

Exploring TikTok as an interesting medium for learning English: A case study in Madrasah Tsanawiyah Kudus

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ABSTRACT

For pupils at one of the Madrasah Tsanawiyah in Kudus, English is still a scourge for them. So, it took an interesting learning media such as the most loved application by Generation Z. Although many studies were relevant to the positive effects of using TikTok as a learning medium, there were only a few studies that focused on using TikTok as a learning medium in advertisement material. This research aimed to explore the implementation of TikTok in advertisement materials to attract pupils' learning interest in English. Descriptive qualitative was used to achieve this research objective. The author used observation, interview, and questionnaire instruments. The participants in this study were English teacher and ninth-grade pupils. The study involved fifteen ninth-grade pupils for open-ended questionnaire data. The results showed that there were two stages, namely preparation and practice. The teacher prepared by explaining the advertisement material and assigned pupils to create videos about advertisement on TikTok in groups. In practice, the teacher discussed and analyzed those videos at the next meeting. While the obstacles caught were signal difficulties, smartphone constraints, or some pupils who were not allowed to use smartphones. Nevertheless, group formation can overcome that problem so that each group member can help each other. Using TikTok, advertisement material became easier and more effective to understand, able to enrich vocabulary and motivate pupils to continue learning English. This method allowed teacher to develop various strategies in learning.

KEYWORDS:

TikTok;
Interesting media;
Learning English;
Advertisement
material

INTRODUCTION

There is a large gap between non-native English speakers and native speakers (Cheung Matthew Sung, 2013). This indicates that many people realize that English as a world language is important to learn (Kyriacou & Zhu, 2008). However, mastery of English is still low in Indonesian society which can affect the quality of education and the development of the

country itself. Lack of motivation to learn English causes low mastery of English for people in Indonesia (Adara & Hartini, 2022). Not only intelligence and aptitude, but motivation itself also holds an important key in the mastery of English as a second language (Al Hakim, 2021; Ngo et al., 2017, p. 1).

In the 21st century, the use of technology as media seems to provide a solution for teachers to increase the activeness and motivation of learning for pupils (Fatimah & Santiana, 2017). Since the use of digital technology is easy to use (Liu et al., 2021), it provides many opportunities for English teachers to be more creative in teaching so that English learning is far from monotonous (Lamb & Arisandy, 2020). The use of traditional methods in learning English today is no longer effective in supporting the needs. Modern learning is needed by utilizing the sophistication of multimedia.

Now, improving English skills can be done in many ways. English learners can utilize social media as one of the digital technologies. Billions of people in the world have been popular with the use of social media as a communication tool. These social media such as WhatsApp, Instagram, Twitter, Facebook, Youtube, TikTok, etc (Sun et al., 2017). In the world of education, many teachers have utilized social media as content in teaching (Varga, E. I, 2018).

TikTok is one of the social media that can be used for the English learning process. With TikTok, its users, the majority of whom are school-age children or Generation Z, are able to create their own short music videos and view various videos with beautiful and varied musical expressions (Weimann & Masri, 2020). Based on the data, Generation Z as TikTok users stated that many felt the negative impact of using TikTok. TikTok makes them feel lazy to study and get carried away with the features presented (Mariati, 2023). As a result, this affects their learning outcomes and achievements while at school (Marini, 2019)..

But in reality, TikTok is still a favorite application by Generation Z because it provides entertainment that suits them (Zhen et al., 2021). The features that TikTok provides make users feel happy and addicted to using it (Du et al., 2022). Some of Generation Z often use TikTok and watch TikTok videos in their spare time. In addition, TikTok is also able to entertain or refresh the mind because there are many interesting and updated videos on TikTok. TikTok can be used as an interesting and interactive media option to practice English skills. Many TikTok content discusses grammar, idioms, or learning English through songs and movies. Speaking and reading skills can also be trained with the conversation features offered by TikTok (Wu & Chiang, 2021).

Regarding the large number of TikTok users and the importance of interesting media to increase motivation to learn English, it makes consideration for RKD as one of the English teachers at Madrasah Tsanawiyah in Kudus. The author finds that RKD uses TikTok as an English learning media to increase pupil motivation and learning achievement (interview with RKD, 2023).

Based on a study entitled Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils, TikTok is effectively used to improve vocabulary on regular verbs in grade 5 elementary school pupils (Sun et al., 2017). There is a gap with this study which is focused on exploring the implementation of TikTok on advertisement material in ninth grade Madrasah Tsanawiyah. The author sees that many Generation Z often use English slang such as "healing, bestie, cringe, ghosting, spill, and others". The number of TikTok users continues to increase and the mastery of English in Indonesian society is lacking, the author believes that using TikTok in learning will be more interesting so that the motivation to learn English in Generation Z will increase.

This paper seeks to explore the positive side in addition to the negative impact on Generation Z so that they are wiser in using it. The short duration of TikTok, around 60 seconds, is a potential as a medium in learning. In existing preliminary research, the author found teacher who have implemented this in pupil's learning. This case study will focus on the implementation of TikTok as an interesting medium for learning English, especially on advertisement material in ninth grade at one of the Madrasah Tsanawiyah in Kudus.

METHOD

This paper used the qualitative method, descriptive technique approach for specific. Qualitative research is a descriptive study with data in the form of pictures, and words, or tends to analyze data inductively which emphasizes process and meaning rather than numbers (Nunan, 1992). The author interviewed RKD as an English teacher at one of Madrasah Tsanawiyah in Kudus who often uses electronic media in teaching. The author also interviewed R, a ninth-grade pupil. Fifteen pupils at the same school location were involved in the open-ended questionnaire data. It is based on pupils' activeness in listening to English lessons. To enrich the data, the author also made observations during the learning process using TikTok.

RESULT

The Implementation of TikTok as an Interesting Media for Learning English

Some pupils were interested in learning English, while others were not. Given the importance of English, they were interested in learning English. Speaking English made them look cooler. They also felt challenged to continue learning English when they got new vocabulary. This was also in line with R's statement (interview, 2023) about the reasons for interest in learning English. R said that he loved English and he was interested in learning English. He liked watching podcasts and YouTube in English, felt happy, and felt a special sensation when listening to people speaking in English. Therefore he felt challenged to learn it.

While other pupils stated that they were not interested in learning English because they felt lazy with the difficulty of learning English. It was difficult to understand sentences also difficult to memorize vocabulary and pronunciation with their Javanese accent which is far different from the way English is pronounced. This made them felt more lazy (questionnaire, 2023).

One of the learning media that can be used to attract pupils' attention is TikTok, an entertainment application when feeling dizzy, tired, or stressed. A lot of the latest information can be obtained from TikTok. In addition, pupils can also learn with it because there are many accounts that discuss knowledge, especially English. With TikTok, they can express themselves more freely and then motivate them to continue learning and thirst for knowledge. But TikTok also makes them addicted so they neglect their duty to study. Actually, the negative or positive impact of using TikTok depends on its use. From here the teacher tried to take advantage of the positive side of TikTok as an interesting learning medium in English. In this case, RKD used TikTok as the learning in 21st century method, because it adapted to the development of the world of education in the 21st century. In this case TikTok was used in advertisement material in ninth-grade of the second semester. TikTok as a media for learning English is divided into preparation and practice stages.

Preparation of Implementation TikTok as an Interesting Media for Learning English

Based on the interview and observation result (2023) the preparation stage was carried out so that learning targets can be achieved. Preparation was done during the previous meeting. The teacher prepared the lesson plan. The basic competencies and indicators of competency achievement are:

Table 1. The basic competencies and indicators

Basic Competencies	Indicator
1.10 Compare the social functions, text structures, and linguistic elements of several specific text in advertisement by giving and requesting information related to products and services, according to the context of use.	<ul style="list-style-type: none"> • Identify the parts of the advertisement and the expressions or words that used by using analysis table. • Analyze some other advertisement to identify their parts • Identify similarities and differences between advertisements in terms of content and form.
4.10 Capture meaning contextually related to the social functions, text structure, and linguistic elements of special texts in the form of advertisements, short and simple, related to products and services.	<ul style="list-style-type: none"> • Create a digital advertisement through TikTok • Identify generic structure and expression of TikTok digital advertisement by groups • Present the analisis results orally in front of other groups. • Capture meaning contextually related to the social functions, text structure, and linguistic elements of special texts in the form of advertisements, short and simple, related to products and services.

Despite that, RKD also prepared powerpoint, projector and laptop. The teacher delivered the advertisement material in detail to the pupils. Then to test the pupils' level of understanding, the teacher gave an assignment to make a digital advertisement and upload it to TikTok. This task was done in groups to make coordination easier. The teacher divided into five groups. For pupils who live in the Islamic dormitory (pondok) or pupils who are constrained by smartphone devices, as well as pupils who live in locations that are difficult to signal are combined with pupils who have easy access to smartphones. It was done so that they could complement each other. Pupils who were device-constrained could help by contributing ideas to their group.

Practice of Implementation TikTok as an Interesting Media for Learning English

In the next meeting, the teacher is invited to analyze and discuss the videos that have been made by the pupils. The teacher ensured that the projector, laptop, and sound tools to display the advertisement videos were running properly. The stages of the activity were :

- a) The teacher reviewed the advertisement material that has been delivered.
- b) The teacher invited pupils to gather according to their respective groups.
- c) The teacher shown the advertisement videos that have been made and invites pupils to analyze the content of the advertisement including the purpose, the generic structure and the lexicogrammatical features in the advertisements in the videos.
- d) After all the videos were displayed, the teacher gave pupils time to discuss in groups.
- e) Then the teacher gave feedback to the pupils on the advertisement material.
- f) Finally, the teacher gave reflection (interview with RKD and observation, 2023).

4 skills could be honed in learning English using TikTok. Listening to many examples of advertisements in English and listening to the results of video advertisement assignments displayed in front of the class could improve their English listening skills. This reading skill could be honed by reading the material about advertisements that had been delivered and also when they prepared the script in the advertisement video.

The pupils demonstrate and convey the products they advertise. In addition, they fill in the voice in the video about the advertisement which is then uploaded to their respective TikTok accounts. By assigning pupils to make videos about advertisements, pupils were challenged to speak in English. Pupils gathered according to the group that had been determined. Pupils analyzed videos from other groups. Pupils determined the purpose of the advertisement, the name of the product, and the promotional words of the product plus when they prepared the script for the video. In those activities, pupils' writing skills could also be honed.

As a result of interviews and observation (2023), the classroom atmosphere became quite boisterous as pupils enthusiastically paid attention to and commented on the advertisement videos that had been made. Advertisement material was easy to understand because they were invited to be directly involved and think critically when analyzing the video. TikTok also has a short duration, so it made pupils not bored in receiving and understanding the material.

TikTok can be used as an effective and interesting medium for learning English. First, TikTok meets pupils' learning needs. Second, TikTok attracts pupils because of its novelty and has many features that can be implemented into learning. Third, learning English is far from boring because pupils and teacher play an active role in the learning process, so it can increase pupils' motivation to learn English further. And lastly, TikTok is equivalent to the development of maturity and experience and the characteristics of pupils who are millennials who are attached and close to the digital world.

The Supports and Obstacles in Implementing TikTok as an Interesting Media for Learning English

There were supports and obstacles found in using TikTok as an interesting media for learning English.

The Supports in Implementation TikTok as an Interesting Media for Learning English

Before using TikTok, English learning felt monotonous and tended to be boring. However, with TikTok media, learning became more exciting. (questionnaire of FL, 2023) in the questionnaire, results stated that she had been so happy because, besides the videos she made, it could inspire many people. She also wasn't too bored anymore. During the interview, (interview with R, 2023) agreed. He said that English learning had become more interesting because, since the odd semester, RKD had made English a fun subject plus the use of social media, especially TikTok, had made learning more interesting.

Based on the questionnaire and interview data, after using TikTok, learning English became more fun and exciting. This made them motivated and more enthusiastic about learning English. The use of TikTok in advertisement materials could improve pupils' vocabulary and grammar in English, for example the correct use of conjunctions. Pupils could express their ideas by creating advertisement videos. By creating an advertisement video on TikTok, they were challenged to act according to the script they had prepared. By using TikTok, the pupils practiced directly by speaking English to fill the voice-over of the advertisement

video so that the material presented was easier to understand and made the pupils feel challenged to jump right in. A breakthrough that they have just experienced.

Advertisement materials using TikTok were interesting because they could add creativity, and made them have experience in promoting a product or service. In addition, they could also find out how to make an advertisement. This made them more confident and appear to be an influencer in promoting a product by using and utilizing social media, or TikTok. They saw it as creative and effective.

The advantages of TikTok were also felt by RKD (interview, 2023) as an English teacher. The use of TikTok was able to improve his professionalism to encourage him to be more creative. Other than that teachers involve pupils so that they have an active role in the English learning process. From here learning is far from boring. The use of TikTok media, English language knowledge and vocabulary could increase. It was evident from the results of formative tests given by the teacher periodically. The results show that pupils' vocabulary enrichment has increased. Their enthusiasm emerged from the beginning when they were given the task of making an advertisement video on TikTok. Their desire became strong when doing English assignments through TikTok.

The Obstacles in Implementation TikTok as an Interesting Media for Learning English

When using TikTok, the pupils also encountered obstacles. R (2023) argued that he had found several obstacles while creating advertisement videos on TikTok. Because the concept of the advertisement story in his group used had been about the Malin Kundang folklore, so had been hard to analyze the product. At first, they didn't understand what the concept had been about. Because it was their first time advertising a product. Finally, they had chosen seblak product owned by one of the teachers at this school. Also, during the process of making the video, it was difficult in the acting department.

In the implementation of making advertisement videos on TikTok, the pupils found obstacles such as difficulties in recording or editing videos, expressing themselves to acting, and difficulty speaking English (interview with K, 2023). In addition, some pupils who live in signal-challenged areas argued that they have difficulty getting a stable signal and had consumed a lot of data quota to upload videos to TikTok. In addition, some pupils were also still technologically illiterate or couldn't freely access smartphones. For example, many pupils live in Islamic dormitories (pondok). Where they couldn't bring smartphones.

However, for pupils who were constrained by signal or smartphone, it could be overcome by grouping these pupils with pupils who have easy access to smartphones in making video advertisement assignments on TikTok. In this way, each group member could help each other. Pupils who had smartphone facilities and a good signal could take over taking videos, editing, and uploading the videos to their respective TikTok accounts. Meanwhile, pupils who were constrained by smartphones and signals or pupils who live in dormitories (pondok) were able to provide support by pouring ideas or also becoming actors in the video. Taking videos could be done during school breaks or when they were not in the dormitory so it was not a significant problem. In addition, RKD also provided online guidance to pupils on how to make videos through TikTok to make it easier for them to do this advertisement video assignment (interview with RKD, 2023).

DISCUSSION

The Implementation of TikTok as an Interesting Media for Learning English

In research (Herlisya & Wiratno, 2022), as a learning media, TikTok is able to improve the ability to speak English. When using TikTok as a learning medium, pupils' confidence and motivation to speak English increases. This encourages pupils to be more creative. The use of TikTok can help improve pupils' understanding of the material. TikTok also allows pupils to expand their relationships. The steps in making TikTok as a learning media for speaking English include the following:

- 1) The pupils have to make a TikTok account.
- 2) The teachers and the pupils follow each other account.
- 3) The teachers ask the pupils to watch some videos in TikTok such as about news, fun thing, or dancing.
- 4) After the pupils watch the videos, the teachers asked the pupils to describe what is it about.
- 5) The teachers ask the pupils to remake the content by making their own version.
- 6) The pupils can create and edit their own video however they like, and adjust to their style.
- 7) Each pupils can give 'like' to their friend's video if they like it as a sign of appreciation.

Meanwhile, in this study, the use of TikTok as an English learning media, on advertisement material had two stages, namely preparation and practice. In the preparation stage, the teacher ensured that the lesson plan and devices were working properly. In the previous meeting, the teacher explained the advertisement material to the pupils. Furthermore, the teacher assigned pupils to make interesting advertisement videos on TikTok in groups.

At the practice stage or the next meeting, the video was shown in front of the class. By group, the pupils were instructed to pay attention and analyze the general structure of the advertisement videos. Then the teacher gave them time to discuss. At the end, the teacher gave feedback or reflection of learning activities. The use of TikTok as English learning media showed that the classroom atmosphere felt different from usual and tended to be boring and monotonous.

Based on (Pratiwi et al., 2021) TikTok can be used as an interesting, innovative and interactive English learning media for pronunciation so that learning is much fun. This is supported by the features of TikTok so that it can accommodate language skills. Pupils were interested in using TikTok as an English learning medium because of its novelty, and these features are right for the characteristics of pupils who are Generation Z or a generation that is not far from the digital world.

Meanwhile, based on the previous stages, there is a novelty that TikTok is an interesting English learning medium because pupils don't feel bored during learning. Pupils felt happy so it made them active in learning or focused on student-centered. Pupils became more creative because of the task of making advertisement videos and discussion activities in learning. This method was able to invite pupils to be able to think critically.

The Supports and Obstacles in Implementing TikTok as an Interesting Media for Learning English

The 21st century requires teachers to continue to think creatively in utilizing technological media in the English language learning process. So as to motivate and increase pupils' interest in learning. The role of the teacher now is not only as a person who delivers material but the role of the teacher is now deeper, namely as a facilitator of the pupils so that they are able to bridge them to be active during learning.

The use of technology in education is considered the right step, as it makes learning situations more authentic and effective. It also provides opportunities for pupils to work collaboratively. This way pupils can easily access information and can complement their learning experience. It should be optimized to create sophisticated immersion learning and maximize the quality of future learners (Fatimah & Santiana, 2017). There are many changes in the role of education in the 21st century, especially digital literacy in education. Nowadays, many teachers are able to utilize media such as podcasts, videos, e-learning, apps and websites because they are more accessible in private.

Using technology in learning is important because it facilitates collaborative relationships and meaning in context is more easily understood. With technology, collaborative communication networks between teachers, pupils and learning resources can be established. Technology also provides a variety of complex, realistic and safe problem-solving environments. The use of technology such as social media in English language learning helps pupils to be independent and responsible for their learning. They can search for learning materials online by themselves. One of the applications that can be used as English learning media is TikTok.

The Supports in Implementation TikTok as an Interesting Media for Learning English

(Alghameeti, 2022) in her research on the application of TikTok as a medium for learning English, felt the benefits of using this social media. The research conducted by Alghameeti focused more on increasing pupils' English vocabulary. TikTok is a well-known digital platform and an effective learning medium for teaching English. There are many benefits if teachers are able to utilize TikTok media in learning English. In Alghameeti's research, teachers made videos about English vocabulary that were enhanced with photos and graphics. In fact, the pupils' English vocabulary improved significantly.

Meanwhile there is a novelty that TikTok is the right of specialized English learning media on advertisement material. Learning English was far from boring and even tended to be more interesting and fun when compared to conventional learning because pupils participate actively in the learning process. The pupils were invited to think critically in video analysis activities. English vocabulary also increases, as evidenced by the scores obtained on the formative test given by RKD.

Research on the use of TikTok in learning English has also been conducted by Herlisya & Wiratno (2022). The results show, by using TikTok teachers and pupils benefit that TikTok can be used as an effective learning media for learning to speak in English. This can happen because the learning material is more easily understood by the pupils. Through this, pupils are automatically trained to be creative. TikTok also makes pupils more confident to speak English. Another benefit is that pupils know how to use this hype application. There is also a lot of additional information that can broaden pupils' horizons by using TikTok. In addition, the pupils' relationships are also increasing.

There is a difference or novelty regarding the benefits of using TikTok as an interesting learning medium for English. In previous research, TikTok was used in learning to speak English. But in this study, it is more focused on the use of TikTok as an interesting learning medium for ninth-grade advertisement material. With TikTok, learning is more fun than conventional learning because pupils are invited to be sensitive and think critically in analysis activities. The class atmosphere is also much more relaxed because it is not only focused on material and theory. In addition, learning materials are easier to understand because pupils are challenged to practice and engage in the advertisement learning process.

Pupils' interest and motivation to learn more English has increased. They could utilize the features provided by TikTok to improve their four skills in English. In addition, TikTok's short video duration made learning more efficient and effective. Because it would not take much time and avoid boredom when understanding the material.

From previous studies, it was found that there are many benefits gained by applying TikTok as a learning medium. Among them, TikTok is the right learning media to increase pupils' motivation to learn English. TikTok is also able to enrich pupils' English vocabulary. In addition, TikTok is also an unpretentious media to practice speaking English to pupils. There is a novelty that besides being felt by pupils, the benefits of applying TikTok as an interesting learning medium are also received by RKD as an English teacher.

As an English teacher, using TikTok, RKD felt that it was a new breakthrough that is suitable for use in other English language learning. Based on RKD's experience, the use of TikTok in English learning activities was able to develop her mind. RKD wishes to continue exploring other media besides TikTok so that it can be used for English learning media, especially for advertisement material in ninth-grade.

The Obstacles in Implementation TikTok as an Interesting Media for Learning English

In previous research (Sun et al., 2017), TikTok can be used as a medium for learning to speak English. However, in reality, pupils still encounter obstacles. The obstacles include such as they find it difficult to find sentence structures that are too simple or incomplete when speaking. They forget to place the auxiliary verb (to be) according to the subject and time. In addition, the lack of English vocabulary affects the pupils' use of sentence structure. They felt nervous and tense when speaking resulting in less fluency when speaking and describing the video. When faced with idioms, they still think long to pronounce them. The pupils do not enjoy using TikTok as a learning medium because they think it is difficult.

While there is a novelty in this research. There were obstacles found by RKD and pupils in learning English, especially advertisement materials. These obstacles include pupils who have difficulty in accessing smartphones or smartphones that do not support a good network. There were also pupils who were still technology illiterate so it is difficult to work on advertisement video assignments. In addition, for santri pupils who live in Islamic dormitories (pondok), they were not free to use smartphones because they also had to focus on their education in the dormitory. However, this could still be overcome by the formation of groups able to reduce the obstacles mentioned earlier. Pupils who have easy access to smartphones could help pupils who were constrained by smartphones. Meanwhile, pupils who were constrained by smartphones and signals or pupils who live in Islamic dormitories must participate in pouring ideas or becoming actors in the video. All these obstacles could be overcome with group cooperation.

CONCLUSION

Starting from the existence of several cases in ninth-grade pupils at one of Madrasah Tsanawiyah in Kudus who find it difficult to learn English so their interest in learning is low. So this research is a case study research to explore the implementation of TikTok as an interesting medium for learning English, focusing on advertisement material.

The use of TikTok as an interesting medium for learning English can be divided into two stages, namely the preparation stage and the implementation stage. In the preparation stage, RKD ensured that all devices could run properly. At this stage, RKD delivered material about advertisements. Then assigned pupils to make advertisement videos in groups to be discussed at the next meeting. The next meeting was the practice stage. After the laptop, LCD, and projector were ready, RKD started by reviewing the advertisement material that had been delivered. Then all pupils gathered with their groups to watch the advertisement videos that had been made and they were challenged to analyze the generic structure and the lexicogrammatical features in the advertisements in the videos. After that, pupils were given time to discuss with their groups. The class was closed by giving feedback and reflection by RKD.

TikTok can be used as an effective and an interesting medium for learning English. First, TikTok meets pupils' learning needs. Second, TikTok attracts pupils because of its novelty and has many features that can be implemented into learning. Third, learning English is far from boring because pupils and teacher play an active role in the learning process, so it can increase pupils' motivation to learn English further. And lastly, TikTok is equivalent to the development of maturity and experience and the characteristics of pupils who are millennials who are attached and close to the digital world.

There were advantages and disadvantages to using TikTok as an English language learning medium. The advantages for pupils could increase their motivation to learn English. Advertisement material was also easier to understand. TikTok was an interesting and appropriate English learning medium because pupils were directly involved in critical thinking so it was far from boring. Furthermore, for teachers, it can develop the teacher's mind to use this media in other materials and explore other learning media. While there are also weaknesses in making videos on TikTok, pupils find it difficult to get an adequate signal and limited pupils to access smartphones because some pupils live in Islamic dormitories. However, this can be overcome by creating groups so that each group member can help each other.

As an suggestion given to teachers in learning advertisement material in the future is that pupils can create advertisements and jump directly into becoming a salesperson or influencer in the surrounding environment. Not only in the classroom environment but also directly influencing the community. And also can hold a competition to make advertisements, so that the mindset of a pupil becomes more developed. This research is far from perfect because it only analyzes TikTok as an English learning media on advertisement material. There are many more, other topics that have the potential to be researched related to the implementation of TikTok in the other four English skills or for other materials.

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