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TIKTOK IN LEARNING ENGLISH: EXPLORING 12TH GRADE STUDENTS' SATISFACTION THROUGH @NOFREEADI10 AND @MR.JOHNHIDAY ACCOUNTS

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Abstract

TikTok is one of the media facilities that is quite popular with students, because by using TikTok, students can develop their creativity in creating content such as making videos about writing vocabulary in English. The aim of this research is to find out whether there is a difference in satisfaction in learning English at Budi Luhur High School via social media TikTok, especially with the accounts @nofreeadi10 and @mr.johnhiday. Researchers made differences in satisfaction using the Uses and Gratification theory, this theory was redeveloped by Philp Palmgreen who divided satisfaction into two, namely satisfaction sought (Gratification Sought) and satisfaction obtained (Gratification Obtained). The research methodology used is quantitative with descriptive analysis and the differences with inferential statistic (t-test). The method used is a survey method using a questionnaire as the instrument. The sample used in this research was 100 out of 142 students. Meanwhile, the data analysis technique used is the t-test and mean comparison test. The results of this research showed that the data obtained was sig 0.000 with a sig level of 0.05 (sig 0.000 < 0.05). The results can be concluded, there is a difference in satisfaction via TikTok accounts @nofreeadi10 and @mr.johnhiday in learning English.

Keyword: *TikTok, Learning English, Satisfaction*



Abstrak

TikTok merupakan salah satu fasilitas media yang cukup digemari oleh para pelajar, karena dengan menggunakan TikTok, para pelajar dapat mengembangkan kreatifitasnya dalam membuat konten seperti membuat video tentang menulis kosakata dalam bahasa Inggris. Tujuan dari penelitian ini yaitu untuk mengetahui apakah ada perbedaan kepuasan dalam pembelajaran bahasa Inggris di SMA Budi Luhur melalui media social TikTok terutama terhadap akun @nofreedi10 and @mr.johnhiday. Perbedaan kepuasan yang dilakukan peneliti menggunakan teori Uses and Gratification, teori ini dikembangkan kembali oleh Philip Palmgreen yang membagi kepuasan menjadi dua yaitu kepuasan yang dicari (Gratification Sought) and kepuasan yang diperoleh (Gratification Obtained). Metodologi penelitian yang digunakan dalam penelitian ini adalah kuantitatif dengan analisis deskriptif dan perbedaan kepuasan dengan statistik inferensial (t-test). Metode yang digunakan adalah metode survei dengan menggunakan kuesioner sebagai instrumentnya. Sample yang digunakan dalam penelitian ini yaitu 100 dari 142 siswa. Sedangkan teknik analisis data yang digunakan adalah Uji t-test dan uji perbandingan mean. Hasil penelitian ini diperoleh bahwa hasil data perolehan sig 0,000 dengan Tingkat sig 0,05 ($\text{sig } 0,000 < 0,05$). Sehingga dari hasil tersebut dapat disimpulkan bahwa terdapat perbedaan kepuasan melalui akun TikTok @nofreedi10 dan @mr.johnhiday dalam pembelajaran bahasa Inggris.

Kata kunci: *TikTok, Pembelajaran Bahasa Inggris, Kepuasan*

Introduction

Nowadays, media is increasingly developing makes users especially for the teachers have to participate in studying media for teaching. But not only for the teachers, students need to read up the media for learning. Teachers and students have used social media as a tool for learning. The media that are currently very popular for learning English are YouTube, Instagram, Podcasts, TikTok and others. YouTube is one of the social media that is often used by people today. Incorporating YouTube into Education is an easy and friendly way to improve collaboration skills and integrate teaching by users. YouTube is one of the educational media that is expected to improve education, because YouTube is a service website for sharing videos and allows users to load, watch and share videos for free. Nowadays, most people use YouTube to search for knowledge and learn many things (Arkenback, 2023)

Tiktok is one of the popular social media. Tiktok is a social media channel that only shares short videos. Initially, TikTok users only channeled someone's

boredom. But as time goes by, some content creators upload educational videos, scientific videos, and various other creative videos. The TikTok application has an increasing number of users and content creators, thus launching one of its programs, namely #SamaSamaBelajar, which aims to channel and empower the world of education and will be a breakthrough or the newest way to carry out learning activities.(Jacobs et al., 2022)

Currently, TikTok has a tremendous impact because it can be used for educational purposes. Having this educational goal has a positive impact on students' motivation in learning English and wanting to increase interest in learning English. Tiktok is one of the media facilities that is quite popular with students, because by using Tiktok students can develop their creativity in creating content such as making videos about writing vocabulary in English. Thus, learning through TikTok will help students understand English more efficiently.(Revesencio et al., 2022) These findings increase understanding of the use of social media in learning English. From several explanations, students might have difficulties in choosing searching for information to fulfill information needs regarding which media the students want to use in learning English. Because with the several options explained, each media has different characteristic.(Handayani et al., 2020) Therefore, the students will find it difficulty to fulfill their information satisfaction if none of the media produces significant satisfaction.

TikTok has been used as a learning video.(Xiuwen & Razali, 2021)(Diko Putri, 2022)(Zaitun et al., 2021) This learning video is an educational tool that provides strong motivation in the learning process. This video is an audio visual that is used to convey messages from the sender to the recipient which facilitates the learning process to understand or learn the material. So, learning is presented in such a way by presenting clear messages and information that will facilitate and improve student learning processes and outcomes. In addition, this can trigger students' skills in using TikTok without having to wait for lessons in class and also students can be more motivated to look for information or material that is up to date so that it is not out of date.

Study by Xiuwen & Razai argues that the use of TikTok is considered a language assessment tool. By using TikTok teachers can provide value from student learning outcomes. Apart from that, TikTok can also be used as a booster for students' speaking skills as a goal to use as their communicative language. To be considered as a language learning medium, students must get used to using TikTok as a language learning medium as often as possible by watching videos while making self-recorded videos using English pronunciation.(Xiuwen & Razali,

2021) Study about the effectiveness of using TikTok to improve EFL learners' speaking skills, illustrates that the use of the TikTok application can improve students' speaking skills. The TikTok program can make the educational environment more fun and interesting. By using TikTok in the learning process students can be motivated, excited and active to participate more in verbal communication (Valenzuela et al., 2023)

Study about implementation of the TikTok application to learn speaking skills in English Language Teaching (ELT) explains that the use of TikTok to develop speaking skills is proven because the use of TikTok has a positive impact, namely students become more interactive and effective with very good results, where students are very motivated to speak because they have new experiences in learning languages. By using TikTok, this study also revealed that students showed results with drastic improvements and positive attitudes while learning English (Simanungkalit & Katemba, 2023)

These researchers have explored the effect of using the TikTok app on the feasibility of using it to learn English pronunciation. In addition, using TikTok allows users to learn more about their English by studying pronunciation, grammar, vocabulary, fluency and understanding. Then came the content creators who were creative, entertaining, useful and conveyed useful information, one example is content about education.(Pratiwi et al., 2021) the main purpose of teaching and learning in any language is to enable students to communicate in the target language, and communication is an important term to explain. Communication means understanding and being understood.(Jacobs et al., 2022)

Several researchers discussed the use of social media for the teaching and learning process. Using TikTok can experiment on TikTok and can increase learning motivation and oral skills compared to just using traditional teaching methods, so using the TikTok application makes a significant difference.(Gao et al., 2023) Herlisya & Wiratno suggests that the use of the TikTok application with class action can improve student learning activities and students' speaking skills.(Herlisya & Wiratno, 2022) Dilon states that in UNHAWA second semester students give a positive attitude towards using TikTok in teaching EFL classes. And it is hoped that it can be used as a permanent medium in learning in speaking classes.(Dilon, 2020)

The research chooses TikTok as another reference to generate information satisfaction among other media. Therefore, the researcher using TikTok for learning process are: First, the use of the right method in presenting the learning process will be a motivation for learning media that is interesting, interactive,

and also innovative. Second, TikTok is an easy-to-use application so that this application can be made easier and can be implemented in learning. With so many TikTok users, the majority of whom are young people, this application is an effective medium and provides education for the nation's next generation. And finally, because of the many features presented in this application, young people or what is commonly called the millennial generation make TikTok the right medium for expressing students' thoughts in the form of positive things and also in the form of education, such as public speaking assignments, video assignments, research, language learning, channeling opinions, and so on. (Lee Mei & Abdul Aziz, 2022)

The reason why the researcher chooses TikTok as another medium for channeling information, because choosing TikTok media can meet students' needs and satisfaction in learning. Because almost everyone now has the TikTok application and creates content on TikTok. One of the content on TikTok is learning English. Which is some accounts that create English learning-themed content can be accessed easily because there are so many who create English learning content. With so many accounts creating English learning content using different delivery methods. Makes students feel confused about choosing which account can provide and fulfill more satisfaction in learning English. Therefore, with the variety of delivery methods created by content creators or accounts, this research will only focus on two TikTok accounts with interesting delivery methods that are much in demand by students in learning English.

The focus in this research is on how the learning methods provided by the two accounts are @nofread10 and @mr.johnhiday as other references in learning English on TikTok for students to study. Of course, these accounts have different methods and delivery. So by choosing between TikTok accounts @nofread10 and @mr.johnhiday it will make students feel more owned and get information satisfaction about learning English. From these results it will compare the results of student satisfaction in choosing which learning method is more mastered and preferred. So, this study will compare the learning methods presented by them. By using a questionnaire that will be distributed to high school level students.

This research has similarities and differences to previous researchers which have been explained. What previous researchers have in similarities with this research is the use of the TikTok application as learning English which has been proven to be effective, namely it can improve learning outcomes, increase learning motivation and skills, students become more confident and motivated when speaking English, thus improving students' speaking skills. However, the

difference is the use of the TikTok application for learning English by exploring TikTok accounts that create English content. The difference with previous research is this research compares two TikTok accounts, namely @nofreeadi10 and @mr.johnhiday, where they upload video content about learning English and this research wants to know student satisfaction between the accounts @nofreeadi and @mr.johnhiday in accessing the account, which one has more interest or satisfaction in explaining English learning.

This study use the Use and Gratification theory initiated by Eliuh Katz, Michel Gurvitch and Hadassan Hass to see student satisfaction with learning English on the @nofreeadi10 and @mr.johnhiday accounts. The uses and gratification theory states that people have needs and desires that can be fulfilled by using the media. This research is interested in making a comparison of satisfaction with the two accounts, namely the accounts @nofreeadi10 and @mr.johnhiday. Through the comparisons mentioned above, the researcher tries to find out how much the level of satisfaction differs from the two accounts. The problem of the study revolves around assessing two TikTok accounts @nofreeadi10 and @mr.johnhiday in facilitating English language learning and determining which accounts provides greeter satisfaction in the learning process. This study aims to do two things, firstly measure the mean in descriptive statistic and secondly find at if the differences in statistically significant in using inferential statistic (t-test) of students satisfaction in learning English on TikTok @nofreeadi10 and @mr.johnhiday accounts

Research Methods

The research employed a quantitative method, it utilized a descriptive research design to describe the characteristics of the population or phenomenon being studied without looking for relationships between variables. The study was conducted at Budi Luhur Senior High School in Tangerang, Banten, during the even semester of the 2023/2024 academic year. The school has a total of 145 students in the 12th grade. Using non-probability purposive sampling and the Slovin formula, a sample size of 100 students was determined to be representative of the population. The primary tool for data collection was a survey conducted via questionnaires. This method aimed to gather information from a sample representing the population.

The primary aim was to measure and compare student satisfaction with the TikTok accounts @nofreeadi10 and @mr.johnhiday. This study use the Use and Gratification theory initiated by Eliuh Katz, Michel Gurvitch and Hadassan Hass to see student satisfaction with learning English on the @nofreeadi10 and

@mr.johnhiday accounts. The uses and gratification theory states that people have needs and desires that can be fulfilled by using the media. Questions were designed to measure both GS (Gratification Sought) and GO (Gratification Obtained) variables, with responses categorized into indicators for different motives and satisfaction levels. Students' responses were measured using a Likert scale. Data analysis involved descriptive statistical tests and a t-test to compare students' satisfaction levels between the two TikTok accounts.

Results and Discussion

Result

1. Responden Characteristic

The characteristics of respondents in terms of gender, ever saw account and access account TikTok of @nofreeadi10 and @mr.johnhiday show below.

Tabel 1 Responden *Characteristic* (n=100)

Responden Characteristic	Total	Precentage (%)
Gender		
Female	53	53%
Male	47	47%
Ever saw account TikTok of @nofreeadi10 and @mr.johnhiday		
Always	59	59%
Often	16	16%
Sometimes	21	21%
Never	4	4%
Access account TikTok of a day @nofreeadi10		
Less than 2 times	9	9%
3-5 times	24	24%
More than 5 times	67	67%
Access account TikTok of a day @mr.johnhiday		
Less than 2 times	60	60%
3-5 times	34	34%
More than 5 times	6	6%

Source: Data Analysis, 2024

Based on table 1 regarding the characteristics of respondents, the majority of respondents are female as 53%, always saw account TikTok of @nofreeadi10 and @mr.johnhiday as 59%, more than 5 times access account TikTok of

@nofreedi10 as 67% and less than 2 times Access account TikTok of @mr.johnhiday.

1.1. Analysis of Gratification Sought dan Gratification Obtained on the TikTok account @nofreedi10

Table 3 Average Score of Gratification Sought and Gratification Obtained score on the TikTok account @nofreedi10

No	Dimension	Gratification Sought		Gratification Obtained	
		Mean Score	Rank	Mean Score	Rank
1	Integration and Social Interaction	3,9600	1	3,7480	1
2	Personal Identity	3,6760	2	3,7275	2
3	Entertainment	3,6500	3	3,7200	3
4	Information	3,6060	4	3,6850	4

Based on the results from table 3, the average score of the Gratification Sought TikTok account @nofreedi, the most expected motive or the first rank for accessing the TikTok account @nofreedi10 is integration and social interaction. In this motivation, respondents have the highest hopes to be people who share information with others with an average score of 3.9600. The average score of Gratification Obtained, it shows that the most expected satisfaction after accessing the TikTok account @nofreedi10 or the first rank is Information. In this satisfaction, respondents have the highest hope for obtaining information with an average score of 3.7480.

Table 3 The average gap of @nofreedi10 accounts

No	Dimension	Mean GS	Mean GO	D (GS – GO)	Information
1	Information	3,3060	3,7480	-0,4420	GO > GS
2	Personal Identity	3,6760	3,7220	-0,0640	GO > GS
3	Integration and Social Interaction	3,6900	3,7275	-0,0375	GO > GS
4	Entertainment	3,6500	3,6850	-0,0350	GO > GS

Based on table 3, it shows that the average gap is obtained by accessing the Tik Tok account @nofreedi10. The *Information* dimension is ranked first and the Tik Tok account @nofreedi10 satisfies the audience because there is a satisfaction gap of -0.4420 or the average score of GO is greater than GS. The second rank is the *Personal Identity* dimension with a satisfaction gap of -0.0460. The third rank is the *Integration and Social Interaction* dimension with a gap of -0.0375 and the fourth rank is the *Entertainment* dimension with a gap of -0.0350.

1.2. Analysis of Gratification Sought dan Gratification Obtained on the TikTok account @mr.johnhiday

Table 5 Average Score of Gratification Sought and Gratification Obtained score on the TikTok account @mr.johnhiday

No	Dimension	Gratification Sought		Gratification Obtained	
		Mean Score	Rank	Mean Score	Rank
1	Information	2,2780	1	2,4380	1
2	Integration and Social Interaction	2,2325	2	2,3725	2
3	Personal Identity	2,2300	3	2,3700	3
4	Entertainment	2,1675	4	2,3325	4

Based on the results from table 5, the average score of the Gratification Sought TikTok account @mr.johnhiday, the most expected motive is the Information category, respondents have the highest hopes for obtaining information with an average score of 2.2780. The average score of Gratification Obtained, it shows that the most expected satisfaction after accessing the TikTok account @nofreedi10 or the first rank is the Information category, respondents have the hope of obtaining information about lessons with a score of 2.4380.

Table 6 The average gap of @nofreeadi10 accounts

No	Dimension	Mean GS	Mean GO	D (GS – GO)	Information
1	Information	2,2780	2,4380	- 0,1600	GO > GS
2	Personal Identity	2,2300	2,3700	- 0,1400	GO > GS
3	Integration and Social Interaction	2,2325	2,3725	- 0,1400	GO > GS
4	Entertainment	2,1675	2,3325	- 0,1650	GO > GS

Based on table 6, shows that the average gap obtained from accessing the Tik Tok account @mr.johnhiday. In the Entertainment dimension it is ranked first and the Tik Tok account @mr.johnhiday can be said to satisfy the audience because there is a satisfaction gap of -0.1650 or the average score of GO is greater than GS. In second rank is the Information dimension with a satisfaction gap of -0.1600, the third and fourth ranks are the Personal Identity and Integration and Social Interaction dimensions with the same gap of -0.1400,

1.3. Paired t-Test

The t-test was used the differences between two paired samples for interval data. In this study examining to test the score differences between the two students' satisfaction levels between the two TikTok accounts.

Table 7 Paired t-test Results

Accounts	t	Sig (2-tailed)
Information @nofreeadi10 Information @mr.johnhiday	15.291	0.000
Identification @nofreeadi10 – Identification @mr.johnhiday	15.300	0.000
Integration @nofreeadi10 – Integration @mr.johnhiday	15.149	0.000
Entertainment @nofreeadi10 – Entertainment @mr.johnhiday	15.813	0.000
English Learning @nofreeadi10 - English Learning @mr.johnhiday	14.835	0.000

From table 7, it can be seen that the significance value of each dimension and the comparative significance value between @nofreeadi10 and @mr.johnhiday is less than 0,05, so it can be stated that :

1. The t value obtained from Information is 15,291 with a significant value of 0.000. which means there is a difference in score between between students' satisfaction with Tik Tok account @nofreeadi10 and @mr.johnhiday in the Information dimension.
 2. The t value obtained from Personal Identity is 15,300 with a significant value of 0.000 which means there is a difference in score between satisfaction with Tik Tok account @nofreeadi10 and @mr.johnhiday on the personal identity dimension.
 3. The t value obtained from Integration is 1415149, a significant value of 0.000 which means there is a difference in score between satisfaction with Tik Tok account @nofreeadi10 and @mr.johnhiday in the integration dimension.
 4. The t value obtained from Entertainment is 15,813 with a significant value of 0.000, which means there is a difference in score between satisfaction with Tik Tok account @nofreeadi10 and @nofreeadi10 and @mr.johnhiday in the entertainment dimension.
 5. The t value obtained from English Learning is 14.835 with a significant value of 0.000, which means there is a difference in score between students' satisfaction with the Tik Tok account @nofreeadi10 and Tik Tok account @mr.johnhiday in the English learning dimension.
- 1.4. Analysis of the Satisfaction Gap of TikTok Account @nofreeadi10 with @mr.johnhiday

Tabel 8 The Satisfaction Gap of TikTok Accounts @nofreeadi10 with @mr.johnhiday

No	Dimension	D(GS-GO) @nofreeadi10	D(GS-GO) @mr.johnhiday
1	Information	-0,4420	-0,1600
2	Personal Identity	-0,0460	-0,1400
3	Integration and Social Interaction	-0,0375	-0,1400
4	Entertainment	-0,0350	-0,1650
Amount		-0.5605	-0.6050

Based on table, it can be concluded that in the Information dimension, both accounts @nofreeadi10 and @mr.johnhiday can satisfy the audience, but the @nofreeadi10 account is more satisfying compared to the @mr.johnhiday account, with a small gap of 0.282. In the Personal Identity dimension, the two accounts @nofreeadi10 and @mr.johnhiday can satisfy the audience. However, the @mr.johnhiday account is more satisfactory compared to the @nofreeadi10 account, with a large gap of 0.094. In the Integration and Social Interaction dimensions, both accounts @nofreeadi10 and @mr.johnhiday can satisfy the audience. However, the @mr.johnhiday account is more satisfying compared to the @nofreeadi10 account, with a large gap of 0.102. In the Entertainment dimension, both accounts @nofreeadi10 and @mr.johnhiday can satisfy the audience. However, the @mr.johnhiday account is more satisfying compared to the @nofreeadi10 account, with a large gap of 0.130.

Discussion

Based on the analysis of data obtained using Uses and Gratification theory, it can be concluded that both accounts can satisfy students. However, with the difference in the level of satisfaction gap obtained, the @mr.johnhiday account obtained a satisfaction gap of -0.6050 and the @nofreeadi10 account obtained a satisfaction gap of -0.5605. From these results, it can be seen and concluded that the total satisfaction gap for the @mr.johnhiday account is more satisfying compared to the @nofreeadi10 account.

It shown above, that each part of the dimension @mr.johnhdaiy account get a high score than @nofreeadi10 account. As can be seen from this study, learning through TikTok is easier for students to understand because previous researchers, namely Xiuwen & Razai, argue that the use of TikTok is considered a language assessment tool. By using TikTok teachers can provide value from students learning outcomes. Apart from that, TikTok can also be used as a booster for students' speaking skills as a goal to use as their communicative language. TikTok program can make the educational environment more fun and interesting. By using TikTok in the learning process students can be motivated, excited and active to participate more in verbal communication (Valenzuela, 2023).

These researchers have explored the effect of using TikTok on the feasibility of using it to learn English pronunciation. In addition, using TikTok allows users to learn more about their English by studying pronunciation, grammar, vocabulary, fluency and understanding (Pratiwi, 2021). So it can be

concluded that learning using TikTok media can increase students' learning motivation and English language skills.

Conclusion

Based on the results of the research and data analysis that has been carried out, it is concluded that using Uses and Gratification theory there is a significant difference in the satisfaction level of BUDI LUHUR SMA students towards learning English via TikTok accounts @nofreedi10 and @mr.johnhiday. It is known from the research results that the significance level obtained is 0.000 and the significance level is 0.05 ($\text{sig } 0.000 < 0.05$) which means there is a difference in scores between BUDI LUHUR SMA students' satisfaction with the TikTok accounts @nofreedi10 and @mr.johnhiday. In this study, the TikTok account @mr.johnhiday was more satisfying than @nofreedi10 account with a difference in satisfaction gap of 0.445. TikTok account @mr.johnhiday can be more satisfying because this account provides a different picture from the TikTok account @nofreedi10. The lessons shared by @mr.johnhiday is easier to understand because the language is not rigid. The explanations given by @mr.johnhiday account is varied but the material is sequential and not random.

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