for learning English. While some express high or moderate levels of worry, the majority maintain a neutral or less worried stance, indicating a range of attitudes toward balancing TikTok usage with other learning methods.

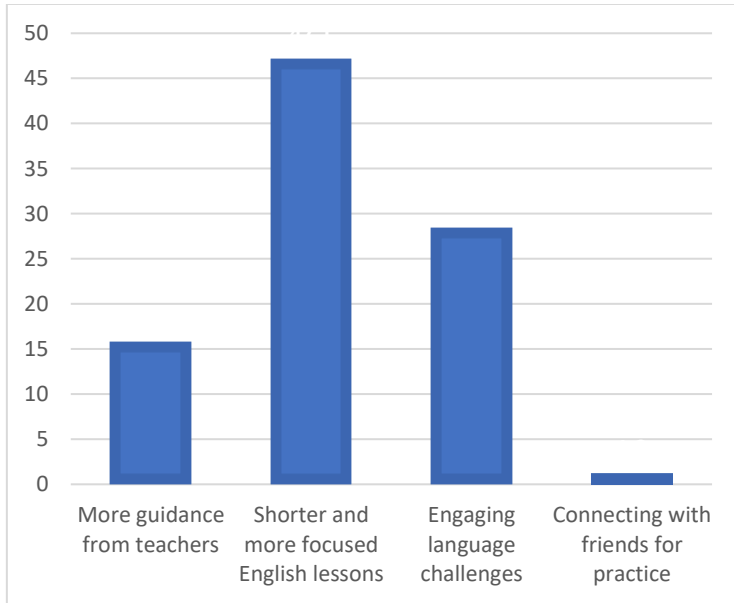


Figure 23 Challenges that can be overcome when using TikTok

The survey provides insights into the preferences of junior high school students regarding what would help them overcome challenges when using TikTok for English-speaking practice:

More Guidance from Teachers (17%): A minority of junior high school students, comprising 17% of the sample, believe that more guidance from teachers would be instrumental in overcoming challenges when using TikTok for English-speaking practice. This group recognizes the importance of educator support in navigating the platform effectively.

Shorter and More Focused English Lessons (51%): A significant portion of respondents, representing approximately 51%, expressed a preference for shorter and more focused English lessons on TikTok. This suggests that concise and targeted lessons are seen as a key factor in addressing challenges and improving language learning on the platform.

Engaging Language Challenges (31%): Another substantial portion of students, around 31%, indicated that engaging language challenges would help them overcome challenges when practicing English on TikTok. This

group values structured challenges that motivate and enhance their language learning experience.

Connecting with Friends for Practice (1%): A very small minority, comprising 1% of respondents, reported that connecting with friends for practice would help address challenges when using TikTok for English-speaking practice. This suggests that collaborative language learning with peers is not the primary preference among the surveyed students.

In summary, the survey results reflect the varying preferences of junior high school students regarding the strategies that would assist them in overcoming challenges when using TikTok for English-speaking practice. While some emphasize the importance of teacher guidance, a majority see value in shorter and focused lessons, along with engaging language challenges as effective solutions. Collaborative learning with friends is a less prominent preference among the surveyed students.

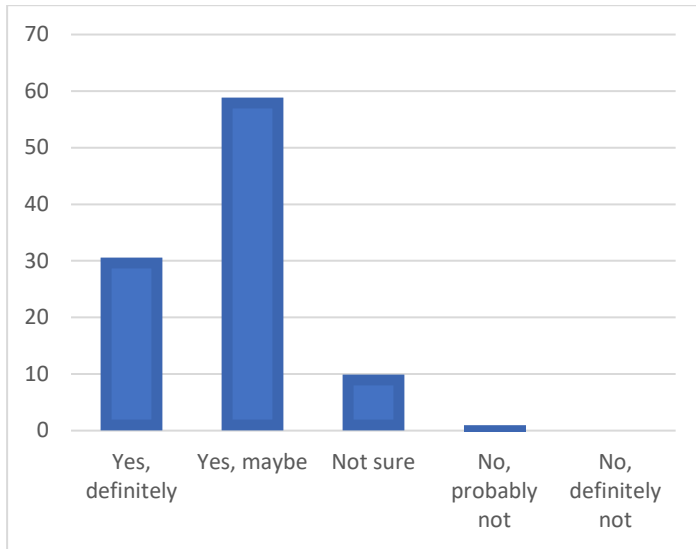


Figure 24 Using TikTok to speak English can help you in your future studies or career

The survey provides insights into the perceptions of junior high school students regarding the potential impact of the skills they've developed through using TikTok for English speaking on their future studies or careers:

Yes, definitely (30%): A significant portion of junior high school students, comprising 30% of the sample, believe that the skills they've developed through using TikTok for English speaking will help them in their

future studies or careers. This group expresses a high level of confidence in the applicability of these skills.

Yes, maybe (59%): The majority of respondents, representing approximately 59%, indicated that the skills they've acquired on TikTok for English speaking may be beneficial for their future studies or careers. This suggests a positive outlook on the potential value of these skills, albeit with some degree of uncertainty.

Not Sure (10%): A smaller but notable percentage, around 10%, expressed uncertainty about whether the skills they've developed on TikTok will be useful in their future studies or careers. This indicates a need for further reflection or information on the potential impact of these skills.

No, Probably Not (1%): A very small minority, approximately 1%, reported that the skills they've gained through using TikTok for English speaking probably won't help them in their future studies or careers. This suggests a limited belief in the practicality of these skills for their future endeavors.

No, Definitely Not (0%): Interestingly, no respondents indicated that the skills they've developed on TikTok for English speaking will not help them in their

future studies or careers. This implies that there is no strong opposition to the idea that these skills could have some future utility.

In summary, the survey results reveal varying degrees of optimism among junior high school students regarding the potential impact of the skills they've acquired through TikTok on their future studies or careers. While some are confident in their future applicability, others maintain a more cautious or uncertain perspective, with very few expressing a negative outlook on the usefulness of these skills.

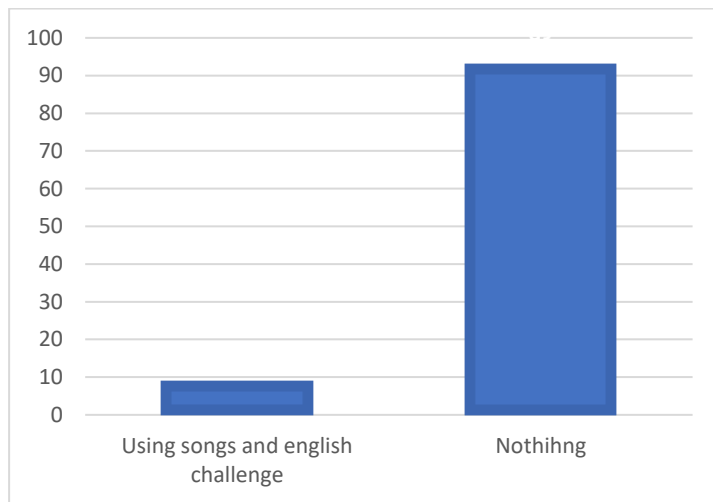


Figure 25 Experiences and thoughts on using TikTok to improve spoken English competence

The survey allows junior high school students to share their additional thoughts and experiences on using TikTok to enhance their oral English competence, and the responses are as follows:

Using Songs and English Challenges (91%): The overwhelming majority of students, constituting 91% of the sample, expressed that they have experiences and thoughts related to using songs and English challenges on TikTok to improve their oral English competence. This indicates a strong engagement with these specific aspects of language learning on the platform.

Nothing (9%): A small but present minority, around 9%, indicated that they have nothing additional to share about their experiences and thoughts on using TikTok to enhance their oral English competence. This suggests that some students may have limited additional insights or comments to contribute to this topic.

The survey results highlight a strong interest and engagement among junior high school students in using TikTok for oral English competence improvement, particularly through songs and English challenges. While the majority have experiences and thoughts to share in this

regard, a smaller group has no additional comments or insights to provide on the topic.

No.	Research Question	Findings
1.	What are the perceptions of EFL students regarding the utilization of TikTok for enhancing oral English competence?	<p>According to the results for question number 5, the large majority of students, generally 65%, stated feeling somewhat more confident in their English-speaking abilities after watching English content on TikTok. This shows that TikTok plays a significant influence in increasing the confidence levels of a significant majority of individuals tested when it comes to speaking in English.</p> <p>Researchers discovered that the students enjoyed studying through TikTok videos. According to question number</p>

		<p>12, a considerable proportion (70%), the majority of responders, believe TikTok can help them improve their spoken English skills. This demonstrates a high level of confidence in the platform's effectiveness as a tool for improving language abilities. Students prefer video-based visual learning over traditional methods since it is less monotonous and uninteresting.</p>
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Table 4.1 Research Finding

In conclusion, based on the survey outcomes provided, the discovered results include the following:

1. Students express highly favorable opinions regarding the utilization of TikTok for enhancing English speaking proficiency.
2. Students believe that the use of TikTok as a learning medium is beneficial for enhancing their speaking abilities.

3. The incorporation of TikTok in lessons is associated with a heightened enthusiasm among students.
4. Students acquire a substantial amount of new vocabulary and phrases through their engagement with TikTok.
5. The appeal of TikTok lies in its non-monotonous nature and perceived fun, contributing to students' preference for this media in language learning.

B. Research Discussion

TikTok is a popular short-video-sharing app that's accessible to people from diverse backgrounds and interests, encompassing areas like sports, arts, cooking, and news. Given its widespread use among young people, educators have recognized its potential as a novel educational tool. Much like YouTube, teachers can leverage TikTok to share instructional content through brief videos that students can readily access. Moreover, teachers can engage in live video lessons, albeit with a distinction from platforms like Zoom or Google Meet. TikTok doesn't facilitate face-to-face interaction between teachers and students.

TikTok serves as a social media platform enabling users to create short videos lasting between 15 to 60

seconds, enriched with a plethora of features including music, filters, stickers, and various creative tools. Notably, TikTok's built-in features enhance the content appeal and ease of dissemination. It's important to note that this app originated in China, where ByteDance introduced a short-duration app named Douyin (Lu, 2019).

Among the younger demographic, for accessing information and knowledge that is presented concisely and clearly. In Indonesia, TikTok has firmly established itself as a prominent medium embraced by the public for various purposes, including learning, creative expression, and entrepreneurial endeavors. It's worth noting that TikTok's use can significantly impact an individual's self-confidence, with teenagers being particularly affected, as evidenced by (Escamilla-Fajardo et al., 2021). Those TikTok users who predominantly use English in their content delivery indirectly influence others on the platform, contributing to improvements in language proficiency, sentence construction, the acquisition of new slang terms, and the comprehension of English content within animated and creator-driven videos. Impressively, research findings indicate that this content has been

viewed over 30 billion times. However, despite these advantages, there persists a perception that online English learning is intricate and unexciting.

In light of these dynamics, it's noteworthy that Indonesia boasts a substantial online presence. According to data from the Ministry of Communication and Informatics, there are approximately 64 million internet users in the country, and around 10 million of them are actively engaged with TikTok's social media platform. This digital landscape underscores the platform's reach and influence, highlighting its significance as a medium for both entertainment and learning in the Indonesian context.

This presents a stark contrast to the fact that the average young Indonesian spends approximately two to nine hours daily on their smartphones, yet often fails to fully utilize this time to acquire new knowledge beyond what is traditionally taught in school. Consequently, there is an imperative need for educational programs and learning materials to transform, encompassing shifts in goals, structure, and content, to render the learning experience more engaging, relevant, and apt by harnessing technology as a learning tool, as highlighted

by (Lobo et al., 2022). Notably, the TikTok application stands as a platform capable of fostering students' creativity and enabling them to express themselves through video creation. This is underscored by the concept that integrating video technology into the learning process can enhance learning outcomes by up to 50% compared to learning without multimedia aids.

The utilization of TikTok as an educational tool for English language learning, particularly in the context of enhancing students' speaking skills, has demonstrated its effectiveness. This assertion is substantiated by the analysis of processed data, which has been meticulously evaluated based on predefined criteria. According to the findings from (Agting et al., 2022) research, TikTok aligns seamlessly with students' characteristics, with a substantial 85% agreement, indicating that the incorporation of the TikTok application is indeed suitable for fostering speaking skills. Furthermore, TikTok's capacity to stimulate students' self-expression through the use of amusing and captivating filters and effects in the creation of short videos further underscores its potential as a dynamic learning medium.

However, TikTok's use as a learning tool has its limitations. The short duration of videos makes it unsuitable for conveying all types of subject matter effectively. Additionally, not all students are comfortable with learning materials that involve music. Some find it distracting. Despite these challenges, TikTok is not just for entertainment; it has the potential to be a valuable educational resource. It can support online learning, especially in a school system that hasn't widely adopted it as a learning medium.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the researcher's findings regarding the perceptions of 9th-grade students at SMP Negeri 16 Semarang regarding TikTok, it's clear that the majority of these students have a positive view. Most of them believe that TikTok is beneficial for learning English, especially when it comes to speaking. Additionally, many students think that TikTok allows them to express their creativity. These insights indicate that TikTok can serve as an effective tool for teaching and learning, particularly in the context of English-speaking instruction.

The effectiveness of the TikTok application is determined by how users employ it, as concluded through the distribution of questionnaires by the researchers. This conclusion is further substantiated by the significant number of research respondents who indicated agreement with the idea that TikTok fosters more creative English learning, especially in speaking skills. These findings highlight the influence of user behavior on TikTok's effectiveness. When the application is used proficiently, it

proves to be advantageous for a broad range of users, but its effectiveness diminishes if not utilized optimally.

The perceptions of 9th-grade students at SMP Negeri 16 Semarang regarding TikTok are influenced by several key factors, namely experience, attention, and knowledge. These factors shape how students respond to statements related to their usage of the TikTok application. For some research participants, their responses are rooted in their personal experiences with TikTok, while others base their answers on what they have observed from the app. Furthermore, students' perceptions can be influenced by their degree of attention to either the positive or negative aspects of TikTok. Beyond experience and attention, another significant factor is their level of knowledge. Additionally, students' habits, the content they like, share, and save on TikTok, can also impact the TikTok algorithm, subsequently affecting their overall perception of the application.

B. Suggestion

Based on the research outcomes, the researchers offer several recommendations. They encourage students, especially those in fields related to English education or

similar disciplines, to pursue further studies in this area. Such continued research efforts can serve as valuable references, enriching the existing body of knowledge and paving the way for future investigations.

Furthermore, the researchers express their hope for the ongoing development of the TikTok application, fostering the creation of a wide array of creative and educationally enriching content, all while maintaining the fundamental values of social education.

Additionally, the study suggests that authorities consider reevaluating the age restrictions for TikTok usage, particularly since children aged 12 and above may still be in a phase of development where they may not possess the necessary maturity to navigate social media independently. By implementing a more suitable age limit and enhancing supervision, the researchers contend that the potential for content distortion within the TikTok application can be reduced, thus promoting a safer online environment.

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APPENDICES

A. Research Questionnaire:

The Utilization of Tiktok for Oral English Competence of EFL Students

Participant Information:

Name: _____

Grade: _____

Age: _____

- Section A: Familiarity with TikTok

1. Have you used TikTok before?

- a. Yes
- b. No

2. How often do you use TikTok?

- a. Daily
- b. A few times a week
- c. Rarely
- d. Never

- Section B: Learning English through TikTok

3. In your opinion, can watching English videos on TikTok help improve your spoken English?

- a. Yes, significantly
- b. Yes, to some extent
- c. Not sure
- d. No, not really

4. What type of English content on TikTok do you find most helpful for improving your oral English competence?
 - a. Conversations between people
 - b. Short English lessons
 - c. Songs or raps in English
 - d. Funny skits in English

5. How confident do you feel speaking English after watching English content on TikTok?
 - a. Much more confident
 - b. A little more confident
 - c. No change
 - d. A little less confident
 - e. Much less confident

- Section C: Benefits and Challenges

6. What do you think are the advantages of using TikTok for improving your English-speaking skills?
 - a. Learning new words
 - b. Hearing native English speakers
 - c. Practicing pronunciation
 - d. Gaining confidence in speaking

7. What challenges or difficulties do you encounter when using TikTok for English-speaking practice?
 - a. Understanding fast speech
 - b. Finding appropriate content for your level
 - c. Feeling shy or self-conscious
 - d. Limited time for practice

- Section D: Preferred Learning Activities on TikTok

8. Which of the following English learning activities on TikTok do you find most engaging?
 - a. Participating in language challenges
 - b. Watching conversational role-plays
 - c. Learning vocabulary through short lessons
 - d. Mimicking pronunciation in videos

9. Would you be interested in creating and sharing your own short English videos on TikTok to practice speaking?
 - a. Yes, I'd be excited to try
 - b. Maybe, I'm not sure
 - c. No, I wouldn't want to

- Section E: Motivations and Future Intentions

10. What motivates you the most to use TikTok to improve your English-speaking skills?
 - a. Learning new words and phrases
 - b. Connecting with native English speakers
 - c. Showing off my English skills to friends
 - d. Others ...

11. Do you intend to continue using TikTok to enhance your oral English competence in the future?
 - a. Definitely
 - b. Probably
 - c. Not sure
 - d. Probably not
 - e. No

- Section F: Overall Perspective

12. Overall, how much impact do you believe TikTok can have on enhancing your oral English competence?
 - a. A significant amount

- b. Some, but not a lot
- c. Not sure
- d. Very little
- e. No impact

- Section G: Learning Environment and Support

13. Do your teachers encourage using TikTok to improve your English-speaking skills?

- a. Yes, strongly
- b. Yes, to some extent
- c. No, not really
- d. I'm not sure

14. How comfortable are you practicing English speaking in front of your classmates or friends?

- a. Very comfortable
- b. Somewhat comfortable
- c. Neutral
- d. Somewhat uncomfortable
- e. Very uncomfortable

- Section H: Interaction and Engagement

15. Have you ever tried repeating English phrases or sentences after watching TikTok videos?

- a. Yes, frequently
- b. Yes, sometimes
- c. No, not yet

16. Would you feel more confident speaking English if you could practice with friends through TikTok?

- a. Yes, definitely
- b. Yes, maybe
- c. No, not really

- Section I: Personal Preferences

17. Do you prefer watching TikTok videos with English subtitles or without subtitles?
 - a. With subtitles
 - b. Without subtitles

18. How important is it for you that the content on TikTok is entertaining while helping you improve your English speaking?
 - a. Very important
 - b. Somewhat important
 - c. Neutral
 - d. Not very important
 - e. Not important at all

- Section J: Supportive Resources

19. Would you find it helpful if your school provided specific TikTok challenges or activities for practicing English speaking?
 - a. Yes, very helpful
 - b. Yes, somewhat helpful
 - c. Neutral
 - d. Not very helpful
 - e. Not helpful at all

20. How likely are you to use TikTok for English-speaking practice if your teachers recommend it?
 - a. Very likely
 - b. Likely
 - c. Neutral
 - d. Unlikely
 - e. Very unlikely

- Section K: Comparison with Traditional Methods

21. In your opinion, is using TikTok more enjoyable for improving your English speaking than traditional language learning methods (like textbooks or worksheets)?
- Yes, much more enjoyable
 - Yes, somewhat more enjoyable
 - About the same
 - No, less enjoyable
 - No, much less enjoyable

- Section L: Concerns and Limitations

22. Are you worried about spending too much time on TikTok instead of using other methods to learn English?
- Yes, very worried
 - Yes, somewhat worried
 - Neutral
 - Not very worried
 - Not worried at all
23. What would help you overcome any challenges you face when using TikTok for English-speaking practice? More guidance from teachers
- Shorter and more focused English lessons
 - Engaging language challenges
 - Connecting with friends for practice

- Section M: Future Impact

24. Do you think the skills you've developed through using TikTok for English speaking could help you in your future studies or career?
- Yes, definitely

- b. Yes, maybe
- c. Not sure
- d. No, probably not
- e. No, definitely not

- Section N: Final Thoughts

25. What is anything else you'd like to share about your experiences and thoughts on using TikTok to enhance your oral English competence?

Thank you for participating in this survey! Your insights will greatly contribute to our understanding of how TikTok can be used to enhance oral English competence among junior high school EFL students.

B. Documentation





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B. Educational Background

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