

AN UNDERGRADUATE THESIS

**STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION
AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF
SMP N 7 METRO**

BY:

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1446 H/2025 M**

**STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION
AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF SMP
NEGERI 7 METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:

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APPLICATION AS A MEDIUM FOR SPEAKING CLASS
IN VIII GRADE OF SMP NEGERI 7 METRO

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Assalamu'alaikum, Wr. Wb

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It has been agreed so it can be continued to the Tarbiyah Faculty in order
to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.



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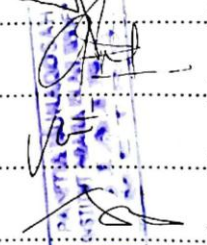
RATIFICATION PAGE

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An Undergraduate thesis entitled: STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF SMPN 7 METRO, written by Linda Melisa, student number: 2101051020, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, June 26th, 2025 at 13.00 - 15.00 p.m.

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ABSTRACT

STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF SMP NEGERI 7 METRO

By:

LINDA MELISA

This study aims to explore students' perceptions of using TikTok as a medium in speaking class among eighth-grade students at SMP Negeri 7 Metro. The research was conducted in response to students' engagement and confidence issues during speaking lessons. The method used in this study is descriptive qualitative, focusing on the analysis of students' opinions and experiences. Data were collected through a questionnaire and interviews. The questionnaire helped reveal overall student tendencies, while interviews provided deeper insight into their thoughts, feelings, and challenges while using TikTok in speaking activities.

The results of this research showed that students gave a generally positive response toward the use of TikTok as a learning medium. Most students stated that TikTok helped them become more confident, motivated, and active during speaking lessons. They also explained that TikTok made speaking activities feel more relaxed and enjoyable, especially because it allowed them to re-record their speaking videos, use music or filters, and practice in a comfortable place. Students also mentioned that TikTok helped reduce their fear of being judged and made speaking practice feel more personal and creative.

Although a few students faced challenges such as difficulty choosing content or technical problems, the overall perception remained positive. From this study, it can be concluded that TikTok is a useful and effective digital medium to support students' speaking practice. Therefore, it is recommended that English teachers continue using TikTok as a learning tool, with clear guidance to ensure students stay focused on their learning goals.

Keywords: *Digital learning, Qualitative research, Speaking class, Students' perception, TikTok.*

ABSTRAK

STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF SMP NEGERI 7 METRO

BY

LINDA MELISA

Penelitian ini bertujuan untuk mengeksplorasi persepsi siswa terhadap penggunaan aplikasi TikTok sebagai media dalam pembelajaran speaking pada siswa kelas VIII SMP Negeri 7 Metro. Penelitian ini dilakukan sebagai respons terhadap rendahnya keterlibatan dan kepercayaan diri siswa dalam pelajaran berbicara. Metode yang digunakan adalah deskriptif kualitatif dengan fokus pada analisis pendapat dan pengalaman siswa. Pengumpulan data dilakukan melalui angket dan wawancara. Angket digunakan untuk melihat kecenderungan umum pendapat siswa, sementara wawancara memberikan gambaran lebih dalam tentang perasaan, pemikiran, dan tantangan siswa dalam menggunakan TikTok dalam aktivitas berbicara.

Hasil penelitian menunjukkan bahwa siswa memberikan respon yang umumnya positif terhadap penggunaan TikTok sebagai media pembelajaran. Sebagian besar siswa menyatakan bahwa TikTok membantu mereka menjadi lebih percaya diri, termotivasi, dan aktif selama pelajaran speaking. Mereka juga menjelaskan bahwa TikTok membuat aktivitas berbicara terasa lebih santai dan menyenangkan, terutama karena siswa bisa merekam ulang video mereka, menambahkan musik atau filter, dan berlatih di tempat yang nyaman. Siswa juga menyebutkan bahwa TikTok mengurangi rasa takut dinilai oleh orang lain dan membuat latihan berbicara terasa lebih pribadi dan kreatif.

Meskipun beberapa siswa mengalami kendala seperti kesulitan menentukan konten atau masalah teknis, persepsi secara keseluruhan tetap positif. Dari penelitian ini dapat disimpulkan bahwa TikTok merupakan media digital yang bermanfaat dan efektif untuk mendukung latihan berbicara siswa. Oleh karena itu, disarankan agar guru Bahasa Inggris terus memanfaatkan TikTok sebagai alat pembelajaran dengan panduan yang jelas agar siswa tetap fokus pada tujuan belajar mereka.

Kata kunci: *Kelas berbicara, Pembelajaran digital, Persepsi siswa, Penelitian kualitatif, TikTok.*

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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States that this thesis is original result of my research, except for certain parts that are referred to from the source and mentioned the the bibliography.

Metro, 26 Juni 2025

The Researcher



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STATEMENT OF RESEARCH ORIGINALITY

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NPM : 2101051020
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan ilmu keguruan

Menyatakan bahwa skripsi ini secara keseluruhan asli hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujukdari sumbernya dan diserbarkan dalam daftar pustaka.

Metro, 26 Juni 2025

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MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا

“Indeed, with difficulty comes ease”.

(Q.S. Al- Insyirah 6)

DEDICATION PAGE

This undergraduate thesis is especially dedicated to: Allah SWT, the Most Compassionate and Most Merciful, the source of strength, inspiration, and guidance in every step of my life. All praise is due to whom has enabled me to complete this journey. My beloved parents, Mr. Nurman and Mrs. Jamilah, have given me unlimited love, prayers, support, and sacrifices throughout my life. Thank you for all the affection and motivation that have been the main forces in this journey.

I also dedicate this thesis to my sister Novi Anasari and Dwi Trubus Rahayu, who are always a source of enthusiasm and happiness in the midst of busyness. Last but not least, my deepest gratitude goes to myself and my best friends, who always support, encourage, and provide color at every step of this journey. Finally, I also dedicate this work to myself, as a reminder of every effort, hard work, and determination that I have put in to reach this point. May this be the beginning of a better journey in the future.

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In the name of Allah SWT, the Most Gracious and the Most Merciful, who provides for all of our needs and has taught people things they were previously unaware of, Allah has allowed the researcher to finish this undergraduate thesis. May Shalawat and greetings always be extended to our Prophet Muhammad SAW, who has led us from darkness to light in the world.

The Proposal is STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION AS A MEDIUM FOR SPEAKING CLASS IN VIII GRADE OF SMP NEGERI 7 METRO.

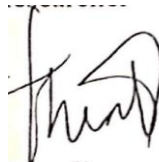
The researcher would like to express her sincere gratitude, especially to:

1. Prof. Dr. Ida Umami, M.Pd, Kons. as the Rector of IAIN Metro Lampung.
2. Dr. Siti Annisah M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of IAIN Metro Lampung.
3. Dr. Much Deniatur, M.Pd, B.I, as the head of the English Education Department of IAIN Metro Lampung and as the supervisor, who has guided the researcher to give understanding and motivation in the process of completing this proposal result.
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6. My beloved parents, Mr. Nurman, and Mrs. Jamilah who always support me in finishing this thesis.
7. My beloved partner, all of my friends in IAIN Metro Lampung, thank you for your support in finishing this proposal.

Metro, May 27 2025

The Researcher

A handwritten signature in black ink, appearing to read 'Linda Melisa', is written over a horizontal dashed line. The signature is fluid and cursive.

LINDA MELISA

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CHAPTER I

INTRODUCTION

A. Background of Study

In the 21st century, the rapid development of technology has significantly influenced the way people communicate, socialize, and learn. Among the various technological advancements, social media has become one of the most widely used tools in daily life, especially among young people. TikTok, a short-form video sharing platform, has gained massive popularity among teenagers due to its entertaining and creative content.¹

While TikTok is commonly associated with trends and entertainment, it has gradually shown potential to be used as an educational tool. Many content creators and educators now use the platform to share English learning materials such as vocabulary tips, pronunciation guides, grammar explanations, and daily conversations. The short and engaging format of TikTok videos can attract students' attention and provide a more enjoyable and relatable learning experience.

As a foreign language, English in Indonesia turns out to be the primary subject in educational factors.² Given the importance of English, the

¹ Peter V. Oviogun and Pal S. Veerdee, "Definition of Language and Linguistics: Basic Competence," *Macrolinguistics and Microlinguistics* 1, no. 1 (2020): 1–12, <https://doi.org/10.21744/mami.v1n1.1>.

² Ika Apriani Fata, Lathifah M. Nur, and Andira Riski Alya, "Examining Students' Perceptions of Indonesian High School Students on the Use of TikTok in Learning English," *Vision: Journal for Language and Foreign Language Learning* 12, no. 1 (2023): 17–32, <https://doi.org/10.21580/vjv12i216973>.

Indonesian government has mandated that it be taught as a compulsory subject in all schools across the country, from junior to high school levels.

One way to learn English in this modern era is by using technology.³ The fast development of technology has an impact on all aspects of life, including education. The millennial and Z generations of students are urged to use technology as a teaching tool. Social media is a highly valued technical product among today's youth, who utilize it for fun and as a helpful learning tool. Social media has fundamentally changed how people interact, communicate, and exchange information with one another online. By providing new opportunities for social, personalized, and self-directed learning, social media as a learning tool has completely changed traditional education. These days, there are a lot of well-known social media sites, including Facebook, Instagram, Twitter, TikTok, YouTube, and WhatsApp. TikTok is not an exception to the growing trend of using social media platforms to study English as a foreign language.

TikTok is the most popular social media and music video platform, it's also the app with the fastest global growth rate.⁴ Thanks to several attempts to include social networking sites, the TikTok app is now a powerful learning tool for teachers and students, both inside and outside of the classroom.

Students can now utilize the app for instructional purposes through TikTok. It

³ Tira Nur Fitria, "The Use Technology Based on Artificial Intelligence in English Teaching and Learning," *ELT Echo: The Journal of English Language Teaching in Foreign Language Context* 6(2) (2021), <https://doi.org/10.24235/eltecho.v>.

⁴ Jessica Ruth, Melvira Simanungkalit, and Caroline Victorine Katemba, "Utilizing English TikTok as a Media in Learning English Vocabulary: University Students' Perspective," *Journal of English Education and Development* 6, no. 2 (2023): 137–50, doi: <https://doi.org/10.31605/eduvelop.v6i2.2331>.

encourages the educational community to recognize that TikTok is a valuable resource for improving language and digital literacy skills in addition to being a global platform for making and sharing music videos. TikTok utilizes algorithms that tailor the content displayed on users' accounts based on factors such as user interactions, utilized hashtags, followed accounts, frequently viewed video content, and other relevant indicators. For instance, if a TikTok user consistently engages with and appreciates videos featuring English content, their TikTok homepage will consistently feature videos with English language content. Currently, numerous accounts on TikTok are dedicated to English language instruction, such as @zelynafah, @englishbygiovana, @kampunginggrislccom, and others. Due to its popularity among young people, TikTok has been recognized as a potential tool for language learning. TikTok is a video-sharing social media platform that allows users to create and share short-form videos. Additionally, TikTok can provide authentic and diverse language input from native speakers, which is crucial for language learners.

In the process of learning English at SMP Negeri 7 Metro, The first interview was conducted on October 15, 2024 with several grade VIII students and English teachers at SMP Negeri 7 Metro. Based on the results of interviews with students, it is known that there are some who say that they have used TikTok for learning, namely given an assignment by the teacher to make a short video in the form of self-introduction and then post it to TikTok. However, there are also other students who admit that their attention is easily

diverted to entertainment content that is not related to learning. On the other hand, the English teacher said that she has started to introduce the use of TikTok as a learning medium by giving some related tasks, such as making self-introduction videos in English or imitating the pronunciation of educational content.

Although it has not been fully implemented in learning, the teacher sees the potential of TikTok as an interesting medium for students and has started to integrate it gradually. The problem that emerged from these interviews is the lack of supervision of the content that students consume as well as the challenge of keeping their focus on the educational material, despite teachers' efforts to introduce and utilize the media. There is a lot of educational content on TikTok that can help students learn English more interestingly and contextually. Based on the explanation above, the researcher is interested in conducting a study entitled: “Students' Perception on the Use of TikTok Application as a Medium for Speaking Class in VIII Grade of SMP Negeri 7 Metro.”

B. Problem Identification

Based on the background of the problem above, the writer identifies some problems as follows:

1. Students' problem in speaking class
2. There is a need for innovative and relatable learning media not monotonous that can engage students in speaking class more effectively.

C. Problem Limitation

This research is limited to analyzing students' perception of using the TikTok application as a medium in English speaking class. The subject of this study is specifically on eighth-grade students of SMP Negeri 7 who use TikTok in speaking class. This study focuses on students positive and negative perception of using TikTok as a media in speaking class.

D. Problem Formulation

Based on the background of the study, the identification, and the limitation of the problem, the research problem is formulated into the following questions: What are the students' perceptions on the use of TikTok application as a medium for speaking class in eighth grade of SMP Negeri 7 Metro?

E. Objective and Benefit of Study

1. The Objective of the Study

Following the identification of problems related to students' engagement and focus in English learning, the researcher explores the use of TikTok as a learning tool. This study aims to investigate students' perceptions of using TikTok for learning English.

2. The Benefit of Study

This research is expected to provide several benefits to various stakeholders in education. For students, especially eighth-grade students of SMP Negeri 7 Metro, the findings can introduce a more engaging and fun

way to learn English that is aligned with their digital habits. For teachers, this research offers valuable insights into how popular social media platforms such as TikTok can be creatively and effectively integrated into their teaching strategies.

F. Prior Research

There are related studies described below: First, will be made by Wiwik et al. entitled “Students' Perception toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik”. This study aims to explain students' perceptions towards the use of TikTok in learning to write descriptive text. The findings of the study indicate that students' perceptions towards the use of TikTok learning for writing descriptive texts are generally positive. The study findings show that students' perceptions of using TikTok to learn to write descriptive texts are generally positive. The students stated that they aim to use TikTok in their classroom writing because it can increase their motivation and make a positive contribution.⁵

The second, a thesis by Istikoma et al. based on her research the title is “Students' perception toward TikTok media to improve their Speaking ability”. A study at SMP Negeri 14 Dumoga explored students' perceptions of using TikTok as a learning medium during the COVID-19 pandemic. The pandemic has brought significant changes to all sectors, including education, prompting the Ministry of Education and Culture to implement an online learning policy.

⁵ Wiwik Muyassaroh Abdi, Alfufatin Nabilah, and Dewi Larassati M P, “Students' Perception toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik” 2, no. 1 (2021): 16–21.

Educators are looking for the right media to maintain an effective learning process. The research findings revealed that students responded positively to the use of TikTok, particularly for improving speaking skills in English. The processed data showed that TikTok was considered as an effective and engaging platform for English language learning.⁶

The third by Amelia Nur Baidah “Students' Perception on Utilizing TikTok Videos for Vocabulary Acquisition”. Based on the research shows that most students have a positive perception of the use of TikTok videos as a tool in learning English vocabulary. The main results found, That Increased learning motivation and improved formal and informal language. Most respondents felt that TikTok helped them learn everyday vocabulary, idioms, and slang. However, some mentioned that distraction from other content on TikTok can hinder the learning process. So it can be concluded that TikTok is considered an effective medium for enriching English vocabulary informally, but its use needs to be directed so that it does not become a distraction.⁷

In my research, the focus is on students' perceptions of using TikTok for English language learning in speaking class, this study provides a broader view of how TikTok can be utilized as a medium for speaking class. Especially in grade VIII Junior High School 7 Metro.

⁶ Istikoma Thoyiba Manggo, Nihta Liando, and Trully Wungow, “Students’ Perception Toward TikTok Media to Improve Their Speaking Ability,” *Journal of Teaching English, Linguistics, and Literature Published by English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Manado* 1, no. 10 (2022): 1086–1113.

⁷ Amelia Nur Abidah, “Students’ Perception on Utilizing TikTok Videos for Vocabulary Acquisition,” *Journal of English for Academic and Specifik Purpose* 7, no. 2 (2024): 104–15.

CHAPTER II

REVIEW RELATED LITERATURE

A. Concept of Perception

1. Definition of Perception

Perception is an active and dynamic process between the individual and their environment. This interaction is not always, or perhaps cannot be, mediated by static entities such as mental representations. Perception is a way of understanding or giving meaning to information through the help of the five senses. This process also includes the activities of receiving, organizing, and interpreting stimuli. In simple terms, perception can be understood as the act of collecting and recognizing information, which is then used to understand the World through the senses. A person's perception of something can be positive or negative.⁸

According to George, People often have varied perspectives on what is happening around them.⁹ Their personalities, as well as their varied upbringings and experiences, are the cause of this tendency. It also stems from the way each of us interprets different stimuli. In order to comprehend his surroundings, a person uses perception to choose, arrange, recognize, and interpret the sensory data he receives. By acting as filters,

⁸ Asha Sharma, "A Review on: Perception and Its Effect on Judgments," *Journal of Management Research and Analysis* 6, no. 4 (2020): 164–68, <https://doi.org/10.18231/j.jmra.2019.034>.

⁹ George N. Kenyon and Kabir C. Sen, "The Perception of Quality," *The Perception of Quality*, no. July (2015), <https://doi.org/10.1007/978-1-4471-6627-6>.

perceptions save us from becoming overwhelmed by the cacophony of stimuli that surround us.

Moreover, perception is influenced by internal and external factors. Internal factors include how a person's impression of a particular object is influenced by behaviors within their control. Meanwhile, external factors relate to the influence of conditions outside the individual. Perception is closely related to the environment, which is formed through the five senses, namely sight, hearing, taste, smell, and touch. From this explanation, it can be concluded that perception is a process that comes from the senses, especially vision, which produces a response due to internal and external factors experienced through the five senses.

2. Process Perception

According by Qiong, The perception process involves three main stages: selection, organization, and interpretation.¹⁰

a) Selecting

The first step in the perception process is selection, which involves transforming environmental stimuli into meaningful experiences. Every moment, we are bombarded by countless sensory inputs—spoken words, sudden sights like an accident, or subtle sounds like a ticking clock. Because our environment is so rich in stimuli, our sensory organs are constantly exposed to an overwhelming amount of information. However, our brains cannot process all of this input

¹⁰ OU Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

simultaneously, as doing so would lead to information overload. To manage this, we unconsciously filter and focus on specific stimuli that are most relevant or important at the time. This selective attention allows us to make sense of our surroundings and function effectively.

b) Organization

Organization is the second stage in the perception process, following the initial selection of sensory stimuli. In this stage, the brain arranges and structures the selected information into coherent and recognizable patterns.¹¹ This process often involves categorization, where stimuli are grouped based on shared characteristics such as size, shape, color, or socially defined attributes like race or nationality. Through organization, individuals are able to assign structure to the sensory input, making it possible to identify and mentally represent people, objects, and environments. For example, when recalling a familiar location like a university library, the mind reconstructs its internal and external features based on how the information has been organized in memory.

c) Interpretation

Interpretation is the third stage of the perception process, in which meaning is assigned to the organized sensory information. After stimuli have been selected and structured, the brain interprets these patterns to understand and respond to them. This process is highly

¹¹ Daniel M. Cable and Timothy A. Judge, "Interviewers' Perceptions of Person-Organization Fit and Organizational Selection Decisions," *Journal of Applied Psychology* 82, no. 4 (1997): 546–61, <https://doi.org/10.1037/0021-9010.82.4.546>.

subjective, as different individuals may derive different meanings from the same stimuli based on their experiences, expectations, cultural background, or emotional state. For example, the presence of a police officer at a crime scene may be interpreted as a source of safety and relief by a victim, while it may evoke fear and anxiety in the perpetrator. This variability highlights the personal nature of perception and the role interpretation plays in shaping individual understanding of events.

3. Factors That Influence Perception

Perception is not solely based on what is observed, but is also shaped by three key factors: the perceiver, the object or target, and the situation in which the observation occurs. Each of these elements plays a significant role in how perception is formed and can often lead to distorted interpretations.¹²

a) The Perceiver

The first factor influencing perception comes from the individual who is observing or receiving the information. Every person brings their own attitudes, motives, interests, past experiences, and expectations into the perceptual process. For example, someone who has had a negative experience with a colleague may interpret that colleague's neutral behavior as problematic, simply because of preconceived notions. This illustrates how perception can be subjective and filtered

¹² Paolo Gaudino et al., "Factors Influencing Perception of Effort (Session Rating of Perceived Exertion) during Elite Soccer Training," *International Journal of Sports Physiology and Performance* 10, no. 7 (2015): 860–64, <https://doi.org/10.1123/ijsp.2014-0518>.

through personal beliefs and emotions. As a result, the perceiver's internal state can significantly shape how external stimuli are interpreted.

b) The Object

In addition to the perceiver, the characteristics of the object or target being observed also influence perception. Certain features such as novelty, movement, sound, size, or similarity to known objects can attract more attention or lead to specific interpretations. For instance, someone wearing bright colors in a group of people dressed in dark suits may stand out and be perceived as bold or unconventional. These characteristics can either enhance or distort how the target is perceived, regardless of their actual intentions or behavior.¹³

c) The Situation

The third set of factors relates to the context or environment in which the perception occurs. Elements such as time, setting, and social context play a crucial role in shaping how something is perceived. For example, laughing during a formal business meeting may be seen as unprofessional, while the same behavior in a casual gathering might be perceived as friendly and appropriate. The situational context provides cues that help the perceiver interpret actions and events, making it essential to consider the environment when analyzing behavior.

¹³ Simon Grondin, *Psychology of Perception*, Springer International Publishing, 2016, <https://doi.org/10.1007/978-3-319-31791-5>.

4. Types of Perception

There are generally two main types of perception that shape how individuals interpret information: positive perception and negative perception. The main distinctions between these two types of perception are described below:¹⁴

a) Positive Perception

Positive perception involves the act of interpreting something, someone, or a situation in an optimistic or favorable manner. This outlook is often influenced by positive expectations, previous experiences, or satisfaction with the source of the perception. As a result, individuals with a positive perception are more likely to recognize benefits, strengths, or opportunities within a given situation.

b) Negative Perception

Negative perception refers to the act of interpreting or viewing information in a critical, pessimistic, or unfavorable light. This perspective can be shaped by negative past experiences, feelings of dissatisfaction, or inherent biases. Individuals with negative perceptions often concentrate on weaknesses, risks, or potential issues in what they observe.

¹⁴ Bence Nanay, *Between Perception and Action*, 2016.

B. Speaking

1. Definition Speaking

Speaking is an active and purposeful use of language where individuals express their thoughts, ideas, and emotions through spoken words. It is not merely about producing sounds, but about conveying meaning in a way that others can understand and respond to appropriately. Effective speaking requires a combination of language knowledge, clarity, and social awareness to ensure that the message is both meaningful and interpretable by listeners. In essence, speaking bridges internal ideas with external communication, allowing mutual understanding to take place.¹⁵

2. Components of Speaking

- a) Pronunciation: Refers to the way sounds are articulated. Correct pronunciation helps listeners understand the speaker and can influence fluency.
- b) Grammar: The use of syntactic rules in forming correct sentences. Grammar supports clear and accurate communication.
- c) Vocabulary: The range of words a speaker uses. A broader vocabulary allows for more precise and varied expression.
- d) Fluency: The ability to speak smoothly without unnecessary pauses or hesitation. Fluency reflects confidence and competence.
- e) Comprehension: Understanding and responding appropriately in conversation. It involves listening as well as speaking.

¹⁵ Lynne Cameron, *Teaching Languages to Young Learners*. L. Cameron, University of Cambridge, vol. 56, 2001, <https://doi.org/10.1093/elt/56.2.201>.

- f) Discourse Management: The ability to organize ideas coherently and use cohesive devices effectively.

3. Kinds of Speaking

There are several types of speaking activities based on their purpose and context:

- a) Imitative Speaking: Focuses on imitation of sounds or phrases. Often used in drills or pronunciation practice.
- b) Intensive Speaking: Involves speaking for the purpose of practicing specific linguistic items, such as grammar or phonological features.
- c) Responsive Speaking: Requires brief responses to questions or comments. Suitable for everyday interaction.
- d) Transactional Speaking: Used to exchange information and complete tasks, such as ordering food or asking for directions.
- e) Interpersonal Speaking: Aimed at building relationships, expressing emotions, or engaging in social talk.
- f) Extensive Speaking: Includes longer forms of speech, such as storytelling, public speaking, and presentations.¹⁶

C. TikTok Application

TikTok is a widely popular social media platform created by Byte Dance, a technology company based in Beijing. Initially launched in September 2016 under the name Douyin for the Chinese market, TikTok made

¹⁶ Rebecca Hughes, *Teaching and Researching Speaking*, Christophe, 2011, <https://doi.org/10.4324/9781315833736>.

its international debut in 2017.¹⁷ This innovative app provides users with a unique space to express themselves through a diverse array of short videos, typically ranging from 15 seconds to one minute, with the latest features allowing for video lengths of up to 10 minutes.

TikTok is not merely a source of entertainment, it serves as a creative outlet that encompasses a wide variety of genres, including comedy, dance, education, and much more. Each piece of content is enriched with millions of music choices, filters, and visual effects, enabling individuals to showcase their unique perspectives and connect with others in a more personal and meaningful way. More than just an application, TikTok has evolved into a vibrant social ecosystem that fosters creativity and empathy, while also expanding the ways we understand and interact within today's digital society.¹⁸ TikTok enjoys immense popularity among the public due to its wide array of unique features, which include an extensive selection of music, sticker filters, video effects, voice-changing filters, beauty filters, automatic text filters, and the ability to delete comments and block users in bulk. Additionally, the platform offers live streaming capabilities, further enhancing user engagement.

¹⁷ Li Xu, Xiaohui Yan, and Zhengwu Zhang, "Research on the Causes of the 'Tik Tok' App Becoming Popular and the Existing Problems," *Journal of Advanced Management Science* 7, no. 2 (2019): 59–63, <https://doi.org/10.18178/joams.7.2.59-63>.

¹⁸ Jiang Xiao Yu, "Research on TikTok APP Based on User-Centric Theory," *Applied Science and Innovative Research*, 2019, 28–36, <https://doi.org/10.22158/asir.v3n1p28>.



Figure 1. TikTok Logo



Figure 2. "For Your" Page on TikTok

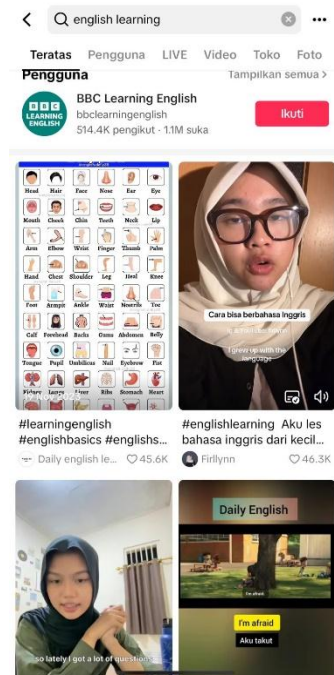


Figure 3. Search Page on TikTok

The "For You" page serves as the homepage on TikTok, where users can discover new videos that are recommended to them based on their interests and activity on the platform. Notably, TikTok users do not have the option to select specific videos they wish to view. Instead, the content that appears on their "For You" page is influenced by various factors, such as the user's interactions with different accounts, the hashtags utilized, the accounts they follow, the types of videos they frequently watch, and other relevant considerations. Interestingly, TikTok's algorithm is designed to showcase a new video with just one swipe, prioritizing content that is predicted to

resonate most with the user, thereby enhancing the likelihood of capturing their interest.¹⁹

Furthermore, TikTok offers a variety of interactive tools that facilitate engagement among users, allowing them to express their reactions and connect with one another. These tools include the ability to give likes, leave comments, send direct messages, create duets, and react to other users' videos. TikTok employs an algorithmic system referred to as the "anesthetic effect." This concept operates on the premise that users are more likely to remain engaged with short-form content for extended periods without experiencing boredom or being aware of the amount of time they have spent on the app. This design encourages prolonged interaction, making the platform not only entertaining but also immersive, as users find themselves captivated by the continuous stream of engaging content.²⁰

1. Advantage of Using TikTok Application

In general, TikTok is recognized as an application primarily used for entertainment, fun, and passing the time. However, it also offers several advantages that extend beyond mere amusement:

a) Short-Form Video Format

The emergence of TikTok as a platform for short videos caters to the needs of today's fast-paced world, where individuals often find it

¹⁹ Jessica Maddox and Fiona Gill, "Assembling ' Sides ' of TikTok: Examining Community , Culture , and Interface through a BookTok Case Study," *Journal Sagepub*, 2023, 1–12, <https://doi.org/10.1177/20563051231213565>.

²⁰ Bochra Larbi and Nadia Elouali, "Towards Identifying Concepts in Persuasive Social Networks: Case Study TikTok," *International Conference on Human Computer Interaction Theory and Applications Pattern* 2, no. Visigrapp (2023): 236–42, <https://doi.org/10.5220/0011726100003417>.

challenging to dedicate time to lengthy videos. Instead, they prefer quick, engaging content that is both captivating and efficient. The time constraints imposed by TikTok encourage content creators to be both creative and concise, which can be advantageous in grabbing attention and effectively conveying messages. The shorter duration of TikTok videos allows them to better capture interest, making them particularly well-suited for the limited attention spans of many learners.

b) Knowledge Acquisition and Sharing

While TikTok primarily emphasizes entertainment and social interaction through short-form videos, many creators leverage the platform to share their expertise and provide tutorials on a wide range of topics, allowing viewers to learn from these engaging videos. The platform hosts a wealth of educational content, catering to diverse interests. Furthermore, TikTok algorithm is designed to recommend content tailored to users' preferences, which can include informative or educational material. As a result, students can utilize the TikTok application to study various languages and subject skills, enabling them to learn at their own pace and as often as they wish.²¹

2. Disadvantages of Using TikTok Application

TikTok offers a variety of features that make it unique compared to other social media platforms. However, it also has several disadvantages, including:

²¹ Imas Pratiwi and Syafrizal, "Students ' Views on the Utilization of the TikTok Application to Enhance Their Vocabulary," *Indonesian Journal of Teaching and Teacher Education* 1 (2024): 9–11, <https://orcid.org/0000-0001-6517-1693>.

a) Addiction

TikTok has the potential to lead to addiction, as users often find themselves spending extended periods on the platform without realizing it. The application employs an "anesthetic effect" system that keeps users engaged with its short-form content, making it easy to lose track of time and feel entertained without becoming bored. The continuous stream of videos can create a cycle of compulsive scrolling, which may negatively impact users' productivity and mental health.

b) Distraction

The plethora of engaging short videos on TikTok, which span a wide range of topics, can divert young students' attention from their academic pursuits. Upon entering the TikTok application, students often find themselves captivated by various appealing content, leading them to lose focus on their studies. Consequently, TikTok is frequently viewed as a time-wasting machine that detracts from meaningful activities, making it difficult for students to concentrate on their educational goals.²²

²² Jianyu Ma and Siwei Yu, "The Future Development of E-Commerce in Tiktok," *Journal of Advances in Social Science, Education and Humanities Research* 586, no. Icprss (2021): 241–46, <http://creativecommons.org/licenses/by-nc/4.0/>.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study is a descriptive qualitative research. According to Steven J Taylor et.al, qualitative research is a research procedure that produces descriptive data. Descriptive method is a method in researching the status of a group of people, an object, a condition, a system of thought or a class of events in the present.²³ Descriptive qualitative research is used to describe and understand in depth the students' perceptions of the use of TikTok as a medium for speaking class in the eighth grade of SMP Negeri 7 Metro. This type of research does not involve numerical data or statistical analysis but rather focuses on exploring the meanings, experiences, and views of the participants.

This research also includes a case study to provide a more concrete illustration of how TikTok is used in English learning. The case study was conducted in the eighth-grade class of SMP Negeri 7 Metro over the course of one semester, from July to December 2024. In this case study, the English teacher regularly assigned students to create short English-speaking videos, which were uploaded to the TikTok platform. These assignments were aligned with the lessons being taught in class, such as self-introduction, describing daily routines, giving instructions, storytelling, and expressing opinions.

²³ Steven J Taylor, Robbert Bogdan, and Marjorie L Devault, *Introduction to Qualitative Research Method: A Guidebook and Resource, Sustainability (Switzerland)*, vol. 11, 2016.

Students were given the freedom to be creative in filming, adding text, and using audio or visual effects.

Through this method, the researcher is able to collect rich, detailed data using techniques such as questionnaire, interviews, and documentation. The collected data will then be analyzed by identifying patterns, themes, and categories relevant to the research focus. The findings are expected to provide a comprehensive understanding of how students perceive the use of social media especially TikTok in the context of English language learning at the junior high school level.

B. Research Location

This research was conducted in Junior High School 7 Metro in the second semester of the academic year of 2024/2025.

C. Subject and Object of Study

The subjects in this study were students of grade VIII of SMP Negeri 7 Metro. The researcher chose class VIII because students at this level already have a basic understanding of English and tend to be active in using social media, including TikTok.

D. Data Collecting Technique and Instrument

In this research using questionnaire, interview and documentation as data technique collection.

1. Questionnaire

A questionnaire is a method of collecting information from individuals in written form. It consists of various types of questions and

can be distributed through paper, digital devices such as tablets, text messages, or online platforms. The individuals who respond to questionnaires are referred to as respondents.²⁴

In this study, the questionnaire was distributed using Google Form and was completed by 30 respondents, namely eighth-grade students of SMP Negeri 7 Metro. The questionnaire consisted of 10 statements with answer choices 1 - 5 levels. Number 1 for strongly disagree, number 2 for disagree, number 3 for neutral, number 4 for agree, and number 5 for strongly agree. All students were instructed to complete the questionnaire honestly and thoroughly, without leaving any statements unanswered, to ensure the accuracy and completeness of the data collected.

The . in the questionnaire of this study are:

Table 3.1 List of Statement TikTok

No.	Statement	1 Strongly Disagree	2 Disagree	3 Neutral	4 Agree	5 Strongly Agree
1	I feel more confident speaking English after using TikTok in speaking class.					
2	TikTok makes speaking class more enjoyable and interesting.					
3	I am more motivated to speak English when using					

²⁴ Parajuli and Biswo Kayllan, "Questionnaire: A Tool of Primary Data," *Himalaya Journal of Sociology and Anthropology* 1 (2004): 51–63.

	TikTok as a learning medium.					
4	TikTok is an effective tool for English speaking assignments.					
5	Using TikTok in speaking class helps reduce my anxiety when speaking in English.					
6	TikTok makes speaking activities feel less stressful.					
7	The use of TikTok makes me participate more actively in speaking activities.					
8	TikTok inspires me to reflect on my own identity and beliefs using English as a medium.					
9	I prefer using TikTok for practicing speaking compared to textbooks or worksheets.					
10	Using TikTok in speaking class has been a helpful experience for me.					

2. Interview

Interview is a method of exchanging ideas or information through a question-and-answer process, which allows the researcher to gain meaningful insights about a particular topic.²⁵ Interview was performed to follow up and supply more intensity information from the questionnaire. Interview are used to gather information from people about opinions, beliefs, and emotions approximately conditions of their own words. When a researcher seeks to explore a research topic in more depth and understand the perspectives of informants, interviews can serve as an effective data collection technique. In this study, the researcher applies a structured interview approach. As stated by Hamza Alshenqeeti, structured interviews are conducted when the researcher has a specific objective and clearly knows the type of data to be collected.

The researcher prepares a set of predetermined questions, along with optional follow-up questions, to guide the discussion. This interview is designed to investigate students' perceptions of using TikTok as a tool for learning English. The process includes asking questions directly to the respondents and documenting their answers. The collected data will be analyzed through transcription, categorization, and interpretation. The interviews will be conducted in person, involving five eighth-grade students of SMP Negeri 7 Metro, consisting of 5 students.²⁶

²⁵ Miles and Huberman, "Research Tips: Interview Data Collection Issues and Decisions," *Journal of Developmental Education* 28, no. 3 (2005): 36–37.

²⁶ Hamza Alshenqeeti, "Interviewing as a Data Collection Method: A Critical Review," *English Linguistics Research* 3, no. 1 (2014): 39–45, <https://doi.org/10.5430/elr.v3n1p39>.

Table 3.2 Interview Guide

No	Question
1.	What do you think about using TikTok as a speaking learning medium?
2.	Do you feel more confident speaking English with the help of TikTok?
3.	What is the difference between learning speaking with TikTok and textbooks?
4.	What challenges or difficulties did you face while using TikTok for speaking tasks?
5.	Are you more motivated to learn speaking through TikTok? Why?

E. Data Analysis Technique

The data gathered from the questionnaire was analyzed using the Likert Scale method. Each response option was represented by a specific category: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), with corresponding point values. The total score for each item was obtained by summing the points assigned to each response. This scale was employed by the researcher to analyze the research data. The Likert Scale is commonly used to assess various attributes such as individuals' or groups' attitudes, opinions, and perceptions toward a particular social phenomenon selected by the researcher. Therefore, the variable of this research is the students' perception of the use of TikTok for learning English.

The researcher employed a descriptive qualitative approach to analyze the data. In qualitative research, numerical calculations are generally not used. According to Miles & Huberman, the analysis technique divided into four parts, there are: data collection, data reduction, display the data and drawing conclusion / verification.²⁷

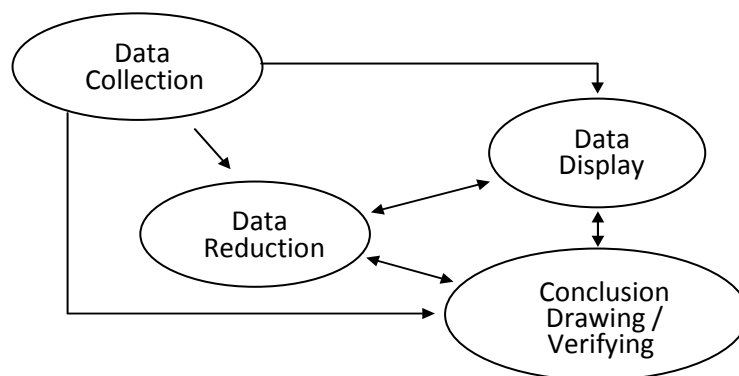


Figure 4. Componen of Data Analysis

1. Data Collection

Data collection is the first step in the process of data analysis techniques. It involves systematic methods used to gather relevant information for analysis.²⁸ In this study, data were collected through questionnaires distributed via Google Forms and through interviews.

2. Data Reduction

Data reduction is the second phase in the data analysis process. It involves summarizing and organizing the raw data by aggregating key

²⁷ Matthew B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (SAGE, 2014).

²⁸ George Arthur Morgan and Robert J Haemon, "Data Collection Techniques," *Journal of the American Academy of Child & Adolescent Psychiatry*, 2001, <https://doi.org/10.1097/00004583-200108000-00020>.

information to make it more manageable and meaningful.²⁹ This step includes selecting essential points, focusing on what is most relevant, and identifying emerging themes or patterns. By reducing the data, the researcher obtains a clearer and more concise representation of the findings, which facilitates further analysis, enables easier retrieval when needed, and supports deeper interpretation.

In the process of data reduction, researchers are guided by the specific objectives they aim to achieve. In qualitative research, the primary focus is on generating meaningful findings. The steps undertaken in this study included:

- a. Distributing questionnaires via Google Forms through WhatsApp.
- b. Recording interviews with students to gather their perceptions.
- c. Classifying the results obtained from questionnaires, interviews, and documentation.

3. Data Display

The third stage of the data analysis technique is data display. In general, a display refers to an organized and concise arrangement of information that facilitates reflection and analytical interpretation. The data display process enables researchers to structure the collected information in a way that allows them to identify patterns, examine relationships, and develop explanations that connect the findings to

²⁹ Daniel Engel, Lars Hüttenberger, and Bernd Hamann, "A Survey of Dimension Reduction Methods for High-Dimensional Data Analysis and Visualization," *OpenAccess Series in Informatics* 27 (2012): 135–49, <https://doi.org/10.4230/OASICS.VLUDS.2011.135>.

existing theories.³⁰ In qualitative research, data is typically presented through brief narratives, charts, diagrams, or relationships between categories. In this study, the data display activities included:

- a. Presenting the results from questionnaires.
- b. By displaying the data in this manner, researchers are better able to

Draw conclusions and verify the research questions posed in the study.

³⁰ Esubalew Aman Mezmir, "Qualitative Data Analysis : An Overview of Data Reduction , Data Display and Interpretation," *Research on Humanities and Social Sciences* 10, no. 21 (2020): 15–27, <https://doi.org/10.7176/RHSS/10-21-02>.

CHAPTER IV

RESULT AND DISCUSSION

A. Research Result

In this research were taken from a phenomenon that occurred among eighth-grade students at SMP Negeri 7. The total number of participants was 30 students, consisting of both male and female students. Questionnaires were distributed to all 30 students using Google Forms. In addition to the questionnaire, the researcher also conducted semi-structured interviews with 5 purposively selected students. Although the data were collected using a Likert-scale questionnaire, the research used a descriptive qualitative approach. The numerical results are used only to describe general trends, while the interview data provide deeper understanding of students' perceptions.

Furthermore, interviews were conducted to explore students' opinions more deeply. The interview consisted of 5 main questions that focused on students' experiences, challenges, and motivations while using TikTok for speaking tasks. The interview questions can be found in the interview guide section in the appendix. The following section presents the findings in detail.

Tabel 4. 1 Result Questionnaire.

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel more confident speaking English after using TikTok in speaking class.	0 (0%)	15 (50.0%)	10 (33.3%)	5 (16.7%)	0 (0%)

2	TikTok makes speaking class more enjoyable and interesting.	11 (36.7%)	13 (43.3%)	5 (16.7%)	1 (3.3%)	0 (0%)
3	I am more motivated to speak English when using TikTok as a learning medium.	9 (30.0%)	14 (46.7%)	4 (13.3%)	2 (6.7%)	1 (3.3%)
4	TikTok is an effective tool for English speaking assignments.	8 (26.75%)	15 (50.0%)	5 (16.7%)	2 (6.7%)	0 (0%)
5	Using TikTok in speaking class helps reduce my anxiety when speaking in English.	12 (40.0%)	13 (43.3%)	4 (13.3%)	1 (3.3%)	0 (0%)
6	TikTok makes speaking activities feel less stressful.	9 (30.0%)	14 (46.7%)	5 (16.7%)	2 (6.7%)	0 (0%)
7	The use of TikTok makes me participate more actively in speaking activities.	10 (33.3%)	15 (50.0%)	4 (13.3%)	1 (3.3%)	0 (0%)
8	TikTok inspires me to reflect on my own identity and beliefs using English.	7 (23.3%)	16 (53.3%)	5 (16.7%)	2 (6.7%)	0 (0%)
9	I prefer using TikTok for practicing speaking compared to textbooks or worksheets.	11 (36.7%)	14 (46.7%)	3 (10.0%)	2 (6.7%)	0 (0%)
10	Using TikTok in speaking class has been a help for me.					

1. Confidence in Speaking English

Statement Questionnaire:

“I feel more confident speaking English after using TikTok in speaking class.”

Only half of the students (50.0%) agreed that they feel more confident speaking English after using TikTok in speaking class. Meanwhile, 33.3% responded neutrally and 16.7% disagreed. No students strongly agreed or strongly disagreed. This indicates that while some students perceived improvement in confidence, others were either unsure or did not feel confident. This may suggest that TikTok’s influence on students’ speaking confidence varies depending on individual experiences or usage patterns. Interview responses further revealed that some students still struggled with self-confidence despite using TikTok. Although the platform allows repeated practice, some students expressed that they felt awkward watching themselves speak, or were hesitant to post publicly, which may explain the relatively high percentage of neutral and disagree responses. Students who have positive perceptions are:

Statement Interview:

HA: *“I feel more confident because I can redo the video before submitting it. I’m not afraid of saying something wrong because I can correct it first.”*

“Saya merasa lebih percaya diri karena saya bisa mengulang video sebelum dikumpulkan. Saya tidak takut salah bicara karena bisa diperbaiki dulu.”

MNS: *“When using TikTok, I feel braver to speak English because I don’t have to speak directly in front of my classmates. I can practice by myself first.”*

“Kalau lewat TikTok saya lebih berani ngomong bahasa Inggris, soalnya tidak harus langsung ngomong di depan teman-teman. Saya bisa latihan sendiri dulu.”

Most students expressed that using TikTok helped them feel more confident when speaking English. They felt more relaxed recording themselves and were not afraid of making mistakes. The ability to repeat the recording process contributed to reducing anxiety.

2. Learning Interesting

Statement Questionnaire:

“TikTok makes speaking class more enjoyable and interesting.”

Based on the questionnaire data, 60.0% of students gave positive responses, with 3.3% selecting Strongly Agree (SA) and 56.7% selecting Agree (A). Additionally, 33.3% responded Neutral (N), while only 3.3% selected Disagree (D). No students chose Strongly Disagree (SD), which indicates that the majority of students found that TikTok contributed positively to their enjoyment and interest in speaking class.

Although the percentage of Strongly Agree responses was relatively low, the high number of Agree responses shows that students generally feel that speaking activities are more engaging when conducted using TikTok.

Statement Interview:

RM: *“When I make a TikTok video, it feels like playing, not studying. So I become more excited to learn.”*

“Ketika saya membuat video TikTok, rasanya seperti bermain bukan belajar. Jadi saya jadi lebih semangat.”

ABS: *“Learning becomes more interesting than just reading books or speaking in front of the teacher.”*

“Belajar jadi lebih menarik daripada harus membaca buku atau bicara di depan guru saja.”

Based on the students' responses, the use of TikTok made speaking class more enjoyable and interesting. Students found the activities more engaging because they could add music, use filters, and personalize their videos. These features created a more dynamic and less monotonous learning.

3. Motivation to Learn Speaking

Statement Questionnaire:

“I am more motivated to speak English when using TikTok as a learning medium.”

From the questionnaire 30% of students strongly agreed 30% of students strongly agreed (SA), 46.7% agreed (A), 13.3% were neutral (N), 6.7% disagreed (D), and 3.3% strongly disagreed (SD). and 46.7% agreed, which means 76.7% of respondents were more motivated when TikTok was used as the learning media. TikTok, being a familiar and popular platform among teenagers, helped boost their motivation to participate in

speaking tasks. This statement support by students who have positive perceptions.

Statement Interview:

RU: *"I feel much more motivated when the teacher gives an assignment to make a TikTok video. Creating content on TikTok feels fun because I can express myself, use my creativity, and I don't feel as nervous as when speaking directly. Besides that, I find the learning more interesting because the format is similar to the social media I use every day."*

"Saya merasa jauh lebih termotivasi ketika guru memberikan tugas membuat video TikTok, Membuat konten di TikTok terasa menyenangkan karena saya bisa mengekspresikan diri, menggunakan kreativitas saya, dan tidak terlalu tegang seperti saat berbicara langsung. Selain itu, saya merasa pembelajaran jadi lebih menarik karena formatnya seperti media sosial yang sering saya gunakan sehari-hari."

KR: *"My motivation increases because I can make my own videos. I get to be creative, like choosing a theme, speaking style, and sometimes I even add music or filters. It makes learning more fun and not boring."*

"Motivasi saya jadi naik karena saya bisa bikin video sendiri. Bisa berkreasi gitu, kayak pilih tema, gaya ngomong, terus kadang saya tambahkan musik atau filter juga. Jadi lebih seru belajarnya, nggak ngebosenin."

Based on the students' responses, most of them felt more motivated to speak English when using TikTok. The platform encouraged creativity and

allowed them to express themselves in a way that felt familiar and fun. This increased their interest and enthusiasm in completing speaking tasks.

4. Effectiveness In Task Completion

Statement Questionnaire:

“TikTok is an effective tool for English speaking assignments.”

Interpretation: Based on the results of the questionnaire, 76.7% of students responded positively, with 26.7% selecting Strongly Agree (SA) and 50.0% selecting Agree (A). This indicates that the majority of students hold a favorable perception of the statement, suggesting that they view the use of TikTok in speaking class as beneficial or enjoyable.

Meanwhile, 16.7% of students chose Neutral (N), which may imply that some students are still uncertain or have not fully experienced the benefits of using TikTok in their learning process. Only 6.7% of students selected Disagree (D), and notably, no students selected Strongly Disagree (SD). This shows a minimal level of disagreement and suggests that negative perceptions toward this method are rare or limited. Overall, these findings reflect a predominantly positive student perception regarding the use of TikTok as a medium in speaking class. The high percentage of agreement suggests that the platform is considered engaging, relevant to students' interests, and supportive of their language learning experience. Students who have positive perceptions:

Statement Interview:

VIR: *“I can practice my pronunciation first before uploading, so I feel more confident and know how to say things correctly.”*

“Saya bisa latihan pengucapan dulu sebelum upload, jadi lebih percaya diri dan tahu cara ngomong yang benar.”

NCH: *“I prefer explaining the material through TikTok videos because I can use gestures or facial expressions.”*

“Saya lebih suka menjelaskan materi lewat video TikTok karena bisa pakai gerakan atau ekspresi.”

Based on the students' responses, TikTok was considered an effective tool for completing speaking assignments. The ability to prepare and re-record videos made students feel more in control and allowed them to perform better. This indicates that TikTok supported their speaking practice in a more flexible way.

5. Anxiety Reduction During Speaking

Statement Questionnaire:

“Using TikTok in speaking class helps reduce my anxiety when speaking in English.”

The questionnaire results show that 83.3% of the students responded positively, with 40.0% selecting Strongly Agree (SA) and 43.3% selecting Agree (A). This reflects a strong consensus that using TikTok reduces students' anxiety during speaking activities. In contrast, 13.3% of the students responded Neutral (N), indicating that a small portion of students were unsure about the impact on their anxiety levels. Only 3.3% selected

Disagree (D), and no students selected Strongly Disagree (SD), suggesting very minimal negative perception regarding this issue.

These results suggest that students generally feel more comfortable and less anxious when using TikTok for speaking tasks. The platform offers features such as self-paced recording, the ability to redo performances, and freedom to choose the environment, all of which contribute to reduced pressure. Unlike live speaking in class, students are not subjected to direct peer observation or judgment, which helps them feel more in control of their learning. This interpretation is supported by the interview findings.

Statement Interview:

RP: “I don’t feel nervous because I can record myself without being seen by many people.”

“Saya tidak gugup karena bisa rekaman sendiri tanpa dilihat orang banyak”

NS: *“Being able to repeat the recording many times makes me feel calmer when speaking.”*

“Bisa ngulang berkali-kali bikin saya lebih tenang waktu ngomong,”

Based on the students’ responses, TikTok helped reduce their anxiety when speaking English. They felt less nervous because they did not have to speak in front of others directly. The option to choose the environment and re-record helped them feel more comfortable.

6. Stress Reduction

Statement Questionnaire:

“TikTok makes speaking class feel less stressful.”

The questionnaire data indicates that 76.7% of the students responded positively, with 30.0% selecting Strongly Agree (SA) and 46.7% selecting Agree (A). This shows that the majority of students perceive speaking activities using TikTok as less stressful compared to traditional speaking tasks. Meanwhile, 16.7% of the respondents chose Neutral (N), suggesting some students may still be uncertain about the effect of TikTok on their stress levels. Only 6.7% of students selected Disagree (D), and notably, no students chose Strongly Disagree (SD), indicating very minimal opposition to the statement. These findings highlight that TikTok helps reduce students' stress during speaking activities. The app's features — such as adding background music, applying filters, and editing videos — allow students to enjoy the process, express creativity, and present their ideas in a way that feels fun rather than intimidating. This approach contrasts with traditional speaking tasks, which often involve live performance and immediate judgment from peers or teachers. This interpretation is supported by interview responses. Statement Interview:

IK: *“When using TikTok, I feel more relaxed because I can edit the video before submitting it. So if there’s a part that doesn’t look good, I can cut or redo it. I also like to add music to make the video more fun. It’s not like speaking directly in front of the class, which makes me nervous—using TikTok feels like making my own content, so it’s more free and less stressful.”*

"Kalau pakai TikTok saya merasa lebih santai karena bisa edit video sebelum dikumpulin. Jadi kalau ada bagian yang kurang bagus, bisa saya potong atau ulang. Saya juga suka tambahkan musik biar videonya lebih seru. Nggak kayak ngomong langsung di depan kelas yang bikin deg-degan, kalau pakai TikTok tuh kayak bikin konten sendiri, jadi lebih bebas dan nggak terlalu tegang."

AF: *"Speaking assignments don't feel boring because I can be creative with them. For example, I can add funny filters or use a different speaking style to make it more interesting. So even though it's still an assignment, it still feels enjoyable."*

"Tugas speaking jadi nggak ngebosenin karena bisa dikreasikan. Misalnya, saya bisa nambahin filter lucu atau pakai gaya ngomong yang beda biar lebih menarik. Jadi walaupun itu tugas, tetap terasa menyenangkan."

Based on the students' responses, most of them stated that TikTok made speaking activities feel less stressful. The freedom to record creatively and the relaxed nature of the platform reduced the pressure that usually comes with traditional speaking tasks.

7. Active participate

Statement Interview:

"The use of TikTok makes me participate more actively in speaking activities."

Interpretation: The questionnaire data indicates that 83.3% of students reported feeling more active in class, with 33.3% choosing Strongly Agree

(SA) and 50.0% selecting Agree (A). This suggests that the majority of students perceive TikTok as a motivating factor in increasing their participation during speaking activities. Meanwhile, 13.3% of the students responded Neutral (N), and only 3.3% selected Disagree (D). No students selected Strongly Disagree (SD), which shows very little negative response toward the statement. This result demonstrates that the integration of TikTok in speaking class encourages students to become more engaged and involved. Because the tasks feel more relevant to their daily lives and interests, students are more eager to participate.

Statement Interview:

RM: *"I became more active because I enjoy making my own videos, and it's also fun to watch my classmates' videos. It feels like we motivate each other. Sometimes, it even makes me want to create something better. Unlike regular assignments that make me lazy, this is more fun and makes me want to participate continuously."*

"Saya jadi lebih aktif karena saya suka bikin video sendiri, terus seru juga lihat video teman-teman. Jadi kayak saling semangat. Kadang juga saya jadi pengen bikin yang lebih bagus. Nggak kayak tugas biasanya yang bikin males, ini tuh lebih fun dan bikin saya mau ikut terus."

NS: *"I participate in speaking assignments more often because the medium is TikTok. I think it's really interesting and I can be creative with it. So it's not boring and it makes me more eager to be active. Usually, I*

don't really like speaking in front of the class, but when using TikTok, I feel excited because the method is different and not boring."

"Saya jadi lebih sering ikut tugas speaking karena medianya TikTok. Menurut saya menarik banget, bisa dikreasikan sendiri. Jadi nggak bosan dan bikin saya lebih mau aktif. Kalau biasanya saya suka males ngomong depan kelas, tapi kalau pakai TikTok saya jadi semangat ikut karena caranya beda dan nggak ngebosenin." Based on the students' responses, TikTok increased their level of participation in speaking activities. The opportunity to create and share content made them more engaged and encouraged them to take part more actively in class projects or assignments.

8. Self Reflection

Statment Questionnaire:

"TikTok inspires me to reflect on my own identity and beliefs using English."

Interpretation: A total of 76.6% of students responded positively to the statement, with 23.3% selecting Strongly Agree (SA) and 53.3% Agree (A). Meanwhile, 16.7% selected Neutral (N), and 6.7% chose Disagree (D). No students selected Strongly Disagree (SD), indicating an overall positive perception regarding the platform's role in encouraging self-expression. This result suggests that students view TikTok not just as a fun application, but as a personal space to express their identity, opinions, and emotions through English. Assignments such as self-introductions, giving

opinions, and storytelling tasks became meaningful opportunities to communicate real-life experiences. Unlike conventional classroom speaking exercises, TikTok allowed for more authentic and individualized communication, aligning better with students' everyday ways of expressing themselves. Students' who have positif perceptions':

Statement Interview:

ABS: *"I can talk about myself or share my opinions in English, for example about my hobbies, my dreams, or things I like. I find it easier to express them through TikTok videos because I can choose my own words and repeat the recording if I make a mistake."*

"Saya bisa ngomong tentang diri saya atau pendapat saya dalam bahasa Inggris, misalnya tentang hobi saya, cita-cita saya, atau hal-hal yang saya suka. Saya merasa lebih mudah menyampaikannya lewat video TikTok karena saya bisa atur sendiri kata-katanya dan ulang kalau salah."

EA: *"Sometimes I use TikTok to tell stories about my experiences, like during holidays, funny moments, or daily events. Speaking through video feels more free, so I can be more honest and open. I can also use my own expressions and speaking style, so it feels more natural and not stiff like in the classroom."*

"Kadang saya pakai TikTok buat cerita tentang pengalaman saya, seperti saat liburan, pengalaman lucu, atau kejadian sehari-hari. Kalau ngomong lewat video rasanya lebih bebas, jadi saya bisa lebih jujur dan terbuka."

Saya juga bisa pakai ekspresi sendiri dan gaya bicara saya sendiri, jadi lebih natural dan nggak kaku kayak di kelas.”

Based on the students’ responses, TikTok gave them a space to express their identity and personal thoughts. Tasks such as self-introduction, storytelling, or opinion-sharing helped students reflect on their experiences using English as a medium.

9. Media Preference in Speaking Practice

Statement Questionnaire:

“I prefer using TikTok for practicing speaking compared to textbooks or worksheets.”

The data reveals that 83.4% of students responded positively, with 36.7% selecting Strongly Agree (SA) and 46.7% Agree (A). Additionally, 10.0% were neutral (N) and 6.7% disagreed (D). No respondents selected Strongly Disagree (SD), suggesting that the majority of students prefer using TikTok over traditional learning tools such as textbooks or worksheets for speaking practice. This finding shows that students are more engaged when learning involves interactive, creative, and familiar digital media. They found that creating, watching, and sharing videos helped them understand and use spoken English more naturally. Statement Interview:

AS: “I prefer practicing speaking through TikTok rather than using books, because I get bored quickly with books and it’s just reading. But with TikTok, I can directly practice speaking and it’s more fun. I can also

use my own style and repeat if I make mistakes. It's more interesting and makes me more excited to learn speaking."

"Saya lebih suka latihan bicara lewat TikTok daripada buku, soalnya kalau pakai buku saya cepat bosan dan cuma membaca saja. Tapi kalau pakai TikTok, saya bisa langsung praktik ngomong dan itu lebih seru. Saya juga bisa pakai gaya sendiri dan ulang kalau salah. Jadi lebih menarik dan bikin saya semangat belajar speaking." Another students:

KR: "When I practice through video, I can see my expressions and improve my speaking, like if my pronunciation isn't clear or my expressions don't match. I can rewatch the video and learn from it. So I know which parts I need to improve to speak better and feel more confident."

"Kalau latihan lewat video, saya bisa tahu ekspresi saya dan memperbaiki cara ngomong, misalnya kalau pelafalannya kurang jelas atau ekspresinya kurang pas. Saya bisa lihat ulang videonya dan belajar dari situ. Jadi saya tahu bagian mana yang perlu diperbaiki supaya bicara saya lebih bagus dan percaya diri."

Based on the students' responses, most of them preferred using TikTok over traditional learning tools like textbooks or worksheets. They felt that TikTok was more interesting, relevant to their lives, and gave them more freedom in speaking practice.

10. Impression of Using Tiktok in Class

"Using TikTok in speaking class has been a helpful for me."

Statement Questionnaire

Based on the students' responses, the overall perception of using TikTok in speaking class was moderately positive. A total of 43.3% of the students selected "Agree", indicating that many of them found the experience helpful and enjoyable. However, only 3.3% of the students chose "Strongly Agree", which shows that although most students accepted the use of TikTok positively, only a few felt strongly enthusiastic about it. In addition, 33.3% of the students responded "Neutral", suggesting that they neither agreed nor disagreed, possibly because they were unsure or had mixed feelings about the effectiveness of TikTok. Meanwhile, 13.3% of the students selected "Disagree", and 6.7% chose "Strongly Disagree", indicating that a small portion of the class did not find TikTok helpful or enjoyable in their learning experience.

Statement Interview

IK: *"When using TikTok, I feel more relaxed because I can edit the video before submitting it. So if there's a part that doesn't look good, I can cut or redo it."*

"Kalau pakai TikTok saya merasa lebih santai karena bisa edit video sebelum dikumpulin. Jadi kalau ada bagian yang kurang bagus, bisa saya potong atau ulang."

AF : *"Speaking assignments don't feel boring because I can be creative with them. For example, I can add funny filters or use a different speaking"*

style to make it more interesting. So even though it's still an assignment, it still feels enjoyable."

"Tugas speaking jadi nggak ngebosenin karena bisa dikreasikan. Misalnya, saya bisa nambahin filter lucu atau pakai gaya ngomong yang beda biar lebih menarik. Jadi walaupun itu tugas, tetap terasa menyenangkan."

These responses support the conclusion that TikTok provided both a helpful and enjoyable experience for students in speaking class. The flexibility, creativity, and reduced pressure made the learning process feel more personal and less formal.

B. Discussion

The results of this research support and extend previous studies that examined the use of TikTok in speaking classes. In this study, students showed a positive perception toward TikTok for speaking class, particularly in aspects related to speaking fluency, confidence, motivation, and engagement. These findings are aligned with several earlier studies that emphasized the effectiveness of TikTok as a tool for enhancing speaking performance.

The study conducted by Istikoma et al. Found that TikTok served as a supportive tool for students to improve their speaking skills during the pandemic. Their findings revealed that students felt more comfortable and confident when performing speaking tasks using video recording, especially because they could prepare and practice before submitting their work. This is consistent with the present study, where students reported reduced anxiety,

higher confidence, and greater enjoyment when completing speaking assignments via TikTok.³¹

Furthermore, the current findings are in line with the research of Wiwik et al. Explored students' perceptions of TikTok in developing descriptive speaking. Their study showed that students were more active and enthusiastic when using TikTok to deliver spoken descriptive texts. Similarly, in this study, students demonstrated increased participation and speaking performance, as they found TikTok to be an engaging platform that allowed self-expression and creativity.³²

In addition, the research by Amelia Nur Baidah also supports the idea that TikTok can be utilized to enhance oral communication skills. Although her research focused primarily on vocabulary in speaking, she concluded that the short-video format of TikTok helped students to practice and apply English in real contexts. In the present study, the speaking tasks designed through TikTok—such as self-introduction, opinion sharing, and storytelling—also allowed students to use English in meaningful and enjoyable ways.³³

In conclusion, this study reinforces the results of earlier research by focusing specifically on TikTok's role in speaking class, rather than general language learning. It contributes new evidence that TikTok not only motivates

³¹ Manggo, Liando, and Wungow, "Students' Perception Toward TikTok Media to Improve Their Speaking Ability."

³² Abdi, Nabilah, and P, "Students' Perception toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik."

³³ Abidah, "Students' Perception on Utilizing TikTok Videos for Vocabulary Acquisition."

students and reduces anxiety but also serves as an effective digital platform for improving speaking performance in a more relatable and student-centered way.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings and discussion in the previous chapter, it can be concluded that students had a generally positive perception of using TikTok as a medium for speaking class. The results indicate that TikTok supports various affective, behavioral, and cognitive aspects of speaking learning. Students felt more confident, motivated, and actively involved in the learning process. TikTok also made speaking tasks more enjoyable and less stressful, which contributed to a more supportive and engaging classroom atmosphere.

TikTok provides a platform that allows students to express themselves creatively and personally. The opportunity to record, edit, and publish speaking videos enhanced their task completion skills, reduced anxiety, and encouraged reflection. Students appreciated the relevance of TikTok in their daily lives and considered it a better alternative to traditional speaking exercises like oral tests and worksheets.

Furthermore, TikTok was found to be effective in fostering active participation, promoting self-expression, and bridging classroom learning with digital habits. Students recommended the continued use of TikTok in future speaking activities while suggesting that its use should be accompanied by clear guidelines to maintain focus on educational goals. In summary, TikTok is not only an innovative speaking tool but also an inclusive and flexible

medium that supports the needs of 21st-century learners. Its use in speaking classes should be considered as part of modern pedagogical practices.

B. Suggestion

1. For For Teachers

Teachers are encouraged to integrate TikTok into speaking lessons as a supportive tool that enhances student motivation and participation. However, it is important to set clear instructions and rubrics to guide the learning process and prevent misuse of the platform. Teachers should also provide feedback and monitor students' use of TikTok to ensure that the focus remains on language development.

2. For Students

Students should take advantage of the opportunities offered by TikTok to practice and improve their speaking skills. They are advised to use the platform responsibly, creatively, and with the purpose of learning. They can also learn from their peers' videos to gain inspiration and improve their own performance.

3. For Future Researchers

This study can be used as a reference for future research involving digital media and language learning. Researchers are encouraged to explore other language skills (listening, reading, or writing) using TikTok or similar platforms. A more in-depth analysis using qualitative interviews or experimental designs could provide further insights into the pedagogical benefits of social media in education.

In conclusion, the integration of TikTok in the English speaking class provides a meaningful and modern approach to language learning. It helps bridge the gap between students' social experiences and academic development, making learning more dynamic, personalized, and enjoyable.

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APPENDICES

A. List of Students

Tabel 4. 2 List of Students

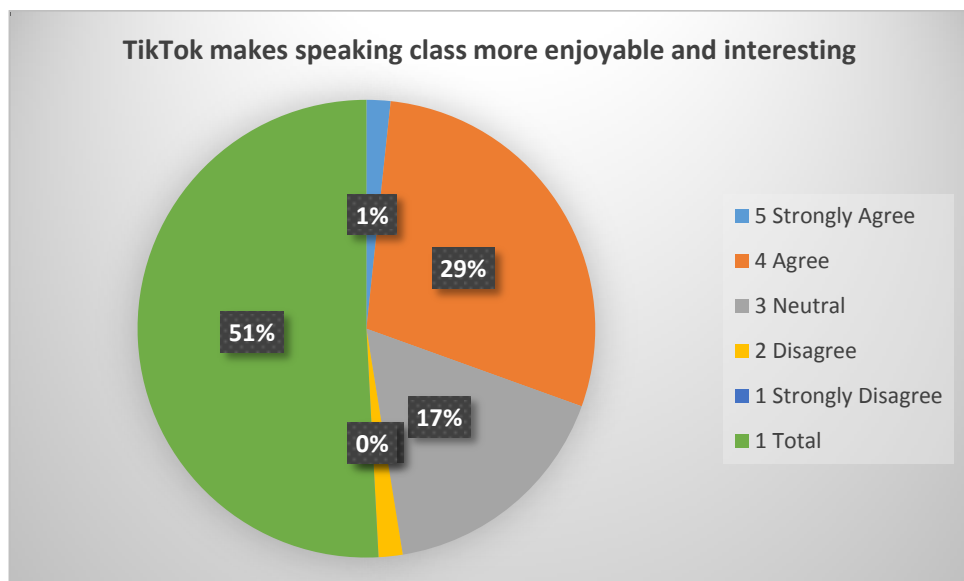
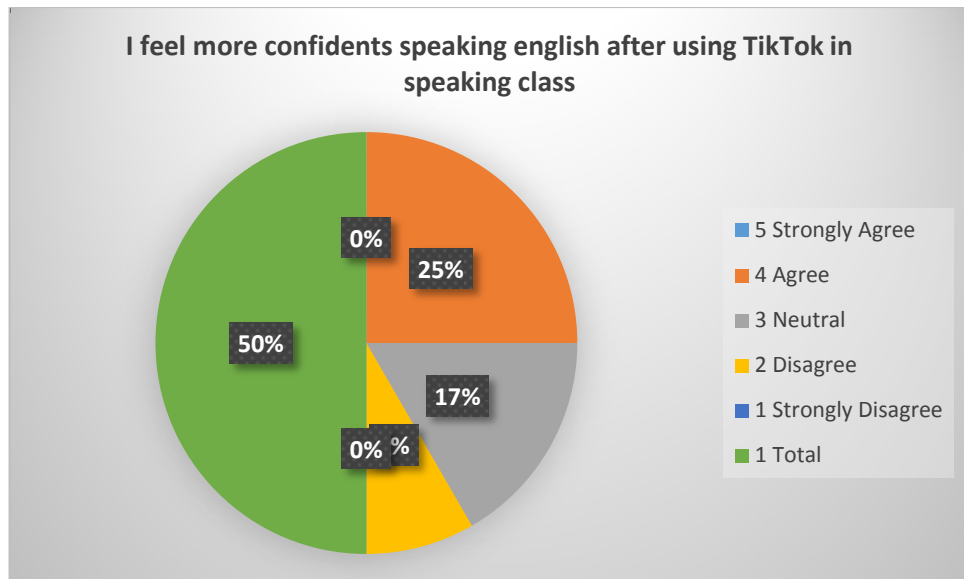
NO	NAME
1	NCH
2	HA
3	MNS
4	VIR
5	RDK
6	DS
7	EC
8	RB
9	JKR
10	IK
11	AF
12	FTP
13	KR
14	AS
15	RP
16	NS
17	KAPK
18	ALN
19	RU
20	MRMW
21	DNA
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24	ABS
25	EA
26	RM
27	DMW
28	MYA
29	NA
30	AVS

B. Blue Print

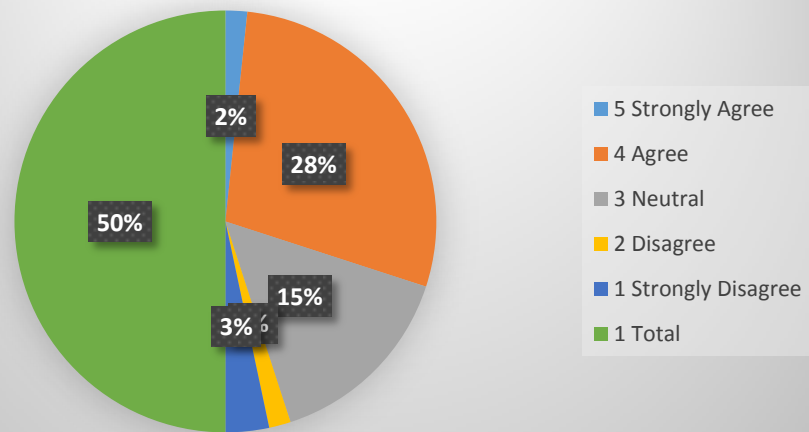
Tabel 4. 3 Questionnaire

No	Statement	Dimension	Indicator	Scale (1–5)
1	I feel more confident speaking English after using TikTok in speaking class.	Affective	Confidence in speaking English	1 = Strongly Disagree → 5 = Strongly Agree
2	TikTok makes speaking class more enjoyable and interesting.	Affective	Learning enjoyment and interest	1 = Strongly Disagree → 5 = Strongly Agree
3	I am more motivated to speak English when using TikTok as a learning medium.	Affective	Motivation to learn speaking	1 = Strongly Disagree → 5 = Strongly Agree
4	TikTok is an effective tool for English speaking assignments.	Cognitive	Effectiveness in task completion	1 = Strongly Disagree → 5 = Strongly Agree
5	Using TikTok in speaking class helps reduce my anxiety when speaking in English.	Affective	Anxiety reduction during speaking	1 = Strongly Disagree → 5 = Strongly Agree
6	TikTok makes speaking activities feel less stressful.	Affective	Stress reduction during activities	1 = Strongly Disagree → 5 = Strongly Agree
7	The use of TikTok makes me participate more actively in speaking activities.	Behavioral	Active participation	1 = Strongly Disagree → 5 = Strongly Agree
8	TikTok inspires me to reflect on my identity and beliefs using English.	Cognitive	Self-reflection through language	1 = Strongly Disagree → 5 = Strongly Agree
9	I prefer using TikTok for practicing speaking compared to textbooks or worksheets.	Behavioral	Media preference in speaking practice	1 = Strongly Disagree → 5 = Strongly Agree
10	Using TikTok in Speaking class helpful for me.	General	Impression of using TikTok in class	1 = Strongly Disagree → 5 = Strongly Agree

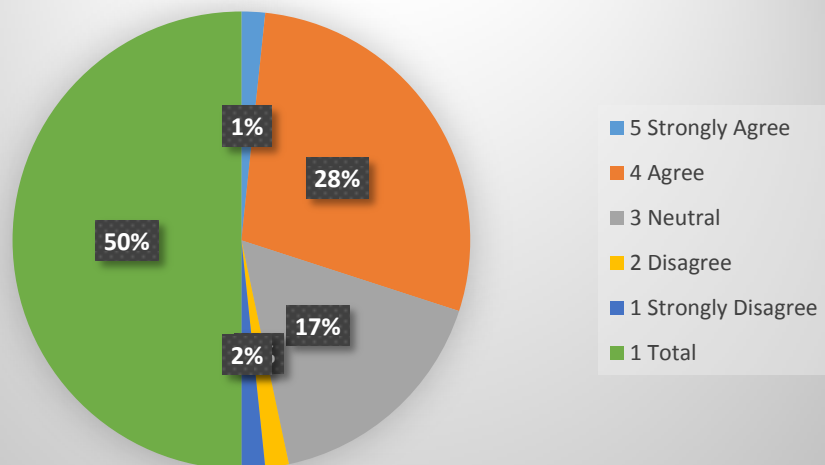
C. Chart



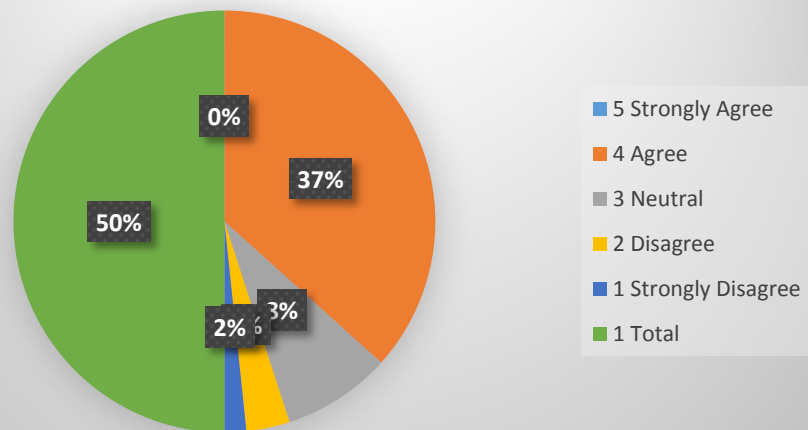
I am motivated to speak English when using TikTok as a learning medium



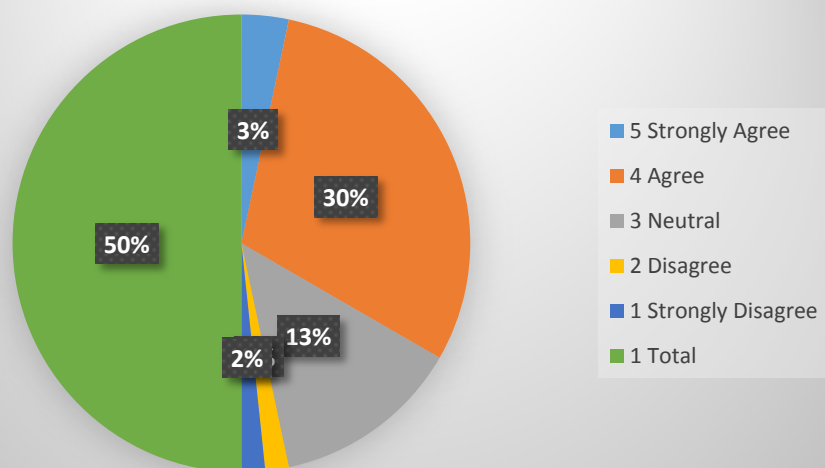
Tiktok is an effective tool for English speaking assignment



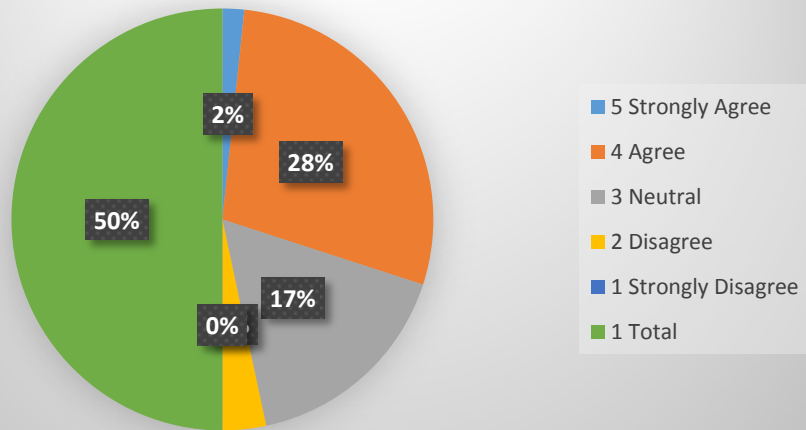
Using TikTok in speaking class helps reduce my anxiety when speaking English



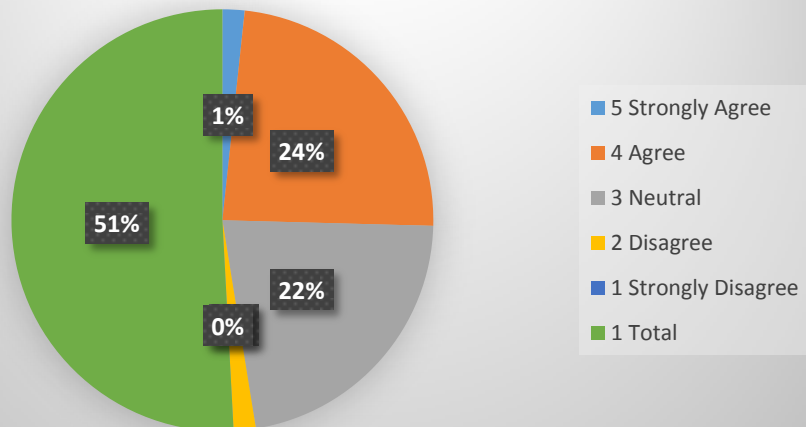
TikTok make speaking class feel less stresfull



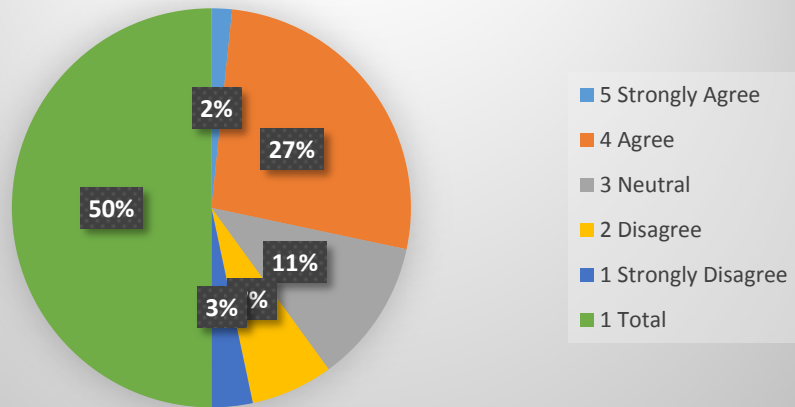
The use of TikTOK makes participate more actively in speaking activities



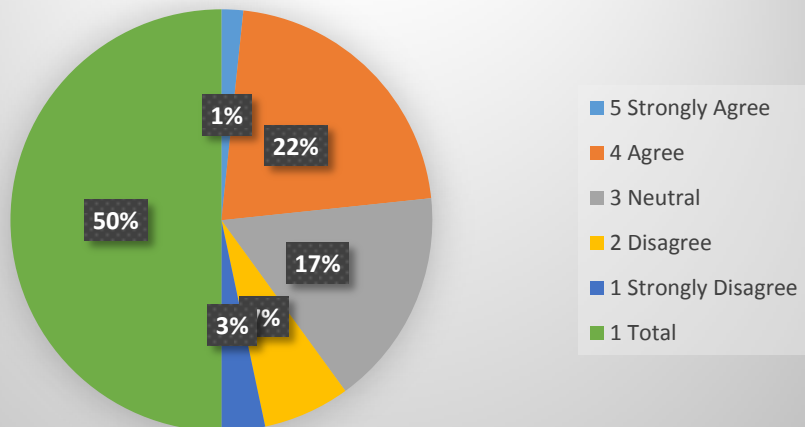
TikTok inspires me to reflect on my own identity and beliefs using english



I prefer using TikTok for participant speaking compared textbook or worksheet



Overall, I have a positive perception of using TikTok as a medium In English speaking class



List of Interview

No	Question
1.	What do you think about using TikTok as a speaking learning medium?
2.	Do you feel more confident speaking English with the help of TikTok?
3.	What is the difference between learning speaking with TikTok and textbooks?
4.	What challenges or difficulties did you face while using TikTok for speaking tasks?
5.	Are you more motivated to learn speaking through TikTok? Why?

Data 1

- 1. What do you think about using TikTok as a speaking learning medium?**

“I think it’s really helpful because if I make a mistake, I can just re-record the video. That makes me feel less nervous and more confident to try again. The final result also looks better and more polished. It’s different from speaking in front of the class where I only get one chance.”

- 2. Do you feel more confident speaking English with the help of TikTok?**

“Yes, I feel more confident because I can practice several times before uploading my video. I can also choose a quiet place to record, so I don’t

feel shy or embarrassed. I can focus better and I don't feel like people are judging me while I speak."

3. What is the difference between learning speaking with TikTok and textbooks?

"TikTok is much more interesting. With books, I just read and sometimes I get bored. But with TikTok, I can be creative and I can rewatch the videos to learn from my mistakes. It's more fun and I learn better that way."

4. What challenges or difficulties did you face while using TikTok for speaking tasks?

"Sometimes it's hard to find a quiet place to record, especially at home when there's noise around. Also, if I keep making mistakes, it takes a long time to finish the task. It can get a little frustrating when I want the video to be perfect."

5. Are you more motivated to learn speaking through TikTok? Why?

"Yes, because it's fun and different from other assignments. I like being able to be creative with my videos, using filters or background music. It makes me look forward to the task instead of feeling bored."

Data 2

1. What do you think about using TikTok as a speaking learning medium?

"I think it can be helpful, but sometimes I feel shy when I appear on

camera. I'm not really used to seeing myself in a video, so I feel uncomfortable at first."

2. Do you feel more confident speaking English with the help of TikTok?

"Not really. I actually feel less confident because I'm worried that someone might laugh at my video if I make a mistake. That makes me scared to show my real speaking ability."

3. What is the difference between learning speaking with TikTok and textbooks?

"With textbooks, I feel safer because I don't have to show myself. TikTok is more practical, but I don't always feel confident using it. Sometimes I end up being passive and don't speak much."

4. What challenges or difficulties did you face while using TikTok for speaking tasks?

"I often feel shy and sometimes I don't know what to say in the video. It makes me confused, especially if I don't understand the topic well."

5. Are you more motivated to learn speaking through TikTok? Why?

"Sometimes I feel motivated, but if I have to make videos too often, I feel tired and less excited. It's fun, but not every time."

Data 3 (NS)

1. What do you think about using TikTok as a speaking learning medium?

“I really enjoy it. It’s more fun compared to regular speaking assignments. I feel like I can express myself better when making a video, and it doesn’t feel like a boring task.”

2. Do you feel more confident speaking English with the help of TikTok?

“Yes, I feel more prepared. I can practice my speaking before recording, and if I don’t like the result, I can try again. That makes me more confident in what I want to say.”

3. What is the difference between learning speaking with TikTok and textbooks?

“TikTok is more interactive. I can also see my classmates’ videos and get ideas. Textbooks just have written exercises and sometimes they don’t help me improve my speaking as much.”

4. What challenges or difficulties did you face while using TikTok for speaking tasks?

“The biggest problem is my phone or internet connection. Sometimes the video doesn’t upload properly, or I have to redo it because of technical problems.”

5. Are you more motivated to learn speaking through TikTok? Why?

“Yes, because I can get likes or comments from friends or even the teacher. It feels good to be appreciated, and that makes me want to do better next time.”

Data 4 (KAPK)

1. What do you think about using TikTok as a speaking learning medium?

“It’s fun and not as serious as speaking in front of the class. I feel more relaxed and I can enjoy the task more. It feels more like playing while learning.”

1. Do you feel more confident speaking English with the help of TikTok?

“Yes, because I can choose how I want to speak and present myself. I can be myself and I don’t feel forced to talk a certain way.”

2. What is the difference between learning speaking with TikTok and textbooks?

“Books are boring and only focus on reading. TikTok lets me talk and show how I really speak. It’s more real and fun.”

3. What challenges or difficulties did you face while using TikTok for speaking tasks?

“Sometimes I don’t have much time to record the video, especially when I’m busy at home. It’s hard to find the right time and place.”

4. Are you more motivated to learn speaking through TikTok? Why?

“Yes, because I feel more free to express myself. It’s more exciting than usual speaking tasks. I like that I can add effects or music to make it more interesting.”

Data 5 (AZ)

1. What do you think about using TikTok as a speaking learning medium?

“I like using TikTok because I can explore my ideas and express them in my own way. It’s more flexible and I can be creative with how I deliver my speech.”

1. Do you feel more confident speaking English with the help of TikTok?

“Yes, because I can record my video, then review it before sending it to the teacher. That way, I know what to fix and feel more ready.”

2. What is the difference between learning speaking with TikTok and textbooks?

“TikTok is more fun and visual. It’s easier to understand when I speak and watch others speak. Textbooks are mostly just words and don’t help much with speaking practice.”

3. What challenges or difficulties did you face while using TikTok for speaking tasks?

“Sometimes I’m confused about what kind of content I should make. It’s hard to decide the topic or how to say it interestingly.”

4. Are you more motivated to learn speaking through TikTok? Why?

“Yes, I feel more noticed by my teacher and friends. When they give feedback or react to my video, it makes me feel proud and want to do better.”



CURRICULUM VITAE



The researcher was born in Sukadana, Lampung Province on March 24, 2003, the last daughter of 3 children of Mr. Nurman and Mrs. Jamilah. The researcher took her first education at TKT PGRI and completed it in 2009, then entered elementary school at SD Negeri 2 Sukadana and finished in 2015, then entered junior high school at SMP Negeri 1 and completed her education in 2018, after that the researcher took senior high school at SMK Negeri 1 Sukadana and finished in 2021. After that, the researcher continued his education at the State Islamic Institute (IAIN) Metro, Faculty of Tarbiyah and Teaching Sciences, Department of English Education (TBI) S1 in 2021 to obtain a bachelor's degree.