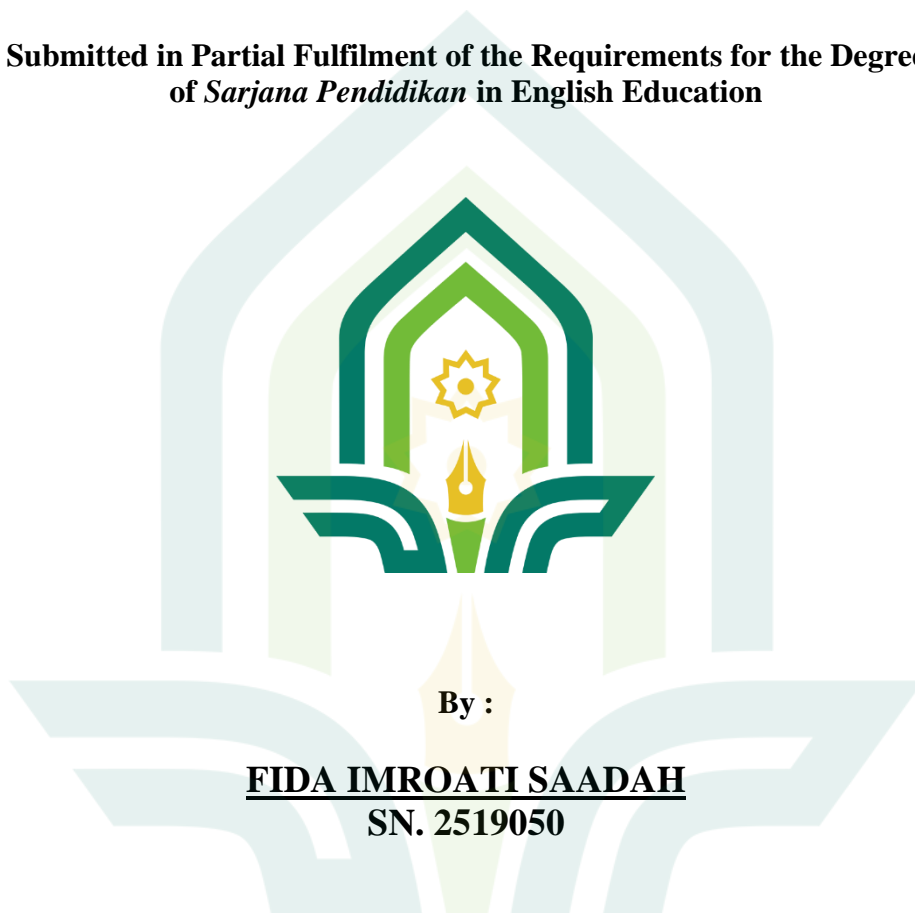


**EXPLORING STUDENTS' EXPERIENCES IN
LEARNING ENGLISH SPEAKING THROUGH
TIKTOK CONTENT**

A THESIS

**Submitted in Partial Fulfilment of the Requirements for the Degree
of *Sarjana Pendidikan* in English Education**



By :

**FIDA IMROATI SAADAH
SN. 2519050**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2024**

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Fida Imroati Saadah
NIM : 2519050
Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“Exploring Students’ Experiences In Learning English Speaking Through TikTok Content”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar - benarnya.

Pekalongan, 2 April 2024
Yang menyatakan



FIDA IMROATI SAADAH
NIM. 2519050

Isriani Hardini, S.S.,M.A., Ph.D
Jl. Kurinci Gang 3A, No. 2 Podosugih
Kota Pekalongan

NOTA PEMBIMBING

Lamp : 3 (Tiga) Eksemplar
Hal : Naskah Skripsi
Sdri. Fida Imroati Saadah

Kepada
Yth. Dekan FTIK UIN K.H. Abdurrahman Wahid Pekalongan
c.q. Ketua Prodi TBIG
di
PEKALONGAN

Assalamu 'alaikum Wr. Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Fida Imroati Saadah
NIM : 2519050
Prodi : FTIK/Tadris Bahasa Inggris
Judul : **Students' Experiences in Learning English Speaking Through TikTok Content**

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr. Wb.

Pekalongan, 2 April 2024
Pembimbing



Isriani Hardini, S.S.,M.A., Ph.D.
NIP. 19810530 200901 2 007



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K. H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

NAME : FIDA IMROATI SAADAH

SN : 2519050

**TITLE : EXPLORING STUDENTS' EXPERIENCES IN
LEARNING ENGLISH SPEAKING THROUGH
TIKTOK CONTENT**

Has been examined and approved by the panel of examiners on Wednesday, 8th May, 2024 as a partial fulfilment of the requirements for the degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dewi Puspitasari, M.Pd
NIP.19790221 200801 2 008

Examiner II

Fachri Ali, M. Pd.
NIP. 19890101 2020121013

Pekalongan, 30th Mei 2024

Assigned by

The dean of ~~FACULTY OF~~ K.H. Abdurrahman Wahid Pekalongan

Prof. Dr. H. Moh. Sugeng Solehuddin, M.Ag.
NIP.19730112 200003 1 001

ACKNOWLEDGEMENT

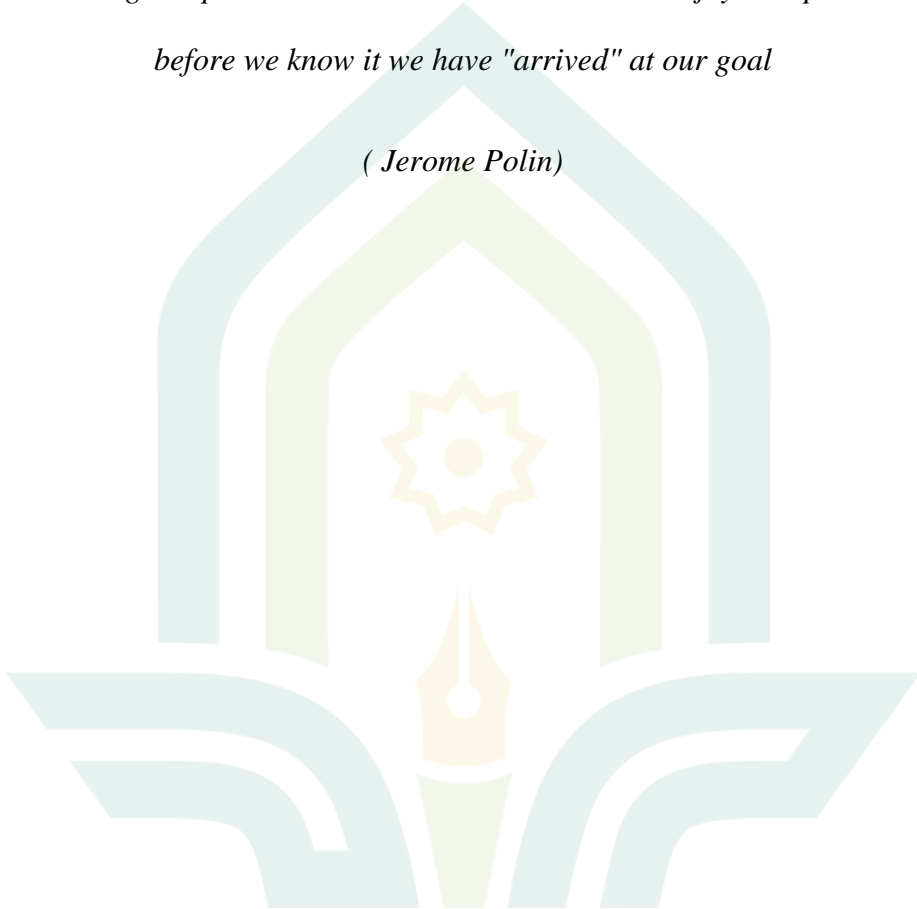
Alhamdulillah and praise be to Allah SWT, the God of the universe who has given me convenience in everything, health, and strength until this thesis can be completed. Sholawat and salam are always poured out to the Prophet Muhammad SAW. Deep gratitude and appreciation are expressed to:

1. My beloved father Mr. Kholidin and my great mother Mrs. Zumaroh, have always given me prayers, attention, advice, and motivation
2. Mrs. Isriani Hardini, S.S., M.A. Ph. D. as my supervisor. Thank you so much for the opportunity, valuable experience, and guidance that has been given to me during my time writing this thesis.
3. I would like to thank all the lecturers of the English Education study program who have taught and educated researcher during their education at the UIN K.H. Abdurrahman Wahid Pekalongan.
4. All of the great people around me who share always support me up and down, especially M. Fadli Rahman and M. Farid Hidayatullah as my brothers.
5. My best partner Amarulloh, Thank you for contributing so much to the writing of this thesis and being the first part of the writer college journey until now.
6. All who have given their help in writing this thesis that the researcher could mention one by one.

MOTTO

Sometimes, we may be too focused on the "long" journey we have to take, the "hard" tests we have to face, that we become discouraged and want to give up. But when we decide to start and "enjoy" the process before we know it we have "arrived" at our goal

(Jerome Polin)



ABSTRAK

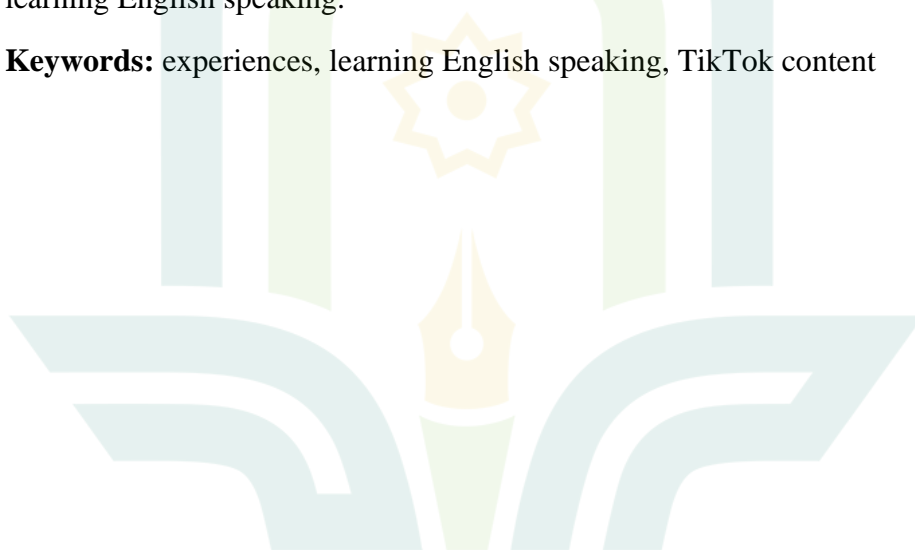
TikTok merupakan salah satu platform social media yang sangat menarik untuk digunakan oleh para mahasiswa dalam belajar bahasa Inggris khususnya dalam bidang berbicara. Konten TikTok memudahkan mahasiswa mengakses sumber belajar. Tujuan dari penelitian ini adalah untuk mengeksplorasi pengalaman mahasiswa dalam belajar berbicara bahasa Inggris melalui konten TikTok. Untuk mencapai tujuan penelitian, peneliti menggunakan metode narrative inquiry. Partisipan dari penelitian ini adalah mahasiswa dari salah satu universitas di Pekalongan. Peneliti menggunakan semi-structured interview untuk mengumpulkan data. Penelitian ini menggunakan analisis tematik Braun dan Clarke (2006) untuk menemukan tema dan kemudian menggunakan teori penilaian untuk mengeksplorasi pengalaman siswa ketika menggunakan TikTok untuk belajar bahasa Inggris. Partisipan berpartisipasi dalam penelitian ini dan membagikan pengalaman mereka selama menggunakan konten TikTok sebagai bahan belajar berbicara Bahasa Inggris. Temuan dari penelitian ini menunjukkan bahwa konten TikTok memberikan pengalaman belajar yang positif bagi mahasiswa. Konten TikTok memiliki manfaat dapat meningkatkan kemampuan berbahasa Inggris siswa, termasuk kosakata, tata bahasa, pengucapan, dan kefasihan. Siswa juga menganggap TikTok sebagai platform yang menarik untuk belajar berbicara bahasa Inggris.

Kata kunci: pengalaman, belajar berbicara Bahasa Inggris, konten TikTok

ABSTRACT

TikTok is one of the most interesting learning media for students to use in learning English. TikTok can be accessed by users anywhere and anytime. The purpose of this study is to explore students' experiences in learning English speaking through TikTok content. To achieve the research objectives, the researcher used the narrative inquiry method. The participants of this study are students from one of the universities in Pekalongan. The researcher used semi-structured interviews to collect data. This study used Braun and Clarke's thematic analysis to find themes and then used appraisal theory to explore students' experiences when using TikTok to learn English. The findings of this study showed that TikTok content provides a positive learning experience for students. TikTok content can effectively improve students' English speaking skills, including vocabulary, grammar, pronunciation, and fluency. Students also find TikTok an advantage and interesting platform for learning English speaking.

Keywords: experiences, learning English speaking, TikTok content



PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me with guidance, health, and patience so that the writing process of my thesis entitled **“Exploring Students’ Experiences In Learning English Speaking Through TikTok Content”** can be completed. It is submitted to English Education Department, UIN KH. Abdurrahman Wachid Pekalongan to fulfill one of the requirements for Sarjana Pendidikan degree at English Education Department of faculty of Education and teacher training UIN K.H. Abdurrahman Wachid Pekalongan. This proposed study can be accomplished because of many supports of several people. Therefore, on this occasion, I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Dr. H. M. Sugeng Sholehuddin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. Mrs. Isriani Hardini, S.S., M.A., Ph.D., my supervisor who has given me suggestions, guidance, and time in writing this thesis.
5. All lecturers and staff of English Education Department of UIN K.H. Abdurrahman Wahid Pekalongan who always give knowledge, support, and information.
6. My family have always given me prayers, attention, advice and motivation

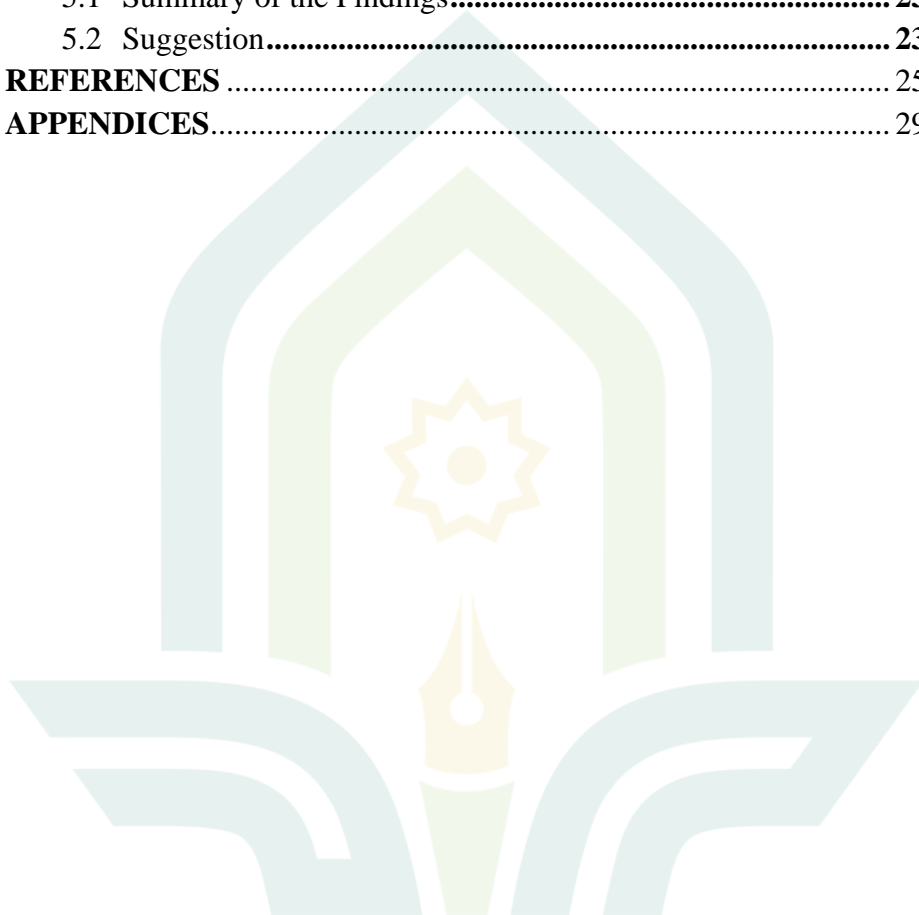
Pekalongan, 1st April 2024

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the background of the study, formulation of the problem, operational definitions, aims of the study, and significance of the study.

1.1 Background of Study

English is an important language for intersocial communication in daily life. Technology can be used to help people learn English. Most people in current times, including young people, are used to utilizing technology in their daily lives (Pustaka, 2020). Technology provides tools for independent and collaborative learning in addition to classroom environments. Thus, social media is one of the tools that students use. With the rise of social media among students, information and communication technology (ICT) has assumed an increasingly significant role in education. According to Lindani (2016), social media is a website where users can talk to friends they know both in the real world and online through words, photos, and videos. Then, according to Chartrand (2012), social media has opened up numerous previously undiscovered opportunities for language learners to communicate in actual ways. According to Nurjannah et al.(2021), social media can be used as a tool or resource to help people understand and learn course materials and improve the quality of their English language skills because it is easily accessible from anywhere and anytime.

The popularity of social media platforms has increased chances for language learners to interact with others around the world while honing their skills. According to Wijaya (2022), TikTok's success has enabled a large number of users, especially the younger generation, to access information and knowledge that is presented concisely and easily understood through TikTok content. According to Pujiono (2021), social media features can function as tools that support and facilitate the learning process. Due to TikTok's

broad appeal, many users, especially young people, can benefit from the platform's ability to provide structured information and knowledge that is concise and easy to understand through TikTok content. Mahmudah & Rahayu (2020) classify content into two types based on format and content: text or writing, images, votes or podcasts, videos, infographics, links, Ebooks, and games. Speaking skills are essential for life and are developed through a learning process from childhood to adulthood. The environment, experience, and parenting style of parents significantly influence this skill (Rosida, 2021). To improve speaking skills, There are many kinds of videos that can be found on TikTok, such as lip sync videos, duet challenges, song lyrics, cooking videos, health, and of course videos with English content. On TikTok, students can't set what videos they want to watch, but the appearance of videos on a TikTok account is influenced by user interactions with an account, hashtags used, accounts followed, video content often watched and many others. According to Herlisya & Wiratno (2022), utilizing the TikTok app while learning English may help students improve their speaking abilities. TikTok is the second most popular social media platform for students to learn English. In other words, TikTok may be utilized to study English and help users in developing their English-language skills.

According to Xiuwen & Razali (2021), the application of TikTok in language learning has the potential to benefit students' oral communication. The TikTok platform provides students with the opportunity to produce short videos that aim to improve their speaking skills. In this platform, students can also learn English by watching short videos from native English speakers.

TikTok is an app that helps with video production, therefore it allows students to practice speaking. Speaking English is an essential skill for students in higher education because English is a global language used for communication, education, and business. However, many college students struggle to speak English fluently due to a lack of opportunities to practice. In recent years, social media platforms such as TikTok have gained popularity among

young people around the world, and some research suggests that this content can be used to improve English learning, particularly speaking. Through the TikTok platform, students can find a variety of content related to English, such as short dialogs, comedy sketches, or video tutorials. This allows them to engage in a more engaging and fun learning experience.

Based on the explanation above, this study intends to explore students' experiences in learning English speaking through the use of TikTok content as a tool to improve speaking skills. The researcher chose this topic because there is still a lack of research exploring students' experience in using TikTok content for language learning. This research involved students majoring in English class of 2020. Therefore, the study focuses on students' experiences learning English, especially in speaking English. By exploring students' experiences in learning English speaking through TikTok content, the researcher hopes to gain insight into the effectiveness of using TikTok as a tool for language learning and inform the development of effective practices that can improve students' English speaking.

1.2 Formulation of the Problem

This study provides one research question. The researcher explored " How did students perceive their speaking English learning experience through TikTok content?". By employing this formula, the researcher hoped to find out more about students' experiences of learning English speaking through TikTok content.

1.3 Operational Definition

To avoid misunderstanding the terms used in this research, the researcher provides some definitions related to the research as follows:

1. Experience is a category of thought, a minimal unit of analysis that includes people (their intellectual, affective, and practical characteristics), and their material and social environment (Roth & Jornet, 2014).

2. Learning English is essential for today's generation to adapt to global communication, literature, media, and work in the present and future (Richards, 2015).
3. Speaking skill: The ability to use language orally to achieve various communication purposes, such as conveying information, expressing opinions, recounting experiences, and negotiating (Harmer, 2007).
4. TikTok content is videos created and uploaded by TikTok users, which includes a wide variety of creative, entertaining, and learning-related content (Bernard, 2021).

1.4 Aims of the Study

Based on the problem that has been described, this research aims to describe students' experiences in the learning English-speaking process through TikTok content.

1.5 Significances of the Study

The researcher assumes this study gives significance in three aspects as follow:

1. Theoretical Use: This study supported Harmer's theory about speaking and this study contributes to Martin & White's theory of appraisal related to students' perceived learning experiences.
2. Empirical Use: This study provides empirical insights into students' experience of learning English speaking through TikTok content.
3. Practical Use: This study provides insight and information to readers about the benefits of using TikTok content as an English language media in everyday life. lecturers will know alternative and effective media for teaching English that can help students practice speaking skills based on students' experiences.

CHAPTER V CONCLUSION

This chapter presents two main sections. The first section is the conclusion of the research findings that have been discussed before. The second section contains suggestions for university students, lecturers, and future researchers.

5.1 Summary of the Findings

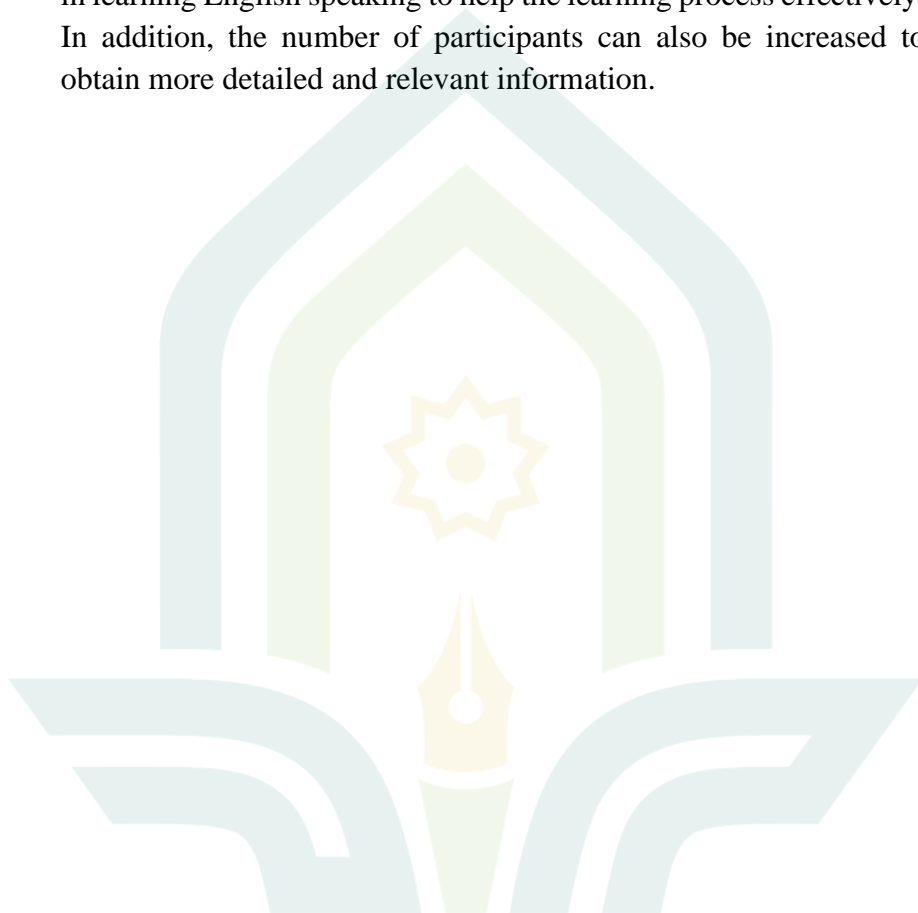
Based on the research findings and discussion, the researcher found TikTok content can be used as an advantage learning media, therefore students are more interested in learning English on TikTok because the content is interesting and the video duration is not too long. The students also revealed that learning speaking through TikTok content provides a positive experience because it can encourage creativity and self-expression among students to be better at speaking English. This finding indicates that TikTok as a motivating and effective tool for students who want to improve their speaking skills.

While TikTok offers many advantages, it also provides challenges. The platform's emphasis on short, entertaining content may limit the depth of learning. In addition, the quality of educational content may vary, and there may be potential issues relating to digital literacy and online safety. Future research could explore these challenges and develop strategies to maximize TikTok's educational potential while mitigating its drawbacks.

5.2 Suggestion

In this section, the researcher would like to make some recommendations for university students, English lecturers, and future researchers. First, the findings of this study are expected to be useful for students in improving speaking skills, and TikTok content as a learning media can be an effective tool to help students improve English speaking skills. Second, the findings of this study are expected to help English lecturers find and choose the right

methods and strategies for learning English for their students. Lecturers are expected to gain ideas, knowledge, concepts, and theories to improve students' speaking ability through TikTok content. Third, future researchers can expand the research by conducting a more in-depth investigation and adding more references related to students' experiences in using TikTok content in learning English speaking to help the learning process effectively. In addition, the number of participants can also be increased to obtain more detailed and relevant information.



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Zaitun, Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's.



CURRICULUM VITAE

Name : Fida Imroati Saadah
Student Number : 2519050
Place and Date of Birth : Pekalongan, 10th of Oktober 2000
Gender : Female
Address : Jl. Merpati Gg Nanas RT 19 RW 04
Kecamatan Wiradesa, Kab. Pekalongan
Educational Background :

1. SD Muhammadiyah 01 Pencongan (2013)
2. SMP Negeri 1 Wiradesa (2016)
3. SMA Negeri 1 Wiradesa (2019)
4. English Education Department, Faculty of Education and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan (2024)

