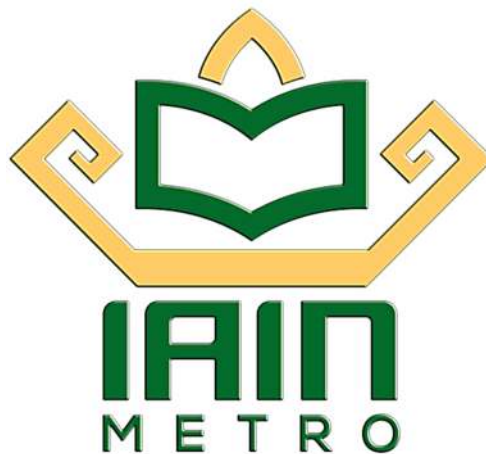


**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE**  
**3<sup>RD</sup> SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN**  
**METRO LAMPUNG**

**By**  
**SHIDDIQ ASYROFI**  
**Student Number: 1801073005**



**TARBIYAH AND TEACHER TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE ISLAMIC INSTITUTE OF METRO LAMPUNG**  
**1445H / 2023 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE  
3<sup>RD</sup> SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN  
METRO LAMPUNG**

Presented as Partial Fulfilment of the Requirements  
For the Degree of Bachelor of Education (S. Pd)  
In English Education Department

**By:**

**SHIDDIQ ASYROFI**  
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**TARBIYAH AND TEACHER TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT**

Sponsor: Ning Setio Wati, M.Pd

**STATE ISLAMIC INSTITUTE OF METRO LAMPUNG**

**1445 H / 2023 M**



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**APPROVAL PAGE**

Title : AN ANALYSIS OF USING TIKTOK IN TEACHING  
SPEAKING AT THE 3RD SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT IN IAIN METRO  
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**APPROVED BY:**


To be examined in the munaqosyah in Tarbiyah Faculty of The State Islamic  
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The Head of English Education Department

Metro, 18 October 2023  
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**NOTIFICATION LETTER**

Number :  
Appendix : II (Two) Bundle  
Matter : **In order to hold the Munaqosyah of Shiddiq Asyrofi**

To The Honorable,  
The Head of Tarbiyah Department  
At The State Islamic Institute of Metro Lampung

*Assalamu'alaikum, Wr. Wb.*

We have given guidance and enough improvement to research thesis script which is written by:

Name : SHIDDIQ ASYROFI  
Students Number : 1801073005  
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Department : English Education  
Title : AN ANALYSIS OF USING TIKTOK IN TEACHING  
SPEAKING AT THE 3RD SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG


It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr.Wb.*

The Head of English Education Department

  
  
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Metro, 18 October 2023  
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---

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqosyahkan Skripsi  
Shiddiq Asyrofi**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro Lampung

*Assalamualaikum Wr. Wb.*

Setelah kami adakan pemeriksaan dan pertimbangan serta perbaikan  
seperlunya maka Skripsi yang disusun oleh:

Name : SHIDDIQ ASYROFI  
Students Number : 1801073005  
Judul Skripsi : AN ANALYSIS OF USING TIKTOK IN TEACHING  
SPEAKING AT THE 3RD SEMESTER OF ENGLISH  
EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG

Sudah dapat kami setuju dan dapat diajukan untuk dimunaqosyahkan, demikian  
harapan kami atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

Ketua Jurusan Tadris Bahasa Inggris

Metro, 18 October 2023  
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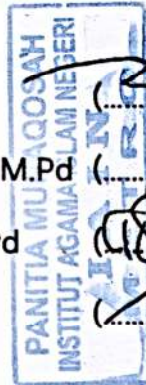
**RETIFICATION PAGE**

No. B.5317/In.28.16/PP-00.9/01/2023

An Undergraduate Thesis entitled: **AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3rd SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG.** Written by: Shiddiq Asyrofi, Student Number 1801073005, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on **Wednesday, November 8th 2023 at 08.00 – 10.00 a.m. WIB, Located at Gedung Dosen Lantai III B.**

**BOARD OF EXAMINERS:**

Chair person	: Ning Setio Wati, M.Pd.	(.....)
Examiner I	: Dr. Ahmad Subhan Roza, M.Pd	(.....)
Examiner II	: Trisna Dinillah Harya, M.Pd	(.....)
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**The Dean of Tarbiyah and Teacher Training Faculty**



**Dr. Zuhairi, M.Pd**

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**AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE  
3<sup>RD</sup> SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN THE  
STATE ISLAMIC INSTITUTE OF METRO LAMPUNG**

**ABSTRACT**

**by:  
SHIDDIQ ASYROFI**

Speaking is a language skill that students must be mastered. By mastering speaking, students can communicate and get the information they needed. However, they often face problems and difficulties when speaking such as; lack of confidence, afraid to speak, self-nervous, and problems with indications of speaking itself. Researchers have found experience difficulties in speaking performance in 3<sup>rd</sup> semester of English Education students in State Islamic Institute of Metro Lampung at The Academy year of 2020/2021

The aim of this research is to find out whether the TikTok application can be a good media for the students, as well as to find out why TikTok is specifically used as a media for teaching speaking performance and how TikTok affects students' ability to learn speaking. The method of this research is qualitative research through sources collection observation interviews and documentation. This research was conducted in classroom with eight students in the 3<sup>rd</sup> semester of English education.

The results of this research are the Tik-Tok application in Teaching speaking performances is a good effective media. The students got more confidence and comfortable to speaking in TikTok Application, as an enjoyable social media, and liked by young people or students, innovative social media are they the reasons special TikTok in Teaching Speaking.

**Keywords:** *Analysis, Speaking, TikTok Application, and Qualitative Research*

# **ANALISIS PENGGUNAAN TIKTOK DALAM PEMBELAJARAN BERBICARA MAHASISWA SEMESTER 3 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS DI IAIN METRO LAMPUNG**

## **ABSTRAK**

**Oleh:  
SHIDDIQ ASYROFI**

Berbicara merupakan keterampilan berbahasa yang harus dikuasai mahasiswa. Dengan menguasai berbicara, mahasiswa dapat berkomunikasi dan memperoleh informasi yang dibutuhkannya. Namun seringkali mereka menghadapi permasalahan dan kesulitan ketika berbicara seperti; kurang percaya diri, takut untuk berbicara, gugup pada diri sendiri, dan masalah dengan indikasi berbicara itu sendiri. Peneliti telah menemukan suatu kesulitan dalam penampilan berbicara pada mahasiswa Pendidikan Bahasa Inggris semester 3 di Institut Agama Islam Negeri Metro Lampung Tahun Akademik 2020/2021

Tujuan dari penelitian ini adalah untuk mengetahui apakah aplikasi TikTok dapat menjadi media yang baik bagi siswa, serta untuk mengetahui mengapa TikTok istimewa digunakan sebagai media untuk pengajaran berbicara dan bagaimana Tik-Tok mempengaruhi kemampuan siswa dalam belajar berbicara. Metode penelitian ini adalah penelitian kualitatif berjenis studi kasus melalui pengumpulan sumber observasi wawancara dan dokumentasi. Penelitian ini dilakukan di kelas dengan delapan mahasiswa semester 3 program studi pendidikan bahasa Inggris.

Hasil dari penelitian ini adalah aplikasi Tik-Tok dalam pembelajaran berbicara merupakan media yang efektif dan baik. Para mahasiswa menjadi lebih percaya diri dan nyaman berbicara di Aplikasi TikTok. Sebagai media sosial yang menyenangkan, dan disukai oleh generasi muda atau pelajar, media sosial yang inovatif menjadi alasan istimewa TikTok dalam pembelajaran berbicara.

**Kata Kunci:** *Analisis, Berbicara, Aplikasi TikTok, dan Penelitian Kualitatif*



## STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : SHIDDIQ ASYROFI  
Students Number : 1801073005  
Program Study : English Education Department (TBI)  
Faculty : Tarbiyah and Teacher Training Faculty

It is believed that this undergraduate thesis is original, except certain parts of it quoted from the bibliography mentioned.

Metro, November 8<sup>th</sup> 2023

The Writer



**Shiddiq Asyrofi**

St. Number 1801073005

## ORIGINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : SHIDDIQ ASYROFI  
NPM :1801073005  
Jurusan : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian saya kecuali bagian-bagian tertentu yang saya di rujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 8 November 2023

Penulis



**Shiddiq Asyrofi**  
NPM :1801073005

**MOTTO**

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

*Fa inna ma'al usri yusra*

“then actually in trouble there is conveniences”.

QS. Al-Insyirah: verse 5.

## **DEDICATION PAGE**

The under-graduation thesis would highly be dedicated to:

1. My beloved Parents Mr. Sukijan and Mrs. Sri Marmi, who always give me support, give me blessings and praying for me.
2. My beloved younger brother: Rohmad Zamil, also older brother: Rino Fanta Lubis, and Ryan Rinaldi. Thanks for all my family that I cannot mention you all here. Thanks for all of your care and support for me)
3. My sponsor Ning Setio Wati, M.Pd and Mr. Andianto, M.Pd (Thank you It will not be real without your assistance). Very thankful for Miss Ning Setio Wati, M.Pd as my biggest supporter and dedication for completed this undergraduate thesis.
4. Congratulations for Mr. Dr. Much Deiniatur, M.Pd as the duties on the Head of English Education Department.
5. My beloved friends especially in TBI'2018 thanks for all your support, help, care, and thanks for your assistance, so that I could finish my graduate thesis.

## ACKNOWLEDGEMENT

### *Bismillahirrahmanirrahim*

In The Name of Allah, the Almighty. The most gracious, the sustained, the protector and the most merciful. Greeting presents and Sholawat into our beloved the holy prophet Muhammad SAW and his whole family, companions, and adherence. This proposal entitled “An Analysis of Using TikTok in Teaching Speaking at The 3rd Semester of English Education Department in State Islamic Institute of Metro Lampung”

In this time, the researcher would to express his deepest gratitude especially to:

1. Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA, as the Rector of the State Islamic Institute of Metro Lampung.
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Metro Lampung..
3. Dr. Much Deiniatur, M.Pd, as the Head of English Education Department of the State Islamic Institute of Metro Lampung.
4. Ning Setio Wati, M.Pd, as the advisor valuable knowledge and support in finishing this undergraduate thesis. All of people around me who had always support me, motivating me, teach me for not easy to give up, give me them power to finish this script and all of you are the reason I keep doing this script to be finished.



The researcher apologists for all the mistakes that I have made in writing and finishing this undergraduate thesis. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this undergraduate thesis can be useful for researcher in particular, for our Institute and every reader in generic.

Metro, November 8<sup>th</sup> 2023

The researcher,

A handwritten signature in black ink, featuring a large, stylized 'S' that loops around and ends with a small star-like flourish.

**Shiddiq Asyrofi**

Student ID. 1801073005

## TABLE OF CONTENTS

<b>COVER .....</b>	<b>i</b>
<b>TITLE PAGE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER .....</b>	<b>iv</b>
<b>NOTA DINAS.....</b>	<b>v</b>
<b>RETIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENTS OF RESEARCH ORGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGMENT .....</b>	<b>xiii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xv</b>
<b>LIST OF TABLES .....</b>	<b>xix</b>
<b>LIST OF FIGURES .....</b>	<b>xx</b>
<b>LIST OF PICTURES.....</b>	<b>xxi</b>
<b>LIST OF APPENDICES .....</b>	<b>xxii</b>
 <b>CHAPTER I INTRODUCTION.....</b>	
A. Background of Study .....	18
B. Research Questions .....	22
C. Objective and Benefits of This Research .....	23
D. Prior Research .....	23
 <b>CHAPTER II THEORITICAL REVIEW.....</b>	
a. The Concepts of TikTok .....	26
1. The Definition of TikTok .....	26
2. Features of TikTok for Teaching Speaking.....	27
3. The Advantages of Using TikTok.....	29
4. The Disadvantages of Using TikTok.....	33

b. The Basic Concept of Speaking .....	35
1. The Definition of Speaking.....	35
2. The Factors of Speaking Effectiveness .....	37
3. The Types of Speaking Performance .....	40
4. The Barriers of Speaking .....	43
c. The Basic Concept of Teaching Speaking .....	48
1. The Definition of Teaching .....	48
2. The Definition of Teaching Speaking .....	49
3. Phases of Teaching Speaking.....	50
 <b>CHAPTER III RESEARCH METHOD .....</b>	
A. The Characteristics and Types of the Research .....	51
B. Data Sources.....	52
C. Data Collection Technique.....	53
D. Data Analysis Technique .....	55
 <b>CHAPTER IV RESEARCH RESULT AND DISCUSSION .....</b>	
A. Research Result.....	56
1. Description of Research Location .....	56
2. Description of Result Data .....	62
B. Discussion.....	71
 <b>CHAPTER V CONCLUSION AND SUGESSTION .....</b>	
A. Conclusion .....	74
B. Suggestions .....	75
 <b>BIBLIOGRAPHY.....</b>	<b>77</b>
 <b>APPENDICES I.....</b>	<b>89</b>
 <b>ATTACHMENTS.....</b>	<b>103</b>
 <b>APPENDICES II.....</b>	<b>120</b>
 <b>CURRICULUM VITAE.....</b>	<b>139</b>

## LIST OF TABLES

Tables	Page
1. The presurvey students' demography identity .....	20
2. The research students' demography identity .....	63
3. Structure of Organisation Tarbiyah and Teachers Training Faculty....	104
4. English Education lectures list .....	105
5. The active students at Tarbiyah and Teachers training faculty .....	106
6. State Islamic Institute building at 1 <sup>st</sup> Campus.....	108
7. Details of the location at 1 <sup>st</sup> Campus.....	109
8. Observation criteria .....	111

## LIST OF FIGURES

<b>Figures</b>	<b>Page</b>
1. Component of data analysis: Interactive model .....	55
2. Tarbiyah and Teacher Training Faculty Organization.....	110



## LIST OF PICTURES

Pictures	Page
1. Rector Building .....	112
2. Rector and staff building .....	112
3. Classroom.....	113
4. Ibnu Rusyid building classroom.....	113
5. Lectures building.....	114
6. Mosque building.....	114
7. Gate building .....	115
8. PIAUD Faculty and old Library .....	115
9. O building classroom .....	116
10. Laboratory building.....	116
11. Hall building.....	117
12. Tarbiyah Faculty Organisation structures .....	117
13. Front view .....	118
14. Classroom.....	118
15. Ibnu Rosyid Buildig .....	119
16. Organisation base building.....	119
17. Documentations of Interview .....	136
18. Documentations of Interview .....	137
19. Tik-Tok Application Interface .....	137

## LIST OF APPENDIXES

<b>Appendixes I</b>	<b>Page</b>
1. Presurvey Attendant List .....	90
2. Presurvey Interview Script .....	91
3. Research Interview Sheet with Students .....	94
4. Research Attendant List .....	99
5. Research Interview Script of Students .....	100
 <b>Attachments</b>	
1. Structure of Organisation Tarbiyah and Teacher Training Faculty .....	104
2. English Lecture List .....	105
3. The active students at Tarbiyah and Teacher Training faculty .....	106
4. 1 <sup>st</sup> building of IAIN Metro .....	108
5. Details of the 1 <sup>st</sup> campus location .....	109
6. Documentations of Institution .....	112
 <b>Appendixes II</b>	
1. Permit Letter of Pre-survey .....	121
2. Response Letter of Pre-survey .....	122
3. Thesis Guidance Letter .....	123
4. Permit Letter of Research .....	124
5. Response Letter of Research .....	125
6. Letter of Assignment .....	126
7. Research Proposal Guidance .....	127
8. Seminar of Research Proposal Approval .....	128
9. APD Guidance .....	129
10. The Thesis Guidance .....	130
11. The Munaqosyah of Thesis Approval .....	131

12. The Letter of Free Books Library..... ..	132
13. The Letters of Free Books Major.....	133
14. Plagiarism.....	134
15. Documentations of Presurvey Activities.....	136
16. Documentations of Research Activities .....	137
17. Curriculum Vitae.....	142

## CHAPTER 1

### INTRODUCTION

#### A. Backgrounds of Study

Speaking is the most important skill among all the four language skills in English to communicate well in this global world<sup>1</sup>. It is the art of expressing thoughts directly or in writing to communicate ideas, feelings, emotions, and opinions to others. People usually do the speaking to send and receive messages or ideas between two or more people so the intended message can be achieved. Therefore, the speaker must understand what will be conveyed or communicated to convey the message effectively.

Moreover, Teaching speaking has important role in university or institute for many years. It has been part of English Department curriculum that focusing on the fluency for production of sounds<sup>2</sup>. However, it remains challenging for many students to learn: fluency, vocabulary mastery, grammar, accents and pronunciation accuracy which are the components of speaking skill<sup>3</sup>. Besides, the media usage has an impact for effective teaching in speaking English. Therefore, it requires innovative ways and media in developing students' communicative competencies.

---

<sup>1</sup> P. S Rao, 'The Importance of Speaking Skills in English Classrooms', *Alford Council of International English & Literature Journal* 2, no. 2 (2019): 6–18, [www.acielj.com](http://www.acielj.com).

<sup>2</sup> Kayii, Rowena V. Sosas, 'Technology in Teaching Speaking and Its Effects to Students Learning English', *Journal of Language and Linguistic Studies* 17, no. 2 (2021): 958–970.

<sup>3</sup> muhammad Fandi Muslim, 'Speaking Skills of English Department Students Year 2013 in Public Speaking Class', *Retain* 3, no. 2 (2015): 1–4.

Besides, in digital era teaching speaking process supported by using a lot of media for effectiveness in teaching<sup>4</sup>. Recent development in teaching speaking have heightened the need for media usage. Learning media is one of crucial components that determines the effective learning. It can be use in learning activity that facilities students to reach the goal of the subject. Hands, teacher should use various types of media to explore the students competent and creativity.

In this digital era, the use of multimedia is considered the most important component to increase the students' motivation in learning activity. It can help the teacher and students to reach the goal of teaching and learning speaking. Multimedia is a digital technology of communication constituted by sum of hardware and software<sup>5</sup>. Previous studies have reported that many teachers use the social media as the multimedia in language teaching, such as YouTube<sup>6</sup>, Instagram<sup>7</sup>, Facebook<sup>8</sup>, WhatsApp<sup>9</sup>, Podcasts and recently trending social media is TikTok to teach speaking skill<sup>10</sup>. Thus, studies stated that the media social is effective as multimedia for teach speaking skill.

---

<sup>4</sup> Kexin Wang, 'Research on the Development of Innovation of Teacher Education in University under the Era of All Media', *International Journal of Higher Education* 10, no. 6 (2021): 186.

<sup>5</sup> L.K Pulasthi Dhananjaya Gunawardhana and Professor Sellappan Palaniappan, 'Using Multimedia as an Education Tool', *9th Annual International Conference on Computer Games Multimedia & Allied Technologies (CGAT 2016) Using*, no. APRIL 2013 (2016): 98–101.

<sup>6</sup> Hadeel A. Saed et al., 'The Use of YouTube in Developing the Speaking Skills of Jordanian EFL University Students', *Heliyon* 7, no. 7 (2021): e07543, <https://doi.org/10.1016/j.heliyon.2021.e07543>.

<sup>7</sup> Trisilia Devana and Nurul Afifah, 'Enhancing Students' Speaking Skill and Motivation Through Instagram Vlog' 513 (2021): 358–363.

<sup>8</sup> Svitlana Mykytiuk et al., 'Facebook as a Flexible Ubiquitous Learning Space for Developing Speaking Skills', *IAFOR Journal of Education* 10, no. 1 (2022): 109–133.

<sup>9</sup> Gina Nidaurrahmah, "Using Whatsapp for Teaching Speaking in English," *Ekp* 13, no. 3 (2017): 1576–1580.

<sup>10</sup> Birgit Phillips, 'Student-Produced Podcasts in Language Learning – Exploring Student Perceptions of Podcast Activities', *IAFOR Journal of Education* 5, no. 3 (2017): 157–171.



The researcher got the data of presurvey based on the interviewing with 3<sup>rd</sup> semester English Education students of The Stated Islamic Institute of Metro Lampung at the academic year of 2020/2021. The result from interview with 3<sup>rd</sup> semester of The Islamic Institute of Metro Lampung can be seen in these students' problem and they have been disgusted by the researcher to protected their privacy, we can see in the demography identity table below:

**Table 1**

The presurvey student's demography identity

No	Name	Gender	Age	Problems
1.	Della	Female	22 years old	difficult to produce the words
2.	Dianella	Female	21 years old	Feel afraid to speak
3.	Eurora	Female	22 years old	Self-nervous
4.	Ella	Female	21 years old	Feel uncomfortable when get attention from the teacher
5.	Helveanna	Female	22 years old	Lack of grammar
6.	Thallia	Female	22 years old	Miss-pronunciation
7.	Gracea	Female	23 years old	Afraid to laugh by friend
8.	Aliera	Female	22 years old	Sometimes feel not confident to speak in front of the class

The eight of students think that speaking is the greatest difficulty among the four language skills in teaching speaking<sup>11</sup>. They were consisted of eight students; they feel anxiety of speaking performance in teaching speaking activity.

It is caused by external and internal factors such as: lack of self-confidence, stress of being laughed by friends when do speaking wrong, feel uncomfortable when their lecture gives more attention in their speaking performance, lack of vocabulary, self-nervous, confused to pronounce words, and lack of grammar. On the contrary, when they have an online activity learning they feel comfortable because more focus and free to express self on the smartphone camera and enjoy, it was based on the student's interview <sup>12</sup>.

Therefore, teaching speaking that uses multimedia will help students to improve their speaking skills. The one of social media that use is TikTok. It is the top app for mobile short-form videos since introduced to the social media market in September 2016 and quickly took a leading role in the universe of social media<sup>13</sup>. TikTok is innovative and contains a variety of features that can be used for teaching speaking such as; adding music to videos and looping movies on TikTok that can last up to three minutes, the users can "duet" (a feature where users can instantly reply to an existing video and display the response and original side by side), "stitch" (clip and

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<sup>11</sup> Samira Al Hosni, 'Speaking Difficulties Encountered by Young EFL Learners', *International Journal on Studies in English Language and Literature (IJSELL)* 2, no. 6 (2014): 22–30, <https://www.researchgate.net/publication/270340628>.

<sup>12</sup> TS, Eight of Student at 3<sup>rd</sup> semester in C-class at the State Islamic Institute of Metro Lampung, *interview* on Nov 16, 2022, at 15:25 WIB.

<sup>13</sup> Persuasive Behavior, 'Does Short-Form Video Application Shape Your Life ?' (2022).

merge other users' videos into one's own), also live-stream content<sup>14</sup>. Thus, TikTok can be a multimedia for help in the effectiveness of teaching speaking process and with its features teaching speaking can be packaged attractively.

Considering the gaps, there is the case of teaching speaking by using multimedia between face to face and online process. The purpose of this study is to first evaluate the benefits of using TikTok in teaching speaking to third-semester of English Education students in State Islamic Institute of Metro Lampung. The second goal is to determine the disadvantages of utilising TikTok to teach English speaking to third-semester English Education students at State Islamic Institute of Metro Lampung. In other words, the researcher is interested to conduct the research that discusses "An analysis of using Tik-Tok in teaching speaking at the 3rd semester of English Education Department in IAIN Metro Lampung"

## **B. Research Questions**

Based on the background of the problem above, the researcher can conduct the research questions as:

1. What are the special of using Tik-Tok in teaching speaking?
2. Why is Tik-Tok used as a media in Teaching speaking?
3. How does TikTok impact for the students in teaching speaking?

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<sup>14</sup> Anggi E Pratiwi., "Utilizing Tiktok Application As Media For Learning English Pronunciation," no. July 2018 (2021): 1–13.

### **C. Objective and The Benefits of This Research**

#### **1. Objectives of the study**

The research aims are stated as follow:

- a. To know the students' experience and something special of using Tik-Tok Application in teaching speaking of 3<sup>rd</sup> English education students at Stated Islamic institute of Metro Lampung.
- b. To investigate the reasons of Tik-Tok used in teaching speaking.
- c. To analyse the effect of TikTok application in students' ability in learn speaking English.

#### **2. Benefits of the study**

- a. This program can be used to share beliefs, concepts, and skills while teaching a variety of subjects, there are various producers or creators' contents of English-Speaking Education.
- b. People can learn and understand English by viewing the video because playing allows for learning with TikTok, the students can used many of TikTok features.
- c. TikTok can increase vocabulary, fluency, pronunciation, and comprehension. The use of TikTok not only improving their ability but also their creativity, motivation and vocabulary.

### **D. Prior Research**

Previous research is an attempt by researcher to find out the differences and look for comparisons from previous studies so that future research has new inspiration

from previous research. The first prior research was conducted by Tri Handayani, Yenni Rozimela, and Sitti Fatimah with the title of research ‘‘An Analysis of English-Speaking Anxiety Experienced by The Second Year Students of English Language and Literature Department of Universitas Negeri Padang. This study conducted in English Department at Universitas Negeri Padang, who enrolled in 2017/2018 academic year.’<sup>15</sup>.

The second research by Rohima Nur Aziza Al Hakim and Hariadi Syam the research titled ‘‘An Analysis of Students’ Anxiety in Speaking English’’ This study was intended to investigate in the first grade of MAN I Kolaka. The result of interviewed showed that there were five strategies that students used to overcome their anxiety in speaking English, such as preparation, relaxation, positive thinking, peer seeking and resignation<sup>16</sup>.

The third research conducted by Cucu Sutarsyah titled ‘‘An Analysis of Student’s Speaking Anxiety and Its Effect on Speaking Performance’’ This study was conducted at the first-year students of SMPN 2 Bandar Lampung. The data show that speaking anxiety may give negative contribution to the overall students’ speaking performance achievement. It also found that nervousness is dominant factor followed by worry and tension<sup>17</sup>.

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<sup>15</sup> Tri Handayani, Yenni Rozimela, and Sitti Fatimah, ‘An Analysis of English-Speaking Anxiety Experienced by the Second Year Students of English Language and Literature Department of Universitas Negeri Padang and Its Causal Factors’, *Journal of English Language Teaching* 9, no. 3 (2020): 580–592.

<sup>16</sup> Rohima Nur Aziza Al Hakim Robert M Kosanke, ‘An Analysis of Students’ Anxiety in Speaking English’ 6, no. 2 (2019).

<sup>17</sup> Cucu Sutarsyah, ‘An Analysis of Student’s Speaking Anxiety and Its Effect on Speaking Performance’, *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)* 1, no. 2 (2017): 143.



The fourth conducted by Iskandar Abdul Samad, Siti Sarah Fitriani, Zahria Amalina and titled ‘‘Are They Really Anxious? A Critical Issue of Speaking Anxiety in the English Thesis Defence Examinations’’. This study was conducted at the Postgraduate Program of English Education, Syiah Kuala University, Banda Aceh, Indonesia. The results of the analysis indicate three big topics that we have discussed are; these are anticipatory anxiety, physiological symptoms and lack of control during speech performance.<sup>18</sup>.

The fifth conducted by Oshani Alwis, titled ‘Anxiety in Speaking English among Tertiary Level Learners of English as a Second Language.’. In this research was conducted at the students of University College of Ratmalana. These results obtained the common causes of anxiety in speaking English among the students were ‘lack of confidence’ about the English language, ‘lack of proper knowledge about the grammar rules’ and ‘lack of opportunity to practice’ the language.<sup>19</sup>.

Referring to previous research, the researcher wants to examine what causes and triggers EFL students' anxiety in speaking English at the State Islamic Institute of Metro Lampung. Previous research leads to students' anxiety in speaking English in class. Meanwhile, here the researcher tries to find out whether TikTok, which is currently the favourite social media since 2021<sup>20</sup>, can reduce anxiety in speaking

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<sup>18</sup> Iskandar Abdul Samad, Siti Sarah Fitriani, and Zahria Amalina, ‘Are They Really Anxious? A Critical Issue of Speaking Anxiety in the English Thesis Defence Examinations’, *Journal of Language and Linguistic Studies* 18, no. 1 (2022): 190–206, [www.jlls.org](http://www.jlls.org).

<sup>19</sup> Oshani Alwis, ‘Anxiety in Speaking English among Tertiary Level Learners of English as a Second Language.’, *Online Submission*, no. February (2020): 8.

<sup>20</sup> C Dilon, ‘TikTok Influences on Teenagers and Young Adults Students: The Common Usages of the Application TikTok’, *American Scientific Research Journal for Engineering, Technology, and Sciences* 68, no. 1 (2020): 132–142.

English. This research is newer than previous research and here the researcher wants to know whether TikTok is able to provide a good average for learning speaking in this digital era. After knowing the factors that cause speaking anxiety, this study is expected to provide a solution or reduce the students' English-speaking anxiety.

## **CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

#### **A. The Concepts of TikTok**

##### **1. The Definition of TikTok**

Firamadhina & Krisnani; Han; Hosen et al states that media presence has ingrained itself into daily life. Social media is an online platform that enables individuals to promote themselves and engage, cooperate, share the connection with other users to create a virtual social network<sup>1</sup>. Social media is a digital platform where social realities take place and people connect in real time. It is the development of social structures found online or in networks. Furthermore, Zhang Yiming established TikTok, it is a social media website based on a video platform in the year 2016 and ByteDance is the owner of TikTok. This software was previously called as Douyin, a name that is quite combustible in Tiongkok<sup>2</sup>.

Therefore, the advancement of technology opened doors for the creation of social media. Social networking is a highly common tool that people utilise appreciations to modern technology. It contains several features that may be utilised as a tool for language acquisition. TikTok is one of the most widely used social media. It is a social media platform with a video component. TikTok offers a variety of features and topics.

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<sup>1</sup> Alexandro Rinto, Hariatama Fendy, and Uda Tonich, 'TikTok Analysis as a Learning Media and Activism Instrument', *Jurnal Pendidikan Dan Pengajaran* 55 (2022): 211–221.

<sup>2</sup> Ibid.

Henceforth, using social media as a platform for student learning has beneficial results in terms of encouraging students to learn English.

Besides, Yang states that it was determined students' viewpoints demonstrated favourable attitudes toward using TikTok as a platform for learning English. They felt TikTok might be utilised to improve their English learning technique and students' learning motivation. According to Xiuwen & Razali that using TikTok in language learning offers positive potentials for improving students' spoken communication<sup>3</sup>. TikTok app gives students the ability to create brief videos that they may share in order to hone their public speaking abilities. Students can also learn English on this platform by watching those brief videos of English native speakers. Additionally, it increased students' awareness of native English speakers' speaking styles.

## **2. Features of TikTok for Teaching Speaking**

According to Sharma that platforms on social media may be useful instruments for developing EFL students' enthusiasm for studying as well as their English language proficiency. However, according to Gupta & Bashir social media serves four main goals. It served as a means of entertainment, socialisation, information, and education. It allows users to

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<sup>3</sup> Zhai Xiuwen and Abu Bakar Razali, 'An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students', *Universal Journal of Educational Research* 9, no. 7 (2021).

post material in the form of a quick video<sup>4</sup>. The most recent social media tool enables users to make engaging short videos and communicate with others in comments or even private conversations. The basic features that it uses such as users of TikTok may follow one another, like, and share each other's videos to several fundamental capabilities of the app. Every user who signs up has the ability to change their profile and choose which alerts they would want to receive, and other features are: video uploading, video editing, filters and effects, social sharing, likes and comments, notifications, duets, reactions, hashtags, live video streaming, QR code scanner, geolocation, video preview (before signing up)<sup>5</sup>.

Henceforward, the application offers intriguing and user-friendly features with unique effects. The users may incorporate a variety of popular tunes and hashtags when producing content. It is a platform that has a variety of video material. Users may freely express themselves on TikTok using originality and ingenuity. Thus, the users have access to a variety of capabilities, including the ability to duet, share, and compete with users across the world through video. As a result, the widespread use of TikTok as a social media platform will give students access to a productive learning environment.

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<sup>4</sup> Savita Gupta and Liyaqat Bashir, 'Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context', *Turkish Online Journal of Distance Education* 19, no. 4 (2018): 214–227.

<sup>5</sup> 'How to Create The Next TikTok', accessed December 25, 2022, <https://www.uptech.team/blog/create-app-like-tiktok>.

Based on the features above, TikTok can use media in teaching speaking. The students can upload, share, and duet their speaking performance videos to others students. Furthermore, Teachers can use TikTok to assess student learning outcomes. As part of their communicative language development, students can use TikTok to encourage students' speaking skills as a goal of their communicative language learning.

### **3. The Advantages of Using TikTok**

TikTok may be useful for teaching English in a variety of ways. Here, we discuss some potential advantages of utilising TikTok in the context of an English language education. We can take advantage of the advantages and features of the current digital era. thus, some of the benefits are:

#### **a. Expanding learning resources**

TikTok is a video production-related software that gives students the chance to hone their public speaking abilities. Guo et al and Szpunar et al. states that adopting this tool into home and classroom-based tasks including storytelling, reporting, role plays, and simulations, among others, has produced beneficial outcomes<sup>6</sup>. Furthermore, the program allows the students to improve their talents both individually and collectively by creating their own movies or by creating them in pairs or groups.

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<sup>6</sup>Annisa Laura Maretha and Kiki Juli Anggoro, 'App Review TikTok: Benefits, Drawbacks, and Implications for the ELT Field', *Mextesol Journal* 46, no. 2 (2022): 0–2.

Additionally, according to Mathew and Alidmat that TikTok implementation gives students the chance to learn more by watching uploaded content, such as English language instruction videos<sup>7</sup>. This is made feasible by the abundance of English learning channels on TikTok that can be quickly found using hashtags such as: #englishlearning, #englishlearningtips, #englishspeakingpractice, and many more. Therefore, the material includes a variety of English abilities, such as grammar, vocabulary, and pronunciation, and ranges from brief lectures to novels and the aforementioned factors in mind, instructors may simply produce their own videos using the hashtags or carefully choose from ones that are already available, and then construct activities around them.

b. Promoting motivation and self-confidence

According to Syaparuddin & Elihami that TikTok provides a variety of audio-visual tools for usage, and it has been proposed that doing so in a school setting might help to increase students' motivation. According to Mathew and Alidmat's study, which they conducted in connection to these factors, audio-visual aids increased students' motivation because they produced a pleasant and supportive learning environment<sup>8</sup>. Escamilla-Fajardo et al. also claim in a different study that music promoted physical expressiveness in addition to other

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<sup>7</sup> Mathew, N. G., & Alidmat, A. O. H. (2013). A study on the usefulness of audio-visual aids in EFL classroom: Implications for effective instruction. *International Journal of Higher Education*, 2(2), 86-92. <https://doi.org/10.5430/ijhe.v2n2p86>

<sup>8</sup> Syaparuddin, S., & Elihami, E. (2020). Improving student learning motivation through the utilization of video media in education students. *Jurnal Edukasi Nonformal*, 1(1), 228-235. <https://ummaspul.e-journal.id/JENFOL/article/view/570/315>

qualities, which raised self-confidence<sup>9</sup>. Similar findings were made in Yang's study, which discovered that watching TikTok videos on their own helped English as a foreign language (EFL) students stay motivated to learn the language. As a result, it is reasonable to state that deploying technical tools that allow for the creation of audio-visual material, such as TikTok, can help to boost students' motivation and self-assurance.

c. Helping reduce procrastination

In addition to inspiring learners, Zax and Alwagait et al. states that short videos also prevent procrastination since they seem to improve time management<sup>10</sup>. Studies have shown that procrastination causes poor academic performance, with time management creating separate objectives, self-management, and academic dishonesty as contributing factors. Lay and Schouwenburg states that it may be shown in a situation when students purposefully put off chores connected to their studies until the day of the deadline, which may have increased learning disengagement, stress, and cheating<sup>11</sup>. The tests showed that using TikTok's short-form video application can help people utilise their time more effectively and avoid procrastination. Other research by Ge and Li, Hu, Qiu and Gao states that using video-based

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<sup>9</sup>Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28. <https://doi.org/10.1016/j.jhlste.2021.100302>

<sup>10</sup> Zax, D. (2009). Learning in 140-characters bites. *ASEE Prism*, 19(2), pp. 51-52.

<sup>11</sup> Lay, C. & Schouwenburg, H.C. (1993). Trait procrastination, time management, and academic behavior. *Journal of Social Behavior and Personality*. 8(4), 647-662.



courses in formal English classroom education helps students' information retention and transmission, among other cognitive processes, in addition to decreasing their procrastinating habits<sup>12</sup>. Therefore, including digital information in all of its forms is strongly advised.

#### d. Improving Skills

TikTok also encourages the development of 21st-century skills including critical thinking, creativity, and teamwork or collaborative. Because users may use the app to send messages, exchange information, upload videos, and make comments, TikTok has encouraged online connection among users in terms of communication. In terms of teamwork, McDonough also discovered that integrating TikTok into classroom education supports language development and enhances the calibre of peer engagement<sup>13</sup>. Similar to this, Escamilla-Fajardo et al states that came to the conclusion that using TikTok in the classroom promotes teaching and learning that is more social, transparent, and collaborative. Collaboration is encouraged on TikTok in a number of ways, most notably through duets. Through the production of short videos, students may engage with their classmates in collaborative learning environments by using duets.

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<sup>12</sup> Ge, J., & Li, X. (2020). Design strategies of EFL learning videos: Exemplified by a China MOOC. ICEIT 2020: Proceedings of the 2020 9th International Conference on Educational & Information Technology, Oxford, UK, February 11-13. (pp. 68-71). <https://doi.org/10.1145/3383923.3383927>

<sup>13</sup> McDonough, K. (2015). Perceived benefits and challenges with the use of collaborative tasks in EFL contexts. In M. Bygate (Ed.), *Domains and directions in the development of TBLT*, (pp. 225-245). John Benjamins.

#### 4. The Disadvantages of Using TikTok

##### a. harm the students' self-esteem

A significant number of negative comments, or even just one, can be devastating to students' self-esteem. TikTok, as well as other social networks such as Instagram and Facebook, have been chastised for having a bad impact on one's self-esteem<sup>14</sup>. This can have serious consequences for one's mental health. Because of social media, some students have turned to self-harm or developed other illnesses, such as anorexia and bulimia.

##### b. It's prone to negative comments

Negativity is a common problem on all social media platforms these days. The more one utilizes a platform, the more likely it is to receive unfavourable feedback. Even the platform's most prominent creators have expressed concern about unfavourable remarks. When they read them, they, too, feel anxious and insecure. Negative comments can have a significant impact on one's self-esteem and confidence, and can even lead to self-harm or body image issues. Teens must be tough if they want to utilize this app to share footage.

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<sup>14</sup> Rini Savira, Muhammad Rifai “ Correlation between TikTok Use and Teenagers' Self Esteem” *IJLS Vol. 2 No. 1*, January – April 2022.

c. It can harm the students' privacy

TikTok can also harm your students' privacy. Teens are generally unaware of the privacy risks that come with putting their life on display for others. They frequently record in front of their homes, show off the interiors of their homes, give their whereabouts, show off their parents' cars, display license plates, and so on. The world is filled of insane people, and it only takes one to be bold enough to exploit this information maliciously.

d. It can being addiction and time consumption for students

In addition to the problems above, TikTok can also make students lazy to learn if it is not controlled in its use and is not used for educational purposes. That's because, TikTok is a social media that is very rich in content<sup>15</sup>. However, this content can threaten the student's own learning time. TikTok's infinite scrolling functionality and addictive algorithm encourage users to spend excessive amounts of time on the platform, potentially resulting in productivity loss and harmful consequences on mental well-being<sup>16</sup>.

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<sup>15</sup> Yao Qin, Bahiyah Omar “the addiction behavior of short form video app TikTok: the information of Quality and system Quality perspective” Volume 13 – 2022.  
<https://doi.org/10.3389/fpsyg.2022.932805>

<sup>16</sup> Bahagia, Rimun Wibowo. “ The Drawbacks and Advantages of TikTok on Students amid Pandemic Covid-19”. Volume 6 No 3 (2022) P.2 <https://jbasic.org/index.php/basicedu>

e. Cyberbullying

TikTok is like any other social media network, is susceptible to cyberbullying. Users may be targeted, harassed, or subjected to abusive comments, which can have serious consequences for the students' mental health. Cyberbullying is a new phenomenon on the internet, and many people have engaged in it with the intention of damaging or spreading hatred. Hate speech on social media is a major issue for the community, particularly for the TikTok app<sup>17</sup>.

## B. The Basic Concepts of Speaking

### 1. The Definition of Speaking

Speaking is process of conveying or sharing ideas orally (Eliyasun, Rosnija and Salam)<sup>18</sup>. It is an implementation which used to connects people for conversation in the same language<sup>19</sup>. By speaking we can share our thoughts, sense and opinion or information. It is one of the most multifarious cognitive, linguistics and motor skills. Therefore, it is a significant skill for everyone who learns foreign languages.

Moreover, speaking English as a second language is a challenging skill to teach and learn since students need to be proficient in a variety of

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<sup>17</sup> Fabiola Greselda, ‘‘ Phenomena Cyberbullying in TikTok social media’’ EISSN 2827-8763. Vol. 1, No. 3, September 2022, Hal 449-453

<sup>18</sup> Sella Monika, ‘The Correlation Between Students’ Motivation and Speaking Ability of the Eleventh Grade Students in Smk N 03 Kotabumi Academic Year 2020/2021’, *Griya Cendikia* 6, no. 2 (2021): 341–353.

<sup>19</sup> Rohima Nur Aziza Al Hakim and Hariadi Syam, ‘An Analysis Of Students’ Anxiety In Speaking English At Man I Kolaka’, *ELT Worldwide: Journal of English Language Teaching* 6, no. 2 (2019).

areas, such as mastery vocabulary, correct pronunciation, grammar, and other. The students should consider each of those factors when they want to speak. Jamilah and Haryudin states that speaking ability is the talent that the students find hardest to be mastered<sup>20</sup>. This is challenging because when someone wants to speak or say something to someone else, they have to take decides a number of interconnected factors, such as ideas, language used, what to say, how to use grammar and vocabulary, pronunciation, as well as listening to and responding to interlocutors.

Besides, speaking is how people express themselves and engage in oral communication with others. According to Zuhriyah speaking is the primary means of social connection because communication and interaction are a part of everyday life for all people<sup>21</sup>. Speaking a language indicates that a person can hold a conversation with some competence. It implies that interpersonal communication is crucial to interactive language functions and that nonverbal cues such as body language, gestures, eye contact, physical proximity, and other signals are just as important as verbal ones.

Meanwhile Cameron state that speaking is the active expression of meanings through language so that other people can understand them<sup>22</sup>. It means in this situation demands a complex skill that calls for knowledge of

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<sup>20</sup> Ariyani Acep Haryudin, 'Teacher ' S Difficulties in Teaching Speaking Using', *Eltin* 6, no. 2 (2018): 59–68.

<sup>21</sup> Mukminatus Zuhriyah, 'Storytelling to Improve Students' Speaking Skill', *English Education: Jurnal Tadris Bahasa Inggris* 10, no. 1 (2007): 119–134.

<sup>22</sup> Ilham Ilham, Muhammad Fauzi Bafadal, and Muslimin Muslimin, 'An Analysis of Students' Speaking Ability on Specific Purpose of Learning', *Linguistics and ELT Journal* 7, no. 1 (2020): 23.

vocabulary, grammatical structures, sounds, and cultural subsystems of language. It implies that speaking is the language's most useful talent. Speaking is an activity that produces the language used to communicate in a group or in society as a demonstration of one's linguistic proficiency.

Therefore, based on the statement above the researcher can conclude that speaking is one of the most crucial language abilities because it is the initial method of interaction, sharing ideas, and communication with people. Speaking also demonstrates linguistic proficiency. Speaking is the most challenging aspect of learning and teaching English since speaking calls for knowledge of grammar, vocabulary, pronunciation, and other linguistic elements. Therefore, speaking is a tool for engagement and communication with others. Through speaking, individuals can obtain or impart information, ideas, knowledge, and other things.

## **2. Factors of Speaking Effectiveness**

The students who want to master speaking should be aware to the language but also the culturally appropriate ways to engage with others in various contexts and relationships. The effectiveness of speech is influenced by a number of things. Abbaspour states that a few elements that affect how effective speakers are<sup>23</sup>. The influences and important how well people speak English is the speaking ability components. It is able to create

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<sup>23</sup> Faezeh Abbaspour, 'Speaking Competence and Its Components: A Review of Literature' (2016).

a good communication and build great speaks. It is possible to measure how well someone speaks by looking at these elements<sup>24</sup>. Here is how they are described:

b. Grammar

According to Brown that grammar is a set of rules guiding the typical placement and relationship of words in sentences<sup>25</sup>. One of the facets of the language system and a crucial component of speaking, grammar has a direct impact on whether or not students use the proper grammatical structure of the target language. The teacher must keep in mind that when teaching spoken English, he not only teaches students how to talk properly, but also helps them grasp what they are saying and perfect the correct pronunciation.

c. Comprehension

Without a doubt, it is essential for a topic to both start until end an oral discussion. This is our capacity to hear noises and interpret them as data. As sound travels from our ears to the auditory cortex of the brain, it is converted to information and stored there for later recall. As a result,

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<sup>24</sup> Kurniati Azlina, Eliwarti, and Novitri, 'A Study on the Speaking Ability of the Second Year Students of SMK Telkom Pekanbaru', *Jurnal Online Mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Riau (JOM FKIP UNRI)* (2015): 1–13, <https://media.neliti.com/media/publications/206186-none.pdf>.

<sup>25</sup> Universitas Negeri Malang et al., 'The Analysis Of Grammar Error In Writing Descriptive Text For Seventh Graders', no. 2018 (2021): 39–46.

comprehension is the ability of a listener to fully understand what is being said to them.

#### d. Vocabulary

What determines how effectively people speak English is a component of speaking skills. According to Nugroho that vocabulary is defined as a term in a foreign language<sup>26</sup>. Cameron states that words are viewed as the building blocks that can be used to construct knowledge of a second language. One of the knowledge domains in a language, vocabulary, is very important for language learners as they acquire the language<sup>27</sup>. According to Linse and Harmon, Wood, & Kesen, those students' vocabulary acquisition is a crucial part of their language development.

#### e. Pronunciation

Hewings in Nugroho states that pronunciation is a property of speech that combines a variety of speech elements, such as sound, syllables, words, and intonation, to create the pronunciation of language<sup>28</sup>. This particular element includes everything from the individual speech sounds to the voice's rise and fall in pitch. however, the pronunciation in each accent or countries are different. it's not something that hinders communication.

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<sup>26</sup> Hefy Nugroho, Yosephus Setyo; Nurkamto, Joko; Sulistyowati, 'Improving Students ' Vocabulary Using Flashcards', *Jurnal Pendidikan Bahasa Inggris* 1 (2012): 1–15.

<sup>27</sup> MOFAREH ALQAHTANI, 'The Importance of Vocabulary in Language Learning and How to Be Taught', *International Journal of Teaching and Education* III, no. 3 (2015): 21–34.

<sup>28</sup> NICKY DWININGRUM, *The Teaching of English Pronunciation To Young Learners*, 2016.



f. Fluency

Fluency is the capacity to speak with natural levels of continuity, speed, and effort as well as the ability to integrate ideas and words to produce coherent, connected speech. Speech pace and consistency are the main determinants of fluency. The key to coherence is the use of cohesive devices, clear stage-setting in a dialogue, narrative, or argument, and logical sentence sequencing. Speaking accurately, fluently, and in a communicative manner is known as fluency. Fluency is the ability to speak freely and uninterruptedly<sup>29</sup>.

### 3. Types of Speaking Performance

Every teacher often uses a different approach while teaching speaking skills to their students. Teachers have their unique methods for teaching English speaking to students who are learning the language for the first time so that their students can practise in front of the class. This depends on the subject matter the teacher will be covering. Short conversations, monologues, dialogue, plays, and other forms of expression can be used. Brown states that there are various styles of speaking performance such as imitative, intensive, responsive, interactive, extensive<sup>30</sup>. Which are described in the following.

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<sup>29</sup> Universitas Negeri Surabaya, 'Students Perception Of Factors Affecting Fluency During Speaking Budi Utomo Abstrak' 10, no. 01 (2022): 17–24.

<sup>30</sup> Bahrul Fajrih, Ferry Rita, and Muhammad Arid, 'Improving Speaking Skill Of The Eleventh Grade Students Through Imaginary Conversation' (n.d.): 1–14.

(a) Imitative

According to Darjowidjojo's psycholinguistic hypothesis, most people do not consider language use to be particularly challenging<sup>31</sup>. Language usage is simple since it is done frequently and out of habit. At the age of one and a half years, a baby will imitate the word he hears without understanding its meaning. The mimicked one-word phrases develop into two-word phrases, and finally become complex sentences. Therefore, students should frequently record native speaker speech using a tape recorder, DVDs, or another method before practising it. This is done to identify a specific vowel sound or to test an intonation counter. The goal of imitation is to concentrate on a specific aspect of language form rather than on a meaningful interaction. Given the chance to listen and repeat certain language chunks aloud, Brown states that learners may have some linguistic difficulty, either phonologically or grammatically<sup>32</sup>.

(b) Intensive

Intensive speaking, which extends beyond imitation to include any speaking performance intended to practice a particular phonological or grammatical component of language, is defined by Brown as going beyond imitation<sup>33</sup>. Imitative is not the same as intensive. In contrast to intense

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<sup>31</sup> Dardjowidjojo, S. 2005. Psikolinguistik; Pengantar Pemahaman Bahasa Manusia. Jakarta. Yayasan Obor Indonesia

<sup>32</sup> Brown, H. Douglas. 2007. Teaching by Principles an Interactive Approach to Language Pedagogy. America: Longman.

<sup>33</sup> Yenny Rahmawati and Ertin Ertin, 'Developing Assessment for Speaking', *IJEE (Indonesian Journal of English Education)* 1, no. 2 (2014): 199–210.

instruction, which also stresses meaning in order for students to complete certain tasks, imitation places an emphasis on pronunciation or phonological aspects.

(c) Responsive

Responding appropriately to questions and comments is crucial in discussion since it might inspire students to learn how to do so. An example might be when a teacher inquires, "How are you today?" Students can reply with "pretty well, very well, fine, or other" and then rephrase their question to the other person by asking, "How about you?". Speakers are so encouraged to talk clearly and quickly. This is typically done in response to a brief dialogue, a straightforward request, a statement, or other.

(d) Interactive

When a conversation is interactive, the number of speakers also matters because sometimes more than two persons are required. The terms interactive and responsive are nearly identical. Both of these two ways of speaking have the same aim, which is to answer to the other person's discourse, whether it be a question or a statement. The number of participants in the conversation determines whether it is responsive or interactive.

(e) Extensive

Speaking extensively requires a variety of speech production techniques. The greatest level of speaking is extensive, or you might say that extensive is the most challenging sort of speaking performance because it involves expanding your speaking range. It's not just like answering in a quick chat; the speaker needs to improve his speaking ability in lengthy conversations. A lot of work is typically done in a monologue while engaging in tasks like oral reports, speeches, summaries, storytelling, and others. Furthermore, it can be argued that extended speaking is the pinnacle of speaking abilities and that it necessitates strong linguistic components.

#### **4. The Barriers of Speaking**

According to Musliadi that some of the issues with teaching and developing speaking skills are internal to learners, while others are external<sup>34</sup>. The teacher faces obstacles in the learning process that prevent them from being successful teachers. When encouraging students to talk in class, teachers may run into a few speaking-related issues. The external elements as well as internal ones play a role in how effectively speaking is taught and learned. Thus, both internal and external influences might cause issues with or hurdles to the learner's speaking skills. Speaking extensively requires a variety of speech production techniques. The most challenging

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<sup>34</sup> Trisilia Devana and Nurul Afifah, 'The Problems Of Teaching Speaking With Respect To The Teaching Methodology: Task-Based Language Teaching' 513, no. 1 (2021): 358–363.

types of communication are extensive, which is the highest level of speaking.

Besides, Musliadi states that internal issues are caused by the learners themselves, including the way they use language<sup>35</sup>. Internal or learner-generated problems are referred to as external factors. Problems frequently create a barrier to speech instruction. Internal barriers are so issues that arise from inside the learner and that the instructor should support the student in resolving.

In contrast to internal issues, external factors are what prevent English language learners from speaking the language. Problems from outside, not the learner, appear as external variables. Such as environmental variables, family considerations, and school elements. Due to the failure of information transfer and sharing, any issues that come from either the learners themselves or the outside world will be obstacles to learning and present challenges for teachers.

Therefore, Younes and Albalawi states that that their research identified a number of characteristics that make the teaching and learning process<sup>36</sup>. Such as challenging, including mother tongue, shyness to talk in English, nothing to say, limited participation, and learners' fears of making mistakes and receiving negative feedback.

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<sup>35</sup> Ibid.

<sup>36</sup> Jamal Kaid Mohammed Ali et al., 'Attitudes of Saudi EFL Learners towards Speaking Skills', *Arab World English Journal* 10, no. 2 (2019): 253–364.

(a) Fear of Mistake

Fear of making mistakes is connected to the problem of criticism and poor appraisal. Additionally, the learners' anxiety of being teased by their peers or the teacher has a big impact on this. As a result, students frequently give up on the speaking exercise. Al Nakhalah adds that one of the primary reasons why students are reluctant to speak in English in class is fear of making a mistake<sup>37</sup>. The fear of making mistakes is a factor in learning because students worry that if they speak English incorrectly, their friends will make fun of them and they will receive bad feedback from their peers.

(b) Students Fear of Criticism

The fear of criticism among students is a result of their concern with speaking English incorrectly. In order to escape the teacher's criticism when they make a mistake, they decide that the best course of action is to remain quiet in the classroom. Due to the lack of effective speaking activities in the classroom, it will have a negative impact on how well students and teachers are teaching and learning.

(c) Shyness

Shyness is an emotional condition that typically manifests when students are pressured to follow a teacher's instructions, particularly during

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<sup>37</sup> Ayu Riftriani and Yanti Sri Rezeki, 'Factors Influencing Students' Speaking Difficulties in Giving Oral Presentation' (2019).

speaking activities in the classroom. Each person exhibits shyness as a result of experiencing fear. According to Al Nakhalah due to their tendency to be very quiet, some students are bashful<sup>38</sup>. Since most of them find speaking in front of their peers and instructor to be quite scary, the students in this situation tend to be shy and lack confidence. The majority of English language learners experience shyness when speaking because they fear making mistakes. Henceforth, they fear ridicule from their peers. caused of their limited English proficiency, they are worried that their friends will make fun of them.

#### (d) Nothing to Say

Students struggle to come up with anything to say because they lack any motivation to do so while speaking in front of the class or to other students, and they also lack any viable explanations for what they want to say. The lack of communication among the students may be a result of the topic the instructor picked being inappropriate for them or their lack of knowledge. When a teacher asks a student to react in a foreign language, many students find it challenging because they may not know what to say, what vocabulary to use, or how to apply the grammar properly (Tuan and Mai)<sup>39</sup>.

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<sup>38</sup> Ahmed Nakhalah, 'Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University', *International Journal of Humanities and Social Science Invention* 5, no. 12 (2016): 96–101, [www.ijhssi.org](http://www.ijhssi.org).

<sup>39</sup> Yuli Astuti Hasanah, 'Enhancing The Speaking Performance Of Efl College Students Through Video Projects', *English Education: Jurnal Tadris Bahasa Inggris* 12, no. 1 (2019): 1–10.

(e) Low Participant

Numerous factors contributed to the low participation of English language students because speaking English presented challenges in terms of pronunciation, grammar, vocabulary, fluency, and comprehension as well as personal issues like shyness when speaking, lack of self-confidence, lack of practice, time management, speaking material, and exposure (Sayuri)<sup>40</sup>. A noticeable increase in engagement may be seen in courses that include regular discussion topics and small group activities. Shortly, class sessions start to feel like a wasted opportunity to survey and encourage learning if just a few students show interest by offering answers, asking questions, or contributing to dialogues. By improving the learning environment and scheduling each season of class, teachers may boost student engagement in their courses.

Additionally, a teacher's vocal and nonverbal interactions with students might convey to them how he feels about involvement. Expanding involvement should ideally not be the goal if all students take an interest in it similarly or at the same pace. Instead, the goal is to foster a learning atmosphere where everyone has the opportunity to participate and where students are encouraged to explore ideas and problems from a number of angles.

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<sup>40</sup> Rotua Purba, Asriani Hasibuan, and Aprida Irmayana, 'The Effect Of Using Point Counter Point Strategy On Students ' Speaking Ability ( A Study At The Twelfth Grade Of Sma Negeri Ibatang Onang 2020-2021 Academic Year ) Speaking Is an Act of Making the Vocal Sound . Speaking Means to Express Feeling in Spoken' 3, no. 3 (2021): 80–91.



(f) Mother Tongue

When teaching or studying, there are several reasons why students utilise their mother tongue. First, when the students receive information about the class, they lack the language skills necessary to engage in conversation in English. For another, the teacher (instructor) does not support requiring that students utilise their target language or English in class at all times. Students will feel encouraged to utilise it when some students speak in their mother tongue in class and the instructor responds using their first language. Istanto states that his research uncovered a number of issues that teachers have when instructing speaking.

### **C. The Basic Concepts of Teaching Speaking**

#### **1. The Definition of Teaching**

Teaching is a type of interpersonal influence aimed at changing the potential behaviour of another person. Smith expanded Teaching is a set of actions involving an agent, an end goal, and a situation that includes two sets of factors: those over which the agent has no control (class size, pupil characteristics, physical facilities, etc.) and those over which he can modify (such as teaching techniques and strategies)<sup>41</sup>. It is an interactive procedure that largely involves classroom discourse between teacher and student and occurs during specified activities. Therefore, might be thought of as a type

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<sup>41</sup> Isola Rajagopalan. "Concept of Teaching." Shanlax International Journal of Education, vol. 7, no. 2, 2019, 5-8.

of problem-solving and decision-making that shares many characteristics with the job of physicians. This paradigm has resulted in a body of research that has explored teaching decision-making, with a particular focus on the knowledge about students that instructors use to make decisions and the way they adjust instruction to individual pupil requirements.

## **2. The Definition of Teaching Speaking**

Teaching is a process that imparts knowledge in order to attain learning objectives and to mount moral values in students. The instructor delivers a message, knowledge, or skill to the pupil during a teaching activity. According to Brown, education is a method of showing or delivering assistance to a group of individuals in order to identify ways to perform something, give instructions, guide in considering something, and supply information.

The English-speaking teacher teaches the listener to (1) make the English speech sound and sound pattern, (2) use word and sentence stress, intonation systems, and the rhyme of the second language, (3) choose appropriate words and sentences based on the appropriate social setting, audience, situation, and subject matter, (4) set students' ideas in the sense and judgments, and (5) use the language immediately and confidently with several unascertained words<sup>42</sup>.

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<sup>42</sup> Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom".  
Volume 12, Issue 1, January 2019 <https://eric.ed.gov/?q=teaching+speaking+is&id=EJ1225673>

### 3. Phases of Teaching Speaking

There are three stages to teaching speaking activities. Pre-speaking activities, speaking while activities, and post after speaking are the three steps. The purpose of the pre-speaking exercises is to prepare the students for the main speaking activity that will come next. Schema activation calls on the participants to recall prior knowledge about the world that is pertinent to the speaking context<sup>43</sup>. These objectives can be accomplished by using questions, images, and text. It is frequently employed as a pre-speaking exercise during brainstorming sessions. Prior to the major speaking activity, it is beneficial to brainstorm ideas in smaller groups. The main objective of this exercise is to come up with as many ideas as you can in the allotted time. The evaluation of the concepts waits until the activity period is over. When students have a good understanding of the communicative problem and the solution available to them, their motivation can be increased

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<sup>43</sup> Mu-Hsuan Chou, ‘‘ An integrated approach to developing and assessing EFL students’ speaking ability and strategy use’’ Vol. 4 (1), 19–37 (2021) <https://doi.org/10.29140/lea.v4n1.428>

## CHAPTER III

### RESEARCH METHOD

#### A. The Characteristics and Types of the Research

In conducting research to acquire good findings and solve the difficulties included in the study, the researcher must choose a technique that is consistent with the title of the research. This qualitative research focuses on data analysis to explain the theme utilising test analysis and interpreting the larger significance of the findings. The purpose of this qualitative study was to investigate a phenomenon from the students' point of view: the problems is EFL students feel anxiety when speaking English, It is clarified qualitative on case-study research.

This study is qualitative in the intellect that it is conducted in the field. Qualitatively describes phenomena in the scientific paradigm by expressing them in non-numerical language, which must identify the problem to be examined and the theory that will be used to dissect the problem<sup>1</sup>. Qualitative research is distinguished by its capacity to portray many points of view and opinions<sup>2</sup>. Understanding a specific problem or study topic from the perspective of the EFL students engaged is a feature of qualitative research. The researcher intended to learn about the problems and anxiety which EFL students at the State Islamic Institute of Metro Lampung encounter when speaking English.

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<sup>1</sup> Robert K.yin, *Qualitative Research from Start To Finish*, (New York London: The Gullford Press). P.8, 2011

<sup>2</sup> Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide*, 2005.

This qualitative method differs greatly from quantitative methods, which utilise numerical terminology to express the difficulties that emerge.

## **B. Data Sources**

The data in this study were taken from the results of interviews with eight EFL students in the third semester of the Metro in 2020/2021. This interview contains a question-and-answer conversation about speaking anxiety and social media which they ever use in speaking discourse. The study used anonymity to change participants' names to protect the student's privacy. Researcher chose students majoring in English Education because it relates to the type of sampling method and purposive sampling.

According to Anderson, data sources are divided into two, namely primary data sources and secondary data sources<sup>3</sup>. Primary data is data obtained and collected directly by researcher and most of the primary data comes from interviews and observation. While secondary data is secondary data. data comes from books, journal and document related to this research.

### **1. Primary sources**

Primary data sources are information gathered by a method.

That is, researcher must acquire original data or information from researcher who require study participants for the variables being

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<sup>3</sup> Gary Anderson and Nancy Arsenaut, *Fundamentals of Educational Research*, (USA: Falmer Press, 2005), second edition, 12.

investigated<sup>4</sup>. Primary data for the study is derived through interactions and interviews with EFL students.

### **C. Data Collection Technique**

Researcher spend a great deal of time acquiring data while doing qualitative research. gathering data via participant interviews and recording activities are all elements in the data collection process. Several plans will be used in this study's data gathering phase. These are what they are:

#### **1. Observation**

Observation is a way to make careful observations and record systematically with regard to behaviours, work processes and other objects. The form of observation used in this study was participant observation in the interviews with the students. In this observation participant, the researcher was involved with eight EFL 3rd semester students at The State Islamic Institute of Metro Lampung who were used as data sources.

#### **2. Documentation**

One of the numerous processes that go along is documentation, and its primary goal is to put students related script

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<sup>4</sup> Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 3rd ed (Los Angeles: SAGE, 2011), 132.

of interviews. Obtaining information regarding cases by the students' transcripts. The results of the questionnaire and interview will be managed by researcher.

### 3. Interview

A meeting between two persons to share information or ideas through questions and replies is referred to as an interview by Sugiyono. This allows for the construction of meaning on a particular issue<sup>5</sup>. According to Susan Stainback, Sugiyono, interviews can help academics gain a more comprehensive grasp of how a person sees an event or occurrence than is possible via simple observation<sup>6</sup>. In this study, the researcher will collect data via structured interviews. The eight of EFL students will be interviewed by the researcher as a primary sources, and will be asked some questions about his thoughts on the students' experiences using TikTok as a tool in their teaching speaking activities. This interview's goals are to confirm observational findings and gather more research-related data.

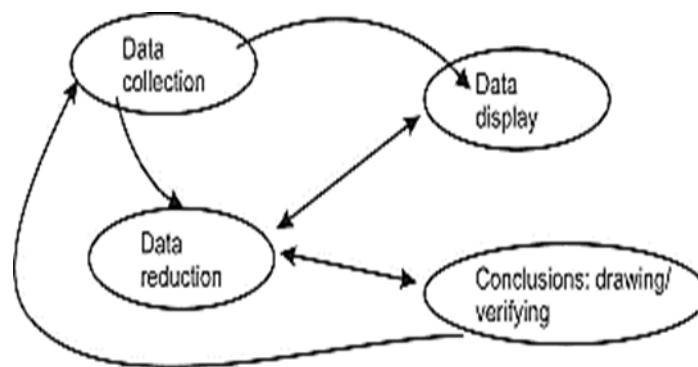
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231. <sup>5</sup> Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2016),

<sup>6</sup> *Ibid.*132

#### D. Data Analysis Technique

The Miles and Huberman model will be used in this study to examine the data that has been gathered. The following figure illustrates the procedure:



**Figure 1** *Component of Data Analysis: Interactive Model*<sup>7</sup>

Data analysis by Miles and Huberman model conducts the following steps:

1. The first stage in doing research is getting all the data necessary to finish the study.
2. The researcher then condenses the data by selecting and summarizing particular data.
3. The researcher employs images, graphs, or charts to visually represent the data in order to show its entirety.
4. To validate the research, the researcher then draws recommendations and conclusions from his results.

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<sup>7</sup> Sugiyono, *Metode Penelitian.*, 247.



## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Result Location**

###### **a. The History of State Islamic Institute of Metro Lampung**

1961-1997; The forerunner to the establishment The State Islamic Institute of Metro is inseparable from the history of the establishment The State Islamic Institute of Raden Intan in Bandar Lampung. This is different because the establishment of The State Islamic Institute of Raden Intan Bandar Lampung itself is the result of the efforts of religious leaders and community leaders who are members of the Lampung Islamic Welfare Foundation (YKIL) which was established in 1961 chaired by RD. Muhammad Sayyid.

From the results of the deliberation, it was decided to establish two faculties, namely the Faculty of Tarbiyah and the Faculty of Syari'ah whose position in Tanjung Karang is under the support of the Foundation. In 1964, to be precise, on October 13, 1964, based on the Decree of the Minister of Religion Number 86/1964, the status of the YKIL Tarbiyah Faculty was changed from private to state, but it did not stand alone but was a branch of the Tabiyah Faculty The State Islamic Institute of Raden Fatah Palembang. In 1967 at the request of the Metro people to YKIL to open the Tabiyah Faculty and the Syari'ah Faculty in

Metro with the approval of the Dean of the Tabiyah Faculty State Islamic Institute of Raden Fatah Palembang.

Prior to 1965, the Ushuludin Faculty was established which was based in Tanjung Karang with due observance of the Decree of the President of the Republic of Indonesia Number 27 of 1963 due to the provisions for establishing an independent Higher Education (al-jami'ah) must have three faculties in preparation for the establishment of the State Islamic Institute of Raden Intan Lampung

In addition to YKIL, in 1965 the Lampung Islamic Higher Education Foundation was also established which was led by KH. Zakaria Nawawi. Even though this foundation has been running since August 27, 1966, this foundation is trying hard to support the existing faculties and trying to change the status of these faculties from private to state-owned.

After The State Islamic Institute of Raden Intan Lampung was officially opened, the Faculty of Tarbiyah which was originally subordinate to The State Islamic Institute of Raden Fatah Palembang was determined to become an independent faculty, as the Tabiyah Faculty the State Islamic Institute of Raden Intan Lampung Metro based on Decree of the Minister of Religion of the Republic of Indonesia No. 188 of 1966. Not long after the change in the name of the Raden Intan to Tanjung Karang, The State Islamic Institute of Raden Intan Bandar Lampung, following the change in the name of the capital city of Lampung to Bandar Lampung, the Islamic Community Guidance

Circular Letter No. E.III.OT/OO/AZ/1804/1996, August 23, 19996 concerning the Institutional Arrangement of the Faculty of State Islamic Institute outside the Main to become a State Islamic High School.

As a continuation, on 23-25 April 1997 a working meeting was held for rectors and deans of faculties outside the main campus. On this occasion, it was also decided to change and ratify faculties outside the main school to become the State Islamic College (STAIN) based on Presidential Decree No. 11 of 1997.

In line with the change in status, Drs. Zakaria Zakir, who was serving as the Dean of the Tarbiyah Faculty, proposed five names for STAIN Metro namely, STAIN Raden Imba Kusuma, STAIN Lampung, STAIN Jurai Siwo, STAIN A. Yasin, and STAIN Sosrodarmo. Based on the suggestion of the Regent (at that time Drs. Herman Sanusi) the name of STAIN Metro was Jurai Siwo Metro STAIN considering that STAIN is located in Central Lampung which has the tradition and culture of "Nine Marga Penyibang". As a follow-up to the 1997 Presidential Decree above, on June 30 1997 33 STAINs were simultaneously inaugurated and their heads were held by the respective Deans as Acting Chairpersons

1997 – 2006; Arrangements for institutional arrangements in STAIN Jurai Siwo Metro are increasingly being improved. In line with the dynamics of campus life, since 1997 a new department has been opened, namely the Syari'ah Department, which only has one study program,

Ahwalusy Syakhsiyyah. Only in 1999. This period is known as passing out because since 1997 STAIN Metro is no longer under State Islamic Institute of Raden Intan.

In 1998, the idea to produce graduates of Islamic Banking Economics who had characteristics for the management of Islamic Banking Institutions was initiated by Prof. Bahri Ghozali (while serving as Chairman of STAIN Metro Period 1998 - 2002) by opening the Islamic Banking Economics Study Program (EBI). This idea later became the embryo for the development of Islamic economics study programs in all Islamic Higher Education Institutions in Indonesia. Even though at that time it became a polemic for many circles, it is a historical record that Islamic Economics started from STAIN Jurai Siwo Metro

In the acceptance of new students for the 2006-2007 academic year, the D3 English study program and the new study programs are S1 English and D4. It is hoped that in 2007 the accreditation process for these two study programs will be realized.

2007 – 2010; The STAIN Jurai Siwo Metro campus has made significant progress. The only state campus in Metro City is an Islamic campus that is of interest to prospective students from various regions, both from Lampung and abroad.

Since led by Prof. Dr. Syaripudin, M.Ag, starting in 2007 until now, STAIN has become a campus that is growing and has produced Islamic graduates who are ready to be competent in all fields.

Compared to previous periods, the name STAIN Jurai Siwo Metro is now known in various levels of society. This is proven by the increasing number of prospective students enrolling in STAIN every year. More than 1,880 prospective students have registered at STAIN Metro. Meanwhile, only around 800 students will be accepted. This means that there are 1,080 prospective students who must be relieved because they are not accepted at STAIN Metro, whose capacity is limited.

With only 800 students, it is hoped that students with better quality will be recruited. STAIN's achievements can also be relied upon as a campus that is able to build student competence. Evidently, many students have won in every inter-campus competition. In the field of education, this campus also pays attention to mastery of English and Arabic as well as competencies in areas of interest as well as other talents such as sports, cultural arts, journalism, and others.

To build student competency, STAIN has three majors, namely Tarbiyah, Sharia, and Islamic Economics which consist of Islamic Religious Education (PAI), Arabic Language Education (PBA), Madrasah Ibtidaiyah Teacher Education (PGMI), Ahwalus Syahsiyah/Islamic Law. , Islamic Economics, and Diploma Three (D-3) Islamic Banking. STAIN has also started to open a Postgraduate (S-2) program for the majors in Islamic Education and Islamic Law.

Student organisation activities are also a very important part of the progress of STAIN. Both internal and external campus organizations. Organizational activities are able to provide benefits to students and encourage an active role in reviving the academic culture on the STAIN campus. With the organization, students are able to develop themselves in the intellectual, spiritual, and emotional fields.

2016 – present; 2016 was the year of the transition from STAIN to State Islamic Institute. This change in status was contained in Presidential Regulation No. 71 dated 1 August 2016, according to the Presidential Decree, the establishment of State Islamic Institute of Metro was a change in the form of the Jurai Siwo Metro State Islamic College (STAIN). In connection with this change, all assets, employees, rights and obligations of each STAIN were transferred to the assets, employees, rights and obligations of each State Islamic Institute. Likewise, all STAIN students of the tertiary institution become Islamic Institute of Students.

b. State Islamic Institute of Metro Lampung Vision and Mission

Socio-eco-techno-preneurship

Vision;

Become an Islamic Religious College that excels in socio-eco-techno-preneurship synergy based on Islamic and Indonesian values<sup>8</sup>.

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<sup>8</sup> <https://www.metrouniv.ac.id/about/vision-and-mission/>

Mission;

- 1) Form graduates who have Islamic knowledge in the implementation of education, research, and community service
- 2) Developing Islamic values in the implementation of education, research, and community service
- 3) Implement a quality institutional management governance system.

## 2. Description of Result Source

This research was conducted in qualitative research, it was clarified on case-study type. The researcher was held the research at English Education Department of The State Islamic Institute Metro Lampung which is located on State Islamic Institute Metro, Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Metro Timur, Metro City, Lampung 34112. This research finding is answering the problem statement the formulated before. This research involved eight students of English Education in 3<sup>rd</sup> semester at the Academy year of 2020/2021.

These students' names have been disguised by the researcher to protected their personal privacy. We can observe at the demography table below:

**Table 2**

The research student's demography identity

No	Name	Gender	Age
1.	Meimei	Female	22 years old
2.	Lolli	Female	21 years old
3.	Lita	Female	22 years old
4.	Sasa	Female	21 years old
5.	Jasmine	Female	22 years old
6.	Bella	Female	22 years old
7.	Soryu	Female	23 years old
8.	Meysa	Female	22 years old

They are all an active English Education Department student in State Islamic Institute of Metro Lampung. Therefore, the three-theme formulated formerly for answering the research questions by interview to them. These topics can be seen below:

### **1. The Reasons of Tik-Tok as a Special Media in Teaching Speaking**

This research data description procedure in collecting data, classifying data, and displaying data from research results based on study objectives. The first research objective was analysing the students' experience and something special of using Tik-Tok Application in teaching



speaking of the 3rd English education students at Stated Islamic institute of Metro Lampung. In the process of collecting data to achieve this goal. The researcher collected the students' statement related to using TikTok Application in teaching speaking. The researcher used the theory line by Geyser<sup>9</sup> that related to four of Tik-Tok aspects ''Creative, Fun, Interesting, User-friendly and Enjoy''. The researcher summarises the students' statements regarding aspects of TikTok and conduct interviews with these students. These eight of students had previously learned speaking English using TikTok media in speaking discourses. they speak that TikTok is an innovative application than others social media. They argued that Tik-Tok can be effective media and expected to expressively-self in front of the camera. They stated;

*"I like to use any media in teaching, but prefer to use TikTok, I can speak in front of the camera, innovative media because it has lot of features that make me fun for learn and practise myself in speaking English, Bro''*  
By Meimei

*''For myself, the important thing is that the class is conducive. I think it's also possible to use TikTok, bro, because we can practise directly*

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<sup>9</sup> Werner Geyser, '' The Ultimate Guide to Short-Form Video Content''  
<https://influencermarketinghub.com/short-form-video-content/>

*for pronunciation, grammar structures, and also listening by the Native speakers"* By Lolli

*"In my opinion using TikTok also makes it easier for me, it is more being confident because we didn't get attention from the lecture or our friends and if we got some mistake, it can re-take the video of myself. so, we can train our self-confidence in front of the camera also don't afraid to laughed by friends."* By Lita

*"Learning or practicing with TikTok, it's actually good because we are the millennial generation, so we can learn to use any media as long as the media is user-friendly, easy and interesting Application."* by Sasa

*"Practicing speaking using Tik-Tok is also good, in my opinion. We can explore new things, contents of education not only in English but another. Besides of that we also can entertain us"* by Jasmine

*" I think it's fine if you want to use any media as long as the media is easy to use. TikTok is already familiar too, especially for the young person. I like to use the music features in the video, it is making us more creative to make a content"* by Bella

*"In my opinion we can more creative if use media, especially TikTok app. We can add music to a video, text or caption, use duet with me feature, that was interesting and good enough" By Soryu*

*"For me, TikTok is also interesting, easy to use, creative and innovative media for learning speaking. But speaking directly is also good. Both of them are good the important that we always practise it "By Meysa*

As seen in the mentioned excerpts, eight of the students stated that something special of TikTok Application as media in teaching speaking. They experience with the Tik-Tok application as innovative, interesting, user-friendly, easy to use, many things to explore, entertains and also lot of features which can used for teaching speaking. Based on the statement, it means that they enjoying and fun when using Tik-Tok as a media in teaching speaking.

## **2. The Advantages and Disadvantages of TikTok Application Used as Media in Teaching Speaking**

The second research objective was analysing the benefits and disadvantages of TikTok Applications as media in teaching speaking based on the students' experience. Every media for used in teaching-learning, especially in teaching speaking, there are definitely advantages and disadvantages to the media itself. These eight of students are has their experiences then the students stated about the

advantages and disadvantages of using TikTok in Teaching speaking based on their reality experiences:

*''I think based on my perceptions, the advantage of TikTok as media are; Tik-Tok can package teaching-learning in something interest. We can communicate or interact with others in one-hand, and the disadvantage are TikTok sometimes make myself enjoy the life until forgetting the time''* By Meimei

*''As stress release, smart lecture can used Tik-Tok as creativity and unique of contents, that user-friendly interface is easy to use. I think, so we can enjoyable to used it media. But sometimes it takes up too much of my quota and less conducive.''* By Lolli

*''In my opinion that Many of features that can used for teaching speaking, then the feature is different to another social media. Such as: duet with me, stitch video, comments, add favourite music to a video and others. Also, it was familiar to me. If we talk to disadvantage, we need to careful for risk of self-privacy caused it is about digital that my data should be protected,''* By Lita

*'' In my opinion, the advantage are we can present short of interest speaking videos, also easy to record and editing my video with music or add an effect to it. The disadvantage is can make users addicted''* By Sasa

*''Tik-Tok can provide many benefits in the field of information that we need, Education, especial for practise speaking and also, we can connect to native speaker's creator, lots of entertainment there, can develop our speaking skills but potential data security risks''* By Jasmine

*''We can expressive with TikTok because it trains us in front of the camera, we can add special effect to the video. But disadvantage, sometimes TikTok used its algorithm home page, insensitive comments and bullying''* By Bella

*''in my perceptions, TikTok is interactive and innovative media for teaching speaking. TikTok also has various features that prevent users from getting bored with social media activities. For example, features challenges and various types of the latest music which is currently a hit. But the disadvantages are students lack literacy, are lazy to read''* By Soryu

*''teaching speaking becomes less boring caused the interest media. That is TikTok. I like to used that Application since first booming in 2020. We can more creative because the video is customable by the user. But disadvantage the students can addicted it''* By Meysa

As seen in the aforementioned excerpts, all of these students indicated that has experience with Tik-Tok Application as media in teaching speaking. They assumed that TikTok has each advantage and disadvantages of itself, such as: Tik-

Tok can package teaching-learning in something interest, user-friendly, easy to use, many of features than the others media, and many of information also entertainment. Based on the advantage of TikTok, these are the disadvantages. Such as: the students addicted, lack of literacy, insensitive comments or bullying and privacy security risk also abuse of function.

### **3. The Impact of Tik-Tok Application as Media in Teaching Speaking**

According to interview, the usage of the social media platform TikTok has had a favourable influence on the 3<sup>rd</sup> semester of English Education students at State Islamic Institute of Metro Lampung. First, there was strong desire to learn through this media. Based on findings of interviews with the students, it shows that the students' motivation and enthusiastic to achieve their goals in speaking activities using Tik-Tok social media as a learning tool. They stated:

*"I am very interested in the TikTok application; I frequently open TikTok to look for content about learning that is simple to understand, because TikTok has many simple ways or tricks to learn quickly. Apart from that, come on, the content on TikTok is also entertaining, such as dance content, and there is music, so you can memorise it and then practise it with friends."* By Meimei

*"I was enthusiastic about learning to use Tik-Tok at that time. In my opinion, it is not only entertainment and information media but also an educational*

*media for us to learn and find interesting contents about learning speaking on TikTok” By Lolli*

*”As for me, I’m happy using TikTok as a media. This is also a popular application and is loved by all ages. Learning is also not monotonous and boring either” By Lita*

*” if I feel like I like this media. because with media like that it will create interesting and unique learning. we make videos, it can be edited with music and effects. Basically, I liked this and was enthusiastic at that time” By Sasa*

*”I like all media in learning speaking, but when I use TikTok I enthusiastic and learning becomes fun at that time. because I can be more expressive, creative, and have lots of interesting content” By Jasmine*

*”I like using TikTok, the TikTok application has a lot of content from native speakers so we can follow examples of their speaking style. It's also fun to use TikTok. Basically, I'm very enthusiastic” By Bella*

*” I am very interested and happy to use this media to learn speaking. as a stress reliever, entertainment, and also lots of educational content” By Soryu*

*'' I like using TikTok, it's also fun, interest for using TikTok. Basically, I'm very enthusiastic because TikTok can train its users' abilities in creating creative, interesting and entertaining content. '' By Meysa*

As seen by the samples above, all of these eight students experienced a positive impact from utilising the Tik-Tok application as a media for teaching speaking; they appeared to be extremely engaged and passionate. They felt interest, enthusiastic, expressively, and love it. Based on the three-theme formulated above, the students experience that TikTok has its own special features, function, and unique characteristics. Tik-Tok also has advantages and disadvantages used as a media and Tik-Tok can impact positive on Teaching speaking.

## **B. Discussion**

Based on the first finding theme, the reasons of Tik-Tok application as a special media in teaching speaking for the 3<sup>rd</sup> semester of English education students. We can observe the students' experience that Tik-Tok is an innovative, interesting, user-friendly, easy to use, many things to explore, entertains and also lot of features which can used for teaching speaking. That theme was in line with a finding of a study by Xiuwen & Razali<sup>10</sup>. claimed that the application of TikTok in language learning has beneficial potentials for students' oral communication. TikTok platform provides chances for students to produce

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<sup>10</sup> Zhai Xiuwen and Abu Bakar Razali, 'An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students', Universal Journal of Educational Research 9, no. 7 (2021).



short video sharing as the purpose for the students to improve their speaking skills. On this platform, students also can learn English by watching those short videos of English native speakers. Furthermore, it raised students' awareness of how to speak English like native speakers. Based lot of experience of TikTok, Ferstephanie<sup>11</sup> also stated that TikTok also offers intriguing and user-friendly features with unique effects. of course, the more unique effect, the more students feel interesting and fun for teaching speaking.

Afterwards, based on the second theme. That about the advantages and disadvantages of Tik-Tok application as the reality students' experience for teaching speaking are Tik-Tok can package teaching-learning in something interest, user-friendly, easy to use, many of features than the others media, and many of information also the entertainment. But beside it also has the disadvantages such as the students addicted, lack of literacy, insensitive comments or bullying and privacy security risk also abuse of function. The second theme was same as a study of Karim<sup>12</sup> that Tik-Tok is a digital literacy approach for kids to stay up with the times. Tik-Tok is also a useful learning media for students, TikTok's qualities make the content attractive for the students because it has different colour choices, music, and not boring. Then, the disadvantages of of Tik-Tok was identic with a study of Katemba<sup>13</sup> stated

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<sup>11</sup> Ferstephanie, 'The Effect of Tiktok Platform To Develop Students' Motivation in Speaking Ability: A Classroom Action Research', *Wiralodra English Journal* 6, no. 1 (2022): 1–12.

<sup>12</sup> M. Fetra Bonita Sari, Risda Amini, 'Jurnal Basicedu. Jurnal Basicedu', 6, no. 3 (2020): 3(2), 524–532, <https://journal.uir.ac.id/ajie/article/view/971>.

<sup>13</sup> Jessica Ruth Melvira Simanungkalit and Caroline Victorine Katemba, 'Utilizing English Tiktok as a Media in Learning English Vocabulary: University Students' Perspective', *Edevelop: Journal of English Education and Development* 6, no. 2 (2023): 137–150.

the majority of the kids' time will be spent on their phones. The students may be side-tracked by other non-educational information on TikTok and the radiation will be harmful to the children's brain and eyes in the long run. Also, while learning through TikTok might be beneficial individually, it is detrimental to children's social interactions, particularly in the classroom.

Finally, based on the third theme, the impact of Tik-Tok application as Media in Teaching Speaking. The eight students experienced a positive impact in teaching speaking using media Tik-Tok, they appeared to be extremely engaged and passionate. They felt interest, enthusiastic, expressively, and love using Tik-Tok in teaching speaking. Therefore, it was same as a study of Tahani R, Bsharat, and Hamarsha<sup>14</sup> they stated the study's findings demonstrated that employing TikTok in the classroom had a favourable impact on students' speaking abilities. When TikTok was used as a teaching tool, students reported feeling more driven to study English and participate in class activities in a pleasant way, as well as having self-esteem in speaking the English languages.

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<sup>14</sup> Abdullayev Ibrohim Numanovich and Marupov Azizxon Abbosxonovich, 'The Analysis Of Lands In Security Zones Of High-Voltage Power Lines (Power Line) On The Example Of The Fergana Region PhD of Fergana Polytechnic Institute, Uzbekistan PhD Applicant of Fergana Polytechnic Institute, Uzbekistan', *EPRA International Journal of Multidisciplinary Research (IJMR)-Peer Reviewed Journal*, no. 2 (2020): 198–210, <https://doi.org/10.36713/epra2013>.

## **CHAPTER V**

### **CONCLUSION AND SUGESSTION**

Researcher get some conclusions after considering all the data collected from the results of qualitative research.

#### **A. Conclusion**

Based on the results of qualitative research, the researcher concluded that using the Tik-Tok application in Teaching speaking performances is a good effective media. Many of features that can used for teaching speaking, such as: duet with me, stitch video, comments and others make the students more interested to learning and practise speaking. Students also can learn and practise another skill in English. The students got more confidence and comfortable to speaking in TikTok Application, they can practise directly to native speakers. Based on the analysis, The reasons TikTok is used as media in teaching are; Many of features, can package learning-teaching interests, as stress release, enjoyable social media, and liked by young people or students. Furthermore, the something special of TikTok to used in teaching speaking are; the students more interactive, they can practise with the content creators like a native speaker, innovative social media, positive impact from utilising the Tik-Tok application as a media for teaching speaking; they appeared to be extremely engaged and passionate. They felt interest, enthusiastic, expressively, and love it.

## **B. Suggestions**

Based on the result of analysis and conclusion above, the writer would like to give suggestion not only the English lecturer but also to all students of education.

### **1. For lecturers**

a. The TikTok app can be a useful tool for training students to learn speaking. Teachers are encouraged to utilise the Tik-Tok application as a way to boost student motivation in studying English, particularly in improving student speaking. The teaching and learning process must be centred on the learner. Teachers should give students more opportunity to speak up, and students should be daring in learning to speak English.

b. The English lecture should establish a relevant learning environment in which students may communicate with their peers as if they were communicating in real life. As a result, kids are able to utilise English not just to fulfil work but also to converse.

c. The activities that the lecture leads should be enjoyable, varied, fascinating, and demanding. The English instructor also advised students to practise pronunciation, vocabulary, utilise classroom English, provide awards, exhibit pictures or videos, and enhance classroom management, like the writer did while doing this research. As a consequence, pupils are not bored, and the speaking exercises are beneficial.

(d). It was urged to the English teacher, particularly during the speaking exercises, to create a pleasant environment and encourage pupils to speak English. The teacher must also implement exercises that encourage children to speak English confidently. In fluency exercises, teachers should allow students to talk without interruption, even if they make mistakes (i.e., delivering feedback or correction to the students' faults directly or indirectly).

## **2. For students**

- a. Students are not required to be bashful or frightened of making errors. They should continue to practise their vocabulary and pronunciation because these exercises have a positive impact on their speaking skills.
- b. Although it is difficult for them, the students are encouraged to utilise English during day practise conversation play exercises because they are English education students.
- c. Students of English Education are advised to speak English frequently in order to develop their speaking abilities. They should be more engaged in the classroom and participate in the activities.

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# **APPENDICES I**



## Presurvey Attendant List

Date of Presurvey: November 16, 2022, at 15:25 WIB.

Presurvey Institution: State Islamic Institute of Metro Lampung

Students Batch/ Academy year: 2020/ 2020/2021.

Here are the attendant list name students of English Education who has become a source in interviewing.

Name Students	Semester / Program Study	Class	Score: Speaking Discourse	Speaking Discourse
1. Della	3/ TBI	C	A	Speaking For Public Relation.
2. Dianella	3/ TBI	C	B	
3. Euora	3/ TBI	C	B	
4. Ella	3/ TBI	C	A	
5. Helvenna	3/ TBI	C	A	
6. Thallia	3/ TBI	C	A	
7. Gracea	3/ TBI	C	B	
8. Alier	3/ TBI	C	B	

## Presurvey Interview Script

This script is transcribed from voice recorder that was transferred to text.

- Researcher : "Hello, good afternoon, let me introduce myself, you can call me brother Shiddiq. I would like to ask for a moment of, It doesn't take long, just 25 minutes, okay?"
- Della : "Yes, bro...what do you want to ask?"
- Dianella : "okey bro"
- Eurora : "just ask something bro"
- Ella : "yes bro"
- Researcher : "Okay, thanks guys for the permission. This is already the 3rd semester, right? You must have met Speaking Course, right? May I know what the name of the course is?"
- Della : "it is Speaking for public relation"
- Dianella : "Speaking for public relation, bro"
- Eurora : "same it was, Speaking for public relation"
- Ella : "same as it"
- Helvianna : "same as it"
- Thallia : "same as it"
- Gracea : "same as it"
- Aliera : "There are several courses from last semester, just like them"
- Researcher : "During your speaking class, have you ever used media or not? Like YouTube/Tik-Tok or something?"
- Dianella : "If you've used media like that, we have used Moodle, YouTube, Whatsapp, Instagram, Google Meet, Zoom, and TikTok, bro."
- Della : "Yes, bro, the media is the same as what was mentioned earlier."
- Eurora : "Google Meet, Zoom, TikTok, Moodle, Youtube and IG, WA are ever used, bro"
- Ella : "Just like other friends, Sis, I have also used that media"
- Researcher : "Oh, like that. This means that your class has already studied speaking using online media. Personally, are you more comfortable speaking in front of the class or speaking through videos or other media?"

- Dianella : "Personally, I'm more comfortable in the media, sis, because when I'm in front of the class I feel nervous and I'm not comfortable, especially when I'm seen by my friends or lecturers, then nervous... like that, bro"
- Della : "I'm more comfortable in the media, bro"
- Eurora : "In my opinion, I'm more comfortable in the media, bro, like on TikTok and others, even though speaking is actually most effective in front of the class, sis."
- Ella : "Personally, I'm more comfortable using media, bro, that's my job. Because that way I am more comfortable and confident in conveying something through the media. "It's not that I can't do face to face, but it's more about comfort, if the lecturer supervises the class in front of me, the material that I memorize can be forgotten because I'm nervous."
- Researcher : "So it's more comfortable to use media to learn speaking. In terms of convenience, which media is the most comfortable for learning speaking?"
- Daniella : "Google meet and Whatsapp"
- Della : "TikTok, Youtube"
- Eurora : "Tiktok and Moodle bro"
- Ella : "Google meet, also moodle"
- Researcher : "Have you ever been given an assignment by a speaking lecturer, to make a speaking video and then upload it on TikTok? So what's your ideas?"
- Della : "Yes, I have, in my opinion, it's easy to use, you can take it many times until you relax and the nervousness disappears, bro."
- Daniella : "Yes, if I make a video on TikTok, bro, I think it will reduce the nervousness a bit, bro. Haha"
- Eurora : "I've done that, it's good, bro, so that the book can express whatever we want without the need for many people to see it directly."
- Ella : "I have, but I actually prefer it like this, bro. So we can provide more thorough preparation for speaking."
- Helveanna : "Yes, bro, I prefer using media, so we can get ready to be more relaxed."
- Thallia : "Just be more confident via online media"
- Gracea : "I've used TikTok before, I personally feel like I enjoy it more, bro"

Ella : "I prefer to use media, the important thing is that it is effective. And we're not nervous."

Researcher : "Okay, so it's like that. So the conclusion is that you like learning through media, right? The millennial generation, yes. Hehe, thank you very much for taking the time for you and being your resource."

### Research Interview Sheet

Date : 7<sup>th</sup> September 2023, Thursday.

Respondent : -

Institution : State Islamic Institute of Metro Lampung

From : Interview & Interviewing

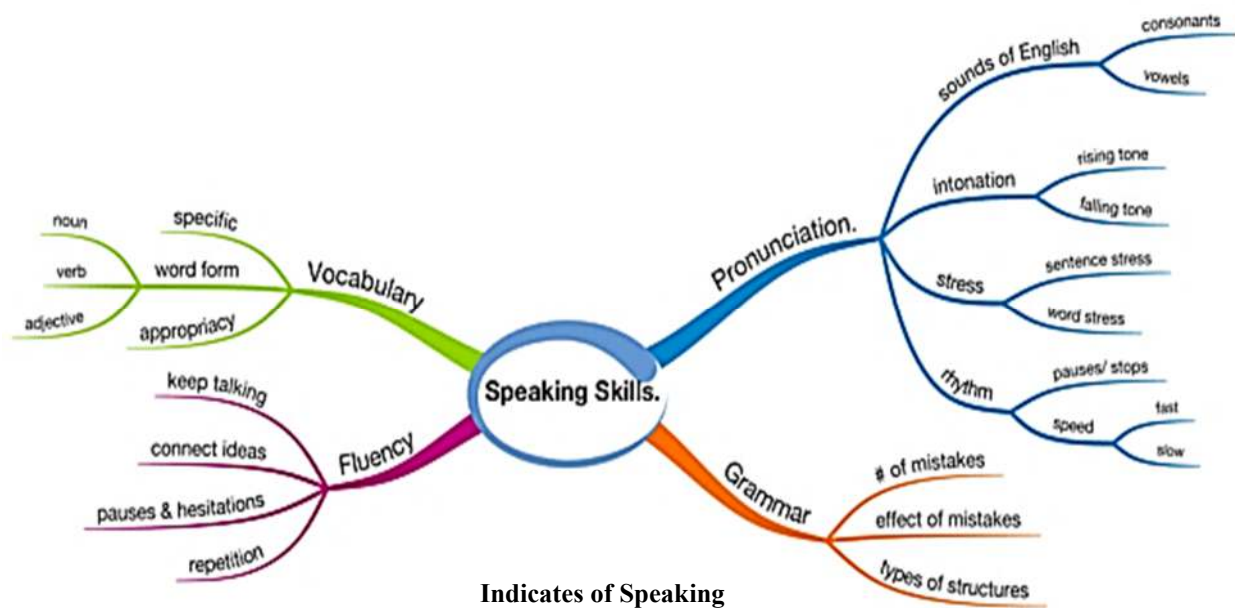
This questionnaire is designed to get the information regarding teachers' and students' challenges learning English. Particularly in terms of speaking ability. The information gathered will be used as a reference in future study on "An Analysis of Using TikTok in Teaching Speaking At The 3rd Semester of English Education Department In State Islamic Institute of Metro Lampung". Therefore, we should to asked the students and also the lecture of speaking discourse to be willing to answer the questions post according the facts:

No	Theory: Speaking	Aspects	Questioners
1.	Speaking is the ability to pronounce language sounds to express or convey thoughts, ideas or feelings orally <sup>78</sup> .	1. Vocabulary 2. Fluency 3. Pronunciation 4. Grammar	1. Have 3rd semester students mastered a lot of vocabulary when speaking in classroom? (Based on your experience teach) 2. How do the student's mastery the fluency of speaking English?

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<sup>78</sup> Gillian Brown, George Yule, "In Teaching Speaking Skills for Vocational High School Students": 1983, DOI: 10.32678/loquen.v16i1.8762

			<p>3. How do the student's mastery the pronunciation?</p> <p>4. Is the Grammar of the 3<sup>rd</sup> student's semester correct and appropriate when speaking in class?</p>
--	--	--	---



No	Theory: TikTok	Aspects	Questioners
1.	TikTok is a social media website based on a video platform. It can for creating, sharing and discovering short videos <sup>79</sup> . The app is used by young people as an outlet to express themselves videos.	<ol style="list-style-type: none"> <li>1. Fun</li> <li>2. Interesting</li> <li>3. User-friendly</li> <li>4. Modern Application for Millennial and</li> <li>5. improve the student' self-esteem by practising on pronunciation and speaking skills in front of the smartphone camera</li> </ol>	<ol style="list-style-type: none"> <li>1. Have you ever used TikTok as a media in teaching speaking?</li> <li>2. How do you think TikTok can make them interested and enjoy practicing speaking?</li> <li>3. Why is your reason for using TikTok for teaching media?</li> <li>4. Is using TikTok media fun for you and for the students itself?</li> <li>5. According to you, can students improve their pronunciation when they speaking on TikTok?</li> </ol>

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<sup>79</sup> <https://www.tiktok.com/about?lang=en>

### Research Interview Sheet

Date : August 10, 2023.  
 Respondent : 3<sup>rd</sup> of English Education Department  
 Institution : State Islamic Institute of Metro Lampung  
 From : Interview & Interviewing

This questionnaire is designed to get the information regarding teachers' and students' challenges learning English. Particularly in terms of speaking ability. The information gathered will be used as a reference in future study on "An Analysis of Using TikTok in Teaching Speaking at the 3rd Semester of English Education Department in State Islamic Institute of Metro Lampung". Therefore, we should to asked the students and also the lecture of speaking discourse to be willing to answer the questions post according the facts:

No	Theory: Speaking	Aspects	Questionaries
1.	Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information <sup>80</sup> .	1. Vocabulary 2. Fluency 3. Pronunciation 4. Grammar	1. Have you difficult on building sentences when speaking in classroom? 2. Do you think that you are pretty good when speaking English? 3. Have you difficult when you pronouncing a word? 4. Have you difficult when you build the

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<sup>80</sup> (Brown, Burns & Joyce, 'Improving Adult ESL Learners' Speaking Skills'  
[https://www.cal.org/caela/esl\\_resources/digests/Speak.html](https://www.cal.org/caela/esl_resources/digests/Speak.html)



			grammar sentences on speaking in classroom?
No	Theory: TikTok	Aspects	Questionnaires
1.	TikTok is a social media app dedicated to short-form videos created for and consumed by users. The length of videos is 15 to 60 seconds <sup>81</sup> . Users can add filters, text, sounds, and music, and it is especially popular to make creative,	<ul style="list-style-type: none"> <li>• Creative</li> <li>• Fun</li> <li>• Interesting</li> <li>• User-friendly</li> <li>• Enjoy</li> </ul>	<ol style="list-style-type: none"> <li>1. Do you think TikTok is app for creative users to exercise speaking?</li> <li>2. Is Learning Speaking More Fun with TikTok?</li> <li>3. Do you interesting when speaking on TikTok?</li> <li>4. What do you think about User Interface of TikTok, it is user-friendly for you?</li> <li>5. Which one do you prefers, better speaking on TikTok or real in Speaking classroom?</li> </ol>

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<sup>81</sup> Werner Geyser, “ The Ultimate Guide to Short-Form Video Content”  
<https://influencermarketinghub.com/short-form-video-content/>

## Research Student Attendant List

Date of Research: 7<sup>th</sup> September 2023, Thursday.

Research Institution: State Islamic Institute of Metro Lampung

Students Batch/ Academy year: 2020 / 2020/2021

Here are the attendant list name students of English Education who has become a source in interviewing.

Name Students	Semester/ Program Study	Class	Score: Speaking Discourse
1. MeiMei	3/ TBI	C	B
2. Lolli	3/ TBI	A	B
3. Lita	3/ TBI	B	A
4. Sasa	3/ TBI	C	A
5. Jasmine	3/ TBI	C	B
6. Bella	3/ TBI	B	A
7. Soryu	3/ TBI	D	B
8. Meysa	3/ TBI	A	B

### Research Script of Interviewing with Students

This script is transcribed from voice recorder that was transferred to text.

- Researcher : " Assalamualaikum wr.wb Good afternoon, I'm here for permission to have a short interview about MK speaking with you, yes, this is correct, friends from the 6th semester of the English Education department. "Introduce me, my name is Shiddiq Asyrofi, a brother majoring in TBI batch 18 who is doing research on campus."
- Litta : " Wallaikumsalam wr.wb. Good afternoon bro."
- Bella : "Wallaikumsalam Yes bro, Just ask anything bro"
- MeiMei : "Wallaikumsalam bro, good afternoon"
- Sasa : "Wallaikumsalam bro"
- Jasmine : "Wallaikumsalam wr.wb"
- Lolli : "Wallaikumsalam wr.wb bro"
- Meysa : "Wallaikumsallam bro shiddiq"
- Soryu : "wallaikumsalam wr.wb"
- Researcher : " Thank you, OK, let's start with the first question. Do you experience difficulties when speaking in class? during a speaking class? What's the reason if it happens often."
- Litta : "Yes, you're right. I often have difficulty composing words or vocabulary when I'm speaking, the reason is I realize that my vocabulary still doesn't have much, bro"
- Soryu : "When I often do, especially when the lecturer explains the lesson in English, sometimes I don't understand the meaning. Moreover, we are new TBI students, right? So you need to study a lot more, especially memorizing vocabulary"
- Lolli : "Sometimes it's hard to form words when speaking, especially if we don't know what the vocabulary is."
- MeiMei : "I have more difficulty with the pronunciation part, bro, sometimes I mispronounce it. But I also often get stuck when I speak, bro."
- Sasa : "That's right sis, I don't have enough vocabulary, sometimes what I want to talk about and I don't know the vocabulary so I get stuck"
- Litta : "It's more like I don't know the vocabulary, bro."

- Bella : "I don't have enough vocabulary, sis, so it's a bit difficult to speak fluently"
- Jasmine : "lack of vocabulary and don't know how to pronounce it, sis. Sometimes I'm afraid of making mistakes too"
- Researcher : "Okay... then don't you feel that our speaking is already fluent?"  
What's the reason? I wonder why we're not fluent yet, older siblings usually don't know what the vocabulary is, right? Then the grammar section is still not organized."
- Litta : "I don't think so, bro, because my vocabulary is still lacking. It's true, bro, sometimes you don't know how to organize grammar spontaneously when we're speaking, it's more difficult, isn't it?"
- Bella : "we are not fluent yet, bro. We're both still learning. It is pronunciation sometimes makes mistakes with grammar too."
- MeiMei : "Yes, bro. sometimes you're embarrassed to speak up because you usually pronounce a word wrong. The others just laughed."
- Sasa : "I'm nervous, bro, I also stammer when speaking. Because sometimes it's difficult to put together vocabulary and grammar, sis."
- Jasmine : "If I'm honest, bro. Sometimes I don't believe in myself. I'm afraid of making mistakes in pronunciation, especially when we speak up in front of the lecturer, right?"
- Lolli : "In fact, sometimes I often don't understand, let alone full speaking, bro, if you're a speaking lecturer. I'm afraid I'm wrong, aren't I? I'm more confused about how to organize vocabulary and grammar too."
- Meysa : "Not yet bro, I'm not fluent but we'll learn to get better. Weak in pronunciation, grammar and lack of vocab, sis"
- Soryu : "I understand when the lecturer speaks in front of me. But when asked, sometimes I'm a little hesitant to answer. Is it wrong? So"
- Researcher : "Well, that's the opinion, there are all kinds of problems. What do you think about learning to use Tik-Tok for speaking?"
- Litta : "If I'm fine, bro, I want to use any media. If I use TikTok, I'm speaking in front of the camera, right? However, speaking in class directly is also good and effective, sis, if it's conducive."
- Bella : "For me, the most important thing is that the class is conducive, sis, and if I want to use TikTok it's not conducive, that wouldn't be good. I think it's also possible to use TikTok, bro, because we're speaking in front of the camera."

- MeiMei : "In my opinion, I'm better off directly, sis. Because that way we can immediately speak spontaneously while learning, but using TikTok also makes it easier for us, sis, so we can train our self-confidence."
- Sasa : "Learning or practicing with TikTok, bro, it's actually good, bro, because we are the millennial generation, so we can learn using any media as long as the media is clear and can be used."
- Jasmine : "Practicing speaking using Tik-Tok is also good, in my opinion. We can explore new things"
- Lolli : "Yes bro, I think it's fine to use any media as long as the media is clear and easy to use. TikTok is already familiar too, bro"
- Meysa : "In my opinion, we can be more creative if we use media"
- Soryu : "For me, TikTok is also interesting for learning speaking. But speaking directly is also good."
- Researcher : "It's good like that huh. Maybe that's all you can ask. Thank you for being a resource, brother. Brother, end wallaikumsalam wr.wb."

# **ATTACHMENTS**

**Table 3****Structure of Organization Tarbiyah and Teacher Training Faculty**

<b>No</b>	<b>Position</b>	<b>Name</b>
1.	The Rector of State Islamic Institute of Metro	Prof. Dr. Hj. Siti Nurjanah, M.Ag.,PIA
2.	Dean Vice I	Dra. Isti Fatonah, M.A
3.	Dean Vice II	Dr. Yudiyanto , M.Si
4.	Dean Vice III	Drs. Kuryani, M.Pd
5.	Head of FTIK Administration section	Musri Hartini, M.M
6.	Head of PAI	Muhamad Ali, M.Pd.I
7.	Head of PBA	Dian Ekawati, M.Pd
8.	Head of TBI	Andianto, M.Pd
9.	Head of PGMI	Siti Annisah, M.Pd
10.	Head of PIAUD	Edo Dwi Cahyo, M.Pd
11.	Head of TMTK	Endah Wulantina, M.Pd
12.	Head of TBIO	Nasrul Hakim, M.Pd
13.	Head of TIPS	Tubagus Ali RPK, M.Pd
14.	Head of PPG	Nurul Afifah, M.Pd
15.	PAI Sec.	Ghulam Murtadlo, M.Pd.I.
16.	PBA Sec.	Nawang Wulandari, M.Pd
17.	TBI Sec.	Aisyah Sunarwan, M.Pd
18.	PGMI Sec.	Rahmad Ari Wibowo, M.Fil.I.
19.	PIAUD Sec.	Aneka, M.Pd
20.	TMTK Sec.	Pika Merliza, M.Pd
21.	TBIO Sec.	Vifty Octanarlia. N, M.Pd
22.	TIPS Sec.	Anita Lisdiana, M.Pd
23.	PPG Sec.	Wardani, M.Pd

**Table 4**  
**English Education Lectures List**

Lecture	Formation
<ol style="list-style-type: none"> <li>1. Ahmad Madkur M.Pd, S.Pd.I</li> <li>2. Dr. Ahmad Subhan Roza M.Pd</li> <li>3. Andianto M.Pd</li> <li>4. Aisyah Sunawan M.Pd</li> <li>5. Ani Meitikasari M.Pd</li> <li>6. Dr. Dedi Irwansyah S.S., M.Hum</li> <li>7. Drs. Kuryani M.Pd</li> <li>8. Leny Setiyana M.Pd</li> <li>8. Linda Septiyana M.Pd</li> <li>9. Masykurillah S.Ag, M.A</li> <li>10. Dr.Much Deiniatur M.Pd</li> <li>11. Muhamad Dini Handoko M.Pd</li> <li>12. Muhammad Fauzi Sholeh M.Pd</li> <li>13. Ning Setio Wati M.Pd</li> <li>14. Rizka Mahardika M.Pd</li> <li>15. Rika Dartiara, M.Pd</li> <li>16. Syahreni Siregar M.Pd</li> <li>17. Trisna Dinillah Harya M.Pd</li> <li>18. Umi Yawisah S.S., M.Hum</li> <li>19. Yeasy Agustina Sari M.Pd</li> <li>20. Yeni Suprihatin M.Pd</li> <li>21. Yuniarti M.Pd</li> <li>22. Yusti Arini M.Pd</li> </ol>	<p>Lectures of English Education (S1)</p>



**Table 5****The active students of Tarbiyah and Teacher Training Faculty**

Study Programme	Students		
	Active		
	<i>Male</i>	<i>Female</i>	<i>Total</i>
<b>Tarbiyah And Teacher Training Faculty</b>	<b>690</b>	<b>2160</b>	<b>2850</b>
Islamic Education	333	671	1004
English Education	85	326	411
Arabic Education	56	80	135
Bachelor Of Education for Islamic Elementary School Teachers Programme	48	408	456
Early Childhood Education	2	159	161
Mathematics Education	46	168	214
Biology Education	40	186	226
Social Sciences Education	80	162	242

Facilities available at State Islamic Institute of Metro Lampung are:

- a) Multimedia-based Classroom Laboratory equipped with Television and Pen-drive, which makes it easier for teachers to deliver learning material.
- b) Micro Teaching Laboratory
- c) Language laboratory
- d) Computer lab
- e) Mini Bank Laboratory
- f) Pseudo Court
- g) Falaq Science Laboratory
- h) Wi-Fi Corner
- i) Mini Gazebo

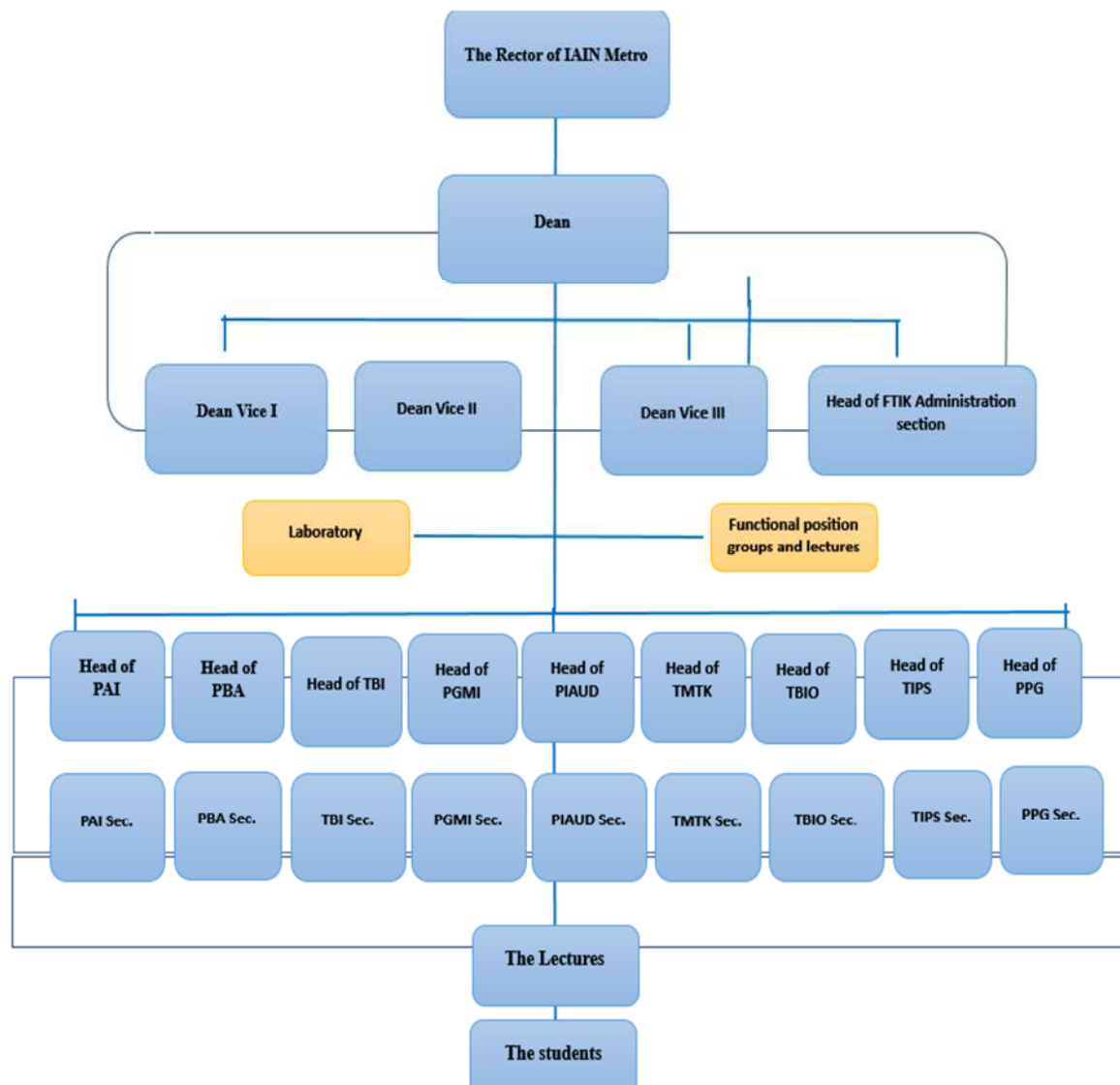
**Table 6****State Islamic Institute Buildings at 1<sup>st</sup> Campus**

Number	Building
1.	Rector Building
2.	Munaqosyah building
3.	Laboratory
4.	Postgraduate master building
5.	Lectures building
6.	Ushuluddin and Dakwah Faculty building
7.	Staff and Academic Administration Building
8.	Class Building; Ibnu Rusyd, Code O building,
10	Canteen
11.	Organisation and extracurricular building
12.	Parking place, Gazebo. Mosque of Adzkiya'
13.	State Islamic Institute Unified service centre building
14	Hall building
15.	Old library

**Table 7**

Details of the Location 1 <sup>st</sup> Campus
<p>(a). Old library;</p> <p>(b). Ushuluddin and Dakwah Faculty building</p> <p>(c). State Islamic Institute of Metro Hall building</p> <p>(d). Postgraduate master building</p> <p>(f). Munaqosyah building</p> <p>(g). Lectures building</p> <p>(h). Laboratory</p> <p>(i). Ibnu Rusyd Classroom</p> <p>(j). Pascasarjana Classroom</p> <p>(k). Classroom</p> <p>(l). Organisation and Extracurricular building</p> <p>(m). Canteen</p> <p>(n). Classroom</p> <p>(o). Mosque</p>

**Figure 2**  
**Tarbiyah and Teacher Training Faculty Organisation**



**Table 8****Observation Criteria by Interview**

NO	OBSERVATION CRITERIA	YES	NO
1.	The lecture of speaking ever gives the assignment by using TikTok Application.	√	
2.	Students actively participate in TikTok-based speaking video activities.	√	
3.	Tik-Tok allows students to demonstrate their passion for speaking English.	√	
4.	Students have their confidence in their abilities to speak in English.	√	
5.	TikTok has more fun for exercise speaking.	√	
6.	Tik-Tok gives the students and lecture easy user-friendly interface.	√	
7.	The lecture gives students positive comments. give comments on TikTok videos created by students.	√	
8.	The lecture is easy to give the students some assignment using Tik-Tok and it media helped the lecture in teaching speaking.	√	

## **DOCUMENTATIONS OF LOCATION INSTITUTION**

**Picture 1**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Rectorate building**

**Picture 2**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Rectorate building  
And staff building**

**Picture 3**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Classroom**

**Picture 4**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Ibnu Rusiyd building classroom**



**Picture 5**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Lecture building**

**Picture 6**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Mosque Building**

**Picture 7**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. STATE ISLAMIC INSTITUTE OF  
Gate Building**

**Picture 8**



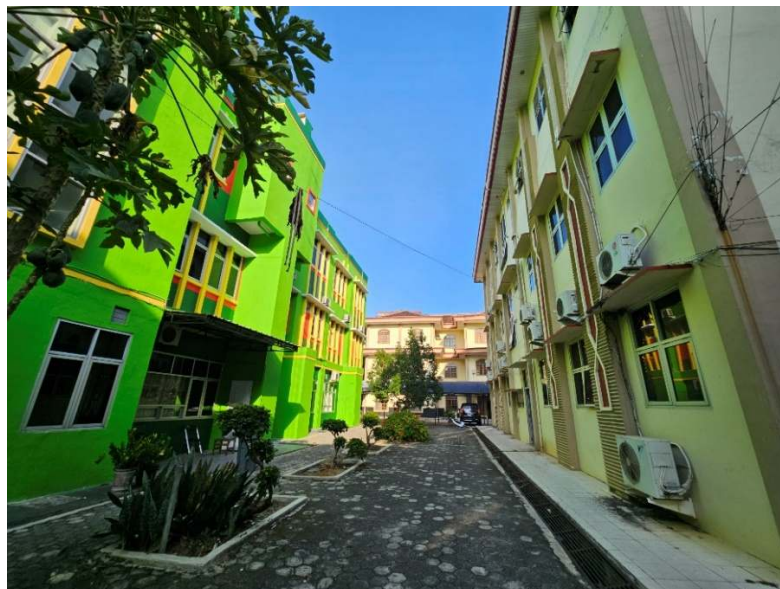
**Source: Thursday, 10<sup>th</sup> August 15, 2023. AL Kindi PIAUD Faculty and old  
library Building**

**Picture 9**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. O building Classroom**

**Picture 10**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Laboratory Building**

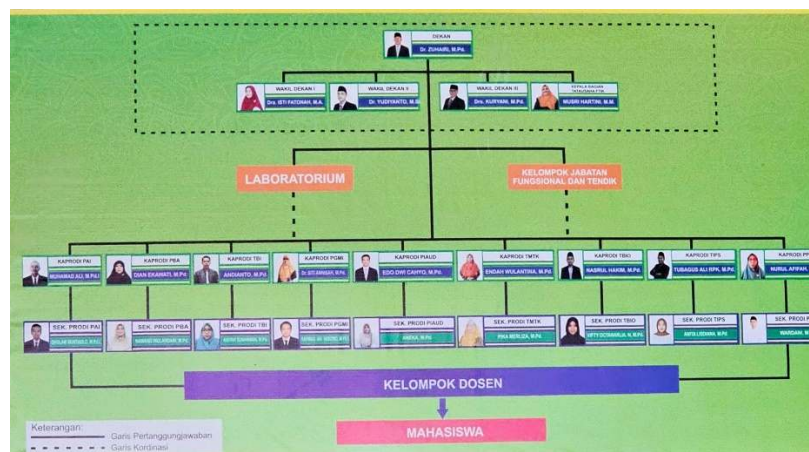


Picture 11



Source: Thursday, 10<sup>th</sup> August 15, 2023. Hall of State Islamic Institute of Metro

Picture 12



Source: Thursday, 10<sup>th</sup> August 15, 2023. Tarbiyah and Teacher Faculty organisation

**Picture 13**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Rector front view**

**Picture 14**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. A Build for Teaching and learning**



**Picture 15**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Ibnu Rusyd building**

**Picture 16**



**Source: Thursday, 10<sup>th</sup> August 15, 2023. Dance studio and organization base**

# **APPENDIXES II**



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : /In.28/J/TL.01/00/2022  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Dr. Hj. Siti Nurjanah, M.Ag.,P IAIN  
METRO LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama:

Nama : SHIDDIQ ASYROFI  
NPM : 1801073005  
Semester : 9 (Sembilan)  
Jurusan : Tadris Bahasa Inggris

Judul : AN ANALYSIS OF USING TIKTOK TO REDUCE THE  
STUDENTS' ANXIETY IN SPEAKING PERFORMANCE  
AMONG EFL UNDERGRADUATE STUDENTS.

untuk melakukan prasurvey di IAIN METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya prasurvey tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 12 November 2022  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA**

**INSTITUT AGAMA ISLAM NEGERI METRO**

**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iaim@metrouniv.ac.id](mailto:iaim@metrouniv.ac.id)

**SURAT KETERANGAN**

Nomor: B-1395/In.28.1/J/TL.00/09/2022

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SHIDDIQ ASYROFI  
NPM : 1801073005  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro Lampung

Mahasiswa di atas telah melaksanakan Prasurvey dengan judul **"AN ANALYSIS OF USING TIKTOK TO REDUCE THE STUDENTS' ANXIETY IN SPEAKING PERFORMANCE AMONG EFL UNDERGRADUATE STUDENTS."** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 22 November 2022

Ketua Jurusan TBI



Andianto, M.Pd

NIP.19871102 201503 1 004

6/26/23, 8:34 PM

Bimbingan Skripsi



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-4112/In.28.1/J/TL.00/07/2023

Lampiran : -

Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Ning Setio Wati (Pembimbing  
1) (Pembimbing 2)  
di-

Tempat  
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **SHIDDIQ ASYROFI**  
NPM : 1801073005  
Semester : 10 (Sepuluh)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : **AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING  
AT THE 3RD SEMESTER OF ENGLISH EDUCATION  
DEPARTMENT IN IAIN METRO LAMPUNG**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
  - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 11 Juli 2023

Ketua Jurusan



Andianto M.Pd

2.



31/08/2023, 10:08

IZIN RESEARCH



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: [www.tarbiyah.metrouniv.ac.id](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-4276/ln.28/D.1/TL.00/08/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KETUA PRODI TBI INSTITUT  
AGAMA ISLAM NEGERI METRO  
LAMPUNG  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-4277/ln.28/D.1/TL.01/08/2023, tanggal 29 Agustus 2023 atas nama saudara:

Nama : **SHIDDIQ ASYROFI**  
NPM : 1801073005  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada KETUA PRODI TBI INSTITUT AGAMA ISLAM NEGERI METRO LAMPUNG bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di INSTITUT AGAMA ISLAM NEGERI METRO LAMPUNG, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 29 Agustus 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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**SURAT KETERANGAN**

Nomor: B-4423/In.28.1/J/TL.00/09/2021

*Assalamu'alaikum Wr. Wb.*

Yang betanda tangan di bawah ini:

Nama : Andianto, M.Pd  
NIP : 19871102 201503 1 004  
Jabatan : Ketua Jurusan  
Jurusan : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:

Nama : SHIDDIQ ASYROFI  
NPM : 1801073005  
Jurusan : Tadris Bahasa Inggris (TBI)  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Instansi : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG"** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

*Wassalamualaikum Wr. Wb*

Metro, 8 September 2023  
Ketua Jurusan TBI



Andianto, M.Pd  
NIP.19871102 201503 1 004



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## **SURAT TUGAS**

Nomor: B-4277/In.28/D.1/TL.01/08/2023

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama : **SHIDDIQ ASYROFI**  
NPM : 1801073005  
Semester : 11 (Sebelas)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di INSTITUT AGAMA ISLAM NEGERI METRO LAMPUNG, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro  
Pada Tanggal : 29 Agustus 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



Mengetahui,  
Pejabat Setempat

**Andianto, M.Pd**

NIP. 198711022015031004



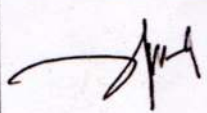
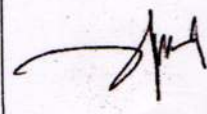
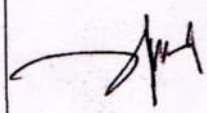


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METRO**

Nama : **SHIDDIQ ASYROFI**  
Program Studi : Tadris Bahasa Inggris  
NPM : 1802073005  
Semester/Tahun : IX (Sembilan)/2022


No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen Pembimbing
5.	18 November 2022.	Ning Setio Wati, M.Pd	Acc for Chapter I	
6.	5 Desember 2022	Ning Setio Wati, M.pd	Discussing Chapter I and Chapter III	
7.	16 Januari 2023.	Ning Setio Wati, M.pd	Acc for Chapter II lanjutan Chapter III	

Mengetahui

Ketua Jurusan TBI

  
**Andianto.M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing

  
**Ning Setio Wati, M.Pd**  
NIDN. 20 01088702




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METRO**

Nama : **SHIDDIQ ASYROFI**  
Program Studi : Tadris Bahasa Inggris  
NPM : 1802073005  
Semester/Tahun : X (Sepuluh)/2023

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen Pembimbing
8.	8 Juni 2023	Ning Setio Wati. M.Pd	Acc Seminar Proposal	

Mengetahui

Ketua Jurusan TBI

  
**Andianto. M.Pd**  
NIP. 198711022015031004

Dosen Pembimbing



**NingSetioWati.M.Pd**  
NIDN. 20 01088702





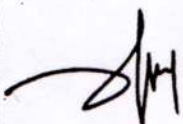

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**KONSULTASI BIMBINGAN APPENDIX MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : **SHIDDIQ ASYROFI**  
Program Studi : Tadris Bahasa Inggris  
NPM : 1802073005  
Semester/Tahun : X (Sepuluh) /2023

No	Hari/ Tanggal	Dosen Pembimbing	Appendix yang dikonsultasikan	Tanda Tangan Dosen Pembimbing
1.	26/2023 /06	Ning Setio Wati, M.Pd	Theories, Aspects and Questions.	
2.	27/2023 /06	Ning Setio Wati, M.Pd	Accept Appendix Continue to getting data!	

Mengetahui

Ketua Jurusan TBI



**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing



**Ning Setio Wati, M.Pd**

NIDN. 20 01088702





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IAIN METRO**

Nama : **SHIDDIQ ASYROFI**  
NPM : 1802073005

Semester/Tahun : XI (Sebelas) /2023  
Program Studi : Tadris Bahasa Inggris

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen Pembimbing	Tanda Tangan Mahasiswa
1.	Senin 25/2023 /09	Ning Setio Wati, M.Pd	Discussing and Revisi of Chapter IV, and V.		
2.	Senin 2/2023 /10	Ning Setio Wati, M.Pd	Chapter IV Chapter V		
3.	Jumat 13/2023 /11	Ning Setio Wati, M.Pd	Discussing Chapter IV Chapter V		

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Ning Setio Wati, M.Pd**

NIDN. 20 01088702





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IAIN METRO**

Nama : **SHIDDIQ ASYROFI**  
NPM : 1802073005

Semester/Tahun : **XI (Sebelas) /2023**  
Program Studi : **Tadris Bahasa Inggris**

No	Hari/ Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen Pembimbing	Tanda Tangan Mahasiswa
1.	18/10 2023	Ning Setio Wati, M.Pd	Chapter IV Chapter V Ace for Muna@asyah		

Mengetahui

Ketua Jurusan TBI

**Andianto, M.Pd**

NIP. 198711022015031004

Dosen Pembimbing

**Ning Setio Wati, M.Pd**

NIDN. 20 01088702





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**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-1169/In.28/S/U.1/OT.01/10/2023**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Shiddiq Asyrofi  
NPM : 1801073005  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2023/2024 dengan nomor anggota 1801073005

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 20 Oktober 2023  
Kepala Perpustakaan



*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H., C.Med.  
NIP.19750505 200112 1 002



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[iainmetro@metrouniv.ac.id](mailto:iainmetro@metrouniv.ac.id)

**SURAT KETERANGAN BEBAS PUSTAKA**

Yang bertanda tangan dibawah ini. Ketua Prodi Tadris Bahasa Inggris  
Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN)  
Metro menerangkan bahwa:

Nama : Shiddiq Asyrofi  
NPM : 1801073005  
Prodi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi pinjaman buku pada Jurusan/Prodi  
Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, Oktober 2023

Ketua Prodi TBI

  
**Andianto, M.Pd**  
NIP.19871102 201503 1 004



# AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3 RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG

*by Shiddiq Asyrofi*

---

**Submission date:** 24-Oct-2023 10:59AM (UTC+0300)

**Submission ID:** 2205647882

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# AN ANALYSIS OF USING TIKTOK IN TEACHING SPEAKING AT THE 3 RD SEMESTER OF ENGLISH EDUCATION DEPARTMENT IN IAIN METRO LAMPUNG - SHIDDIQ ASYROF

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## DOCUMENTATIONS OF PRASURVEY ACTIVITIES

Picture 17



Source: Interviewing with the students of English Education on Nov 16, 2022, at 15:25 WIB



## DOCUMENTATIONS OF RESEARCH ACTIVITIES

### Pictures 18



**Source: Interviewing with 3<sup>rd</sup> Semester of English Education students on August 10, 2023**



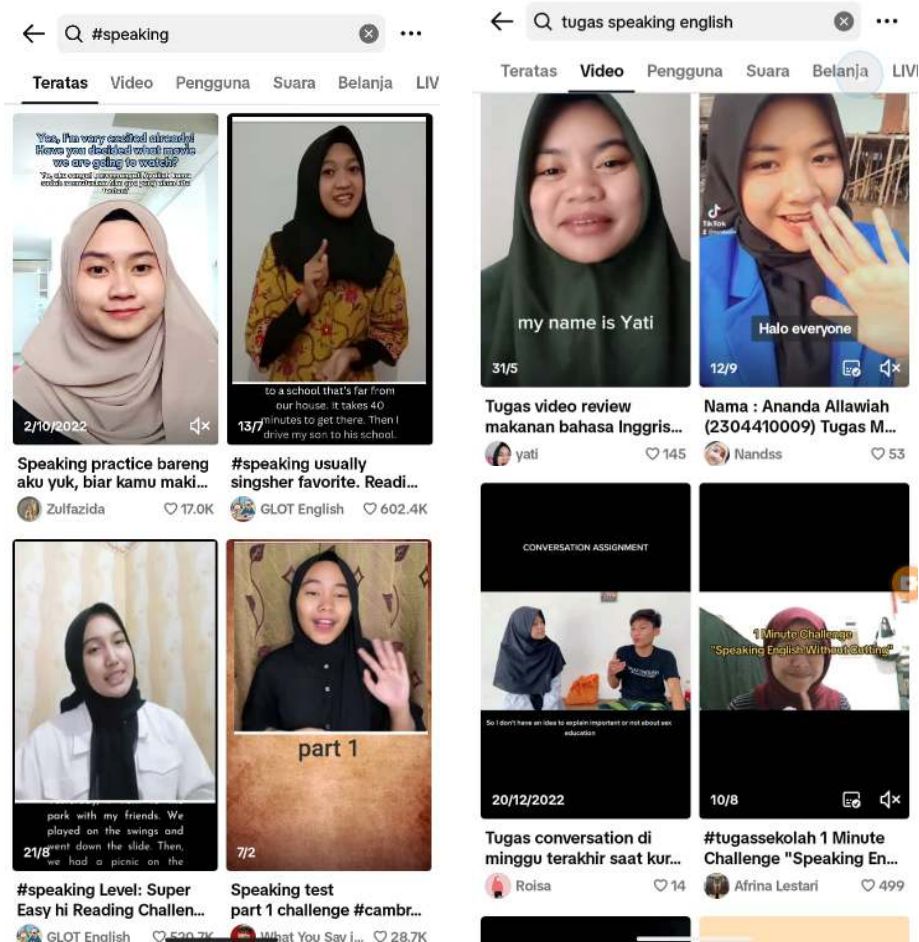




Source: Interviewing with 3rd Semester of English Education students on  
August 10, 2023

Picture 19

Source: TikTok Application appearance (interfaces)



## CURRICULUM VITAE



The writer was born in Tulung Balak of Lampung Province, February 18<sup>th</sup>, 2000. He is the third child of Mr. Sukijan and Mrs. Sri Marmi. He lives in Purwosari, Kec. Batanghari Nuban, Kab. Lampung Timur, RW/RT 001/006. Becoming a good English teacher is a big dream for him.

In early 2006 entered the Elementary School at SDN 2 PURWOSARI, then in 2012 continuing to the Junior High School at SMPN 2 KOTA GAJAH, and in 2015 entered the SMAN 1 KOTA GAJAH. It's been a long journey for him to find her dream. Until finally he selected State Institute for Islamic Studies of (IAIN) Metro Lampung as an option to continue her S1 Program Study in English Education Department.