

USER GENERATED CONTENT AND LANGUAGE LEARNING ON TIKTOK: A FOCUS ON LEARNING ENGLISH SPEAKING

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Abstract: This study wants to investigate the experiences and difficulties encountered by students who utilize TikTok as an instructional tool to improve the speaking abilities of high school students in Indonesia, with a particular emphasis on English learning. This study used a qualitative approach with a case study as the research design. The participants of this study are two female senior high school students, who have experience in using the TikTok application to learn and develop English speaking skills, from the X class of a private senior high school in Malang. The researchers used two instruments to collect the data: interviews and documentation. The interview questions consist of 10 items and have three themes: experiences, improvements, and challenges in using the TikTok application for learning and improving English speaking of students. The documents were in the form of pictures of the participants and a collection of student English videos through TikTok video links for 4 weeks. To collect data, the researchers interviewed the participants twice, each time conducting an online interview with one participant at a time, taking 20-30 minutes per interview. The research data were analyzed using six thematic analysis procedures adopted by Braun and Clarke (2006). Based on the results of the research, it was found that the experience of making English videos on TikTok of both students in senior high school was similar. And students with high scores have more positive feelings about making English videos on TikTok than students with low scores. It was also found that students with high scores had more development in terms of cognitive and affective aspects than students with low scores. In terms of the challenges that students face, it was found that students faced internal challenges in self-confidence, while students faced external challenges are equipment and Internet connectivity.

Keywords: language learning, speaking skills, social media, TikTok application

INTRODUCTION

Oral communication is particularly significant as it is an essential skill for achieving proficiency in the English language. Proficient speaking ability is a defining characteristic of those who excel in the acquisition of languages. Bahadorfar and Omidvar (2014) argue that proficient speaking is a critical element of productive abilities that students acquiring a second or foreign language should strive to develop. Through verbal communication, pupils obtain the capacity to articulate their ideas and efficiently impart information precisely.

The elements that impact the level of English speaking proficiency among students

comprise elements that originate from both cognitive and affective aspects (Henter, 2014). The first factor is a cognitive aspect that is students' knowledge and understanding of the English learning process will affect their English speaking skills. The second, factor is the affective aspect which is emotional factors that affect student learning, which originate from within students regarding their feelings, emotions, and beliefs. Such as anxiety, no self-confidence, fear of making mistakes, and lack of self-confidence. Another problem that affects students' English speaking is speaking components. Hughes (2023) proposes five components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. There are some of the most common problems in previous research that result in English learners being unable to speak English.

In recent years, there has been considerable regard for improving students' English language proficiency, particularly through the utilization of contemporary educational resources (Agustina et al., 2022). To tackle the obstacles linked to English proficiency, it is imperative to integrate efficacious learning materials into the pedagogical framework. Following the classification system described by Depdiknas (2005), there are a variety of learning media available, spanning from rudimentary to advanced alternatives including audio recordings, models, visual aides, the internet, and audio aids. The advantages of employing learning media are underscored by Sukartiwi (1996), these include increased learner motivation, resistance to tedium, and enhanced comprehension of study materials.

Acknowledging the critical significance of media in the process of acquiring English proficiency (Porter & Hernacki, 2000), it is critical to prioritize the choice of modern and age-appropriate educational materials. This situation provides a chance to improve one's command of the English language, specifically in oral communication. The present surge in the prevalence of vlog videos and content generation across diverse platforms has garnered the attention of students and provided a platform for enhancing their oral communication skills. Students can easily distribute their videos to their classmates and other users on social media platforms after producing them, which is facilitated through the internet (Hashemifardnia et al., 2019). The integration of social media into English speaking instruction is probably to be positively received by students, as it corresponds with their inclinations and areas of interest.

Among the effective social media, TikTok is an Application that can create fun video content on a platform that is very popular among Indonesian high school students right now. There are features for music, filters, stickers, effects for video images, and co-create content using duets. It is reported TikTok in October 2023, the TikTok has soared to become the most popular Video Social Media platform in Indonesia with as many as 106 million followers. In the list of Indonesian TikTok users, the largest group is the youth group, which is 13-15 years old and above. According to Ma'arif, et al, (2021), TikTok has been recognized as an innovative Application that will help inspire new inspiration and desire to learn English for learners. From the above information, it can be seen that this app is very popular in Indonesia, especially among teenagers, so it is a good opportunity to bring the TikTok into the mediums for learning English Speaking as a learning media.

Considering the notarial of TikTok, the researcher used it in practice. Teaching practice is a supervised instructional experience; a culminating course in undergraduate education at a university or college for observation and gaining teaching experience. The

researcher introduced TikTok into classroom training media to develop students' English speaking by using examples from videos on TikTok to help learn pronunciation and sentence construction by connecting with content in the textbook. Students can also use their creative ideas for homework by creating English videos and uploading them on TikTok. In the end, this was well received by the students as it made them feel good about creating videos with different content.

Previously, some research has investigated the viewpoints of students regarding the educational utility of TikTok. Ferstephanie and Pratiwi (2021), have emphasized that TikTok has exhibited effectiveness in augmenting the spoken English proficiency of students. It has been demonstrated that the platform motivates students to produce engaging TikTok videos, which contributes to enhanced English communication confidence and improved pronunciation. These findings are further supported by Putri (2022) who observes that the TikTok had a positive impact on the attitudes of students towards speaking English. Research has demonstrated that the integration of TikTok into the educational setting enhances retention and engagement, while also cultivating a sense of eagerness and motivation regarding verbal communication. According to Manggo (2022), the TikTok application has a positive impact on users' English learning in general, especially in terms of speaking.

TikTok multifunctional attributes allow the perceptions of students to generate a wide range of English speaking content, thereby augmenting user interaction and engagement. By consistently honing their speaking abilities and incorporating language learning into their everyday routines, pupils can achieve more substantial progress (Wiranda, 2023). TikTok's multifunctional attributes allow students to generate a wide range of English speaking content, thereby augmenting user interaction and engagement. By consistently honing their speaking abilities and incorporating language learning into their everyday routines, pupils can achieve more substantial progress (Wiranda, 2023). Furthermore, TikTok has garnered acclaim for its ability to stimulate students' ingenuity by providing them with a platform to manifest their thoughts and feelings via concise videos and other inventive methods.

Prior research has primarily concentrated on the favorable effects of TikTok on students' speaking proficiencies. However, this study seeks to fill this void by investigating the difficulties and experiences encountered by students who utilize TikTok as an instructional tool to improve their speaking abilities. This investigation employs a qualitative approach, utilizing interviews as the data collection method, as opposed to the prevalent quantitative research approach utilized in previous studies. By employing this qualitative approach, we hope to gain a deeper comprehension of the difficulties that are linked to the mobilization of the TikTok as a means to exalt one's speaking abilities.

METHOD

This study applied a qualitative approach with the single case study as a research design. The participants of this study are SP1 and SP2 (pseudonym). Both students are female and the same age 16, and are senior high school students at a private high school in Malang, East Java, Indonesia. The participants were selected using purposive sampling because they met the criteria of this study. The first student and the second student from D classrooms that the researchers has conducted the study on.

The researchers used two instruments to collect the data. There are interviews and documentation. First, the data in this study was generated through interviews. The interview questions were adapted from the questionnaire (Salamat et al. 2018) validated by the supervisor. The reason for adapting their questions is because the topic of this research and the research questions are similar. To make it easier for participants to understand the interview questions, the interviews were conducted using Indonesian or the participant's first language. In this research, there are ten main questions given to the interviewees. These questions elicit information about the experience, challenges, and how students use TikTok as learning media to improve speaking skills.

To collect data, the researchers conducted interviews directly with both participants. First of all, the researchers introduced himself and explained that the interview being conducted was strictly confidential. The participants were given a clear explanation of the research objectives by the researchers before the interview procedure. The interviews were performed directly with the participants and recorded using a recorder, every interview lasted between 20-30 minutes. For the document collection, students submitted English videos through TikTok video links.

At the analysis stage of this study, the interview the data were analyzed using six thematic analysis procedures adopted by Braun and Clarke (2006). This analysis uses coding and themes with the initial step, namely: first, the researchers will do the transcribing stage, after that familiarizing, by reading the transcript repeatedly until the researchers feels more familiar with the answers given by participants. The next step is coding, which marks the participant's statement. Themes were then created, which was the creation of themes or groupings based on participants' statements that were coded during the coding stage.

For the document, the researchers analyzed documentation by assessing student TikTok videos that have been collected via links and then analyzed and assessed by giving scores. There are four steps: first, videos were collected via video links to WhatsApp group chats created by the researchers. Second, the researchers examined the videos by examining four components: vocabulary, pronunciation, grammar, and fluency, and also considered examining the creativity in the students' videos. Third, the researchers gave grading, where the full score is 100 points, and finally, gave feedback that led to the student's further development.

FINDINGS

The research findings in this chapter are presented based on information obtained from the interviews and supporting documents of the research proposal draft.

1. Senior High School Student's Experience in Using TikTok for English Speaking learning

The first research question was asked about how do senior high school students experience using TikTok in learning English speaking. The result is shown in Table 1

Table 1 Interviewees' Answers of Research Participants and Classified by Topic.

Questions	Points	Answer: SP1	Answer: SP2
1. How do senior high school students experience using TikTok in learning English speaking?	1.1 Making English Video on TikTok as Part of Class Assignment	<i>I learned to speak English by making English videos on TikTok according to the topics ordered by the teacher. There are four topics for four weeks. I like the topic described the most because this topic I can describe many things around me using English especially things in my home, followed by the topic introduction, the topic interest, and finally the topic opinion. "After I practiced my English by making English videos on TikTok, it is clear that I feel much more confident in speaking English. I feel happy with them, my English speaking skills have improved a lot. I can pronounce English better and have a lot of vocabulary. I can also speak English using slightly more complex grammar than before".</i>	<i>I created an English speaking video upload on TikTok based on the topic my teacher instructed me to create a video on TikTok for four weeks. I like the topics of opinion a lot because they make me get a lot of new vocabulary. "I have a little bit more confidence than when I first started making English on TikTok, and I feel good because my English speaking skills have improved so much that before, now the vocabulary in my head is more diverse and diverse".</i>

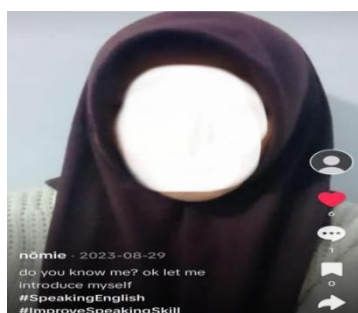
*SP: student Participant

*SP1: first student with high score

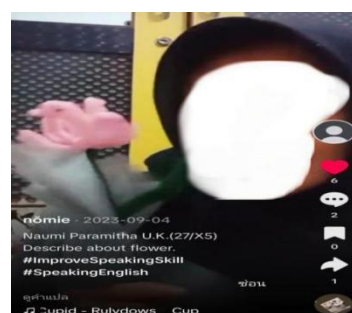
*SP2: second student with low score

After analyzing the interview results of the students in senior high school who experienced using TikTok to learn to speak English, it was found that there were three main points of importance. The first is assignments, the teacher gives assignments to students to make videos based on the topic, which that topic comes from teaching modules used in the English classroom.

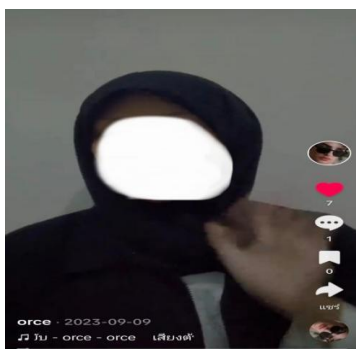
Picture 1.1 Senior High School Student's Experience in Using TikTok every week.



<https://vt.tiktok.com/ZSYu9amUE/>



<https://vt.tiktok.com/ZSYu956AY/>



(Week-3)

<https://vt.tiktok.com/ZSYu9QdRr/>



(Week-4)

<https://vt.tiktok.com/ZSYu9aj7G/>

From the students' answers, it can be concluded that both students have experience in learning English speaking using TikTok which makes English videos and uploads onto TikTok, The teacher assigned the task each week to have one topic. Four topics are organized by week: introductions, interest, describing, and opinions.

From student interviews, the first student likes the description topic mostly because the description topic makes her improve her speaking skills when she describing something in English, followed by the topic introduction, the topic interest, and finally the topic opinion.

The second student stated that she likes opinion topics most because opinion topics can give her a new vocabulary which can make her improve on speaking when she tries to give opinions using English in class, follow by interest, describing and introduction topic respectively.

From the excerpts above, it was found that after both of the students made the English video on TikTok for four weeks. The students feel more confident when speaking English. The first student was happy with making English videos on TikTok, and the second student felt good about it, making English videos on TikTok also helped them develop many English skills.

2. Students Improvement in English Speaking after Making the Video on TikTok

After analyzing the interview results on how TikTok helps students in senior high school improve their English speaking skills, it was found that there were two mains improvement: cognitive and affective aspects.

Cognitive aspects are four important components are grammar, vocabulary, pronunciation, and fluency. After making videos on TikTok for four weeks, both students have improved their four components of speaking skills.

Affective aspects are emotions or feelings that affect a student's ability to speak English. The students responses are the following section.

Table 2 Students' Improvement in English Speaking after Making the Video on TikTok.

Questions	Points	Answer: SP1	Answer: SP2
2.How does TikTok help senior high school students improve their speaking skills?	2.Improvement of Students Cognitive Aspects	<i>Starting after the teacher gave us the topic in a week, I had to create to be used in the video in Indonesian and then convert it to English which is checked for grammatical correctness and find the new vocabulary to fit the assigned topic. I had to practice pronouncing words that were spoken in English, then recording videos with my phone and decorating the videos with the effects in TikTok that I wanted. After I made English content videos on TikTok for 4 weeks, I feel like I speak English much more clearly and fluently than before.</i>	<i>After the teacher gives the topic, I will write a dialogue in the language that I understand and then write it in English. When writing English, we have to be careful grammar, and I usually find new vocabulary when I change the topic. And I practice by repeating before recording the video on my phone, then uploading it on TikTok. mAfter making videos for a month, I feel like my English is a little fluent and clearer than before.</i>

From tabla 2 above, the students' answers from the interview section, the researchers states that the affective aspects are the first student and the second student after they made the English video on TikTok. For the first student, she was more confident before they felt shy anymore. And for the second student, she was more confident and less anxious than before.

Table 3 Compiled from Interviews, The Students Regarding Cognitive and Effective.

SP1	SP2	Types
Pronunciation Vocabulary Grammar Fluency	Pronunciation Vocabulary Grammar Fluency	Learning Aspect
Self-confidence	Self-confidence Anxiety	Learning Aspect

*SP: student participant

*SP1: first student with high score

*SP2: second student with low score

From table 3 above, is compiled from interviews, with both students regarding cognitive aspects and affective aspects. The first student has four cognitive aspects skills that are pronunciation, vocabulary, grammar, and fluency. And she has two affective factors skills that are self-confidence, and shyness. The second student has four cognitive aspects that are pronunciation, vocabulary and grammar, and fluency. She has two affective aspects self-confidence.

3. Challenges in Creating English Videos on TikTok Application.

After analyzing the interview results, what are the challenges in creating English videos on the TikTok Application. It was found that there were two main points of importance.

Firstly, there are internal challenges that students must face while creating English videos on TikTok, and the challenges that arise are caused by the students themselves.

Secondly, there are external challenges that students will face while creating English videos on TikTok. External challenges are external factors that affect students when they make English videos on TikTok. In this case, the external challenges of the two students are completely different: full phone memory and internet connection. Which will be discussed more in the next section as follows:

Table 4 Students' Challenges in Creating English Videos on TikTok Application.

Questions	Points	Answer: SP1	Answer: SP2
3.What challenges did senior high school students face in using TikTok?	3.Internal challenges and eksternal challenge	<i>The challenge in making my English speaking videos on TikTok, in the beginning, I was not confident in my English pronunciation was to pronounce English correctly as I was still pronouncing some English words in Indonesian langue. And my vocabulary wasn't as large as it is now. Another challenge or problem I encountered in creating videos on TikTok is that videos take up a lot of your phone's memory. So I had to take a video on my mom's phone and upload it on my TikTok.</i>	<i>The biggest challenge I faced making English videos on TikTok was self-confidence. Because when I first started making English videos on TikTok, I only had a short vocabulary of English in my head and my grammar was not clear. Another challenge I encountered and another issue I encountered was the internet connection. Using the TikTok Application to upload videos requires a good internet connection. Because the video file is large.</i>

From the excerpts above, the students' answers from the interview section the researchers states that the internal challenges are the first student and the second student have no self-confidence but there is one similar and one different reason. The first student feels no self-confidence because she lacks vocabulary and lacks learning correct English pronunciation. The second student feels insecure due to her lack of vocabulary and a clear understanding of English grammar.

From the excerpts above, it can be seen that both students have differences in the external challenges the two students invited were completely different. The first student explained that she had to make English videos on TikTok, she found that the videos took up a lot of space on her phone, causing the phone's memory to be full. The second student explained that her external challenge was an internet connection must be high-frequency due to the large size of the video file.

Table 5 outlines the internal and external challenges students will face.

SP1	SP2	Challenges
No Self-confidence	No Self-confidence	Internal challenges
Phone memory full	Internet connection	External challenge

*SP: student Participant

*SP1: first student with high score

*SP2: second student with low score

From the table, this table shows the internal and external challenges students will face while making English videos on TikTok. The internal challenges that can be seen that the first student and the second student have one point in common is no self-confidence, and the second student has one more which is no self-esteem. The external challenge for the first student was the phone memory full and the second student had an Internet connection.

DISCUSSIONS

The results of the first research question showed that the senior high school students u has experiences using TikTok making English videos improve their English speaking skills. This is in line with Demmy and Fathul (2018) who state that TikTok is a popular new Social Media platform that allows users to create fascinating videos and engage in private chats. TikTok has a variety of visual effects and is easy to use for making videos.

Chen and Kang (2023) reported out that TikTok helps students become more fluent in English. Students not only create English videos but also enjoy learning English by watching short videos on TikTok, which students enjoy new experiences that can apply to their daily lives. Natasya et al. (2023) points that academic achievement shows that TikTok can increase students' motivation, and students also agreed that TikTok had a positive impact on their English skills. Therefore, TikTok is considered a suitable application that facilitates the creation of English videos by students to help develop English speaking skills.

The results of the second research question determined that TikTok can help senior high school students improve their English speaking skills. There are cognitive and affective aspects this result is in line with Ikhsanudin and Purwoko (2022), who state that teachers, learners, and materials should synergize to create interactions that stimulate the learners' cognitive, affective, and behavioral domains of learning. The cognitive and affective aspects are examples of how TikTok improves students' speaking skills.

Moreover, Muslimah (2022) mutation that learning pronunciation using TikTok videos can effectively improve students' pronunciation skills. This is shown by learning pronunciation after using TikTok videos, which is better than before using TikTok. The Application TikTok has been successful in increasing and improving the English vocabulary of students (Rahmawati & Anwar, 2022). TikTok Application can also help build confidence in speaking English for students, as Cagas (2022) reviews the TikTok application used to

learn English is a satisfying technique for success in increasing students' confidence in speaking English.

The results of the third research question indicated that the senior high school students face challenges related to creating English videos on TikTok. Among the challenges faced by students are memory phone and trouble with internet connectivity which are categorized as an external factor, and lack of confidence which is categorized as an internal factor.

The results of this research are in line with Syaiba and Rubicca (2023), find that EFL students face some challenges in creating their creative TikTok. The challenges are lack of ideas, vocabulary, pronunciation, and lack of confidence. Herwanto (2022) who state that using TikTok as a medium of speaking practice, there are device difficulties, inappropriate, and poor video quality. TikTok application is considered the first type of social media that students often encounter problems related to internet contracts. The frequently fluctuating internet connection challenge has become a common problem among Indonesian students (Yuzula, 2021).

CONCLUSION AND SUGGESTION

From the above discussion, it was found that high school students have experience in using the TikTok application to learn and develop students English speaking by creating English videos on TikTok based on the topics assigned by teachers. Moreover, the students also have feelings positive, after creating English videos on TikTok. In the improvement of students' English speaking, it was found that students have improved English speaking skills in two main areas, that is, cognitive and affective aspects. In cognitive aspects, students have developed skills, and have developed four components in speaking English: vocabulary, pronunciation, grammar, and fluency. In the affective aspects, students are more confident in speaking English. As for the challenges students face in using the TikTok application for learning English, they include internal challenges and external challenges. Internal challenges, students face insecurity in speaking English. In external challenges, regarding internal often find that video recording equipment properly and trouble with internet connectivity.

The researchers would like to suggest to students, teachers, and future researchers to be able to help reduce the challenges that using TikTok as a learning medium to improve the English speaking of high school students. In making TikTok videos, students should be able to boost their confidence and improve their knowledge of English speaking skills. Teachers play a very important role in increasing students' confidence levels so that they can create TikTok videos to increase their English speaking skills. Therefore, it is expected that teachers will have an easy-to-understand teaching style to encourage students to express themselves and increase their confidence levels in speaking English. This research has several shortcomings, so further research is needed. Future researchers expect to be able to research the difficulties that high school students face in creating videos with other media

using different methods with a large number of participants. If possible researchs will be involve with multiple universities.

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