

**STUDENTS' INTEREST IN LEARNING SPEAKING SKILL BY USING  
TIKTOK APPLICATION AT XI MIPA 1 SMA NEGERI 1 MAJENE**



**A Thesis**

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## ABSTRACT

**Researcher** : Warqiah.R  
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**Title** : *Students' Interest in Learning Speaking Skill by Using TikTok Application at XI MIPA 1 SMA Negeri 1 Majene*

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The purpose of this research is to determine the existence of students' interest in the use of TikTok as a media for learning English speaking skills among senior high school students. The research was conducted by teaching using TikTok for 4 meetings and then distributing questionnaires to students. The researcher used descriptive quantitative to collect data using a questionnaire instrument. The data was analyzed using 3 stages namely editing, coding, and tabulating data from the questionnaire then calculated using the formula  $P = F / N \times 100\%$ . The sample in this research were students of class XI MIPA 1 SMA Negeri 1 Majene consist of 38 students. The results showed that the level of student interest in learning speaking using TikTok was in the Interested Enough category with a total of 68% and the most dominant indicator of learning interest was attraction. This indicates a positive impact of using TikTok to learn English speaking skills in the classroom.

*Keywords: Interest, TikTok, Learning Media, Speaking Skill*

Penelitian ini bertujuan mengetahui apakah siswa memiliki minat terhadap penggunaan TikTok sebagai media belajar Bahasa Inggris khususnya speaking skill pada siswa sekolah menengah atas. Penelitian dilakukan dengan mengajar menggunakan TikTok selama 4 pertemuan kemudian menyebarkan kuesioner kepada siswa. Peneliti menggunakan metode kuantitatif deskriptif untuk mengumpulkan data menggunakan instrumen kuesioner. Data dianalisis menggunakan 3 tahap yakni editing, coding, dan tabulating data dari kuesioner kemudian dihitung menggunakan rumus  $P = F / N \times 100\%$ . Sample pada penelitian ini adalah siswa kelas XI MIPA 1 SMA Negeri 1 Majene sebanyak 38 siswa. Hasil penelitian menunjukkan level minat belajar siswa terhadap penggunaan TikTok pada kategori Interested Enough dengan jumlah 61% dan indikator minat belajar yang paling dominan adalah ketertarikan. Hal ini menandakan adanya dampak positif penggunaan TikTok untuk belajar kemampuan berbicara Bahasa Inggris di dalam kelas.

*Kata kunci: Interest, TikTok, Media Belajar, Kemampuan Berbicara Bahasa Inggris.*

## CHAPTER I

### INTRODUCTION

#### *A. Background Research*

Interest plays a vital role in education and particularly in foreign language learning. This statement supported by Ricardo & Meilani (2017), that interest has an important role in learning English. Moreover, Asgari et al., (2019) defines interest as heightened attention and emotional engagement that emerges when a person has a positive interaction with a content area or a task. Interest gives students a sense of pleasure and excitement about what they are learning. As a result, learning interests can support and impact the learning process in schools.

The main aim of English language teaching is to give learners the ability to use English language effectively and correctly in communication (Davies & Pearse, 2000). However, students think speaking remains the most difficult skill to master for the majority of English learners that should have more concern (Zhang, 2009). This ability is learned by students when they want to communicate or speak with a foreign language in a proper way.

Speaking is a productive skill that generates ideas, messages, and feedback, and it is something that needs to practice Chastain (2004). Due to limited exposure to the target language and contact with native speakers in the context, assisting learners in speaking English fluently and appropriately requires carefully planned instruction and a lot of practice either facilitated by teachers in the classroom or independently performed by the learners outside classroom (Utami & Bambang, 2006). To summarize, English language teaching aims to

help learners use English effectively and correctly in communication, but speaking is the most difficult skill to master. It requires careful instruction and practice, either in the classroom or outside.

In learning speaking, it is necessary to pay attention to the basic elements of speaking, such as vocabulary, pronunciation, grammar, and fluency (Brown, 2004). Moreover, Roa (2019) examines that EFL and ESL teachers must use different speaking skills teaching approaches and techniques such as Padlet, Vlog, and many others to increase student interest. Good speaking activities should extremely engage for the students. Therefore, in the teaching and learning process teacher must be able to adopt several roles in the classroom.

Mahnun (2012) explains that to engage students' interest in learning, teachers must choose appropriate media to attract students' motivation. Learning media in speaking must be enjoyable and exciting so that students can study enthusiastically without getting bored. In addition, Teachers can optimize to incorporate the Internet like social media as a tool for learning, making the process more captivating and productive and enabling students to grasp concepts effectively (Aji & Setiyadi, 2020). Based on these opinions, it can be concluded that the use of learning media is indeed recommended to teachers when teaching in classroom.

Compared to other social media such as Instagram, Facebook, or Twitter, TikTok is the fastest-growing social media, becoming the 7<sup>th</sup> most downloaded app between 2018 and 2019, with 45.8 million downloaded worldwide (Aji, 2018). In February 2020, TikTok users in Indonesia were dominated by aged 14

to 24 (Mile et al., 2023). This phenomena make TikTok is equivalent to characteristics of millennial students for learning, which are attached and close to the digital world, especially internet. Through the use of TikTok as a learning media, it can change people's negative views because the content only contains entertainment and makes users forget the time. This can have a positive impact on students, which is the age of most TikTok users who can be used to seek information or knowledge

TikTok app presents a variety of videos with the goal of learning a foreign language to help language learners improve their English communication skills (Bahagia et al., 2022). Research findings from Warini et al., (2021) support this statement, that there are five types of lessons from online TikTok videos that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts. In addition, the findings also show that TikTok has an appeal as a media for learning English; short videos, simple and interesting material, equipped with backsound, images, editing filters that make it easier for users to understand and obviously entertaining.

Chen & Kang (2023) agree that teachers can combine the use of short videos from TikTok in training students' speaking skills after being proven from the research results on using this application when teaching students in China. Moreover, TikTok also can be a solution for students who has difficulty to find a match partnert to improve their speaking skill. As enforced by Ganna (2018), that some students confused about how to practice their speaking skills. TikTok can be a solution for this problem. The duet feature from TikTok can help student's

practice inside or outside classroom. This feature allows indirect experience with native speakers speaking English such as practice pronunciation or conversation.

With the existing features, this app can process words or convey intentions, ideas, thoughts, and feelings that are compiled and developed according to the needs of users (Yovita & Purnamaningsih, 2022). The speaking skill of TikTok application provides convenience and flexibility for users to enter back sound into the application. In addition, Bernard, A. V. (2021) discovered in his research that TikTok helps ESL students expand their vocabulary by providing more options for learners to access the language through its multiple features and by familiarizing learners with different sets of vocabulary through its real-life content.

Based on the observation the researcher has done in SMA Negeri 1 majene, the English teacher still using the media that does not vary in learning. This will make students feel frustrated. By combining learning media using TikTok application will create students interested especially for learning speaking skill as one of difficult skill in English language. After conducting the survey, the researcher decided to choose class XI MIPA 1 as the class with the most TikTok users in grade 11 as the research sample because it fits the research objectives.

Based on the explanation above, the researcher is interested in teaching TikTok in class as an exciting learning media, especially for honing their speaking skills. This is also marked as an effort to create students' interest in learning English through social media. Through this research, the researcher will introduce another side of TikTok application in language learning for high school students

as millennial generation in the hope of knowing whether they will have an interest after learning to use TikTok or not and find out what factors influence their interest in learning after utilizing this media. Therefore, the researcher chose the title "Students' Interest in Learning Speaking Skill by Using TikTok Application at XI MIPA 1 SMA Negeri 1 Majene".

### ***B. Problem Statement***

Based on the research background above, the problem statement can be described as follows:

1. How students' interest after learning speaking by using TikTok?
2. What is the dominant indicators of students' interest after learning using TikTok?

### ***C. Research Objective***

Based on the problem statement, the research objective can be formulated as follows:

1. To investigate how students' interest after learning speaking using TikTok.
2. To investigate the dominant indicators of students' interest after learning speaking using TikTok.

#### ***D. Research Significance***

The results of this research will provide a significance contribution in theoretical and practical terms as follows:

1. Theoretical

- a. This research is expected to be a reference for future researchers who want to examine students' interest in using TikTok as a learning media for language skills other than speaking.
- b. The results of this research is expected to be the development of scientific theory, especially in the approach to use learning media to learn foreign language in Indonesia.

2. Practical

a. For teachers

The result of this research is expected to inspire English teachers who want to upgrade the use of learning media in teaching speaking skills.

b. For Students

This research is expected to students as millennial generation can make good use of social media to learn and explore their abilities in learning English, especially in to practice or improve the speaking skill.

### ***E. Research Scope***

This research is an experiment on the use of TikTok as a media for learning English speaking skills to find out students' interest in learning can be formed. Before distribute the questionnaire, researcher conducted four meetings for teaching speaking skill using videos from TikTok. The videos are from professional and certified English content creator such as @fluentjoy\_english, @mikethechameleon, and @theenglishera. At the end of four meetings, the researcher distributes questionnaires related to their learning interests after being taught. The method used in this research is a descriptive quantitative and the data is processing with statistical description analysis.

## CHAPTER II

### REVIEW RELATED LITERATURE

#### *A. Previous Related Research Findings*

Based on the results of previous research, the researcher obtained several previous kinds of research related to research to be conducted as follows:

1. Research by (Purba, 2022) under the title "Students' Interest in English Learning by Using TikTok at Grade XI of Sma Negeri 1 Batang Natal ". This research aims to determine students' English learning interests before and after utilizing TikTok, as well as the considerable improvement in students' learning interests at SMA Negeri 1 Batang Natal grade XI. This research used the descriptive qualitative research method. Furthermore, this research employed questionnaires and interviews to obtain the data. According to the research findings, 75% of students strongly agree that utilizing TikTok app can boost students' interest in English learning.
2. Research by Chen & Kang (2023) under the title "Utilization TikTok Application for Learning Oral English " The purpose of this research is to examine the use of TikTok in learning English, especially oral skills. The research sample consisted of sixty-six Chinese college students who were surveyed online using a questionnaire as an instrument for collecting data consisting of 15 questions. Data were analyzed by descriptive quantitative using presentation. The results showed that 70% of students agreed that TikTok was used to train their oral skills.

3. The research entitled "TikTok: A New Way of English Learning" by Duan (2023). This research discusses the advantages of learning English using TikTok with the presence of many creators who make it easier for other users with shared short videos and edits that are very interesting to watch and share with others to learn. This research uses a qualitative method with an inductive approach. The results of this research show that short videos from TikTok reduce the difficulty of acquiring language knowledge, helping these students to consolidate and practice countless times in time. Short video development mode focusing on "entertainment" content can be grafted into TikTok language education, and language education can be expressed through humor and ease.
4. Research by Liu (2023) under the title "TikTok's Influence on Education". The aim of this research is to investigate the impacts of Education on TikTok App, which provides future implications for those students who plan to use social media to study. This research used a questionnaire as an instrument to collect the data. The participants all have higher education who are randomly selected. number of questions consisting of fifteen questions such as three questions about the background, ten multiple choice questions and two essay questions. The questionnaire asked participants how often they used TikTok. This research found that TikTok is one of the most popular and widely used social media among educated people.

Based on previous related research, the researcher found similarities and differences with this research. The similarity are, the use of questionnaire as research instrument, the research from Purba (2022) also investigate the students' interest in TikTok App in Learning English but in general, the objectives of the research to provide some reference the advantage of TikTok as learning tool for students.

While the difference between this research and previous researches are, First, this research focuses on utilizing TikTok to teaching English, especially speaking skills while other researches focused on the advantages of TikTok in learning language for gaining knowledge. Second, three of the four researches above used qualitative method to process data while this research will use quantitative descriptive method. Third, this research will analyze the learning interest of students after using TikTok in classroom area. Fourth, the difference from research sample, this research choose high school students. Fifth, this research will provide procedure of how to utilize TikTok in classroom as learning media.

## ***B. Some Pertinents Idea***

### **1. Interest**

#### **a. Definition**

According to Wong et al., (2020), interest is a relational concept that consists of an ongoing relationship between a person and an item. Specific activities reify this relationship, which may include concrete or hands-on behaviors as well as abstract mental functions. Furthermore, Muhibbin

(2005) states, "Interest is a tendency and high enthusiasm or great desire for something. For students who are interested in learning as specific subject, their attention will be increased, and their interest will function as a solid incentive to be actively involved in teaching and learning activities.

Moreover, Zhao (2014) describes interest as a type of emotional arousal state, which is the propensity for people to know or enjoy doing something. Focusing on something for an extended time while following a specific orientation indicates the person has developed an interest in that subject. Interest can be used to motivate students to act in one particular direction. Makmum Kahirani (2013) agrees that interest is a psychological symptom that indicates that interest understands the subject of the object being targeted because the thing attracts attention and creates feelings of pleasure so that it tends to that object.

Based on some statements above, the researcher can conclude that interest is a relational concept that consists of an ongoing relationship between a person and an item. It can be used to motivate students to act in one particular direction, and is a psychological symptom that indicates that interest understands the subject of the object being targeted.

#### b. Learning Interest Indicators

According to Djamarah (2002) indicators of interest in learning are feeling like/happy, statements of preferring, a sense of interest, awareness of learning without being told, participating in learning activities, paying attention. Meanwhile Slameto (2010) also put forward four indicators of

interest in learning, namely: feelings of pleasure, attraction, attention, and student involvement. The researcher utilize all the indicators of interest in learning define by Slameto (2010) and become a reference for making questionnaire statements.

1) Feelings of pleasure

Students who are interested in an object will feel happy and not bored to study it. Therefore impact on their understanding. If a student has a feeling of pleasure towards a certain feeling, there will be no sense of compulsion to learn. for example: happy to attend lessons, not late for school, focusing his attention during the learning process, no feeling of boredom, not making noise in class and being present during lessons.

2) Students' involvement

Students play an active role as participants in the learning process. Student activeness can be encouraged by the teacher. Teachers strive to provide opportunities for students to be active in class. Student participation in learning can help students to gain meaningful knowledge. By participating students will play a role in the process of their own development so that it will consciously lead to independence while learning how to interact socially with others.

### 3) Attraction

Attraction to learning is the driving energy that exists in each learner either arising from themselves or something that is obtained and formed by the environment so that students carry out learning activities. This relates to the student's thrust towards interest in an object, person, or activity in the form of an affective experience stimulated by the activity itself.

For example, enthusiasm in participating in lessons, enthusiasm in learning, not delaying assignments from teachers, diligently working on assignments given by teachers, and doing assignments on time. assignments given by the teacher and do the assignments on time.

### 4) Attention

Students have an interest in certain objects then they will pay attention to the object object. For example: listening to the teacher's explanation in learning, concentrating on learning, recording material, and being willing to ask questions when the material is not clear. when the material is not clear (Slameto, 2010).

#### c. Factors that influence Student Learning Interest

According to Slameto (2010), several elements influence learning interest, but they can be divided into internal and external factors. Internal factors are those that exist within the individual learning, and external factors are those that exist outside of the individual.

## 1) Internal Factors

Internal factors interest students, which come from within themselves (Rizki, 2021). These internal factors include attention, curiosity, motivation, needs, and intelligence.

- a) Attention, an activity carried out by someone who is focused on an object or a group of objects that play a role in activity, concentration and awareness. Students who have attention to the lesson will choose the incoming stimulus and tend to ignore things that are considered unimportant.
- b) Curiosity is a act of someone to seek and learn new things, increasing knowledge and experience in learning activities (Mohanty et al., 2015). In this context, it is expected that student with a curious aim can engage and evolve swiftly in order to find another sources of information.
- c) Needs (motives) are circumstances in a student's self that encourage him to carry out certain activities to achieve a goal.
- d) Intelligence can be translated swiftly and adequately to conquer a circumstance or solve an issue. In this context, intelligence refers to students' ability to receive the material in teaching and learning (Purnomo, 2019).
- e) Motivation a drive possessed by a person and leads to behaving or taking certain actions.

## 2) External Factors

External factors are things that make students interested that come from outside themselves. According Hanafiah and Cucu (2009) defines internal factors that influence interest in learning, including; teaching media, teacher competence, supporting facilities, classmate quality, and learning atmosphere. This research will focus on theory provide by Hanafiah and Cucu (2009).

- a) Teaching Media is a learning resource that can assist teachers in enriching students' insights, with various types of learning media by teachers, it can be used as material in imparting knowledge to students (Nurfadhillah et al., 2021).
- b) Supporting facilities, learning facilities play an essential part in facilitating student learning activities at school. When learning facilities are complete and optimally utilized by students, it is believed that student enthusiasm in learning would improve. Facility directly supports the smooth running of the learning process, for example, learning media, study tools, school supplies, and etc (Sandiar et al., 2019).
- c) Teachers, as a facilitator, the teacher's roles even include making facilities accessible to students in order to make learning activities more convenient for them.
- d) Classmate quality, according to Slameto (2010), peers influence enters students' souls more swiftly. Interaction with their friends can

improve social skills, develop reasoning abilities and learn to express feelings in a more mature way. Through conversations and debates with peers, adolescents learn to express ideas and feelings and develop their problem-solving skills.

- e) Learning atmosphere, a good and conducive learning atmosphere created by the teacher in the classroom can make students pay close attention to the learning process.

## 2. **Speaking**

### a. Definition

Speaking is the process of generating and conveying meaning in a range of contexts by using verbal and nonverbal indicators (Chaney, 1998). Speaking is viewed as a productive verbal skill among the four skills of language that play a significant role in situations that involve the way humans communicate. Additionally, speaking skill allow the speaker creates and employs language to explain their sequential ideas while also attempting to obtain an idea or message (Firmansyah, 2020). In this case, there is a process of giving or transpiring, encoding, and interpreting the message.

### b. The Elements of Speaking

There are certain elements that the teacher must consider when teaching speaking. The four characteristics of speaking skills proposed by Brown (2004) are fluency, accuracy, pronunciation, and vocabulary. These become the primary needs for the teacher to construct speaking

activities for their students. As a result, a good speaking activity must include all four of the following elements.

#### 1. Pronunciation

According to the Oxford Advanced Learner's Dictionary, pronunciation is how a word is pronounced or how a person speaks a language's word. Harmer (2007) described pronunciation as the way a language's sounds are created, how and where word stress and sentence emphasis are placed, and how pitch and intonation are employed to communicate our feeling and meaning. Kelly (2000) defines pronunciation as "the use of all the same speech organs by the speaker to make the sounds we get accustomed to creating." Learners frequently have difficulty discriminating between sounds in the new language that do not exist in languages they already know when pronouncing the words. Pronunciation issues might annoy the listener, but they rarely result in misinterpretation or misunderstanding.

#### 2. Grammar

Richard C.J et., al (2002) states that Grammar is a description of a language's structure and how linguistic units such as words and phrases are joined to generate sentences in the language. Moreover, another theory from David Crystal describes grammar as "the study of all the meaning contrasts that can be made within sentences." Grammar's 'rules' inform the learner concepts and constructions of

language use. In conclusion, Grammar is a description of a language's structure and how linguistic units are joined to generate sentences.

### 3. Vocabulary

Hornby (2006) identified vocabulary as all a person knows or utilizes when discussing a specific subject. Vocabulary becomes an essential component of language learning and can be used to assess students' English speaking fluency. Humans can only form sentences by utilizing words. Hence speaking smoothly is difficult without an extensive vocabulary. Because some students have a restricted vocabulary, they need help in speaking. As a result, the English teacher must exert some effort to broaden the students' vocabulary.

### 4. Fluency

According to Webster's Dictionary (1991), fluency is the ability to utilize words quickly and expressively. Moreover, Albino, G. (2017) stated, fluency in speaking has been defined as the automaticity and speed with which speech is produced. Fluency is the ease and speed with which you express yourself, especially while speaking. Fluency is frequently considered in the pronouncing literature in combination with other aspects of spoken language, particularly comprehensibility and accentedness.

## 5. The Principle of Teaching Speaking

Brown (2004) defines seven principles for teaching speaking techniques. The first is to focus on both fluency and reliability. Second, present strategies that are intrinsically motivating. Third, increase the use of natural language. Fourth, give appropriate comments and corrections. Fifth, take benefit of the inherent relationship between speaking and listening. Sixth, provide opportunities for students to initiate spoken communication. Lastly, foster the creation of a speaking strategy.

## 6. Speaking Classroom Activities

Brown (2004) claims, there are five basic styles of speaking classroom that teacher use to assest students' speaking skill namely: imitative, intensive, responsive, interactive, and extensive.

### 1) Imitative

Imitative speaking occurs when an English language learner (ELL) merely repeats what is stated. This includes the opportunity to practice intonation and focus on specific language form parts. The primary focus of this assignment is on how to pronounce words, sentences, speeches, and so on. It assists English language instructors in evaluating students' pronunciation ability.

2) Intensive

This is a speaking performance by students in which they practice some phonological and grammatical parts of the language. Intensive speaking requires students to respond to a topic or statement with a short sentence.

3) Responsive

Responsive speaking requires students actively participating in short talk conversations such as two participants making conversation. Example of a responsive speaking are question and answer, giving instruction, directions, comparing objects, and paraphrasing.

4) Interactive (dialogue)

This activity is a communication process that involves many people exchanging information. Example of interactive speaking are, interview, drama-like talk, discussion and conversation, and games.

5) Extensive (monologue)

Extensive speaking entails long stretches of conversation. The conversation is called monologue speaking When it is limited to a lengthy speech. That is because the listener cannot directly respond to the speaker's statements. Presentations, storytelling, speeches, and other forms of extensive speaking are examples.

In this research, researcher will utilize imitation and interactive type as exercise for practice speaking in classroom combine with TikTok videos.

### 3. Learning Media

#### a. Definition

The term "media" refers to means of communication that convey instructional messages (Ritakumari, 2019). According to Rahmi (2014), media is a mode of communication used to convey messages with an educational goal or intent, such as facilitating communication. Educational media assist from lesson introduction through lesson evaluation, i.e. from beginning until the final stage in a teaching learning process. It offers real experiences that serve as the foundation for thinking, reasoning, and problem solving.

Anitah (2008) explain learning media is any material, tool, or event that can create conditions allowing students to receive knowledge, skills, and attitudes. Learning media develops in line with the development of science and technology. Developments from visual media, audiovisual, television, and computers to other modern technologies.

#### b. Function of Learning Media

Budiman (2022) argues the primary purpose of learning media is to help students achieve their learning objectives. The more effective the learning media employed, the better the learning process. As a result, selecting the appropriate media will have a significant impact on the success of the learning process. Moreover, learning media can clarify the delivery of information and ideas, facilitate and enhance the learning process.

c. Kinds of Learning Media

Asyhar (2011) divides the types of learning media into four parts, namely (1) visual media, (2) audio media, (3) audio-visual media, and (4) multimedia.

- 1) Visual Media is a tool or source of learning in which contains messages, information, especially subject matter that is presented attractively and creatively and applied by using the sense of vision. interesting and creative and applied by using the sense of vision (Yaumi, 2017).
- 2) Audio media is or listening media is a type of learning media learning media or learning resources that contain messages or subject matter that is presented in an interesting and creative way and applied by using sense of hearing only. Because this media is only in the form of sound (Susanti & Zulfiana, 2018).
- 3) Audio visual media is media that has sound and image elements. This type of media has better capabilities than other media, because this media involves the senses of sight and hearing at once in one process (Munadi, 2011). Audio visual media is divided into two, namely:
  - a. Pure audio-visual media, is media that provides elements of sound and images that come from one source such as movies, and videos.
  - b. Impure audio-visual is a mediua whose sound elements and image elements come from different sources, such as sound frame films whose image elements come from tape recorders.

4) Multimedia is the combined use of text, images, animation, photos, video, and sound to present information. Multimedia is a product of the latest technology that is digital. This media is able to provide a rich learning experience with a variety of creativity (Yaumi, 2017). An example is a computer device in the form of an online application or website.

d. Audio Visual media (Video)

Video is a media that has elements of audio and visual motion. As a learning medium, video acts as an introduction to information from the teacher to students. Furthermore, Canning & Wallace (2000), state that videos can maintain student engagement in predicting information, inferring ideas, and analyzing the environment that is brought into the classroom. The ease of repeating videos and the way in which information is presented in a structured manner makes video one of the media that can improve students' ability to understand a concept (Hadi, 2017).

e. Steps to Using Audio Visual Media

(Maryamah & Effendy, 2019) state that audio-visual learning media has steps in its use as well as other learning media. The steps of learning using audio-visual media are as follows:

1. Preparation

Activities carried out by teachers during preparation are (1) making lesson plans (RPP) (2) studying the media user manual, (3) preparing and organizing media equipment to be used.

## 2. Implementation/Presentation

When implementing learning using audio visual, teachers needs to consider the following points, (1) ensuring that the media and all equipment are complete and ready to use, (2) explaining the objectives to be achieved, (3) explaining the subject matter to students during the learning process. explain the subject matter to students during the learning process learning process, (4) avoiding events that can interfere with students' student concentration.

## 3. Follow-up

This activity is carried out to solidify students' understanding of the material that has been delivered using audio visuals. that has been delivered using audio visual. In addition, this activity aims to measure the effectiveness of the learning that has been carried out.

### f. Techniques using video in classroom

There is some technique using video as a media means and the uses defined by Kamelia (2019) in her research, two of them are:

#### 1. Fast Forward

Fast Forward means that the teacher can show students videos by playing them for a few seconds and then advancing them. These activities must be repeated until the video is completed. The teacher then asks students to share what they learned from the video. In this situation, students can figure out what is being discussed.

## 2. Reproduction Activity

Reproduction Activity means after students seeing the video clip, they are encouraged to reproduce what was said, explain what happened, or write or recount what happened. This practice challenges students to put their knowledge to the test. Students will benefit by experimenting in English, even if it is difficult and mistakes are made. Because it appears to be tough, direction, assistance, and guarantees may be required.

## 4. TikTok App

### a. Definition

TikTok, or *Douyin* in China, is a social networking service sharing that uses short-form videos that is owned by ByteDance, a Beijing-based internet technology company created in 2012 by Zhang Yiming (Firamadhina & Krisnani, 2020). TikTok is an application with unique and interesting special effects, where users can create, edit, and share short video clips with variations in duration of 15 seconds, 60 seconds, up to 3 minutes accompanied by various supporting music and face filters (Palupi et al., 2021).

TikTok works based on an algorithm (Alexandro et al., 2022). Moreover, an algorithm primarily detects the music, hashtags, and subtitles used in videos watched by the user and offers similar content. More experienced users offer tips on how to take advantage of TikTok algorithm, such as making shorter videos, utilizing popular sounds and

hashtags, adding teasers and questions, and posting around times when possible viewers are active (Klug et al., 2021).

b. Features of TikTok Application

- 1) Video editing, this feature includes recording voice, video, adding music and text to videos that will be shared by users.
- 2) Filters and effects, these features are used to customize and add detail to videos so they look interesting and creative.
- 3) Stitch, a feature that allows TikTok users to respond to videos from other people. This feature allows users to comment on videos that they have previously displayed.
- 4) Live video streaming, this live feature can be done if an account has reached a minimum of 1000 followers and can interact directly by sending gifts in the form of coins that can be exchanged for money.
- 5) Duet, this feature allows users to create your videos. Duet contains two side-by-side videos that play simultaneously on separate screens.
- 6) TikTok Shop, an online shopping feature that allows users to buy and sell goods directly in the application just like another e-commerce.
- 7) Video Reply, this feature is used when users want to reply to comments from their followers in the form of videos. If usually comments can only be replied to with comments or stickers, it's different from the application that TikTok can reply to comments with videos.

Based on the explanation of TikTok features above, the researcher utilize the duet feature as an exercise for students when learning speaking in classroom.

c. TikTok as Learning Media

TikTok is an audio-visual based social media application equipped with editing features such as adding music, filters, adding text, as well as audio recording (Puazah & Putra, 2023). The use of TikTok audio-visual media itself provides several advantages when used in learning to encourage students to learn English, because students can see real objects. Furthermore, audio-visual media is very important for learning English because the media explains words that students have not understood before (Umah & Anggraini, 2022).

One example of the utilization of the Tik Tok application is in the basic competencies that retell the substance of story writing. First of all, the teacher provides story content for students to watch. After that, students speak to turn the content into an exchange. The discourse made by the students, then through two parts of harmony including given in TikTok application (Aji, 2018).

d. Procedure of TikTok in Classroom

The teaching practices for utilizing TikTok should be mentioned the procedures in order for TikTok to be supported as a language learning tool. Based on the explanation regarding the characteristics of using TikTok videos as audio-visual media, the following classroom learning procedures can be formulated:

1. Researcher prepare LCD/proyector, laptop, videos from TikTok, and topics.
2. Researcher played a video from TikTok with laptop connect to LCD/Proyector and showed to students.
3. The researcher explains the contents of the video using Bahasa, to make sure students understand the content of video
4. Researcher make sure students device connect to the internet.
5. In this step, students will reproduce the video. As an excersice, each student will record theirsself using TikTok application with duet feature for 5 minutes.
6. Students will upload the video on their TikTok accounts and tag researcher acc.
7. The researcher and English teacher will watch and assess the videos made by students.
8. In the last meeting, reseesearcher distribute questionnaire to students with Google Form link.

## CHAPTER III

### RESEARCH METHODOLOGY

#### *A. Research Method*

This research utilize a quantitative descriptive research where all the data that the researcher gathered from the questionnaire are examined using SPSS and Microsoft Excel. Quantitative descriptive research is to describe, examine, and explain something that is studied as it is, and draw conclusions from observable phenomena using numbers. This research only describes the contents of a variable in research, not intended to test a particular hypothesis. Three main purposes of descriptive studies can be explained as describing, explaining and validating research findings. This type of research is popular with non-quantified topic.

#### *B. Research Design*

This research type is experimental design. The method of this research using descriptive quantitative. The sample of this research are the students of XI MIPA 1 who has TikTok account in their devices. The data is collected by using a questionnaire. In this case, the researcher held basic speaking lessons for four meetings using TikTok as learning media with two topics namely asking opinion and giving suggestion. In this speaking class, researcher utilize two types of speaking classroom performace such as imitative and interactive as excercise. After that, the researcher distributes questionnaires related to how students' interests and what is the most dominat indicators influenced their learning interests after being taught.

### ***C. Population and Sample***

#### **1. Population**

Population is known as the total number of units (individuals, organizations, events, objects, or products) from which samples are drawn for measurement. In a research context, population is defined as the people who appeal to the researchers' interest in generalizing the objectives of the research (Sugiyono, 2017). The population in this research are the students of Grade XI SMA Negeri 1 Majene, consist of 127 people.

#### **2. Sample**

A sample is a part of a population that has been chosen to be representative of the entire population (Acharya et al., 2013). This is the selection of several people or groups to become research subjects. The sampling technique in this research will use purposive sampling technique. Purposive sampling described by Etikan et al., (2016) also known as judgment sampling, is the purposeful selection of a participant based on the characteristics that the subject possesses.

To get the sample by using purposive sampling, the researcher took one class based on the recommendation and decision between the researcher and English teacher at SMAN 1 Majene. The sample in this research are 38 students of class XI MIPA 1 who are mostly has TikTok app in their device compared with other classes.

#### ***D. Research Instrument***

##### Questionnaire

The researcher utilizee a questionnaire as the relevant instrument to collect the data. According to Brown (2004), a questionnaire is a data collection technique by means of which the researcher provides a list of questions or written statements to be answered by the respondents with marking a box in a paper or online. In this research, researcher will distribute questionnaires through Google Forms.

A questionnaire enables the collection of quantitative data in a standardized manner, ensuring that the data is internally consistent and coherent for analysis. Questionnaires should always have a clear purpose related to the study objectives, and it should be apparent from the start how the findings will be used (Roopa & Rani, 2012).

The type of questionnaire that the researcher will use is closed-ended, which is a closed question with a specific procedure used to solve it, and this question only has one correct answer. The advantage of closed ended is that it takes longer to provide an answer. In this research, Likert scales are used to analyze the questionnaire. According to Vaus (2002), Likert scales indicate the respondents' level of agreement or disagreement with the proposition. The Likert scale in this questionnaire uses a modified Likert scale.

Hertanto (2017) defines Likert scale modification as intended to eliminate the weaknesses contained by the five-level scale, the Likert scale modification eliminates the middle answer category based on three reasons, namely: (1) the category has a double meaning, usually meaning that it cannot decide or give an answer, it can mean neutral, agree or disagree, or even hesitate. (2) the availability of the middle answer causes a tendency to answer to the middle. (3) The purpose of the four categories SS-S-TS-STS is mainly to see the tendency of respondents' opinions, whether they agree or disagree with the statements in the questionnaire.

Modified likert scale provided four alternative answers, namely: Strongly Agree (SS) with a score of 4, Agree (S) with a score of 3, Disagree (TS) with a score of 2, Strongly Disagree (STS) with a score of 1 Sugiyono (2016: 134-135). The research questionnaire that used in this research consists of 24 statements.

#### ***E. Procedure of Collecting Data***

The procedures in collecting data of this research as follows:

- 1) Preparing the videos and topics for four meetings
- 2) Preparing research instrument, questionnaire
- 3) Consulting the research instruments with advisor
- 4) Validity the research instrument using SPSS
- 5) Asking permission to conduct the research at SMA Negeri 1 Majene

- 6) Teaching students using TikTok videos from verified English content creators such as, @fluentjoy\_english, @mikethechameleon, and @theenglishera.
- 7) The first and second meeting topic is asking and giving suggestion
- 8) The third and fourth meeting topic is suggestion and offer
- 9) Students practice using TikTok duet feature for 5 minutes
- 10) After recorded themselves with TikTok duet feature, students upload their videos on TikTok
- 11) Last meeting, researcher gives the questionnaire to fill by students with google form link
- 12) After collect the data, researcher analyze it with descriptive statistic analysis formula

#### ***F. Technique of Data Analysis***

Quantitative data in questionnaire is analyze through the stages of editing, coding, and tabulating by Tika & Pabundu (2005).

##### 1) Editing

Editing or checking is the process of returning acquired data to determine and assess the quality and relevance of the data for further processing. The completeness of the questionnaire, the legibility of the writing, the appropriateness of the replies, and the relevancy of the answers must all be addressed in this editing.

## 2) Coding

Coding is a process of assigning numbers to each question in the questionnaire, namely as a substitute for the substance of the questions. Coding is intended to simplify column headings in the data entry process.

## 3) Tabulation

Tabulation is a further step after examination and coding. In this stage the data is arranged in tabular form to make it easier to analyze data according to the research objectives. The table used in this research is a frequency table expressed in percent.

The data that has been collected and edited, coded and tabulated are then compiled and processed using the help of a computer. Research data are presented in the form of narratives and tables. Data analysis is carried out by means of descriptive analysis to explain and describe the results of data processing. Presented in the form of a narrative and frequency distribution table. The goal of this technique is to examine the percentage of each indication and identify the prominent elements that influence students' interest in learning English. According to Asrianti (2020), the following formula can be used to calculate the percentage of each indicator or subindicator:

$$P = \frac{F}{N} \times 100\%$$

Description :

P: Presentation

F : Frecuency (the number of answers from each selected option)

N : Number of respondents.

To categorize the percentage values for each indicator, the percentage values can be adjusted according to the interest scale summarized in Table 1.

Table 3.1 Student Learning Interest Scale

<b>Perentation</b>	<b>Category</b>
20 – 36%	Not interested
37 – 52%	Less Interested
53 – 68%	Intersted Enough
67 – 84%	Interested
85 – 100%	Strongly Interested

(Harefa et al., 2020)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

##### 1. Students' Interest after Learning Speaking Using TikTok

Item 1: *Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan video yang ditonton dari TikTok* (I am pleased to have a new experience of learning English through watching videos on TikTok.)

Table 4.1 Students feel happy using TikTok as new experience

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	0	0
3	Agree	13	34.2%
4	Strongly Agree	24	63.2%
<b>Total</b>		38	100%

Based on the description of the table above, it can be seen that 37 students answered Agree (34.2%) and Strongly Agree (63.2%) with a total percentage of 97.4% and only one person chose Strongly Disagree (2.6%). This significant difference between Agree and Disagree indicates a positive response from the students to the use of TikTok in the classroom, particularly the enjoyment of using TikTok videos in learning English speaking skills for the first time in the classroom.

Item 2: *Saya merasa fitur duet dari TikTok menarik untuk digunakan sebagai media praktik berbicara Bahasa Inggris (I find TikTok's duet feature to be an interesting media to practice my English speaking skills.)*

Table 4.2 Duet Feature

No	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	3	7.9%
3	Agree	20	52.6%
4	Strongly Agree	15	39.5%
<b>Total</b>		38	100%

The table above shows students' choices for statement item number 2 on the use of the duet feature from TikTok. The answers can be detailed as follows, no one chose Strongly Disagree, 3 students (7.9%) chose Disagree, 20 students (52.6%) chose Agree, and 15 students (39.5%) chose Strongly Disagree. Therefore, it can be concluded that most students are happy with the use of the duet feature of TikTok to practice their speaking skills based on the number of answers agreeing rather than disagreeing.

Item 3 : *Saya senang menggunakan video dari TikTok untuk melatih pengucapan Bahasa Inggris (I like using TikTok videos to help me practice speaking English.)*

Table 4.3 TikTok for practice pronunciation

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	4	72.6%
3	Agree	17	44.7%
4	Strongly Agree	16	42.1%
<b>Total</b>		38	100%

Based on the table above, 1 student chose Strongly Disagree, 4 students chose Disagree, 17 students chose Agree, and 16 people chose Strongly Disagree. The comparison of students who chose Strongly Disagree is quite different from students who answered Strongly Agree. To conclude, most students are happy with the use of TikTok videos to practice their English pronunciation.

Item 4 : *Saya merasa sulit untuk fokus saat menonton video pembelajaran dari TikTok selama di kelas* (I find it hard to concentrate in class when watching videos on TikTok)

Table 4.4 Students feel ifficult to focus

No	Category	Frequency	Percentage
1	Strongly Disagree	17	44.7%
2	Disagree	17	44.7%
3	Agree	4	10.5%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

Based on the table above, students who chose Strongly Disagree and Disagree had the same frequency, namely 17 students each with a percentage of 44.7%. In addition, 4 students (10.5%) chose Agree, and no one chose Strongly Disagree for item 4. Based on the total frequency of Strongly Disagree and

Disagree which is very dominant compared to the choice of Agree, it can be concluded that students can focus during the learning process of watching English speaking learning videos from TikTok. Additionally, this indicates that watching together in class has no impact on their ability to concentrate and learn.

Item 5: *Saya merasa kesulitan menggunakan fitur duet dari TikTok untuk praktik berbicara Bahasa Inggris* (Using Tiktok's duet feature for English speaking practice is challenging for me)

Table 4.5 Studets feel difficult to utilize duet feature

No	Category	Frequency	Percentage
1	Strongly Disagree	7	18.4%
2	Disagree	25	65.8%
3	Agree	6	15.8%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

Based on the details of the data on student answers to item 5, it can be described that the most students chose Disagree with a frequency of 25 (65.8%), then 7 students (18.4%) chose Disagree and the remaining 6 students (15.8%) chose Agree. The results of these answers indicate that students have no difficulty when using the duet feature from TikTok. Without hesitation and confusion they immediately record themselves when practicing speaking English in class.

Item 6: *Saya merasa terganggu saat teman-teman praktik berbicara Bahasa Inggris menggunakan fitur duet di kelas* (I get distracted when my classmates use the Duet feature in class to practice their speaking skills)

Table 4.6 Feel distracted

No	Category	Frequency	Percentage
1	Strongly Disagree	11	28.9%
2	Disagree	21	55.3%
3	Agree	6	15.8%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

In the table displayed, it is evident that a significant number of students disagree with the notion that practicing with TikTok duet feature can disrupt their focus, particularly those who are in the process of practicing. As a result, it can be inferred that students tend to be accepting of their peers when it is their turn to practice.

Item 7: *Saya menyimak penjelasan guru saat menggunakan video pembelajaran Bahasa Inggris dari TikTok* (I focus on the teacher's instructions while using English learning videos from TikTok)

Table 4.7 Pay attention

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	5	13.2%
3	Agree	21	55.3%
4	Strongly Agree	11	28.9%
<b>Total</b>		38	100%

Based on the results of the answers from the student questionnaire above, it can be interpreted that 1 student chose Strongly Disagree, 5 students chose Disagree, 21 students chose Agree, and 11 students chose Strongly Disagree. This statement is a positive item from the attention indicator, where students are more

dominant in the Agree choice. Even though there are more Strongly Disagree choices which are higher on the scale, it remains that students agree to listen to the teacher's explanation in class when explaining the material using learning videos from TikTok.

Item 8: *Saya mengingat kosa kata Bahasa Inggris yang sudah di tonton lewat video TikTok* (I memorize English vocabulary that I've seen in TikTok videos.)

Table 4.8 Remember the vocabularies

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	4	10.5%
3	Agree	24	63.2%
4	Strongly Agree	9	23.7%
<b>Total</b>		38	100%

Based on the total frequency of student answers in the table above, it can be concluded that most students chose to agree with the statement of remembering English vocabulary after watching learning videos from TikTok. In addition, there is an imbalance between agreeing and disagreeing answers which indicates the positive impact of short duration videos used when learning English. This can also be a consideration for English teachers in choosing videos for learning English speaking skill.

Item 9: *Guru memberikan penjelasan yang mudah di pahami saat belajar materi Bahasa Inggris menggunakan video dari TikTok* (The teacher provides explanations that can be understood while learning English material using videos from TikTok)

Table 4.9 Teacher's explanation

No	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	1	2.6%
3	Agree	16	42.1%
4	Strongly Agree	21	55.3%
<b>Total</b>		38	100%

Based on the table above, students predominantly answered agree to the statement that the teacher gave an explanation that was easy to understand. It should be underlined that the learning videos selected on TikTok use fluent English so that it is possible for students to be confused when watching, which is why teachers need to re-explain or translate the contents of the video. On the other hand, although the comparison is quite distant, it is worth to be noted that there are still students who find it difficult to understand the teacher's explanation when showing the learning video from TikTok.

Item 10: *Menurut saya, video penjelasan Bahasa Inggris dari TikTok terlalu singkat untuk di pelajari* (I believe that TikTok's English explainer videos are too brief to be learned)

Table 4.10 Length of videos

No	Category	Frequency	Percentage
1	Strongly Disagree	3	7.9%
2	Disagree	16	42.1%
3	Agree	16	42.1%
4	Strongly Agree	3	7.9%
<b>Total</b>		38	100%

Based on students' answers in the table above, there is an equal number of frequencies between agreeing and disagreeing options. This indicates that some students agree that the short duration of videos watched from TikTok is not a difficult thing to learn. Furthermore, the conclusion of this item can be a consideration for teachers in choosing the length of the use of learning videos in class for students because there are those who like longer video explanations and those who feel enough with the short duration of the video.

Item 11: *Saya membuka akun sosial media saat guru menjelaskan materi bahas Inggris menggunakan video dari TikTok* (I access social media when the teacher uses TikTok videos to explain)

Table 4.11 Distracted by social media

No	Category	Frequency	Percentage
1	Strongly Disagree	15	39.5%
2	Disagree	20	52.6%
3	Agree	3	7.9%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

Based on the table above, it can be described that 15 students chose Strongly Disagree, 20 students chose Disagree, and 3 students answered Agree on the negative statement of the attention indicator. This means that 35 students chose to disagree with the statement that they did other activities in class such as opening social media accounts when given instructions to use TikTok application and they understand the purpose of the statement.

Item 12: *Saya tidak mencatat penjelasan guru di kelas saat menggunakan TikTok untuk belajar Bahasa Inggris* (I do not take notes during class when the teacher demonstrates English speaking skills through TikTok)

Table 4.12 Students don't take a notes

No	Category	Frequency	Percentage
1	Strongly Disagree	19	50%
2	Disagree	15	39.5%
3	Agree	4	10.5%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

Based on the data listed above, 19 students (50%) chose Strongly Disagree, 15 students (39.5%) chose Disagree, 4 students chose Agree (10.5%) and no one choose Strongly Agree. It can be inferred that most students are confirmed to record the material taught by the teacher using videos from TikTok.

Item 13: *Saya mengikuti akun pengajar Bahasa Inggris di TikTok* (I follow English Instructors accounts on TikTok)

Table 4.13 Following English Teachers account

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	4	10.5%
3	Agree	15	39.5%
4	Strongly Agree	18	47.4%
<b>Total</b>		38	100%

Based on the table above, it shows that 33 students chose Agree and Strongly Agree on the positive statement of the attraction indicator that they are interested in following the English teachers account on Tiktok with a total percentage of 86.9%. Based on the percentage, it appears that students are searching for professional English teacher accounts on TikTok, which are easy to find by simply typing in the search bar. This suggests that they are enthusiastic about improving their English skills.

Item 14: *Saya tertarik menggunakan TikTok untuk belajar berbicara Bahasa Inggris daripada menonton hiburan* (I am interested in using TikTok to learn speaking skills instead of merely watching for entertainment)

Table 4.14 Interested to utilize TikTok for learn

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	6	15.8%
3	Agree	9	23.7%
4	Strongly Agree	22	57.9%
<b>Total</b>		38	100%

Based on the table above, the frequency of student answers to the Disagree and Strongly Disagree options is less with a total percentage of 18.4% when compared to the frequency of Agree and Strongly Agree answer choices which are more dominant with a percentage of 81.6%.

Item 15: *Menurut saya, pemanfaatan fitur duet dari TikTok sebagai media belajar dapat membantu melatih kepercayaan diri berbicara Bahasa Inggris* (Using TikTok's duet feature as a learning media could help build confidence in speaking English.)

Table 4.15 Duet feature to practice confidence in speaking English

No	Category	Frequency	Percentage
1	Strongly Disagree	1	2.6%
2	Disagree	4	10.5%
3	Agree	11	28.9%
4	Strongly Agree	22	57.9%
<b>Total</b>		38	100%

Based on the table above, there are 22 students who chose Strongly Agree and 11 students who chose Agree for the positive statement that TikTok helps train students' confidence in speaking English. This indicates that they agree that the duet feature of TikTok also provides benefits to train their confidence in speaking English.

Item 16: *Saya merasa praktik berbicara Bahasa Inggris menggunakan fitur duet untuk TikTok tidak cocok untuk saya yang kurang suka merekam video* (The duet feature on TikTok may not be suitable for me who do not like video recording)

Table 4.16 Students did not interest with duet feature

No	Category	Frequency	Percentage
1	Strongly Disagree	4	10.5%
2	Disagree	22	57.9%
3	Agree	9	23.7%
4	Strongly Agree	3	7.9%
<b>Total</b>		38	100%

Based on the results of the questionnaire students' answers to item 14, there were 4 students (10.5%) chose Strongly Disagree, 22 students (57.9%) answered Disagree, 9 students (23.7%) answered Agree, and 3 other students chose Strongly Disagree. This indicates that most students give a negative response to the statement that TikTok is less interesting for users who don't like to record videos and instead respond that the average student likes activities when recording videos.

Item 17: *Saya membuka aplikasi TikTok untuk menonton hiburan bukan untuk mencari referensi belajar kemampuan berbicara Bahasa Inggris (I only use TikTok for entertainment instead of develop my English speaking skills.)*

Table 4.17 Students opened TikTok for entertain

No	Category	Frequency	Percentage
1	Strongly Disagree	9	23.7%
2	Disagree	17	44.7%
3	Agree	11	28.9%
4	Strongly Agree	1	2.6%
<b>Total</b>		38	100%

Based on student responses in the table above, 9 students (23.7%) chose Strongly Disagree, 17 students (44.7%) chose Disagree, 11 students (28.9%) answered Agree and only one answered Strongly Disagree. The data shows that a total of 26 students disagree with the negative statement of item 17. Therefore, it can be concluded that they also open TikTok with a choice of educational content.

Item 18: *Saya tidak mengikuti akun pengajar Bahasa Inggris di TikTok (I do not follow TikTok account run by English instructors)*

Table 4.18 Students dis not follow English instructor account

No	Category	Frequency	Percentage
1	Strongly Disagree	7	18.4%
2	Disagree	18	47.4%
3	Agree	11	28.9%
4	Strongly Agree	2	5.3%
<b>Total</b>		38	100%

Based on the table above, 7 students chose Strongly Disagree, 18 students chose Disagree, 11 students answered Agree and the rest chose Strongly Disagree. This indicates that students mostly give a negative response to statement 19. In addition, it can be seen that the statement in the previous item students mostly choose the option that shows that they follow the accounts of English teachers on TikTok.

Item 19: *Saya dan teman-teman saling membantu mengarahkan saat merekam video praktik berbicara Bahasa Inggris menggunakan TikTok (My friends and I assisted each other by giving directions while recording a video to practice our speaking skills)*

Table 4.19 Helped friend while practice

No	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	5	13.2%
3	Agree	12	31.6%
4	Strongly Agree	21	55.3%
<b>Total</b>		38	100%

Based on the table above, the Strongly Disagree statement dominates students' choices and is followed by the Agree answer as many as 21 students and the Disagree answer choice chosen by 5 students. The data shows that the high level of student cooperation in the classroom during practice.

Item 20: *Saya ikut berpartisipasi saat diberi instruksi untuk praktik berbicara Bahasa Inggris di kelas menggunakan fitur duet dari TikTok* (I took part in practicing speaking English in class as instructed using TikTok's duet feature)

Table 4.20 Participate in practice

No	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	11	28.9%
3	Agree	20	52.6%
4	Strongly Agree	7	18.4%
<b>Total</b>		38	100%

Although dominated by the answer Agree as many as 20, but there are still students who are reluctant when told to practice by choosing the answer Disagree as many as 11 students. Therefore, based on this data, it can be concluded that

there are some students who take the initiative to practice and must be told first then come forward to the front of the class.

Item 21: *Saya mencoba praktik menggunakan fitur duet dari TikTok saat berada di rumah* (I attempted to practice with TikTok's duet feature while at home)

Table 4.21 Practice with duet feature at home

No	Category	Frequency	Percentage
1	Strongly Disagree	3	7.9%
2	Disagree	7	18.4%
3	Agree	25	65.8%
4	Strongly Agree	3	7.9%
<b>Total</b>		38	100%

Based on the table above, students' answers to positive items are dominant in the Agree option, which are 25 and 3 Strongly Agree answers compared to the number of negative student responses to the positive statement item 21, where 7 students chose Disagree and 3 students choose Strongly Disagree. Therefore, it can be inferred that students start to try to utilize the duet feature of TikTok at home for English practice and show a willingness to learn independently.

Item 22: *Saya merasa malu untuk praktik berbicara Bahasa Inggris di kelas menggunakan fitur duet dari TikTok* (I feel embarrassed using TikTok's duet feature to practice English speaking skill in class)

Table 4.22 Feel embaraased to use duet feature

No	Category	Frequency	Percentage
1	Strongly Disagree	18	47.4%
2	Disagree	10	26.3%
3	Agree	10	26.3%
4	Strongly Agree	0	0
<b>Total</b>		38	100%

Based on the frequency of student answers in the table above, it can be seen that 28 students chose to disagree with the embarrassment of using the duet feature in class which indicates a positive response. On the other hand, there are 10 students who feel embarrassed to record themselves using TikTok's duet feature. Therefore, it can be concluded that the use of this feature is quite suitable for several students in a class with a large number of students.

Item 23: *Saya diam saja melihat teman lain kesulitan saat praktik menggunakan fitur duet dari TikTok* (I did nothing when I noticed other friends struggling to practice utilizing TikTok's duet feature)

Table 4.23 Students who don't help their friend while practicing

No	Category	Frequency	Percentage
1	Strongly Disagree	0	0
2	Disagree	9	23.7%
3	Agree	25	65.8%
4	Strongly Agree	4	10.5%
<b>Total</b>		38	100%

Based on the table above, it can be elaborated that no students answered Strongly Disagree, 9 students (23.7%) answered Disagree, 25 students (65.8%) chose Agree and 4 other students (10.5%) chose Strongly Agree. The students mainly selected the Agree option in response to statement 23, indicating a strong

level of tolerance and positive relationships among classmates when facing difficulties.

Item 24: *Saya tidak mencoba menggunakan fitur duet saat dirumah* (I did not use TikTok's duet feature while at home)

Table 4.24 Students who didn't try duet feature at home

No	Category	Frequency	Percentage
1	Strongly Disagree	7	18.4%
2	Disagree	18	47.4%
3	Agree	9	23.7%
4	Strongly Agree	4	10.5%
<b>Total</b>		38	100%

The table above shows the frequency of student responses to item 24 in the form of negative statements. Students who chose Strongly Disagree consist of 7 (18.4%), 18 students (47.4%) choose Disagree, 9 students (23.7%) choose Agree and 4 students (10.5%) answer Strongly Agree. It can be concluded that the comparison between the frequency of responses that disagree if students do not try to practice using TikTok duet feature at home. In addition, the statement in item 21 shows a positive student engagement response.

Based on the results of the questionnaire distribution about students' interest in learning after learning using TikTok, there were 38 respondents who answered the questionnaire and obtained the results of the overall data processed using the percentage formula  $P = F / N \times 100\%$ . The following is a table recapitulating the overall frequency data of the learning interest variable values as follows.

Table 4.25 Overall Recapitulation of Frequencies

Score (S)	Frequency (F)	SxF
1	127	127
2	272	544
3	323	969
4	190	760
Jumlah	912	2400

From the table above, it is known that the total score for interest in using TikTok to learn speaking is 2400 categorization is based on the ideal score range as follows:

1. The maximum score is obtained from: 4 (highest score) times the number of statement items times the number of respondents, namely  $4 \times 24 \times 38 = 3468$ .
2. The minimum score is obtained from: 1 (lowest score) times the number of statement items times the number of respondents, namely:  $1 \times 24 \times 38 = 912$ .

Score range = (maximum score - minimum score) : 4. Thus, the score range for student interest in using TikTok to learn speaking =  $(3468 - 912) : 4 = 639$ .

Based on the research results of 38 respondents, the score of students' interest in learning TikTok application for learning Speaking as much as 2,400 is in the high category or if it is percented then it is calculated, namely: (1). percented, it is calculated that :  $\frac{2.400}{3468} \times 100\% = 0,6820$  or 68% . The percentage of **68%** is in the range of 53-68% with an “Interested Enough” level.

Therefore, it can be concluded, after using Tiktok application for learning and practicing Speaking in class, students feel quite interested from the use of TikTok videos to explain material to the duet feature for speaking practice. This implies that the use of TikTok for the first time in class XI MIPA 1 has a positive impact on students' interest in learning English speaking skills.

## 2. Dominant Indicators of Students' Interest

After analyze how students' interest in learning using TikTok Application for train their speaking skill, researcher also investigate dominant indicators of students' interest that consist of four aspects proposed by Slameto (2010).

Table 4.26 Attraction Indicators

Score (S)	Frequency (F)	SxF
1	24	24
2	80	160
3	82	216
4	68	248
Jumlah	254	672

The total frequency in the table above is the highest number of four aspects of students' interest in learning after learning English speaking skills using TikTok with a total of 648. This indicates a high response to the use of TikTok in class and the curiosity of students to explore the content of learning English on TikTok.

Table 4.27 Students Involvement Indicators

Score (S)	Frequency (F)	SxF
1	28	28
2	48	96
3	98	294
4	48	192
Jumlah	221	613

The table above shows the number of frequencies of students involved in the class and is the second order of student learning interest with a total of 597 or represented as 25%. Student involvement in learning is very important for teachers to pay attention to because it will support their interest in learning.

Table 4.28 Attention Indicators

Score (S)	Frequency (F)	SxF
1	39	39
2	58	122
3	82	246
4	44	176
Jumlah	223	583

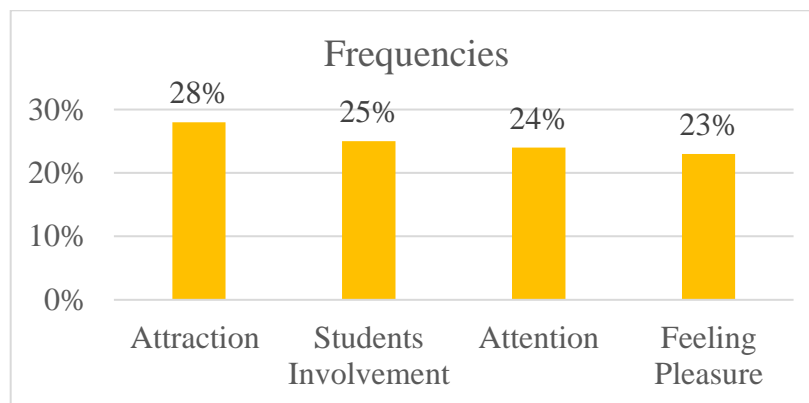
Based on the details of the table above, it is found that the number of frequency of answers to the student attention indicator is 589 which indicates that the attention indicator is the third most dominant. This indicates that students pay enough attention when researchers use videos from TikTok in teaching English speaking skills.

Table 4.29 Feeling Pleasure Indicators

Score (S)	Frequency (F)	SxF
1	30	30
2	61	122
3	66	198
4	55	220
Jumlah	212	570

Based on the details of the table above, it is found that the number of frequency of answers to the student attention indicator is 576 which shows the least indicator among the four indicators of interest in learning according to Slameto. This means that students are interested in TikTok but their feeling of pleasure is lacking during class.

Figure 4.1 Total Percentation



As a conclusion from the explanation above related to the total frequency calculation of the number of dominant aspects of learning interest after learning English language skills using TikTok, it is known that the Attraction aspect has a high response from students and indicates that they are interested in

the continuous use of TikTok because of the large number of answers agreeing with the answer.

## ***B. Discussion***

### 1. Students' Interest after Learning Speaking Using TikTok

Based on the results of research conducted in class XI MIPA 1 SMA Negeri 1 Majene, it is known that their learning interest in using TikTok application is at the "Interested Enough" level which indicates a positive interest for learning using TikTok and its features for speaking practice. The results of this study indicate that there is student interest even though it is relatively low to use TikTok as a learning platform for English speaking skills after learning to use TikTok in class. This is different from the results of research by Purba (2022) which found a significant improvement of students' interest before and after using TikTok in learning English with total 75%.

According to (Saswandi, 2014), interest is the essential force that drives the entire machinery of the teaching learning process. It indicates that when students are interested, they are more focused and easier to absorb the subject presented by the teacher. Students' activities will be influenced by their level of interest because they will be doing something that interests them, which in this case is learning. Having an interest in learning involves finding pleasure in a lesson which leads to lasting changes in a student's behavior, such as increased attention and continuous retention of information (Bawawa, 2019). This sense of pleasure is followed by a feeling of satisfaction upon achieving the learning goals.

Harmer (2007) proposes the concept of activate, along with interest and learning, as a component of successful language acquisition in educational institutions.

Moreover, students show positive responses to statements from the questionnaire about feeling excited after learning English with TikTok as a new experience. This is in line with the statement of (Novitasari & Addinna, 2022) who found that students feel happy learning English using videos from TikTok, they feel more enjoyable and relaxed because the videos made by the content creators are very interesting and creative. Besides, the platform fosters an environment that encourages students to be creative and expressive, allowing them to practice their English abilities in a more interactive context (Nguyen, 2022).

TikTok is a short video-based sharing application that can be easily accessed by all walks of life and interests such as sports, arts, cooking and news. Not much different from Youtube, teachers can share and explain material in short videos that students can access. Currently, teachers should provide variety of ways to make classroom learning more active and creative with the use of media. In line with statement from Roza et al (2023), that the use of learning media is integrally linked to the teacher's capacity to use various methods and techniques. Kencono & Ratnasari (2021) state that crucial for teachers to select appropriate learning media. Because, it helps to enhance student engagement and retention of subject matter.

As a finding result, TikTok can be utilized as a media for learning English in EFL classroom. According to Aji (2018), the Tik Tok app has the potential to serve as an effective learning media due to several reasons. Firstly, it caters to the learning needs of students. Secondly, its uniqueness and various features make it appealing to students and can be incorporated into learning. Lastly, being compatible with the millennial generation's characteristics and their attachment to the digital world, particularly gadgets, the Tik Tok app complements their growth in maturity and experience.

TikTok has various features and is easy to use by its users. This variety of features made the researcher make one of its features, namely the duet feature as a strategy for practicing speaking English. Duet contains two videos on separate screens that play simultaneously (Aji, 2018). In addition, the feature allows English students to learn and mimic native speakers (Komariyah et al., 2022). This feature can be a suitable choice as a media for learning to speak English. This feature is ideal for students who want to practice speaking English because it's user-friendly.

In fact, when it came to the students speaking abilities, they actually required more opportunities to practice. (A. N. Pratiwi, 2014). Speaking is a productive skills that generates ideas and opinions, and it is essential to practice it. It means that when learning a language, people are required to utilize it in all situations, whether formal or informal (Panjaitan et al., 2022). Students who are learning to speak may encounter challenges that prevent them from communicating. To overcome the problems, the teacher must employ proper

strategies to assist students in becoming good speakers with adequate understanding.

TikTok's features suitable for speaking practice. This is supported by Diko (2022) stated that TikTok can inspired students to practice their speaking skills when they utilized it because there is so much intriguing content there. Learning on TikTok allows students to practice through English conversational dialogues provided by video creators providing opportunities for students to improve their speaking skills. There are many videos that explain various topics about English so as to enable students to acquire a variety of new English vocabulary (Novitasari & Addinna, 2022). Moreover, as the content creators are native speaker teachers, students can become accustomed to the accurate pronunciation of English.

Furthermore, the researcher also found that students could understand the material presented through TikTok even though it was in English. This is because EFL students find TikTok to be a highly motivating platform due to the engaging videos on captivating topics (Xiuwen & Razali, 2021). This indicates that students are getting used to learning English with videos uploaded by native speakers. In addition, watching recorded English language learning videos can help students improve their speaking skills by imitating native speakers.

TikTok gave positive impact to education. Yang, (2020) examines the majority of secondary-school students approved of integrating the social media application TikTok into EFL classroom as video aids because TikTok could enhance their interests and motivation for in-class English learning, enrich classroom teaching activities and expand their English knowledge. In addition, Pratiwi et al., (2021) examines that the students showed improved levels of interest, attention, and understanding of the subject matter when using TikTok Videos.

Recently, TikTok has been used as an interesting and interactive learning media for students. TikTok is a simple to operate video recorder and editing tool that teachers may use as a learning media to encourage creative, enjoyable, and successful learning (Ikhsanudin & Ali Purwoko, 2022). Tiktok as a learning media can make it easier for teachers to convey learning materials effectively. In addition, the use of Tiktok can increase students' creativity in developing videos with the various features provided (Ramdani et al., 2021). TikTok's video duration is quite brief, but it offers audiovisual and graphic characteristics that may be modified.

TikTok offers advantages for both English classroom instruction and students. For example, providing opportunities for them practice speaking skills (Maretha & Anggoro, 2022). In line with Mathew and Alidmat (2013) found that by applying TikTok, learners have the ability to increase their knowledge by watching recorded information, including English learning videos. Because TikTok provides a variety of audio-visual tools for use, it has been argued that

bringing these into the classroom context could help to boost learner motivation (Syaparuddin & Elihami, 2020). This is possible because there are various English learning channels on TikTok that are easily accessible via hashtags.

Through TikTok, students can find new ways to learn English by watching video explanations from expert English tutors and teachers (Cahyono & Perdhani, 2023). Zaitun, Hadi & Indriani (2021) stated that Tiktok media could helps increase students' confidence in speaking when learning English. Furthermore, there are many content creators who utilize TikTok to share information and experiences in learning English such as speaking. One of the content creators whose videos researcher utilize to teach speaking in class is @mikethechameleon. This account even creates its own playlist for each learning content such as pronunciation, fluency and dialogue to learn speaking skills. In addition, technology facilitates teaching and learning in language classrooms (Cahyono & Perdhani, 2023). The quality of effective education implementation is established by the selection of adequate facilities and the use of relevant media to ensure that the objectives of the material given are fulfilled (Yanto,2019).

TikTok, according to findings and theories, is not just a media for entertainment but can also be used as a proper learning media for speaking skill. Because students had limited time to speak up on TikTok, it improved their fluency and concept development (Alexandro et al., 2022). Additionally, Students could retake and improve their TikTok videos as many times as they needed. They might halt their speech and use it as one of the oral performance training techniques to increase their fluency and vocabulary (Rahmawati et al., 2023).

To summarize, TikTok as a social media can be recommended as a language learning media with content that is designed to be interesting and can foster students' interest in learning.

## 2. Dominant Factors of Students Interest

This research takes the theory from Slameto (2010) about learning interest indicators which focus on four aspects, consist of the existence of a feeling of pleasure to learn, the existence of participation or involvement, attention, and attraction. The most dominant factor is the presence of attraction in students, especially when watching videos from TikTok or when practicing using the duet feature. Another research from Yuliana et al. (2023) found other factors besides indicators of interest that come from within students, namely the novelty of information that is easily found when accessing TikTok.

Student responses to the aspect of feeling happy show positive things with many answers agreeing which indicates that students have an interest in using TikTok in class to learn English. This Askep encourages students to be more enthusiastic in learning English with TikTok application. This statement is in line with Rahmawati & Anwar (2022), where it was found that students enjoy using TikTok as a learning media and agree that learning using TikTok is very fun.

Students' responses to the attention aspect also showed a positive side where students stated that they paid attention to the teacher during learning process and remembered the vocabulary watched through videos from TikTok. Research from Wardani (2022) shows the benefits of videos from TikTok

providing English vocabulary increase their motivation and interest in knowing new vocabulary. Using TikTok videos for learning English has a positive impact on students as it helps in better comprehension of the language material. The video's delivery style is precise, making it easy to comprehend.

Furthermore, the aspect of student attraction also showed a large number of agreeing responses to students' curiosity to try the duet feature and search for other videos on TikTok, indicating their enthusiasm for learning English without any pressure from the teacher. Nguyen (2022) examines that some of English teacher content creators share a variety of topics through videos on TikTok and making it easier for learners to find the material they need to enhance speaking skills and gain knowledge.

According to Cahyono and Perdhani (2023), TikTok can be a strong instrument for language acquisition, especially for the millennial generation. Students can quickly and easily access thousands of videos created by native English speakers and other users that illustrate and explain English terms and phrases through its simple interface and low-cost access. With the growing popularity and potential of TikTok, it is recommended that decision makers in primary and secondary schools, as well as higher education institutions, explore ways to incorporate TikTok videos into their teaching methods (Khlaif & Salha, 2021).

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### *A. Conclusion*

Based on the results of research on student interest in the use of content and duet features from TikTok to learn English speaking skills in class XI MIPA 1, researchers found that there was interest from students who were at a medium level with the Interested Enough category as high as 68% of the total percentage of questionnaire results that were filled out by students. This indicates a positive response to the use of TikTok and the duet feature to learn and practice speaking English in the classroom. In fact, TikTok can also be used for learning with its various content, not only about entertainment but education.

Among the four indicators of learning interest that researcher analyzed through questionnaires that distributed to students, it was found the aspect of attraction had a dominant frequency and was chosen based on students' experiences after learning speaking using TikTok in classroom. In addition, through the duet feature, students can practice their speaking skills such as pronunciation by selecting speaking performance imitation and conversation types. The results of this study can support the theory of the benefits of TikTok when used to teach English as a foreign language. It is evident from the results that the use of TikTok applications in learning English can build students' interest in learning.

## ***B. Suggestion***

### 1. For Teachers

For teachers, the researcher provide suggestion to maintain or apply appropriate media like TikTok in classroom area in order to increase students' interests in learning speaking skills. In addition, teachers are also expected to pay attention to students' behavior and attitude during learning process to investigate their learning interest in English subject.

### 2. For Students

The researcher's advice to students is to make a habit of accessing English learning content from TikTok as a learning reference to improve English speaking skill. Furthermore, students can utilize applications that are familiar to them to learn English.

### 3. For other researchers

This research focuses on students' interest in using TikTok to learn English speaking and the dominant factors that influence it. This study still has shortcomings, especially the use of instruments that are lacking. Therefore, it would be better for other researchers to conduct similar research with more in-depth research using different methods and more supportive instruments.

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# APPENDICES

## Appendix 1

### Surat Izin Penelitian



**PEMERINTAH KABUPATEN MAJENE**  
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU  
(DPM-PTSP)



Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar

#### IZIN PENELITIAN

Nomor : 256/IP/DPM-PTSP/MM/VI/2023

Berdasarkan Peraturan Bupati nomor : 28 Tahun 2021 tentang Pendelegasian Penyelenggaraan Perizinan dan Non Perizinan Pada Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/265/VI/2023 Tanggal 20 Juni 2023 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a	: WARQIAH. R
Pekerjaan	: Mahasiswi
N I M	: 10256119037
Program Study/Jurusan	: S1 Tarbiyah dan Keguruan
Universitas	: STAIN Majene
Alamat	: Lingk. Camba Kel. Baru Kec. Banggae Kab. Majene

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul "STUDENTS INTEREST IN LEARNING SPEAKING SKILL BY USINGTIKTOK APPLICATION AT XI MIPA 1 SMA NEGERI 1 MAJENE" dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar cofy hasil Penelitian kepada Bupati Majene Cq. Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab. Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat Izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene  
Pada Tanggal : 22-06-2023



**TH. LIES. HIRAWATI THAHIR, S.Sos, M.AP**  
Pangkat: Pembina Utama Muda  
Nip. 196809281992032011

## Appendix 2 Validity Test

No Item	R Hitung	R Tabel	Keterangan
1	0,677	0,361	Valid
2	0,526	0,361	Valid
3	0,621	0,361	Valid
4	0,652	0,361	Valid
5	0,588	0,361	Valid
6	0,649	0,361	Valid
7	0,682	0,361	Valid
8	0,606	0,361	Valid
9	0,650	0,361	Valid
10	0,634	0,361	Valid
11	0,652	0,361	Valid
12	0,686	0,361	Valid
13	0,619	0,361	Valid
14	0,619	0,361	Valid
15	0,683	0,361	Valid
16	0,677	0,361	Valid
17	0,644	0,361	Valid
18	0,784	0,361	Valid
19	0,633	0,361	Valid
20	0,590	0,361	Valid
21	0,625	0,361	Valid
22	0,650	0,361	Valid
23	0,633	0,361	Valid
24	0,670	0,361	Valid

### Appendix 3 Questionnaire

Indikator minat belajar	Deskripsi	Nomor Soal		Jumlah soal
		Positif	Negatif	
Perasaan Senang	Kesan siswa terhadap penggunaan TikTok sebagai media belajar	1,2,3	4,5,6	6
	Perasaan siswa selama mengikuti pembelajaran speaking menggunakan fitur dari TikTok			
Perhatian	Mendengarkan, menyimak memahami	7,8,9	10,11,12	6
Ketertarikan	Memberikan pertanyaan ketika ada kendala dalam pemahaman	13,14 15	16,17,18	6
	Tertarik untuk mengeksplor dan mencari tahu lebih dalam tentang sesuatu yang dipelajari			
	Respon siswa terhadap proses pembelajaran dikelas			
Keterlibatan Siswa	Kesadaran tentang pentingnya bekerja sama dengan teman kelas	19,20,21	22,23,24	6
	Terlibat dalam pemberian latihan/tugas oleh guru			
	Kesadaran belajar mandiri dirumah			
Total				24

*Adapted from (Slameto, 2010)*

**KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN  
APLIKASI TIKTOK UNTUK BELAJAR SPEAKING**

Nama :

Kelas :

Petunjuk pengerjaan :

Didalam angket ini terdapat 24 pertanyaan yang harus anda jawab. Berilah tanda ceklis (√) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan TikTok.

Adapun jawaban tersebut terdiri dari :

- STS : Sangat Tidak Setuju
- TS : Tidak Setuju
- S : Setuju
- SS : Sangat Setuju

Perhatikan : Cermati setiap butir pernyataan sebelum memilih jawaban.

No	Pernyataan	Opsii Jawaban			
		STS	TS	S	SS
Perasaan Senang					
1	Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan video yang di tonton dari TikTok				
2	Saya merasa fitur duet dari TikTok menarik untuk digunakan sebagai media praktik berbicara Bahasa Inggris				
3	Saya merasa senang menggunakan video dari TikTok untuk melatih pengucapan Bahasa Inggris				
4	Saya merasa sulit untuk fokus saat menonton video pembelajaran dari TikTok saat di kelas				
5	Saya merasa kesulitan menggunakan fitur duet dari TikTok untuk praktik berbicara Bahasa Inggris				
6	Saya merasa terganggu saat teman-teman praktik berbicara Bahasa Inggris menggunakan fitur duet dikelas				

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
<b>Perhatian</b>					
7	Saya menyimak penjelasan guru saat menggunakan video pembelajaran dari TikTok				
8	Saya mengingat kosa kata Bahasa Inggris yang sudah ditonton lewat video TikTok				
9	Guru memberikan penjelasan yang mudah dipahami saat belajar Bahasa Inggris menggunakan video dari TikTok				
10	Menurut saya, video penjelasan berbahasa Inggris dari TikTok terlalu singkat untuk dipelajari				
11	Saya membuka akun sosial media saat guru menjelaskan materi Bahasa Inggris menggunakan TikTok				
12	Saya tidak mencatat penjelasan guru di kelas saat menggunakan TikTok untuk belajar Bahasa Inggris				
<b>Keterarikan</b>					
13	Saya mengikuti akun pengajar Bahasa Inggris di TikTok				
14	Saya mulai tertarik menggunakan TikTok untuk belajar berbicara Bahasa Inggris dibandingkan sekedar menonton hiburan				
15	Menurut saya, pemanfaatan fitur duet dari TikTok sebagai media belajar dapat membantu melatih kepercayaan diri berbicara Bahasa Inggris				
16	Saya merasa praktik berbicara Bahasa Inggris menggunakan fitur duet untuk TikTok tidak cocok untuk saya yang kurang suka merekam video				
17	Saya membuka aplikasi TikTok sekedar menonton hiburan bukan untuk mencari referensi belajar kemampuan berbicara Bahasa Inggris				
18	Saya tidak mengikuti akun pengajar Bahasa Inggris di TikTok				
<b>Keterlibatan Siswa</b>					
19	Saya dan teman-teman saling membantu mengarahkan saat merekam video praktik				

No	Pernyataan	Opsi Jawaban			
		STS	TS	S	SS
	berbicara Bahasa Inggris menggunakan TikTok				
20	Saya ikut berpartisipasi saat diberi instruksi untuk praktik berbicara Bahasa Inggris dikelas menggunakan fitur duet dari TikTok				
21	Saya mencoba praktik menggunakan fitur duet dari TikTok saat berada dirumah				
22	Saya merasa malu untuk praktik berbicara Bahasa Inggris di kelas menggunakan fitur duet dari TikTok				
23	Saya diam saja melihat teman lain kesulitan saat praktik menggunakan fitur duet dari TikTok				
24	Saya tidak pernah mencoba fitur duet dari TikTok saat berada dirumah				

#### Appendix 4 Students Response from Questionnaire (Table)

<b>Name</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
NBS	3	2	3	2	2	2	3	3
MFZ	2	2	1	1	1	1	1	1
WAP	4	4	4	2	1	1	4	4
FF	4	3	3	2	2	2	3	3
NSR	4	4	4	2	1	1	4	4
NZR	4	3	4	2	2	1	3	3
NRP	3	3	3	2	2	1	3	3
TER	4	3	4	1	1	2	4	4
UKS	4	3	4	1	1	2	4	4
IF	3	3	4	2	3	2	3	3
AH	4	3	4	1	1	1	4	3
NZ	4	3	4	1	2	3	2	3
ZAK	4	3	3	1	3	2	3	3
MAV	4	3	4	1	3	2	4	3
AAD	3	3	2	2	2	3	3	3
ADSM	4	3	3	1	2	2	3	4
MFAQ	3	3	3	2	2	2	3	3
IZS	3	3	3	2	2	2	3	3
NA	3	3	3	2	2	2	3	3
MSA	4	4	3	3	2	2	3	4
QB	4	3	3	2	2	2	4	3
ANAF	4	3	3	1	2	2	2	3
NF	3	2	2	2	2	2	2	3
AN	3	4	3	2	2	3	3	3
RS	3	4	3	2	2	3	3	2
AAF	3	4	2	1	3	3	2	2
SA	4	4	2	1	3	3	2	2
FKE	4	4	3	1	2	2	3	3
NAA	3	4	4	1	2	2	3	3
MA	4	3	3	3	2	1	4	3
IK	4	3	3	3	2	2	3	2
NZZ	4	4	4	3	2	1	4	4
SNR	3	4	4	1	1	1	4	4
MA	4	4	4	1	2	1	3	3
MRA	4	2	4	1	3	2	3	3
NAN	4	4	4	1	2	2	3	4
ZA	4	4	4	2	2	1	4	3
RA	4	3	3	2	2	2	3	3

<b>Nama</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>	<b>16</b>
NBS	3	2	3	2	3	3	3	3
MFZ	2	1	1	1	2	1	1	1
WAP	4	2	2	3	4	4	4	2
FF	3	3	2	2	3	3	3	2
NSR	4	4	1	1	4	1	4	1
NZR	3	3	2	2	4	2	3	3
NRP	3	2	3	1	4	3	3	2
TER	4	3	2	1	4	2	4	2
UKS	4	3	2	1	3	2	4	2
IF	3	3	1	1	3	2	3	4
AH	3	2	1	2	3	3	3	2
NZ	4	2	1	2	4	3	2	3
ZAK	3	2	1	2	4	3	3	2
MAV	4	4	1	3	3	2	4	2
AAD	4	3	1	2	3	2	4	2
ADSM	4	2	2	1	4	2	4	2
MFAQ	4	3	2	2	4	3	4	2
IZS	3	3	3	1	4	3	4	3
NA	4	2	2	1	4	3	3	2
MSA	4	3	2	2	4	2	2	3
QB	4	4	1	1	3	2	4	4
ANAF	3	3	2	2	3	3	2	3
NF	3	3	2	3	3	2	3	3
AN	3	3	2	1	2	3	4	3
RS	4	3	2	1	3	3	3	3
AAF	4	2	2	2	2	2	4	2
SA	4	2	2	1	2	2	4	2
FKE	3	3	2	1	3	2	4	2
NAA	4	3	2	1	4	4	3	2
MA	3	2	2	1	4	2	3	3
IK	3	2	1	2	3	3	4	2
NZZ	4	1	1	1	4	4	4	1
SNR	4	1	1	1	4	4	4	1
MA	4	3	1	2	1	4	4	2
MRA	4	2	1	3	3	2	2	4
NAN	3	2	2	2	3	3	4	2
ZA	4	2	1	2	4	3	4	2
RA	3	2	2	2	4	4	4	2

<b>Nama</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>
NBS	2	3	2	3	3	3	3	2
MFZ	1	1	4	2	1	1	1	1
WAP	1	1	4	2	4	2	1	1
FF	2	2	3	3	3	1	2	2
NSR	1	4	2	4	1	2	1	4
NZR	2	2	4	4	3	1	2	2
NRP	3	3	4	4	3	2	1	2
TER	2	2	2	3	3	1	2	2
UKS	2	2	2	3	3	1	2	2
IF	3	2	2	3	2	1	2	3
AH	2	2	3	3	3	2	1	3
NZ	3	3	4	3	3	3	2	2
ZAK	2	2	4	3	3	1	2	3
MAV	2	2	4	2	2	1	2	1
AAD	2	2	4	3	3	1	2	2
ADSM	2	3	3	3	2	1	2	3
MFAQ	3	2	3	2	3	2	2	2
IZS	2	3	3	2	2	1	2	4
NA	2	2	3	3	3	2	2	2
MSA	2	2	3	2	3	3	3	2
QB	1	1	3	4	1	3	3	2
ANAF	4	4	4	2	3	2	2	2
NF	1	3	4	3	3	3	2	4
AN	1	2	3	3	3	2	2	3
RS	3	3	3	2	3	2	1	1
AAF	3	3	4	2	3	3	3	3
SA	3	3	2	2	3	1	3	3
FKE	2	2	4	3	2	3	2	4
NAA	3	2	4	3	3	3	2	2
MA	3	1	4	3	2	2	2	2
IK	3	3	4	3	3	3	2	2
NZZ	2	1	4	4	3	1	1	1
SNR	1	3	4	4	4	1	1	1
MA	1	1	4	4	3	3	1	1
MRA	1	1	3	2	2	1	2	3
NAN	2	2	4	3	3	1	2	2
ZA	2	2	4	3	3	3	2	2
RA	2	2	4	3	4	1	2	2

## Appendix 5 Google Form Response

8/9/23, 4:36 PM

KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN APLIKASI TIKTOK UNTUK BELAJAR SPEAKING

### KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN APLIKASI TIKTOK UNTUK BELAJAR SPEAKING

Didalam angket ini terdapat 24 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan TikTok.

Adapun jawaban tersebut terdiri dari :

- (1) STS : Sangat Tidak Setuju
- (2) TS : Tidak Setuju
- (3) S : Setuju
- (4) SS : Sangat Setuju

Ingat! cermati pernyataan sebelum memilih jawaban. Selamat mengerjakan.

Nama \*

NAT

1. Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan video yang ditonton dari TikTok \*

- 1
- 2
- 3
- 4

[https://docs.google.com/forms/d/1HY1Ovm17E526hu\\_gahl\\_w1LABT6Z9yaO0v6l5VqpoQY/edit#response=ACYDBNhqsAZmfvfKMpJ6DEfHMmD...](https://docs.google.com/forms/d/1HY1Ovm17E526hu_gahl_w1LABT6Z9yaO0v6l5VqpoQY/edit#response=ACYDBNhqsAZmfvfKMpJ6DEfHMmD...) 1/9

2. Saya merasa fitur duet dari TikTok menarik untuk digunakan sebagai media praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

3. Saya merasa senang menggunakan video dari TikTok untuk melatih pengucapan bahasa Inggris \*

- 1  
 2  
 3  
 4

4. Saya merasa sulit untuk fokus saat menonton video pembelajaran dari TikTok selama di kelas \*

- 1  
 2  
 3  
 4

5. Saya merasa kesulitan menggunakan fitur duet dari TikTok untuk praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

6. Saya merasa terganggu saat teman-teman praktik berbicara bahasa Inggris menggunakan fitur duet di kelas \*

- 1  
 2  
 3  
 4

7. Saya menyimak penjelasan guru saat menggunakan video pembelajaran bahasa Inggris dari TikTok \*

- 1  
 2  
 3  
 4

8. Saya mengingat kosa kata bahasa Inggris yang sudah di tonton lewat video TikTok \*

- 1
- 2
- 3
- 4

9. Guru memberikan penjelasan yang mudah di pahami saat belajar materi bahasa Inggris \* menggunakan video dari TikTok

- 1
- 2
- 3
- 4

10. Menurut saya, video penjelasan bahasa Inggris dari TikTok terlalu singkat untuk di \* pelajari

- 1
- 2
- 3
- 4

11. Saya membuka akun sosial media saat guru menjelaskan materi bahas Inggris menggunakan video dari TikTok \*

- 1  
 2  
 3  
 4

12. Saya tidak mencatat penjelasan guru di kelas saat menggunakan TikTok untuk belajar bahasa Inggris \*

- 1  
 2  
 3  
 4

13. Saya mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1  
 2  
 3  
 4

14. Saya mulai tertarik menggunakan TikTok untuk belajar berbicara bahasa Inggris daripada menonton hiburan \*

- 1  
 2  
 3  
 4

15. Menurut saya, pemanfaatan fitur duet dari TikTok sebagai media belajar dapat membantu melatih kepercayaan diri berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

16. Saya merasa praktik berbicara bahasa Inggris menggunakan fitur duet untuk TikTok tidak cocok untuk saya yang kurang suka merekam video \*

- 1  
 2  
 3  
 4

17. Saya membuka aplikasi TikTok untuk menonton hiburan bukan untuk mencari referensi \*  
belajar kemampuan berbicara bahasa Inggris

- 1  
 2  
 3  
 4

18. Saya tidak mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1  
 2  
 3  
 4

19. Saya dan teman-teman saling membantu mengarahkan saat merekam video praktik \*  
berbicara bahasa Inggris menggunakan TikTok

- 1  
 2  
 3  
 4

20. Saya ikut berpartisipasi saat diberi instruksi untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

21. Saya mencoba praktik menggunakan fitur duet dari TikTok saat berada di rumah \*

- 1  
 2  
 3  
 4

22. Saya merasa malu untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

23. Saya diam saja melihat teman lain kesulitan saat praktik menggunakan fitur duet dari TikTok \*

- 1
- 2
- 3
- 4

24. Saya tidak mencoba menggunakan fitur duet saat dirumah \*

- 1
- 2
- 3
- 4

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Google Formulir

## KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN APLIKASI TIKTOK UNTUK BELAJAR SPEAKING

Didalam angket ini terdapat 24 pertanyaan yang harus anda jawab. Berilah tanda ceklis (✓) pada jawaban yang anda anggap paling tepat dan paling sesuai dengan pengalaman anda setelah belajar menggunakan TikTok.

Adapun jawaban tersebut terdiri dari :

- (1) STS : Sangat Tidak Setuju
- (2) TS : Tidak Setuju
- (3) S : Setuju
- (4) SS : Sangat Setuju

Ingat! cermati pernyataan sebelum memilih jawaban. Selamat mengerjakan.

Nama \*

Nur

1. Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan video yang ditonton dari TikTok \*

- 1
- 2
- 3
- 4

2. Saya merasa fitur duet dari TikTok menarik untuk digunakan sebagai media praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

3. Saya merasa senang menggunakan video dari TikTok untuk melatih pengucapan bahasa Inggris \*

- 1  
 2  
 3  
 4

4. Saya merasa sulit untuk fokus saat menonton video pembelajaran dari TikTok selama di kelas \*

- 1  
 2  
 3  
 4

5. Saya merasa kesulitan menggunakan fitur duet dari TikTok untuk praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

6. Saya merasa terganggu saat teman-teman praktik berbicara bahasa Inggris menggunakan fitur duet di kelas \*

- 1  
 2  
 3  
 4

7. Saya menyimak penjelasan guru saat menggunakan video pembelajaran bahasa Inggris dari TikTok \*

- 1  
 2  
 3  
 4

8. Saya mengingat kosa kata bahasa Inggris yang sudah di tonton lewat video TikTok \*

- 1  
 2  
 3  
 4

9. Guru memberikan penjelasan yang mudah di pahami saat belajar materi bahasa Inggris \*  
menggunakan video dari TikTok

- 1  
 2  
 3  
 4

10. Menurut saya, video penjelasan bahasa Inggris dari TikTok terlalu singkat untuk di \*  
pelajari

- 1  
 2  
 3  
 4

11. Saya membuka akun sosial media saat guru menjelaskan materi bahas Inggris menggunakan video dari TikTok \*

- 1  
 2  
 3  
 4

12. Saya tidak mencatat penjelasan guru di kelas saat menggunakan TikTok untuk belajar bahasa Inggris \*

- 1  
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 3  
 4

13. Saya mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1  
 2  
 3  
 4

14. Saya mulai tertarik menggunakan TikTok untuk belajar berbicara bahasa Inggris daripada menonton hiburan \*

- 1  
 2  
 3  
 4

15. Menurut saya, pemanfaatan fitur duet dari TikTok sebagai media belajar dapat membantu melatih kepercayaan diri berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

16. Saya merasa praktik berbicara bahasa Inggris menggunakan fitur duet untuk TikTok tidak cocok untuk saya yang kurang suka merekam video \*

- 1  
 2  
 3  
 4

17. Saya membuka aplikasi TikTok untuk menonton hiburan bukan untuk mencari referensi belajar kemampuan berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

18. Saya tidak mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1  
 2  
 3  
 4

19. Saya dan teman-teman saling membantu mengarahkan saat merekam video praktik berbicara bahasa Inggris menggunakan TikTok \*

- 1  
 2  
 3  
 4

20. Saya ikut berpartisipasi saat diberi instruksi untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

21. Saya mencoba praktik menggunakan fitur duet dari TikTok saat berada di rumah \*

- 1  
 2  
 3  
 4

22. Saya merasa malu untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

23. Saya diam saja melihat teman lain kesulitan saat praktik menggunakan fitur duet dari TikTok \*

- 1
- 2
- 3
- 4

24. Saya tidak mencoba menggunakan fitur duet saat dirumah \*

- 1
- 2
- 3
- 4

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## KUESIONER MINAT BELAJAR SISWA TERHADAP PENGGUNAAN APLIKASI TIKTOK UNTUK BELAJAR SPEAKING

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- (2) TS : Tidak Setuju
- (3) S : Setuju
- (4) SS : Sangat Setuju

Ingat! cermati pernyataan sebelum memilih jawaban. Selamat mengerjakan.

Nama \*

Winnye astuti prasetya

1. Saya merasa senang mendapatkan pengalaman baru belajar Bahasa Inggris menggunakan video yang ditonton dari TikTok \*

- 1
- 2
- 3
- 4

2. Saya merasa fitur duet dari TikTok menarik untuk digunakan sebagai media praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

3. Saya merasa senang menggunakan video dari TikTok untuk melatih pengucapan bahasa Inggris \*

- 1  
 2  
 3  
 4

4. Saya merasa sulit untuk fokus saat menonton video pembelajaran dari TikTok selama di kelas \*

- 1  
 2  
 3  
 4

5. Saya merasa kesulitan menggunakan fitur duet dari TikTok untuk praktik berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

6. Saya merasa terganggu saat teman-teman praktik berbicara bahasa Inggris menggunakan fitur duet di kelas \*

- 1  
 2  
 3  
 4

7. Saya menyimak penjelasan guru saat menggunakan video pembelajaran bahasa Inggris dari TikTok \*

- 1  
 2  
 3  
 4

8. Saya mengingat kosa kata bahasa Inggris yang sudah di tonton lewat video TikTok \*

- 1
- 2
- 3
- 4

9. Guru memberikan penjelasan yang mudah di pahami saat belajar materi bahasa Inggris \*  
menggunakan video dari TikTok

- 1
- 2
- 3
- 4

10. Menurut saya, video penjelasan bahasa Inggris dari TikTok terlalu singkat untuk di \*  
pelajari

- 1
- 2
- 3
- 4

11. Saya membuka akun sosial media saat guru menjelaskan materi bahas Inggris menggunakan video dari TikTok \*

- 1
- 2
- 3
- 4

12. Saya tidak mencatat penjelasan guru di kelas saat menggunakan TikTok untuk belajar bahasa Inggris \*

- 1
- 2
- 3
- 4

13. Saya mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1
- 2
- 3
- 4

14. Saya mulai tertarik menggunakan TikTok untuk belajar berbicara bahasa Inggris daripada menonton hiburan \*

- 1  
 2  
 3  
 4

15. Menurut saya, pemanfaatan fitur duet dari TikTok sebagai media belajar dapat membantu melatih kepercayaan diri berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

16. Saya merasa praktik berbicara bahasa Inggris menggunakan fitur duet untuk TikTok tidak cocok untuk saya yang kurang suka merekam video \*

- 1  
 2  
 3  
 4

17. Saya membuka aplikasi TikTok untuk menonton hiburan bukan untuk mencari referensi belajar kemampuan berbicara bahasa Inggris \*

- 1  
 2  
 3  
 4

18. Saya tidak mengikuti akun pengajar bahasa Inggris di TikTok \*

- 1  
 2  
 3  
 4

19. Saya dan teman-teman saling membantu mengarahkan saat merekam video praktik berbicara bahasa Inggris menggunakan TikTok \*

- 1  
 2  
 3  
 4

20. Saya ikut berpartisipasi saat diberi instruksi untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

21. Saya mencoba praktik menggunakan fitur duet dari TikTok saat berada di rumah \*

- 1  
 2  
 3  
 4

22. Saya merasa malu untuk praktik berbicara bahasa Inggris di kelas menggunakan fitur duet dari TikTok \*

- 1  
 2  
 3  
 4

23. Saya diam saja melihat teman lain kesulitan saat praktik menggunakan fitur duet dari TikTok \*

- 1
- 2
- 3
- 4

24. Saya tidak mencoba menggunakan fitur duet saat dirumah \*

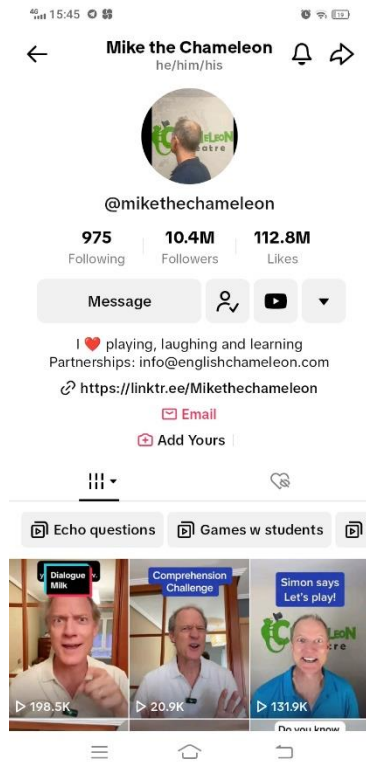
- 1
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## Appendix 6 Documentation

### TikTok Accounts



Mike the Chameleon  
he/him/his

@mikethechameleon

975 Following | 10.4M Followers | 112.8M Likes

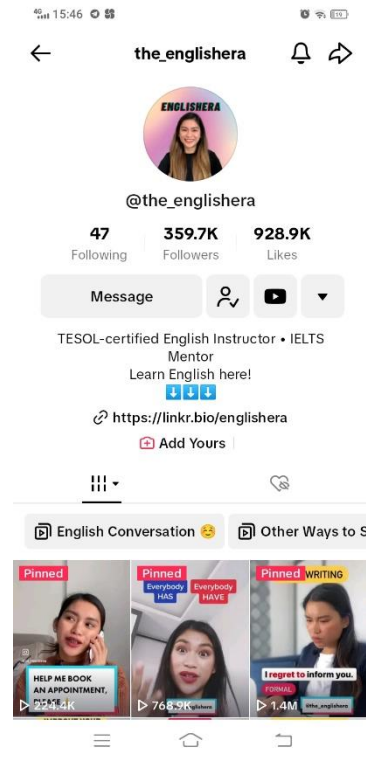
Message

I ❤️ playing, laughing and learning  
Partnerships: info@englishchameleon.com  
<https://linktr.ee/Mikethechameleon>

📧 Email  
➕ Add Yours

Echo questions | Games w students

Dialogue Mike | Comprehension Challenge | Simon says Let's play!



the\_englishera

@the\_englishera

47 Following | 359.7K Followers | 928.9K Likes


Message

TESOL-certified English Instructor • IELTS Mentor  
Learn English here!  
<https://linkr.bio/englishera>

➕ Add Yours

English Conversation | Other Ways to S

Pinned: HELP ME BOOK AN APPOINTMENT, Everybody HAS, I regret to inform you.



Fluentjoy | Business English

@fluentjoy\_app  
Fluentjoy, Inc

21 Following | 531.0K Followers | 1.4M Likes

Message

Best Business English learning app  
1000+ videos & games  
Download on AppStore  
[www.fluentjoy.com](http://www.fluentjoy.com)

📧 Email

Formal English | Formal English | Office

Pinned: Don't say, Improve your English





## **CURRICULUM VITAE**



Warqiah.R was born in Camba, West Sulawesi Regency, Banggae District, on August 07, 2001. The researcher studied elementary school at SDN 34 Deteng-deteng and graduated in 2014. Then she took her junior high school at SMP Negeri 1 Majene and graduated in 2016. The Senior High School was obtained at SMK Negeri 2 Majene, majoring office administration until its completion in 2019.

In 2019, the researcher took a part in the selection to enter college through the UMPTKIN route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Education Study Program. During her time as students at TBI 2019, the researcher was active in English Study Club namely Manarang English Club (MEC) and joined English debate competition such as POROS INTIM at IAIN Sultan Amai Gorontalo, Festival Bahasa by IAIN Kudus and OASE held by UIN Raniry Aceh on 2021. In the 6<sup>th</sup> semester, the researcher also participate West Sulawesi Youth Exchange Program held in Mamuju on April 2022.