

**EXPLORING THE USE OF TIKTOK AS SELF-REGULATED
LEARNING MEDIUM FOR SPEAKING SKILL
IN VOCATIONAL HIGH SCHOOL**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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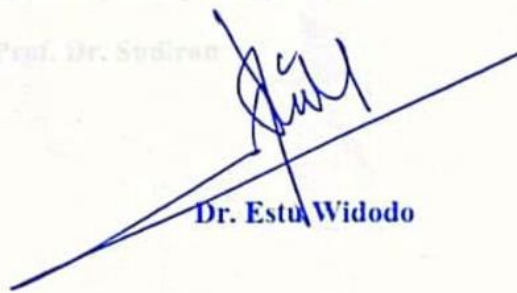
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the master's degree in English Language Education
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2. If this thesis is proven as a form of **PLAGIALISM** in this thesis, I am willing to accept the consequences including accepting the **CANCELLATION OF THE GRANTING OF MASTER DEGREE** and undergoing any Procedures required by the prevailing law.
3. This thesis can be used for literature review which can be accessed by others freely **NON-EXCLUSIVE ROYALTY**.

Thus, this statement is made truthfully to be used as appropriate.

Malang, 19th August 2024

The Writer,



SILVIANA QOMARIYAH

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Praise be to Allah, the Most Merciful, who has granted us the strength, patience, and guidance to complete this thesis. Without His divine blessings and grace, this work would not have been possible. *Sholawat* and *salam* are also given to the prophet Muhammad S.A.W.

This thesis was written with the purpose of exploring the use of TikTok as the self-regulated learning medium for speaking skill in vocational high school. The aim of this study is to contribute to the ongoing research in this field and provide valuable insights that may be beneficial to educators, students, and researchers alike. I would like to extend my deepest gratitude to all those who have supported me throughout this journey. Special thanks go to

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Malang, 19th August 2024

The Writer

TABLE OF CONTENT

LETTER OF STATEMENT	iv
ACKNOWLEDGMENT	v
LIST OF APPENDIXES	viii
INTRODUCTION	1
Speaking Skill	4
The Media of Learning Speaking	6
TikTok Video-Based Technique	7
<i>Advantages of Using TikTok</i>	9
<i>Challenges of Using TikTok</i>	11
Self-Regulated Learning	11
RESEARCH METHOD	13
Research Design	13
Study Site	13
Research Subject	14
Data Collection Technique	15
<i>Documentation</i>	15
<i>Interview</i>	15
Steps to Collect the Data	16
<i>Instrument preparation</i>	16
<i>Requesting official permission or approval</i>	16
<i>Documentation</i>	17
<i>Conducting in-depth interviews</i>	17
<i>Data Analysis</i>	17
Data Analysis	17
<i>Manual coding</i>	18
<i>Coding and categorization strategies</i>	18
<i>Development of relationships between categories/themes</i>	18
<i>Presenting findings</i>	18
FINDINGS AND DISCUSSION	18
FINDINGS	19

TikTok Utilization for Learning Speaking	19
Challenges of Using TikTok for Learning Speaking.....	30
DISCUSSION	37
 TikTok Utilization for Learning Speaking	37
 Challenges of Using TikTok for Learning Speaking.....	42
CONCLUSION AND SUGGESTION	47
REFERENCES	51
APPENDICES	58

LIST OF APPENDIXES

Appendix 1 Interview Guideline	55
Appendix 2 Result of Students Interviews	57
Appendix 3 Documentations	64

**EXPLORING THE USE OF TIKTOK AS SELF-REGULATED
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ABSTRACT

In the digital age, social media platforms have become potential tools for education, and this research specifically explores TikTok's role in enhancing speaking skills. This study investigates the utilization of TikTok as a tool for learning speaking skills and identifies the associated challenges. This qualitative case study explores how students at Vocational High School (SMK) utilize TikTok to enhance their speaking skills and examines the associated challenges. Ten students from the 10th-grade Nursing Assistant program were purposefully selected for interviews, providing insights into their experiences with TikTok as a self-regulated learning tool for English language development.

The study examines how students interact with various features of the platform, such as the For You Page, search functions, reposting, following, liking, and saving videos. Despite the potential educational benefits, several obstacles hinder effective learning on TikTok. These include difficulties in practicing speaking due to the short-form video format, fast-paced speech, language barriers, distractions from unrelated content and advertisements, and technical issues like poor signal and connectivity. TikTok proved especially valuable in nursing assistant training by providing real-life scenarios that improved communication skills essential for patient care. It also fostered peer collaboration, allowing students to learn together and create a supportive learning environment. The research concludes with suggestions to optimize TikTok for educational purposes, recommending the development of targeted educational content, the introduction of language learning-specific features, and strategies to minimize distractions and technical disruptions. By addressing these challenges, TikTok can become a more effective and engaging platform for learning speaking skills.

Keywords: *TikTok, learning medium, speaking skill, self-regulated learning*

**MENJELAJAHI PENGGUNAAN TIKTOK SEBAGAI MEDIA
PEMBELAJARAN KETERAMPILAN BERBICARA
DI SEKOLAH MENENGAH KEJURUAN**

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ABSTRAK

Di era digital ini, platform media sosial telah menjadi alat potensial untuk pendidikan, dan penelitian ini secara khusus mengeksplorasi peran TikTok dalam meningkatkan keterampilan berbicara. Penelitian ini menyelidiki penggunaan TikTok sebagai alat untuk mempelajari keterampilan berbicara dan mengidentifikasi tantangan yang terkait. Studi kasus kualitatif ini mengeksplorasi bagaimana siswa di Sekolah Menengah Kejuruan (SMK) memanfaatkan TikTok untuk meningkatkan keterampilan berbicara dan menguji tantangan yang terkait. Sepuluh siswa dari program Asisten Keperawatan kelas X (sepuluh) dipilih secara sengaja untuk diwawancarai, memberikan wawasan tentang pengalaman mereka dengan TikTok sebagai alat pembelajaran mandiri untuk pengembangan bahasa Inggris. Studi ini meneliti interaksi siswa dengan berbagai fitur platform, seperti Halaman For You, fungsi pencarian, reposting, mengikuti, menyukai, dan menyimpan video. Meskipun memiliki potensi manfaat edukatif, beberapa hambatan menghambat pembelajaran efektif di TikTok. Ini termasuk kesulitan dalam berlatih berbicara karena format video pendek, kecepatan bicara yang cepat, hambatan bahasa, gangguan dari konten yang tidak relevan dan iklan, serta masalah teknis seperti sinyal yang buruk dan konektivitas. TikTok terbukti sangat berguna dalam pelatihan asisten perawat dengan menyediakan skenario kehidupan nyata yang meningkatkan keterampilan komunikasi yang penting untuk perawatan pasien. Platform ini juga mendorong kolaborasi antar teman, memungkinkan siswa belajar bersama dan menciptakan lingkungan belajar yang mendukung. Penelitian ini menyimpulkan dengan memberikan saran untuk mengoptimalkan TikTok bagi tujuan pendidikan, merekomendasikan pengembangan konten edukatif yang ditargetkan, pengenalan fitur khusus untuk pembelajaran bahasa, dan strategi untuk meminimalkan gangguan dan gangguan teknis. Dengan mengatasi tantangan ini, TikTok dapat menjadi platform yang lebih efektif dan menarik untuk belajar keterampilan berbicara.

Kata kunci: *TikTok, media pembelajaran, keterampilan berbicara, kemandirian belajar*

INTRODUCTION

Pratiwi (2021) agreed that TikTok's practicality, benefits, and enjoyable learning experience make it highly influential, suggesting its various features aid in English learning and positive platform utilization. TikTok has been beneficial for language learning by improving vocabulary and overall language proficiency (Qodarsih, 2023). Its interactive and captivating features create a conducive atmosphere for learners to engage in genuine English language practice. Moreover, Qodarsih (2023) also stated that TikTok's concise video format facilitates effective communication, aiding learners in refining their speaking skills. Furthermore, the platform's diverse content allows learners to delve into various subjects, accents, and linguistic styles, enhancing their overall language-learning journey.

Speaking proficiency is considered a key aspect of language learning among Indonesian English foreign language learners, significantly impacting their oral communication and performance (Bashori, 2022). Mastering speaking skills is vital as it enables learners to effectively communicate and engage in real-life conversations, which are increasingly important in today's society (Rao, 2019). Research by Nugroho (2020) emphasizes the necessity of incorporating speaking activities like group discussions and role-plays in language classrooms. These activities provide valuable opportunities for learners to practice speaking, enhance their confidence, and receive feedback from peers and teachers. By prioritizing speaking practice and fostering confidence in oral communication, Indonesian English learners can enhance their ability to engage in conversations and improve overall language proficiency.

However, there are challenges faced by foreign language learners to be successful in Speaking. These elements may impede students from effectively sharpening their speaking skills and cultivating a sense of assurance in employing the language (Romero, 2006). One of the obstacles for students in speaking English in the classroom is that they are not accustomed to speaking English outside the classroom with people around them. Additionally, a lack of support and enthusiasm can hinder students' engagement in speaking or finding opportunities

for speaking practice. Another challenge faced by teachers and students in speaking is the presence of curriculum constraints that might limit the time allocated for speaking practice and impede the comprehensive development of students' speaking abilities and linguistic confidence.

Researchers and teachers use some techniques to improve students' speaking skill such as dubbing video technique (Wati, 2019), role play technique (Kurniawati, 2013), roundtable and one-stay technique (Febrianti, 2022), drama; and action technique (KUMAR, 2021), the questioning technique (Arini, 2022) and think pair share (TPS) (Bunaya, 2019). Research by Jaafar and Ahmad (2021) indicates that integrating TikTok into language learning can enhance students' language skills, such as vocabulary acquisition and pronunciation improvement. Teachers can curate educational TikTok content or assign TikTok-related tasks where students create English language learning videos, fostering active engagement and providing opportunities for feedback. By incorporating TikTok into the language learning process, students can actively participate, practice their language skills, and enjoy a creative and interactive learning experience that enhances their overall language proficiency.

Several researchers studied the use of TikTok as a learning medium. Fitria (2023) suggests that TikTok enhances English learning enjoyment through engaging challenges, fostering increased practice motivation, and its interactive features substantially improve learning effectiveness for students. According to Wahyu (2023), TikTok has the potential to be successful in improving pronunciation abilities. According to Yang (2020), students showed a strong interest in receiving guidance from their teachers to utilize TikTok efficiently in their English learning activities. According to Adnan (2021), TikTok has the potential to facilitate English learning, with findings indicating that the majority of individuals preferred its usage over conventional methods such as mind maps due to its novelty and appealing features. There are concerns about the quality and reliability of educational content on TikTok, as well as its suitability for curriculum objectives. These studies may not fully explore strategies for integrating TikTok into the classroom in ways that can complement existing teaching methodologies

and meet diverse learning needs. Apart from that, these studies do not focus on improving students' speaking skills. Therefore, this study explored the use of TikTok as a learning medium which is considered appropriate to the quality of students' speaking skills learning.

Self-regulated learning (SRL) describes the process wherein students take control of their learning journey, becoming adept at managing and directing their educational activities (Zimmerman, 2015). Self-regulated learning involves students actively engaging in a constructive process where they establish their learning objectives and subsequently oversee, manage, and adapt their cognitive, metacognitive, and motivational strategies to accomplish these goals (U.S. Department of Education, 2011). Self-regulated learning is important to help students achieve high academic performance and achieve their learning goals, particularly in contemporary settings that increasingly involve online learning environments (Jin, 2023).

Self-regulated learning is instrumental in enabling students to reach significant academic milestones and fulfill their educational aspirations within the domain of online learning. Carter Jr et al. (2020) emphasized the importance of combining planning, implementation, and assessment phases in a self-regulated learning (SRL) framework for students engaged in online learning, especially during the COVID-19 pandemic. Albelbisi (2019) highlighted the important role of quality factors in supporting SRL skills in a Massive Open Online Course (MOOC) environment, emphasizing the need for external support mechanisms to improve independent learning behavior. Furthermore, Lehmann et al. (2014) investigated the cognitive, metacognitive, and motivational aspects of pre-reflection in self-regulated online learning, providing insight into the psychological dimensions of SRL. These studies have discussed and discovered self-regulated learning and its significance in the context of online education.

The research methodology for this study adopted a qualitative approach, utilizing interviews and documentation. The participants in this research were students currently enrolled in the vocational high school of SMK Darul Lughah Wal Karomah Kraksaan Probolinggo. To gather comprehensive insights into

students' experiences with TikTok as an English learning medium, the data collection process involved interviews and documentation. Subsequently, the acquired data was obtained through analysis using a descriptive approach. This study aims to provide valuable insights into the use of TikTok as a medium for improving speaking skills and the challenges of TikTok's use of self-regulated learning. The findings can offer suggestions for future researchers interested in exploring innovative approaches to language learning, particularly in enhancing students' speaking proficiency.

According to the information provided in the background above, the researcher developed the following research questions:

- 1) How do students utilize TikTok as a self-regulated learning medium for learning speaking skill in the Nursing Assistant program of SMK Darul Lughah Wal Karomah?
- 2) What challenges do students face when utilizing TikTok as self-regulated learning in speaking skills in the Nursing Assistant program of SMK Darul Lughah Wal Karomah?

These questions were designed to uncover the practical aspects of incorporating TikTok into language learning, as well as the obstacles students may face in leveraging this platform for the enhancement of their speaking abilities.

LITERATURE REVIEW

Speaking Skill

Speaking is a way to communicate in language (Wahyuni, 2021). Speaking is a skill that involves productive speaking skills and receptive comprehension skills in the form of oral communication between two directions, namely the speaker and the listener (Mandasari, 2020). Speaking skill itself is one of the things that become a challenge for second language learners because grammar and vocabulary are also required for these skills (Rao, 2019). Speaking skills are essential for learners to achieve effective communication in the target language (Cabrera-Solano, 2020). Therefore, emphasizing speaking practice and building learners' confidence in oral communication is crucial for their overall language learning success.

Using effective teaching tactics would enhance the learning process and help students' speaking abilities (Ganna, 2018). Teachers create enjoyable learning experiences that are beneficial to both educators and students by utilizing a range of techniques, including role-playing games, simulations, and conversations. Technology may help students become more proficient speakers by giving them the chance to practice and be exposed to real-world scenarios, and claims (Sosas, 2021). Technology is utilized to teach speaking in a variety of ways, such as video conferences, email conversations, social media interactions, live hosting, and stage performances. With the use of this technology, students may establish rapport, increase their fluency and accuracy, reduce stress and anxiety, and gain confidence.

To improve their speaking ability, students can use a variety of learning tactics, including self-preparation, frequent practice, memory, cognitive approaches, and organizational skills. Using these techniques helps students become more conscious of how they are learning and also helps them become more proficient speakers (Wael, 2018). Furthermore, a range of influencing factors, such as social, psychological, task-specific, and teacher-related aspects, influence students' speaking learning processes. Understanding the importance of these elements, instructors and lecturers play a critical role in helping students improve their speaking skills by assisting them in developing and putting into practice efficient learning techniques. With this cooperative method, teachers take on a pivotal role as facilitators in the process of achieving improved public speaking.

The use of technology in teaching speaking and its effects on students' English ability was examined in a study named "The Impact of Technology on English Language Learning: A Focus on Speaking Skills." Which was conducted by Sosas (2021). The study used Focus Group Discussions (FGD) with junior, sophomore, and senior language students to collect data using phenomenology. The results showed that a variety of technologies, such as video conferences, email correspondence, social media engagement, live emceeing, and onstage speaking performances, were used to expose students to English speaking. Interestingly, it

was found that these tech-based methods improved communication, increased accuracy and fluency, reduced nervousness, and increased students' self-assurance.

In alignment with the previously discussed insights on the significance of speaking skills in language learning, this study examined the impact of incorporating TikTok into language education. This study explored the utilization of TikTok video-based techniques as a means to boost students' speaking confidence. Drawing parallels with the aforementioned emphasis on technology in language teaching, the study investigated how TikTok, as a modern and engaging platform, contributes to students' English proficiency, communication skills, and overall confidence in oral expression. By examining the effectiveness of TikTok in creating authentic speaking opportunities, the research aims to provide practical insights for educators seeking innovative approaches to enhance students' speaking abilities in the digital age.

The Media of Learning Speaking

Learning media comprises various tools and resources aimed at enhancing the educational process, especially in language education. These tools, which can be graphic, photographic, or electronic, help capture, process, and reconstruct both visual and verbal information. The primary goal of learning media is to deliver educational content effectively, stimulate student interest, and ultimately improve the quality of teaching and learning (Hikmah, 2019).

In language education, diverse media have become increasingly vital for improving speaking proficiency. Audio, visual, and audio-visual tools each contribute uniquely to language learning when used effectively (Kumar, 2021). For example, audio resources like podcasts aid in pronunciation and listening comprehension, while visual aids such as videos and images help with vocabulary acquisition and contextual understanding (Jalaluddin, 2023). Combining audio and visual elements in interactive videos or multimedia presentations creates immersive learning experiences that enhance student engagement and retention.

Research shows that various media are particularly effective in improving speaking skills. Techniques like video dubbing, as studied by Wati (2019), allow students to overlay new audio onto existing videos, providing opportunities to

express thoughts and improve speaking abilities. Similarly, Sahlan's (2022) work on Role-play Integrated Multisensory Learning (RIML) has proven effective in boosting speaking skills and self-confidence among elementary students. Kumar's (2022) exploration of theater as a medium for teaching speaking courses has shown positive effects on students' fluency and communication skills, while Bunaya's (2019) examination of the Think Pair Share (TPS) strategy highlights how collaborative learning can enhance speaking confidence. Arini's (2022) study further emphasizes the importance of interactive techniques in improving fluency and engagement in tertiary-level speaking instruction.

Moreover, the integration of authentic and non-authentic materials into language learning enhances these benefits. Authentic materials, like photos and videos, expose students to real-world language use, while non-authentic materials, such as textbooks, are tailored for educational purposes (Fitria, 2022). Educators often adapt or adopt these materials to meet specific learning objectives, combining both types to address students' needs and interests. Balancing the strengths and limitations of each type allows teachers to enhance the effectiveness of their instruction. This combination, along with the use of emerging platforms like TikTok, offers dynamic opportunities for students to practice speaking in engaging, contemporary settings.

Overall, the thoughtful integration of various media and materials plays a crucial role in enhancing students' speaking proficiency and overall language learning experience. By utilizing these tools effectively, educators can create engaging, real-world learning environments that foster both confidence and competence in oral expression.

TikTok Video-Based Technique

The role of learning media is very influential on student learning outcomes, one of which is in increasing students' speaking skills (Lestari, 2020). One of the learning media is video. One of the most widely used video platform apps in the present millennial period is TikTok. An interactive social media app called TikTok allows users to share and make short videos that are appealing to a large audience

(Hayes, 2020). TikTok is a recently developed social media platform for sharing micro-videos that enables account holders to make brief movies that range in length from a few seconds to several minutes and share them with other TikTok users (Zhu, 2020). Introducing TikTok to the world of education, especially to student creativity, can present difficulties and challenges because it promotes the freedom to be creative (Hayes, 2020). Therefore, TikTok can be a window into learning that is useful for stimulating students' learning abilities such as creativity (Escamilla-Fajardo, 2021). We must also look into how TikTok's technological features, functionalities, and logic interact with various social and cultural practices and how they affect them (Kaye, 2022). TikTok's distinct position within the global platform system is one aspect that makes it a particularly attractive topic for an investigation within a platform.

Procedure for Using the TikTok Application

To discover educational content on TikTok, students and teachers can navigate through the TikTok application platform using the following steps:

- Open the TikTok Application and log in to the account.
- On the Home Screen, tap the Search button typically shaped like a magnifying glass at the bottom of the screen.
- Enter relevant keywords related to the material you want to learn. For instance, input "learning speaking" as the keyword for speaking content.
- Scroll through the Search Results to find suitable content. It encountered various videos related to the keywords entered.
- To save interesting content, we can press the "Save" button typically in the form of a flag next to the video.
- Explore related hashtags about your study material by typing specific hashtags in the search box. For example, #education for educational content.
- Follow accounts of users producing high-quality educational content by pressing the "Follow" button on their profile.

By following these steps, we can easily discover beneficial learning content on TikTok and enhance students' learning experience through the platform.

Advantages of Using TikTok

There is ample evidence suggesting that TikTok offers benefits to students' speaking skills, as highlighted in previous research. Putri (2022) asserts that TikTok significantly enhances students' speaking abilities, with positive attitudes toward its integration into language instruction. The incorporation of TikTok in the learning process inspires and motivates students to engage in oral communication. Through various interactive tools available on TikTok, students can create diverse English-language content, thereby relating language learning to their daily lives and improving their speaking skills in a meaningful manner (Manggo et al., 2022). TikTok serves as a valuable learning medium, particularly for enhancing English-speaking skills among students.

Herlisya and Wiratno (2022) note a notable improvement in students' average scores in learning activities across different cycles, indicating that TikTok enhances both learning engagement and speaking ability. TikTok's utility extends to fostering students' creativity and speaking skills, with instances of corrective feedback provided for speech errors, as observed by Zahro (2023). Moreover, there is a significant difference in speaking scores between students exposed to TikTok-based teaching methods and those who are not, as evidenced by higher average post-test scores in the experimental group (Zahro, 2023).

Furthermore, students' responses to TikTok usage are overwhelmingly positive, with the majority expressing favorable opinions about its potential to enhance speaking skills (Nasichah, 2023). Over 70% of students perceive TikTok as a solution to speaking-related challenges, underscoring its effectiveness as a means of improving speaking abilities. As such, it is recommended that instructors incorporate TikTok-based speaking assignments in English-speaking classrooms to capitalize on its potential for enhancing students' speaking skills (Chen & Kang, 2023).

Based on the provided information, here are the benefits of using TikTok for enhancing students' speaking skills summarized into points with corresponding references:

- **Enhanced Speaking Abilities**
TikTok significantly improves students' speaking skills, with positive attitudes toward its integration into language instruction (Putri, 2022).
- **Motivation and Engagement**
TikTok inspires and motivates students to engage in oral communication, making language learning more interactive and relatable to their daily lives (Manggo et al., 2022).
- **Improved Learning Activities**
TikTok contributes to a notable improvement in students' average scores in learning activities, indicating enhanced learning engagement and speaking ability (Herlisya & Wiratno, 2022).
- **Fostering Creativity**
TikTok fosters students' creativity in language learning and provides instances of corrective feedback for speech errors, further enhancing speaking skills (Zahro, 2023).
- **Significant Difference in Speaking Scores**
Students exposed to TikTok-based teaching methods exhibit higher average post-test scores in speaking compared to those who are not exposed (Zahro, 2023).
- **Positive Student Responses**
Overwhelmingly positive responses from students regarding TikTok's potential to enhance speaking skills, with over 70% perceiving it as a solution to speaking-related challenges (Nasichah, 2023).
- **Recommendation for Classroom Integration**
Instructors are recommended to incorporate TikTok-based speaking assignments in English-speaking classrooms to capitalize on its potential benefits for enhancing students' speaking skills (Chen & Kang, 2023).
These points highlight the multifaceted advantages of incorporating TikTok into language instruction for improving students' speaking abilities.

Challenges of Using TikTok

A study conducted by Novitasari (2022) found that there are several challenges to using TikTok for students' learning English:

- **Network Problems**

One of the significant challenges encountered when using TikTok for learning English is network connectivity issues, which may hinder seamless access to educational content.

- **Difficulty in Communication with Content Creators**

When students encounter difficulties or have questions about the content in TikTok videos, communication with content creators is limited to the comments section. There is uncertainty regarding whether content creators responded to queries or provided clarification.

- **Distraction**

Another challenge faced by students while learning on TikTok is the ease of getting distracted. The platform's engaging and diverse content may divert students' attention from focused language learning activities.

- **Consensus Among Students**

Both students with positive and negative responses to using TikTok for learning English acknowledge similar challenges. These challenges include network problems, difficulties in communication with content creators, internet data charges, and susceptibility to distractions.

Overall, these challenges pose potential obstacles to the effective use of TikTok as a medium for learning English and may impact students' learning experiences and outcomes.

Self-Regulated Learning

Self-regulated learning (SRL) refers to the method whereby students assume responsibility for their learning trajectory, gaining proficiency in overseeing and guiding their educational pursuits (Zimmerman, 2015). This entails students actively engaging in managing and directing their learning activities, demonstrating autonomy and competence in their educational endeavors. Self-regulated learning (SRL) offers a range of benefits such as enhancing self-

regulated learning abilities, fostering the development of metacognitive skills, increasing intrinsic motivation, and ultimately improving academic performance (Pintrich, 2000). However, despite these advantages, SRL also comes with its own set of challenges. Brenner (2022) highlights that the challenges in the implementation of self-regulated learning (SRL) lie in the necessity for students to possess a deep comprehension of efficient learning tactics, coupled with the essential traits of motivation and discipline. Moreover, students must demonstrate a robust grasp of how to proficiently plan, monitor, and assess their progress in the learning journey.

Several studies conducted Self-Regulated Learning (SRL) such as a study conducted by Smith et al. (2018) emphasized the positive impact of integrating self-regulated learning (SRL) techniques into the realm of speaking skills, showcasing its ability to bolster learners' verbal communication proficiencies. Similarly, research conducted by Brown and Jones (2019) suggested that students who employ SRL strategies exhibit superior speaking skills and greater confidence in communication. Furthermore, insights gleaned from the study conducted by Lee et al. (2020) illustrated how the incorporation of SRL into speaking instruction can empower students to cultivate enhanced speaking abilities autonomously.

Other studies conducted TikTok as a Self-Regulated Learning (SRL). Wang and Chen's (2019) study delved into the utilization of TikTok as an educational instrument and its impact on fostering students' autonomy in employing self-regulated learning (SRL) techniques. Building upon this, Liu et al. (2020) underscored TikTok's viability as a platform conducive to facilitating efficient SRL methods within online learning environments. Additionally, recent findings by Zhang and Li (2021) shed light on how the integration of TikTok into educational practices can serve as a catalyst for inspiring students to innovatively cultivate their SRL capabilities.

RESEARCH METHOD

Research Design

This study adopted a case study of qualitative research design to delve into the experiences of students utilizing TikTok as a medium for enhancing their speaking skills in a vocational high school setting, along with the challenges associated with the use of TikTok as self-regulated learning. Experts Yin (2003, 2006) and Stake (1995) provided insights on the concept of case study as it was studied by Baxter (2008). Their research showed that case study research goes beyond just examining people or circumstances; it navigates through simple and complex situations, delving into questions about "how" and "why," while considering contextual factors. Participating in case studies offers beginning researchers an invaluable opportunity to carefully examine a case, collecting information from many sources to get a thorough insight.

A qualitative research method is particularly well-suited for this exploration as it allows researchers to examine the data broadly and capture the nuances of individual experiences. This approach, focusing on specific people, occasions, and environments, aligns with idiographic analysis principles (Gerring, 2017). Qualitative researchers immerse themselves in the authentic environments of their subjects, aiming to comprehend and interpret phenomena by considering the significance individuals attribute to them (Aspers, 2019). This meticulous exploration involves collecting diverse empirical materials, such as case studies, personal experiences, introspective analyses, life stories, interviews, documentation, observations, historical data, interactive elements, and visual representations. By integrating these multifaceted sources, the study aims to provide a comprehensive understanding of both routine and challenging moments, unraveling the underlying meanings within individuals' lives concerning the use of TikTok for language learning.

Study Site

This research took place at SMK Darul Lughah Wal Karomah, Kraksaan. This school was chosen because of its suitability for the research topic and the result of the researcher's survey of three schools in Probolinggo which are MTs Negeri 1

Probolinggo, MA Plus Taruna Islam Al-Kautsar, and also SMK Darul Lughah Wal Karomah. The survey conducted by the researcher found that SMK Darul Lughah Wal Karomah is the school most likely to carry out this research because many of its students use TikTok as a self-regulated learning medium. Apart from that, this school also has a TikTok account that can be used by teachers and students for learning and other school activities.

Additionally, the institution served as an ideal setting due to the extensive integration of TikTok into teaching practices by educators. The selection of participants has an important role in relevant and meaningful experiences related to the case under study. By conducting research at this institution, this research aims to provide valuable insights into the specific applications of TikTok in educational contexts and contribute to the growing understanding of the technology field.

Research Subject

The research subject comprised students currently attending SMK Darul Lughah Wal Karomah Kraksaan Probolinggo, a vocational high school, with a specific focus on those enrolled in the 10th-grade Nursing Assistant program. The selection of participants was purposeful to observe, focusing on students utilized in English language learning through TikTok. A total of 10 students were chosen to participate in the interview segment, allowing for an in-depth exploration of the challenges they encounter while utilizing TikTok as a self-regulated learning medium, particularly within the context of developing speaking skills. The criteria for selecting students to participate in the research are as follows:

- Current enrollment at SMK Darul Lughah Wal Karomah Kraksaan Probolinggo.
- Enrollment in the 10th grade Nursing Assistant program.
- Actively engaged in English language learning through TikTok.
- Willingness to participate in interviews.
- Availability to provide detailed information about their experiences with TikTok as a self-regulated learning medium.

- Specifically, students who face challenges in developing speaking skills through TikTok.

All participants agreed to participate in this research after the researcher thoroughly explained the aims and scope of the study during data collection, agreeing to be interviewed and share their experiences.

Data Collection Technique

The data collection methods for this study consisted of interviews and documentation. Both interviews and documentation were utilized to examine the utilization of TikTok as a self-regulated learning tool for improving speaking skills, as well as to explore the challenges associated with its use in language learning, specifically focusing on speaking abilities. In-depth interviews were conducted with selected participants to gather detailed information about their experiences with TikTok as a tool for enhancing speaking skills through self-regulated learning. The detailed procedures for data collection are outlined as follows:

Documentation

Documentation served as the primary method of data collection for this research. This involved systematically recording and analyzing various documents or artifacts related to the utilization of TikTok for language learning. Through documentation, the researcher aims to capture comprehensive and accurate data regarding the behaviors, interactions, or conditions pertinent to the research inquiry. This approach allows for a nuanced understanding of the research context and provides valuable insights that may not be captured through other data collection methods.

Interview

The interview involved 10 students from SMK Darul Lughah Wal Karomah and was designed to explore the challenges of using TikTok as a language learning tool, specifically for improving speaking skills. The questions were meticulously developed to address the difficulties encountered in enhancing oral proficiency through TikTok. These questions were adopted from Ratminingsih's (2021) research on the integration of technology in language learning, providing a

foundation for understanding the effectiveness and obstacles of this medium in language education.

During the in-depth interviews with selected participants, a thorough exploration of their experiences was conducted. This involved probing discussions to elicit detailed accounts of their interactions with TikTok as a means of self-regulated learning. Participants were encouraged to provide rich descriptions of their encounters, including any successes, setbacks, strategies employed, and perceived benefits or limitations. Furthermore, the interviews offered opportunities for participants to reflect on the suitability of TikTok for their individual learning styles and preferences, as well as its alignment with their language learning objectives. Through this comprehensive approach, the research aims to gain a nuanced understanding of the nuanced challenges and opportunities associated with using TikTok for enhancing speaking skills in language learning contexts.

Steps to Collect the Data

In collecting data for a qualitative research study utilizing a case study design, incorporating interviews and documentation, the following comprehensive steps were systematically undertaken:

Instrument preparation

The researcher developed the necessary tools for data collection, encompassing both interview and documentation, ensuring they were carefully designed to effectively capture the nuanced aspects of the case under investigation.

Requesting official permission or approval

The researcher obtained official permission from the relevant authorities or ethics committee within SMK Darul Lughah Wal Karomah before beginning any research study. To ensure submission with institutional rules and standards, this approval procedure required the submission of comprehensive documents detailing the study aims, techniques, and ethical issues. After approval, the researcher proceeded forward with the study with the assurance that it followed the legal and ethical guidelines set by SMK Darul Lughah Wal Karomah.

Documentation

Systematic documentation of relevant materials, artifacts, or records related to the case under study was engaged. This involved collecting and analyzing various documents to gain insights into the case within its natural context.

Conducting in-depth interviews

The researcher implemented in-depth interviews characterized by open-ended questions, aiming to produce rich and detailed descriptions of the participants' experiences. Through probing explorations, the researcher delved into the particulars of their perceptions, emotions, and interpretations concerning the case under study.

Data Analysis

The researcher conducted a systematic analysis of the collected data, including both interview transcripts and documented materials, to develop textural and structural descriptions of individual experiences within the case. Through meticulous examination, uncover underlying patterns, themes, and meanings embedded in the data, thus providing a comprehensive understanding of the case.

Several symbols were used to present the findings of the interview result. For question presented as Q. The symbols for the participants are SPR (S1), AIBF (S2), ANF (S3), AN (S4), MK (S5), NPIK (S6), NADK (S7), RA (S8), ZAUS (S9), RA (S10). The researcher uses students' initials as coding in data analysis to maintain confidentiality. This practice ensures that individual identities are protected while still allowing for the systematic organization and analysis of data. By anonymizing personal information, the researcher upholds privacy standards and prevents the disclosure of sensitive details.

By following these detailed steps, researchers effectively navigated the complexities inherent in collecting and interpreting data within a case study framework, thereby enriching the qualitative research work.

Data Analysis

Dr. Philip Adu outlined a comprehensive methodology that can provide researchers with a complex framework for dissecting qualitative data analysis. The steps outlined in the approach are as follows (Adu, 2019):

Manual coding

Starting with the basic process of coding data, researchers began this initial step by using conventional tools such as Microsoft Word to annotate and carefully categorize textual data.

Coding and categorization strategies

Delve into the intricacies of the analytical journey, the critical decision-making processes involved in selecting coding strategies and associated qualitative categorization tailored to the unique characteristics of the data set under study.

Development of relationships between categories/themes

This method advocates the synthesis of categories and themes, explaining the relationships and interactions between various elements in the data set. This holistic approach fosters a nuanced understanding of the multifaceted dimensions captured in qualitative data.

Presenting findings

There are innovative methodologies for presenting qualitative findings, providing researchers with practical examples for conveying their results effectively through a variety of media such as visual representations, narrative storytelling, or thematic frameworks.

Dr. Philip Adu's carefully designed study is designed to guide researchers in systematically dissecting qualitative data, thereby enhancing the credibility and rigor of their research findings.

FINDINGS AND DISCUSSION

This study aims to investigate two primary inquiries within the context of the Nursing Assistant program at SMK Darul Lughah Wal Karomah: firstly, how students utilize TikTok as a self-regulated learning medium for learning speaking skill in the Nursing Assistant program of SMK Darul Lughah Wal Karomah; and secondly, what challenges students face when utilizing TikTok as self-regulated learning in speaking skills in the Nursing Assistant program of SMK Darul Lughah Wal Karomah.

Data collection involved interviews and documentation, and employed a qualitative approach. Participants were students from SMK Darul Lughah Wal Karomah, Kraksaan Probolinggo. Both interviews and documentation were utilized to comprehensively understand students' experiences with TikTok as an English learning tool. This study aims to provide valuable insights into the effectiveness of TikTok for improving speaking skills and the challenges associated with its use for self-regulated learning. The findings could guide future research on innovative language learning strategies, particularly in enhancing speaking proficiency.

FINDINGS

The researcher conducted interviews with 10 students from the 10th-grade Nursing Assistant program at SMK Darul Lughah Wal Karomah Kraksaan Probolinggo, a vocational high school, with a specific emphasis on their utilization of TikTok as a platform for English language acquisition. The 10 participants were purposively selected to provide insights into the challenges encountered while employing TikTok for language learning, particularly in the domain of speaking proficiency enhancement. Inclusion criteria encompassed enrollment in SMK Darul Lughah Wal Karomah Kraksaan Probolinggo, active engagement in TikTok-mediated English learning, and willingness to partake in interviews.

The interview was conducted on March 23, 2024, in SMK Darul Lughah Wal Karomah. This analysis was based on interviews with students, offering firsthand insights into their experiences and perspectives. These interviews illuminated how students in the Nursing Assistant program at SMK Darul Lughah Wal Karomah utilized TikTok for self-regulated learning to improve their speaking skills, while also highlighting the challenges they face in the utilization of TikTok application as the learning medium.

TikTok Utilization for Learning Speaking

Students provided their perspectives on the utilization of TikTok in the process of learning speaking as a form of self-regulated learning. Various

functionalities within the TikTok application, such as the For You Page (FYP), search option, reposting feature, following, liking, and saving features, served as ways for leveraging the platform for educational purposes.

For You Page (FYP)

This aspect examined how students interact with the For You Page (FYP), which is TikTok's personalized content feed displaying videos tailored to individual students' interests and preferences. Among the respondents in the interviews, five students articulated their discovery of language learning material within the For You Page (FYP) feature.

The respondent S1 mentioned finding content related to learning speaking on the For You Page (FYP) of TikTok. This indicated that TikTok's algorithm effectively tailored content to their interests through the FYP feature.

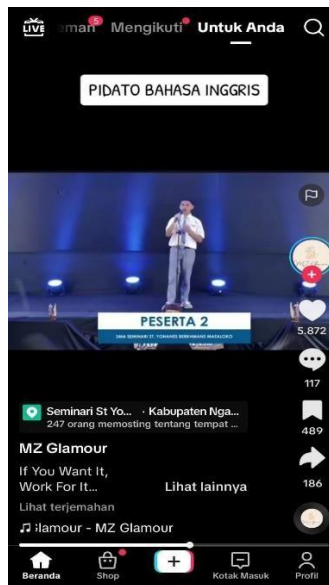
"I found on FYP of TikTok the content of learning speaking." (S1:SPR:Q1)



Picture 1. Speaking material on For You Page (FYP)

Similar to the first interview, S3 also discovered content related to learning speaking through TikTok's For You Page (FYP) as shown in the picture below.

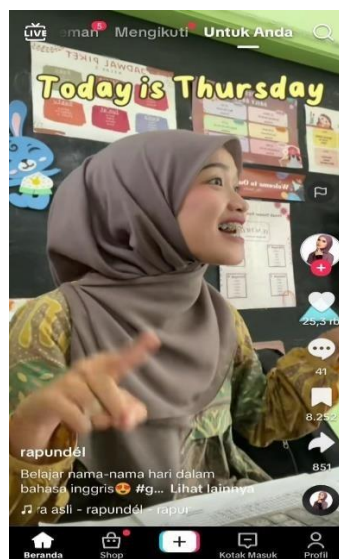
"I found out about learning speaking on the TikTok app through For You Page (FYP)." (S3:ANF:Q1)



Picture 2. Speech video on For You Page (FYP)

This respondent's experience aligns with the previous ones, where they stumbled upon speaking material on TikTok's homepage.

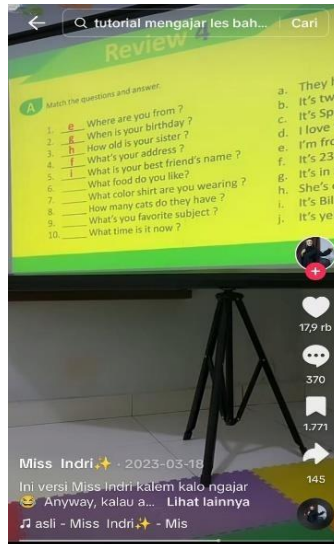
*"I opened TikTok, immediately appeared on FYP about learning speaking."
(S4:AN"Q1)*



Picture 3. Speaking material (2) on For You Page (FYP)

Like the others, S5 mentioned encountering speaking material on TikTok and continuing to watch the video

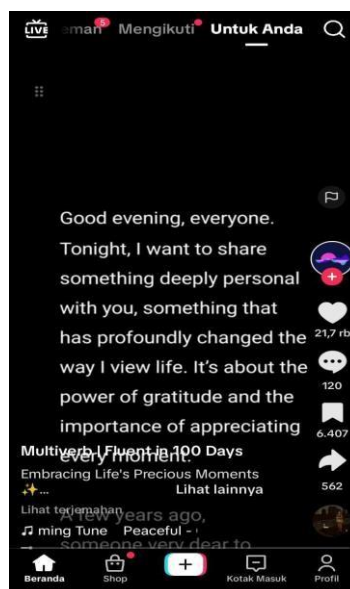
"I opened TikTok then accidentally speaking material appeared on the TikTok homepage and I continued watching the video." (S5:MK:Q1)



Picture 4. Speaking material (3) on For You Page (FYP)

While S9 also mentioned discovering material related to speaking learning on their For You Page (FYP).

"I once found out about passing speaking learning in my FYP." (S9:ZAUS:Q1)



Picture 5. Speaking material (4) on For You Page (FYP)

The students' testimonies indicated that TikTok's For You Page (FYP) effectively promotes language learning, particularly speaking skills, through its

personalized content delivery. The algorithm's capacity to provide relevant educational content incidentally, along with high levels of engagement and accessibility, makes TikTok a valuable tool for self-regulated learning. This suggests a potential shift in how educational content is consumed and highlights the significant role social media platforms like TikTok can play in informal education. The overall positive student feedback suggests promising opportunities for integrating such platforms into educational strategies, utilizing their popularity and advanced recommendation systems to improve learning outcomes.

“Search” feature

The "Search" feature of TikTok allows students to discover specific content by entering keywords related to their interests. In the context of using TikTok as a learning medium for speaking skills, students can utilize the "Search" feature to find speaking-related content that aligns with their learning objectives. For example, students can search for hashtags such as #SpeakingPractice or #SpeakingLearning to access videos specifically focused on speaking skills learning content. By using the "Search" feature, students can easily explore a wide range of speaking-related content, including tutorials, language learning challenges, conversation practice videos, and more.

The respondent (S2) mentioned opening TikTok specifically to find speaking material, indicating a deliberate intent to engage with language learning content on the platform.

"I opened TikTok to find speaking material and I continued watching." (S2:AIBF:Q1)

The next respondent (S7) not only opened TikTok but also actively searched for speaking learning content.

"I opened TikTok and kept searching for speaking learning, and there came up all about learning speaking." (S6:NPIK:Q1)

Similar to the previous response, S7 specifically went on TikTok to search for speaking lessons. The use of "searched" implies a purposeful action, suggesting that the respondent actively seeks out language learning resources on TikTok to support their learning goals.

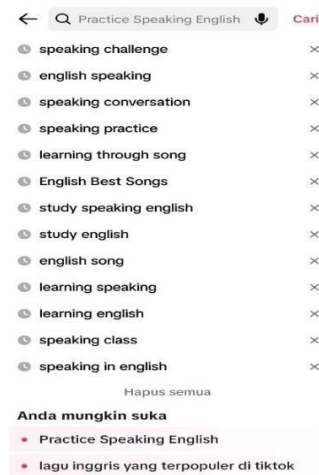
"I went on TikTok and searched for speaking lessons." (S7:NADK:Q1)

Respondent S8 provides a detailed account of their process, mentioning opening the TikTok app, clicking on the search feature, typing "learning speaking," and selecting a video to watch.

"I opened the TikTok app and clicked search, typed 'learning speaking' and selected the video to watch." (S8:RA:Q1)

Similar to the previous response, S10 mentioned using TikTok's search feature to find content related to learning speaking.

"I use TikTok to find learning about speaking in search." (S10:RA:Q1)



Picture 6. Search Feature

The students' experiences with TikTok's "Search" feature as the picture above indicate that it is an effective tool for targeted language learning, especially for speaking skills. This feature promotes intentional and proactive engagement, enabling students to easily find a wide variety of relevant content. This self-regulated and active learning approach demonstrates the potential of TikTok's search functionality to significantly improve informal education. By using this feature, students can control their learning journey, discovering and utilizing resources that align with their educational goals. The positive feedback from students highlights the effectiveness of incorporating TikTok's search capabilities into their learning strategies, providing a strong means to support and enhance their speaking skills.

"Repost" feature

This aspect focuses on students' use of TikTok's "Repost" feature, allowing them to redistribute content created by others, thereby facilitating the sharing of speaking-related material within their social circles. The "Repost" functionality emerges as a particular tactic employed by students to archive the language learning material they encounter. This feature facilitates the preservation of videos within the designated "Reposting" section for future reference.

Respondent S1 mentioned sharing a video about learning speaking and reposting it, indicating an active engagement with language learning content on TikTok.

*"I shared a video about learning speaking and also reposted the video."
(S1:SPR:Q2)*

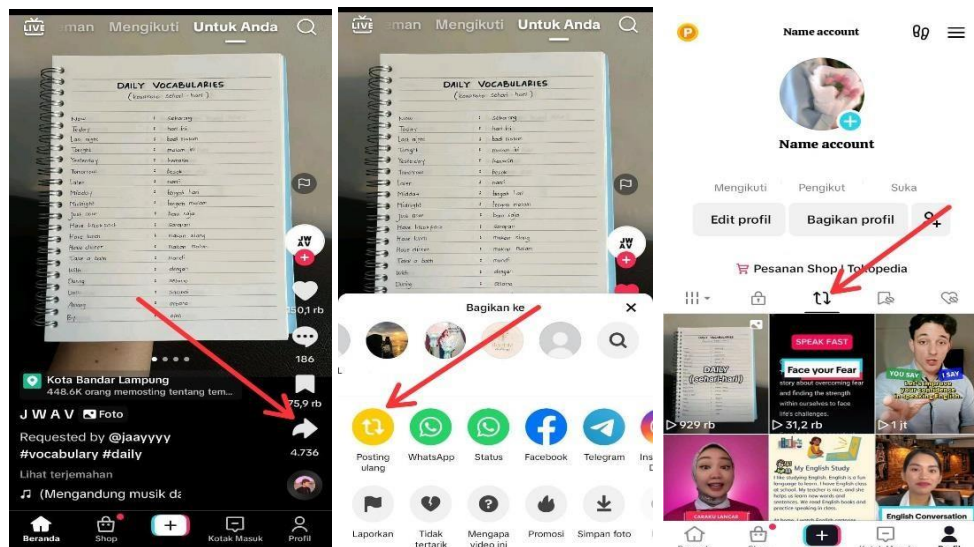
S3 expressed a frequent engagement with reposting content related to learning speaking.

"I often repost about learning speaking." (S3:ANF:Q2)

S5 mentioned encountering an account dedicated to speaking learning materials and reposting them. This indicated that the respondent actively seeks out accounts or creators producing relevant content.

*"I saw an account that was about speaking learning materials and reposted it."
(S5:MK:Q2)*

This statement from S5 highlights their proactive approach to improving their speaking skills by engaging with content that is directly relevant to their learning needs. By identifying and sharing an account focused on speaking learning materials, S5 demonstrates an active interest in curating valuable resources, suggesting a deliberate effort to enhance their language proficiency through targeted content on social media.



Picture 7, 8, 9. Parts of Share Feature

The students' used of TikTok's "Repost" feature as the picture above underscores its effectiveness as a tool for enhancing language learning, particularly speaking skills. This feature supports active engagement, content curation, peer learning, and archiving for future reference. By reposting educational content, students can create a personalized repository of valuable materials, facilitate peer learning, and ensure easy access to relevant resources. The positive feedback from students highlights the potential of the repost feature to significantly enhance their language learning strategies, providing a robust means to support and improve their speaking skills.

"Follow" feature

This point explores how students employ TikTok's "Follow" feature to subscribe to content creators producing videos aligned with their learning goals, thereby gaining access to a continuous stream of speaking skill-related content.

S2 mentioned actively following accounts related to the speaking subject.

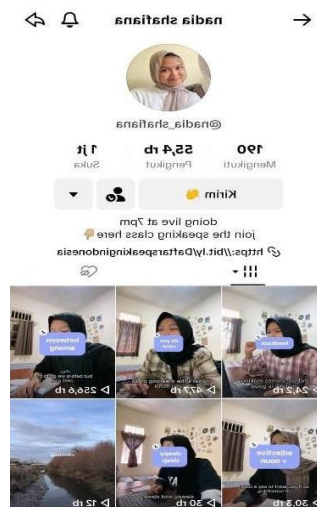
"I see and follow accounts that are about speaking subject." (S2:AIBF:Q2)

S4 followed content from creators focused on learning speaking.

"I follow the creator of the learning speaking and repost about the speaking material." (S4:AN:Q2)

Respondent S7 specifically mentioned following Nadia Shafiana a TikTok account for English learning content. This indicated a targeted approach to following specific creators known for producing valuable language learning resources, highlighting the importance of individual content creators in students' learning journeys.

*"I follow Nadia Shafiana a TikTok account because it contains English learning."
(S7:NADK:Q2)*



Picture 10. Nadia Shafiana TikTok Account

The students' use of TikTok's "Follow" feature underscores its effectiveness in supporting language learning, particularly for speaking skills. By following relevant accounts, students can access a continuous stream of curated, high-quality content, ensuring consistent exposure to valuable learning resources. This targeted approach enhances engagement and provides students with reliable materials aligned with their educational goals. The positive feedback from students highlights the significant role of the "Follow" feature in their language learning strategies, offering a robust tool to support and improve their speaking skills.

"Like" feature

This aspect examines how students utilize the "Like" feature on TikTok to express approval or interest, particularly towards content related to speaking skills that resonate with them. Through the accumulation of likes, students actively shape

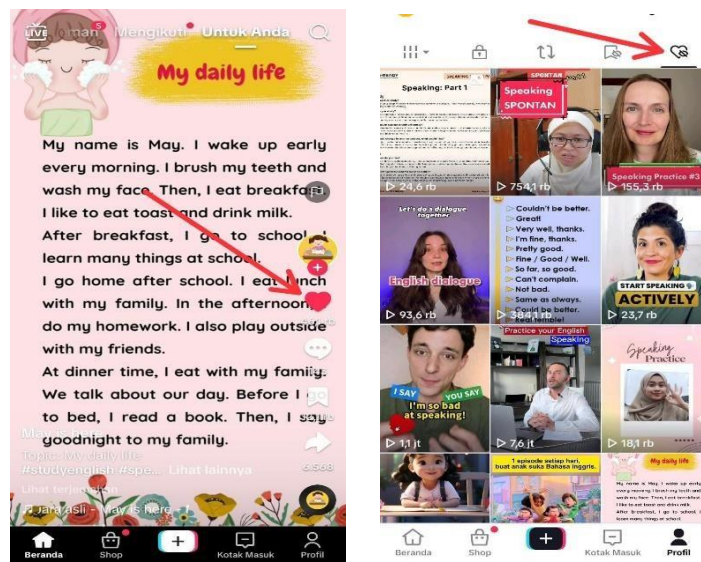
their TikTok experience, signaling to the platform their preferences, which in turn informs the algorithm in recommending similar content in the future.

S6 mentioned frequently liking speaking lessons, indicating a consistent interest in this type of content. By liking several videos, the respondent influences the content that appears on their homepage and actively saves speaking learning videos for future reference, demonstrating an active engagement with language learning material on TikTok.

"I often like speaking lessons, then often appear on the homepage and I often save speaking learning videos." (S6:NPIK:Q2)

S9 also expressed a habit of liking videos about learning speaking.

"I often like videos about learning speaking." (S9:ZAUS:Q2)



Picture 11, 12. Like Feature

The students' use of TikTok's "Like" feature demonstrates its effectiveness in supporting language learning, particularly speaking skills. By liking relevant content, students signal their preferences to the platform, ensuring a personalized and consistent stream of educational videos. This active engagement and content curation enhance their learning experience, providing a robust tool for continuous improvement. The positive feedback from students highlights the significant role

of the "Like" feature in their language learning strategies, offering a valuable means to support and enhance their speaking skills.

“Save” feature

The "Save" feature of TikTok allows students to bookmark or save videos that they find interesting or valuable for later reference. In the context of using TikTok as a learning medium for speaking skills, students can utilize the "Save" feature to bookmark speaking-related content that they want to revisit or practice later. By saving relevant content, students can create a personalized library of resources tailored to their learning goals, making it easier for them to engage in self-regulated learning and practice speaking skills consistently over time.

S6 expressed a habit of saving speaking learning videos, indicating an active effort to curate a collection of resources tailored to their learning goals.

"I often like speaking lessons, then often appear on the homepage and I often save speaking learning videos." (S6:NPIK:Q2)

This respondent (S10) stated that they save a lot of videos about learning speaking material.

"I save videos about learning speaking." (S10:RA:Q2)

S10's statement reflects their intentional strategy to support their speaking development by saving videos that focus on learning speaking skills. This behavior indicates that S10 values these resources and plans to revisit them.



Picture 13, 14. Save Feature

The students' use of TikTok's "Save" feature demonstrates its effectiveness in supporting language learning, particularly in speaking skills. By saving relevant content, students create a personalized library of educational resources, facilitating self-regulated learning and consistent practice. This strategy enhances their engagement with learning materials, ensuring that valuable content is easily accessible for repeated use. The positive feedback from students underscores the significant role of the "Save" feature in their language learning strategies, providing a robust tool to support and improve their speaking skills.

Challenges of Using TikTok for Learning Speaking

Difficulty in practicing

This refers to the challenge students face when attempting to practice speaking skills on TikTok, such as finding appropriate opportunities or feeling inhibited by the platform's format. These challenges show why it's important to create supportive environments and use teaching methods that help students make the most of TikTok to improve their speaking skills.

Response S6 simply stated in brief, it suggests that the student encounters barriers or obstacles that hinder their ability to effectively practice speaking skills on TikTok.

"I find it difficult to practice." (S1:SPR:Q4)

S6 identified several challenges including difficulty in practicing the conversations.

"Lack of focus, difficulty in following the conversation, no signal, a lot of notifications coming in." (S6:NPIK:Q4)

The students' responses highlight the complexity of practicing speaking skills on TikTok and the various challenges they encounter in doing so. These challenges underscore the importance of creating supportive environments and utilizing effective teaching methods to help students maximize the platform's potential for improving their speaking skills. Addressing issues such as finding appropriate opportunities, managing distractions, and ensuring signal quality can

enhance students' learning experiences on TikTok and enable them to overcome barriers to effective speaking practice.

Fast-paced speech

This point highlights the challenge that students face when trying to comprehend and follow the rapid speech commonly present in TikTok videos, which can pose a significant obstacle to their learning process. The fast-paced nature of content on TikTok, characterized by quick transitions and concise delivery, may make it difficult for students to fully grasp the spoken language, especially if they are not accustomed to such rapid speech patterns.

S2 expressed difficulty in understanding TikTok content due to the fast pace of speech.

"I can't understand because they speak too fast." (S2:AIBF:Q4)

S10 indicated that they struggle to replicate or mimic the speech they hear in TikTok videos because of the rapid pace at which it is delivered.

"I can't copy what they said because they spoke too quickly." (S10:RA:Q4)

The students' responses highlight the impact of fast-paced speech on their ability to comprehend and replicate language on TikTok. This challenge underscores the importance of implementing strategies to address rapid speech patterns in language learning contexts, such as providing supplementary materials with slower speech, incorporating exercises to improve listening comprehension, and encouraging students to practice speaking at their own pace. By addressing the issue of fast-paced speech, educators can help students overcome this obstacle and maximize the effectiveness of using TikTok as a platform for language learning.

Language barriers

This aspect pertains to the challenges posed by language differences or unfamiliar vocabulary encountered in TikTok content, potentially impeding students' comprehension and learning. TikTok has students from all over the world, so several videos can have different accents or slang that students might not understand. Also, some videos might use words students don't know. This can

make it hard for students to understand what the videos are about, and they might feel frustrated or lose interest in learning.

S4 expressed difficulty in understanding spoken language content on TikTok due to a lack of proficiency in English.

*"I have trouble in understanding the speaking because I don't know English."
(S4:AN:Q4)*

S5 mentioned experiencing difficulty in maintaining focus due to encountering words whose meanings they don't understand.

"Sometimes I don't focus because sometimes there are words that I don't understand the meaning." (S5:MK:Q4)

The students' responses highlight the impact of language barriers on their ability to comprehend and engage with TikTok content. This challenge underscores the importance of providing support and resources to address language differences and unfamiliar vocabulary in language learning contexts. Educators can help students overcome language barriers by incorporating strategies such as providing subtitles or transcripts, offering vocabulary explanations, and encouraging students to seek clarification when encountering unfamiliar terms. By addressing language barriers, educators can create a more inclusive and accessible learning environment on TikTok, enabling students to fully participate and benefit from language learning opportunities on the platform.

Distractions

- **Live**

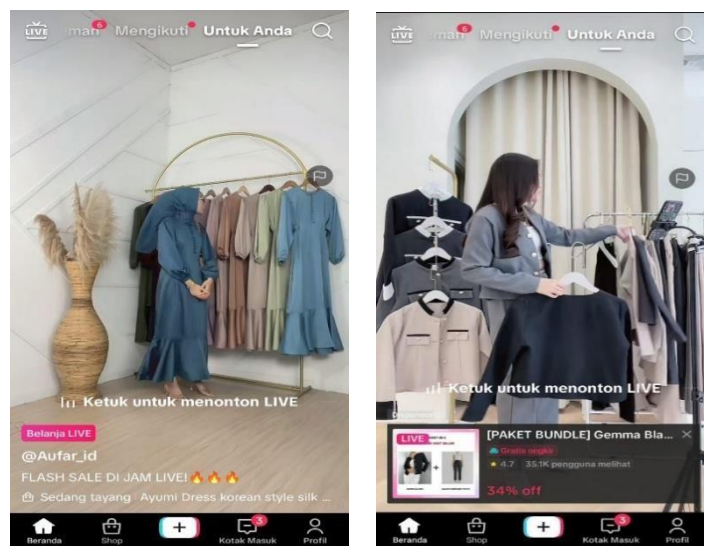
This involves the distractions caused by live streaming sessions on TikTok, which might draw students' attention away from focused learning activities, especially when learning speaking. Live streaming on TikTok offers real-time communication and a mix of entertainment and educational content. However, while it provides authentic language exposure and interaction opportunities, it can also be distracting.

Several respondents, namely S2, S3, S4, S6, S9, and S10 mentioned the live feature appearing on TikTok as a potential source of distraction that may interfere

with their learning activities on the platform. The students' responses shed light on the challenges posed by live streaming sessions on TikTok, which can distract them from focused learning activities, especially when learning speaking.

Several respondents, namely S2, S3, S4, S6, S9, and S10, mentioned the live feature on TikTok as a potential source of distraction interfering with their learning activities. These distractions include notifications, ads, and the live streaming itself. The presence of live streaming sessions can divert students' attention away from language learning content, impacting their ability to engage effectively in speaking practice or concentrate on learning materials.

The respondents' experiences highlight the importance of managing distractions when using TikTok for language learning. Educators and learners should be mindful of the potential distractions posed by live streaming sessions and take steps to minimize their impact. Strategies such as setting dedicated learning times, disabling notifications, and creating a distraction-free learning environment can help students optimize their learning experiences on TikTok and improve their speaking skills more effectively. By addressing distractions, students can enhance their focus and engagement with language learning content, ultimately leading to better learning outcomes.



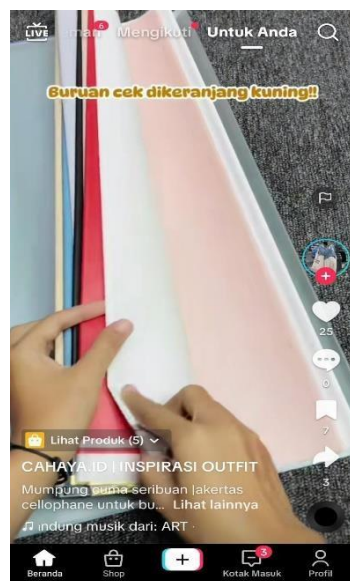
Picture 15, 16. Live Stream in TikTok Application

- Advertisements

This refers to interruptions caused by advertisements within the TikTok platform, which can disrupt students' engagement with speaking skill-related content. Advertisements, prevalent across digital platforms like TikTok, intermittently punctuate students' viewing experiences, diverting attention away from educational content. These interruptions pose a significant challenge to learners striving to maintain focus on language acquisition endeavors, particularly when engaged in activities aimed at honing speaking proficiency.

The presence of advertisements within the TikTok platform poses a notable challenge for students engaged in learning speaking skills. These interruptions, which punctuate students' viewing experiences, can disrupt their engagement with educational content and hinder their efforts to improve their speaking proficiency.

Several respondents, including S4, S5, S7, and S9, mention advertisements as a source of distraction interfering with their language learning activities. These interruptions can be particularly annoying or distracting, as they disrupt the flow of learning sessions and divert attention away from speaking skill-related content. The combination of advertisements with other distractions, such as live streaming sessions, further compounds the challenge for learners striving to maintain focus on their language acquisition endeavors.



Picture 17, 18. Advertisements in TikTok Application

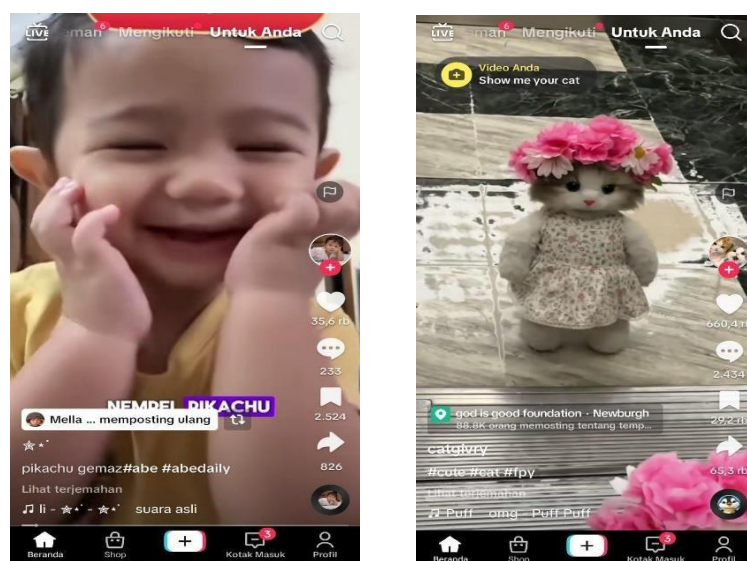
The presence of advertisements underscores the importance of managing distractions when using TikTok as a learning platform. Educators and learners should be mindful of the potential impact of interruptions on learning experiences and take steps to minimize their effects. Strategies such as ad-blocking tools, ad-free subscription options, or scheduling dedicated learning sessions during periods with fewer advertisements can help mitigate distractions and enhance the effectiveness of language learning efforts on TikTok. By addressing interruptions caused by advertisements, students can maintain focus on their speaking skill development and optimize their learning experiences on the platform.

Unrelated contents

This point addresses the challenge of navigating through unrelated or irrelevant content on TikTok, which may hinder students' ability to find suitable material for speaking practice. TikTok's vast and varied content presents students with a large number of videos spanning a variety of genres, topics, and formats, often interspersed with unrelated or unfamiliar content. When students try to navigate through these videos to find relevant material for speaking practice, they may have difficulty understanding the related content amidst the many distractions.

"I learned to be distracted by other FYP videos." (S7:NADK:Q4)

"The appearance of other videos even though I have searched or followed the account." (S8:RA:Q8)



Picture 19, 20. Videos of Non-educational Contents

These challenges underscore the importance of effective filtering mechanisms to facilitate students' access to high-quality language learning content on TikTok. Educators and learners should explore strategies to optimize content discovery and filtering processes, such as using relevant hashtags, following curated accounts, or leveraging algorithmic recommendations tailored to language learning interests. By implementing these strategies, students can mitigate the impact of unrelated content and enhance their ability to find suitable material for speaking practice on TikTok, ultimately improving their language learning experiences and outcomes on the platform.

Technical issues

- Signal

This pertains to challenges arising from poor internet connectivity or signal strength, which can impact students' ability to access TikTok content consistently and engage in learning activities effectively. Several students stated that signals become the most distracting in the utilization of TikTok as a tool of self-regulated learning.

S6 mentioned signal issues as one of the distractions they encounter while using TikTok for learning.

"Lack of focus, difficulty in following the conversation, no signal, a lot of notifications coming in." (S6:NPIK:Q4)

Respondent S8 mentioned facing difficulties due to slow WiFi.

"I am a bit difficult because my cellphone is updated frequently, also slow because of the WiFi that is not affordable." (S8:RA:Q4)

S9 expressed difficulty in understanding TikTok content due to slow signal.

"I have a hard time understanding because of the slow signal." (S9:ZAUS:Q4)

The students' responses highlight the significant impact of technical issues, such as poor internet connectivity or slow WiFi, on their learning experiences when using TikTok for language learning. These challenges can disrupt their ability to access content consistently, engage effectively with learning materials, and comprehend spoken language content on the platform. Addressing technical issues is essential to optimize students' learning experiences on TikTok, ensuring smooth access to

educational resources and facilitating their progress in practicing speaking skills effectively. By overcoming technical barriers, students can enhance their language learning outcomes and maximize the benefits of using TikTok as a tool for self-regulated learning.

DISCUSSION

The research revealed the utilization and challenges of TikTok as a self-regulated learning tool for enhancing speaking skills in the Nursing Assistant program at SMK Darul Lughah Wal Karomah. TikTok's features, including FYP, search, repost, follow, like, and save, were effectively employed by students. However, they also faced challenges such as difficulty in practicing, fast-paced speech, language barriers, distractions, and technical issues. In the discussion section, the researcher presented the findings from this study, detailing TikTok's utilization and the challenges encountered by students in the Nursing Assistant program at SMK Darul Lughah Wal Karomah as a self-regulated learning tool for improving speaking skills.

TikTok Utilization for Learning Speaking

For You Page (FYP)

The research findings on students' interactions with TikTok's For You Page (FYP) suggest that it is effective in promoting language learning, particularly speaking skills, by providing tailored content. This is supported by testimonials from students who have used the platform for language learning. Although research indicates that TikTok's For You Page (FYP) is effective for language learning, particularly in speaking skills, there are major concerns about its overall effectiveness. A previous study conducted by Pratiwi (2021) argue that the platform's personalized content can create a "bubble," limiting exposure to the diverse linguistic inputs needed for comprehensive language learning. Additionally, relying on testimonials from students who use TikTok for language learning can introduce bias, as those with positive experiences are more likely to provide feedback. Therefore, the effectiveness of TikTok's FYP in enhancing overall language skills remains questionable without stronger empirical evidence.

The effectiveness of the FYP in promoting language learning can be attributed to its ability to provide authentic, engaging, and interactive content that is tailored to individual user interests and preferences. This is backed up by a study by Ferstephanie (2022), which found that the implementation of TikTok proved to be effective in developing students' motivation in speaking ability. Their research highlights how the platform's personalized approach not only engages students but also helps them practice and improve their language skills in a context that feels relevant and enjoyable. This personalized and immersive experience makes learning more effective compared to traditional methods, underscoring the potential of social media platforms like TikTok in educational settings.

“Search” Feature

The "Search" feature of TikTok allows students to discover specific content by entering keywords related to their interests. In the context of using TikTok as a learning medium for speaking skills, students can utilize the "Search" feature to find speaking-related content that aligns with their learning objectives. However, a previous study by Zaitun et al. (2021) found that the effectiveness of TikTok in improving speaking skills is limited by the short duration of videos and the potential for distractions. This study suggests that the "Search" feature may not be sufficient to overcome these limitations. The reason for this discrepancy lies in the different approaches to using TikTok for speaking skills. Zaitun et al. focused on the overall effectiveness of TikTok as a learning tool, while the "Search" feature specifically targets finding content that aligns with individual learning objectives. The "Search" feature can help students find relevant content that addresses their specific needs, which may not be fully captured by the overall effectiveness of TikTok.

Another study by Indriastuti et al. (2021) found that TikTok viewers face difficulties in understanding spoken content due to different accents and pronunciation challenges. This study highlights the importance of using subtitles and other features to overcome these challenges, which can be facilitated by the "Search" feature. In contrast, a study by Yulita et al. (2023) found that students perceive TikTok as an effective tool for improving speaking skills, citing its

interactive features and engaging content. This study supports the idea that the "Search" feature can help students find content that aligns with their learning objectives and enhances their speaking skills. In conclusion, while the "Search" feature of TikTok can be a valuable tool for students to find speaking-related content that aligns with their learning objectives, its effectiveness is influenced by various factors such as the quality of content and the student's ability to navigate distractions.

"Repost" Feature

The "Repost" feature of TikTok allows students to redistribute content created by others, facilitating the sharing of speaking-related material within their social circles. However, a previous study by Rahmawati (2023) found that the effectiveness of TikTok in improving speaking skills is limited by the lack of structured learning activities. This study suggests that the "Repost" feature may not be sufficient to overcome these limitations. The reason for this discrepancy lies in the different approaches to using TikTok for speaking skills. Kim et al. focused on the overall effectiveness of TikTok as a learning tool, while the "Repost" feature specifically targets sharing content within social circles. The "Repost" feature can help students find relevant content that addresses their specific needs, which may not be fully captured by the overall effectiveness of TikTok.

Munro and Derwing have identified pronunciation as the most challenging skill for new English learners. Despite its difficulty, pronunciation attracts considerable interest because it is a crucial aspect of mastering any language. As highlighted by Pratiwi (2021), effective pronunciation is essential for clear communication and is often seen as a defining feature of language proficiency. This focus on pronunciation underscores its importance in language learning and the need for targeted instruction and practice to help learners overcome this challenge. In contrast, a study by Priola (2023) found that students perceive TikTok as an effective tool for improving speaking skills, citing its interactive features and engaging content. This study supports the idea that the "Repost" feature can help

students find content that aligns with their learning objectives and enhances their speaking skills. In conclusion, while the "Repost" feature of TikTok can be a valuable tool for students to share speaking-related content within their social circles, its effectiveness is influenced by various factors such as the quality of content and the student's ability to navigate distractions.

"Follow" Feature

Students also use TikTok's "Follow" feature to subscribe to content creators who produce videos aligned with their learning objectives, thereby accessing a continuous stream of content related to improving speaking skills. For example, one respondent mentioned following Nadia Shafiana on TikTok for English learning content. This highlights a focused strategy of engaging with specific creators known for providing valuable language learning resources, emphasizing the role of individual content creators in the students' educational experiences. Research supports the idea that TikTok can be an effective tool for language learning by enhancing engagement and offering diverse, relevant content for learners (Yang, 2020; Lee, 2022).

However, some studies present contrasting viewpoints. Concerns about the app's effectiveness include distractions from non-educational content and potential privacy issues (Abuhmaid & Abood, 2020; Anderson, 2020). These distractions can divert students' attention from educational goals to unrelated entertainment, while TikTok's one-minute video format may limit the depth of content, making it less suitable for comprehensive learning activities (Abuhmaid & Abood, 2020; Van den Eijnden et al., 2016). The differing results are likely due to the varied contexts in which TikTok is used. While some studies highlight its potential for quick and engaging learning experiences, others stress the need for more structured, in-depth educational approaches that TikTok's format might not fully support. Additionally, how students individually interact with and utilize the platform can significantly affect its effectiveness as a learning tool.

“Like” Feature

Students utilize TikTok's "Like" feature to show interest in content related to speaking skills, which helps tailor the app's algorithm to recommend similar content, thus enhancing their learning experience. However, some research highlights potential drawbacks. According to a study by Abuhmaid and Abood (2020), the broad and unrestricted nature of TikTok can lead to distractions, as students might engage with non-educational content, potentially hindering their academic performance. Moreover, Van der Schuur et al. (2015) pointed out that constant engagement with social media can disrupt students' focus and lead to a habit of procrastination, negatively affecting their primary learning activities.

In contrast, other studies support the positive impact of TikTok on language learning. For example, research by Escamilla-Fajardo et al. (2021) indicates that TikTok's engaging and interactive platform promotes 21st-century skills such as communication and creativity, making it a valuable tool for enhancing students' speaking abilities. This divergence in findings may be attributed to differences in study contexts, with some focusing on controlled educational settings and others on the broader, more varied use of social media.

“Save” Feature

Students can use TikTok's "Save" feature to bookmark videos they find interesting or useful, creating a personalized library of resources for speaking skills practice. However, some studies suggest that constant exposure to short, entertaining videos may distract students from their learning goals. Abuhmaid and Abood (2020) highlight that social media platforms like TikTok can lead to procrastination and decreased academic focus due to the abundance of non-educational content available. Similarly, Alwagait, Shahzad, and Alim (2015) found that excessive social media usage can negatively impact students' academic performance by diverting their attention from their studies.

On the other hand, studies supporting the effectiveness of TikTok for learning emphasize its benefits. Praiwi et al. (2022) argue that TikTok can increase student interest and motivation, providing an innovative medium for interactive communication and creative expression in learning English. Yang (2020) also notes that TikTok can be a valuable tool for practicing English speaking skills, especially when students engage with high-quality content and use the app strategically for educational purposes.

In summary, while TikTok's "Save" feature can help students curate useful learning materials, the platform's potential for distraction necessitates careful and mindful use to avoid negative academic impacts.

Challenges of Using TikTok for Learning Speaking

Difficulty in practicing

Using TikTok as a self-regulated learning tool for improving speaking skills presents several challenges, such as difficulty in practicing due to connectivity issues and the platform's limitations in facilitating deep learning engagement. Research by Pham et al. (2022) highlights that the rapid and entertaining nature of TikTok often leads to superficial learning, which can hinder the development of more complex language skills like speaking proficiency. Furthermore, a study by Hamat and Hassan (2019) found that informal language learning through social media, including TikTok, often lacks the structured and rigorous practice necessary for significant improvement in speaking skills.

Contrastingly, other research supports the use of TikTok for language learning. Marleni et al. (2021) indicate that TikTok can effectively enhance students' speaking skills by providing engaging and relatable content, allowing learners to practice and imitate native speakers in a fun and interactive way. Additionally, McLoughlin and Lee (2010) argue that personalized and self-regulated learning enabled by social media platforms can lead to significant improvements in language acquisition, including speaking skills, when students are motivated and use these tools consistently.

The divergence in these findings may stem from differences in study designs and contexts. Studies that report challenges often focus on the lack of structured guidance and depth in TikTok-based learning, while those highlighting benefits emphasize the motivational and engaging aspects of the platform. This indicates that while TikTok can be a valuable supplementary tool for language learning, it may need to be integrated with more structured and comprehensive educational strategies to overcome its limitations.

Fast-Paced Speech

The fast-paced nature of content on TikTok, characterized by quick transitions and concise delivery, may make it difficult for students to fully grasp the spoken language, especially if they are not accustomed to such rapid speech patterns. The discourse immediate TikTok's influence on language comprehension among students varies significantly. Some argue that the platform's rapid content delivery poses a challenge for learners unaccustomed to quick speech patterns. Research by Talamas, Mavor, and Peracchio (2020) underscores this viewpoint, highlighting cognitive hurdles associated with processing fast-paced media. According to their findings, students may initially struggle to grasp spoken language due to the swift transitions and brief nature of TikTok videos. This perspective suggests that while TikTok offers engaging content, its format may hinder comprehension for those not familiar with such rapid speech patterns.

On the other hand, an opposing view contends that TikTok's fast-paced content could benefit language learners by improving their ability to understand rapid speech over time. Wang and Tang (2022) explore this angle, proposing that exposure to TikTok videos can acclimate students to quick speech patterns, ultimately enhancing their overall comprehension skills. They argue that while initial exposure may present challenges, continuous engagement with TikTok's dynamic content can lead to adaptive improvements in language processing abilities. This perspective challenges the notion that rapid speech inherently impedes comprehension, suggesting instead that exposure to diverse speech speeds can be a valuable learning tool.

In essence, the debate over TikTok's impact on language learning hinges on whether its rapid content delivery primarily poses initial challenges or fosters long-term linguistic adaptation. The contrasting viewpoints underscore the complexity of media influence on cognitive processes and highlight the need for nuanced approaches to leveraging digital platforms in educational contexts.

Language Barrier

Various perspectives or linguistic barriers regarding the question of TikTok's influence on students' language learning. Some argue that the platform's diverse range of accents and slang can pose challenges, potentially hindering comprehension and leading to frustration. Research by Taguchi (2021) supports this viewpoint, suggesting that encountering unfamiliar linguistic features in digital contexts, such as TikTok videos, may increase learners' anxiety and impede effective learning strategies. According to this perspective, the variability in accents and slang on TikTok could overwhelm students, making it difficult for them to fully grasp the content and maintain interest in language learning.

In contrast, a different perspective maintains that TikTok's language variety provides beneficial educational possibilities. Smith and Stevenson (2023) explore how exposure to various accents and slang on TikTok can enrich students' understanding of language diversity and cultural nuances. They argue that encountering different linguistic varieties stimulates curiosity and deepens learners' appreciation for language differences, thereby enhancing their overall learning experience. This perspective challenges the notion that diverse accents and slang necessarily impede comprehension, suggesting instead that they contribute positively to linguistic and cultural education.

In conclusion, the argument about TikTok's impact on language acquisition is on whether or not students can benefit from its varied linguistic content. The different points of view emphasize how complicated the influence of digital media on language learning is and how careful planning is needed when utilizing online resources for teaching.

There are differing opinions about how TikTok's wide range of linguistic content affects language learning. Some contend that students may find it difficult

to understand the platform's diverse range of dialects and slang, which might lead to dissatisfaction or disengagement. Research by Suh (2020) supports this perspective, highlighting how unfamiliar linguistic features in digital media, such as TikTok videos, may overwhelm learners, making it difficult for them to fully grasp the content.

On the opposite hand, others argue that TikTok's multilingual material has substantial educational advantages. According to Choe and Hahn (2023), exposure to diverse accents, dialects, and slang on TikTok enriches students' understanding of global linguistic variations and cultural nuances. They argue that encountering different linguistic features stimulates learners' curiosity, enhances cultural awareness, and ultimately deepens their engagement in language learning. This perspective challenges the notion that diverse accents and slang are inherently barriers to comprehension, proposing instead that they contribute positively to students' linguistic and cultural competence.

TikTok's influence on language acquisition essentially depends on whether or not students find its varied linguistic content to be challenging or advantageous. The different points of view illustrate how deeply digital platforms influence language learning and cultural awareness in educational settings, emphasizing the significance of nuanced strategies in utilizing online media for language learning.

Distractions

There are various opinions on how TikTok affects language learning because of its possible distractions. Some argue that features like live streaming sessions, ads, and unrelated content on TikTok can detract from educational focus, diverting students' attention away from language learning tasks. Research by Johnson (2020) supports this perspective, highlighting how these elements can disrupt students' engagement and concentration during language learning activities.

On the opposing side, there is a counterargument that contends diversions on TikTok may be useful teaching resources. Chen (2022) discusses how live streaming sessions, ads, and diverse content types on TikTok can provide learners with authentic language input and cultural context. They argue that these features

when integrated purposefully into language learning curricula, offer opportunities for students to engage with real-world language use and colloquial expressions. This perspective challenges the notion that distractions inherently hinder educational progress, proposing instead that they can complement formal learning by providing enriching, contextually relevant content experiences.

On the other hand, the argument over TikTok's impact on language acquisition focuses on how individuals see and use distractions. The other point of view highlights the potential advantages of using a variety of material kinds to improve students' language learning and cultural awareness, while the first highlights the possible interruptions brought on by non-educational content. These opposing viewpoints show how digital platforms are becoming more and more important in education, and they also emphasize the need for careful integration and pedagogical planning when using TikTok and related platforms for language acquisition.

Technical Issues

Many different points of view exist about how students' usage of TikTok for learning is affected by limited internet connectivity. Some contend that difficulties with connection, such as inconsistent signal quality, make it difficult to regularly access TikTok material and participate in productive learning activities. This point of view is supported by research by Liu and Cavanaugh (2020), which shows how digital inequality can limit students' access to online learning materials and may have an impact on how they use platforms like TikTok.

On the contrary hand, another viewpoint contends that by utilizing offline content and previously downloaded videos, students may use TikTok for self-regulated learning even in the face of internet connectivity issues. According to Wang and Han (2022), strategies such as downloading videos for offline use enable students to continue learning independently, regardless of intermittent internet access. This perspective challenges the notion that connectivity issues inevitably disrupt learning outcomes, proposing instead that proactive measures can mitigate their impact and support continuous engagement with educational content.

Essentially, the discussion about TikTok's role in education amidst connectivity challenges centers on how students navigate and adapt to technical limitations. While one perspective emphasizes barriers posed by poor internet connectivity, the other underscores the potential for strategic use of offline content to maintain effective self-regulated learning. These divergent viewpoints highlight the evolving strategies and considerations in integrating digital platforms like TikTok into educational practices, emphasizing resilience and resourcefulness in addressing digital access disparities.

There are several respondents' statements which show that TikTok enhance their speaking skill.

"I've gained significant knowledge about speaking on TikTok and it has broadened my understanding." (S2:Q3)

"I have learned more about speaking and can continue to study." (S4:Q3)

"I often practice with speaking videos, and now I am better at communicating in English." (S1:Q6)

"I regularly follow creators focused on speaking, and I am gradually improving." (S4:Q6)

"Since I frequently watch speaking videos, I can now speak English quite well." (S9:Q6)

The interview results suggest that TikTok effectively enhances speaking skills. Students reported that the platform significantly contributes to their understanding and practice of English speaking. By engaging with speaking-related content and following creators who focus on this area, students have improved their communication abilities. They have noted that frequent practice with TikTok videos has led to increased confidence and proficiency in speaking English.

CONCLUSION AND SUGGESTION

This section presents the conclusions and suggestions derived from the conducted research. The findings highlight various aspects of TikTok utilization and the associated challenges when using the platform for learning speaking skills. It underscores the importance of understanding how students engage with different features on TikTok and the potential obstacles they face. Addressing these challenges is crucial for optimizing TikTok as a learning tool, ensuring that students can leverage the platform effectively for educational purposes. By

enhancing its usability and justifying the identified issues, TikTok can offer a more effective and engaging learning experience for those looking to improve their speaking skills.

CONCLUSION

The research discovered several aspects of TikTok utilization. One of the key findings was the significant role of the For You Page (FYP). Students frequently engage with content recommended on their FYP, which is curated based on their interests and previous interactions. The search function on TikTok also plays a crucial role, allowing students to find specific content, creators, or trends, facilitating targeted learning and exploration. Reposting is another common practice, enabling students to share content with their followers and help spread useful or interesting videos. Following creators helps students stay updated with content from their favorite influencers or educators. Liking videos is a way for students to express appreciation and support for the content they enjoy. Additionally, the save feature allows students to bookmark videos for future reference, making it easier to revisit educational content.

Despite its potential, using TikTok for learning speaking skills comes with several challenges. One major issue is the difficulty in practicing speaking effectively, as the platform is primarily designed for short-form videos. The rapid pace of speech in many TikTok videos can be overwhelming, especially for non-native speakers or beginners. Language barriers also pose a significant obstacle, as not all content is available in multiple languages or has subtitles. Furthermore, TikTok is filled with distractions such as live streams, advertisements, and unrelated content, which can distract students' attention from their learning goals. Technical problems, such as poor signal or connectivity issues, can disrupt the learning experience and hinder consistent practice.

Additionally, the research highlights TikTok's role in fostering self-regulated learning within the Nursing Assistant program at SMK Darul Lughah Wal Karomah. Students used TikTok to access personalized language learning content, enabling them to control their learning pace and select content that aligns with their specific needs—an approach particularly valuable in vocational training where

communication skills are crucial. The platform also supported peer collaboration, allowing students to share and practice content together, which enhanced their learning experience through social interaction. However, these benefits are countered by challenges such as distractions and technical issues, which must be addressed to optimize TikTok's effectiveness as a learning tool. Overcoming these obstacles can enhance the platform's educational potential, making it a more effective resource for developing speaking skills and improving the overall student experience.

In conclusion, while TikTok offers a range of features that can be useful for educational purposes, there are several challenges that need to be addressed to optimize its use for learning speaking skills. Overcoming these obstacles can enhance the effectiveness of TikTok as a learning tool and improve the overall student experience.

SUGGESTION

Based on the research findings, it is recommended to develop targeted educational content tailored to TikTok's unique format. Educators and content creators should focus on producing short, engaging videos that effectively convey speaking skills. Incorporating subtitles and language options can help overcome language barriers and make content accessible to a broader audience. Additionally, creating playlists or series of videos on specific topics can provide a more structured learning path for users, helping them to systematically improve their speaking abilities.

To address the challenges identified in the research, it is essential to minimize distractions by reducing the prominence of unrelated content and advertisements during educational sessions. Ensuring a stable and reliable platform by addressing technical issues such as signal and connectivity problems will enhance the overall user experience. Furthermore, TikTok could introduce features specifically designed for language learning, such as interactive exercises or real-time feedback mechanisms, to support users in practicing and refining their speaking skills more

effectively. By implementing these suggestions, TikTok can become a more valuable and efficient tool for language learning and other educational purposes.

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APPENDICES

INTERVIEW GUIDELINE

The interview questions utilized in this study were crafted based on the research conducted by Ratminingsih (2021), which focused on the application of technology in language learning. Their study served as a valuable reference for developing our interview guidelines, providing insights and methodology that laid a solid foundation for structuring our questions. Through these in-depth interviews characterized by open-ended questions, we aim to gain rich and detailed descriptions of the participants' experiences, perceptions, and challenges associated with utilizing TikTok for improving speaking skills in vocational high school settings. By drawing on Ratminingsih's research, we ensure that our interview questions are relevant to the study's objectives and that they capture the nuances of participants' experiences effectively.

Interview Procedure:

1. Begin by welcoming the participant and explaining the purpose of the interview.
2. Encourage the participant to speak freely and share their experiences openly.
3. Ask open-ended questions to allow for detailed responses and exploration of the topic.
4. Probe for further detail and clarification whenever necessary.
5. Actively listen to the participant's responses and take notes.
6. Provide opportunities for the participant to ask questions or share additional insights.
7. Thank the participant for their time and participation at the end of the interview.

Interview Objective:
The objective of this interview is to gather rich and detailed information about students' experiences in utilizing TikTok to improve speaking skills as a self-regulated learning.
Participant Selection:
Interviews were conducted with 10 students from SMK Darul Lughah Wal Karomah.

Date, Time, Location:		
1.	Date of interview	
2.	Time of interview	
3.	Location within the school	
No	Questions	
1.	"Ways to use TikTok for learning speaking." (Cara-cara menggunakan TikTok untuk belajar <i>speaking</i> .)	
2.	"The specific strategies utilize when leveraging TikTok as a learning medium for speaking." (Strategi khusus yang digunakan saat memanfaatkan TikTok sebagai media pembelajaran <i>speaking</i> .)	
3.	"Perceptions regarding the benefits of using TikTok to enhance speaking skills." (Persepsi mengenai manfaat penggunaan TikTok untuk meningkatkan kemampuan <i>speaking</i> .)	
4.	"Challenges faced when using TikTok to learn speaking skills." (Tantangan yang dihadapi saat menggunakan TikTok untuk mempelajari keterampilan <i>speaking</i>)	
5.	"Ways to overcome challenges when utilizing TikTok for language learning." (Cara mengatasi tantangan saat menggunakan TikTok untuk pembelajaran Bahasa.)	
6.	"Success stories or improvements experienced in speaking skills via TikTok." (Kisah sukses atau peningkatan yang dialami dalam keterampilan berbicara melalui TikTok.)	
7.	"Specific features or aspects of TikTok were found particularly helpful in learning speaking skills." (Fitur atau aspek khusus dari TikTok yang ditemukan yang sangat membantu untuk belajar keterampilan berbicara.)	
8.	"Specific features or aspects of TikTok were found hindering in learning speaking skills." (Fitur atau aspek khusus dari TikTok yang ditemukan yang menghambat untuk belajar keterampilan berbicara.)	
9.	"Comparison of TikTok with traditional classroom methods for improving speaking skills." (Perbandingan TikTok dengan metode kelas tradisional untuk meningkatkan keterampilan <i>speaking</i> .)	

10.	“Overall experience with using TikTok as a learning medium for speaking skills.” (Pengalaman secara keseluruhan dalam menggunakan TikTok sebagai media pembelajaran untuk <i>speaking</i> .)
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Result of Students Interviews

TRANSCRIPT OF STUDENTS INTERVIEWS

Question 1: Ways to use TikTok for learning speaking. (Cara-cara menggunakan TikTok untuk belajar *speaking*.)

Student	Answer	Conclusion
S1	Saya menemukan di FYP TikTok saya pembelajaran tentang speaking <i>“I found on FYP of TikTok the speaking learning content”</i>	For You Page (FYP)
S2	Saya membuka TikTok untuk mencari speaking dan saya lanjut nonton	Search
S3	Saya menemukan tentang pembelajaran speaking di aplikasi TikTok melalui For You Page (FYP)	For You Page (FYP)
S4	Saya membuka TikTok, langsung muncul di FYP tentang pembelajaran speaking	For You Page (FYP)
S5	Saya membuka TikTok kemudian dengan tidak sengaja materi speaking muncul di beranda TikTok dan saya lanjut tonton video itu	For You Page (FYP)
S6	Saya membuka TikTok terus mencari ke pencarian tentang pembelajaran speaking, lalu di sana muncul semua tentang pembelajaran speaking	Search
S7	Saya membuka TikTok dan mencari di pencarian tentang pembelajaran speaking	Search
S8	Saya membuka aplikasi TikTok dan menekan pencarian, mengetik ‘learning speaking’ dan memilih video yang akan ditonton	Search
S9	Saya pernah menemukan tentang pembelajaran speaking yang lewat di FYP saya	For You Page (FYP)

S10	Saya menggunakan TikTok untuk mencari pembelajaran tentang speaking di pencarian	Search
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Question 2: The specific strategies utilize when leveraging TikTok as a learning medium for speaking. (Strategi khusus yang digunakan saat memanfaatkan TikTok sebagai media pembelajaran *speaking*.)

Student	Answer	Conclusion
S1	Saya membagikan video tentang pembelajaran speaking dan juga memposting ulang videonya	Share, Repost
S2	Saya melihat dan mengikuti akun yang isinya tentang materi pelajaran	Follow
S3	Saya sering memposting ulang tentang pembelajaran speaking	Repost
S4	Saya mengikuti creator pembelajaran speaking dan memposting ulang tentang pembelajaran speaking	Follow
S5	Saya melihat akun yang isinya tentang materi pembelajaran speaking dan memposting ulang	Repost
S6	Saya sering like tentang pelajaran speaking, lalu sering muncul di beranda dan saya sering menyimpan video pembelajaran speaking	Like dan Save
S7	Saya mengikuti akun TikTok Nadia Shafiana karna di dalamnya berisi tentang pembelajaran Bahasa Inggris	Follow
S8	Saya tidak memiliki cara khusus, tapi jika lewat di FYP saya tonton	Hanya menonton video di FYP TikTok
S9	Saya sering menyukai (Like) video tentang pembelajaran speaking	Like
S10	Saya banyak menyimpan video tentang pembelajaran speaking	Save

Question 3: Perceptions regarding the benefits of using TikTok to enhance speaking skills. (Persepsi mengenai manfaat penggunaan TikTok untuk meningkatkan kemampuan *speaking*.)

Student	Answer	Conclusion
S1	Banyak mengetahui tentang pembelajaran tersebut yaitu pembelajaran speaking	Mendapat materi speaking
S2	Kita harus menirukan apa yang ada di video, lalu memanfaatkan video pembelajaran dari TikTok, dan saya udah banyak tau di TikTok tentang speaking dan bisa menambah pengetahuan.	Menambah pengetahuan tentang speaking
S3	Saya bisa memahami tentang pembelajaran speaking.	Memahami materi speaking
S4	Mengetahui lebih lanjut tentang speaking dan bisa belajar lagi	Bisa belajar speaking lebih banyak
S5	Sedikit mengetahui tentang materi speaking tersebut	Lebih mengetahui materi speaking
S6	Bisa menambah pengetahuan kita, bisa lebih memperdalam tentang pembelajaran Bahasa Inggris	Menambah dan memperdalam materi
S7	Karna saya akan lebih memahami speaking tersebut	Dapat lebih memahami materi speaking
S8	Menambah vocab dan mudah memahami pelajaran	Menambah vocab
S9	Saya bisa memahami tentang pembelajaran speaking	Memahami speaking
S10	Bisa menambah pengetahuan tentang speaking	Menambah pengetahuan

Question 4: Challenges faced when using TikTok to learn speaking skills. (Tantangan yang dihadapi saat menggunakan TikTok untuk mempelajari keterampilan *speaking*)

Student	Answer	Conclusion
S1	Saya susah mempraktekkannya	Sulit mempraktekkan
S2	-	-
S3	Saya tidak bisa memahami karena bicaranya terlalu cepat	Pembicara terlalu cepat

S4	Saya kesulitan memahami speaking karna saya tidak tau Bahasa Inggris	Kesulitan memahami speaking karna tidak bisa berbahasa Inggris
S5	Terkadang tidak focus karna terkadang ada kata yang saya tidak mengerti artinya	Tidak focus karna beberapa kata yang tidak dipahami
S6	Kurang focus, susah mengikuti pembicaraannya, tidak ada sinyal, banyak notif yang masuk	Sulit mengikuti speaking creator, tidak ada sinyal, notifikasi lain
S7	Saya belajar terganggu dengan video FYP lainnya	Belajar terganggu dengan video-video lain
S8	Saya agak kesulitan karna HP saya sering diperbarui, juga lemot karna WiFi yang tidak terjangkau	HP yang lemot, sinyal
S9	Saya sulit memahami karna sinyal lemot	Sinyal
S10	Saya tidak bisa meniru perkataannya karna terlalu cepat ngomong	Pembicaraan creator terlalu cepat

Question 5: Ways to overcome challenges when utilizing TikTok for language learning. (Cara mengatasi tantangan saat menggunakan TikTok untuk pembelajaran Bahasa.)

Student	Answer	Conclusion
S1	Terus menerus mengulang video tersebut dan mengingat-ingat tentang pembelajarannya sampai saya bisa mempraktekkannya	Mengulang-ulang video
S2	-	-
S3	Harus di pause atau mendengarkan ulang untuk memahami materinya dulu	Pause dan mendengarkan ulang
S4	Mempelajari lagi apa yang tidak dipahami atau bertanya ke teman yang lebih paham	Mencari tahu yang tidak dipahami, bertanya kepada teman yang lebih paham
S5	Mencari artinya di google atau YouTube dengan bertanya ke temen	Mencari arti dgn bertanya kepada teman/ google
S6	Mempelajari ulang dan mencari sinyal yang kuat agar tidak loading	Mempelajari ulang, mencari sinyal yang kuat

S7	Dengan cara saya men-skip video yang di luar pembelajaran	Skip video di luar pembelajaran
S8	Membeli paketan dan memperbarui system HP	Membeli paket kuota, restart HP
S9	Agar sinyal tidak lemot saya menggunakan WiFi di rumah	Menggunakan WiFi
S10	Harus dipause dan mendengarkan ulang agar kita lebih memahami pembicaraannya	Pause dan mendengarkan ulang

Question 6: Success stories or improvements experienced in speaking skills via TikTok. (Kisah sukses atau peningkatan yang dialami dalam keterampilan berbicara melalui TikTok.)

Student	Answer	Conclusion
S1	Saya sering mempraktekkannya sampai sekarang saya lumayan bisa	Praktek terus/ sering
S2	Saya melihat video dan sering praktek karna saya sering melihat video di TikTok. Saya sering mengikuti pembicaraan tentang speaking.	Sering menonton dan praktek
S3	Saya sering mempraktekkan video-video tentang speaking dan sekarang saya lebih bisa berkomunikasi menggunakan Bahasa Inggris	Sering praktek speaking
S4	Saya sering mengikuti creator saat speaking dan saya sekarang dikit demi sedikit bisa speaking	Mengikuti creator speaking hingga ada kemajuan
S5	Saya melihat video tentang speaking kemudian saya mengikuti cara bicaranya dan saya sedikit agak tau	Mengikuti cara speaking di video TikTok
S6	Saya sering mengikuti pembicaraan creator jadi saya bisa sedikit demi sedikit belajar speaking	Sering praktek/ mengikuti speaking creator
S7	Dari video tersebut perlahan saya mempelajari speaking atau mempraktikkan hingga saya bisa	Mempelajari dan mempraktekkan speaking
S8	Saya melihat video di ruang guru dengan menyimak sehingga saya tau vocab yang saya tidak tau	Melihat video di akun pembelajaran

S9	Karna saya sering melihat video tentang speaking, saya jadi lumayan bisa bicara Bahasa Inggris	Sering menonton video materi speaking sampai mulai bisa mempraktekkan
S10	Saya sering mengikuti pembicaraan tentang speaking	Mengikuti pembicara

Question 7: Specific features or aspects of TikTok were found particularly helpful in learning speaking skills. (Fitur atau aspek khusus dari TikTok yang ditemukan yang sangat membantu untuk belajar keterampilan berbicara.)

Student	Answer	Conclusion
S1	Fitur posting ulang bisa bantu saya belajar speaking	Posting ulang dan simpan
S2	Fitur duet, fitur like, fitur coment	Duet, like
S3	Saya memposting ulang videonya	Posting ulang
S4	Fitur posting ulang dan search	Posting ulang, search
S5	Fitur posting ulang video	Posting ulang
S6	Fitur searching bisa membantu	Search
S7	Fitur like atau posting ulang	Posting ulang
S8	Fitur saat video yang lewat di FYP	For You Page (FYP)
S9	Membagikan video	Share
S10	Fitur search	Search

Question 8: Specific features or aspects of TikTok were found hindering in learning speaking skills. (Fitur atau aspek khusus dari TikTok yang ditemukan yang menghambat untuk belajar keterampilan berbicara.)

Student	Answer	Conclusion
S1	Fitur yang menghambat adalah notifikasi	-
S2	Fitur live, fitur notif	Live, notifikasi
S3	Fitur Live	Live
S4	Ada live dan iklan yang muncul	Live, iklan
S5	Iklan yang mengganggu	Iklan
S6	Live dan notif	Live
S7	Terganggu oleh iklan	Iklan
S8	Munculnya video lain meskipun saya sudah mencari atau mengikuti akun	Video lain

S9	Iklan dan live	Iklan, live
S10	Live	Live

Question 9: Comparison of TikTok with traditional classroom methods for improving speaking skills. (Perbandingan TikTok dengan metode kelas tradisional untuk meningkatkan keterampilan *speaking*.)

Student	Answer	Conclusion
S1	Jika menggunakan TikTok lebih mudah dipahami dan menatik, kalau menggunakan papan cepat ngantuk	TikTok lebih menarik dan tidak membosankan
S2	TikTok mudah dimengerti, kalau tradisional mudah ngantuk jadi kita tidak fokus	TikTok mudah dimengerti dan tidak mudah mengantuk
S3	Bisa belajar secara online dan bisa di mana saja	Belajar di TikTok lebih flexible
S4	Menggunakan TikTok lebih seru sedangkan tradisional cepat bosan	TikTok lebih seru untuk belajar, tidak mudah bosan dan ngantuk
S5	Kalau TikTok gak gampang ngantuk, kalau tradisional gampang ngantuk dan bosan	TikTok tidak mudah mengantuk dan bosan
S6	Menggunakan TikTok lebih dimengerti dan seru jika menggunakan papan sering tidak fokus	TikTok lebih mudah dimengerti dan seru
S7	Perbedaannya tidak mudah bosan kalau menggunakan TikTok	Tidak mudah bosan di TikTok
S8	Menggunakan TikTok lebih gampang dan kapan saja bisa belajar	TikTok lebih flexible
S9	Saya lebih paham menggunakan TikTok dari pada tradisional	Lebih memahami video di TikTok
S10	TikTok mudah dimengerti, tradisional cepat ngantuk jadi tidak fokus	TikTok mudah dimengerti

Question 10: Overall experience with using TikTok as a learning medium for speaking skills. (Pengalaman secara keseluruhan dalam menggunakan TikTok sebagai media pembelajaran untuk *speaking*.)

Student	Answer	Conclusion
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S1	Saya suka belajar di TikTok karna videonya singkat dan tidak cepat bosan dan juga seru	Video singkat dan seru sehingga tidak bosan
S2	Saya sengaja cari di TikTok karna speaking di TikTok lebih menarik dan juga mudah mengerti.	Mencari materi di tiktok karna video menarik
S3	Awal mulanya saya suka lagu 'Angle Like You' dan dari situ saya ingin sekali belajar speaking. Karna cari guru les Bahasa Inggris tidak mudah dan mahal, lalu saya mencoba mencari tentang speaking di TikTok dan tentunya pembelajarannya mudah di mengerti, enak, dan tidak membosankan.	Berawal dari suka lagu bhs Inggris, lalu mulai belajar di TikTok
S4	Saya suka mendengar lagu Bahasa Inggris di TikTok dan sering mencari lagu Bahasa Inggris dan kosa-katanya dapat saya ingat	Suka mencari lagu berbahasa Inggris dan mendengarkan/ menonton
S5	Awalnya saya tidak sengaja melihat TikTok dan lagu-lagu Inggris. Saya suka nyanyi lagu Inggris yang sedang viral bermunculan di FYP saya, terus saya ikuti cara bicaranya	FYP lagu-lagu berbahasa Inggris dan mulai menyukai lagu-lagu berbahasa Inggris
S6	Saat saya membuka TikTok lalu muncul FYP tentang pembelajaran speaking, nah mulai itu saya mempelajarinya sedikit demi sedikit	FYP tentang pembelajaran speaking dan lanjut mempelajari materi lain
S7	Awalnya saya iseng doang ternyata video atau speaking pembelajaran tersebut menarik, dari situlah saya sering belajar awalnya gabut tidak sengaja	Tidak sengaja menonton video berisi materi yang menarik, kemudian lanjut belajar di TikTok
S8	Saya menyukai akun orang luar negeri, sehingga saya sedikit mulai tertarik kepada Bahasa Inggris	Follow akun berbahasa Inggris, like video berbahasa Inggris
S9	Awalnya pembelajaran speaking itu hanya lewat di FYP saya karna menarik jadi saya cari di pencarian tentang pembelajaran speaking dan ternyata seru	Video materi speaking yang menarik lewat di FYP akhirnya mulai search dan menonton video materi lainnya.

S10	Saya sengaja mencari 'speaking' di TikTok karna speaking di TikTok lebih menarik dan juga mudah dimengerti.	Search video karna lebih menarik dan mudah dimengerti
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DOCUMENTATIONS



