IJLECR
International Journal of Language Education and Culture Review

Enhancing Nursing Students' Speaking Skill in Presenting Healthcare Education by Using TikTok Application

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ABSTRACT

Speaking skills are the skills that give us the ability to communicate effectively. They involve using appropriate vocabulary, voice, and nonverbal cues to convey messages in a passionate, thoughtful, and convincing manner. Healthcare education need a good speaking skill; an ability to have a speech in a simple presentation in order to educating people about health. Teachers always need to look for an innovative and interesting media in teaching English speaking skill. TikTok application can be used as an interesting and effective learning medium which meets the learning needs of students who are millennials and actually attached to the digital world. This study was class room action research. The participant of this study were 40 students of Ners Undergraduates Program of STIKes Flora Academic Year 2022/2023 who were taking the English II course in the sixth semester. The research instruments were observation, interview, pre-test, and post-test. The steps of using TikTok in learning speaking for presenting healtcare education: (a) the teacher made 2 TikTok videos; an explanation video and healtcare education video as an example, (b)teacher explained using TikToks video and then nursing students watch the videos and got the knowledge; (c)students practice pronunciation using TikTok videos, (d) the teacher asked the students to create their own video using TikTok application and posted it. The improvement score from posttest cycles I to posttest cycle II was about 8.32. The nursing students enjoyed learning speaking English with this application.

Keywords: English Speaking Skill, Nursing Students, TikTok Application

INTRODUCTION

English speaking skills are one of the skills that nursing students crave. Because having English speaking skills can pave the way for them to work in international hospitals abroad. But teaching speaking skills to nursing students is not easy. Most students find speaking skills difficult (Putrawansyah, 2020). The assumption of English speaking difficulty is triggered by some problems they confronted when they are attempting to speak English: lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation (Jaya, 2022). The lack of practice both inside and outside the speaking classes is the dominant factor for students failed in acquiring speaking skills (Alghaberi, 2019). In prior observation, this case also found in nursing students of STIKes Flora who were poor in speaking English skill. When the nursing students performed a simple presentation about healthcare education by using English, they

take much time in thinking what to say. Even some of the nursing students cannot say anwords. This caused the nursing student had low average of presentation score. The problem that the students usually faced when they have English presentation were specific fears (Grieve et al., 2018), self motivation (Imaniah et al., 2018), lack of confident, lack of vocabulary and pronunciation (Susilawati et al, 2017).

The use of social media in today's digital era has become a lifestyle and necessity, especially among the millennial generation. Reporting from data from the Ministry of Communication and Information Technology (Kemenkominfo), internet users in Indonesia currently reach 63 million people. Of these, 95% use the internet to access social networks. Some social media loved by the people of Indonesia include YouTube, Facebook, Whatsapp, Instagram, Twitter, and TikTok. Prior survey had been conducted, it was found that around 85% of STIKes Flora students have TikTok accounts and 65% of them actively use the TikTok application. Students usually communicate and share information in the form of writing, photos and videos. They share experiences, tips, or just share activities they have done daily. Some students began to actively make nursing learning videos because of the tasks given by their lecturers.

Since it is important to have new innovative and interactive English learning media especially in enhancing English speaking skill in order to influence student learning motivation. TikTok application can be used as an interesting and effective learning medium which meets the learning needs of students who are millennials and actually attached to the digital world. Teachers must be able to follow digital transformation in the learning process to create interesting and contemporary learning following the era. TikTok can be used as an interesting and effective learning medium that meets students' learning needs and attracts students' interests, especially on par with the experience, maturity development, and characteristics of students who are millennials and are really attached to the digital world (Pratiwi et, al, 2022). Tiktok as one of the social media favored by the millennial generation can be packed in interactive English learning media (Devi, 2022).

Some factors TikTok has an appeal as an English learning medium, namely short videos, clear and not monotonous material delivery, coupled with interesting writing and emoji effects features that can have a positive impact on the learning process of its users (Bahri, 2022). The TikTok application is evidently proven to enhance students' speaking ability (Zaitun, Hadi, & Indriani, 2021; Rachmawati, Syafei &; Prasetiyanto, 2023). This application makes students enjoy learning English, feel free to express their ideas and creativity when creating video content (Ferstephanie & Pratiwi, 2022). TikTok actively involves students in the process of learning speaking skills, they become more confident and fluent in speaking (Ardiansyah, 2020) and it give students positive response to the use of TikTok as English learning media (Yang, 2020).

Based on the background above the formulation of the problem in this study is how effective the use of TikTok application in enhancing the score of STIKes Flora nursing students' speaking skill in presenting healthcare education and how the TikTok Application helped them in enhancing their speaking skill. This research is expected to be useful for lecturers and nursing students in enhancing English speaking skill so that English learning does not become monotonous for nursing students who in fact are millennials who cannot be separated by gadgets and social media.

METHOD

This study is classroom action research. Kemmis & Teggard (2010) stated that classroom action research is done in cycles. The cycles consist of some steps; planning, action, observation, and evaluation steps. This study focuses on the effectiveness of TikTok application in enhancing nursing students' English-speaking skill and the students' response on the use of

TikTok as learning media in enhancing their speaking skill. It was conducted in STIKes Flora March to June 2023. The participant of this study were 40 students of Ners Undergraduates Program of STIKes Flora Academic Year 2022/2023 who were taking the English II course in the sixth semester. There were 30 female students and 10 male students in the class. There were three techniques of data collection in this study, they were:

a. Observation; The writer did the observation directly toward English teaching and learning-process in the sixth semester nursing students of STIKes Flora n practicum class. The writer observed students' speaking skills, such as; pronunciation, fluency, non verbal dand content in practicum class.

b. Interview; The writer interviewed the sixth semester nursing students of STIkes Flora. The interview was conducted structurally by using interview guide and it was conducted once in a week after the teaching and learning process has finished. The interview was about problem in speaking lesson before and after using TikTok Aplication.

c. Test; The pre-test was aims to determine the initial knowledge of nursing students' speaking skill before using TikTok application. While the post-test was aims to determine the improvement of students' speaking skill after treatment was carried out. There were four aspect of speaking skill that assessed in this test, they are content, non verbal, pronunciation and fluency (Linn & Gronlund, 1995).

This study implemented two cycles. The indicators of success were if the first cycle is unsuccessful, proven by students' achievements, the writer will make the next plan (replanning) to solve students' problems and also to get a better result. In each cycle there are four phases, they are:

a. Planning; In this phase, the writer created the lesson plan and made two TikTok videos; one video contained of explanation and anotoher TikTok video as an example healtcare education about sign and symptom of a disease. the writer also made evaluation form to know about the students' achievement of speaking skill in each test.

b. Implementation; In this phase, the writer implemented the teaching procedures. Firstly, the writer gave the materials to the students and elaborated the material purposes to the students; and then showed some TikTok video examples to the students, after that the students chose the topic that will be presented, last students made TikTok video and posted it.

c. Observation; in this phase, the writer observed the students' activities during the learning process using traditional method and also observed the students' videos in TikTok Application to assess their speaking skills.

d. Reflection; After collecting the data, the writer analyzes the data of teaching- learning process. Then, the writer reflects herself by seeing the result of the observation, whether the teaching learning process of speaking using TikTok Application is good to imply in teaching learning process at sixth semester nursing Students of STIKes Flora or not.

RESULTS AND DISCUSSION
Results

The implementation of the study was conducted on March to June, 2023. In this study, the researcher wanted to know the different result between before and after using TikTok application in teaching speaking skill, in order to know the effectiveness of using TikTok application in enhancing the score of STIKes Flora nursing students' speaking skill in presenting healthcare education and how the TikTok Application helped them in enhancing their speaking skill.

Result of Observation

This study started with observation phase. Observation conducted two times. Firstly, the observation was conducted before using TikTok application. It was conducted during presentation in the practicum class, on May 5, 2023. The nursing students had presentation about Nursing profession. The researcher observed that the students look stressed when they had their presentation. They took much time in thinking what and how to say words in every sentences. It can be seen from many words that they uttered two or three times in order to fix the pronunciation. Mostly the students spoke to utter what they had memorized, they looked like they do not understand what they spoke. They sometimes interrupted by their friends laughed because of the mispronunciation, consequently they feel shy and their memorization dispersed, they finally could not say any words and looked that the nursing student did not undersatand the material. The pronunciation and fluency were the poorest aspect which influenced bad impact to the-non-verbal, and content.

Secondly, the observation conducted after using TikTok application. It was conducted on practicum class on May 26, 2023. In this phase the writer as the teacher made 2 TikTok videos, the first video contained about an explanation about what is sign and symptom and the second video was about healthcare education about definition, sign and symptom of hypertension. The teacher asked the students to watch the video. They looked focus when they watched the video. The students saw the videos and got the knowledge about sign and symptom of a disease. The writer practiced once about how to say the pronunciation of the words in the script of the second TikTok videos and then the student could replay the video many times in order to imitate saying the words. The students imitated the pronunciation in the TikTok video willingly and happily When the students were asked to make TikTok Video about sign and symptom of a disease. Mostly all of the nursing students looked enthusiasm in making video. Many students asked the writer to correct their worsds and pronunciation orally. Some of them asked for correction after they finished making the TikTok video, if the writer said it as still wrong then the nursing students retook the video or remixed the sound. The nursing students competed to finish the video although they have retaken three times or more.

Pretest and Post Test Cycle I

Cycle I conducted the pre-test and post-test phase before the nursing students applied TikTok application. In the pre-test, students were assessed by using the traditional method. The writer started with explanation about vocabulary and useful expression regarding nursing profession, and give an example of how to do a brief presentation regarding the topic. This was conducted in theory class. After that the nursing students were asked to a make a script about nursing profession based on their opinion. The nursing students were given 3 days to prepare and rehearse for presentation in the practicum class. In the practicum class, each of the students directly presented their opinion regarding nursing profession about 5 minutes in front of the class. Then, the writer assessed their speaking skill from the presentation and give score based on the evaluation form, Before the class ended, the writer assigned the students to make a TikTok video regarding *Nursing Profession* with the same script that they have made. After the students made the video then they posted it and give the link to the writer. Then, the TikTok videos were assessed to get the posttest score in cycle I. The pre-test and post-test score was illustrated in the table below:

Table 1. The Result of Pre-Test Score Cycle I

No. Criteria	Pre-Test Score	Posttest	Improvement
1. Content	61.35	63.8	2.45
2. Non-verbal	59.55	62.5	2.95
3. Pronunciation	53.5	58.05	4.55
4. Fluency	53.1	57.55	4.55
Average	**56.92**	**60.46**	**3.54**

From the table above, it was found that the lowest score was fluency 53.1 and pronunciation 53.5. In fact, from the observation during pretest, there were 8 students in pretest who presented their presentation badly. Some of the students did not speak any words. Some of the students only uttered a few words and do not remember what they have memorized at all and they spoke with unclear pronunciation. Whereas in the posttest, in the assignment TikTok videos they made, all the students spoke English though with poor pronunciation and fluency. The mean of the score in pretest and posttest showed that the average of level of the student's speaking skill was fair. However, there was an improvement of English-speaking skill from pretest to posttest cycle I, it was about 3.54.

Post Test Cycle II

After conducting the post-test cycle I, in the next meeting the posttest of Cycle II was conducted. In this meeting the students were given 2 examples of TikTok videos about sign and symptom of disease. The writer had made the script of sign and symptom of a disease. The writer practice how to say the pronunciation of the words in the script and teach them to be more fluency. The students were asked to practice to imitate the pronunciation every word that were used in the videos. After that the students were asked to make a TikTok video about healthcare education videos using TikTok application about sign and symptom of a disease based on their creation, but the topic still focus on the sign and symptom of a disease. The TikTok Video were assessed after the students posted it. The score of the nursing students' speaking skill after applying TikTok Video was presented below.

Table 2. The Result of Posttest Cycle I and Posttest Cycle II

No. Criteria	Posttest I	Posttest II	Improvement
1. Content	63.8	72	8.2
2. Non-verbal	62.5	71.25	8.75
3. Pronunciation	58.05	66.35	8.3
4. Fluency	57.55	65.55	8
Average	**60.46**	**68.78**	**8.32**

The result of the posttest cycle II showed that the lowest score of speaking skill was still in the aspect of fluency, the average score was 65.55 and pronunciation 66.35, whereas the score of non-verbal was 71.25 and content was 72. At the aspect of content, the score increased about 8.2 points, non-verbal score increased into 8.75 points, pronunciation score increased about 8.3 points and fluency score increased about 8 points. The average of posttest score in cycle I and posttest cycle II showed that there was a good improvement about 8.32. The TikTok video was successfully forced the students to speak although with so many mistakes in pronunciation, which make the score of fluency aspect was the lowest among all the aspect.

The Result of the Interview

After conducting posttest cycle II, the nursing students were interviewed to obtain their respond how do the activities carried out through TikTok video help them to enhance their speaking skills and enhance their motivation. From the interviewed it was found that there were five ways the TikTok Application help them to enhance their speaking skills.

The first way is activity during making TikTok video is fun. The nursing students felt more relax during making TikTok video. They prefered the activity of watching TikToks videos that the teacher gave rather than listened to a lecture directly. It was also found that mostly all of the students admitted that they liked to do presentation using TikTok application than directly do presentation in front of the class. They felt afraid if they made mistakes their friends would laugh, or they just feel weird when they stand up in front of the class and everybody watched him/her. As it was stated by P1 and P2;

…I like watching explanation and the example through The TikTok videos, it's shorter than listening a lecture, I feel bored,…

….I feel afraid of because my English is not good and feel nervous when I stand up in front of the class, my friends laughed at me. It was different when I make TikTok, it's only My friend and I,.. it's just like oh it's okay we can do it again, then fix it…"

The second way is the students can minimalize the mistakes by remaking or retaking or remixing the sound of TikTok video. The nursing students can fix the utterance with the correct pronunciation. It was different when they presented directly, if the students make mistake, it was difficult to rewind from the beginning. This was said by P15;

…..when we make TikTok videos, I can remake or retake if I think the sentences is not appropriate for medical terms or we want to add some more sentences then we can fix it, it was different when we speak directly in front of the class, we will get confused to remember the right words when we want to add more explanation…"

The nursing students could analyze their mistake after they make the video and retake again. This is good because the students can learn from the mistake and fix it. This was stated by P21;

…..well I think, the video help me to evaluate my English, before I posted to my sosmed I mean TikTok, I usually watch the video again and evaluate which one is wrong If I thought I was not sure with the pronunciation or the terms then I'll search again in google. I can resolve the mistake…"

The third way is TikTok video boost the nursing student's motivation in improving their speaking skill. They feel motivated to show the good TikTok video because they will post it in their social media that is why they willingly remake or retake video many times to reduce the mistake they made. The P24 said:

…yes, I remake the videos 15 times I think, but it's okay, I don't want to look bad in the video, and people watched it,.. whether the content was interesting or not and the words, the pronunciation I made… make sure all of them were correct …"

The fourth way is the TikTok application provided many videos to learn English. They also can search many TikTok video in this application as their source to create their own video or to rehearse their pronunciation. As mentioned by P18 below;

…first time I think it was difficult, coz I usually presented what the teacher gave, then I search and watch many videos with the same topic in the TikTok as my references, I think is so helpful, I just love to imitated the way they talk in English in TikTok video, I can replay it many times, it help me very much…"

Discussion

In fact, to get a successful objective in teaching learning, a teacher should have a well preparation before teaching. In this phase, the writer also prepared some steps in implementing TikTok Application for teaching speaking skill. Firstly, the teacher made 2 TikTok videos, the first TikTok video contained about an explanation about what is sign and what is symptom of a disease and the medical terms regarding signs and symptom, and the second video contained simple presentation of healthcare education about definition, sign and symptom of hypertension. As Hadi and Indriani (2021) stated, a teacher needs some preparation before teaching students using TikTok application in teaching speaking such as cause and effect. Secondly, teacher give explanation about healthcare education through the TikTok video and gave the example of healthcare education using TikToks video, the students watch the videos and got the knowledge about it. According to (Khlaif & Salha, 2021), short TikTok videos are revolutionizing how skills are taught and mastered among people with comparable characteristics, allowing for new kinds of communication through visually engaging materials. Thirdly, students were asked practicing to pronunciate the words in the script of the healthcare education videos, the students could replay the TikTok Video and stop whenever they want in order to practicing saying the words. Based on Zaitun, Hadi, & Indriani (2021), TikTok appplicatin was an interactive learning medium to boost students' confidence in studying English. Lastly, the teacher asked the students to create the healthcare education video using TikTok application and posted in their TikToks.

After implementing TikTok application, there were four benefits that the students could get from carrying out TikTok application in improving English speaking skill. The first was activity during making TikTok video is fun. As it also stated by Ferstephanie & Pratiwi (2022), that TikTok engaged the students to enjoy the learning especially in improving their speaking skills. Students were free to express their ideas and creativity while making the content. Tik Tok application is an innovation in English learning media which can make the educational environment more enjoyable (Putri, 2022) and also reducing the mindset that learning English is difficult (Pratama & Hastuti, 2023).

The second benefit was the students could analyze and minimalize their mistakes in English speaking by remaking or retaking or remixing the sound of TikTok video. According to Dewanta in (Puspa Nuari, 2022), one of TikTok application benefit, by using TikTok students can also process words to express, convey or express intentions, ideas, thoughts and feelings that are compiled and developed according to the needs of students; and TikTok application contained edit feature that students could used to present data, ideas, or impressions in the form of a description. Therefore, the students easily use the TikTok Application whether they want to remake or remixing the sound. TikTok is considered an easy-to-use application where users can comment, edit, and share content via various social media platforms (Khlaif & Salha, 2021)

The third benefit was TikTok video boosted the nursing student's motivation and creativity in making video, repeating action to fix the content, the words or mispronunciation. As it also found in Yovita & Purnamanigsih (2022) that TikTok can increase the students' interest in learning English and students' motivation to be creative, (Pratiwi, et all 2022). In accordance with Luisandrith and Yanuartuti (2020) who also said that the TikTok application can develop students' creativity and help students express themselves in making videos. Moreover, the nursing students felt motivated to show the good TikTok video because they will post it in their social media. Because video is the media of today and that people watch videos more than they read written content (Sherman, 2003). The students have to be careful in making wrong in speaking, they not only get the academic punishment but also digital punishment (Rachmawati et all, 2023). In addition, TikTok reflects the development of maturity and experience, as well as the attributes of students who are members of the millennial generation,

especially college students who are committed to and involved in the digital world, particularly social media (Diko, 2021).

The last benefit was the TikTok application provided many videos to learn English. This is one of attractiveness of TikTok Application. As it also stated by Ni Luh Warini (Warini, 2021), the TikTok application contains a lot of creator content that provides English learning content, such as pronunciation, vocabulary, grammar, common mistakes (Bahri, et all, 2022). Many factors that caused TikTok application had attractiveness in English learning media such as short video, brief and clear explanation, and not monotonous, and moreover it has feature of writing effect and interesting emoticon which can caused positive impact in learning process of the learners (Bahri, et all, 2020).

Nevesthesless, there was an impact that the nursing students experienced without them knowing became a bad effect to the students. Actually, there was a signal that the TikTok videos could distract nursing students' attention. In the finding of the interview, The nursing students prefered listen to explanation through TikTok video rather than listen to explanation directly in a lecture. A study by Spence, Beasley, Gravenkemper, Hoefler, Ngo, Ortiz, and Campisi (2020) found that students find it easy to pay more attention to their social media accounts than what is being taught right in front of them. In addition, Mekler (2021) found that TikTok can impact college students' abilities to be able to pay attention in class. As the students enjoyed explanation on TikTok which often less than a minute long, it can be meant, TikTok has shorted students' attention, maybe need further research about this.

The finding of this study also evidently proved that TikTok application enhanced the score of English-speaking skill of the nursing students. As the finding showed that the average of improvement score from posttest in cycle I to posttest cycle II which is about 8.32 point. According to standard of six by Gronlund (1995), the improvement score about 8.32 was categorized as a good development. It meant that TikTok application could enhance nursing students speaking skill. All criteria in the speaking which is assessed in this study had improvement. It was in line with Ferstephanie & Pratiwi (2022), the implementation of TikTok proved it was effective to develop students' speaking skills. It was also similar to Pratama & Hastuti (2023), that found the use of TikTok application was effective in enhancing English speaking skill. Moreover, using videos based on scientific approach in the teaching and learning of speaking was proved to improve the students' speaking skills in five aspects: vocabulary, pronunciation, grammar, fluency, and comprehension (Ardiansyah, 2020).

CONCLUSION

From the resut of the study, it was concluded that the use of TikTok application effective in enhancing the score of STIKes Flora nursing students' speaking skill in presenting healthcare education. The speaking score of the posttest cycle I to posttest Cycle II was increased to 8.3 points. Each criterion of speaking had improvement in score. At the aspect of content, the score increased about 8.2 points, non-verbal score increased into 8.75 points, pronunciation score increased about 8.3 points and fluency score increased about 8 points. The use of TikTok helped the nursing students in enhacing their speaking skill. The making of TikTok video carried them into a fun English learning activiy. They love this application because they could minimalize mistakes by the edit feature in this application where they could retake, or remix the video. They also felt motivated to speak English better because they have to post it in their social media which meant they have to post a good video.

After conducting the research, it is suggested to the students to practice their English in daily activity although they feel comfortable when using English in form of TikTok video. They have to be more confident when using English directly face to face with friends. The teachers also should actively use different learning media which can attract students' interest to learn English and they have to support the students with as many as activities in the classroom and outside the classroom that makes the students practice a lot their English.

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