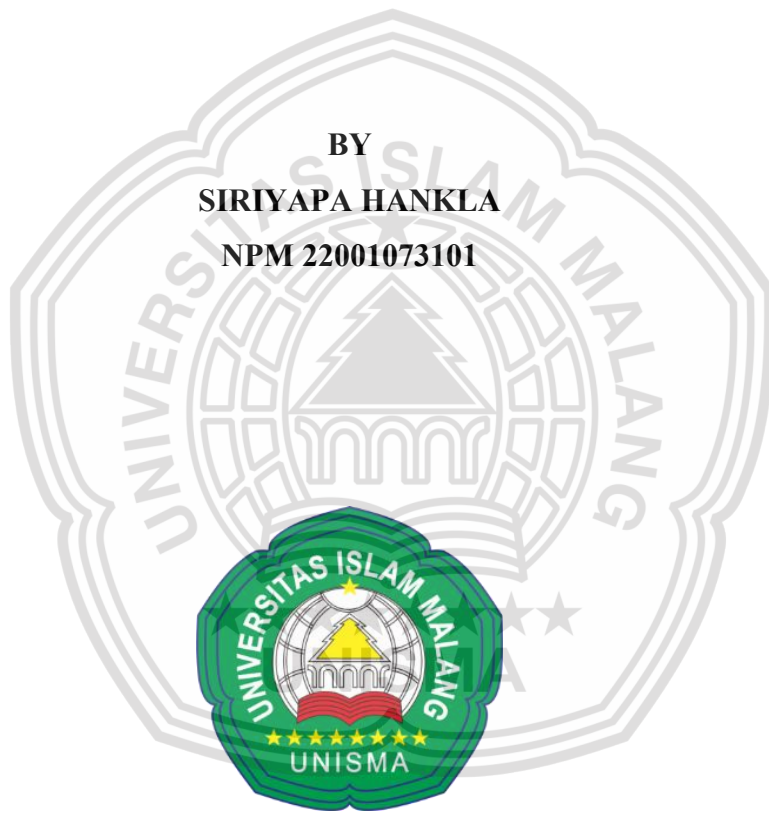




**USER GENERATED CONTENT AND LANGUAG LEARNING
ON TIKTOK:
A FOCUS ON LEARNING ENGLISH SPEAKING**

SKRIPSI

**BY
SIRIYAPA HANKLA
NPM 22001073101**



**UNIVERSITY OF ISLAM MALANG
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION DEPARTMENT
JULY 2024**



Nama : Siriyapa Hankla
NPM : 22001073101
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : User Generated Content and Language Learning on
Tiktok: A Focus ON Learning English Speaking

ABSTRACT

Keywords: language learning, speaking skills, social media, TikTok application

Speaking is one of the important skills that is essential for students to achieve expertise in English communication. Learning English speaking using mediums affects the development of students' speaking skills. Currently, social media has grabbed big attention from learners of all ages. TikTok is an Application of popular and interesting social media that can be used for learning and developing speaking. Media for learning and developing English speaking students. Several previous studies are more focused primarily concentrated on the favorable effects of TikTok on students' speaking proficiencies. Therefore, this study seeks to fill this void by investigating the difficulties and experiences encountered by students who utilize TikTok as an instructional tool to learn and improve English speaking abilities of senior high school students at a private school in Malang.

This study used a qualitative approach, and a case study as the research design. For the research instrument, this study used unstructured interviews and link video TikTok as documentation to collect the data focusing on senior high school student's experience in using TikTok for English speaking learning, student's improvement in English speaking in all four components are grammar, pronunciation, vocabulary, and fluency after making the video on TikTok, and challenges in creating English videos on TikTok application. The researcher used six thematic analysis procedures by Braun and Clarke (2006) to analyze the data. The six procedures are familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and composing the report.

The findings showed that the senior high school student's experienced using TikTok for English speaking learning by making English videos on TikTok as part of class assignment for four weeks. Students feel good, happy and more confident in

speaking English. It was also found that students had improved their English speaking skills after making videos on TikTok. There were two main factors: cognitive aspects and affective aspects. Cognitive aspects are knowledge and understanding of English language, and affective aspects are feelings and emotional elements that affect students' ability to speak English. Meanwhile the challenges that students face in creating English videos on TikTok are 2 types, namely internal challenges and external challenges. For internal challenges, their obstacles arise from feelings or skills related to speaking English, and external challenges are obstacles that arise from things around students such as unstable internet signals or problems with video cameras.

Based on the findings, it is suggested that students should be able to increase their confidence and increase their knowledge related to English speaking skills in making videos. The lecturers are also recommended to the teachers have a very important role in increasing students' confidence level to be able to make videos TikTok to increase English speaking skills. Therefore, it is expected that teachers have a teaching style that is easy to understand so that the students can brave and increase their confidence level in speaking English.

ABSTRACT

Keywords: language learning, speaking skills, social media, TikTok application

Berbicara adalah salah satu keterampilan penting yang penting bagi siswa untuk mencapai keahlian dalam komunikasi bahasa Inggris. Belajar berbicara bahasa Inggris menggunakan media mempengaruhi pengembangan keterampilan berbicara siswa. Saat ini, media sosial telah menarik perhatian besar dari siswa dari segala usia. TikTok adalah aplikasi media sosial populer dan menarik yang dapat digunakan untuk belajar dan mengembangkan berbicara. Media untuk belajar dan mengembangkan siswa berbahasa Inggris. Beberapa studi sebelumnya lebih berfokus terutama pada efek menguntungkan TikTok pada kemampuan berbicara siswa. Oleh karena itu, studi ini bertujuan untuk mengisi kekosongan ini dengan menyelidiki kesulitan dan pengalaman yang dihadapi oleh siswa yang menggunakan TikTok sebagai alat instruksi untuk mempelajari dan meningkatkan kemampuan berbahasa Inggris siswa SMA senior di sekolah swasta di Malang.

Studi ini menggunakan pendekatan kualitatif, dan studi kasus sebagai desain penelitian. Untuk instrumen penelitian, penelitian ini menggunakan wawancara tidak terstruktur dan video tautan TikTok sebagai dokumentasi untuk mengumpulkan data yang berfokus pada pengalaman siswa sekolah menengah atas dalam menggunakan tikTok untuk belajar berbicara bahasa Inggris, perbaikan siswa dalam berbicara Bahasa Inggris di semua empat komponen adalah tata bahasa, pengucapan, kamus, dan kelembaban setelah membuat video di tiktok, dan tantangan dalam membuat video bahasa Inggris di aplikasi tiktoks. Peneliti menggunakan enam prosedur analisis tematik oleh Braun dan Clarke (2006) untuk menganalisis data. Enam prosedur adalah familiarisasi, menghasilkan kode awal, mencari tema, meninjau tema, menentukan dan menamai tema, dan menyusun laporan.

Temuan ini menunjukkan bahwa siswa sekolah menengah atas yang menggunakan TikTok untuk belajar berbahasa Inggris dengan membuat video bahasa Inggris di tikTok sebagai bagian dari tugas kelas selama empat minggu. Siswa merasa baik, bahagia dan lebih percaya diri dalam berbicara bahasa Inggris. Hal ini juga ditemukan bahwa siswa telah meningkatkan keterampilan berbahasa Inggris mereka setelah membuat video di TikTok. Ada dua faktor utama: aspek kognitif dan aspek afektif. Aspek kognitif adalah pengetahuan dan pemahaman bahasa Inggris, dan aspek afektif adalah perasaan dan elemen emosional yang mempengaruhi kemampuan siswa untuk berbicara bahasa Inggris. Sementara itu tantangan yang dihadapi siswa dalam membuat video bahasa Inggris di TikTok adalah 2 jenis, yaitu tantangan internal dan tantangan

eksternal. Untuk tantangan internal, hambatan mereka timbul dari perasaan atau keterampilan yang terkait dengan berbicara bahasa Inggris, dan tantangan eksternal adalah hambatan yang timbul dari hal-hal di sekitar siswa seperti sinyal internet yang tidak stabil atau masalah dengan kamera video.

Berdasarkan temuan, disarankan bahwa siswa harus dapat meningkatkan kepercayaan diri mereka dan meningkatkan pengetahuan mereka yang terkait dengan keterampilan berbahasa Inggris dalam membuat video. Para dosen juga disarankan agar para guru memiliki peran yang sangat penting dalam meningkatkan tingkat kepercayaan diri siswa untuk dapat membuat video TikTok untuk meningkatkan keterampilan berbahasa Inggris. Oleh karena itu, diharapkan bahwa guru memiliki gaya mengajar yang mudah dipahami sehingga siswa dapat berani dan meningkatkan tingkat kepercayaan diri mereka dalam berbicara bahasa Inggris.





CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses about the background of the study, research questions, research objectives, research significance, scopes and limitations, and definition of key terms.

1.1 Background of the Study

Oral communication is particularly significant as it is an essential skill for achieving proficiency in the English language. Proficient speaking ability is a defining characteristic of those who excel in the acquisition of languages. Bahadorfar and Omidvar (2014) argue that proficient speaking is a critical element of productive abilities that students acquiring a second or foreign language should strive to develop. Through verbal communication, pupils obtain the capacity to articulate their ideas and efficiently impart information precisely. Furthermore, verbal expression promotes interpersonal engagement by functioning as an essential means of communication. The elements that impact the level of English speaking proficiency among students comprise elements that originate from both cognitive and affective aspects (Henter, (2014). The first factor is cognitive aspect that is students' knowledge and understanding of the English learning process will affect their English speaking skills. The second, factor is the affective aspect which is emotional factors that affect student learning,

which originate from within students regarding their feelings, emotions, and beliefs. Such as anxiety, no self-confidence, fear of making mistakes, and lack of self-confidence. Another problem that affects students' English speaking is speaking components. Hughes (2023) proposes five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. There are some of the most prevalent difficulties in previous research. This results in English learners being unable to speak English.

In recent years, there has been considerable regard for improving students' English language proficiency, particularly through the utilization of contemporary educational resources (Agustina et al., 2022). To tackle the obstacles linked to English proficiency, it is imperative to integrate efficacious learning materials into the pedagogical framework. Following the classification system described by Depdiknas (2005), there are a variety of learning media available, spanning from rudimentary to advanced alternatives including audio recordings, models, visual aides, the internet, and audio aids. The advantages of employing learning media are underscored by Sukartiwi (1996), these include increased learner motivation, resistance to tedium, and enhanced comprehension of study materials.

Acknowledging the critical significance of media in the process of acquiring English proficiency (Porter & Hernacki, 2000), it is critical to prioritize the choice of modern and age-appropriate educational materials. When selecting media for educational purposes, it is critical to ensure that it is accessible to students and that it promotes the growth of their speaking

abilities. This situation provides a chance to improve one's command of the English language, specifically in the area of oral communication. The present surge in the prevalence of vlog videos and content generation across diverse platforms has garnered the attention of students and provided a platform for enhancing their oral communication skills. Students can easily distribute their videos to their classmates and other users on social media platforms after producing them. Furthermore, social media integration facilitates the dissemination of information via the Internet (Gibbins & Greenhow, 2016) and (Hashemifardnia et al., 2019). The integration of social media into English speaking instruction is probably to be positively received by students, as it corresponds with their inclinations and areas of interest. Social media platforms offer a broad range of benefits, including access to educational resources, global communication, and the exploration of diverse content. It is essential to comprehend the diverse social media Applications that facilitate language acquisition, including Instagram, WhatsApp, YouTube, Facebook, and Twitter (Utami, 2022). These Applications exhibit shared functionalities, encompassing calling, video recording, messaging, and amusement features, thereby furnishing students with advantageous resources to enhance their language proficiency.

Among the effective social media, TikTok is an Application that can create fun video content on a platform that is very popular among Indonesian high school students right now. There are features for music, filters, stickers, effects for video images, and co-create content using duets. It is reported

TikTok in October 2023, the TikTok application has soared to become the most popular Video Social Media platform in Indonesia with as many as 106 million followers. In the list of Indonesian TikTok users, the largest group is the youth group, which is 13-15 years old and above. According to Ma'arif, et al, (2021), TikTok has been recognized as an innovative Application that will help inspire new inspiration and desire to learn English for learners. From the above information, it can be seen that this app is very popular in Indonesia, especially among teenagers, so it is a good opportunity to bring the TikTok app into the mediums for learning English Speaking as a learning media.

Considering the notarial of TikTok, the researcher used it in practice. Teaching practice is a supervised instructional experience; a culminating course in undergraduate education at a university or college for observation and gaining teaching experience and making observations to gain experience. In the teaching practice in senior high school, the researcher brought TikTok into the classroom training media and trained students in English speaking skills by using examples from videos on TikTok so that students could see concretely the pronunciation, connect the audio, and make different spoken sentences by using the sentences written in the book. It also includes students returning to their homework by making videos and uploading them to TikTok by creating various content according to the student's wishes. This allowed students to fully create their ideas, and lastly, it received a very good response from students as it made students feel good about creating content in various formats (Rahmawati et al, 2023). Based on the researcher's experience, it was

found that many students feel embarrassed to speak directly in front of the class, which makes them unable to show their full potential due to shyness. But using TikTok doesn't make them feel embarrassed at all and they can create videos that are as expressive and appropriate as possible because they don't feel embarrassed at all. The difficulty the researchers discovered when using TikTok as a learning medium was that teachers were unable to hear students' pronunciations. It is the quality of some students' mobile phones is not highly effective.

Previously, some research has investigated the viewpoints of students regarding the educational utility of TikTok. Ferstephanie and Pratiwi (2021), have emphasized that TikTok has exhibited effectiveness in augmenting the spoken English proficiency of students. It has been demonstrated that the platform motivates students to produce engaging TikTok videos, which contributes to enhanced English communication confidence and improved pronunciation. These findings are further supported by Putri (2022) who observes that the TikTok Application had a positive impact on the attitudes of students towards speaking English. Research has demonstrated that the integration of TikTok into the educational setting enhances retention and engagement, while also cultivating a sense of eagerness and motivation regarding verbal communication. According to Manggo (2022), the TikTok app has a positive impact on users' English learning in general, especially in terms of speaking.

TikTok's multifunctional attributes allow the perceptions of students to generate a wide range of English speaking content, thereby augmenting user interaction and engagement. By consistently honing their speaking abilities and incorporating language learning into their everyday routines, pupils can achieve more substantial progress (Wiranda, 2023). TikTok's multifunctional attributes allow students to generate a wide range of English speaking content, thereby augmenting user interaction and engagement. By consistently honing their speaking abilities and incorporating language learning into their everyday routines, pupils can achieve more substantial progress (Wiranda, 2023). Furthermore, TikTok has garnered acclaim for its ability to stimulate students' ingenuity by providing them with a platform to manifest their thoughts and feelings via concise videos and other inventive methods.

Prior research has primarily concentrated on the favorable effects of TikTok on students' speaking proficiencies. However, this study seeks to fill this void by investigating the difficulties and experiences encountered by students who utilize TikTok as an instructional tool to improve their speaking abilities. This investigation employs a qualitative approach, utilizing interviews as the data collection method, as opposed to the prevalent quantitative research approach utilized in previous studies. By employing this qualitative approach, we hope to gain a deeper comprehension of the difficulties that are linked to the mobilization of the TikTok Application as a means to exalt one's speaking abilities.

1.2 Research Questions

1. How do senior high school students experience using TikTok in learning English speaking?
2. How does TikTok help senior high school students improve their speaking skills?
3. What challenges did senior high school students face in using TikTok?

1.3 Objectives of the Study

1. To explore the experiences of senior high school students who have used TikTok to learn to speak English.
2. To find out how TikTok helps senior high school students improve their English speaking skills.
3. To determine what challenges senior high school students face in using the TikTok Application for learning and improving their English speaking skills.

1.4 Significances of the Study

The research results are expected to reveal both theoretical and practical benefits. Theoretically, the results of the study are expected to support existing theories regarding the use of social media using TikTok Application as a medium for developing students' English speaking.

Apart from theory, this research is expected to provide practical benefits. Firstly, the teachers will benefit more from this research. It is hoped

that this research will be an alternative for teachers who are looking for modern and effective learning media for teaching English speaking. Secondly, the students will benefit from this research. They will get a new way to practice speaking English effectively and know about experience in the challenge of using the TikTok Application. Thirdly, the findings of this study can be used by future researchers to conduct research on the use of other features about making a video creation on TikTok. So the future researchers can conduct research on the use of other features on the TikTok Application, such as Steaming or live broadcasting, through the TikTok Application to create a new way to develop students' English speaking skills.

1.5 Scope and Limitation of the Study

This research focuses on the perception of students using TikTok as a learning media to improve the speaking skills of senior high school students in Indonesia by creating English video content on the TikTok Application and to identify the challenges students face in using TikTok Application for learning English speaking.

A limitation of this study is that the sample used for the research consisted of only 1 class out of 10 classes, which limits the generalization of its findings. And interviews were conducted online which may have some glitches related to communication delays due to poor internet connectivity.

1.6 Definition of Key Terms

To avoid misunderstanding about some basic concepts of this study, some explanations can help the reader to understand the key terms used in this study:

1.6.1 Experience

Experience is an experience that students have used TikTok as a medium to practice speaking English on the TikTok application. In creating English videos, students used 3 features on TikTok out of 5, including creating videos, adding music, and adding filters and effects.

1.6.2 Benefit

The benefits are what students receive after they practice speaking English on the TikTok application for a period of 1 month. There are five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension.

1.6.3 Challenges

Challenges are the challenges students encountered while they used the TikTok application to improve their English speaking skills.

1.6.4 Materials or Topic

Materials or topics are taken from all 4 lessons. They are; Introduce yourself and your family, tell about things you like or use regularly, describe in detail the most common activities you like to do, and explain your dream or the future goals that you hope or want to achieve.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

The previous chapters have analyzed the data and discussed research findings on User-generated and Language Learning On TikTok: a Focus On Learning English Speaking. This chapter serves as a summary of the overall findings and provides some suggestions.

5.1 Conclusions

Based on the purpose of the study, it can be concluded that students in senior high school can improve their English speaking skills by making English videos on TikTok. There were three categories: students' experiences in using TikTok in learning English speaking, how they improve their speaking skills, and what challenges students face in using TikTok.

First, the results of the research found that the experience of making English videos on TikTok of both students in senior high school was similar. And students with high scores have more positive feelings about making English videos on TikTok than students with low scores.

Second, research results on improved English speaking skills by making English videos on TikTok found that there were two important factors: cognitive and affective aspects. Students with higher scores had better development in cognitive and affective aspects than students with lower scores.

For the last, the results found that students faced two types of challenges: internal and external challenges. The students faced internal challenges as self-confidence, while students faced external challenges such as equipment and Internet connectivity.

5.2 Suggestions

The researchers would like to suggest to students, teachers, and future researchers who expect to be able to help reduce the challenges that using TikTok as a learning medium to improve the English speaking of high school students.

5.2.1 Students

The researcher recommends that students maintain and increase their confidence in speaking English on their TikTok videos and develop their knowledge of English speaking skills even further. To maintain and increase students' confidence in speaking English, the researchers recommend that students practice speaking English often to themselves, either in front of a mirror or in front of a video camera before uploading the video to TikTok until it becomes an effective it's habit. For the development of student's English speaking skills, the researcher suggests that students increase their learning of English skills in the classroom by emphasizing the development of skills in all 4 main components of speaking English, including the elderly. Vocabulary, pronunciation, and fluency.

5.2.2 Teachers

The researcher expects that teachers will be able to help increase students' confidence in speaking English. Because teachers play an important role in students' English learning. Therefore, the researcher recommends that teachers organize good teaching by focusing on students and creating new teaching strategies with the ultimate goal of helping students understand the learning content. Know English easily and students can apply that knowledge in real life. It is also expected that teachers can design teaching and learning that allows students to show their English speaking abilities more to encourage students to express themselves, which leads to self-confidence.

5.2.3 Future researchers

This research still has several shortcomings. Therefore, more research is needed. We hope that future researchers will be able to explore the difficulties that high school students face in creating English videos in other media. The researcher would like to suggest that future researchers use different research methods with a large number of research participants. Where possible, research will be carried out in collaboration with many universities.

REFERENCES

- Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taibah University in Alula. *International Journal of English Language and Linguistics Research*, 4(3), 32-47.
<https://www.youtube.com/watch?v=ssuiqtreiBg>.
- Andriani, K. (2022). Teaching media in EFL classroom: What are they and why select them?. *Journal of Language Testing and Assessment*, 2(1), 87-97.
<https://ojs.fkip.unismuh.ac.id/index.php/jlta>
- Boholano, H. (2017). Smart social networking: 21st century teaching and learning skills. *Research in Pedagogy*, 7(1), 21-29.
<https://doi.org/10.17810/2015.45>
- Bram, Patricia, Angelina, Made, Frida, Yulia, Yohana, Dian, Rahayu, B., Irma Wahyuni, Maria, Paskalia, Putri, Nugraheni, H., Indra Aprilliandari, D., Handayani, R., Pratama Windianto, C., Deborah Kalauserang, E., Bestri Agustina Siregar, E., Grabiella Dinamika, S., Louise Catherine Widyananda, M., Apriyanti, C., Widyantoro, A., Buyandalai, E., Tumurbat, O.-E., Siregar, N., Firmansyah, F., Sari Harahap, Y., Zurniati, V., Astuti, I., Hartanto, W., ... Angelina, P. (2022). LLTC Proceedings the 9 th Internation AL language and language teaching conference. *The contents of the book entirely the responsibility of the author*.
www.usd.ac.id/fakultas/pendidikan/pbi/
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 77-101.
- Cagas, R. L. D. (2022). The use of Tiktok videos in enhancing the speaking and grammar skills of higher education students. *Language education forum*, 3(1), 1-3. <https://doi.org/10.12691/lef-3-1-1>.
- Costley, K. C., Nelson, J., & Student, G. (2013). Avram Noam Chomsky and his cognitive development theory. *Online Submission*.
- Ditya Pamungkas, F., & Rochsantiningsih, D. (n.d.). Enhancing pronunciation of vocational high school students using video dubbing.
- Fata, I. A., M. Nur, L., & Alya, A. R. (2023). 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(1), 17-32. <https://doi.org/10.21580/vjv12i216973>.
- Ferstephanie, J., & Pratiwi, T. L. (2021). TikTok effect to develop students' motivation in speaking ability. *English Education: English Journal for Teaching and Learning*, 9(02), 162-178.
<http://jurnal.iainpadangsidempuan.ac.id/index.php/EEJ>
- Herwanto, Wanda, H. (2022). Exploring TikTok app in learning speaking using role-play activities for ESL learners in secondary school. *Research on English Language Teaching in Indonesia*, 10(01), 76-85.
<https://ejournal.unesa.ac.id/index.php/retain/article/view/46135>

- Himmah, A., Suhartoyo, E., & Ismiatun, F. (2020). The effectiveness of uploaded-recorded video on instagram at second graders' SMAI Al-Maarif Singosari for speaking skill on hortatory exposition. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, 15(28).
- Hulwaton Nasichah UIN ProfKH Saifuddin Zuhri Purwokerto, A. (2023). Analyzing students' perception about the use of TikTok application to enhance students' speaking skills at UIN Prof. KH Saifuddin Zuhri Purwokerto. *Elite journal*, 5(1), 101-110.
- Iqbal, M., Ashari, A., Ismiatun, F. (2018). Students' perceptions on the use of English video blogs towards their speaking performance.
- Iftanti, E., Madayani, N. S., & Sherif, N. M. S. A. (2023). Listening to students' and teachers' voices: online teaching practices leading to EFL learners' demotivation. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 149-175.
- Jaffar, B. A., Riaz, S., & Mushtaq, A. (2019). Living in a moment: Impact of TicTok on influencing younger generation into micro-fame. *Journal of Content, community and communication*, 10(5), 187-194.
<https://doi.org/10.31620/JCCC.12.19/19>
- Jalaludin, A. M., Abas, N. A., & Yunus, M. M. (2019). As KIN stag ram: Teacher-pupil interaction. *International journal of academic research in business and social sciences*, 9(1), 125-136
<https://doi.org/10.6007/ijarbss/v9-i1/5369>
- Kamaruddin, A., Jabu, B., & Muhayyang, M. (2023). Using social media to improve students' speaking skills. *Journal of Technology in Language Pedagogy (JTechLP)* (Vol. 2, Issue 2).
- Kaya, Z., G., G. E., Demiray, U., A., & I. B. (2016). In *Journal of Education and Instructional Studies in the world (Issue 6)*
- Khaerani, N. S., Lintangari, A. P., & Gayatri, P. (2023). EFL students' learning engagement in the post pandemic Era. *JEELS (Journal of English Education and Linguistics Studies)*, 10(1), 119-148.
<https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels>.
- Kramer Moeller, A., Catalano, T., & Kramer, A. (2015). Faculty publications: Department of teaching, learning and teacher education.
<http://digitalcommons.unl.edu/teachlearnfacpubhttp://digitalcommons.unl.edu/teachlearnfacpub/200>
- Mahajan, K., Fang, B., Koomen, J. M., & Mahajan, N. P. (2012). H2B Tyr37 phosphorylation suppresses expression of replication-dependent core histone genes. *Nature Structural and Molecular Biology*, 19(9), 930-937.
<https://doi.org/10.1038/nsmb.2356>
- Mckim, C., & Mckim, C. (2023). Meaningful Member-Checking: A Structured Approach to Member-Checking. *American Journal of Qualitative Research*, 2023(2), 41-52.
<https://doi.org/10.29333/ajqr/12973>
- Meinawati, E., Harmoko, D. D., Rahmah, N. A., & Dewi, N. (2020). Increasing English speaking skills using YouTube. *Polyglot: Jurnal Ilmiah*, 16(1), 1.
<https://doi.org/10.19166/pji.v16i1.1954>

- Mistar, J., & Umamah, A. (2014). Strategies of learning speaking skill by Indonesian learners of English and their contribution to speaking proficiency.
- Mohammed, W. S. E. K., & Ali, D. A. A. (2023). The role of social media in improving EFL learners' speaking skill: A teachers' perspective. *Resmilitaris*, 13(3), 474-487.
- Natasya, N., Siregar, A., Bheriani, A., Nur, B., & Lubis, A. (2023). "Tik tok" Application impact in english learning experience on motivation and learning student achievement. *Featured research 73 schouldid: Indonesian Journal of School Counseling*, 8(2), 73-80.
<https://doi.org/10.23916/083643011>.
- Novitasari, N., & Addinna, A. (2022). Students' perception on the use of TikTok for learning English. *Journal of English Language Teaching*, 11(4), 566-579. <https://doi.org/10.24036/jelt.v11i4.119484>.
- Nurasyik, M., Syam, U.K., & Hamid, S. M. (2022) The correlation between students' cognitive and affective aspect with their speaking performance. *Indonesian Journal of Psycholinguistics*, 1(1), 23-33.
- Pratami, W. G. (n.d.). The Students perceptions by using TikTok as a media learning English. *Publisher: Yayasan Karinosseff Muda Indonesi*, 3, 2023.
- Putri, R. P. (2021). Tiktok as an online learning media during a pandemic. (Case Study: Dance Creativity Course).
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving speaking skills through TikTok application: An Endeavour of utilizing social media in higher education. *JOLLT Journal of Languages and Language Teaching*, 11(1), 137-143. <https://doi.org/10.33394/jollt.v%vi%i.6633>.
- Richards, J. C. (2008). Teaching listening and speaking from theory to practice. www.cambridge.org
- Riswandi, D. (2016). Use of YouTube-based videos to improve students' speaking skill. In *Proceeding of the international conference on teacher training and education* (Vol. 2, No. 1, pp. 298-306). www.YouTube.com,
- Roshdi, N. I. A., & Rahmat, N. H. (2023). Exploring the relationship between motivation and vocabulary use among Tick-Tock users. *International Journal of Academic Research in Business and Social Sciences*, 13(3).
<https://doi.org/10.6007/ijarbss/v13-i3/16583>.
- Schirm, A. (2009) Chapter eight the role of questions in talk shows Anita Schirm Szeged University advances in discourse approaches, 147.
- Septia Dionar, W., & Adnan, A. (2018). Improving speaking ability of senior high school students by using the truth or dare game. *Journal of English language teaching*, 7(2). <http://ejournal.unp.ac.id/index.php/jelt>
- Sudirman, A. M., Junaid, R., Tamallo, I. I., Palopo, U. C., Nasih, N., Yunus, M., Rahmawati, H., Rahma Chems, A., Djahimo, S. E. ., Samodra, O. A., & Faridi, A. (2021). People's democratic republic of algeria ministry of higher education and scientific research investigating the effects of self-confidence on students' speaking performance. *Journal of Linguistics and English Teaching Studies*, 11(3), 393-405.

- Pratami, W. G., & Syafryadin, S. (2023). The students perceptions by using TikTok as a media learning English. *Jadila: Journal of Development and Innovation in Language and Literature Education*, 3(1), 48-58.
- Putri, S. M. D. (2022) The effectiveness of using TIKTOK to improve EFL learners' speaking ability. *Imitation*, 3(2), 101-110.
- Tanggoro, U. (n.d.).The use of instructional media to improve students' motivation in learning English. In *Urip Tanggoro 100 Dialektika Journal* (Vol. 3, Issue 1).
- Tidar, U. (2022). Effectiveness of using TiKToK to improve EFL learners' speaking ability. *In mimesis* (Vol. 3, Issue 2).
- Tran, V. P., & Dang, N. (2021). The use of vietnamese in learning English as a second language. *TTU Review*, 2(1), 355–365.
<https://doi.org/10.53901/xndj7au548u>.
- Whittemore, R., Chase, S. K., & Mandle, C. L. (2001). Validity in qualitative research. *Qualitative health research*, 11(4), 522-537.
- Wulan Agustina, U., Baroroh Ma, I., Gita Cahya Ningrum, E., & Nur Mufidah, C. (n.d.). LS media learning speaking application for senior high school
<https://jurnal.stkipgriponorogo.ac.id/index.php/Salience93>
- Zuhairi, A., & Mistar, J. (2023). A profile of strategies of learning speaking skills by Indonesian learners of English. *Atlantis Press SARL*.
https://doi.org/10.2991/978-2-38476-040-4_12.

