

**NON-ENGLISH DEPARTMENT STUDENTS' USE OF
TIKTOK TO LEARN ENGLISH SPEAKING SKILL: A
SURVEY STUDY AT UIN SUNAN AMPEL SURABAYA**

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana
Pendidikan (S.Pd) in Teaching English



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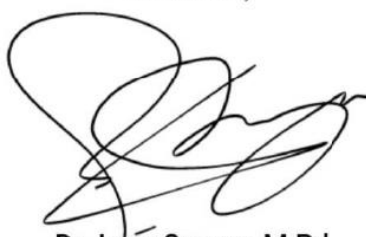
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ABSTRACT

Taprikha, Elok. (2022). *Non-English Department Students' Use of Tiktok to Learn English Speaking Skill: A Survey Study at UIN Sunan Ampel Surabaya*. A Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, Sunan Ampel State Islamic University, Surabaya. Advisor: Dr. Irma Soraya, M.Pd and Rakhmawati, M.Pd

Key Words: *TikTok, English speaking skill, kinds of video, advantages of video*

Nowadays, not only students in the English Department are expected to converse in English. Students in departments other than English should also master English speaking skills as well. However, learning English speaking skill has become a public image for the college students especially for non-English department students who admit that speaking English is a difficult thing to learn. Recently, TikTok has been widely used as a learning medium to improve some English skills. Therefore, it can be said that the use of TikTok as a medium for learning English is a crucial issue. This study focused on the use of TikTok to learn English speaking skills. In detail, this research aimed to find out what kind of TikTok video content is used by non-English department students to learn English speaking skills. In addition, this research also aimed to find out the advantages for non-English department students at UIN Sunan Ampel Surabaya in using TikTok to learn English speaking skills. This research employed a quantitative methodology and survey research design. The sample of this research were 52 non-English department students at the Faculty of Tarbiyah and the Teacher Training class of 2020 at UIN Sunan Ampel Surabaya. This study's instruments was a questionnaire. The researcher used descriptive statistical analysis to examine the data from the respondents based on their questionnaire replies. The result showed that there are five kinds of TikTok video content used by non-English department students, namely Interest video, Talent video, Beauty videos, Knowledge videos, and Stories videos. In addition, based on the findings of this research, TikTok provides four advantages to non-English department students in learning English speaking skills. Among them is seeing language-in-use, cross-cultural awareness, the power of creation, and motivation.



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ABSTRAK

Taprikha, Elok. (2022). *Non-English Department Students' Use of Tiktok to Learn English Speaking Skill: A Survey Study at UIN Sunan Ampel Surabaya*. Skripsi. Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd and Rakhmawati, M.Pd

Kata Kunci: *TikTok, keterampilan berbicara bahasa Inggris, jenis video, manfaat video*

Saat ini, tidak hanya mahasiswa di Jurusan Bahasa Inggris yang diharapkan dapat berkomunikasi dalam bahasa Inggris. Siswa di departemen selain bahasa Inggris juga harus menguasai keterampilan berbicara bahasa Inggris. Namun, pembelajaran keterampilan berbicara bahasa Inggris telah menjadi gambaran umum bagi mahasiswa khususnya bagi mahasiswa non-Bahasa Inggris yang mengakui bahwa berbicara bahasa Inggris adalah hal yang sulit untuk dipelajari. Belakangan ini, TikTok banyak digunakan sebagai media pembelajaran untuk meningkatkan beberapa kemampuan berbahasa Inggris. Oleh karena itu, dapat dikatakan bahwa penggunaan TikTok sebagai media pembelajaran bahasa Inggris merupakan isu yang krusial. Penelitian ini berfokus pada penggunaan TikTok untuk mempelajari keterampilan berbicara bahasa Inggris. Secara rinci, penelitian ini bertujuan untuk mengetahui jenis konten video TikTok yang digunakan oleh mahasiswa non-bahasa Inggris untuk belajar keterampilan berbicara bahasa Inggris. Selain itu, penelitian ini juga bertujuan untuk mengetahui manfaat bagi mahasiswa non-bahasa Inggris di UIN Sunan Ampel Surabaya dalam menggunakan TikTok untuk belajar keterampilan berbicara bahasa Inggris. Penelitian ini menggunakan metodologi kuantitatif dan desain penelitian survei. Sampel penelitian ini adalah 52 mahasiswa jurusan non Bahasa Inggris di Fakultas Tarbiyah dan Keguruan angkatan 2020 di UIN Sunan Ampel Surabaya. Instrumen penelitian ini adalah angket. Peneliti menggunakan analisis statistik deskriptif untuk meneliti data dari responden berdasarkan jawaban kuesioner mereka. Hasil penelitian menunjukkan bahwa terdapat lima jenis konten video TikTok yang digunakan oleh mahasiswa non-Bahasa Inggris, yaitu video Minat, video Bakat, video Kecantikan, video Pengetahuan, dan video Cerita. Selain itu, berdasarkan temuan penelitian ini, TikTok memberikan empat keuntungan kepada mahasiswa non-bahasa Inggris dalam mempelajari keterampilan berbicara bahasa Inggris. Diantaranya adalah melihat penggunaan bahasa, kesadaran lintas budaya, kekuatan kreasi, dan motivasi.

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LIST OF ABBREVIATION

ESL	= English as a Second Language
EFL	= English as a Foreign Language
CAL	= Computer-Assisted Learning
M-learning	= Mobile Learning
FYP	= For Your Page
CAR	= Classroom Action Research



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CHAPTER I INTRODUCTION

This part presents the background to the research, the research questions, the aims of the study, its relevance, its limits, and the definitions of essential words.

The background of study discusses why the topic was chosen. Meanwhile, the research questions describe the issue to be discussed in the research. Objectives of study explain what goals will be achieved in this research. The significance of the study explains some benefits of research both theoretically and also practically. Then, the scope and limits of the study explain the focus on the basic problems that arise. In the last part, key terms are explained, which are the meanings of specific words used in the study topic.

A. Research Background

Nowadays, not only students in the English Department are expected to converse in English. Students in departments other than English should also master English speaking skills as well. As Haidra stated in this globalization era, foreign language knowledge can serve students well in this interconnected world. It can open up job opportunities in the global economy and can be used to access many media, as well as enrich public discussion on current issues and topics.¹ Besides that, for some companies, there are some requirements that should be mastered including speaking English well. So, English speaking skill is something needed for college students particularly for non-English department students. However, learning English speaking skill has become a public image for the college students especially for non-English department students who admit that speaking English is a difficult thing to learn. As Bueno, Madrid, and McLaren in Rao stated that speaking is one of the most difficult abilities for individuals to learn when they are learning a new language.²

¹ Youssof Haidara. (2016). "Psychological Factor Affecting English Speaking Performance for The English Learners in Indonesia". *Universal Journal of Education Research*. Vol. 4, No. 7. 2016. 1.

² Parupalli Srinivas Rao. (2019). "The Importance Of Speaking Skills In English Classrooms". *Alford Council of International English & Literature Journal (ACIELJ)*. Vol. 2, No. 2. 2019. 8.

Several subskills, including pronunciation, vocabulary, and grammar, must be learned in order to speak English effectively. These things cause non-English department students to have difficulty communicating in English. Furthermore, another thing that can cause them to have difficulty speaking English is an unsupportive environmental factor. The environment here means the people around them who are in the classroom. It is because English is not the main subject that should be learned by them. They do not utilize English much in the classroom for learning and teaching. It was supported by Rahmaniah, who indicated that non-English students have two factors while speaking English. The first is internal factors, such as students who are quiet, students who have difficulty in learning, students have deficiencies in mastering grammar, Students struggle to memorize English vocabulary, students struggle to pronounce English words, they also lack the will to learn vocabulary, and they lack their confident and afraid to make mistakes. Meanwhile, the second is external factors, for example as students who seldom speak English in class. In addition, Their environment does not support them to communicate regularly in English. They are happier and accustomed to using their mother tongue.³ In addition, based on the findings of study by Maghfirotilah et al. on students with Islamic majors at UIN Sunan Ampel Surabaya, which means they are part of non-English department students, it is shown that most pupils thought that the existing English language learning had not been able to contribute much to their efforts to integrate English skills with scientific disciplines, which is occupied.⁴ Therefore, this study considers that non-English department students need to learn English, especially English speaking skills outside the classroom. One way is to take social media's advantages.

³ Rima Rahmaniah, Asbah, Nurmasitah. (2018). "The Speaking Difficulties Encountered by Non-English Department Students in Language Classroom". *Journal of English Language Teaching and Linguistics (JELTL)*. Vol. 11, No. 2, December 2018. 24-25.

⁴ Qori'ah Maghfirotilah, Latifatul Fajriyah, Alfian Hariri. 2015. "Perspektif Mahasiswa Berlatar Jurusan Keislaman Terhadap Pembelajaran Bahasa Inggris" *Jurnal Pendidikan Agama Islam*. Vol. 3, No. 2. November 2015. 274 – 275.

The existence of social media has helped people in the world to facilitate their activities in daily life. People have various purposes in using social media. Yang argued that the utilization of social media apps serves four primary purposes, which can be used as entertainment, to socialize, share information, and academically.⁵ It means that social media also has an effect on academics. Students tend to like new things that are in accordance with their daily lives, for example using a social media application. Social media usage in education is not a new phenomenon. Many researchers use social media applications as learning media, for example Saleh who used Instagram as their medium to foster EFL students' English writing skill,⁶ Facebook was used by Nurmy to study English as a foreign language,⁷ Sah utilized Twitter to teach ESL/EFL classes,⁸ and Pratiwi used TikTok as a medium to learn English pronunciation.⁹

Recently, utilization of TikTok as medium for learning is widely used in Indonesia and even in several countries, for example in Indonesia, Herlisya and Wiratno use TikTok to improve students' speaking abilities. While, in Australia, Yang investigates the viewpoints of high school pupils about TikTok's usage for learning English, both in and out of the EFL classroom.¹⁰ Then in Malaysia, Ining uses TikTok to expand the English vocabulary of ESL

⁵ Huining Yang, 2020. "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, 162.

⁶ Mursyidah Saleh and Maemuna Muhayyng. 2021. "Instagram as Media to Foster EFL Students' English Writing Skill". *ELT WORLDWIDE Journal of English Language Teaching*. Vol. 8, No. 2. 2021.

⁷ Nurmy A. R. 2017. "Facebook as a Medium in English Learning as Foreign Language at IAIN Pontianak". *Al Turats, Jurnal Pemikiran Pendidikan Islam*. Vol. 11, No. 11. 2017.

⁸ Pramod Kumar Sah. 2015. "Let's Tweet to Learn English: Using Twitter as a Language Tool in the ESL/EFL Classroom". *Langlit, an International Peer-Reviewed Open Access Journal*. Vol. 2, No. 1. 2015.

⁹ Anggi E Pratiwi, Naura N Ufairah, and Riska S Sopiah. 2021. "Utilizing Tiktok Application As Media For Learning English Pronunciation". *Proceedings International Conference on Education of Suryakencana 2021*.

¹⁰ Huining Yang, 2020. "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". *2020 3rd International Conference on Education Technology and Social Science (ETSS, 2020)*.

students.¹¹ In addition, Xiuwen and Razali use TikTok to help EFL undergraduate students in improving their ability to communicate orally in English.¹² From these studies, TikTok has been widely used as a learning medium to improve some English skills. Therefore, it can be said that the use of TikTok as a medium for learning English is a crucial issue.

A social media explored in this research is TikTok. Tiktok is currently becoming a trend and widely used by people which has a video sharing feature with a short duration. Based on a report of Sensor Tower's Store Intelligence Data for Q1 2022, TikTok is the most downloaded app globally. This result surpassed Instagram's all-time download total of 3,5 billion in the first quarter of last year.¹³

According to the explanation above, there are several other reasons for using TikTok in this study. It is because of the phenomenon of using TikTok by students at UIN Sunan Ampel Surabaya, particularly students at the Faculty of Tarbiyah and Teacher Training, especially batch 2020. In addition, they are prospective educators. It implies that as a teacher, they need to be accustomed to using variety authentic media, such as TikTok so that it can be used to help them learn and attract students' interest in mastering learning material. Furthermore, they must prepare themselves to be professional teachers so that they can be placed anywhere they teach, including in international schools which use English in their daily activities. Therefore, it is essential that they acquire English-speaking skills through social media, one of which is using

¹¹ Audrey A. Bernard Ining. 2021. "Expanding ESL Students' Vocabulary Through TikTok Videos". *Lensa: Kajian Kebahasaan, Kesusastraan, dan Budaya*. Vol. 11 No. 2, July-December 2021. 171-184.

¹² Zhai Xiuwen and Abu Bakar Razali. 2021. "An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students". *Universal Journal of Educational Research*. Vol. 9, No. 7.

¹³ Tachta Citra Elfira and Ary Julianto. 2022. "TikTok Jadi Aplikasi yang Paling Banyak Diunduh di Dunia Pada Q1 2022, Lampau Medsos Meta". *VOI*. <https://voi.id/teknologi/162684/tiktok-jadi-aplikasi-yang-paling-banyak-diunduh-di-dunia-pada-q1-2022-lampau-medsos-meta> accessed on Tuesday, May 24th, 2022.

TikTok as a learning medium for them. It is because TikTok app can increase students' learning activities and speaking skills.¹⁴

In addition, the next reason for choosing TikTok in this study is the large number of video content creators who turn to TikTok to share their videos. TikTok is a medium that distributes various kinds of videos randomly, including one of them is a learning video. For example, many TikTok's Video content creators offer English learning content like challenges to speak English, tutorials on grammar discussions, common mistakes, how to pronounce words, and so on. Therefore, TikTok can assist in the learning of English by college students and develop their own creativity.

There are several relevant studies in this research which used to support this research with an extensive literature review on the utilization of the TikTok app for learning. The first study is according to Yang.¹⁵ This research investigates the viewpoints of high school pupils about TikTok's usage for learning English, both in and out of the EFL classroom. This research adopted a quantitative research approach. This study likewise used an online questionnaire for its instrument. Its outcomes demonstrated that secondary school students were excited about TikTok videos being implemented into EFL classroom instruction, and students are utilizing the app outside of class to enhance their English language proficiency.

Next, the second previous study is based on Zaitun et.al.¹⁶ The aim of the research was to evaluate whether pupils' spoken communication skills would increase by using the TikTok app to create a narrative description of an object, person, or place. The qualitative descriptive method was used, along with classroom action research methods. According to the study's results, using

¹⁴ Destia Herlisya and Purna Wiratno. 2021. "Having Good Speaking English Through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature (JCELL)*. Vol. 1, No. 3.

¹⁵ Huining Yang, 2020. "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". *2020 3rd International Conference on Education Technology and Social Science (ETSS, 2020)*.

¹⁶ Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's". *Jurnal Studi Guru dan Pembelajaran*, Vol. 4, No. 1. January-April 2021.

TikTok as a platform for English-speaking students may boost their confidence in the language and give them new ways to express themselves freely.

The third study is based on Ferstephanie at.al.¹⁷ The study's primary aim is to see how TikTok affects students' speaking motivation. The data is analyzed using both qualitative and quantitative methods. Its findings show that the TikTok application engaged students to interact and encouraged them to enjoy learning. When creating the content, students were allowed to voice their ideas.¹⁸

Based on some previous research, The usage of TikTok as a learning medium in English may be seen as an essential issue that needs to be investigated. Several researches have focused on TikTok, which is utilized as a medium for English learning. However, limited research has only examined the feasibility of using TikTok to teach EFL from a student perspective. In addition, several previous studies only focused on learning pronunciation, motivation in speaking, and storytelling. This research is important in order to provide information that can contribute to learning English at UIN Sunan Sunan Ampel Surabaya regarding the use of TikTok as a learning medium to help students, especially non-English majors, learn English speaking skills. As a result, this research aims to fill this gap by conducting a survey on non-English department students to find out what kind of TikTok video content that is used to learn English speaking skill. In addition, this study also aims to find out the advantages for non-English department students at UIN Sunan Ampel Surabaya in using TikTok to learn English speaking skills.

B. Research Question

Considering on the study's background, it is feasible to conclude that the research question are as follow:

¹⁷ Anggi E Pratiwi, Naura N Ufairah, and Riska S Sopiah. 2021. "Utilizing Tiktok Application As Media For Learning English Pronunciation". *Proceedings International Conference on Education of Suryakencana* 2021.

¹⁸ Jenni Ferstephanie and Theodesia Lady Pratiwi. 2021. "TikTok Effect to Develop Students' Motivation in Speaking Ability". *English Journal for Teaching and Learning*. Vol. 09, No. 02, December 2021.

1. What kinds of TikTok video content do non-English department students at UIN Sunan Ampel Surabaya use to learn English speaking skill?
2. What are the advantages for non-English department students at UIN Sunan Ampel Surabaya in using TikTok to learn English speaking skills?

C. Objectives of Study

The study's objectives may be determined from the aforementioned research questions as follows:

1. To find out the kinds of TikTok video content used by non-English department students at UIN Sunan Ampel Surabaya to learn English speaking skill.
2. To find out the advantages for non-English department students at UIN Sunan Ampel Surabaya in using TikTok to learn English speaking skill.

D. Significance of The Study

The next section elaborates on the predicted theoretical and practical value of this study's findings:

1. Theoretically

For the researcher, the results of this study may theoretically contribute to a better understanding of the use of TikTok to learn English speaking skill, especially for non-English department students. Next, the findings of this study are intended to assist students, particularly non-English department students, in learning English speaking skill using TikTok. In addition, this study is also intended to be utilized as a resource by other researchers who want to learn English speaking skills using the TikTok, so that they can better fill the gaps in their research.

2. Practically

Practically, the finding of this study is aimed at giving information and encouraging non-English department students to enjoy learning English speaking skills more through social media, especially TikTok as an online application that provides many learning videos. Furthermore, this study is predicted to help non-English department students to find out what kind of TikTok video content may be used for learning English

speaking skill. Then, this research is also aimed at helping non-English department students to find out the advantages in using TikTok to learn English speaking skills.

Besides contributing to non-English department students, this study is also aimed to be beneficial for educators. This is because many educators are creators of TikTok content videos so that they may provide learning content according to students' needs in learning English speaking skill. Furthermore, the results of this study can motivate content creators to make English speaking skills learning videos more interesting and creative.

E. Scope and Limits of The Study

By recognizing the study's background, this scope which emerged may be too broad, so it should be limited. Therefore, the scope of this study focuses on finding out what kind of TikTok video content is used by non-English department students to learn English speaking skills. The study considers non-English department students' viewpoint on TikTok English videos that may be utilized to help them in learning English speaking skill. Furthermore, the content of TikTok referred to in this study is only limited to video content on TikTok that uses English. TikTok video content that does not use English is beyond the scope of this study. In addition, to find out the kinds of videos used by non-English department students, this study limits the scope to the kind of TikTok videos according to Yu Shi who categorized the kind of videos into five categories, namely interest, talent, beauty, knowledge, and stories.¹⁹

In addition to addressing the above-mentioned scope, defining its limits is essential for this research to achieve its aims. So in this case, the researcher limits this research to non-English department students' experiences in using TikTok to learn English speaking skills. Meanwhile, things that refer to evidence, whether the English speaking of non-English department students has increased or not is beyond the limits of this study. Furthermore, to find out

¹⁹ Yu Shi and Jean-Hun Chung. 2020. "A Study on the Mobile Video Contents Application (Tik Tok)". *Journal of Digital Convergence*. Vol. 18, No. 3. 311-316.

the advantages which non-English department students get in using TikTok to learn English speaking skills, these advantages are limited based on Harmer²⁰ on the advantages of using video as a medium in learning language.

Besides that, research subject is limited to non-English department students at UIN Sunan Ampel Surabaya, precisely at the Faculty of Tarbiyah and Teacher Training, namely students from the 2020 class. The reason for the selection comes from the fact that there is a phenomenon of using TikTok by college students, especially non-English department students at the Faculty of Tarbiyah and Teacher Training, they are students from the 2020 class. In addition, students from batch 2020 were chosen because they have studied English for several semesters, for example by participating in an intensive English program, they are seeking English-learning strategies, one of which is the utilization of TikTok.

F. Definition of Key Terms

The purpose of this section is to define key terms used in this study so that the reader may effectively understand it. Herein, the researcher provides the definitions that will be elaborated on below:

1. Non-English Department Students

Non-English department students are included in the EFL students. They are all college students whose major is not in English.²¹ As it is known, EFL is an abbreviation for English as a Foreign Language. According to Berns, this term refers to the English language learner whose first and second language is not English.²² Non-English Department students are defined operationally in this research as students who are not part of English department students, in which they do not use English intensively in the learning and teaching process in the classroom.

²⁰ Jeremy Harmer. *The Practice of English Language Teaching* (3rd Edition). (London: Longman Group Ltd.). 284.

²¹ Prisilia Putri Susilowati. A thesis: *“Students’ Learning Style Preferences in English for Toefl at the Faculty of Animal Science, Universitas Gadjah Mada”*. (Yogyakarta, Sanata Dharma University, 2019). 36-37.

²² Margie Berns. *“Second and Foreign” in Second Language Acquisition/ Foreign Language Learning: A Sociolinguistic Perspective*. (Philadelphia: Multilingual Matters Ltd, 1990).

2. English Speaking Skill

Burns and Joyce both said that the process of communicating meaning between two or more individuals is called speaking.. This process includes the production, reception, and processing of information. The way it looks and what it means depends on the situation, the people involved, and the goals of the speaking.²³ English speaking skill is defined operationally in this study as a necessary language skill and need to be possessed by students to express opinions, feelings, and ideas orally, coherently, fluently, and precisely so that communication is established to achieve certain goals in an interaction with others using correct pronunciation, correct grammar and vocabulary.

3. TikTok

TikTok is a mobile media application that has the primary purpose of short-format mobile videos whose mission is to inspire creativity and bring joy.²⁴ TikTok is a kind of m-learning since it can be viewed via a mobile device. As stated by Astra, the term *m-learning* is used to describe the process of arranging learning using mobile devices. such that they may be utilized as a learning medium anywhere and at any time.²⁵ TikTok is defined operationally in this study as an online application that contains short and useful videos to inspire someone to be creative, entertaining and can be used as a learning medium.

4. The Use of TikTok

This research classifies TikTok as a social media platform used by non-English department students to learn English speaking skills. According to Nurkarima, the use of social media is a process or action

²³ Burns and Joyce. *Focus on Speaking*. (Sydney: National Center for English Language Teaching and Research. 1997).

²⁴ Tiktok. (2020). "Our Mission". *tiktok.com* (<https://www.tiktok.com/about?lang=en>, January 3rd, 2022)

²⁵ I Made Astra, Hadi Nasbey, and Aditiya Nugraha. (2015). "Development of an Android Application in the Form of a Simulation Lab as Learning Media for Senior High School Students". *Eurasia Journal of Mathematics, Science & Technology Education*. Vol. 11, No. 5. May, 2015.

performed by someone with a media that may be used to exchange information, discuss ideas, create, think, debate, and discover new friends using a smartphone-accessible online application.²⁶ The use of TikTok in this research is defined operationally as a process or activity carried out by Non-English Department students by using TikTok as a learning medium, either by watching videos or making videos to achieve learning objectives.



²⁶ Nisa Nurkarima. A Thesis: “*Pengaruh Penggunaan Media Sosial Terhadap Akhlakul Karimah dan Akhlakul Madzmumah Siswa di SMAN Kauman Tahun Ajaran 2017/2018*”. (Tulungagung, IAIN Tulungagung, 2018).

CHAPTER II

REVIEW OF RELATED LITERATURE

There are two breakdown sections in this chapter. The theories behind this research are explored in the first section which are offered in the theoretical background section. This subchapter contains the researcher's beliefs on speaking skills, media for learning English speaking skills, videos for learning speaking skills, and theories regarding TikTok. The second subchapter provides a summary of previous research. It provides a summary of all theories relevant to the research.

A. Theoretical Background

1. Speaking Skill

a. The Definition of Speaking Skill

Experts and linguists have proposed the definitions of speech. Hughes argued that speaking interactively and in line with achieving pragmatic objectives via interactive conversation with different language speakers is essential for achieving intercultural competence.²⁷ In accordance with this, Hornby described speaking is a way of expressing or transmit thoughts, emotions, opinions, and so on, by or as talking, and it includes psychological, physiological (articulator), and physical processes on the side of the speaker (acoustic). It is a tool of communication in which the speaker communicates his or her thoughts, emotions, or ideas.²⁸

Nunan asserted that speaking is an effective oral ability. It is the organized production of sounds in order to convey meaning. Occasionally, teaching is seen as a straightforward occupation. Globally, commercial language schools teach individuals who have never learned a language to talk. While speaking is entirely natural, speaking in a foreign language is quite difficult.²⁹

²⁷ Dewi Hughes. *Public Speaking*. (Jakarta: Gramedia Widiasarana, 2007), 57.

²⁸ Albert Sydney Hornby. *Oxford Advanced Dictionary*. (New York: Oxford University Press, 1998).

²⁹ David Nunan. *Practical English Language Teaching*. (New York: McGraw-Hill Companies, 2003), 48.

Speaking, according to Chaney and Burk, is a process including the use of verbal and nonverbal symbols to create and transfer meaning in a range of circumstances.³⁰ Then, Burns and Joyce said that speaking is further characterized as an interactive procedure including the production, reception, and processing of information in which meaning is constructed. Its shape and meaning depend on the environment in which it happens, the actors, and the objectives of speech.³¹

Harmer also argued that fluency in speech is the capacity to communicate, which needs not just knowing of linguistic elements, but also the capacity to comprehend language and information in real time. Thus, great thought must be given to the management of speaking turns and nonverbal communication. Since there is less time for extensive preparation, it occurs in reality. Therefore, fluency is necessary to achieve the communication aim.³² According to Cameron, It is also crucial to organize communication so that the speaker can comprehend what is being said. Since speaking is the easiest way to convey information, it is crucial that language learners learn speaking. In everyday contexts, They must be capable to speak English fluently, accurately, and politely.³³ To communicate in another language which is not my mother tongue is challenging. Thus, it is a difficult skill especially for students that are learning English.

According to Jansen, speaking is an activity to socialize. People use it to communicate information, thoughts, or viewpoints. Through speaking, the speakers can convey what they want to say. Then, the

³⁰ Ann L. Chaney and Tamara L. Burk. *Teaching Oral Communication*. (Boston: Allyn and Bacon, 1998), 13.

³¹ Burns and Joyce. *Focus on Speaking*. (Sydney: National Center for English Language Teaching and Research, 1997).

³² Jeremy Harmer. *The Practice of English Language Teaching*. (Edinburgh Gate: Longman Group Ltd, 2001), 269.

³³ Lynne Cameron. *Teaching Languages to Young Learners*. (Cambridge: Cambridge University Press, 2001), 41.

listener can then comprehend what the speakers say.³⁴ Furthermore, Miller stated that speaking is a discipline skill. It is usually what people do everyday to think and say something. Without speaking the people can not through life.³⁵ In line with that, Additionally, speaking, based on Fulcher, is the spoken use of words for interpersonal interactions.³⁶ This implies that individuals all over the globe can chat since it is something we do all the time in order to engage with others and develop great relationships in society.

To sum up, English speaking skill is defined operationally in this study as a necessary language skill and need to be possessed by students to convey opinions, feelings, and ideas orally, coherently, fluently, and precisely so that communication is established to achieve certain goals in an interaction with others using correct pronunciation, correct grammar and vocabulary.

b. The Function of Speaking Skill

The primary objective of studying a foreign language is to achieve proficiency in the target language. The majority of language students study a foreign language in order to communicate orally. Richards and Renandya support this view and assert that most people study English to better communicate with others.³⁷ Based on its function, Nunan said that speaking is a technique of communicating verbally, mostly for interpersonal objectives, and is more transactional in character.³⁸

According to Thornbury, in serving as a transactional function, speaking has two main purposes: it conveys information and it

³⁴ Mr Satit Somjai and Anchalee Jansem. 2015. "The Use Of Debate Technique To Develop Speaking Ability Of Grade Ten Students At Bodindecha (Sing Singhaseni) School". *International Journal of Technical Research and Applications*.

³⁵ Miller, Petter. 2003. *Speaking Skills for Every Occasion*. Australian authors and Australian content.

³⁶ Glenn Fulcher. *Practical Language Testing*. (Hodder Education: Google Scholar. 2003).

³⁷ Jack C. Richard and Willy A. Renandya. (Eds). *Methodology in Language Teaching*. (Cambridge: Cambridge University Press, 2002).

³⁸ David Nunan. *Second Language Teaching and Learning*. (Boston: Heinle and Heinle Publishers, 1999).

facilitates the exchange of commodities and services.³⁹ Furthermore, Richards stated that speaking as a transaction is classified into two types: speaking to exchange information and speaking to provide information.⁴⁰ Both types of transactions are often used in daily communication. For example, speaking is used between teacher and student, where speaking relates to what is said or done. In this situation, the teacher will provide an explanation so that students may comprehend the material being taught. An example of a transaction that focuses on the giving and receiving of information, goods, and services is a hotel reservation or an order for food at a restaurant. In general, some of the skills needed in speaking for transactional functions include clarifying needs or intents, explaining things, asking questions, asking for confirmation, verifying information, justifying ideas, clarifying comprehension, making comparisons, and disagreeing.

Thornbury also argued that speaking as an interpersonal function has the aim of building and maintaining social relationships.⁴¹ Usually referred to as speaking as a conversation. People encounter each other in daily life, engage in small conversation or dialogue, exchange experiences, and participate in other activities that lead to contact. Unlike speaking as a transaction, which focuses on what is said or done, speaking as an interpersonal function or interaction focuses on the speaker and how they will express themselves through oral communication. Depending on the context and the individuals, speaking in this capacity might be professional or informal. According to Richards, various skills are necessary, including the capacity to initiate and conclude conversations, choose topics, engage in small chat, joke, share personal events and experiences, take turns, interrupt,

³⁹ Scott Thornbury. *How to Teach Speaking*. (Harlow: Pearson Education Limited, 2005).

⁴⁰ Ika Wahyuni Lestari. A thesis: "*The Beliefs of Non English Department Students in Learning English*". (Yogyakarta: Universitas Sanata Dharma, 2015).

⁴¹ Scott Thornbury. *How to teach speaking*. (Harlow, Essex: Pearson Education Limited, 2005).

reply to others, and use appropriate speech patterns. To employ speaking as an interaction, speech must be understood.⁴²

In contrast to Nunan's theory regarding the function of speaking, namely for transactions and interactions, Richards postulated a third function of speaking, namely speaking as a performance.⁴³ Speaking refers to public speaking, which involves conveying information in front of an audience, as in morning, public, and discussion. Richards explained that speaking as a performance takes the shape of a monologue rather than a dialogue and is more similar to spoken language. Several skills, like presenting in the correct order, maintaining engagement with the audience, using correct opening and closing, excellent pronunciation and grammar, making an impression on the audience, must be acquired when using speech as performance.⁴⁴

c. **The Difficulty of Learning Speaking Skill**

Although speaking is sometimes a determining factor whether English learners have achieved mastery of English or not, Some students face difficulties learning how to speak at times, especially in achieving fluency. Penny Ur explained that students have difficulties that they face when speaking, including anxiety, nothing to speak, low or inconsistent participation, and mother-tongue usage.⁴⁵

1) Anxiety

What sets speaking apart from reading, writing, and listening is the need for interaction with an audience in real time. Students sometimes avoid using the target language in class because they are embarrassed by or worried about negative feedback, social

⁴² Ika Wahyuni Lestari. A thesis: *"The Beliefs of Non English Department Students in Learning English"*. (Yogyakarta: Universitas Sanata Dharma, 2015).

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Penny Ur. *A Course in Language Teaching, Practice and Theory*. (Cambridge: Cambridge University Press, 2009), 121.

stigma, or being singled out for having particularly fascinating speech.

2) Nothing to Speak

Even when students are not restricted, it is common to hear them complain that they have nothing to be said. They have no motivation to convey themselves other than a feeling of guilt.

3) Low or Inconsistent Participation

In big groups, everyone has very little downtime since one person at a time is allowed to talk if the others wish to listen. Some students tend to dominate the discussion, others rarely speak.

4) Mother-Tongue Usage

Inside a class with a significant number of students who speak the same language, it is easier to communicate with many of them. It is difficult to converse with one another, and they do not feel at ease using their native language. If students converse in small groups, it will be challenging to keep certain courses on target language track. This is especially true for classes with students who don't have much discipline or effort.

Besides that, Brown also identified several difficulties in speaking skills as follows:⁴⁶

1) Clustering

Fluent speech is phrase-based as opposed to word-for-word. Through such grouping, the learner may identify their output intellectually and physically.

2) Redundancy

When a speaker uses redundant words, it's an opportunity to elaborate on a point. Possible usefulness of this feature of spoken language for students.

3) Reduced Forms

⁴⁶ H. Douglas Brown. *Teaching by Principle an Interactive Approach to Language Pedagogy*. (New York: Longman Group Ltd, 2001), 270-271.

If a student is still struggling to understand colloquial contractions, they may end up with bad pronunciation.

4) Performances Variables

Hesitations, pauses, backtracking, and corrections may all occur in a performance if the speaker is also thinking about what they're saying.

5) Hesitation Phenomena

The phenomenon of hesitating is among the most significant distinctions between native and non-native speakers of a language are disparities in language.

6) Colloquial Language

Colloquial language has its own lexicon, idioms, and phrases that students should get comfortable with and then put into practice.

7) Rate of Delivery

When teaching students in spoken English, one of the tasks of the teacher is to help them develop acceptable speaking speed and other fluency qualities.

8) Stress, Rhythm, and Intonation

Important aspects of the English language include stress, rhythm, and intonation. Languages such as English rely heavily on stress-timed rhythm and intonation patterns to communicate meaning.

9) Interaction

The most useful aspect of effective communication would be lost if one learned to create words in an avalanche without interlocutors (the originality of conversational bargaining).

d. The Components of Speaking Skill

What learners need to know, according to Tarone and Yule, is a description of the communicative behavior of native speakers of the target language. Theorists in this subject often

feel that a comprehensive understanding of what learners comprehend must include both linguistic and communicative abilities. At least four components contribute to good communication. Components of grammar, sociolinguistics, strategy, and discourse are covered.⁴⁷

1) Grammatical competence

Grammatical competence include knowledge of phonological and grammatical structures, or forms, of language, as well as the capacity to generate and comprehend such patterns in speech and writing.

2) Sociolinguistic competence

Sociolinguistic competence is defined as the capacity to develop and comprehend language that is acceptable for various social circumstances and corresponds to the etiquette of those situations.

3) Strategic competence

Strategic competency is the potential to properly communicate information in a language, such as describing a referent such that the hearer may accurately identify it.

4) Discourse competence

Discourse competence should be seen as knowledge of the text's structure (rather than knowledge of the text's content, which involves both written and spoken texts), hence it is more appropriate to consider it a component of sociolinguistic competence. Consequently, discourse analysis focuses on language used in social contexts, namely exchanges or conversations between speakers.⁴⁸

⁴⁷ Elaine Tarone and George Yule. *Focus on Language Learner*. (New York: Oxford University Press, 1995).

⁴⁸ Birgit Harley, Patrick Allen, Jim Cummins, and Merrill Swain. *The Development of Second Language Proficiency*. (Cambridge: Cambridge University Press, 1990).

Harris classified components of speaking into five categories:⁴⁹

1) Comprehension

A person must be able to respond to and start conversations in oral communication.

2) Grammar

Obviously, a certain amount of grammatical proficiency and vocabulary is required to speak a foreign language. Grammar refers to The study of sounds and sound structures, as well as the principles for combining them into new sentence.⁵⁰ As a consequence, grammar is of the utmost importance in speech, as people cannot speak English effectively if they are unaware of its grammatical structure.

3) Vocabulary

According to Hornby, a range of terminology that a person in a trade, career, etc. knows or uses. If a person has inadequate or restricted language skills, he or she cannot adequately communicate or explain their thoughts orally or in writing. Vocabulary therefore has an impact on the right diction employed in communicating.

4) Pronunciation

For speaking to be successful, pronunciation is essential; without it, it would be difficult for the listener to understand and retain the speaker's message. Pronunciation, according to Luoma, can point to different sounds, pitch, speed, loudness, pause, stress, and intonation.⁵¹

5) Fluency

⁴⁹ David Harris. *Testing English as a Second Language*. (New York: Mc. Graw. Hill Book Company, 1974).

⁵⁰ Victoria Fromkin and Robert Rodman. *An Introduction to Language*. (New York: Harcourt Brace College Publishers, 1998), 14.

⁵¹ Sari Luoma. *Assessing speaking*. (New York: Cambridge University Press, 2004).

Fluency, according to Hornby, is the ability of someone to communicate his thoughts effortlessly and without barriers. Even if they makes faults in grammatical pronunciation, students are permitted to speak freely.⁵²

According to J. B. Heaton, speaking consists of three components:⁵³

1) Accuracy

Accuracy in speaking includes using the right words and pronouncing them correctly. It is the framework for evaluating communicative competence in general. Students' ability to perform a conversation with grammatical control as part of their learning objectives may be used as a measure of their success in a public speaking class.

2) Fluency

Oral proficiency is the fundamental objective of developing productive speaking abilities. Speaking fluently means that your speed of speech is just right, neither too fast nor too sluggish. The characteristics of a native speaker's speech, such as pauses, rhythm, intonation, speaking pace, interjections, and interruptions, are what we mean when we talk about fluency.

3) Comprehensibility

The comprehensibility refers to the capacity to comprehend the subject material after extensive repetition and rephrasing. Increasing one's level of understanding is an act of comprehension. Comprehensibility is one of the criteria used to grade speakers on how well they understand their interlocutor.

⁵² Ibid. 330.

⁵³ John Brian Heaton. *Writing English Language Test: New Edition*. (New York: Longman Inc, 1998), 100.

The following elements, according to Harmer, are necessary for the development of spoken English:⁵⁴

1) Language Features

The following components are necessary for spoken output::

a) Connected Speech

The speaker must create separate phonemes and use linked speech.

b) Expressive Devices

To be a successful communicator, students may use several suprasegmental features and tools.

c) Lexis and Grammar

In performing certain language functions, the speaker is able to employ a range of common lexical terms.

d) Negotiation Language

The language used by negotiators to ask for an explanation and illustrate the pattern of others' opinions.

2) Mental/ Social Processing

Successful productivity in speaking also rely on the speaker's ability to quickly process information, such as:

a) Language Processing

Language process refers to the way in which speakers process language in their thoughts and place it in a coherent order so that it may be expressed in the desired forms.

b) Interacting With Others

The speakers are good listeners, aware of the feelings of others, and be able to take turns speaking or allowing others to speak when necessary.

c) Processing of Information

⁵⁴ Jeremy Harmer. *The Practice of English Language Teaching (Third Edition)*. (London: Pearson Education Limited, 2001). 269-270

It is the capability to analyze and react to information offered or received.

Welty identified speaking as one of the four most important linguistic abilities because of its central role in interpersonal communication, it is crucial for everyday life. While speaking, the following conditions must be met:⁵⁵

1) Pronunciation

Pronunciation is the capacity to generate easily understood links. These fundamentals are included in the primary body of pedagogy to assist students acquire pronunciation. The first is a command to create and mimic such a sound without further elaboration. The second is language acquisition, which involves specialized activities like employing words or phrases to practice sounds, sound sequences, stress patterns, rhythms, and intonations. Practical phonetics, which contains explanations of linguistic organs, sound descriptions, stress, rhythm, and intonation, is the third category.

2) Grammar

The arrangement of sentences, phrases, and individual words in a particular natural language is governed by a set of rules known as grammar. These principles are likely to be crucial. According to grammatical experts, it is hard to acquire a language without grammar due to this kind of solid structural pattern.

3) Vocabulary

The correct word in communication is vocabulary. Vocabulary refers to a group of terms that are appropriate for the topic being discussed. There are two categories of vocabularies: a private class for prepositions, pronouns, and conjunctions, and a public class for all other terms.

⁵⁵ Welty, D. and Dorothy, R. W. *The Teacher Aids in the Interlocutor Team*. (New York: McGraw Hill Companies, 1976).

4) Fluency

The intricacy or flow of interrelated sounds, syllables, words, and phrases is the definition of fluency. The most successful speech system operation attained by pupils to date is fluency. It refers to someone who can communicate themselves in a language rapidly and without trouble.

5) Comprehension

Comprehension refers to how well a person understands a language; it may be improved through reading, listening to others, and answering questions. Furthermore, understanding is the capacity to thoroughly comprehend and grasp circumstances, facts, and so on. It is the capacity to comprehend the speaker's objectives as well as his overall meaning.

Vanderkevent says that fluency in speaking skills is made up of three parts:⁵⁶

1) The Speakers

The people who make sound are called "speakers." They can be used to tell someone what you think or how you feel. So, if there are no speakers, the point of view, feelings, or thoughts won't be heard.

2) The Listeners

Listeners are the people who hear or feel what the speaker says. If no one is there to listen, the speaker will write down what they want to say.

3) The Utterances

The speakers' utterances are the words or phrases they use to say what they think. If there is no speech, both the person speaking and the person listening will use sign language.

⁵⁶ Vanderkevent. *Teaching Speaking and Component of Speaking*. (New York: Cambridge University Press. 1990).

Those components discussed above must be examined in order to become good communicators. A good speaker knows how to speak and how language works, such as grammar, diction, how to express oneself while speaking, and so on. Therefore, any language teaching program that promotes speaking skills should integrate all of the criteria stated above.

e. Learning Speaking Skill for College Students

According to Article 9 paragraph 2 of National Education Standard No. 19/2005, higher education must include English as a core subject taught at universities or colleges.⁵⁷ Today's graduates should be able to compete in the globalization age where mastery of foreign languages is an additional strength and necessity. In learning English, students must grasp English's four macro skills: speaking, reading, listening and writing. Speaking is the most important of the four skills in gaining success in communicating.

Learning to speak is important for students. Morereal et al. claims that there are numerous speaking skills that are seen as essential for college graduates to have basic communication skills, message and organization development, context and situation analysis, and message support are all required of college graduates, types of messages, interpersonal and group communication, information exchange, conversation management, communication codes, and evaluation of spoken messages.⁵⁸ It may be concluded that speaking is really crucial in learning for students, and they must have these skills.

⁵⁷ Ika Wahyuni Lestari. A thesis: *"The Beliefs of Non English Department Students in Learning English"*. (Yogyakarta: Universitas Sanata Dharma, 2015).

⁵⁸ Ibid.

2. Media for Learning English Speaking Skill

a. The Definition of Media

The word "media" refers to any technology that has the potential to be used in order to communicate information or knowledge to the general audience. According to the definition that Smaldino and his colleagues came up with, the media is both a mode of communication and a collection of information.⁵⁹ The messages that are communicated by the media have an educational purpose. For the benefit of the learners, the media will distribute information, skills, attitudes, knowledge, or other resources that will help learning. This will be done with the intention of supporting both the teacher and the student in effectively comprehending the material being presented. Many media are often observed in everyday life, such as television, radio, books, records, and computers/laptops.

According to Brinton, As a medium for language learning or instruction, media has surely always helped the work of both instructed and uninstructed learners.⁶⁰ To increase the quality of education, media must be used to guarantee successful communication. In Arsyad, media is the plural of medium, according to Heinich et al. The word "medium" refers to an intermediate or introduction between the sender and the recipient in a communication.⁶¹ Following that, Miarso defined learning media as all that may be used to convey a message in order to stimulate students' emotions, ideas, willingness, and attention and assist the learning process.⁶²

⁵⁹ Sharon E. Smaldino, Deborah L. Lowther, James D. Russell. *Instructional Technology and Media for Learning (9th Edition)*. (New Jersey: Prentice Hall, 2007).

⁶⁰ Donna M. Brinton. *The Use of Media in Language Teaching*. (New York: Thomson Learning Inc, 2001).

⁶¹ Azhar Arsyad. *Media Pembelajaran (3rd edition)*. (Jakarta : PT. Raja Grafindo Persada, 2011).

⁶² Yusufhadi Miarso. *Sowing Educational Technology*. (Jakarta: Kencana Prenada Media Group, 2009).

According to the definition above, media are all means of communication, whether written or audiovisual, as well as their instrumentation around pupils that might send messages that drive them to study. Media may provide a good contribution to the teaching and learning process by providing clear context, meaning, and direction, which helps motivate students to learn English.

Based on Smaldino et.al., media play the following five functions in learning:⁶³

1) Thematic Instruction

Thematic teaching refers to instructors' methods of structuring their lessons around subjects. A good topic must captivate and retain students' interest, give problem-solving opportunities, encourage interdisciplinary activities, and use a range of media and technologies.

2) Portfolios

A student's portfolio is a collection of work from the last academic year that demonstrates that student's development. Student-created multimedia presentations, animated shorts, and illustrated books are some examples of work that may be found in portfolios.

3) Distance Education

Distance education is a way to learn that is becoming more and more popular all over the world. A unique thing about remote education is that the teachers and students are not in the same room at the same time. So, course information has to be taught with the help of teaching materials.

4) Instructor-Directed Learning

⁶³ Sharon E. Smaldino, Deborah L. Lowther, James D. Russell. *Instructional Technology and Media for Learning (9th Edition)*. (New Jersey: Prentice Hall, 2007).

One popular use of media in the classroom is to supplement the instruction of a live teacher. Well-made media can improve and encourage learning, and they can also help teachers do their jobs.

5) Learner-Directed Learning

When a classroom instructor is too preoccupied to provide individual attention, students might still benefit from the usage of media in their formal education with other students or can't be there. For this purpose, the media is often packed: goals are set, help is given to reach goals, resources are gathered, and instructions for self-evaluation are given.

It may be deduced from the preceding discussion that the The use of various forms of media is very important to both the teaching and learning of English. By infusing aspects of real life into the learning process, the media may function as realism and motivate students to study. It has been well recognised that media is very advantageous and indispensable to the teaching and learning processes.

b. The Types of Media

According to Alessi, there are five distinct categories of media. The first category consists of human-based media, such as teachers, instructors, and tutors. The second category includes print-based material such as books, manuals, workbooks, and handouts. The third category consists of visual material, including books, charts, graphs, maps, transparencies, and slides. The fourth kind of media is audio-visual media, which includes videos, films, slide-tape shows, and television. The fifth category is computer-based media, which includes CAL (Computer-Assisted Learning), interactive video, and hypertext.⁶⁴

⁶⁴ Stephen M. Alessi and Stanley R. Trollip. *Multimedia for Learning*. (New York: Allyn and Bacon, 2001).

Based on that opinion, There are many different kinds of media that can be used to teach and learn. However, the researcher believes that videos, particularly TikTok videos, may be utilized to acquire English speaking skills. According to Richards and Renandya, exposing students to actual language via audio-visual stimuli and chances to utilize the language is one strategy to increase student participation in class discussions.⁶⁵ Utilizing audiovisual materials helps and encourages the learning of a foreign language. Audio-visual stimuli provide opportunities for learners to gain knowledge via audio and visual experiences, therefore enhancing their speaking skill. The following section will provide specifics about videos.

3. Video For Learning English Speaking Skill

a. The Definition of Video

Newby et al. describe videos as the presentation of recorded images on a screen similar to that of a television. A video may be any kind of media that utilizes a cathode-ray screen to display an image.⁶⁶ In addition, Richards and Renandya said that video is an extraordinarily rich media, since it contains a vast array of visual features and aural experiences in addition to spoken words. This indicates that video consists of both visual and audible effects.⁶⁷

Harmer argued that video is not only a valuable medium for seeing language in use, such as understanding, as students can observe the broad meanings and emotions communicated with expression, gestures, and other visual signals, but it also bridges the gap between cross-cultural comprehension. When they ask someone out on a date, they will use body language that is typical in the United Kingdom and

⁶⁵ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press. 2002).

⁶⁶ Timothy J. Newby, Donald R. Stepich, James D. Lehman, and James D. Rusell. *Instructional Technology for Teaching and Learning: Designing Instruction, Integrating Computers, and Using Media* (2nd Ed.). (Columbus, OH: Prentice-Hall. 2000). 102.

⁶⁷ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press. 2002). 364.

also study how Americans interact with wait staff. He said that the capacity to create is possessed by a video. Students are able to create work that is one of a kind and enjoyable when professors give them permission to utilize their own personal video cameras. Students often demonstrate a higher level of engagement when they are given the chance to see language being used in addition to hearing it.⁶⁸

Moreover, Harmer then argued that Video is a great medium for teaching English, because It may explain how the language is used naturally in a range of communication contexts, thus aiding students' comprehension of the language.⁶⁹ According to Zingir Gülten, videos may also enhance student participation in the learning process since they provide audiovisual material that instructors can utilize to motivate students to participate in classes.⁷⁰ In addition, Wang asserted that EFL students might experience a more realistic language-learning environment, have their interests peaked, and increase their speaking ability with the aid of authentic video resources.⁷¹

The usage of video in the realm of education is not new. Rapid technological development encourages the usage of video clips among young people. Students as a young generation may explore YouTube, Instagram, Twitter, TikTok, and Facebook, among others, for information on the increasing popularity of online video clips. Since decades, the usage of videos has increased and contributed to the enhancement of learning and teaching.

The current tendency, according to Smaldino, Lowther, and Russell, is to provide video information in shorter, manageable chunks

⁶⁸ Jeremy Harmer. *The Practice of English Language Teaching (Third Edition)*. (London: Longman. 2001).

⁶⁹ Jeremy Harmer. *The practice of English Language Teaching*. (Harlow. England: Pearson Education ESL. 2007).

⁷⁰ Aysegül Zingir Gülten. 2017. Trainees' Perceptions of Video Use in English Language Teaching: Digital Natives' Turn. *International Journal of Social Sciences and Education Research*. Vol. 3, No. 1. 250.

⁷¹ Zhogang Wang. 2014. An Analysis on the Use of Video Materials in College English Teaching in China. *International Journal of English Language Teaching*, Vol. 2, No. 1. 23–28.

that instructors may assemble in a variety of ways to fit various purposes.⁷² Furthermore, According to Richards and Renandya, it is preferable to produce short (3-5 minute) video pieces properly and in order rather than playing a lengthy sequence, which will probably cause the pupils to watch less attentively.⁷³

According to Berk, A short video clip can have a big effect on how students feel, what motivates them, and how they act.⁷⁴ According to Harmer, one- to four-minute long short video sequences may provide a variety of tasks, show a gratifying range of language, be easy to use, and be extremely motivating.⁷⁵ Short video segments are clearly more successful in the learning and teaching process.

Depending on this description, this study believes that TikTok, a social-based, music-supported 15-30 second short video platform, may also be utilized to teach English speaking abilities, especially to non-English department students.

b. The Advantages of Video

Videos provide the advantages of achieving essential goals such as capturing students' attention, encouraging language usage, giving students actual listening experience, and improving their understanding of certain language concepts or other communication elements are all goals. Alessi said that that video is an effective way to learn and teach. It's hard to show how people act in social situations. For example, how body language influences communication is

⁷² Sharon E. Smaldino, Deborah L. Lowther, James D. Russell. *Instructional Technology and Media for Learning (9th Edition)*. (New Jersey: Prentice Hall, 2007). 310.

⁷³ Jack C. Richards and Willy A. Renandya. *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge: Cambridge University Press. 2002). 165.

⁷⁴ Ronald Alan Berk. 2009. Multimedia Teaching with Video Clips: TV, Movies, YouTube, and mtvU in the College Classroom. *International Journal of Technology in Teaching and Learning*. Vol. 5, No. 1. 1-21.

⁷⁵ Jeremy Harmer. *The Practice of English Language Teaching (Fourth Edition)*. (London: Pearson Longman ELT. 2007). 283.

difficult to explain to students just by telling them or showing them pictures. This page also has a video that will get you going.⁷⁶

According to Stempleski and Tomalin, the utilization of videos has a number of purposes, including the following:⁷⁷

1) Motivation

The learners' curiosity is piqued when language is presented in an animated video. The usage of video in the classroom provides pupils with real-life experiences.

2) Communication

The usage of video improves students' communication skills in the target language.

3) Non-verbal Aspects of Communication

Video enables this to be seen in action and any point to be paused for in-depth analysis of nonverbal communication.

4) Cross-Cultural Comparison

Student understanding of cultural differences is enhanced by the utilization of videos.

They also stated the following goals for using videos in the teaching and learning process: active viewing of these videos engages students in watching video content and introduces them to the topic of each sequence.⁷⁸ Stempleski and Tomalin stated that the utilization of videos is applicable to all levels of pupils. The video may be utilized as supplementary study for language learning and skill development, for which sufficient content is available.⁷⁹

With the advancement of educational technology, video is no longer confined to the conventional classroom; students may now view videos anywhere and at any time. For instance, using TikTok.

⁷⁶ Stephen M. Alessi, and Stanley R. Trollip. *Multimedia for Learning*. (New York: Allyn and Bacon, 2001).

⁷⁷ Susan Stempleski and Barry Tomalin. *Video in Action: Recipes for Using Video in Language Teaching*. (London: Prentice Hall, 1990). 3-4.

⁷⁸ Ibid. 6-7.

⁷⁹ Ibid. 4.

TikTok as a social media program that can be used on both Android and iOS devices, allowing students to view videos on TikTok at any time and place. Harmer claimed that employing video in the teaching and learning process has several benefits, like as:⁸⁰

1) Seeing language-in-use

The learners can not only hear but also visualize the language. They can understand the overall meaning and emotions expressed by facial expressions, body language, and other visual cues.

2) Cross-cultural awareness

Students' cross-cultural awareness enables them to see issues outside the classroom. Videos also provide pupils with the opportunity to view the types of cuisine and clothing consumed in various cultures.

3) The Power and Creation

Students who record their own videos have a chance to create something creative and engaging.

4) Motivation

Most students are more invested when they can see language in action in addition to hearing it, especially when this is coupled with speaking competence.

In addition, according to Oddone, the advantages of employing movies in the language classroom are as follows:⁸¹

1) Videos give examples of real language and may be completely used with the teacher's supervision.

2) Videos provide access to objects, locations, people's conduct, and events.

⁸⁰ Jeremy Harmer. *The Practice of English Language Teaching* (3rd Edition). (London: Longman Group Ltd.). 284.

⁸¹ Christina Oddone. 2011. Using Videos from Youtube and Websites in the Classroom. *Studies About Languages: English Educational Journal*. No. 18.

- 3) Authentic content is frequently highly inspiring since people like learning about "real things."

Students are acquainted with popular video-sharing services, and learning does not seem to be mainly associated with formal instruction. Video provides certain advantages for language acquisition. They give real language examples and may be completely used along with instructor's guidance. Videos have an enticing effect in the language classroom, particularly when the tasks are focused in short videos. Sherman said that video is the media of today and that people watch videos more than they read written content. Watching videos uses two senses at once: seeing and hearing. It also makes you curious about what words mean. Furthermore, authentic material is frequently extremely stimulating since people like learning about real things. Teachers may employ audio-visual materials for a number of purposes, including for entertainment, spoken language instruction, language modeling, assisting students in understanding cultural differences, serving as a springboard for future study, or acting as a moving picture book. You may watch videos to view objects, locations, people acting, and events. Sherman said that some types of films are particularly beneficial for tasks or the study of other topics because of the way they are produced.⁸²

It is evident from the above arguments that videos offer several advantages. Language acquisition may be aided by watching videos. Students may learn a language by examining native speakers' facial expressions as well as listening to how they pronounce certain words. They may also learn about culture from different nations, such as what other people dress and consume. Furthermore, through viewing movies, students might become more curious and intellectually stimulated.

⁸² Jane Sherman. *Using Authentic Video in the Language Classroom*. (Cambridge: Cambridge University Press. 2003).

It is not unexpected that the present generation can only communicate in a foreign language via online courses or through the technological tools that they have nowadays. People are able to communicate in English because they have spent their days listening to the music, watching a movie, viewing YouTube videos, playing a game, viewing memes, and so on. The researcher claimed in this study that educational media should be employed in the learning process. Therefore, the researcher used TikTok as a learning media in order to discover the types of TikTok video content used by non-English department students at UIN Sunan Ampel Surabaya to learn English speaking skills, as well as the benefits that non-English department students at UIN Sunan Ampel Surabaya gain from learning English speaking skills through TikTok. It was intended that the knowledge and materials generated and presented would be of use and would encourage students to be more creative.

4. The Use of TikTok in English Learning

a. Social Media for Language Learning

Life is evolving as a consequence of the exponential expansion of information/communication technology, altering the skills required by future jobs and how individuals study to prepare for these upcoming vocations. As digital gadgets become more inexpensive to the majority of people, they become more integrated into people's everyday lives, including education. Most people in the world use social media, which is one of the most popular digital technologies. The expanding number of social media users creates additional options for contextual learning. According to Ansari and Khan, this is due to their ability to deliver relevant information, share knowledge, ideas, opinions, and life experiences, as well as help for obtaining course materials, video clips, material transfer, and instructional

notes.⁸³ According to Puspawati et al., in the increasingly fragmented society of the twenty-first century, social media can provide social connectivity in everyday human life by facilitating communication, interaction, and collaboration, all of which are 21st-century skills that should be developed to prepare students for their future.⁸⁴

Based on Data Reportal, some of the most widely used social media in Indonesia in 2022 are YouTube, Facebook, Instagram, TikTok, Facebook Messenger, Twitter, LinkedIn, and Snapchat.⁸⁵ These types of social media technology are free and simple to use. That is also one of the reasons why most people utilize it at all times and in all places. Despite social media was not designed exclusively for academic reasons, it has captured the interest of educators, particularly in the field of English language teaching. Several studies have been undertaken to determine if social media can be utilized to learn English. According to Basoz, social media provides students with an intensive English language atmosphere that facilitates their learning.⁸⁶ English is widely used in social media since it is regarded as an international language. The dynamic English environment offered by social media exposes pupils to an English-rich setting that supports their language development.

Aside from offering a platform for learners to be introduced to the English world, several ELT researchers exploring social media discovered that social media might help students reduce their

⁸³ Jamal Abdul Nasir Ansari and Nawab Ali Khan. 2020. "Exploring the Role of Social Media in Collaborative Learning the New Domain of Learning". *Smart Learning Environments*. Vol.7, No. 9. 1-16.

⁸⁴ N W N Puspawati , N K A Suwastini , J V Hutapea , G R Dantes and N L P S Adnyani. 2021. "Consumption and Production of Short Film: toward the Conceptualization of Multimodal Language Learning for Developing 6Cs Skills in the Digital Age". *Journal of Physics: Conference Series*. 1810/1/(2021) 012054, 1-6.

⁸⁵ Dicky Prasetya, 2022. "Jumlah Pengguna Media Sosial Indonesia Capai 191,4 Juta per 2022". *Suara.com*. Accessed on Sunday, May 22nd, 2022. At 21.10. <https://www.suara.com/teknologi/2022/02/23/191809/jumlah-pengguna-media-sosial-indonesia-capai-1914-juta-per-2022?page=all>

⁸⁶ Tutku Basoz. 2016. Pre-service EFL Teachers' Attitudes towards Language Learning through Social Media. *Procedia - Social and Behavioral Sciences*, 232(2016), 430–438.

emotional filters. Zayed and Al-Ghamdi stated that negative psychological elements such worry, lack of enthusiasm, monotony, and dissatisfaction have a substantial impact on the language learning process of pupils.⁸⁷ According to Sharma, a research study found that social media use has lowered students' emotional factors when studying English since it allows them to focus on acquiring necessary language skills.⁸⁸ Furthermore, Mubarak stated that social media increases students' self-determination and drive to utilize English in their everyday lives.⁸⁹

Social media has a favorable influence on pupils' English learning. The enthusiasm of new generation users, particularly university students, is satisfied by social media. Students may use social media to connect and interact with friends and individuals all around the globe. Students may use social media to learn more and share their knowledge with others. The second advantage is that social media delivers a wealth of up-to-date information or expertise. Students get a lot of information and knowledge through social media by reading or viewing certain information. The third advantages of social media is that can encourage learners to be creative. This is due to the abundance of options for learning English on social media. They include photographs, videos, quotations, and other media. Students may be creative in their content creation, such as creating images or movies.⁹⁰

⁸⁷ Jihan Zayed and Huda Al-Ghamdi. 2019. "The Relationships among Affective Factors in Learning EFL: A Study of The Saudi Setting". *English Language Teaching*. Vol. 12, No. 9. 105.

⁸⁸ Vipin Sharma. 2019. "Saudi Students' Perspective on Social Media Usage to Promote EFL Learning". *International Journal of Linguistics, Literature and Translation (IJLLT)*. Vol. 2, No. 1. 129-139.

⁸⁹ Amin Ali Al Mubarak. 2016. "Learning English as a Second Language through Social Media: Saudi Arabian Tertiary Context". *International Journal of Linguistics*. Vol. 8, No. 6. 112.

⁹⁰ Rahmawati Dwi Handayani, Muh Syafei, Aisayah Ririn Perwikasih Utari. 2020. "The Use of Social Media for Learning English". *PROMINENT Journal*, Vol. 3, No. 2, July 2020. 313-314.

b. The definition of TikTok

TikTok was introduced by Zhang Yiming in 2016 as a social media on video platform and owned by ByteDance. This app is very popular in China and it used to be called Douyin. Then, Douyin spread to some countries with a new name, it is called TikTok. The Tik Tok app is a socially based, music-supported short video platform of 15-30 seconds. The Tik Tok application is used to record, edit and upload to several social media so that it can be seen by friends, both fellow users of the TikTok application and those who are not users of the TikTok application, what distinguishes it from other social media is the TikTok application has various various features that users can enjoy, such as the special effects consisting of shaking and shivering which function to create an interesting video, besides that it is equipped with background music from various famous artists from around the world, and facial features that users can enjoy, make videos with a variety of unique facial appearances ranging from funny, scary, sad, angry and others. In addition, what distinguishes it from other applications is that the videos uploaded on the TikTok platform have their own watermark in the form of the username or the owner of the TikTok account.

In 2017 TikTok also came to Indonesia. Just like in other countries, this video application also attracts a lot of attention from various groups. TikTok has been downloaded 700 million times in 2019, according to a Sensor Tower report. It makes TikTok superior to Facebook. TikTok is also second only to Whatsapp in terms of downloads, at 1.5 billion.⁹¹ This application was ranked the top application on Google's Play Store in Indonesia in 2018. Furthermore, TikTok is also the most entertaining application category. However,

⁹¹ Wahyunanda Kusuma Pertiwi. (2020). "Di Balik Fenomena Ramainya TikTok di Indonesia". *Kompas.com* (<https://tekno.kompas.com/read/2020/02/25/11180077/di-balik-fenomena-ramainya-tiktok-di-indonesia?page=all>, accessed on January 5th, 2022)

TikTok was forbidden by the Ministry of Communication and Information (KOMINFO) in mid-2019 because of undesirable content, particularly for kids. This application was blocked for a week, from July 3 to July 10, 2018.⁹²

The presence of Tiktok has undoubtedly opened up the creativity of many young people. No wonder, if the videos they make are good and creative. Not only entertainment, but also educational and informative. TikTok has arrived as a fresh innovation in social media by offering a vertical approach. This application has several advantages, including the fact that TikTok users, also known as Tiktokers, can use music without fear of violating the owner's copyright. The TikTok algorithm also increases the popularity of this app. Unlike YouTube or Instagram, the TikTok algorithm may promote user content to everyone, regardless of the amount of followers, by learning the routines of active users quicker than For Your Page (FYP). Simply put, the Tiktok system in order to get feedback from the audience is that apart from interesting and quirky videos, the Tiktok algorithm has installed anyone who uses hashtags, locations, music choices and likes videos, people will get a lot of feedback.

When compared to other platforms, TikTok stands out even more; TikTok is similar to YouTube in terms of video content consistency. TikTok, like Facebook and Twitter, has a primary menu that links straight to other people's Feeds, which on TikTok is also known as the For Your Page (FYP) menu and is simple to use. TikTok, like Netflix, provides material to its customers through a recommendation algorithm rather than via Friends or Followers. Furthermore, TikTok

⁹² Ibid.

is similar to Snapchat and Instagram in that it can only be created using our smartphone.⁹³

In conclusion, TikTok is a social media app and music video platform that enables users to create, edit, and share short videos with a variety of filters and musical accompaniment. With this app, users can freely express their imagination and thoughts via short video. Lastly, TikTok is a one-of-a-kind social media platform that integrates many different social media qualities in one application, making TikTok a breath of fresh air in the world of social media in this new decade. Even if we try to resist it, TikTok will gradually affect the way we interact.

c. **TikTok as the Media for Learning English**

Technological advances provide chances for the growth of social media. As a result, social media has become incredibly popular and extensively utilized by the general public. It has several functions in education and may serve as a tool for learning English. Sharma stated that social media apps are helpful for increasing EFL students' English skills and boosting their motivation to learn.⁹⁴ Then, Gupta and Bashir explained that the following are the four primary aims of social media. Used for amusement, socialization, information, and academic objectives.⁹⁵ It is no surprise that TikTok is rapidly rising to the top of the social media app ranks. TikTok offers several advantages and efficiency in its use, one of them is an application that can be used using a mobile phone. In other words, it can be said that TikTok is also m-learning. M-learning, as defined by Saedah Siraj and Vijay in

⁹³ Baharian Diko. (2021). "TikTok, Aplikasi yang Mengubah Dunia Sosial Media". *Website Resmi Himpunan Mahasiswa Sistem Informasi ITS*. (<https://arek.its.ac.id/hmsi/2021/09/08/tiktok-aplikasi-yang-mengubah-dunia-sosial-media/>, accessed on March 1st, 2022)

⁹⁴ Vipin Sharma. 2019. "Saudi Students' Perspective on Social Media Usage to Promote EFL Learning." *International Journal of Linguistics, Literature and Translation (IJLLT)*. Vol. 2, No. 1. January 2019.

⁹⁵ Gupta, Savita, and Liyaqat Bashir. 2018. "Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context." *Turkish Online Journal of Distance Education*. Vol. 19, No. 4, October 2018. 214–27.

Astra, is the use of personal mobile phones to organize learning such that it may be used as a learning medium anywhere and at any time. As a result, most educational institutions undertake online learning through the use of technology, including online platforms and social media apps, with the purpose of guaranteeing that students do not miss out on knowledge and may be accessed wherever and anywhere.

Using the TikTok teaching and learning process provides a number of advantages. Afidah argued that TikTok may be utilized as a fascinating and novel learning medium with the correct application and strategy due to its different qualities. With the proper use and technique, TikTok may be utilized as an attractive and innovative learning medium. These features are attractive and acceptable for the millennial age, making Tik Tok the ideal medium for students to convey their views in a good and informative manner. Videos for research tasks, language study, public speaking, and other purposes, for example.⁹⁶ Aji and Seiyadi added that the students are interested in the TikTok application due to its novelty and the big number of TikTok users from a variety of age groups. In addition, TikTok reflects the development of maturity and experience, as well as the attributes of students who are members of the millennial generation, especially college students who are committed to and involved in the digital world, particularly social media.⁹⁷ Furthermore, The TikTok application is a mobile learning-based learning media because it can be run on Android and iOS-based smartphones. So that learning medium can be operated anytime and anywhere. This is similar to O'Malley's concept of mobile learning in Purbasari, in which When learners employ mobile technological gadgets, they are not confined

⁹⁶ Nurul Afidah, Novia Kumala Sari, and Hanifah. 2021. " Investigating Students' Perspectives on the Use of TikTok as an Intructional Media in Distance Learning During Pandemic Era". *Dinamika*. Vol. 6, No. 2. 2021. 53-54.

⁹⁷ Wisnu Nugroho Aji and Dwi Bambang Putut Setiyadi. 2020. Aplikasi Tik Tok Sebagai Media Pembelajaran Keterampilan Bersastra. *Metafora: Jurnal Pembelajaran Bahasa Dan Sastra*. Vol. 6, No. 2, 147–157.

to a single place or set of learning activities.⁹⁸ In addition, Wahyuni and Kunci stated that speaking is the skill of pronouncing articulation sounds to state, express, or impart goals, ideas, opinions, and feelings. Meanwhile, the technique of expressing opinions, concepts, or goals through speaking on behalf of each individual differs. As a result, learning media must be created.⁹⁹

Precisely in terms of increasing students' general speaking abilities The TikTok app allows users to integrate background noises into the app for ease and customization. Based on these characteristics, the TikTok application analyzes words that communicate, express, or convey intents, ideas, thoughts, and feelings that are collated and evolved in response to listeners' demands.

d. TikTok Video Content

There is a lot of interesting and creative video content that appears on TikTok's timeline. Some users create funny content for entertainment, some people use it as a medium to show their presence, some have this application only for entertainment, namely watching videos that appear on the page. By these reasons, many people are attempting to create interesting videos for many other users to like, including videos with song lyrics, video vlogs, conversation videos, video podcasts, tutorial videos, videos containing tips, video containing a snippet from the movie, learning videos, animation videos, and news video. Some of these videos, the majority of which are in English, may be utilized to enhance English-speaking skills.

⁹⁸ Rohmi Julia Purbasari, M. Shohibul Khafi, and Mahmudin Yunus. 2013. "*Pengembangan Aplikasi Android Sebagai Media Pembelajaran Matematika Pada Materi Dimensi Tiga Untuk Siswa Sma Kelas X*". (Malang: Universitas Negeri Malang, 2013).

⁹⁹ Safrihady and Wahyuni Oktavia. 2015. Inovasi Model Partisipasi Solusi (Partisol) Untuk Meningkatkan Keterampilan Berbicara Siswa. *Seminar Nasional Pendidikan Bahasa Indonesia*, 2477–2636.

According to Yu Shi, short videos on the TikTok platform may be categorized into five categories based on their content: Interest, Talent, Beauty, Knowledge, and Stories.¹⁰⁰

1) Interest

In this category, creators often share content in the form of food, cars, pets, sports, tourism, technology, and animation. The videos that are shared are usually in the form of vlogs. With the algorithm owned by Tiktok, many users can create or watch what they like just by typing what they like and are interested in, then TikTok will provide what they are looking for and become the current trend.

Recently, various social media platforms have been buzzing with vlog content created by creators to show daily activities, habits, traveling, share tips, English learning videos, and so on. Likewise with TikTok, many world content creators share their vlogs through TikTok. TikTok users can imitate the native speaking style through the video to increase their English speaking skill. Safitri explained that English vlogs are a very efficient tool for helping pupils enhance their speaking skill. This is due to the fact that its use has many advantages over its limitations, and the problems that exist may be foreseen and addressed by each learner. Furthermore, English vlogs can broaden students' grasp of vocabulary, grammar, pronunciation, accent, and cultural awareness. As a result, students may continue to develop their speaking abilities by viewing English vlogs that are appropriate for their requirements.¹⁰¹

2) Talent

¹⁰⁰ Yu Shi and Jean-Hun Chung. 2020. A Study on the Mobile Video Contents Application (Tik Tok). *Journal of Digital Convergence*. Vol. 18, No. 3. 311-316.

¹⁰¹ Nailis Sa'adah Safitri and Ianatul Khoiriyah. "Students' Perceptions on the Use of English Vlog (Video Blog) to Enhance Speaking Skill". (Yogyakarta: Universitas Islam Indonesia, 2017).

In this category, creators often share content in the form of make up and dressing, music, dance, handwork or painting, technical flow, and others. Creators usually share videos to show professional skills to TikTok video users/viewers. For example, with the algorithm system owned by TikTok, many users create video content by entering song lyrics in it using songs that are currently viral and are liked by many people.

In recent years, many songs with English lyrics have gone viral and have become the most popular TikTok sound. Through this video, many people are familiar with the lyrics of the song where the lyrics are in English, so that they can increase English vocabulary and develop English speaking skills for its users. Raudyatuzzahra in her research stated that The English songs are incredibly amusing and calming, and they may make the classroom environment more enjoyable, improve student enthusiasm for subsequent sessions, and boost student motivation in English pronunciation classes. Students may also improve their pronunciation abilities by using songs to master English pronunciation. As a result of hearing English music, pupils can learn how to say the lyrics to songs sung in English and copy them. Then, listening to and repeating the lyrics of a song may assist and acquaint kids with the accurate pronunciation of English vocabulary.¹⁰² In order to speak English successfully, it is crucial that pupils know how to properly pronounce words.

3) Beauty

In this category, creators often upload videos about celebrities, beauties, handsome, cute children, and even

¹⁰² Raudyatuzzahra. A Thesis : “*Students’ Perception on the Use of English Songs to Learn English Pronunciation at a Private English Course in Mataram*”. (Yogyakarta: Islamic University Of Indonesia, 2020).

strangers with a stunning presence. They sing and dance beautifully all at the same or during a performance to display their beauty.

Many of the creators share tutorial content on how to use something or how to operate something. Among the video tutorials are also viral, many videos that pass on the Tiktok homepage from various countries. One of them uses English in delivering the tutorial.

Besides being used to create and edit videos, TikTok can also be used to share videos from other applications, such as videos from Instagram, YouTube, and Twitter. Many tutorial videos from YouTube are also shared on TikTok. The video contains instructions for making and using something. According to Jati, video tutorials have succeeded in improving students' speaking skills. Improved speaking skills are in the aspects of accuracy, fluency, and performance. The level of accuracy is improved because the video is a good source of vocabulary and speaking models. The combination of aural and visual stimuli can enrich students' vocabulary, and help the learned vocabulary stick to students' memory. Students can also observe and imitate the speaker's speech to improve their pronunciation. Meanwhile, the fluency aspect increases because students are more confident in speaking. Students' self-confidence increases because they know more vocabulary. Videos also provide a fun learning environment that can reduce students' anxiety, while increasing their fluency. Aspects of student performance increase because video tutorials also serve as models of how to appear in public.¹⁰³

¹⁰³ Ida Prasetianing Jati, Alis Saukah, and Nunung Suryati. (2019). "Teaching Using YouTube Tutorial Video to Improve Students' Speaking Skills". *Jurnal Pendidikan Humaniora*. Vol. 7, No. 3, September 2019.

4) Knowledge

In this kind of video, creators show their professional knowledge in a certain field to viewers or other users. For example, software, baby, tricks, culture, photography, education, and health. Through the vlogs that appear on TikTok, users can watch vlogs from various countries according to their interests. Students at universities who study English in addition to getting good jobs, Some of them also learn English since they are interested in native speaker culture. Through videos that air on TikTok, users can also watch and learn about their culture.

5) Stories

In this type, the creators make a short play with an interesting and funny story.

To sum up, with the various features possessed by TikTok, For students, it will be an excellent and distinctive media-based learning tool. Students may review any subject matter or language skill as often as they choose. This video-based social media platform is expected to help non-English students to develop their English speaking skills. TikTok videos make a strong contribution to both entertainment content and language learning processes for students, especially contributing to interest and motivation, understanding language contexts, and specific reference points or stimuli.

B. Review of Previous Study

A number of prior research is significant to this subject. The first earlier study was based on Yang.¹⁰⁴ The study focuses on how secondary school students feel about using TikTok in and out of the classroom to improve their English language skills. The respondents in the study were 187 Chinese secondary school students. In this quantitative survey study, an online

¹⁰⁴ Huining Yang. 2020. "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". *2020 3rd International Conference on Education Technology and Social Science (ETSS, 2020)*.

questionnaire served as the research instrument. According to the findings, secondary school students see TikTok positively as a tool for English language learning outside of the classroom and as a video assist in EFL classroom instruction. In addition, students highlighted the need for instructors' direction and support for successful Tik Tok use in the classroom for English language development.

The second previous study was based on Zaitun.¹⁰⁵ The study's goal is to discover whether students' speaking skills may be enhanced by utilizing TikTok to tell a story about people, objects, and places they want to explain. Thirty-six eighth-graders from SMP Negeri 164 in Jakarta took part in the research. In addition to a descriptive qualitative methodology, classroom action research methodologies were used. The research employed a Pre-Test and two Post-Test. The findings showed that teaching learners to the English language through the TikTok app could provide them new experiences and boost their confidence in using the language.

The third previous study was based on Pratiwi.¹⁰⁶ The purpose of this research was to investigate the feasibility of using the TikTok app as a resource for assisting students in enhancing their pronunciation. This research focused on Suryakencana, the university's English education students. Observation and questionnaires were used to obtain data. This study's data were analyzed utilizing a qualitative methodology. The findings of the survey revealed that respondents had a positive opinion of the TikTok application as a video study help. Respondents used TikTok as a tool for enhancing their English reading and speaking skills. In addition, respondents exhibited a significant willingness to utilize the TikTok program to review and assimilate all content related to basic English skills.

¹⁰⁵ Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's". *Jurnal Studi Guru dan Pembelajaran*, Vol. 4, No. 1. January-April 2021.

¹⁰⁶ Anggi E Pratiwi, Naura N Ufairah, and Riska S Sopiah. 2021. "Utilizing Tiktok Application As Media For Learning English Pronunciation". *Proceedings International Conference on Education of Suryakencana 2021*.

The fourth previous study was based on Emsi.¹⁰⁷ The goal of this research was to increase students' listening skill through the usage of TikTok. Classroom Action Research (CAR) was employed to perform two trials, Cycle I and Cycle II. Observation sheets, interviews, and questionnaires were employed as study instruments. This study's sample consisted of 22 seventh-grade students from Swasta Amalyatul Huda junior high school. According to the outcomes, TikTok media may assist students in increasing their English listening skill.

The fifth prior study is based on Ferstephanie.¹⁰⁸ The study examined TikTok's impact on pupils' speaking motivation. This technique utilizes Classroom Action Research (CAR). Twenty-five tenth graders from SMA Kristen Kalam Kudus in Selatpanjang took part in the study. To collect data, the research used both qualitative and quantitative approaches. The research tools included a questionnaire, a pre-test, and a post-test. TikTok is an effective tool for encouraging pupils to speak in public, according to the results of the study. Furthermore, the TikTok application encouraged students to enjoy their study by inspiring them to speak. While creating the content, students were allowed to express their thoughts.

The sixth previous study was based on Warini.¹⁰⁹ This study aims to investigate the extensive usage of social media as an English-learning aid online. This study employed a qualitative approach with an inductive methodology. The data was gathered by documenting online videos on TikTok from the four most notable content creators and by using Exolyt technology. According to the findings of the study, five sorts of lessons from TikTok online videos were often created, including pronunciation, vocabulary, grammar, common errors, and English facts. The pronunciation category received the

¹⁰⁷ Emsi Feni SP Br. Perangin-angin, Mey Clara Anrefika Silaban, Resperdiana Purba. 2021. "Improving Student's Listening Skills Using Tik Tok At Smp Swasta Amalyatul Huda Medan". *Jurnal Ilmiah Profesi Pendidikan*, Vol. 6, No. 4.

¹⁰⁸ Jenni Ferstephanie and Theodesia Lady Pratiwi. 2021. "TikTok Effect to Develop Students' Motivation in Speaking Ability". *English Journal for Teaching and Learning*. Vol. 09, No. 02, December 2021.

¹⁰⁹ Ni Luh Warini, Ni Putu Elsa Sukma Dewi, Putu Chris Susanto, and Others. 2020. "Daya Tarik TikTok Sebagai Media Pembelajaran Bahasa Inggris Online". *Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA)*. November 2020, 27.

most votes among the four top content providers. Furthermore, the data demonstrate that TikTok has appeal as a medium for learning English; short video, easy and fascinating material, loaded with background, graphics, and editing filters that may bring advantages as well as entertainment.

The seventh previous study was based on Herlisya and Wiratno. The study's goal was to improve students' speaking abilities using the TikTok app. Twenty STKIP PGRI Bandar Lampung third-semester English students comprised the study's participants. Using classroom action research approaches, a descriptive quantitative method was utilized. The outcomes of the study showed that classroom action study utilizing the TikTok app increased students' learning activities and speaking skills.¹¹⁰

The eighth previous study was based on Aranego.¹¹¹ The research's goal was to see if TikTok Video Challenge exposure reduced students' expressive filters. A quasi-experimental research approach was adopted in this study. This research included twenty (20) first-year students as participants. According to the findings, TikTok Video Challenge exposure may boost students' motivation and self-assurance in their spoken English.

From previous study results, it can be inferred that the utilization of social media in education English is widely spoken, and TikTok is used as a learning tool. The previous research only focused on using TikTok for learning English in general. In addition, the use of TikTok only focused on students' perspectives, students' motivation, students' listening skills, learning English pronunciation, and improving speaking skills. However, the study that used TikTok to develop speaking skills only used secondary-school students and EFL students as the subjects in the study. Besides that, the use of TikTok previous studies also used different research methods. Among them is descriptive qualitative research, using Classroom Action Research technique which in this study used 2 different cycles, namely Cycle I and Cycle II.

¹¹⁰ Destia Herlisya and Purna Wiratno. 2021. "Having Good Speaking English Through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature (JCELL)*. Vol. 1, No. 3.

¹¹¹ Reynaldo Bayhon Aranego, Jr. 2020. "Reducing Students' Affective Filter in Spoken English Through Exposure to Tik Tok Challenge". *Psychology and Education*. Vol 57, No. 9.

Furthermore, the study used qualitative and quantitative methods, descriptive quantitative method and a quasi-experimental research design.

Therefore, this study focuses on filling this gap by conducting a survey of Non-English department students who have not been mentioned in previous studies. Then, with the phenomenon of college students using TikTok and seeing their need for English. So in this case, this research will conduct “Non-English Department Students’ Use of TikTok to Learn English Speaking Skills: A Survey Study at UIN Sunan Ampel Surabaya”. In addition, this research aims to find out what kinds of TikTok video content are used by non-English department students to learn English speaking skills. Next, this study also aims to explore how they use TikTok to learn English speaking skills.



CHAPTER III RESEARCH METHOD

The methodology of the study is discussed in this chapter. It is organized into eight sections. Approach and research design, topic and setting of the study, which includes a description of where the research was performed, the number of populations, the number of samples utilized, and the sampling technique employed in this research are the sub-chapters. The data and source of data sub-chapter follows, followed by the data collecting method, the research instruments, the data analysis technique, the validity of finding sub-chapter, and lastly the research stages sub-chapter.

A. Approach and Research Design

This study used a quantitative approach with survey research design. Because the researcher intended to present data numerically, a quantitative method was employed. As mentioned in the background of this research, one of the reasons was the phenomenon of using TikTok by students of UIN Sunan Ampel Surabaya. In addition, this research used a survey methodology to collect information on the perspectives of non-English department students regarding the kinds of TikTok video content they use and the advantages they get in using TikTok to learn English speaking skill. Based on Creswell, research methods that include the use of a survey to collect information on a population's attitudes, behaviors, or attributes are called survey research designs.¹¹² According to Hardani, survey research is research that aims to look for factual information that details the symptoms that which exists, identify problems or to get justification for the current situation and activities walk, to find out what the people being studied did to solve problems, so that they can be used as a guide for planning and making decisions in the future. In education and curriculum-learning, surveys are used to find data about students, such as

¹¹² John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. (Boston: Pearson Education, 2012).

attitudes, interests, and study habits, relationships and interactions between students, hobbies and use of free time, career goals and plans and others.¹¹³

According to Kraemer, as cited in Glasow, that survey research has three characteristics. The first distinctive characteristic is the use of surveys to statistically describe groups of a population. Second, survey data are gathered by humans and are thus subjective. Third, survey research employs a sample of the population to make findings that can be applicable to the complete population.¹¹⁴ As a conclusion, survey research was better suited for this study based on its purpose.

There are just two main kinds of research surveys despite the diverse applications of survey design nowadays. These are cross-sectional and longitudinal in nature. A cross-sectional survey was used in this investigation. It was because the researcher only conducted the research for a limited time. This was consistent with Creswell's assertion that a cross-sectional survey is a kind of study in which data is obtained at one point in time. Furthermore, a cross-sectional survey design is the most commonly used type of survey design in education. This method has the benefit of being able to assess present attitudes or behaviours. It also gives information in a timely manner, like the time necessary to run the survey and gather the findings.¹¹⁵ Based on this reasoning, a cross-sectional survey methodology is adopted since it is consistent with the study's aims.

B. Subject and The Setting of The Study

The subjects in this research were non-English department students at the Faculty of Tarbiyah and Teacher Training. It was because of the fact that there is a phenomenon of using TikTok by college students, especially non-English students at the Faculty of Tarbiyah and Teacher Training batch 2020. Students from batch 2020 were chosen because they have studied English for several

¹¹³ Hardani. *Metode Penelitian Kualitatif dan Kuantitatif*. (Yogyakarta: CV. Pustaka Ilmu, 2020), 54-55.

¹¹⁴ Priscilla A. Glasow. *Fundamentals of Survey Research Methodology*. (Washington: MITRE Department, 2005), 1-1.

¹¹⁵ John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. (Boston: Pearson Education, 2012).

semesters, for example by participating in an intensive English program, they are looking for strategies to learn English speaking skill, one of which is using TikTok.

Furthermore, this research is limited to Non-English department students at the Faculty of Tarbiyah and Teacher Training. This is due to the fact that they are teacher candidates who will undoubtedly need English, especially English speaking skills. Furthermore, as an educator, It is necessary to understand how to utilize media in studying in line with current technological advancements. In addition, they need to master English speaking skill because they are prospective they must prepare themselves to become professional teachers so that they can be placed anywhere they teach, including in international schools which use English in their daily activities. As a result, It is critical that learners enhance their English speaking skill via social media, one of which is using TikTok as a learning medium.

1. Population

Population, in Stockemer's view, is the sum of all possible study subjects.¹¹⁶ While, a population, as defined by Creswell, is a collection of people who have similar characteristics.¹¹⁷ In this current study, the population were non-English students batch 2020 at at Faculty of Tarbiyah and Teacher Training with a total of 522 students with the followings details :

Table 3.1 Number of non-English department students batch 2020

No.	Major	Total
1.	Pendidikan Guru Madrasah Ibtidaiyah	88 students
2.	Manajemen Pendidikan Islam	88 students
3.	Pendidikan Islam Anak Usia Dini	58 students
4.	Pendidikan Agama Islam	102 students

¹¹⁶ Daniel Stockemer. *Quantitative Methods for the Social Sciences*. (Canada: Springer International Publishing AG, 2019), 57.

¹¹⁷ John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. (Boston: Pearson Education, 2012). 381.

5.	Pendidikan Matematika	68 students
6.	Pendidikan Ilmu Pengetahuan Alam	29 students
7.	Pendidikan Bahasa Arab	89 students
TOTAL		522 students

2. Sampling

In this study, the sample used only takes 10% of the total population, namely 52 non-English department students from the Faculty of Tarbiyah and Teacher Training class of 2020. According to Hatch and Lazaraton in Dörnyei, the minimum sample size for survey research should involve 30 people.¹¹⁸ In addition, Creswell stated that Sample sizes in survey research are often determined by simply selecting a small portion of the population (10%).¹¹⁹

Furthermore, they were chosen by a random sampling technique. Each individual in the population has an equal and independent probability of being selected from a simple random sample, as defined by Fraenkel, Wallen, and Hyun. When the sample size is big, this method is ideal for selecting a sample that is representative of the population of interest.¹²⁰ It was chosen because despite the phenomenon of using TikTok by non-English department students at Faculty of Tarbiyah and Teacher Training, not all students there used TikTok. Therefore, this sampling technique was more suitable for data collection in this study as it attempted to achieve the objectives of the research.

Below is information about the number of respondents who filled out the questionnaire in this study.

¹¹⁸ Zoltán Dörnyei. *Questionnaire in Second Language Research (Construction, Administration, and Processing)*. (London: Lawrence Erlbaum Associates, 2003), 74.

¹¹⁹ John W. Creswell. *Research Design (Quantitative, Qualitative, and Mixed Methods Approaches, Fourth Edition)*. (London: Sage Publication, 2014).

¹²⁰ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education: Eight Edition*. (New York: McGraw-Hill, 2012), 94.

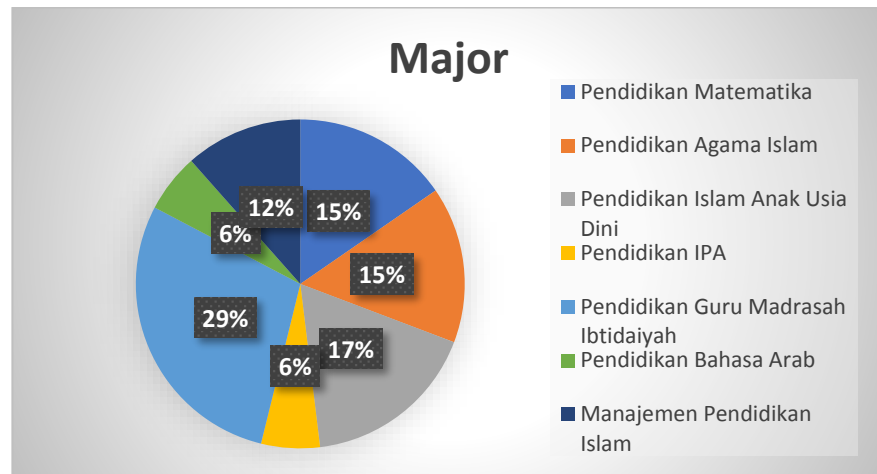


Figure 3.1 Respondents' Personal Information

From the data shown above, the number of respondents who filled out the questionnaire were 52 people. They were non-English department students batch 2020. From Pendidikan Matematika and Pendidikan Agama Islam, each major is 8 people with a percentage of 15%, from PIAUD consists of 9 people with a percentage of 17%, from Pendidikan IPA and Pendidikan Bahasa Arab, each major consists of 3 people with a percentage of 6%, from PGMI consists of 15 people with a percentage of 29%, from Manajemen Pendidikan Islam consist of 6 people with a percentage of 12%.

C. Data and Source of Data

According to Kabir, primary data is information gathered through own experience. Primary data has not yet been released and is more reliable, accurate, and objective.¹²¹ This research's major data source was a questionnaire used to answer the issue. Questionnaire is the most commonly used method in surveys. In this study the questionnaires used were closed-ended and open-ended questions. Then, the questionnaire was distributed using a google form to non-English department students class 2020 at the Faculty of Tarbiyah and Teacher Training who used TikTok.

¹²¹ Syed Muhammad Sajjad Kabir. *Basic Guidelines for Research: An Introductory Approach for All Disciplines*. (Bangladesh: Book Zone Publication, Chittagong-4203, 2016). 204-205.

Kabir also stated that Secondary data refers to data obtained from a source that has previously been released in any format. Secondary data form the basis of the literature review in any study. Someone else collects it for a different reason (but being utilized by the investigator for another purpose).¹²² In this research, the secondary data used were books, thesis, e-journals, internet articles, web, and blogs.

D. Data Collection Technique

As previously explained, this study's goal is to find out what kind of TikTok video content is used to learn English speaking skills. Next, this study's goals is also to find out the advantages for non-English department students in using TikTok to learn English speaking skills. To achieve research objectives, the data need to be obtained. The researcher collected data through questionnaires.

The questionnaires were distributed to respondents using Google Forms. Before distributing the questionnaires to the respondents, the researcher translated them from English into Bahasa Indonesia. It was intended that this would make it simpler for respondents to complete the questionnaires. Furthermore, because non-English department students do not utilize English as their primary language in their everyday activities, English is not the primary content studied by them. As a result, they would find it simpler to complete the questionnaire.

E. Research Instruments

A study always necessitates the use of an instrument to aid the research process and reinforce the collected data. This study primarily employed one survey instruments for gathering particular information, it was questionnaire. The questionnaire and the interview guidelines are the most prevalent kinds of instruments used in survey research, according to Fraenkel, Wallen, and Hyun.¹²³ Therefore, a questionnaire was suitable for this study.

¹²² Ibid. 204-205.

¹²³ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education: Eight Edition*. (New York: McGraw-Hill, 2012), 399.

This study used both closed-ended and open-ended questions. Furthermore, the closed-ended questions used were in the form of multiple choices which were then followed by open-ended questions to obtain additional information according to the respondent's preferences. Stockemer stated that in survey research, it is usually divided between two broad kinds of questions, those are open-ended and closed-ended questions.¹²⁴ While, according to Fraenkel, Wallen, and Hyun, the majority of surveys use multiple-choice or other types of closed-ended questions. Multiple choice questions enable a responder to choose an answer from a list of possibilities. They may be used to gauge people's ideas, attitudes, or knowledge. Open-ended questions, on the other hand, allow for more personalized answers.¹²⁵ Then, the questionnaire in this study was made based on certain theories related to the topic.

The researcher conducted three question sessions in order to address the issue that was presented in this study. The first session was used to ask the identity of the respondent. The second session is used to find answers about the kinds of TikTok video content used by non-English department students to learn English speaking skill. In this session, answers are provided in the form of multiple choice and each number is provided with an essay question for students to answer according to their preferences. Next, the second session was used to find answers about what advantages Non-English department students get in using TikTok to learn English speaking skills. In this session, answers are also provided in the form of multiple choice questions and an essay question is attached with each number. This gives students the opportunity to adjust their responses to their own preferences

F. Data Analysis Techniques

The researcher used descriptive statistical analysis to examine the data from the respondents based on their questionnaire replies. Descriptive statistics, according to Brown and Rodgers, are used to classify or describe a

¹²⁴ Daniel Stockemer. *Quantitative Methods for the Social Sciences*. (Canada: Springer International Publishing AG, 2019), 57.

¹²⁵ Jack R. Fraenkel, Norman E. Wallen, and Helen H. Hyun. *How to Design and Evaluate Research in Education: Eight Edition*. (New York: McGraw-Hill, 2012), 399-400.

group of data in terms of central tendency and to demonstrate how the numbers scatter, or fluctuate, about the center.¹²⁶

After gathering the data, the researcher scored it based on the questionnaire responses. The statements were intended to elicit participants' agreement or disagreement. To support the research results, the research data obtained were analyzed using statistical tools with the help of Microsoft Excel.

Then the data obtained is analyzed by:

1. Collecting of students' questionnaires and calculating the frequencies and also the percentage of the data using formula from Hatch and Farhady as follow:¹²⁷

$$\text{Percent} = (100) \frac{\text{number of instrumental responses}}{\text{total number of responses}}$$

2. Determining the highest scores that could potentially be the kind of TikTok video content used by non-English department students and the advantages for non-English department students at UIN Sunan Ampel Surabaya in using TikTok to learn English speaking skills.
3. Making some tables to present the statistical data. While the detailed description of the data will be explained in the discussion section.

G. Checking Validity of Finding

1. Validity

Validity, as defined by Heale and Twycross, is the degree to which a quantitative research statement is properly quantified.¹²⁸ Content and construct validity are used to test the reliability of the tool used in this study.

a. Content validity

The questionnaire in this study was made based on certain theories related to the topic. Then, in the validation process, the

¹²⁶ James Dean Brown and Theodore S. Rodgers. *Doing Second Language Research*. (Oxford: Oxford University Press, 2009), 122.

¹²⁷ Evelyn Hatch and Hossein Farhady. *Research Design and Statistics For Applied Linguistics*. (Los Angeles: Rahnama Publications. 1981). 42-43.

¹²⁸ Roberta Heale and Alison Twycross. 2015. "Validity and Reliability in Quantitative Studies". *Evid Bosed Nurs*. Vol. 18, No. 3. 66.

lecturer examines and examines each item of the question/statement. Based on the content validity carried out by judgment experts, namely expert lecturers which can be seen in the attachment of the Validation Certificate and the results are that in this study using content validity, the research is feasible to use with improvements and then the construct validity test is carried out.

b. Construct Validity

In addition to using content validity, the instrument in this study was also tested with construct validity, which was done by testing the instrument on respondents who had the same characteristics. The number of samples taken is 30 respondents. Singaribuan and Efendi stated that a minimum of 30 respondents was required for questionnaire trials.¹²⁹ With a minimum of 30 respondents, the distribution of data will resemble the normal curve more closely. Furthermore, the data is processed using SPSS 22. The validity test is calculated using a comparison of r_{count} and r_{table} with a significance threshold of 5%, which is 0.361. If $r_{\text{count}} > r_{\text{table}}$, the statement is considered correct.

The table below contains the validity test findings for ten questionnaire questions related to the kinds of TikTok videos used to learn English speaking skill.

Table 3.2 The findings of validity test of kind of TikTok videos used to learn English speaking skill

Item Question	r_{count}	r_{table} with a 5% standard of significance	Criteria
Q1	,671	0,361	Valid
Q2	,740	0,361	Valid
Q3	,812	0,361	Valid

¹²⁹ Masri Singarimbun dan Efendi. Metode Penelitian Survey. (Jakarta: PT. Pustaka LP3ES, 1995).

Q4	,812	0,361	Valid
Q5	,589	0,361	Valid
Q6	,726	0,361	Valid
Q7	,726	0,361	Valid
Q8	,604	0,361	Valid
Q9	,768	0,361	Valid
Q10	,803	0,361	Valid

The results of the validity test from the table above show that the entire value of $r_{\text{count}} > r_{\text{table}}$ (0.361) per question item. This means that all questionnaire items regarding the kind of Tik Tok video content are valid.

The following is a table of validity test results for 4 questionnaire items regarding the advantages in using TikTok to learn English speaking skills.

Table 3.3 The findings of validity test of advantages in using TikTok to learn English speaking skill

Item Question	r_{count}	r_{table} with a significance level of 5%	Criteria
Q1	,739	0,361	Valid
Q2	,798	0,361	Valid
Q3	,852	0,361	Valid
Q4	,746	0,361	Valid

The validity test results from the table above reveal that the entire value of $r_{\text{count}} > r_{\text{table}}$ (0.361) per question item. This means that all questionnaire items regarding the advantages in using Tiktok to learn English speaking skill are valid.

2. Reliability

Reliability and validity have correlation to each other. According to Creswell, reliability is a measure of consistency in research, the score needs to be stable and consistent.¹³⁰

This study's reliability analysis approach employed the *Cronbach's Alpha* technique or the Alpha coefficient with the help of SPSS 22. Instruments are considered reliable when the *Cronbach's Alpha* is more than 0.6 and unreliable when it is less than 0.6.

The following are the findings of a *Cronbach's Alpha* reliability analysis:

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
,899	10	,758	4

Figure 3.2 The results of a Cronbach's Alpha test of reliability

Table 3.4 The reliability test results

No.	Questionnaire	Cronbach's Alpha.	Criteria
1.	Kind of TikTok video	,899	Reliable
2.	Advantages of using Tik Tok	,758	Reliable

According to the findings of the test of reliability, all questionnaires have high reliability. This is evidenced by the Cronch's Alpha value above 0.6. That is, the questionnaire has consistency or is reliable as a measuring tool.

3. Data Verification Technique

This research used triangulation to verify its data. Triangulation, according to Moleong, is a data validity checking approach that leverages

¹³⁰ John W. Creswell. *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (Fourth Edition)*. (Boston: Pearson Education, 2012).

anything other than the data for purposes of verifying or comparison with the data. The most prevalent triangulation method is evaluation of additional sources.¹³¹ For this reason, this research uses triangulation of data sources which is carried out using data sources from interviews.

In this research, seven non-English department students from the class of 2020 were interviewed for triangulation purposes. They are taken from each different study program and each study program taken is one person.

H. Research Stages

There were some steps in doing the survey. Cohen, Manion, and Morrison categorized the research technique into 6 to 13 stages in a survey study. The researcher then detailed the actions taken by all of the experts. This was due to the fact that most of them follow the same processes but describe them differently. The stages were as follows:¹³²

1. Defining the problem and objectives of the research

For a study to be conducted, the researcher must first establish the existence of an issue significant enough to require dedicated investigation and compelling enough to elicit responses from individuals. Following the identification of the research issue, the researcher must select the study goals. These would be the goals of the research.

2. Deciding the kind of survey required

There are several varieties of surveys. The researcher must choose one survey type. For this study, the researcher used a cross-sectional survey. This was due to the fact that the researcher did the study in a single period of time.

3. Identifying the target population

The survey's target population may consist of individuals, objects, teams, companies, governments, and other others. This research targeted all non-English department students in the class of 2020 at the Faculty of

¹³¹ Lexy J. Moloeng. *Metode Penelitian Kualitatif*. (Bandung: PT. Remaja Rosdakarya Offset, 2017).

¹³² Louis Cohen, Lawrence Manion, and Keith Marisson. *Research Method in Education (5th edition)*. (London: Routledge, 2011).

Tarbiyah and Teacher Training. The researcher subsequently chose a sample. The researcher used a convenience sample in this study. It was due to the fact that not all non-English department batch 2020 students used TikTok. Therefore, the number of samples was known upon the completion of the questionnaire by the responder. In addition, a simple random sampling is a strategy used to collect samples.

4. Choosing and preparing the research instrument

The questionnaire is the primary research tool used in this study. A questionnaire comprising both closed-ended and open-ended items was chosen by the researcher. Additionally, the researcher prepares interview guidelines for triangulation.

5. Piloting the questionnaire

The researcher conducted the questionnaire's pilot test. The researcher piloted the questionnaire to non-English department students batch 2019. This test is intended to ensure that the items in the questionnaire can be understood by prospective survey respondents and to test their validity.

6. Distributing the questionnaire

After constructing the questionnaire, the researcher presented it to the participants. They were non-English department students in the class of 2020 from the Faculty of Tarbiyah and Teacher Training who use TikTok.

7. Analyzing the data

After collecting data, the researcher analyzes the results. It is counted and evaluated in accordance with the Chapter III guidelines. The researcher uses Microsoft Excel to examine the data.

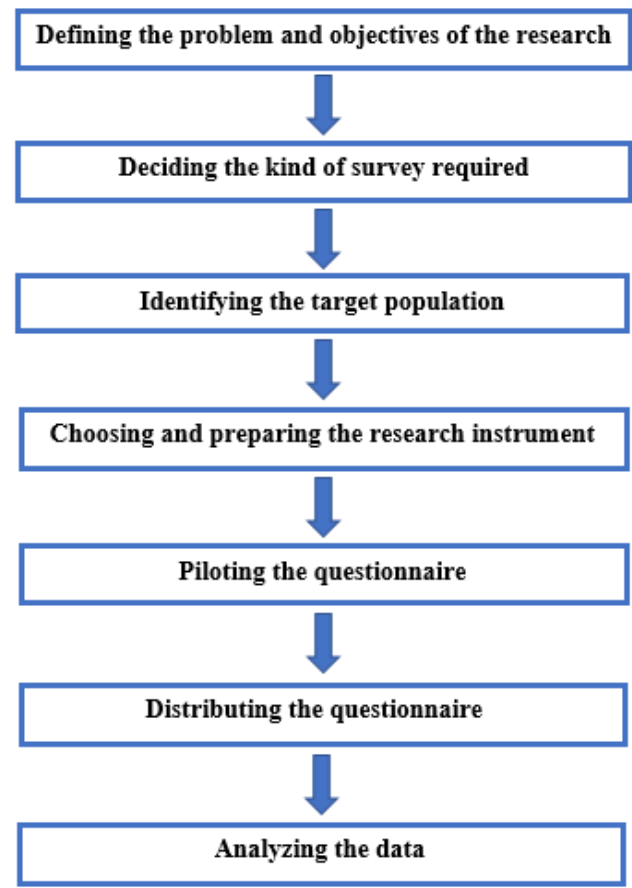


Figure 3.3 Research Stages

UIN SUNAN AMPEL
S U R A B A Y A

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

The study findings that provide the answer to the research question are presented and discussed in this chapter. There are two sections in the findings sub-chapter. The first section describes the data that can be utilized to address the first study questions, which is about what kinds of TikTok video content are used by non-English department students to learn English speaking skills. Then, the second is data that is able to address the second study question, namely what advantages are of non-English department students in using TikTok to learn English speaking skills. Meanwhile, the discussion sub-chapter explains the research results with data from previous studies.

A. Findings

1. Kinds of TikTok Video Content Used by Non-English Department Students to Learn English Speaking Skill

In this research, the first research question is what kind of TikTok video content is used by non-English students to learn English speaking skills. To answer the research question, the researcher distributed questionnaires to 52 non-English students batch 2020. The questionnaire consists of closed-ended questions in the form of multiple choices, then followed by open-ended questions in the form of essays to get other answers according to students' preferences. The questions answered by the students are then calculate using Microsoft Excel in order to find the percentages and frequencies.

The following tables show the findings of the data about kinds of TikTok video content used to learn English speaking skill.

Table 4.1 The frequency distribution of questionnaire 1

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content	Interest	20	38,5%
	Talent	14	27%

below, which one can help you in learning to speak English?	Beauty	2	3,9%
	Knowledge	12	23,1%
	Stories	4	7,7%

From the table above, it can be inferred that there are five different kinds of video that students used to help them in learning to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most widely used is the Interest video type, which is as much as 38.5%. While the least used is the type of Beauty video, which is as much as 3.9%.

Tabel 4.2 The frequency distribution of questionnaire 2

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content below, which one can increase your motivation to learn to speak English?	Interest	11	21,2%
	Talent	12	23,1%
	Beauty	3	3,8%
	Knowledge	13	25%
	Stories	13	25%

The table above shows that there are five kinds of videos used by students to increase their motivation to learn to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most used by students to increase their motivation to learn to speak English are Knowledge videos and Stories videos, which are as much as 25%.

Table 4.3 The frequency distribution of questionnaire 3

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content below, which one can increase your willingness and influence you in learning to speak English?	Interest	11	21,2%
	Talent	13	25%
	Beauty	5	9,6%
	Knowledge	13	25%
	Stories	10	19,2%

The table above shows that there are five kinds of video that students used to increase their willingness and influence them in learning to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most used by students are Talent videos and Knowledge videos, which are as much as 25%.

Table 4.4 The frequency distribution of questionnaire 4

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content below, which one helps you more in conveying ideas with various expressions when learning to speak English?	Interest	12	23,1%
	Talent	16	30,8%
	Beauty	4	7,7%
	Knowledge	10	19,2%
	Stories	10	19,2%

From the table above, it can be inferred that there are five kinds of video that students used to help them in conveying ideas with various

expressions when learning to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most used by students is Talent video which was chosen by 16 students (30,8%).

Table 4.5 The frequency distribution of questionnaire 6

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content below, which one can provide facilities for you to add and improve vocabulary, fluency, and pronunciation in learning to speak English?	Interest	17	32,7%
	Talent	11	21,2%
	Beauty	6	11,5%
	Knowledge	11	21,2%
	Stories	7	13,5%

The table above shows that there are five kinds of videos that can facilitate students to add and improve vocabulary, fluency, and pronunciation in learning to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most used by students is the Interest video which was chosen by 17 students (32.7%). While the least used is Beauty video.

Tabel 4.6 The frequency distribution of questionnaire 10

Questionnaire	Kinds of Video	Frequency	Percentage
Based on the kinds of TikTok content below, which one do you like and contains topics that match your interests and	Interest	19	36,5%
	Talent	13	25%
	Beauty	4	7,7%
	Knowledge	8	15,4%

use them in learning to speak English?	Stories	8	15,4%
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From the table above, it can be inferred that there are five kind of videos that students like and contains topics that match with students interests and use them in learning to speak English. Those are Interest video, Talent video, Beauty video, Knowledge video, and Stories video. Based on these five videos, the most widely used is the Interest video chosen by 19 students (36.5%). While the least used is Beauty video.

2. The advantages of TikTok for Non-English Department Students in Learning English speaking Skill

The questionnaire to answer the second research question consists of closed-ended questions in the form of multiple choices, then followed by open-ended questions in the form of essays to get other answers according to students' preferences. Then, to analyze the data in response to the second issue formulation, the researcher utilizes Microsoft Excel to determine the number of frequencies and their percentages, then organizes them in a table for easy description.

The following tables show the findings of the data about the advantages of TikTok to learn English speaking skill.

Table 4.7 The frequency distribution of questionnaire 1

Questionnaire	Response	Frequency	Percentage
TikTok has the advantage of seeing the language used. What advantage do you get in using TikTok to	I understand better how to speak English through TikTok videos because it is more expressive, accompanied by gestures, interesting	32	61,5%

learn to speak English related to the aspect of seeing the language used?	pictures and audio-visuals when speaking		
	TikTok facilitates me to improve vocabulary, as well as pronunciation in learning to speak English.	12	23,1%
	By imitating native English speakers, TikTok can help me improve my awareness of the English speaking.	1	1,9%
	TikTok could help me convey ideas with various free expressions in learning to speak English	7	13,5%

From the table above, it can be inferred that students have the opinion that TikTok has the advantage of seeing the language used. As many as 32 students (61.5%) think that they understand better how to speak English through TikTok videos because it is more expressive, accompanied by gestures, interesting pictures and audio-visuals when speaking.

Table 4.8 The frequency distribution of questionnaire 2

Questionnaire	Response	Frequency	Percentage
TikTok has the advantage of increasing cross-cultural	Through the use of TikTok, I am able to practice speaking English with	13	25%

awareness. What is the advantage of cross-cultural awareness that you get from using TikTok to learn to speak English?	individuals from all around the world.		
	I can learn to speak English by browsing content that matches my interests such as those related to western culture whether it's food vlogs, fashion, music, etc.	32	61,5%
	On the TikTok platform, I am free to share my opinion.	1	1,9%
	Through TikTok, I can add relationships so that it is easier for me to interact and communicate with other people, making it easier for me to practice speaking English	6	11,5%

The table above shows that students have the opinion that TikTok has the advantage of increasing cross-cultural awareness. As many as 32 students (61.5%) think that they can learn to speak English by browsing content that matches my interests such as those related to western culture whether it's food vlogs, fashion, music, etc

Table 4.9 The frequency distribution of questionnaire 3

Questionnaire	Response	Frequency	Percentage
TikTok has the advantage in term of creativity. What are the advantages in terms of creativity that you get in using TikTok to learn to speak English?	Learning to speak English through TikTok can increase my creativity because I can create something memorable and enjoyable with TikTok.	10	19,2%
	I prefer learning to speak English through TikTok videos because of its many and entertaining features, so that it is not monotonous to use as a learning medium.	20	38,5%
	TikTok can increase my creativity, because I can use the features provided by TikTok so that I can create my own content or search for content that is currently trending.	11	21,2%
	I like learning to speak English through TikTok videos because of the many useful and practical features, so	11	21,2%

	that they can be accessed anywhere and anytime.		
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From that table, it shows that students think that TikTok has the advantage in terms of creativity. In this case, as many as 20 students (38.5) think that they prefer learning to speak English through TikTok videos because of its many and entertaining features, so that it is not monotonous to use as a learning medium

Table 4.10 The frequency distribution of questionnaire 4

Questionnaire	Response	Frequency	Percentage
TikTok has an advantage on the motivational aspect. What is the motivational advantage you get in using TikTok to learn to speak English?	Watching TikTok videos increases my motivation and curiosity in learning to speak English.	8	15,2%
	I'm not worried about making mistakes while learning to speak English on TikTok because it's just for fun.	12	23,1%
	I think using TikTok can increase my confidence when speaking English.	7	13,5%
	I like learning to speak English more and enjoy it through TikTok because it can present me with a different learning experience for English in an innovative way.	25	48,1%

The table above shows that students have the opinion that TikTok has an advantage on the motivational aspect. In this case, as many as 25 students (48,1%) think that they like learning to speak English more and enjoy it through TikTok because it can present me with a different learning experience for English in an innovative way.

B. Discussion

The previous section has described the results of this study by conducting a survey of 52 non-English majors students. This section aims to discuss the findings related to the literature review that has been described in chapter II.

1. Kinds of TikTok Video Content Used by Non-English Department Students to Learn English Speaking Skill

The findings indicated that students believe that there are five kinds of TikTok video content used by non-English department students to learn English speaking skill, those are Interest, Talent, Beauty, Knowledge, and Stories video. According to the data obtained, the kind of Interest video is the most chosen video that helps students to learn English speaking skills. In this kind of video, Content creators often share content in the form of video content about food, cars, pets, sports, tourism, technology, and animation.

In addition, the kinds of video Knowledge and Stories are chosen the most because they can increase students' motivation to learn English speaking skills. In Knowledge video, content creators show their professional knowledge in a particular field to other users. For example, software, babies, tricks, culture, photography, education and health. Then, in Stories video, content creators create innovative and funny stories in the form of short plays, For example, software, babies, tricks, culture, photography, education, and health. It can be concluded that besides being able to be used to help students learn English speaking skills, TikTok can also increase their motivation in learning English speaking skill. From previous research, Yang suggests using TikTok in EFL classrooms as

supplement video tools to enhance traditional in-class English instruction, enhancing activities in the classroom, raising learning enthusiasm, and strengthening essential English skills. TikTok may be utilized beyond the classroom to assist learners enhance their English skills, get access to authentic learning resources, and cultivate an interest in English language study.¹³³

According to the data obtained, the kinds of Talent and Knowledge video are the most chosen as the kind of Tik Tok video content that can increase students' willingness and influence them in learning to speak English. In Talent video, content creators usually share videos to show their professional skills to TikTok video users/viewers, for example makeup and dress ideas, music, dance, handwork or painting, technical flow, and others. According to previous study, Ferstephanie stated that students have good views regarding utilizing social media for language study. Utilizing TikTok enhanced students' motivation and inspired them to improve their English speaking skills. It has been shown that the use of TikTok in English education may increase competence of students in speaking.¹³⁴

According to the data obtained, the kind of Talent video is the most chosen as the kind of Tik Tok video content that helps students more in conveying ideas with various expressions when learning to speak English. According to a previous study from Zaitun, the TikTok app may make it easier for instructors and students to access knowledge, and students will be happy studying since they will learn English in an unusual way.

¹³³ Huining Yang. 2020. "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". *2020 3rd International Conference on Education Technology and Social Science (ETSS)*, 2020).

¹³⁴ Jenni Ferstephanie and Theodesia Lady Pratiwi. 2021. "TikTok Effect to Develop Students' Motivation in Speaking Ability". *English Journal for Teaching and Learning*. Vol. 09, No. 02, December 2021.

Furthermore, the TikTok application assists students in communicating their thoughts through a range of free expressions.¹³⁵

Next, kind of Interest video is the most voted as the kind of Tik Tok video content that can provide facilities for students to add and improve vocabulary, fluency, and pronunciation in learning to speak English. Then, the kind of knowledge video is the most chosen because It may stimulate students' awareness of the need of speaking English more by having them imitate native speakers. Based on previous study from Xiuwen, Students may use TikTok short videos to study English learning materials and improve their speaking skills. Furthermore, TikTok short videos help pupils improve their vocabulary, fluency, and pronunciation while speaking. The utilization of TikTok videos in class raises students' understanding of the importance of speaking English by emulating native speakers.¹³⁶

In this study, according to the data obtained, the kind of Interest video is the most chosen as the kind of video they like and contains topics that match their interests and use them to learn English speaking skill. Herlisya stated that TikTok has features that are up to date so that everyone depends on it. Students will find it easier to absorb English vocabulary faster because they learn through the media they like and usually use.¹³⁷

2. The advantages of TikTok for Non-English Department Students in Learning English speaking Skill

Regarding to the findings of the study, TikTok provides four advantages to non-English department students in learning English speaking skills, those are seeing language-in-use, cross-cultural

¹³⁵ Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's". *Jurnal Studi Guru dan Pembelajaran*, Vol. 4, No. 1. January-April 2021.

¹³⁶ Zhai Xiuwen and Abu Bakar Razali. 2021. "An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students". *Universal Journal of Educational Research*. Vol. 9, No. 7.

¹³⁷ Destia Herlisya and Purna Wiratno. 2021. "Having Good Speaking English Through TikTok Application". *Journal Corner of Education, Linguistics, and Literature (JCELL)*. Vol. 1, No. 3.

awareness, the power of creation, and motivation. Harmer asserted that using videos in the teaching and learning process has many advantages, including seeing language in use, cross-cultural awareness, the power of creation, and motivation.¹³⁸

According to the data obtained, students think that TikTok has advantages for seeing language in use. They understand better how to speak English through TikTok videos because it is more expressive, accompanied by gestures, interesting pictures and audio-visuals when speaking. Harmer stated that, one of the advantages of video for learning is seeing the language-in-use. The students do not just hear language but they can also see it. They can know the general meaning and moods that are conveyed through expressions, gesture, and other visual clues.¹³⁹

Furthermore, students think that TikTok has an advantage in the aspect of cross-cultural awareness. They think that they can learn to speak English by browsing content that matches their interests such as those related to western culture whether it's food vlogs, fashion, music, etc. According to Harmer, cross-cultural awareness which allows the students to look at situations for beyond their classroom. Videos also give the students a chance to see such things as what kinds of food people eat in other countries and what they wear. Based on previous research, Herlisya stated that The Tiktok application also allows students to make friends and expand their relationship. This has a very good impact, especially for students who tend to be introverted. The use of the Tiktok application can help improve student understanding and facilitate interpretation.¹⁴⁰

Next, students think that TikTok can improve their creativity because it has a lot of great features and is not even boring to use as a learning medium. Based on previous research, Afidah stated that Tik-Tok has

¹³⁸ Jeremy Harmer. *The Practice of English Language Teaching* (3rd Edition). (London: Longman Group Ltd.). 284.

¹³⁹ Ibid.

¹⁴⁰ Destia Herlisya and Purna Wiratno. 2021. "Having Good Speaking English Through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature (JCELL)*. Vol. 1, No. 3.

advantages, namely many interesting features so that students will not be bored in learning.¹⁴¹ Then, Herlisya also stated that apart from being entertainment, Tik Tok can increase one's creativity. Students will be trained by themselves to be creative people by following trends and editing the content they have created.¹⁴²

Finally, students think that TikTok can increase their motivation because they like learning to speak English more and enjoy it through TikTok because it can offer the students with different learning experience for English in an innovative way. Zaitun stated that the TikTok application can also make it easier for teachers and students to get information and students also feel happy learning because they have new experiences in learning English in an unconventional way.¹⁴³

Based on survey findings from questionnaire data distributed through Google forms about the use of TikTok to learn English speaking skill, it can be inferred that there are five kinds of TikTok video content used by non-English department students, namely Interest video, Talent video, Beauty videos, Knowledge videos, and Stories videos.

In addition, based on the findings of this research, TikTok provides four advantages to non-English department students in learning English speaking skills. Among them is seeing language-in-use, cross-cultural awareness, the power of creation, and motivation.

The data is then re-examined by triangulating data sources utilizing the findings of interviews with 7 non-English department students, who are taken one person each in each study program; the results of the

¹⁴¹ Nurul Afidah, Novia Kumala Sari, and Hanifah. 2021. "Investigating Students' Perspectives on the Use of TikTok as an Instructional Media in Distance Learning During Pandemic Era". *Dinamika*. Vol. 6, No. 2. 2021. 53-54.

¹⁴² Destia Herlisya and Purna Wiratno. 2021. "Having Good Speaking English Through Tik Tok Application". *Journal Corner of Education, Linguistics, and Literature (JCELL)*. Vol. 1, No. 3.

¹⁴³ Zaitun, Muhammad Sofian Hadi, and Emma Dwi Indriani. 2021. "TikTok as a Media to Enhancing the Speaking Skills of EFL Student's". *Jurnal Studi Guru dan Pembelajaran*, Vol. 4, No. 1. January-April 2021.

interviews are also in accordance with what the researchers are looking for when distributing questionnaires.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses the research's conclusions and suggestions. The conclusion is reached by the researcher's analysis of the questionnaire results. Meanwhile, the suggestions include some ideas for future academics who are interested in using TikTok to learn English speaking skills.

A. Conclusion

Based on the findings of a survey conducted by researchers using Google forms on non-English department students at UIN Sunan Ampel Surabaya on the usage of TikTok for learning English speaking skill. Therefore, it can be found that non-English department students used five types of TikTok video content, those are interest video, talent video, beauty video, knowledge video, and stories video.

In addition, based on the findings of this research, TikTok provides four advantages to non-English department students in learning English speaking skills, namely seeing language-in-use, cross-cultural awareness, the power of creation, and motivation. In the aspect of seeing language in use, students can understand better how to speak English through TikTok videos because it is more expressive, accompanied by gestures, interesting pictures and audio-visuals when speaking. Next, in the aspect of cross-cultural awareness, students can learn to speak English by browsing content that matches their interests such as those related to western culture whether it's food vlogs, fashion, music, etc. Furthermore, in the aspect of power of creation, students prefer learning to speak English through TikTok videos because of its many and interesting features, so it is not boring to use as a learning medium. Then, students like learning to speak English more and enjoy it through TikTok because TikTok can give students a new experience in learning English in an unusual way.

B. Suggestion

The current study offers recommendations for further studies, this research only takes a part of students as a sample from the entire population,

namely non-English department students at the Faculty of Tarbiyah and Teacher Training batch 2020 and produces the data described above. The researcher hopes that further research can continue this research in other faculties and other generations, so that they can obtain more diverse data and can become better suggestions for English learning at UIN Sunan Ampel Surabaya, especially in learning English speaking skill.

In addition, this study only focuses on research objectives, namely to find the kinds of TikTok video content used by non-English department students to learn English speaking skills. In addition, the other objective of the study is to find out what advantages non-English department students get in using TikTok to learn English speaking skills. Researchers hope that further research can prove whether their English speaking skills can improve by using TikTok to learn English speaking skills.



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