TikTok Effect to Develop Students' Motivation in Speaking Ability

Jenni Ferstephanie[*1], Theodesia Lady Pratiwi[2]

[1,2]Universitas Internasional Batam

e-mail: ***[*1]tangjenni22@gmail.com***, [2]theodesia@uib.ac.id

Abstract   The study was conducted to explore the effect of TikTok in developing the students' motivation in speaking. The study was conducted through Classroom Action Research. The involved participants were 25 students from the tenth grade of SMA Kristen Kalam Kudus, Selatpanjang. The study used qualitative and quantitative methods in collecting the data. The research procedures were planned in organized procedures as mentioned: planning, implementing, observation and reflection. The research instruments were questionnaire, pre-test, and post-test. The questionnaire was designed into Likert scale format. Then, the pre-test and post-test were implemented in the study. The post-test took two cycles. The research findings identified that the students' motivation level was at a moderate level 3.84. However, the post-test showed that the students' scores rapidly increased and were better than their pre-test. Therefore, the implementation of TikTok proved that it was effective to develop students' motivation in speaking ability. In conclusion, TikTok application engaged the students to enjoy the learning especially in motivating them to speak. Students were free to express their ideas while making the content.
Keywords: classroom action resesarch; motivation; speaking; speaking skill; TikTok.

Abstrak   Artikel ini bertujuan untuk menyelidiki efek TikTok untuk membangun motivasi siswa dalam kemampuan berbicara. Penelitian ini dilakukan melalui Penelitian Tindakan Kelas. Peserta yang terlibat dalam penelitian ini adalah 25 siswa kelas X SMA Kristen Kalam Kudus, Selatpanjang. Penelitian ini menggunakan kualitatif dan kuantitatif method dalam mengumpulkan data. Prosedur penelitian ini dirancang secara organisir seperti yang disebutkan: perencanaan, implentasi, observasi dan refleksi. Instrumen dalam penelitian ini menggunakan kuesioner, pre-test dan post-test. Kuesioner dirancang dalam bentuk Skala Likert. Setelah itu, pre-test dan post-test diimplementasikan dalam penelitian ini. Post-test dilakukan sebanyak dua kali. Hasil penelitian ini menemukan bahwa tingkat motivasi siswa berada di tingkat sedang. Namun, hasil post-test menunjukkan nilai siswa meningkat dengan pesat dan lebih baik dari pre-test mereka. Oleh karena itu, penggunaan TikTok terbukti efektif untuk meningkatkan motivasi siswa dalam kemampuan berbicara. Bisa disimpulkan bahwa penggunaan TikTok dapat mengajak siswa untuk menikmati pembelajaran yang menarik terutama memotivasi mereka untuk berbicara. Siswa bebas mengutarakan pendapat mereka saat membuat konten.

***Kata Kunci**: penelitian tindakan kelas; motivasi; berbicara ; kemampuan berbicara; TikTok.*

---

[*] **Corresponding Author: tangjenni22@gmail.com**

INTRODUCTION

Motivation plays a significant role for the students to be active in a learning activity. It shapes students' behavior in receiving the knowledge of the learning process. Fakeye (2010), cited in (Imsa-Ard 2020) demonstrated that learners' motivation and attitude are the most significant factors in language learning. When a student has a purpose to activity by adopting its goal and trying to learn the skills, their learning motivation is existing. The students' motivation can be aroused by understanding the goal and the concept of learning activity. It develops their enthusiasm in acquiring the learning.

According to Crookes and Schimts (2001), cited in (Ihsan 2016) mentioned that motivation refers to the learners' orientation in learning a second language as their goal. Students who are motivated will give more effort to learning. They are eager to invest themselves to obtain knowledge in the learning progress. Therefore, the students should have set their goals and objectives in learning. There are a lot of studies that mention motivation has a strong effect on the students' learning. In learning English, the students who are unmotivated in achieving the new language learning will not interested to learn. They will get bored in learning. As the result, the students could not obtain the language learning objectives and goals.

Motivation refers to a fundamental aspect of learning (Brewer & Burgess, 2005 cited in (Maulana et. al. 2018). On etymologically, Purnama, et. al. (2019) explain that motivation is from the Latin word which is movere (to move). It means, an action that causes to lead an encouragement in a person. In language learning, motivation plays a crucial role. It is a term of success in the learning process. As mentioned by Hayikaleng, et. al. (2016) motivation is an important component for the students to succeed in their English learning. According to Keller (2000), cited in (Badroeni 2018), motivation is the emphasis on the individual's decision, the people's choices to experience what they approach, and the effort that they give.

According to Dörnyei (1998), there are two main types of motivations. They are intrinsic and extrinsic motivations. Intrinsic motivation is motivation from the individual. Meanwhile, extrinsic motivation is a motivation that is driven by external rewards or outcomes that make the person acts or performs the task. Moreover, Gardner (2007), cited in (Imsa-Ard, 2020) identified that motivation includes three main levels or elements: language, learner and learning situation level. There are five ways can be used to measure motivation (Hanafiah, 2010 cited in (Subakthiasih and

Putri 2020)) which are: (1) performance test; (2) a questionnaire; (3) free compose; (4) achievement; (5) scale.

Referring to the current condition, the pandemic COVID-19 forced the government to issue social distancing rules. There is a lot of pro and contra regarding the pandemic situation, especially in the academic field. Nowadays, the students are transferring from offline learning to online learning. It makes the teaching and learning process could not be done by face-to-face learning. The teachers should deliver the material through online media. Besides, the teaching and learning process become not maximal like the previous time. It is also one of the factors that decrease the students' learning motivation. Because, it limits the interaction between teachers and students. Due to the limitation, the students could not perform better in the learning English especially for speaking ability. As we know that, speaking is the one skill to do communication widely especially in giving and receiving information. According to Brown (2004), speaking is a skill in producing an oral language.

Speaking is one of the four language skills that consider a primary language skill that should be grasped. According to Nunan (1991), cited in (Maulana, et. al. (2018) stated that mastering speaking is the most crucial aspect of learning. Speaking is the basic oral communication (Caroline, 2005 cited in (Maulana, et. al. (2018)). Based on Chaney (1998), cited in (Zainurrahman and Sangaji 2019), speaking is a social activity that includes the approach of constructing and distributing meaning in a variety of contexts. As mentioned by Brown (1990), cited in (Tampubolon 2018) said that communicative competence is the language learning purposes. It can be concluded that speaking is a process of interaction that involving how to produce, receive, and process the meaning producing to acquire the information.

Brown (2004) identified that there are five stages of speaking performance; imitative, intensive, responsive, interactive and extensive. Some factors hinder students' speaking skills; First, fear of mistakes, according to Aftat (2008), cited in (Dalem 2017) added that the students' fear is linked to the correction and criticized evaluation. Second, shyness, students feel shy to speak English in the class. Speaking in front of the class is common phobias that students encounter which makes their minds go blank and forget what to say (Baldwin, 2011 cited in (Dalem 2017)). Third, anxiety refers to the feeling of nervous in facing foreign language learning (Horwitz, 1991 cited in (Dalem 2017)). Fourth, lack of confidence usually occurs when the students do not understand what the speakers say.

The development of technology provided opportunities for the development of social media. With the support of advanced technology, social media is very popular used by people. It has a lot of functions for education that can be used as a medium for language learning. One of the most popular social media is TikTok. It is a social media network in a video platform. It has various contents and features in TikTok. Several studies found that utilizing social media as a students' learning platform in motivating students to learn English was received positive effects. Yang (2020) identified that the students' perspectives showed positive attitudes in utilizing TikTok as an English learning platform. They believed that TikTok can be used to expand English learning strategy and enhance their learning motivation. According to Pratiwi, et. al. (2021), they stated that TikTok is effective in assisting the students and teachers in the classroom. They showed that some of the students' pronunciation is improved in learning English through the TikTok application.

Sharma (2019) concludes that social media applications are functional tools for enhancing EFL students' English language skills as well as their learning motivation. On the other hand, Gupta and Bashir (2018) stated that social media has four major purposes. They were for entertainment, socialization, informativeness, and academic purposes. TikTok is a social media network that enables users to share their content in the form of a short video. It is the latest social media application that authorizes users to create interesting videos and interact with others in comments or even private chats (Deriyanto and Qorib 2018). Currently, TikTok is one of the most popular social media. It is very hyped among young people. It presents interesting and user-friendly features with special effects in the application. There are a lot of trending songs and hashtags that users can use in creating content. It is a platform with various video content in it. TikTok is a place where the user can express themselves freely with creativity and innovation. Many tools can utilize in TikTok such as duet, sharing, challenge through the video with other people around the world. As a result, the massive of using TikTok as social media will be an effective learning platform for the students. Students can learn any language content and skills repeatedly.

To study the proposed topics, there was some previous research to support the study. The first article based on (Liqian 2021) study was about "Study on the Perceived Popularity of TikTok". The study aimed to explore the relationship between product positioning, content variety, and uniqueness, and the perceived popularity of TikTok. The study was used quantitative research. The research population is targeted at heterogeneous TikTok users aged above 18 years old. The research sample was 225

TikTok users that live in Beijing which consists of 130 females and 95 males. The samples were selected using convenience sampling. The data was collected from an online questionnaire. The study found that product positioning, content variety have a remarkable on the perceived popularity of TikTok. However, the uniqueness was not contributed to the prediction. It can say that their hypothesis was not completely right. The limitation of the study was the lack of theoretical knowledge and the investigation process was not perfect because of some uncontrollable factors.

Next, the second article based on Yang (2020), the study was about "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom". The study aimed to identify students' perception in utilizing TikTok for language learning. The data was collected from quantitative survey research from 187 secondary-school students. The research instrument was using an online questionnaire. Then, the study found out the students indicated a positive view of implementing TikTok as learning aids. The study supported the proposed topic. It can be addressed that the study was more focused on the students' perspectives. The limitation of the study was the lack of real implementation to confirm the effects of using TikTok to improve students' English learning performances.

The third article, the study of "Students' Perception Toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik" by (Syaifuddin et al. 2021). The study aimed to identify the students' perception in applying TikTok in writing descriptive text. The research conducted a descriptive quantitative by using a questionnaire as the survey approach. The sample of the study was 85 students at Islamic Senior High School of 1 Gresik. After that, the findings found that the interpretation of students about applying TikTok in the writing descriptive text is beneficial. It is recommended to use TikTok to create a meaningful language learning process. The third study aid the proposed topic because it showed that the use of TikTok motivated the students to actively participated in the learning process. Yet, the limitation of the study was focused on writing skill performance.

Moreover, according to Pratiwi, et. al. (2021), the study was about "Utilizing TikTok Application as Media for Learning English Pronunciation". The paper attempted to learn how a TikTok application can become a learning medium for the students' pronunciation skills. The participant of the study was the university English education student Suryakancana. The collected data was done with observation and a questionnaire by using a qualitative approach. The study captured that the TikTok application helps the students to learn the language. The respondents received a

positive attitude and strong desire toward the use of the TikTok application. The study was only focused on pronunciation skills.

Looking at several previous studies, we can imply that the utilizing of TikTok (social media) as a learning platform is an essential topic that we should conduct. The research's stream is English language teaching (ELT) and emphasized the students' motivation in speaking ability by utilizing TikTok. The gap between previous studies was the limitation of the experiment in proving TikTok as a learning platform in motivating the students' speaking skills. Furthermore, there was still less research about applying TikTok as a popular platform in language learning. So, the present study of the research wants to seek and recognize the integration or the effect of utilizing TikTok as learning aids in enhancing students' motivation for speaking skills. Moreover, the present study also will identify the students' motivation level in speaking skills by using TikTok in the teaching and learning process.

The result of the discussion above proved that social media have a connection to language learning. Tiktok becomes one of the most viral social media that can be utilized in the teaching and learning process. Moreover, there are various English learning in Tiktok that can motivate students to learn English. It also engages students to be able to speak well in English by practicing through various content that they create.

The current research found that there is some connections between TikTok and the students' motivation in speaking skills. The writer wants to identify and show the effect of TikTok and the students' motivation in speaking ability, also will show a positive attitude in the teaching and learning process. Due to the limitation on the previous studies that less perform TikTok as a learning platform to increase the students' learning motivation especially in speaking skills, the current research wants to identify how is the effect of utilizing TikTok as a learning platform to motivate the students in developing speaking skill. The current research aims to recognize the level of students' motivation in speaking skills by using TikTok.

The outcomes of the study are to identify the findings of the following research questions:

1. What was the level of students' motivation in speaking skills by using TikTok in the teaching and learning process?

2. How was the effect of TikTok to develop the students' motivation in performing speaking skill of English?

The research objectives were to define the students' motivation level in speaking English when utilizing TikTok in teaching and learning activities. Furthermore, the study also aims to identify the effect of applying Tiktok in motivating students' speaking skills.

METHOD

The study was Classroom Action Research. The researcher should have been more aware and attentive during the teaching and learning activity. According to Burns (2010) the central idea of classroom action research is to identify the appropriate way to the problem in a situation to improve a better change or a good product quality. Therefore, the researcher applied the CAR that was expected can solve the students' problem in teaching and learning and they can improve their skill in learning.

Furthermore, refer to Kemmis and Mc Taggart (2010), cited in et. al. (2013) said that there are three characteristics of classroom action research. The first characteristic was for practitioners (carried out for the classroom teachers' purpose), the second was for collaboration, and the last was to give a solution to change something for a better improvement.

Participants

The participants were 25 students from the tenth grade of SMA Kristen Kalam Kudus, Selatpanjang-Indonesia, which was the writer's internship place. They were science majors. There were 12 female students and 13 male students in the class. Each of them came from different background. They have their characteristics. The English level of the students was random. Some of them were good some of them were still clueless in the language. As the writer found, the students still have obstacles in performing the language. Especially in the speaking skill, most of the time they tend to speak Bahasa or mother tongue rather than English in the class. It is found that they were not confident to speak English orally. They were less motivated to learn English.

Instruments

In the study, the collected data were qualitative and quantitative data. The data were collected by applying a questionnaire, pre-test, and post-test. The students will be given a questionnaire through google form and the questions will about the integration of motivation and TikTok as learning tools. The questionnaire is adapted from Gardner (1985), cited in (Ghazvini and Khajehpour 2011) with the Likert Scale format of Attitude/Motivation Test Battery (AMTB). The writer modified the question.

It was a 5-point scale that ranged from "Strongly Agree" to "Strongly Disagree". It is used to measure the students' motivation level in speaking with the integration of using TikTok. The study was conducted in two cycles. The tests were conducted to show the students' motivation in learning English, especially in speaking skills. Then, the post-test result was to reveal if there any effects or integration of TikTok social media with students' motivation in speaking English.

Data Analysis

Kemmis and Mc Taggart (2010), cited in (Rizqa, Suhartono, and Rosnija 2013) stated that there are four main steps in classroom action research. The steps are planning, implementing, observation, reflection. Following are the explanation of the procedures of the classroom action research:

a. Planning

In the planning, the writer identified the issue that occurred in the 10th-grade MIPA of SMA Kristen Kalam Kudus. The writer developed a plan to provide outcomes or improvements to the specific area of the research context. The questionnaire is designed to collect the data to identify the students' motivation level.

b. Implementing

In the implementation, the writer implemented the research by using pre-test and post-test. The pre-test is taken to identify how the students conduct the speaking skill in learning. Then the post-test is applied by using TikTok to motivate students' speaking ability. Before the post-test, the students will be given an explanation and examples about the activity from TikTok. Then, the students performed the video and posted it to TikTok. The video was assessed from a created rubric assessment of speaking skills. It was assessed by using numerical grades from 1 to 5. According to Knight (1992), cited in (Ulker, 2017), the criteria of the speaking assessment is fluency, pronunciation, non-verbal, content, and creativity.

Speaking Rubric					
Criteria	5	4	3	2	1
Fluency	Smooth in speaking	A little minor in speaking	Somehow hesistates to speak	Often hesitates to speak	Hesitant to speak
Pronunciation	Pronunciation is excellent, and easy to	Pronunciation is good and easy to understand	Pronunciation is almost good and sometimes	Pronunciation somewhat difficult to	Serious pronunciation problem

	understand		need fully concentrated	understand and need to repeat	
Non-Verbal	Non-verbal fully expressed to enhance the audience	Most non-verbal expressed	Much non-verbal expressed	Some non-verbal expressed	No non-verbal expressed
Content	Shows a full understanding of the topic	Shows a good understanding of the topic	Shows an almost good understanding of the topic	Understanding to parts of topic	Not understand to the topic
Creativity	Give full effort in performing	Give a good effort in performing	Give much effort in performing	Give some effort in performing	No effort in performing

Table 1. Speaking Rubric

c. Observation

In the observation, the writer observed the effect of students' motivation to speak English by using TikTok. The writer also observed the questionnaire that was answered by the students to identify the students' motivation level. It is an important stage for the writer to observe to provide findings and discussion from the activity.

d. Reflection

In the reflection, the writer evaluated the process and the result from the planning to observation stage. In this step, it is determined the success of the learning technique being applied. Therefore, the feedback is a very significant part to determine whether there was a reason to conduct the next cycle. Thus, there are five aspects in reflecting: proceeding data categorization, presenting the findings, answering the research questions, interpreting the findings, and generalization the findings.

RESULT AND DISCUSSION

Observation

Before conducting the pre-test, the writer observed the students obtain more details regarding their speaking ability in the classroom. The writer also observed the motivation of each of the students during the class. It can observe from the activities that they have done during the learning activities. When the teachers asked questions to the students and they answered the question. Sometimes, when they have to take-turn in presenting their ideas or opinions.

Questionnaire

The questionnaire is designed through Google Form with 10 questions by using the Likert Scale. It ranged from "Strongly Agree to Strongly Disagree".

Table 1. Likert Scale Rating

Optional	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The questionnaire is distributed online. Then, the students fill up the questionnaire according to their agreement to the given statement. To measure the level of agreement and disagreement of the students' answers are adapted from (Salamat et al. 2018) based on the following criteria:

Table 2. Standard of Mean

Mean Range	Interpretation
3.68 – 5.00	High degree of motivation
2.34 – 3.67	Moderate degree of motivation
1.00 – 2.33	Low degree of motivation

The Result of the Questionnaire

The table presented the results of the questionnaire, following the explanation:

Table 3. Questionnaire of the Integration of Motivation and Tiktok as Learning Tools

No	Statement	Mean	Rating of

			Motivational Level
1	I can learn to speak English from TikTok	3.56	Moderate
2	Using TikTok will motivate me to improve my speaking ability	3.32	Moderate
3	I do not worry about making mistakes at TikTok because it is just for fun	2.88	Moderate
4	I can speak English in TikTok to communicate with others from different countries	3.56	Moderate
5	I can freely express my opinion on the TikTok platform	2.76	Moderate
6	I think the use of TikTok improve my speaking confident	3.28	Moderate
7	I use TikTok to create my speaking style	3.2	Moderate
8	I can duet with an English speaker in TikTok	3.12	Moderate
9	I can monologue in trend sounds in TikTok	3.36	Moderate
10	TikTok permits access to the trend topics that I can share with others	3.84	High
	Total	3.28	Moderate

Table 3 showed the result of a questionnaire related to the integration of motivation and TikTok as learning tools. The data from the table 3 showed that the total mean was moderate in the rating of motivational level. The total score was 3.28. Moreover, each of the statements also got a moderate rating level. Statement number 1 and number 2 had an average mean score of 3.56 and 3.32. From both statements, it was proven that students had moderate motivation in motivate themselves in learning and improving speaking skills from TikTok. Besides that, statements number 3 and number 5 had an average mean score of 2.88 and 2.76. It showed that some of them still worried about making mistakes in TikTok but some of them stated that TikTok is just for fun and they did not worry to make mistakes. They also can freely express their idea or sharing opinions on TikTok. Meanwhile, the statements number 4 and number 8 had the average mean score of 3.56 and 3.12. The result showed that TikTok is a medium to connect users with the native speaker and students can motivate

themselves to practice speaking by a duet with the native speaker. Moreover, statements number 6 and number 7 had average mean scores of 3.28 and 3.2. It showed that practicing speaking through TikTok motivates the students to create their speaking style and even boost their confidence. Statement number 9 had an average score of 3.36. However, the last statement number 10 got a higher mean average score than other statements. It had a high motivational level. The score was on 3.84 which meant by trending topic from TikTok it enables the students to share their opinion towards the current topic with others. They acquire authentic materials for language learning.

Pre-Test

In this step, the students were assessed by using the traditional method before being exposed to the TikTok application. The students were divided into a partner. Three dialogues from different narrative stories were given. The writer selected the dialogue for each pair. They memorized and learned the sentence. After that, the meeting was conducted online. During the meeting, each of them being called to do conversation with their partners.

Post-Test Cycle I

After the pre-test was conducted, the post-test cycle 1 was conducted. The students were given a task to create a TikTok video. It was an individual assignment. They were asked to do conversation by themselves. They selected dialogue from the narrative story that they chose. The writer also provided a TikTok video example as their reference. The duration of the video is a maximum of one minute. The students could play one role or two roles in the video. It is based on their creativity to create the TikTok content. The writer would assess the video from some rubric criteria in speaking skills.

The Result of Pre-Test and Post-Test Cycle I

Based on the pre-test and post-test cycle I, the following table presented the score, following the explanation:

Table 4. The Average Improvement Score between Pre-Test and Post-Test (Cycle I)

No	Criteria	Pre-Test	Post-Test (Cycle I)	Improvement
1	Fluency	2.64	3.8	1.16
2	Pronunciation	2.6	3.56	0.96
3	Non-Verbal	2.32	3.6	1.28

4	Content	2.48	3.64	1.16
5	Creativity	2	3.48	1.48
	Average			1.208

The data showed in Table 4 above was the result of pre-test and post-test (cycle I). The data from the table presented that there was improvement between pre-test and post-test (cycle I) results. The lowest score for the students was during the pre-test in creativity and non-verbal criteria. It was because the students were obstacles in performing the conversation since the test was done through an online meeting. The limit of the meeting hindered their creativity and their non-verbal expression during their performance. However, when the post-test (cycle I) was being conducted, the non-verbal and creativity criteria were improved a lot. Exposing TikTok to the students motivated the students to be more creative in creating the video. They can enjoy themselves in creating the content easily because they will have to perform appropriate and attractive gestures, body language, and eye contact with the audience or viewers. The fluency criteria were the highest score in the post-test (cycle I) since the students understand to produce meaningful conversation without worrying too much. The students also develop their criteria in pronunciation and content. It was better than the pre-test performance.

Post-Test Cycle II

The writer thought to obtain better results in using TikTok to motivate the students' speaking skills, so the writer plan to conduct a cycle II post-test. During the meeting, the students were given two options for the narrative story. Following the trending topic, the writer assigned them Doraemon's story and True-Beauty Story. A short synopsis was provided to the students. After they read the synopsis, they should choose one story that they prefer. Then, they made the dialogue by themselves refer to the story that they chose. They should perform the dialogue into the TikTok video, and they can choose to play both or either one role. The duration time is still the same during the cycle I post-test. Previous rubric criteria were still used to assess the speaking skill.

The Result of Post-Test Cycle I and Post-Test Cycle II

Based on the post-test cycle I and post-test cycle II, the following table presented score with further explanation as below:

Table 5. The Average Improvement Score between Post-Test (Cycle I) and Post-Test (Cyle II)

No	Criteria	Post-Test (Cycle I)	Post-Test (Cycle II)	Improvement
1	Fluency	3.8	4.8	1.0
2	Pronunciation	3.56	4.48	0.92
3	Non-Verbal	3.6	4.64	1.04
4	Content	3.64	4.68	1.04
5	Creativity	3.48	4.8	1.32
	Average			1.064

The data showed in Table 5 above was the result of the post-test cycle I and post-test cycle II. The data from the table presented that there was improvement between post-test cycle I and post-test cycle II results. Each criterion indicated to exceed a lot than the post-test cycle I. The highest score was fluency and creativity. It is proved that students were motivated to create an interesting and engaging TikTok video to post. Step by step, they were confident to speak English in the video. Along with that, other criteria were also surpassed in post-test cycle II. They had practiced well their pronunciation than before. The content that they created was unique with their characteristics. The students delivered a meaningful story on the TikTok video. The post-test cycle II gave an unexpected improvement from the post-test cycle I. It is demonstrated that the students showed a positive attitude towards the utilizing of TikTok in motivating their speaking skill.

CONCLUSION

From the research results, it can conclude that the research questions have been answered. Refer to the objectives of the research were to capture out the students' motivation level in speaking skills by utilizing TikTok and to figure out the effect between TikTok application in enhancing students' motivation of speaking ability. The study found that the level of motivation of students in applying the TikTok was in the range of moderate motivation level from the questionnaire that they answered. Unexpectedly, the effect of the TikTok application in improving students' motivation received positive feedbacks from the students. The students' performance from each test was encouraged up and better from time to time. It can be implicated that students' motivation in speaking was increased because they have new experiences in

learning the language. They felt happy and enjoy learning the skill from the TikTok learning tools. It is evidence of this study that proved the use of TikTok in motivating students' speaking skills was very interactive and effective with the results of students' score showed drastically increase.

REFERENCES

Badroeni, Badroeni. 2018. "Improving Students' Motivation in Speaking English Through Active Learning Strategy." *Research and Innovation in Language Learning* 1 (2): 76. https://doi.org/10.33603/rill.v1i2.1075.

Brown, H. Douglas. 2004. *Language Testing Book: Principles and Classroom Practice. Book*.

Burns, Anne. 2010. *Doing Action Research in English Language Teaching. A Guide for Practitioners*. NewYork. https://doi.org/10.1016/j.system.2010.06.005.

Dalem, Mohamed. 2017. "Difficulties of Speaking That Are Encountered By English." *Premise Journal of Education* 6 (2): 20–29.

Deriyanto, Demmy, and Fathul Qorib. 2018. "Persepsi Mahasiswa Universitas Tribhuwana Tunggadewi Malang Terhadap Penggunaan Aplikasi Tik Tok." *Jurnal Ilmu Sosial Dan Politik* 7 (2): 77–83.

Dörnyei, Zoltán. 1998. "Motivation in Second and Foreign Language Learning." *Language Teaching* 31 (3): 117–35. https://doi.org/10.1017/S026144480001315X.

Ghazvini, Sayid Dabbagh, and Milad Khajehpour. 2011. "Attitudes and Motivation in Learning English as Second Language in High School Students." *Procedia - Social and Behavioral Sciences* 15: 1209–13. https://doi.org/10.1016/j.sbspro.2011.03.264.

Gupta, Savita, and Liyaqat Bashir. 2018. "Social Networking Usage Questionnaire: Development and Validation in an Indian Higher Education Context." *Turkish Online Journal of Distance Education* 19 (4): 214–27. https://doi.org/10.17718/tojde.471918.

Hayikaleng, Nuramah, Subadrah Madhawa Nair, and Hariharan N Krishnasamy. 2016. "Thai Students ' Motivation on English Reading." *International Journal of Education and Research* 4 (6): 477–86.

Ihsan, Mas Darul. 2016. "Students' Motivation in Speaking English." *Journal of English Educators Society* 1 (1). https://doi.org/10.21070/jees.v1i1.147.

Imsa-Ard, Pariwat. 2020. "Motivation and Attitudes towards English Language Learning in Thailand: A Large-Scale Survey of Secondary School Students." *REFLections* 27 (2): 140–61.

Liqian, Hou. 2021. "Study on the Perceived Popularity of Tik Tok." *International Conference on Education of Suryakancana*.

Maulana, Diki, Widya Sri Wahyuni, and Detya Siregar. 2018. "The Correlation

Between Motivation Behaviour and Speaking Ability." *PROJECT (Professional Journal of English Education)* 1 (2): 115. https://doi.org/10.22460/project.v1i2.p115-124.

Pratiwi, Anggi E., Naura N. Ufairah, and Riska S. Sopiah. 2021. "UTILIZING TIKTOK APPLICATION AS MEDIA FOR LEARNING ENGLISH PRONUNCIATION." *International Conference on Education of Suryakancana*, no. February: 4–10.

Purnama, Neng Aprilia, Neng Sri Rahayu, and Rasi Yugafiati. 2019. "Students' Motivation in Learning English." *PROJECT (Professional Journal of English Education)* 2 (4): 539. https://doi.org/10.22460/project.v2i4.p539-544.

Rizqa, Karina., Luwandi. Suhartono, and Eni. Rosnija. 2013. "IMPROVING STUDENTS' MOTIVATION IN SPEAKING BY USING AGONY COLUMN TECHNIQUE," 0–10.

Salamat, Lubna, Gulzar Ahmad, Mohammad Iftikhar Bakht, and Imran Latif Saifi. 2018. "EFFECTS OF E – LEARNING ON STUDENTS ' ACADEMIC LEARNING AT EFFECTS OF E – LEARNING ON STUDENTS ' ACADEMIC LEARNING AT UNIVERSITY LEVEL Lubna Salamat Mohammad Iftikhar Bakht Imran Latif Saifi." *Assian Innovative Journal of Social Sciences & Humanities (AIJSSH)* 2 (2) (July): 1–12.

Sharma, Vipin. 2019. "Saudi Students' Perspective on Social Media Usage to Promote EFL Learning." https://doi.org/10.32996/ijllt.2019.2.1.17.

Subakthiasih, Putu, and I Gusti Ayu Vina Widiadnya Putri. 2020. "An Analysis of Students' Motivation in Studying English During Covid-19 Pandemic." *Linguistic, English Education and Art (LEEA) Journal* 4 (1): 126–41. https://doi.org/10.31539/leea.v4i1.1728.

Syaifuddin, Wiwik Muyassaroh Abdi, Alfufatin Nabilah, Dewi Larassati, and Fairuz Lazuwardiyyah. 2021. "Students' Perception toward the Use of Tiktok Video in Learning Writing Descriptive Text at MAN 1 Gresik." *Journal of Research on English and Language Learning* 2 (1): 164. https://doi.org/10.33474/j-reall.v2i1.9017.

Tampubolon, Tanggapan C. 2018. "Improving Students' Motivation in Speaking through Collaborative Learning." *International Journal of English Literature and Social Sciences* 3 (2): 185–91. https://doi.org/10.22161/ijels.3.2.10.

Ulker, Venera. 2017. "The Design and Use of Speaking Assesment Rubrics." *Journal of Education and Practice* 8 (32): 135–41.

Yang, Huining. 2020. "Secondary-School Students' Perspectives of Utilizing Tik Tok for English Learning in and beyond the EFL Classroom." *, Australia 2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, no. Etss: 162.

Zainurrahman, Z, and Sumarni Sangaji. 2019. "A Study on the University Students' Speaking Difficulties." *Langua-Journal of Linguistics, Literature, and Language Education* 2 (1): 1–8. https://doi.org/10.5281/zenodo.2588073.