

**STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH
LEARNING: A PHENOMENOLOGICAL APPROACH**

A THESIS



**INSTITUT AGAMA ISLAM NEGERI
KERINCI**

BY:

KEISSHA PUTI JORSIA

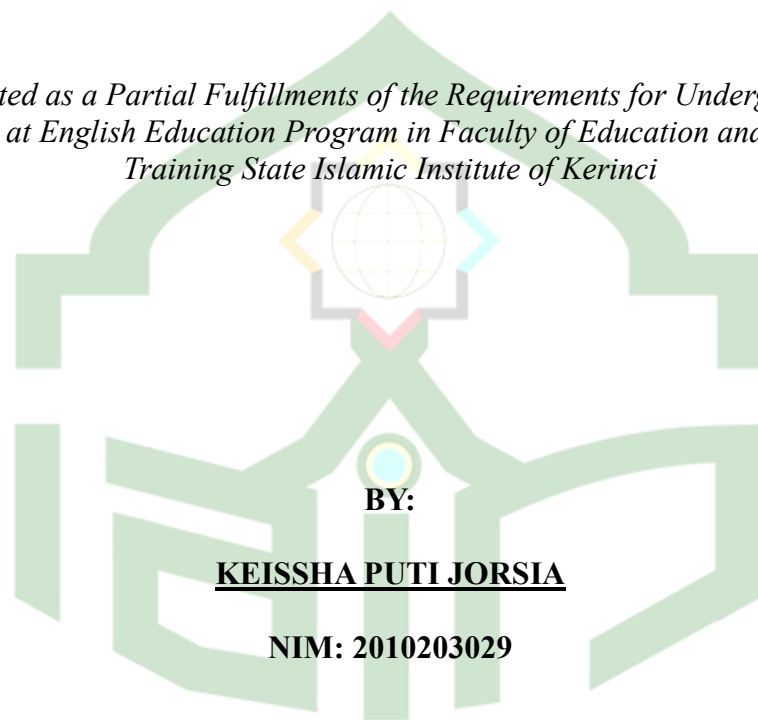
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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024 M/1445 H**

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*Submitted as a Partial Fulfillments of the Requirements for Undergraduate
Degree at English Education Program in Faculty of Education and Teacher
Training State Islamic Institute of Kerinci*



BY:

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NIM: 2010203029

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**ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE OF KERINCI
ACADEMIC YEAR 2024 M/1445**

ORIGINALITY CERTIFICATE

The Researcher hereby declares that the thesis entitled, “STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH” is my own work and that to the best of my knowledge and belief, it contains no material previously published or written by another person, no material which to a substantial extent has been accepted for the award any other educational institution, except where due acknowledgment is made in this thesis. Any contribution made to the researcher by others, with whom researcher have worked at IAIN Kerinci or elsewhere is fully acknowledged.

This is to certify, that the researcher paper submitted by researcher is an outcome of my independent and original work. Researcher has duly acknowledged all the sources from which the ideas and extracts have been taken. The project is free from any plagiarism and has not been submitted elsewhere for publication.

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Sungai Penuh, April 2025

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Sungai Penuh, April 2025

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The Rector of IAIN Kerinci
In

Sungai Penuh

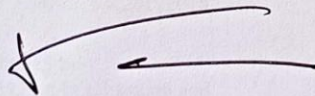
OFFICIAL NOTE

Assalamu 'alaikum Warahmatullah Wabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of **Keissha Puti Jorsia's** thesis (Learners Number, **2010203029**) entitle: "**STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH**". We are of the opinion that thesis has met the qualification as one partial fulfillment of the task and requirements for undergraduate degree English Education, Faculty of Teacher Training at State Islamic Institute of Kerinci. Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

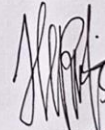
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APPROVAL AND ACCEPTANCE

This thesis which entitled of **STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH** by Keissha Puti Jorsia with students' number 2010203029 has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on January 2024 This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

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ABSTRACT

- Keissha Puti Jorsia, 2025** : **STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH**
- Advisors** : **1. Dr. Heri Mudra M.Pd**
2. Herayati, M.Pd
- Key words** : **TikTok, English language learning, student perceptions, qualitative phenomenology**

This This research discusses students' perceptions of using TikTok as a media for learning English at MAN 1 *Sungai Penuh*. The research was motivated by the limited exposure to English outside the classroom, insufficient learning time, and low student motivation caused by conventional teaching methods that do not align with students' learning preferences. Using a qualitative method and a phenomenological approach, data were collected through interviews with selected 10th and 11th-grade students. The findings indicate that most students have a positive perception of TikTok and recognize its benefits in improving vocabulary, pronunciation, and grammar. TikTok's interactive and engaging content also enhances students' motivation and self-confidence. Although challenges such as distractions from non-educational content and limited internet access exist, the research concludes that TikTok, when used with proper guidance, can be an effective and enjoyable supplementary tool for English language learning.

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ABSTRAK

Keissha Putri Jorsia, 2025 : **STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH**

Pembimbing : **1. Dr. Heri Mudra M.Pd
2. Herayati, M.Pd**

Kata Kunci : ***TikTok, pembelajaran bahasa Inggris, persepsi siswa, fenomenologi kualitatif***

Penelitian ini membahas persepsi siswa terhadap penggunaan TikTok sebagai media pembelajaran bahasa Inggris di MAN 1 Sungai Penuh. Penelitian ini dilatarbelakangi oleh terbatasnya paparan bahasa Inggris di luar kelas, keterbatasan waktu pembelajaran, serta rendahnya motivasi belajar siswa yang disebabkan oleh metode pengajaran konvensional yang tidak sesuai dengan preferensi belajar siswa. Dengan menggunakan metode kualitatif dan pendekatan fenomenologis, data dikumpulkan melalui wawancara dengan siswa kelas X dan XI yang telah dipilih. Temuan penelitian menunjukkan bahwa sebagian besar siswa memiliki persepsi positif terhadap TikTok, dan mengakui manfaatnya dalam meningkatkan kosakata, pelafalan, dan tata bahasa. Konten TikTok yang interaktif dan menarik juga meningkatkan motivasi dan kepercayaan diri siswa. Meskipun terdapat tantangan seperti gangguan dari konten non-edukatif dan akses internet yang terbatas, penelitian ini menyimpulkan bahwa TikTok, jika digunakan dengan bimbingan yang tepat, dapat menjadi alat tambahan yang efektif dan menyenangkan untuk pembelajaran bahasa Inggris.

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DEDICATION AND MOTTO

DEDICATION

*In the Name of Allah, the Most Gracious, the Most Merciful
There is no page more meaningful in this thesis than this dedication page.
With all humility and gratitude, I dedicate this thesis to:*

My beloved parents, Marjoni and Dessi Sosianti, for your endless prayers, unconditional love, and constant encouragement. You are the greatest source of motivation in my life. Thank you for guiding me, believing in me, and standing by me in every step of this journey. This humble work and the degree I earn are dedicated to you both.

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MOTTO

الْجَنَّةِ إِلَى طَرِيقًا لَهُ اللَّهُ سَهَّلَ عِلْمًا، فِيهِ يَلْتَمِسُ طَرِيقًا سَلَكَ مَنْ

(مسلم رواه)

Meaning: Whoever follows a path in search of knowledge, Allah will make the path to Paradise easy for him."(Narrated by Muslim)

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السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

الْحَمْدُ لِلَّهِ، الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى أَصْرَفِ

الأنبياءِ وَ المرسلينِ وَ عَلَى آلِهِ وَ الصَّحْبِهِ أَجْمَعِينَ. أَمَا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci. Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled "STUDENT'S PERCEPTION OF USING TIKTOK FOR ENGLISH LEARNING: A PHENOMENOLOGICAL APPROACH", the researcher got difficulties but guidance, advice and encouragement from other parties, the researcher could finish this thesis.

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CHAPTER I INTRODUCTION

A. Background of the Problem

English is recognized as a global language used worldwide. Mastery of this language is essential in various fields such as education, business, technology, and culture, especially in the current era of globalization. In Indonesia, English is taught as a foreign language and is a mandatory part of the national education curriculum starting from elementary school. The objective of teaching English in Indonesia is to equip students with global communication skills, enabling them to interact effectively with the international community.

In the 2013 Curriculum, English is taught as a compulsory subject with a focus on developing four core skills: listening, speaking, reading, and writing. This education is expected to assist students not only in formal education but also in preparing for global competition in the future. However, many students in Indonesia still perceive English as a challenging subject due to various factors, such as the learning environment, less engaging teaching methods, and limited exposure to English in daily life.

One of the most significant challenges in learning English in Indonesia is the lack of exposure to the language in daily contexts. In many regions, especially outside major cities, students only learn English during school hours and do not have opportunities to use the language

practically. This situation leads students to perceive English merely as an academic subject rather than as a practical communication tool for real-life situations. Limited opportunities for practical application also hinder students' confidence in using the language actively.

Additionally, the limited classroom time allocated for English instruction, typically only 2 hours per week, makes it difficult for teachers to comprehensively address all aspects of language skills. This limited allocation forces teachers to focus more on completing curriculum material, leaving little room for providing students with opportunities to practice speaking and listening skills. As a result, students often feel constrained in developing their communication abilities in English.

Technological advancements offer significant opportunities to enhance English education. Technology, particularly social media platforms such as YouTube, Instagram, and TikTok, has become an integral part of the daily lives of the younger generation. Platforms like TikTok enable students to access relevant and engaging short video content, including English learning materials. The utilization of technology can provide students with a more interactive learning experience that aligns with their visual and digital learning styles (Mandasari & Wahyudin, 2021). However, in many schools, especially in remote areas, the use of technology in formal education remains very limited.

Social media, particularly TikTok, which is popular among teenagers, has great potential as an innovative tool for learning English.

This platform offers a variety of short video content that includes vocabulary introduction, pronunciation practice, daily conversation dialogues, and creative grammar explanations. Furthermore, TikTok allows students to be exposed to authentic language input from native speakers, which is crucial in foreign language learning (Fitria, 2023). However, the primary challenge lies in integrating social media and technology into formal classroom learning. Many teachers still rely on traditional teaching methods, which are less engaging for younger generations. This creates a gap between students' learning preferences and the teaching methods employed, ultimately affecting their motivation to learn actively.

During the Field Experience Program (PPL) at State Senior Islamic High School 1 *Sungai Penuh*, several significant issues in English language learning were identified. One of the main issues is the lack of exposure to English in the students' immediate environment. Most students have limited opportunities to use English in real-life contexts, which hinders their ability to apply their English knowledge in authentic communication scenarios. Students tend to perceive English only as a school subject rather than as a relevant communication tool in daily life. This issue is exacerbated by the limited classroom time allocated for English instruction, which is only 2 hours per week. Teachers face significant challenges in covering all language skills comprehensively, resulting in limited opportunities for students to practice speaking and listening. Many students feel less confident in using English actively due

to the minimal practice opportunities. Additionally, low motivation and interest in learning English also pose serious challenges. Some students have openly stated that the material taught is less relevant to their interests and needs.

Although technology and social media platforms like TikTok have become an integral part of students' lives, their potential for English learning has not been fully utilized at State Senior Islamic High School 1 *Sungai Penuh*. TikTok, which is extremely popular among teenagers, actually offers many opportunities for students to learn English creatively and interactively. However, its use as a formal learning tool remains minimal. TikTok content can be integrated into classroom learning to make the educational process more engaging and relevant. Observations have also shown that current teaching approaches in classrooms often do not align with the learning preferences of Generation Z students, who are more visual, interactive, and technology-oriented. As a result, students feel less engaged in the learning process, leading to decreased motivation. Moreover, classroom learning materials often do not reflect the use of English in real-world contexts, making it difficult for students to see the relevance of what they learn to their everyday communication needs or global contexts.

These issues indicate that students at State Senior Islamic High School 1 *Sungai Penuh*, particularly those in grades 10 and 11, require a new approach to English language learning that is more engaging and

relevant. The selection of grades 10 and 11 as the focus of this research is based on several reasons: students in these grades already possess a sufficient knowledge base and tend to be more active in using social media, including TikTok. They are at a developmental stage heavily influenced by digital trends, making them more likely to engage in learning through platforms they are familiar with. Furthermore, mastering English at this age will be highly beneficial for them in preparing for future career opportunities and higher education.

One potential solution is to leverage social media platforms like TikTok as learning aids. TikTok, with its short and creative video format, can help students access English content anytime and anywhere, thereby increasing their engagement in the learning process. This research aims to describe students' perceptions of using TikTok as a medium for learning English through a phenomenological approach.

B. Identification of the Problem

Based on the background above, there are problems that drive this research:

1. Limited Exposure to English in Daily Life Students at State Senior Islamic High School 1 *Sungai Penuh* have minimal opportunities to use English outside of class, leading them to view it solely as an academic subject rather than a practical communication tool. This lack of real-life exposure impedes their ability to apply English in authentic contexts.

2. The Limited Time and Focus in Instruction With only 2 hours per week allocated for English, teachers struggle to cover all language skills comprehensively. The focus is often on completing the curriculum, leaving little room for practicing speaking and listening skills. Consequently, students lack confidence and proficiency in active English use.
3. Low Student Motivation and Engagement Students show low motivation and engagement in learning English, partly due to the perceived irrelevance of the material and traditional teaching methods. These methods do not align with the visual and interactive learning preferences of Generation Z, leading to reduced involvement and enthusiasm.

C. Limitation of the Problem

In this research, the researcher limits the problem to analyzing students' perceptions of using TikTok for learning English at the Tenth and the eleventh-grade students at State Senior Islamic High School 1 *Sungai Penuh*.

D. Research Questions

The research question of this research is formulated as follow what are students' perceptions of the use of TikTok in learning English?

E. Purpose of the Research

This research aims to describe students' perceptions of using TikTok in learning English at the Tenth and the eleventh-grade at State Senior Islamic High School 1 *Sungai Penuh*.

F. Significance of the Research

1. Theoretically

This research presents a useful description for further research aiming to observe similar cases, thus becoming a beneficial record and reference for subsequent studies.

2. Practically

In addition to its theoretical significance, the findings of this research have practical implications, particularly for the following stakeholders:

a. Teachers

Teachers will receive practical guidelines based on the findings of this research on how to use TikTok as a teaching aid

b. Students

This research will provide insights into how using TikTok can assist students in learning English.

c. Researchers

This research is expected to provide valuable information about students' perceptions of using TikTok for English language learning outside the classroom, particularly among Tenth and eleventh-grade students at State Senior Islamic High School 1 *Sungai Penuh*. It can serve as a useful reference for researchers conducting similar studies.

G. Definition of Key Term

1. Perception

perception is shaped by the information they choose to engage with, how they interpret it, and how long they retain it, all of which are influenced by their previous experiences and exposure to similar information (Amodu, 2006).

2. Learning media

Learning media is used as a means of supporting the learning process for learning objectives can be achieved (Puspitarini & Hanif, 2019).

3. TikTok

TikTok is a Chinese platform founded in September 2016 by Zhang Yiming that may be utilized for English language study as well as for amusement (Ferstephanie & Pratiwi, 2021).



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CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Review Related Theory

1. Perception

a. Student's Perception

In philosophy, psychology, and cognitive science, perception refers to the process by which sensory information is acquired and understood, leading to an awareness or comprehension of that information (Qiong, 2017). Perreault and McCarthy (2002) explain that perception involves gathering and interpreting information from our environment. The extent of an individual's knowledge influences the stages of processing and perception. As May (2009) points out, past knowledge can affect how a person perceives an object through touch; for instance, a stapler felt with closed eyes would be recognized by someone familiar with it, whereas it would seem like an unfamiliar metal object to someone who has never encountered it before. The brain processes sensations generated by environmental stimuli through transduction, and individuals engage in perception to interpret and understand these sensations (May, 2009). Overall, a person's perception is shaped by the information they choose to engage with, how they interpret it, and how long they retain it, all of which are influenced by their (2006).

b. Type of Perception

There are two types of perception, namely positive and negative. As stated by Allah in the Qur'an in Surah Adz-Dzariyat, verse 49, which can be interpreted as "And of all things, We created pairs, that you may remember." In this surah, Allah conveys that everything is created in pairs, such as day and night, good and bad, heaven and earth, positive and negative. According to Irwanto (2002), there are two types of perception:

- 1) Positive Perception: This type encompasses all knowledge, whether known or unknown, and responses, along with efforts to utilize it. It either sustains its positivity or acknowledges and supports the perceived entity.
- 2) Negative Perception: This category involves descriptions of all information, whether true or false, and behaviors that are not aligned with the perceived object. It either remains inactive or refuses to accept and opposes the perceived entity.

c. Process of Perception

The Perception Process Individuals are ensnared by their senses when they perceive an object from the external environment. Perception is the process through which huState Senior Islamic High Schools recognize and comprehend what they sense. There are three stages in the perception process outlined by Qiong (2017): selection, organization, and interpretation.

1) Selection

Because huState Senior Islamic High Schools are confronted with ambiguous situations before drawing conclusions, selection becomes the initial stage in the perception process. We are constantly inundated with numerous types of information in our daily lives, and we may encounter these stimuli in an instant: the words we hear, witnessing accidents, the ticking of a clock, and so forth

2) Organization

The second stage, following selection, is organization, where an individual must organize and reveal specific meaningful patterns. This stage of the organizational process involves categorizing objects or people. Therefore, State Senior Islamic High Schooly academics refer to organization as categorization. Social and physical events or objects encountered will possess shape, color, texture, size, and other characteristics during this stage of perception. When asked about an animal, some individuals might describe it based on its skin color and shape.

3) Interpretation

Interpretation is the third stage of perception and is the process through which a person assigns meaning to stimuli based on the gathered information. After categorizing stimuli

into various forms, individuals attempt to understand these patterns by attributing organizational meaning to the classified data. However, different people may interpret the same stimulus differently. For example, a police officer arriving at a crime scene could be interpreted differently by the victim and the perpetrator. The victim might perceive the officer as a helper, thinking they want to assist, while the perpetrator is likely to feel scared, believing the officer intends to make an arrest.

2. Learning Media

a. Concept of Learning Media

Learning media is a means used to convey information or subject matter to students effectively and efficiently. According to Puspitarini and Hanif (2019), learning media has an important role in supporting the learning process, because it can help improve students' understanding of the material being taught. Learning media also allows students to learn independently and flexibly according to their needs and preferences.

Puspitarini and Hanif (2019) explained that learning media that are frequently used in learning have higher effectiveness because students become more familiar and skilled in using them. This contributes to increased student motivation and learning consistency. Good learning media should be able to provide

interactive, interesting, and relevant learning experiences to students' needs.

Media can be referred to as learning media (instructional media) when it contains messages with learning objectives. Learning media is used as a means of supporting the learning process for learning objectives can be achieved (Puspitarini & Hanif, 2019). According to Ani (2019), learning media are tools, means, intermediaries, and connectors to spread, carry or convey messages and ideas, so that they can stimulate thoughts, feelings, actions, interests and attention of students in such a way that the teaching and learning process occurs in students. In learning media there are two elements contained, namely (a) 15 Universitas Teknokrat Indonesia messages or teaching materials to be conveyed or software, and (b) display tools or hardware. Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives (Puspitarini & Hanif, 2019).

b. Characteristics of Effective Learning Media

Based on the theory of Puspitarini and Hanif (2019), effective learning media has the following characteristics:

1) Flexibility

Learning media should be accessible anytime and anywhere to support students' learning process outside school hours. This

flexibility allows students to learn according to their personal schedule.

2) Appropriateness to the Digital Generation

Learning media should be relevant to the learning style of the current generation, known as digital natives. This generation is more comfortable using visual-based and interactive technologies.

3) Increased Student Participation

Effective learning media should be able to increase student engagement in learning, both individually and in groups. This can be achieved through the presentation of interesting materials and actively involving students.

4) Efficiency and Retention

Learning media should be able to convey material concisely and directly to the core of the discussion, so that students can understand the material quickly. The concept of microlearning, such as the use of short videos, is one suitable approach.

c. Flexibility of Media in Learning

The flexibility of learning media, as expressed by Puspitarini and Hanif (2019), allows students to overcome the limited learning time in class. Technology-based learning media provides

opportunities for students to repeat material, explore additional information, and learn according to their individual needs.

In the context of digital platform-based learning, such as TikTok, flexibility is one of the main advantages. TikTok allows students to access learning materials anytime and anywhere. The platform also provides a variety of learning content that can be customised according to students' interests and preferences.

3. Tiktok

a. Definition of Tiktok

TikTok is a video application introduced in September 2016 by Zhang Yiming and owned by Byte Dance (Koniah, 2021). Originally named Douyin, the app gained explosive popularity in China, eventually evolving into a global phenomenon under the name TikTok.

As highlighted by Xiuwen and Razali (2021), TikTok functions as a short video platform, showcasing videos ranging from 15 to 60 seconds. It encourages individuals from diverse backgrounds to share their skills, experiences, knowledge, and information. Furthermore, Deriyanto and Qorib (2019) describe TikTok as a new social media network that enables users to create captivating movies and interact with each other through comments and private conversations.

According to Pratiwi (2021), TikTok serves as a social networking platform with a large user base, comprehensive features, and diverse content, making it a valuable learning tool. Meanwhile, Syaifudin (2021) suggests that teachers can utilize TikTok videos to instruct students on developing relevant, interesting, and visually appealing learning activities, fostering student motivation to participate in these educational endeavors. Additionally, Syah (2020) defines TikTok videos as brief, simple to create, and easy to share.

In summary, based on the explanations above, it is evident that the TikTok application can be employed as an effective learning tool. TikTok is particularly popular among the youth and millennial students who have a keen interest in the digital world, especially through gadgets.

b. Advantage of Using Tiktok

While TikTok is widely recognized as a platform for entertainment and leisure, it also offers several educational benefits:

a. Short-Form Video Format

TikTok's popularity stems from its short video format, which caters to the fast-paced nature of modern life. People often prefer quick, engaging content over lengthy videos due to their busy schedules (Wu, 2020). The brief duration of TikTok

videos encourages content creators to be both creative and concise, effectively capturing viewers' attention and efficiently conveying messages. These shorter videos are more engaging and suitable for learners with limited attention spans (Bernard, 2021).

b. Knowledge Acquisition and Sharing

Although TikTok primarily focuses on entertainment and social interaction through short videos, State Senior Islamic High Schooly creators use the platform to share their expertise or provide tutorials on various subjects. This allows viewers to learn from these videos. The platform also hosts a significant amount of educational content. TikTok's algorithm recommends content based on user interests, which can include informative or educational videos. Through TikTok, students can explore a wide range of subjects and languages at their own pace (Hastomo et al., 2022)

c. Disadvantages of Using Tiktok

TikTok boasts a variety of features that make it unique among social media platforms. However, it also has several drawbacks, such as:

1) Addiction

TikTok can lead users to spend excessive amounts of time on the app without realizing it. According to Vázquez-

Herrero et al. (2022), TikTok employs a system known as the "anesthetic effect" to keep users engaged with its short-form content for extended periods, preventing them from feeling bored or noticing how much time they've spent on the app. This continuous stream of videos can result in addiction, causing users to scroll for prolonged periods, which can negatively impact their productivity and mental health. The platform's algorithm-driven content stream has been referred to in public discussions as "digital crack cocaine" (Koetsier, 2020). The excessive use of TikTok has led to addiction for some users (Hastomo et al., 2022).

2) Distraction

The vast array of engaging short videos on TikTok can divert young students' attention away from their academic goals, such as learning English (Xiuwen & Razali, 2021).

When students open the TikTok app, they are often drawn to other captivating content (Hastomo et al., 2022). TikTok is perceived as a time-wasting platform that distracts people from more meaningful activities (Odell, 2019).

d. TikTok for English Learning Outside the Classroom

Although TikTok was initially known as an entertainment platform, several studies have explored its potential as an effective tool for learning English. Xiuwen and Razali (2021) stated that

"TikTok can be an engaging and interactive tool for learning English, especially for young students who are familiar with digital technology."

One of the advantages of TikTok in English language learning is its short video format. According to Bernard (2021), "the short duration of TikTok videos can maintain students' attention and provide more efficient English learning." This aligns with the findings of Hastomo et al. (2022), who mentioned that "short and engaging TikTok content helps students stay involved and motivated in learning English."

Additionally, TikTok provides wide access to diverse English language content. As Syaifudin (2021) revealed, "TikTok allows students to interact with various types of English content, ranging from tutorials and cultural information to entertainment, thus enriching their learning experience." This is also supported by Pratiwi (2021), who stated that "TikTok can be an effective medium for learning English as it provides content that matches students' interests and needs."

e. TikTok Channels for English Language Learning

TikTok is a short video application that is very popular among teenagers. TikTok users can watch and upload various types of videos. Currently, TikTok not only functions as an entertainment platform but also as a medium for learning English. There are

various videos available on TikTok, such as lip syncs, duet challenges, song lyrics, cooking videos, health videos, and English content. Although users cannot choose which videos will appear, the videos shown on their account are influenced by their interactions with other accounts, hashtag usage, followed accounts, and frequently watched content. For example, if a user often watches and likes videos with English content, similar videos will appear more frequently on their homepage. According to Novitasari and Addinna (2022), there are several accounts that specifically provide English learning content, such as @Jagobahasa.com, @LearnMatch, and @discoveryenglishjogja. Therefore, TikTok can be an easily accessible English learning tool for students through their devices.

f. Ease and Difficulties of Using TikTok

Using TikTok in English language learning has both advantages and challenges. According to Pratiwi (2021), "TikTok is easy to use because of its intuitive interface and user-friendly features, allowing students to quickly adapt." On the other hand, Xiuwen and Razali (2021) warned that "TikTok can become a distraction for students if not State Senior Islamic High Schoolaged properly, requiring self-discipline and appropriate supervision." Additionally, Bernard (2021) highlighted another challenge: "the lack of teacher control over TikTok content, which may include

unsuitable material for learning." Therefore, integrating TikTok into English language learning requires careful planning and State Senior Islamic High Schoolage ment by educators.

g. TikTok in English Contextual Learning

TikTok as a learning medium reflects the application of contextual learning principles that are relevant to students' daily lives. According to Johnson (2002), contextual learning (Contextual Teaching and Learning) emphasises the importance of learning in situations that are relevant to students' experiences and needs. This principle aims to bridge classroom learning with real applications in students' lives.

In the context of English learning, TikTok allows students to learn through relevant content, such as videos of conversations, word pronunciation, or English culture uploaded by creators. This helps students understand the material more easily, as they can immediately see the connection between the learning material and their daily lives. Johnson (2002) explains that students are more motivated and can absorb information better when they learn in a meaningful context.

For example, students who watch TikTok videos about everyday expressions in English can immediately practice the material in their daily communication. This kind of learning

process not only strengthens students' understanding but also increases their confidence in using English actively.

4. TikTok and the Generation of Digital Natives

The high frequency of TikTok use among students also demonstrates the relevance of this platform for the digital natives generation. According to Prensky (2001), digital natives are individuals who have grown up in a digital technology environment and therefore have different mindsets, ways of learning, and preferences compared to previous generations. This generation tends to be more comfortable learning through technology-based media that is visual, interactive, and fast.

TikTok fulfils these needs by providing an engaging short video format and a variety of interactive features such as comments, likes, and challenges. As a technology-based platform, TikTok allows students to actively learn in ways that suit their learning preferences, such as viewing visualisations of material or taking part in interactive challenges that encourage engagement.

Prensky (2001) also emphasises that digital natives tend to learn better through media that support exploration and creativity. TikTok, with its algorithms that tailor content based on user interests, provides personalised learning opportunities. It allows students to access English materials that are relevant to their needs and interests, thus improving their motivation and learning outcomes.

5. Additional Theoretical Framework

a. Self-Determination Theory (Deci & Ryan, 1985)

Motivation is one of the key components in successful language learning. According to Deci and Ryan's Self-Determination Theory (1985), individuals are more likely to be motivated and engaged in learning when three basic psychological needs are fulfilled: autonomy (the sense of having choice and control), competence (feeling capable of success), and relatedness (feeling connected to others). In the context of TikTok use for English learning, students are often intrinsically motivated when they freely choose the content they engage with, feel a sense of achievement in understanding or mimicking videos, and interact with peers or creators through comments and collaborations. These elements support the idea that motivation is not solely driven by external rewards but also by internal satisfaction and personal relevance.

b. Constructivist Learning Theory (Vygotsky, 1978)

Constructivism emphasizes that learners actively construct knowledge through experience and interaction. Vygotsky's social constructivist theory (1978) further explains that learning is most effective when it involves meaningful social interaction and

cultural tools. TikTok serves as a learning environment where students are not only passive consumers but also active content creators. When students participate in creating and sharing their own English content, they internalize linguistic patterns and develop deeper understanding. This process of co-constructing knowledge aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners perform better with the support of others or through social participation.

c. Visual Learning Style (Fleming's VARK Model)

Fleming's VARK model (2001) categorizes learners based on their preferred sensory modality: Visual, Auditory, Reading/Writing, and Kinesthetic. Visual learners learn best when information is presented in images, diagrams, videos, and visual formats. TikTok, as a video-based platform, strongly supports visual learning. Its short, visually rich content makes it easier for visual learners to absorb and retain new vocabulary, pronunciation, and language structures. The fast-paced and image-driven nature of TikTok aligns with how many students in the digital age prefer to receive and process information.

B. Review of Related Study

The first study conducted by Pambudi (2022), titled "University Students' Perception Toward the Use of TikTok as Learning Media," aims to fill the gap by exploring how university students perceive the use of

TikTok as a learning medium to enhance their English speaking skills. This study focused on three students from the 6th semester in the English Education Study Program at a Public University in Jambi, using interviews as the research instrument. The study employed a qualitative method, revealing that the participants had a positive attitude toward TikTok as a learning medium. They expressed a strong desire to use TikTok to access and understand content related to basic English skills, particularly in speaking.

The second study, authored by Syamsiani and Munfangati (2022) titled "Students' Perception Toward the Use of TikTok Videos for Learning English," aimed to understand students' perceptions and the challenges faced when using TikTok videos for English learning. The descriptive qualitative research method involved three students from the 4th semester in the English Education Department of Ahmad Dahlan University. Interviews were conducted with participants selected due to their use of TikTok videos for learning English. The study revealed various positive and negative perceptions among students regarding the impact of TikTok videos on learning English, highlighting both positive and negative aspects.

The third study, conducted by Novitasari and Addinna (2022) titled "Students' Perception on the Use of TikTok for Learning English," aimed to explore and describe students' perceptions of TikTok's role in learning English. Twenty-one students from the 2021 English Education study

program, who used TikTok for learning English, participated in the research. The study employed questionnaires and interviews, with six students selected as interview samples. Using a descriptive method with a qualitative approach, the research found that students generally held a positive perception of using TikTok for English learning. TikTok was considered advantageous due to its easy accessibility, diverse and interesting video content, user-friendly nature, exposure to native speakers, free access, and other benefits.

Comparing these three studies with the current research, several differences emerge. In terms of objectives, the first study aimed to fill the gap by exploring university students' perceptions of TikTok as a learning medium for English speaking skills. The second study aimed to understand students' perceptions and challenges in using TikTok videos for learning English. Meanwhile, the current study shares the same goal as the third study, which is to understand students' perceptions of using TikTok for learning English. The difference lies in the methodology, where the first two studies used a descriptive qualitative method, while the current research employs a qualitative method with a phenomenological approach. Additionally, the research instruments varied, with the first and second studies using interviews, and the third study utilizing observation sheets, questionnaires, and interviews. In contrast, the current study will solely employ interviews.

Regarding the sample population, the first study involved three students from the 6th semester, the second study included three students from the 4th semester, and the third study involved students from the 2021 English Education study program. The current research will involve students from grades 10 and 11 at State Senior Islamic High School 1 *Sungai Penuh*. Despite these differences, all studies share the similarity of focusing on students in the field of English Education. Moreover, they share the common goal of exploring various positive and negative perceptions among students regarding the use of TikTok for learning English. These differences and similarities make the previous studies valuable references for analyzing the data in the current research, enriching the diversity of studies on English learning media.

The previous studies by Pambudi (2022), Syamsiani and Munfangati (2022), as well as Novitasari and Addinna (2022) have explored students' perceptions of TikTok as a tool for English language learning. These studies provided valuable insights, particularly at the university level, regarding how students use TikTok to support their English skills, especially in speaking. However, these studies were limited in terms of participant level, research context, and methodological depth. Most focused on university students and used general descriptive qualitative approaches.

This current research builds upon and extends those findings by focusing on high school students—specifically tenth and eleventh graders

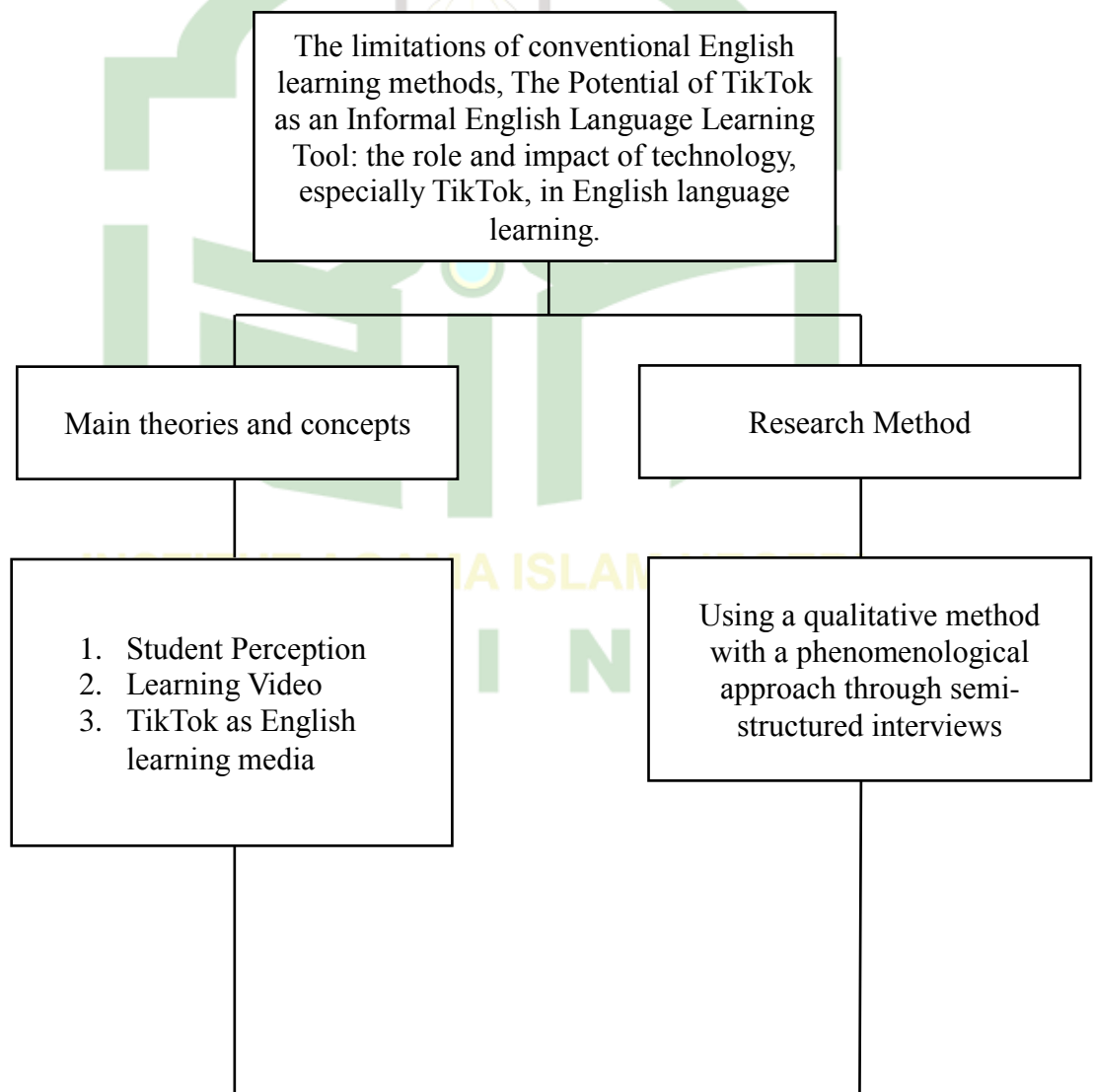
at State Senior Islamic High School 1 Sungai Penuh—who represent a different age group with unique learning needs and digital behaviors. Furthermore, this study uses a phenomenological approach, allowing a deeper exploration of students' lived experiences in using TikTok as an English learning medium. By doing so, this research not only supports previous findings about the potential of TikTok in education but also fills the gap by providing richer and more contextualized data on younger learners. It contributes new perspectives to the body of knowledge regarding the integration of digital platforms in secondary English education.



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C. Conceptual Framework

Diagram 1.1



Students' Perceptions of Using TikTok for English Learning

RESULT

This research is conducted in the current digital era, where technological advancements, especially through social media platforms like TikTok, have provided new opportunities for English language learning. However, this also poses challenges in effective usage. The use of TikTok in English learning is an intriguing phenomenon that needs further investigation to understand its impact on the student learning process.

In an effort to comprehensively understand this phenomenon, this research will examine theories of perception, learning media, and the use of TikTok in English learning. The main focus of the research is to investigate how students perceive and utilize TikTok as a tool for learning English, as well as how their perceptions influence the effectiveness of using this platform in an educational context.

The type of research used is qualitative with a phenomenological approach. The phenomenological approach is chosen for its ability to explore the subjective experiences or phenomenological experiences of the

participants. Through this approach, the researcher aims to deeply understand the students' experiences in using TikTok for English learning.

To collect rich and in-depth data, the researcher will conduct semi-structured interviews with the students. These interviews will focus on students' perceptions of using TikTok in English learning, including the benefits they perceive, the challenges they face, and how this platform influences their motivation and progress in learning English.

Through this method, the researcher aims to uncover students' perceptions of using TikTok for English learning comprehensively. The results of this study are expected to provide valuable insights into the potential and challenges of using social media in the context of language education, as well as provide a foundation for developing more effective and innovative learning strategies in the digital era.



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CHAPTER III RESEARCH METHOD

A. Type of Research Design

The type of research used in this research is a qualitative method with a phenomenological approach. Qualitative research focuses on understanding human experience, behavior, and social phenomena in a natural setting, rather than relying on statistical data or numbers. According to Moleong (2017, p. 6), “Qualitative research is intended to understand the phenomenon of what is experienced by the research subject, for example behavior, perception, motivation, and action, holistically and by means of descriptions in the form of words and language, in a special natural context.”

This research uses a phenomenological approach to find out the life experiences of Madrasah Aliyah Negeri (MAN) students in using TikTok for English learning. Phenomenology aims to uncover the essence and meaning of experiences as perceived by individuals. Creswell (2013, p. 76) states, “Phenomenological studies describe the common meaning for some individuals of their lived experience of a concept or phenomenon.”

In line with this, Moustakas (1994, p. 13) explains, “Phenomenology is committed to the description of experience, not explanation or analysis. The goal is to determine what an experience means to the people who have the experience.”

Therefore, this approach does not start with predetermined hypotheses, but allows patterns and themes to emerge from the data. This approach lends itself to capturing participants' personal insights and depth of meaning in their learning experiences through TikTok.

B. Time of the Research

1. Location:

This research will be conducted at State Senior Islamic High School 1 *Sungai Penuh*.

2. Time of the Research:

a. Preparation Period (1 week): This research preparation period includes preparing the research proposal, obtaining research permits, preparing research instruments, as well as preparing recommended TikTok accounts for students to watch in order to learn English.

b. Implementation Period (1 week): The research implementation period will be determined after obtaining permission from State Senior Islamic High School 1 *Sungai Penuh*. Ideally, the research is conducted when students are actively using the TikTok service and are in the semester relevant to the research topic. During this period, students were asked to watch the recommended TikTok accounts for 15-60 minutes per day.

c. Data Collection Period (1 week): In the week following the implementation period, the researcher conducted interviews by

meeting directly with the State Senior Islamic High School 1 *Sungai Penuh* students.

- d. Data Analysis Period: After the data is collected, the researcher will conduct the data analysis process and then draw conclusions.

C. Subject of the Research

1. Subject

The subjects in this research were 10th and 11th grade students at Madrasah Aliyah Negeri (MAN) 1 Sungai Penuh who used the TikTok application as a supporting medium in English language learning. A total of 15 students were selected as participants through purposive sampling with specific criteria, namely: (1) students who consistently access and watch English learning content on TikTok, especially from educational accounts recommended by the researcher; (2) students who actively use TikTok for learning purposes during the one-week implementation period; and (3) students who are willing and available to be interviewed in depth about their experiences. Of the total 15 participants, 8 were from grade 10, consisting of 3 male students and 4 female students, and 7 were from grade 11, consisting of 4 male students and 4 female students. Overall, there were 7 male students and 8 female students. The selection of participants from two grade levels and different gender backgrounds was done intentionally to achieve a balanced and diverse representation, ensuring that the data collected provides a comprehensive understanding of students'

perceptions of using TikTok in English language learning outside the classroom.

2. Informants

In this research, not all subjects will be selected as informants. The researcher will select 10-15 students from all subjects as informants for in-depth interviews. This limitation aims to allow the researcher to explore more detailed and in-depth information from each informant, as well as allocate sufficient interview time for each student to share their experiences. With a limited number of informants, the researcher is expected to obtain more comprehensive data about students' experiences in learning English through TikTok.

Informants will be selected based on certain criteria to ensure relevant data and in accordance with the research objectives. The criteria for selecting informants include: first, adherence to instructions, i.e. students who consistently follow instructions to watch recommended TikTok accounts or similar accounts related to English language learning. Second, active participation, which can be seen from students' enthusiasm and involvement in utilising TikTok to learn English. Thirdly, willingness to be interviewed, i.e. students who are ready and willing to share their views in depth regarding their English learning experience through TikTok in a direct interview. By selecting informants who fulfil these criteria, the research is expected

to illustrate the effectiveness of TikTok as an English language learning medium from the perspective of actively involved students.

D. Technique of Data Collection

The data collection technique used in this research is semi-structured interviews. Semi-structured interviews will be selected to obtain direct information from research subjects regarding their perception of using TikTok for learning English. The interviews will be documented using a voice recorder to maintain the accuracy of the data obtained. In addition, the researcher will also take field notes during the interview process. The interview data will be transcribed verbatim to facilitate the subsequent data analysis process.

By using semi-structured interview techniques, the researcher hopes to obtain in-depth and detailed information about students' perceptions of using TikTok for learning English outside the classroom, as well as to further explore topics that arise during the interviews.

E. Instrumen of the Research

The interview questions relate to students' perceptions of using TikTok for learning English outside the classroom for 10th and 11th grade students of State Senior Islamic High School 1 *Sungai Penuh* and how they practice English learning using the TikTok application. The interview will be conducted in Indonesian to facilitate the students' responses, which will then be translated into English. The researcher took notes during the interviews to assist in the transcription of responses.

The source of this instrument is modified from Hutagalung, Sari Lailihaz (2023) in her thesis entitled *Student Perceptions of the Use of TikTok in English Learning Outside the Classroom in Class X Students at SMKN 1 Bandar Lampung*.

(See appendix 1 page 80)

F. Technique of Analyzing Data

This research used qualitative data analysis techniques. Data in qualitative research generally consist of qualitative descriptive narratives. According to Hardani et al. (2020), data analysis is a systematic process of searching for and organizing data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing them, organizing them into patterns, selecting what is important and what will be studied, and drawing conclusions so that they are easily understood by oneself and others. The resulting data were analyzed using Miles and Huber State Senior Islamic High School's (1994) techniques: data reduction, data display, and conclusion drawing.

1. Data Reduction

According to Agusta (2003), data reduction is the process of selection, focusing on simplification, abstraction, and transformation of raw data emerging from field notes. This process continues throughout the research, even before data collection, as seen from the research conceptual framework, research problems, and data collection approaches chosen by the researcher. Data reduction is part of the

analysis that sharpens, classifies, directs, eliminates unnecessary elements, and organizes data in such a way that conclusions can be drawn and verified. In reducing data, the researcher will be guided by the goals to be achieved. The main goal of qualitative research is findings (Hardani et al., 2020).

2. Data Display

Data display is a structured set of information that allows for drawing conclusions and taking action. In qualitative research, data presentation can be done in the form of brief descriptions, graphs, relationships between categories, flowcharts, and so on. These forms combine organized information in a coherent and accessible State Senior Islamic High Schoolner, making it easier to see what is happening, whether conclusions are correct, or to perform re-analysis. As stated by Hardani et al. (2020), displaying data will facilitate understanding of what is happening and planning further work based on what has been understood.

3. Conclusion Drawing and Verification

Conclusion drawing is the essence of research findings that describe final opinions based on previous descriptions or decisions obtained based on inductive or deductive thinking methods (Hardani et al., 2020).

G. Trustworthiness

1. Credibility

Credibility refers to the level of confidence in the truth of the data and the interpretations derived from the research (Lincoln & Guba, 1985). One technique that can be used to enhance credibility is member checking. Member checking is the process of verifying data by having the researcher return the interview results to the participants to confirm the accuracy of the provided information (Creswell, 2013; Merriam & Tisdell, 2016). After conducting interviews, the researcher will provide the interview transcripts to each participant. Participants will be asked to check whether the information written aligns with what they conveyed during the interview. This process ensures that the researcher's interpretation aligns with the meaning intended by the participants, thereby enhancing the credibility of the research findings (Creswell & Poth, 2018).

2. Transferability

Transferability refers to the extent to which the research findings can be transferred or applied to other contexts or situations (Lincoln & Guba, 1985). One way to enhance transferability is by providing a detailed description of the research context. Detailed Description is a detailed description of the research context, including the background, objectives, and characteristics of the participants, can help readers

fully understand the setting in which the research was conducted (Merriam & Tisdell, 2016). In this thesis, detailed information has been provided about the research location at State Senior Islamic High School 1 *Sungai Penuh*, Jambi Province, Indonesia, and the characteristics of the participants involved, namely 10th-grade students totaling 120. From this number, the researcher will select 20 students through purposive sampling based on the criteria of actively using TikTok for learning English outside the classroom (Creswell, 2013). This detailed description allows readers to assess the extent to which the research findings can be transferred or applied to other similar contexts.

3. Dependability

Dependability refers to the consistency and reliability of the research data (Lincoln & Guba, 1985). One technique to enhance dependability is peer debriefing. Peer debriefing involves discussions with academic peers who have relevant knowledge and experience to validate the findings and interpretations of the data (Creswell, 2013; Merriam & Tisdell, 2016). In this research, the researcher will regularly discuss with the supervising lecturer as an academic peer with expertise in English language education and technology-based learning media. These discussions will help the researcher identify potential biases or subjective views, ensuring that the research findings are accountable (Creswell & Poth, 2018).

4. Confirmability

Confirmability refers to the degree of objectivity and the linkage between the data, information, and researcher's interpretations (Lincoln & Guba, 1985). One technique to enhance confirmability is an audit trail. An audit trail is a detailed documentation of every stage of the research process, including data collection, analysis, and conclusion drawing (Merriam & Tisdell, 2016). In this research, the researcher will meticulously document field notes during data collection, interview transcripts, discussion notes with the supervising lecturer, and the data analysis process. This comprehensive documentation allows external auditors to trace the research process and assess whether the findings and interpretations can be confirmed (Creswell & Poth, 2018).

By applying the above data validation techniques, this research is expected to meet the criteria of trustworthiness so that the findings and conclusions can be credible, transferable, consistent, and confirmable by other.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Introduction

This chapter aims to present the results of research that focuses on the perceptions of The tenth and eleventh grade students at Islamic Senior High School 1 *Sungai Penuh* towards the use of TikTok as an English learning medium. The research is based on in-depth interviews that explore students' experiences in utilising TikTok to assist English learning, including vocabulary, pronunciation, grammar and daily conversation.

B. Findings

The findings of the research based on the data collected through semi-structured interviews with tenth and eleventh-grade students at Senior High School Number 1 *Sungai Penuh*. The purpose of the interviews was to explore students' perceptions of using TikTok as a medium for learning English. The data are analyzed and presented thematically, with each theme reflecting key aspects that emerged from the participants' responses. The main themes identified include the frequency of TikTok usage, types of content consumed, students' motivation levels, perceived benefits of using TikTok, challenges encountered, and the integration of TikTok into classroom learning

1. Frequency of TikTok Usage

The results showed that the frequency of TikTok use by The tenth and eleventh grade students at MAN 1 *Sungai Penuh* varied widely, depending on each individual's needs and routines. Most students reported using TikTok almost every day, although the purpose of use was not always for learning. For example, when asked about the frequency of TikTok use, student 1 answered,

R: "Apakah Anda menggunakan TikTok untuk belajar Bahasa Inggris di luar kelas?" [R: Do you use TikTok to learn English outside of class?]

S1: "Ya kak, saya menggunakan TikTok hampir tiap hari tapi untuk belajar bahasa inggris mungkin cuma kalau ada tugas aja sih kak".

[S1: Yes, I use TikTok almost every day, but I only use it to learn English when I have assignments]

This suggests that while TikTok is a frequently used platform, its role in English language learning is often secondary, with some students only engaging with educational content when it is required for schoolwork. Similarly, S2 also reported using TikTok daily. However, unlike S1 who only learned English through TikTok when

assigned, S2 often came across educational content by accident when scrolling at leisure.

R: "Kamu sering pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?" [R: Do you often use TikTok to learn English? If yes, how often?]

S2: "Iya, aku sering banget pake. Mungkin setiap hari sih, apalagi kalau lagi bosan, tinggal buka TikTok, eh malah nemu konten yang bermanfaat". [S2: Yes, I use it very often, probably every day. Especially when I'm bored, I just open TikTok and end up finding useful content.]

This suggests that the TikTok algorithm plays an important role in shaping students' exposure to educational content. Although some students do not intentionally search for learning materials, they still benefit from them due to the recommendation nature of TikTok content.

In contrast, S3 explained that although they use TikTok almost every day, their exposure to English learning content depends entirely on the For You Page (FYP). If an English-related video appears and is interesting, they will watch and even search for similar content.,

R: "Apakah Anda menggunakan TikTok untuk belajar Bahasa Inggris?"

S3: 'Iya, kalau buka tik tok sih hamoir setiap hari, tapi kalau belajar atau nonton video yang berhubungan dengan bahasa

inggris tergantung FYP tik tok, kalau muncul konten bahasa inggris dan menurut saya itu seru saya akan tonton dan mencoba mencari konten yang sama". [S3: Yes, I use TikTok almost every day. However, watching or learning English-related videos depends on my TikTok FYP. If English content shows up and I find it interesting, I'll watch it and even look for similar conten].

This suggests that while TikTok has the potential to support English language learning, its effectiveness depends on how well the algorithm recommends relevant content to students.

However, some students use TikTok more purposefull ystructured learning tool. For example, S5 stated that they access English learning videos almost every day for 15-20 minutes. They also said that they are more motivated when they come across speech videos or public speaking content.

R: "Kamu sering pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?)" [R: Do you often use TikTok to learn English? If so, how often?]

S5: Iya, sering banget! Hampir setiap hari saya buka TikTok, minimal 15-20 menit. Kalau lagi ada waktu, saya bisa nonton lebih lama, apalagi kalau nemu video speech yang menarik. [S5:Yes, very often! I open TikTok almost every day for at least 15-20 minutes. If I have more time, I watch longer, especially when I come across an interesting speech video].

However, not all students have intensive TikTok usage patterns. When asked about the frequency of TikTok use, S11 mentioned,

R: “Apakah Anda menggunakan TikTok untuk belajar Bahasa Inggris di luar kelas?” [R: Do you use TikTok to learn English? If so, how often]

S11: “Iya, kadang. Tapi lebih seringnya nggak sengaja sih. Lagi scroll, terus ketemu video yang ngajarin kosakata atau pronunciation. Kalau menarik, ya saya tonton. Mungkin seminggu dua-tiga kali nemu konten kayak gitu.” [S11: Yes, sometimes. But it's usually unintentional. I'll be scrolling and come across videos that teach vocabulary or pronunciation. If it's interesting, I'll watch it. Maybe two or three times a week, I find that kind of content].

S11 has a more sporadic usage pattern. He sometimes comes across educational videos, but more often it happens by chance while scrolling. He estimates that only about two to three times a week does he come across content that teaches English vocabulary or pronunciation.

These differences in usage patterns suggest that while TikTok is a popular platform among students, its use as an English learning medium depends largely on individual preferences and needs. In addition, many students reported that the time they use TikTok for learning tends to be flexible, for example in the evenings or weekends when they have more free time. Thus, TikTok has great potential as a

learning medium, but its effectiveness depends on how students utilize it in their daily lives.

2. Types of Content Watched

The findings of this research indicate that the types of English-related content watched by students on TikTok are diverse and reflect their individual learning goals. Rather than consuming content randomly, students tend to choose videos that align with their specific interests and language learning needs. Based on the data analysis, the content types can be categorized into several groups according to students' learning objectives: vocabulary and grammar, improvement of daily conversation, relevance to academic and personal needs, and pronunciation practice.

a. Content for Vocabulary and Grammar

When asked about the type of English content they watch most often on TikTok, the students gave varied answers according to their interests and learning needs. For example, S3 revealed that he was more interested in content that discussed grammar and correct pronunciation. In addition, he also likes learning tips that are practical, such as how to quickly memorize vocabulary.

R: "Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?" [R: What kind of English-related content do you watch most often on TikTok?]

S3: Yang sering muncul di FYP aja sih kak, tapi aku lebih suka konten tentang tata bahasa, terus video tentang pengucapan atau aksen yang benar. Kadang juga ada tips belajar yang praktis, kayak cara cepat menghafal kosakata.

[S3 I usually watch whatever appears on my FYP. But I particularly enjoy content about grammar, proper pronunciation, or accents. Sometimes, I also watch practical learning tips, like quick ways to memorize vocabulary].

This statement shows that TikTok provides an alternative learning method that suits students' preferences, allowing them to absorb grammar rules and pronunciation nuances in a more fun and understandable way

R: Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?

S6: Konten yang sering saya tonton itu kayak tips pengucapan yang benar, kosakata baru, sama video singkat tentang daily conversation. Kadang juga ada konten

grammar yang dijelaskan dengan sederhana [The content I watch the most includes tips for correct pronunciation, new vocabulary, and short videos about daily conversations. Sometimes, there are also grammar explanations that are presented in a simple way.]

This shows that TikTok functions as a supplementary tool for grammar and vocabulary learning, which can complement formal classroom instruction in a more flexible and enjoyable way.

b. Content for Improving Conversation

In addition to grammar and vocabulary, some students are more drawn to content that helps them communicate more fluently and casually in English. They mentioned specific interest in learning about slang, informal expressions, and how to sound more natural.

R: "Jenis konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?" [What type of English content do you most often watch on TikTok?]

S10: "Biasanya konten kayak tips ngomong Bahasa Inggris yang nggak kaku, atau cara pakai slang yang dipakai orang luar negeri. Kadang juga ada video yang bahas kata-kata unik yang nggak diajarin di kelas." [Usually content like tips to speak English naturally or slang used by foreigners. Sometimes unique vocabulary not taught in class].

The student shows that he realizes the importance of English Speaking skills in a real context, not just based on textbooks. This reflects the student's desire to sound more fluent and natural.

S4: Kadang juga ada video tentang cara ngomong Bahasa Inggris yang santai dan natural. [Sometimes there are also videos on how to speak English casually and naturally.]

S7: Saya sering nonton video kayak cara pengucapan kata-kata yang susah atau slang words yang sering dipakai orang luar negeri. [I often watch videos on how to pronounce difficult words or slang words commonly used by native speakers.]

Both students emphasized that TikTok gives exposure to spoken English expressions commonly used by native speakers.

c. Content for Pronunciation and Speaking Practice

The pronunciation aspect is also a concern for some students, especially those who feel less confident in pronouncing English words.

R:” Jenis konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?” [What type of English content do you most often watch on TikTok?]

S9: Saya sering nonton konten yang bahas pengucapan, terutama kata-kata yang susah. Ada juga video yang ngajarin doa atau quotes motivasi pakai Bahasa Inggris, itu saya suka banget. [I often watch content about pronunciation, especially difficult words. I also like videos teaching prayers or motivational quotes in English.]

R: “Bagaimana TikTok membantu kamu mempraktikkan Bahasa Inggris?” [How does TikTok help you practice English?]

S3: TikTok ngebantu aku buat latihan pengucapan. Biasanya aku dengerin cara mereka ngomong, terus aku coba tiru. [TikTok helps me practice pronunciation. I usually listen to how they speak and then try to imitate them.]

S5: Saya sering latihan ngomong sendiri di depan cermin dengan niru intonasi dari video speech. Kadang, saya rekam juga dan lihat hasilnya biar tahu mana yang harus diperbaiki. [I often practice speaking in front of a mirror by mimicking the intonation from speech videos. Sometimes I also record myself to evaluate which parts need improvement].

This statement shows that TikTok helps students in developing independent speaking skills. They imitate

intonation and pronunciation, some even self-record as a form of reflection.

Table 4.1 Types of Content on TikTok channels that are frequently accessed by students for English Language Learning and its Benefits

Content Type	TikTok Channel Examples	Benefits for Students
Vocabulary dan Grammar	@Jagobahasa.com, @LearnMatch	Helps understand grammar simply and easily, as well as adds new vocabulary.
Daily Conversation & Slang	@englishwithzach, @linguaeng	Familiarize students with colloquial expressions, slang, and natural speech.
Pronunciation dan Speaking Practice	@discoveryenglish jogja, @englishwithzach	Helps practice pronunciation and intonation by imitating the video.
Practical Learning Tips	@LearnMatch, @Jagobahasa.com	Provide effective learning strategies such as memorizing vocabulary quickly.
Motivational Quotes / Speech Videos	(General content, various creators)	Increase motivation to learn and encourage speaking in English.
Duet Video / Challenges	(used by students creatively)	Practicing courage, creativity, and speaking directly in videos.

The table above presents some of the content types on TikTok channels that are frequently accessed by students to support their English learning. These channels offer different types of content, such as vocabulary and grammar explanations, colloquial and slang usage, pronunciation and speaking exercises, practical learning tips, motivational videos, and creative challenges. Each type of content provides different benefits in the language acquisition process—for example, helping students expand vocabulary, improve pronunciation, and build confidence in speaking English naturally. Channels such as @Jagobahasa.com, @LearnMatch, and @englishwithzach are favorites among students for their engaging and easy-to-understand delivery. In addition, TikTok's interactive features, such as duet videos or speaking challenges, encourage active participation, creativity and self-expression, making English learning more accessible and fun in everyday life.

3. Factors of using tiktok to learn English

The use of TikTok as an English learning medium based on findings shows an increase in student learning motivation. Based on the results of the interviews, this motivation arises from various factors that encourage students to study actively and continuously. Here is a breakdown of the findings categorized into several key factors.

a. Relaxed and Fun Learning Atmosphere

R: Apakah belajar Bahasa Inggris melalui TikTok lebih menarik dibandingkan dengan belajar di kelas? Mengapa?

[R: "Is learning English through TikTok more interesting compared to learning in class? Why? If yes, how? "]

S1: "Menarik sih kak. Di TikTok, belajarnya juga agak santai gitu kak, kita ga harus fokus sama papan tulis, trus kita juga bisa pilih pilih video yang kita suka kak Jadi ga ngebosenin gitu". [S1: It is more interesting. On TikTok, learning feels more relaxed. We don't have to focus on the whiteboard, and we can choose the videos we like, so it's not boring.]

S9: Lebih seru sih, soalnya santai. Kalau di kelas kan harus serius, dengerin guru, catat ini itu. Di TikTok, saya bisa belajar sambil rebahan." [S9: It's more fun because it's relaxed. In class, you have to be serious, listen to the teacher, and take notes. On TikTok, I can learn while lying down.]

Both statements reflect that students feel more comfortable and less stressed when learning through TikTok. This flexible and fun learning atmosphere triggers internal motivation to continue learning.

b. Practical and Real-Life Application of English

Some students feel more motivated because TikTok makes English learning more practical and applicable in daily life.

R: “Setelah pakai TikTok, kamu merasa lebih termotivasi buat belajar Bahasa Inggris?”

S2:” Banget! Soalnya aku ngerasa belajarnya jadi lebih real, kayak aku bisa langsung pakai di kehidupan sehari-hari.” S2: [Definitely! I feel like the learning process becomes more real, and I can apply what I’ve learned in daily life.]

S6 also pointed out that learning through TikTok made him more confident in using English in practical contexts:

R: “Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?” [R :How does TikTok help you practice English outside the classroom?]

S6: “Saya suka coba ngomongin ulang apa yang saya dengar di video. Kadang saya juga bikin catatan kecil tentang kata-kata baru yang saya pelajari, terus coba pakai pas ngobrol sama teman atau nulis caption di Instagram.”

[S6: I like to repeat what I hear in the videos. Sometimes, I also make small notes about new words I learn and then try using them when chatting with friends or write captions on Instagram]

This statement shows that TikTok functions as a learning media that not only conveys English materials, but also encourages students to directly use them in real social contexts.

c. Inspired by Creators and Interesting content

Students' motivation is also influenced by the attractiveness of the content creators they watch. Many students felt encouraged to improve their skills after seeing the creators speak English fluently.

R: *“TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?”* [Does TikTok make you more motivated to learn English? If so, how?]

S4: *Banget! Kalau lihat kreator yang fasih banget ngomong Bahasa Inggris, saya jadi pengen bisa kayak mereka. Selain itu, saya sering ngerasa kalau belajar di TikTok itu kayak nggak ada tekanan.* [S4: Absolutely!

When I see creators who are very fluent in English, I feel inspired to be like them. Also, learning on TikTok feels pressure-free].

S7: *“Kalau lihat kreator yang ngomong Bahasa Inggris dengan keren, saya jadi pengen bisa kayak mereka. Apalagi kalau kontennya lucu, jadi lebih gampang diingat.”* [S7:

When I see creators speaking English fluently, I feel

inspired to be like them. Especially if it's funny, it's easier to remember.]

The statement shows that students feel socially and emotionally motivated because they are inspired by the content creators they see.

4. Benefits of using TikTok in English Language Learning

The results show that TikTok provides various benefits for students in English learning, especially in vocabulary improvement, pronunciation and grammar understanding. Most students admit that TikTok helps them learn in a more fun and less boring way. In addition, the short video format and flexibility in choosing content are also factors that support the effectiveness of TikTok as a learning medium.

a. Enhancing Vocabulary, Pronunciation, and Grammar Skills

One of the main benefits perceived by the students was the improvement in vocabulary, pronunciation and grammar understanding. For example, S1 revealed that TikTok helped him improve his pronunciation as he could mimic the way of speaking from the videos he watched. In addition, he also often utilizes the comment section as a means to practice writing in English.

R: Bagaimana TikTok membantu kamu berlatih bahasa Inggris?" [How does TikTok help you practice English?]

S1: TikTok membantu saya memperbaiki pengucapan karena saya bisa menirukan cara berbicara dari video. Selain itu, saya juga sering meninggalkan komentar dalam Bahasa Inggris untuk berlatih menulis. [S1: TikTok helps me improve my pronunciation because I can mimic how people speak in the videos. I also often leave comments in English to practice my writing].

In addition, some students felt that TikTok made it easier for them to understand grammar because the explanations were simpler compared to the material provided in class. S3, for example, prefers to watch content about grammar that is presented in a way that is easier to understand.

R: “Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?” [R: What kind of English-related content do you watch most often on TikTok?]

S3: Yang sering muncul di FYP aja sih kak, tapi aku lebih suka konten tentang tata bahasa karena penjelasannya lebih simple dan mudah dioahami, terus video tentang pengucapan atau aksen yang benar. Kadang juga ada tips belajar yang praktis, kayak cara cepat menghafal kosakata.

[S3: I usually watch whatever appears on my FYP. But I particularly enjoy content about grammar, proper

pronunciation, or accents. Sometimes, I also watch practical learning tips, like quick ways to memorize vocabulary].

The benefits of the short video format are also a factor that helps students understand the material better. With a short duration, students can focus on one learning topic in a shorter time, making the information easier to remember and apply.

b. Improving Listening and Speaking Confidence

In addition to improving English comprehension, TikTok also helps students in practicing listening and speaking skills. For example, S7 felt that TikTok was very helpful in improving his listening skills as he became more familiar with the way native speakers speak. In addition, she also uses TikTok as a means of practicing speaking by imitating the pronunciation heard.

R: "Bagaimana TikTok membantu kamu berlatih bahasa Inggris?" [How does TikTok help you practice English?]

S7: TikTok bantu banget buat listening. Saya jadi lebih paham cara ngomong native speaker. Kadang saya coba ngomong sendiri pas lagi sendirian, biar nggak malu kalau salah. [S7: TikTok is very helpful for listening practice.

I've become more familiar with how native speakers talk. Sometimes, I try speaking by myself when I'm alone to avoid feeling embarrassed if I make mistakes].

This shows that TikTok not only serves as an entertainment medium, but also as a learning tool that allows students to be more familiar with natural pronunciation, intonation and expression in English. In addition, the use of TikTok as an independent practice medium also helps to increase students' confidence before speaking in front of others. With a more relaxed learning environment, students feel more comfortable to try and develop their speaking skills.

c. Encouraging Active and Creative Language Practice

Aside from being a passive learning resource, TikTok also provides opportunities for students to practice English actively and creatively. For example, S5 revealed that he often uses TikTok as a speaking practice tool by imitating the intonation of speech videos. He even records himself to evaluate and improve his speaking.

R: "Bagaimana TikTok membantu kamu berlatih bahasa Inggris di luar kelas?" [How does TikTok help you practice English outside of class?]

S5: Saya sering latihan ngomong sendiri di depan cermin dengan niru intonasi dari video speech. Kadang, saya rekam juga dan lihat hasilnya biar tahu mana yang harus diperbaiki. [S5: I often practice speaking in front of a mirror by mimicking the intonation from speech videos.

Sometimes, I even record myself and review the results to see what needs improvement].

In this way, students not only passively absorb information, but also engage in active exercises that help them use English in real situations.

5. Challenges of Using TikTok

Although TikTok provides various benefits in English language learning, students also face some challenges in its use. The main challenges expressed by students include difficulty finding relevant and educational content, distraction from entertainment content, and limited access to quality creators.

R: Apa tantangan yang kamu hadapi saat belajar melalui TikTok?[What challenges do you face when learning through TikTok?]

S6: "Tantangannya itu kadang videonya terlalu singkat, jadi saya nggak ngerti sepenuhnya. Terus, nggak semua konten itu akurat, jadi saya harus cek ulang di tempat lain kalau ragu." [S6: One challenge is that sometimes the videos are too short, so I don't fully understand the content. Additionally, not all content is accurate, so I have to double-check if I'm unsure]

It shows that although TikTok offers quick access to information, the limited duration of the videos can be an obstacle for students in understanding the material in depth. In addition, the

amount of information circulating on this platform requires students to be more critical in sorting out reliable sources.

In addition to the difficulty in finding appropriate content, distractions from entertainment videos are also a challenge that students face. TikTok as an entertainment platform tends to feature entertaining videos, which can distract students from their learning goals. S7 revealed that he often watches more entertainment videos than educational content, making it difficult to stay focused on learning English.

R: "Apa tantangan yang kamu hadapi saat belajar melalui TikTok?" [What challenges do you face when learning through TikTok?]

S7: Tantangannya, kadang saya malah lebih banyak nonton video hiburan daripada belajar. Selain itu, ada konten yang kayaknya nggak terlalu bener, jadi harus hati-hati. [S7: The challenges include watching more entertainment videos than educational ones.

Additionally, some content might not be accurate, so I have to be careful].

In addition, limited access to quality educational creators is also a challenge. Some students find it difficult to find accounts that actually provide accurate and easy-to-understand learning materials. S2, for example, mentioned that he often accidentally spends time

watching irrelevant videos, and even if he finds educational content, he still has to verify its veracity from other sources.

R: Apa tantangan yang kamu hadapi saat belajar melalui TikTok?

[R: "But what are the challenges of learning through TikTok?]

S2: Tantangannya, kadang aku suka nggak sengaja kebablasan nonton konten yang nggak ada hubungannya. Dan nggak semua video itu bener isinya, jadi harus cek ulang kalau ragu. [S2: The challenge is that sometimes I unintentionally spend too much time watching unrelated content. Also, not all videos are accurate, so I have to double-check if I'm unsure.]

From these findings, it can be concluded that while TikTok can be an effective learning tool, students need to be more selective in the content they consume. The main challenges they face include the limited duration of videos, difficulty in finding accurate educational material, distraction from entertainment content, and varying quality of information. Therefore, guidance from teachers and recommendations of trusted educational accounts can help students utilize TikTok more effectively as an English learning medium.

6. Integrating TikTok into Classroom Learning

The majority of students interviewed welcomed the idea of integrating TikTok into formal classroom learning. They felt that TikTok could make learning more interesting and relevant to their learning style. Student 11, for example, stated,

R: Kalau TikTok di pake jadi media pembelajaran disekolah, menurut kamu gimana [R: What do you think about incorporating TikTok into classroom lessons?].

S3: Seru banget kalau ada tugas bikin video TikTok pake Bahasa Inggris. Itu pasti bikin belajar lebih fun dan interaktif. [S3 That would be so much fun! For example, having assignments to create TikTok videos in English would make learning more exciting and enjoyable]

Other students also added that using TikTok in class can help them understand the material in a more interactive way. Some students thought that TikTok could be used as a tool to explain material that is difficult to understand. Student 3 said,

R: Kalau TikTok di pakai jadi media pembelajaran disekolah, menurut kamu gimana? [R: What do you think about incorporating TikTok into classroom lessons?]

S3: Seru banget kalau ada tugas bikin video TikTok pake Bahasa Inggris. Itu pasti bikin belajar lebih fun dan interaktif. [S3: That would be so much fun! For example, having assignments to create TikTok videos in English would make learning more interactive and enjoyable].

This suggests that TikTok can complement traditional teaching methods by presenting visual content that is easier for students to understand. However, students also emphasized the importance of

balancing TikTok-based learning with formal instruction to ensure that the material remains comprehensive. When asked about using TikTok in the classroom, Student 6 stated:

R: Kalau TikTok dipakai di kelas, menurut kamu gimana? [R: What do you think about using TikTok in the classroom?

S6: Seru sih, apalagi kalau guru kasih tugas buat bikin video. Tapi tetap harus diimbangi sama pembelajaran yang lebih formal juga, supaya materinya lengkap. [S6: It would be exciting, especially if teachers assign us to create videos. However, it should still be balanced with more formal learning to ensure the material is comprehensive.]

This response suggests that students see TikTok as a creative and engaging tool that could make learning more interactive. The idea of incorporating video creation into assignments indicates that students appreciate learning methods that allow for self-expression and active participation. However, S6 also emphasized the importance of maintaining a balance with structured learning to ensure that all necessary material is covered in depth. This highlights that while TikTok can enhance engagement, it should not replace traditional teaching methods but rather serve as a complementary tool that reinforces concepts in a fun and relatable way. The teacher's role remains crucial in ensuring that TikTok-based activities align with

learning objectives and contribute meaningfully to students' overall comprehension.

Aside from being a teaching aid, some students also saw the potential for TikTok to be used for creative assignments. By utilizing TikTok, students not only learn passively but also actively contribute to the learning process through content creation. This can increase student participation while providing a more meaningful learning experience.

Overall, the integration of TikTok in formal learning has the potential to increase student engagement and make learning more interesting and relevant. However, successful implementation requires careful planning, including the selection of appropriate content and clear direction from teachers. With the right approach, TikTok can be an innovative learning tool that supports the achievement of educational objectives. Most students welcomed the idea of integrating TikTok into formal learning.

C. Discussion

This chapter discusses the interpretation of the findings in light of the related theories presented in Chapter II. The discussion aligns each thematic finding with relevant theoretical frameworks, such as perception theory, learning media theory, and TikTok's educational potential.

1. Frequency of TikTok Usage

The findings reveal that students frequently use TikTok, with usage averaging between 15–60 minutes daily. However, this use is not always intentional for learning. Many students reported that they discovered English content accidentally while browsing TikTok, aligning with Johnson's (2002) contextual learning theory that supports incidental learning through environmental exposure. This behavior is characteristic of digital natives, as described by Prensky (2001), who engage more naturally with media-rich, non-linear, and visually dynamic content. TikTok, with its personalized algorithm, offers a platform where learning can occur informally, even when students do not explicitly seek it.

2. Types of Content

Students reported frequent exposure to content on vocabulary, grammar, pronunciation, and daily expressions. These categories correspond to students' immediate communicative needs and reflect preferences for short, visual-based learning. Puspitarini & Hanif's (2019) theory on effective learning media supports this finding, suggesting that good learning tools should be flexible, engaging, and relevant to learners' contexts. TikTok functions effectively as a microlearning platform (Bernard, 2021), where knowledge is delivered in digestible, focused segments that increase retention and accessibility. This aligns with Johnson's (2002) contextual learning model, where students prefer material that reflects real-life language use, such as

slang and conversational English. TikTok fulfills this by providing authentic content that connects to students' personal and academic lives.

3. Factors of using tiktok to learn English

The students' increased motivation when using TikTok for English learning supports Deci & Ryan's (1985) Self-Determination Theory, which posits that intrinsic motivation grows when autonomy, competence, and relatedness are present. Students felt autonomous in selecting the content that interested them, competent when they understood or replicated content, and connected through interactions such as comments and duets. This participatory, low-pressure environment contrasts sharply with traditional classrooms, making learning feel more personal and enjoyable.

4. Benefits in Using TikTok for English Learning

Interview data reveals that students perceive TikTok as beneficial in improving vocabulary, grammar, pronunciation, and speaking confidence. These findings reinforce the role of TikTok as a microlearning platform (Bernard, 2021), where short, engaging content supports knowledge acquisition and retention. The platform also encourages active participation, aligning with Puspitarini and Hanif's (2019) criteria for effective learning media. The ability to comment and create videos fosters creative language practice and peer interaction. Students not only consumed content but also created it, particularly when given video-based assignments. This reflects the constructivist

learning model (Vygotsky, 1978), where students construct meaning through active engagement. Creating TikTok content allows learners to internalize language patterns, collaborate socially, and enhance their linguistic awareness. Such activities fall within Vygotsky's Zone of Proximal Development (ZPD), especially when guided by peer interaction or teacher scaffolding.

5. Challenges Using TikTok for English Learning

Despite its advantages, several challenges were identified, including distraction from irrelevant content, the difficulty of filtering quality educational material, and limited video duration. These findings resonate with Xiuwen & Razali (2021), who warned that TikTok's entertainment-driven algorithm can derail academic focus. Students acknowledged the importance of teacher guidance in curating credible sources and using TikTok responsibly. This underscores the need for digital literacy and critical media engagement in educational contexts.

6. Integrating TikTok into Classroom Learning

Most students expressed strong interest in integrating TikTok into classroom instruction, especially through creative assignments. They believed such integration would enhance engagement and understanding. However, they also emphasized the need to balance it with structured instruction to ensure comprehensive learning. This supports Johnson's (2002) principle of contextual learning, which encourages the connection between digital tools and formal educational

objectives. Teachers play a pivotal role in aligning digital creativity with curriculum goals, ensuring that TikTok supports—not substitutes—academic instruction.

The findings of this study contribute significantly to addressing a gap in previous research. While earlier studies, such as those conducted by Pambudi (2022), Syamsiani and Munfangati (2022), and Novitasari and Addinna (2022), explored university students' perceptions of using TikTok for English learning, little attention has been given to high school students, particularly those in Islamic senior high schools located in non-urban areas. Furthermore, previous research predominantly employed descriptive qualitative methods without exploring students' lived experiences in depth. By using a phenomenological approach, this study provides a richer understanding of how tenth and eleventh graders at State Senior Islamic High School 1 Sungai Penuh perceive and experience TikTok as an English learning medium. The results show that students not only use TikTok to access relevant language content—such as vocabulary, grammar, pronunciation, and daily conversation—but also demonstrate varying levels of motivation and engagement based on content relevance and teacher guidance. These insights add a new layer to the existing body of literature by focusing on a younger, more context-specific demographic and providing a more nuanced exploration of their learning experiences.



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BAB V

CONCLUSIONS AND SUGGESTION

A. Conclusions

Based on the results of the research that has been conducted on the use of TikTok as a medium for learning English among grade 10 and 11 students at MAN 1 *Sungai Penuh*, it can be concluded that the use of TikTok as a medium for learning English is perceived positively by most participants. Students reported that TikTok helps them improve their vocabulary, pronunciation, grammar, and daily conversation skills through engaging and accessible content. The platform also enhances their learning motivation due to its interactive video format, which aligns with the characteristics of the digital generation. However, challenges such as distractions from non-educational content still exist, indicating the need for teachers to guide students in using TikTok wisely. With proper utilization and collaboration among teachers, students, and content creators, TikTok holds great potential to be integrated as a supportive medium in both formal and informal English language learning.

B. Suggestion

Based on the above conclusions, several suggestions can be given:

1. For Educators: Teachers should integrate TikTok as a learning tool in the classroom. This can be done by selecting educational content that aligns with the curriculum and assisting students in using the platform effectively.
2. For Students: Students are advised to be more selective in choosing the TikTok content they consume. They can look for verified

educational accounts to ensure that they are getting accurate and useful information.

3. For Future Researchers: Further research can be conducted to explore the long-term impact of using TikTok in English language learning, as well as to develop better evaluation methods regarding the effectiveness of the content used.
4. Content Development: TikTok content developers and educators can work together to create more high-quality and relevant educational videos, so that students have more options for learning.

By following these recommendations, it is hoped that TikTok can be optimally utilized as an engaging and effective learning tool for students in improving their English language skills.



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APPENDIX

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

APPENDIX 1

Interview Instrument

Interview Guide

No	Interview Questions
1	Apakah Anda menggunakan TikTok untuk belajar Bahasa Inggris? Jika ya, seberapa sering? (<i>Do you use TikTok to learn English? If yes, how often?</i>)
2	Jenis konten Bahasa Inggris apa yang paling sering Anda tonton di TikTok? misalnya: kosakata, pengucapan, tata bahasa, percakapan sehari-hari). (<i>What type of English content do you watch most often on TikTok? for example: vocabulary, pronunciation, grammar, daily conversation).</i>)
3	Menurut Anda, apakah belajar Bahasa Inggris melalui TikTok lebih menarik Mengapa? (<i>Do you think that learning English through TikTok is more interesting than learning in class? Why?</i>)
4	Apakah Anda merasa lebih termotivasi untuk belajar Bahasa Inggris setelah menggunakan TikTok? Jika ya, bagaimana? (<i>Do you feel more motivated to learn English after using TikTok? If so, how?</i>)
5	Bagaimana TikTok membantu Anda dalam mempraktikkan Bahasa Inggris? (<i>How does TikTok help you practise English?</i>)
6	Menurut Anda, apa kelebihan utama menggunakan TikTok untuk belajar Bahasa Inggris? (<i>What do you think are the main advantages of using TikTok to learn English?</i>)
7	Apa tantangan atau kesulitan yang Anda hadapi saat menggunakan TikTok untuk belajar Bahasa Inggris? (<i>What challenges or difficulties do you face when using TikTok to learn English?</i>)
8	Apakah Anda merasa konten Bahasa Inggris di TikTok relevan dengan kebutuhan belajar Anda di MAN 1 Sungai Penuh? Mengapa? (<i>Do you feel that the English content on TikTok is relevant to your learning needs at MAN 1 Sungai Penuh? Why?</i>)
9.	Bagaimana pendapat Anda jika guru Bahasa Inggris di MAN 1 Sungai Penuh mengimplementasikan TikTok ke dalam pembelajaran Bahasa Inggris? (<i>What do you think if English teachers at MAN 1 Sungai Penuh implement TikTok into English learning?</i>)
10.	Setelah menggunakan TikTok, apakah pandangan Anda tentang Bahasa Inggris sebagai mata pelajaran berubah? Jika ya, bagaimana? (<i>After using TikTok, has your view of English as a subject changed? If yes, how?</i>)

APPENDIX 2

Transcript of Interview Results

Initial Name : Student 1

Gender : Male

Address : *Sungai Penuh*

Location : State Senior Islamic High School 1 *Sungai Penuh*

NO	Interview Result
1	R: Thank you for taking the time to participate in this interview. Before we begin, could you please share your name and a little about yourself? (R: <i>Terima kasih sudah meluangkan waktu untuk wawancara ini. Sebelum kita mulai, bolehkah saya tahu nama dan sedikit tentang Anda?</i>)
2	S1: My name is Aisyah. I am a 10th-grade student. I enjoy learning English, and I often use TikTok to learn in a relaxed manner outside the classroom. (S1: <i>Nama saya Aisyah, saya siswa kelas 10. Saya suka belajar Bahasa Inggris, dan saya sering menggunakan TikTok untuk belajar secara santai di luar kelas.</i>)
3	R: Thank you, Aisyah. Let's begin with the first question. (R: <i>Terima kasih, Aisyah. Mari kita mulai dengan pertanyaan pertama.</i>)
4	R: Do you use TikTok to learn English outside of class? (R: <i>Apakah Anda menggunakan TikTok untuk belajar Bahasa Inggris di luar kelas?</i>)
5	S1: Yes, I use TikTok almost every day, but I only use it to learn English when I have assignments. (S1: <i>Ya kak, saya menggunakan TikTok hampir tiap hari tapi untuk belajar bahasa inggris mungkin cuma kalau ada tugas aja sih kak.</i>)
6	R: What type of English content do you watch most frequently on TikTok? (R: <i>Jenis konten Bahasa Inggris apa yang paling sering Anda tonton di TikTok?</i>)
7	S1: I usually look for videos related to school assignments, but most of the English content that appears on my For You Page is like motivational quotes, which are relatable to daily life. (S1: <i>kalau aku sih lebih sering cari video yang berhubungan sama tugas sekolah kak, tapi kalau konten bahasa inggris yang sering muncul di fyp aku yang kayak quotes gitu kak, yang related sama kehidupan sehari hari hehehe.</i>)
8	R: Do you think such content has an impact on your English skills? (R: <i>menurut kamu konten konten gitu berpengaruh ga sih sama kemampuan bahasa inggris kamu?</i>)
9	S1: Hmmm, not much in terms of skills, but from those phrases, I learn new words because I'm curious about their meanings. (S1: <i>Hmm, nggak banyak sih dalam hal skill, tapi dari frasa-frasa itu aku belajar kata-kata baru karena aku penasaran sama artinya.</i>)

	<i>Hmmm, kalau untuk kemampuan sih ga terlalu ya kak, tapi dari kata kata itu aku jadi belajar kata kata bru kak, karena penasaran sama artimya heheheh)</i>
10	R: Is learning English through TikTok more interesting compared to learning in class? Why? (R: <i>Apakah belajar Bahasa Inggris melalui TikTok lebih menarik dibandingkan dengan belajar di kelas? Mengapa?</i>)
11	S1: It is more interesting. On TikTok, learning feels more relaxed. We don't have to focus on the whiteboard, and we can choose the videos we like, so it's not boring. (S1: <i>menarik sih kak. Di TikTok, belajarnya juga agak santai gitu kak.kita ga harus fokus sama papan tulis, trus kita juga bisa pilih pilih video yang kita suka kak. Jadi ga ngebosenin gitu)</i>
12	R: Do you feel more motivated to learn English after using TikTok? If yes, how? (R: <i>Apakah Anda merasa lebih termotivasi untuk belajar Bahasa Inggris setelah menggunakan TikTok? Jika ya, bagaimana?</i>)
13	S1: Yes, when I see people speaking English on TikTok, it looks cool, and it makes me more eager to learn. (S1: <i>Ya kak , kalau liat orang yang ngomong bahasa inggris di tiktok kek keren gitu kak, jadi lebu semangat belajarnya.)</i>
14	R: How does TikTok help you practice English? (R: <i>Bagaimana TikTok membantu Anda mempraktikkan Bahasa Inggris?</i>)
15	S: TikTok helps me improve my pronunciation because I can mimic how people speak in the videos. I also often leave comments in English to practice my writing. (S1: <i>TikTok membantu saya memperbaiki pelafalan karena saya bisa menirukan cara berbicara dari video. Selain itu, saya juga sering meninggalkan komentar dalam Bahasa Inggris untuk berlatih menulis.)</i>
16	R: In your opinion, what is the main advantage of using TikTok for learning English? (R: <i>Menurut Anda, apa kelebihan utama menggunakan TikTok untuk belajar Bahasa Inggris?</i>)
17	S1: The main advantage is accessibility. I can learn anytime and anywhere. The videos are also short, so they don't get boring. (S1: <i>Kelebihannya adalah aksesibilitas. Saya bisa belajar kapan saja dan di mana saja. Selain itu, video nya juga pendek dan enggak bikin bosan.)</i>
18	R: What challenges do you face when learning using TikTok? (R: <i>Apa tantangan yang Anda hadapi saat belajar menggunakan TikTok?</i>)
19	S1: The challenge is that I sometimes get too absorbed in scrolling and lose track of time. Also, not all content is of good quality or accurate. (S1: <i>Tantangannya adalah kadang saya terlalu asyik scrolling dan jadi lupa waktu. Selain itu, tidak semua konten benar-benar berkualitas atau akurat.)</i>
20	R: Are TikTok contents relevant to your learning needs? Why? (R: <i>Apakah konten TikTok relevan dengan kebutuhan belajar Anda? Mengapa?</i>)
21	S1: Most of them are relevant, especially videos that discuss

	practical things like daily phrases. But some content is more entertaining than educational, so I have to be selective. (S1: <i>Sebagian besar relevan, terutama video yang membahas hal-hal praktis seperti frasa sehari-hari. Tapi ada juga konten yang lebih menghibur daripada edukatif, jadi saya harus selektif.</i>)
22	R: What do you think about integrating TikTok into classroom learning? (R: <i>Bagaimana pendapat Anda jika TikTok diintegrasikan ke dalam pembelajaran di kelas?</i>)
23	S1: I think it's a great idea. Teachers can use TikTok videos to provide real-life examples or creative assignments, such as making English videos. (S1: <i>Saya pikir itu ide yang bagus. Guru bisa menggunakan video TikTok untuk memberikan contoh nyata atau tugas yang kreatif, seperti membuat video Bahasa Inggris sendiri.</i>)
24	R: After using TikTok, has your perspective on English changed? If yes, how? (R: <i>Setelah menggunakan TikTok, apakah pandangan Anda terhadap Bahasa Inggris berubah? Jika ya, bagaimana?</i>)
25	S: Yes, I find English more enjoyable to learn. Previously, I thought English was difficult, but now I feel more confident because I can learn from small things on TikTok. (S1: <i>Ya, saya merasa Bahasa Inggris menjadi lebih menyenangkan untuk dipelajari. Sebelumnya saya pikir Bahasa Inggris itu sulit, tapi sekarang saya merasa lebih percaya diri karena bisa belajar dari hal-hal kecil di TikTok.</i>)

APPENDIX 3

Transcript of Interview Results

Initial Name : Student 2 (S2)

Gender : Male

Address : *Sungai Penuh*

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S2 (Student 2)

NO	Interview Result
1	R: Hello! Thank you so much for agreeing to help with this interview. Could you introduce yourself first? (R: <i>Halo! Makasih ya udah mau bantu wawancara ini. Boleh kenalan dulu, dong?</i>)
2	S2: Hi! My name is Rafi. I'm in 11th grade. I really enjoy using TikTok, and I've found that there's a lot of great English learning content there. (S2: <i>Hai! Nama aku Rafi, kelas 11. Aku suka banget main TikTok, terus ternyata banyak konten belajar Bahasa Inggris yang keren</i>)

	<i>juga di situ.)</i>
3	R: Wow, that's great! It seems like you're already used to using TikTok for learning. Let's get started, shall we? (R: <i>Wah, seru nih kalau kamu udah biasa pake TikTok buat belajar. Yuk, kita mulai aja ya.</i>)
4	R: Do you often use TikTok to learn English? If yes, how often? (R: <i>Kamu sering pake TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?</i>)
5	S2: Yes, I use it very often, probably every day. Especially when I'm bored, I just open TikTok and end up finding useful content. (S2: <i>Iya, aku sering banget pake. Mungkin setiap hari sih, apalagi kalau lagi bosan, tinggal buka TikTok, eh malah nemu konten yang bermanfaat.</i>)
6	R: What type of English content do you watch most often on TikTok? (R: <i>Konten Bahasa Inggris seperti apa yang biasanya kamu tonton di TikTok?</i>)
7	S2: I like content that teaches pronunciation or accents. There are also simple learning tips, like how to use idioms or cool phrases. (S2: <i>Aku suka konten yang ngajarin pengucapan atau aksen. Terus ada juga tips belajar yang simple, kayak cara pakai idiom atau frasa keren.</i>)
8	R: Compared to learning in the classroom, do you think learning through TikTok is more enjoyable? (R: <i>Kalau dibandingin sama belajar di kelas, belajar lewat TikTok menurut kamu lebih asik nggak?</i>)
9	S2: It's way more enjoyable! The content is short, to the point, and sometimes funny. In the classroom, you have books, homework, and rules, so it feels much more formal. (S2: <i>Jauh lebih asik! Soalnya pendek, to the point, dan kadang dibikin lucu. Kalau di kelas kan ada buku, PR, aturan, jadi berasa formal banget.</i>)
10	R: After using TikTok, do you feel more motivated to learn English? (R: <i>Setelah pakai TikTok, kamu merasa lebih termotivasi buat belajar Bahasa Inggris?</i>)
11	S2: Definitely! I feel like the learning process becomes more real, and I can apply what I've learned in daily life. (S2: <i>Banget! Soalnya aku ngerasa belajarnya jadi lebih real, kayak aku bisa langsung pakai di kehidupan sehari-hari.</i>)
12	R: Is there anything specific that TikTok has helped you with in learning English? (R: <i>Ada nggak hal spesifik yang TikTok bantu buat kamu dalam belajar Bahasa Inggris?</i>)
13	S2: The most noticeable improvements are in pronunciation and listening. I can hear how native speakers talk and try to imitate them. Sometimes, there are videos that teach slang, which is really fun. (S2: <i>Yang paling kerasa itu pengucapan dan listening. Aku bisa denger cara native speaker ngomong, terus coba tiru. Kadang ada video yang ngajarin slang juga, itu seru banget.</i>)
14	R: What are the advantages of learning through TikTok, in your opinion? (R: <i>Menurut kamu, apa kelebihan belajar lewat TikTok?</i>)
15	S2: The advantage is that it doesn't feel heavy. It's also very accessible—you only need a phone to start learning. (S2: <i>Kelebihan belajar lewat TikTok itu dia nggak berasa berat. Dia juga gampang banget diakses, tinggal pake HP aja udah bisa belajar.</i>)

	<i>Kelebihannya, belajarnya nggak kerasa berat. Terus gampang banget diakses, cuma perlu HP aja, udah bisa belajar.)</i>
16	R: But what are the challenges of learning through TikTok? <i>(R: Tapi, tantangannya apa nih kalau belajar lewat TikTok?)</i>
17	S2: The challenge is that sometimes I unintentionally spend too much time watching unrelated content. Also, not all videos are accurate, so I have to double-check if I'm unsure. <i>(S2: Tantangannya, kadang aku suka nggak sengaja kebablasan nonton konten yang nggak ada hubungannya. Dan nggak semua video itu bener isinya, jadi harus cek ulang kalau ragu.)</i>
18	R: Do you think the content on TikTok is relevant to your learning needs at school? <i>(R: Konten di TikTok menurut kamu relevan sama kebutuhan belajar kamu di sekolah?)</i>
19	S2: Most of it is relevant, especially for everyday conversations. However, more technical topics like tenses or detailed grammar are rarely covered on TikTok. <i>(S2: Sebagian besar relevan sih, terutama buat ngomong sehari-hari. Tapi kalau materi yang lebih teknis kayak tenses atau grammar detail, itu jarang ada di TikTok.)</i>
20	R: Do you have any favorite TikTok creators whose content you often watch? <i>(R: Ada kreator TikTok favorit nggak yang kontennya sering kamu tonton?)</i>
21	S2: Yes, I really like content from "learnwithlucy" and "dailyenglishfun." They explain things in an easy-to-understand way. <i>(S2: Ada, aku suka banget konten dari "learnwithlucy" sama "dailyenglishfun." Mereka jelasinnya gampang dimengerti.)</i>
22	R: Have you ever gotten any ideas or inspiration for school learning from TikTok? <i>(R: Oh iya, pernah nggak kamu dapet ide atau inspirasi buat belajar di sekolah dari TikTok?)</i>
23	S2: Yes, for example, I learned a fun way to study vocabulary and then shared it with my classmates. <i>(S2: Pernah. Misalnya, aku jadi tau cara belajar vocabulary pake metode yang seru, terus aku share ke temen-temen di kelas.)</i>
24	R: What do you think about using TikTok as part of classroom learning? <i>(R: Gimana menurut kamu kalau TikTok dipakai sebagai bagian dari pembelajaran di kelas?)</i>
25	S2: That would be really fun! Teachers could show example TikTok videos, and we could be assigned to create our own versions. It would make learning more interactive. <i>(S2: Wah, itu pasti seru banget! Guru bisa kasih contoh video TikTok, terus kita disuruh bikin video versi kita. Jadi belajarnya interaktif.)</i>
26	R: After frequently learning through TikTok, has your perspective on English changed? <i>(R: Setelah kamu sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)</i>
27	S2: Yes, it has. I used to think English was complicated, but now I feel more confident because I'm learning in a way that I enjoy. <i>(S2: Berubah, sih. Dulu aku ngerasa Bahasa Inggris itu ribet, tapi sekarang</i>

	<i>aku lebih percaya diri karena belajar lewat cara yang aku suka.)</i>
28	R: Thank you so much, Rafi, for your answers. Is there anything else you'd like to add? <i>(R: Terima kasih banyak ya, Rafi, buat jawaban-jawabannya. Ada lagi nggak yang pengen kamu tambahkan?)</i>
29	S2: Hmm, I just want to say that learning doesn't always have to be serious. If we find a fun way, like TikTok, it can make learning more enjoyable. <i>(S2: Hmm, aku cuma mau bilang, belajar itu nggak harus selalu serius. Kalau kita nemu cara yang fun kayak TikTok, belajar bisa lebih enjoy.)</i>
30	R: Absolutely agree. Thanks again, and good luck with your studies! <i>(R: Setuju banget. Makasih lagi ya, sukses terus buat belajarnya.)</i>
31	S2: You're welcome, and good luck with your interview too! <i>(S2: Sama-sama, semoga sukses juga buat wawancaranya!)</i>

APPENDIX 4

Transcript of Interview Results

Initial Name : Student 3

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S3 (Student 3)

NO	Interview Result
1	R: Hello! Thank you for agreeing to participate in this interview. Before we start, could you introduce yourself? <i>(R: Halo! Terima kasih sudah bersedia ikut wawancara ini. Sebelum mulai, boleh dong kenalan dulu?)</i>
2	S3: Hi, my name is Nadia. I'm in 10th grade. I enjoy learning English, and TikTok is one of the methods I frequently use to learn. <i>(S3: Hai, nama saya Nadia, saya kelas 10. Saya suka belajar Bahasa Inggris, dan TikTok jadi salah satu cara yang sering saya pakai buat belajar.)</i>
3	R: That's awesome! Let's get started then. <i>(R: Wah, keren! Kalau begitu, langsung aja kita mulai ya.)</i>
4	R: Do you often use TikTok to learn English? If so, how often? <i>(R: Kamu sering pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?)</i>
5	S3: Yes, I use TikTok almost every day. However, watching or learning English-related videos depends on my TikTok FYP. If

	English content shows up and I find it interesting, I'll watch it and even look for similar content. (S3: <i>Iya, kalau buka tik tok sih hamoir setiap hari, tapi kalau belajar atau nonton video yang berhubungan dengan bahasa inggris tergantuk FYP tik tok, kalau muncul konten bahasa inggris dan menurut saya itu seru saya akan tonton dan mencoba mencari konten yang sama.</i>)
6	R: What kind of English-related content do you watch most often on TikTok? (R: <i>Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?</i>)
7	S3: I usually watch whatever appears on my FYP. But I particularly enjoy content about grammar, proper pronunciation, or accents. Sometimes, I also watch practical learning tips, like quick ways to memorize vocabulary. (S3: <i>Yang sering muncul di FYP aja sih kak, tapi aku lebih suka konten tentang tata bahasa, terus video tentang pengucapan atau aksen yang benar. Kadang juga ada tips belajar yang praktis, kayak cara cepat menghafal kosakata.</i>)
8	R: Is learning through TikTok more engaging than learning in class? Why? (R: <i>Apa belajar lewat TikTok lebih menarik dibanding belajar di kelas? Kenapa?</i>)
9	S3: I think it is more engaging. TikTok feels casual and not as formal as learning in class. The delivery is also creative, making it easier for me to remember. (S3: <i>Menurutku iya, lebih menarik. TikTok itu santai, nggak terlalu formal kayak di kelas. Terus penyampaiannya juga kreatif, jadi aku lebih gampang mengingatnya.</i>)
10	R: Does TikTok motivate you to learn English? How? (R: <i>TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Gimana caranya?</i>)
11	S3: Yes, it does! Especially when I see creators speaking English fluently—it makes me want to be like them. The content also sparks my curiosity and motivates me to learn more. (S3: <i>Iya kak! Apalagi kalau aku lihat kreator yang ngomong Bahasa Inggris dengan lancar, rasanya jadi pengen banget bisa kayak mereka. Selain itu, kontennya sering bikin penasaran buat belajar lebih banyak.</i>)
12	R: How does TikTok help you practice English outside the classroom? (R: <i>Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?</i>)
13	S3: TikTok helps me practice pronunciation. I usually listen to how they speak and try to imitate them. (S3: <i>TikTok ngebantu aku buat latihan pengucapan. Biasanya aku dengerin cara mereka ngomong, terus aku coba tiru.</i>)
14	R: What are the advantages of using TikTok to learn English, in your opinion? (R: <i>Apa kelebihan TikTok buat belajar Bahasa Inggris menurut kamu?</i>)
15	S3: The main advantage is that it's easily accessible, and I can learn anytime without having to set aside specific time for studying. Plus, the short video format keeps me from getting bored. (S3: <i>Kelebihannya itu gampang diakses, bisa belajar kapan aja dan gak</i>

	<i>harus nyiapin waktu khusus buat belajar. Terus format videonya pendek, jadi aku nggak cepet bosan.)</i>
16	R: What challenges do you face when learning through TikTok? (R: <i>Tantangan apa yang kamu hadapi pas belajar lewat TikTok?</i>)
17	S3: The challenge is that I sometimes get carried away and spend too much time scrolling. Also, not all content is accurate, so I have to be careful when choosing which videos to trust. (S3: <i>Tantangannya itu kadang aku terlalu asyik scrolling, jadi lupa waktu. Terus nggak semua konten itu akurat, jadi aku harus lebih teliti milih videonya.</i>)
18	R: Do you think TikTok content is relevant to your learning needs? Why? (R: <i>Konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?</i>)
19	S3: It's very relevant, especially videos about daily conversations. They help me understand how to use vocabulary or phrases that people often use. (S3: <i>Relevan banget, terutama video tentang percakapan sehari-hari. Aku jadi lebih paham cara pakai kosakata atau frasa yang sering dipakai orang.</i>)
20	R: Have you ever tried using tips from TikTok in class or while talking with friends? (R: <i>Apa kamu pernah coba pakai tips dari TikTok di kelas atau pas ngobrol sama teman?</i>)
21	S3: Yes, I have. I've tried using new words I learned from the videos. (S3: <i>Pernah dong. Aku coba pakai kata kata baru yang aku pelajari dari video.</i>)
22	R: What do you think about incorporating TikTok into classroom lessons? (R: <i>Kalau TikTok jadi bagian dari pelajaran di kelas, menurut kamu gimana?</i>)
23	S3: That would be so much fun! For example, having assignments to create TikTok videos in English would make learning more interactive and enjoyable. (S3: <i>Seru banget kalau ada tugas bikin video TikTok pake Bahasa Inggris. Itu pasti bikin belajar lebih fun dan interaktif.</i>)
24	R: Has your perspective on English changed after frequently learning through TikTok? (R: <i>Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?</i>)
25	S3: It has changed a lot. I used to think English was difficult, but now I feel more confident because I can learn it in a way I enjoy. (S3: <i>Berubah banget. Aku dulu ngerasa Bahasa Inggris itu sulit, tapi sekarang aku lebih percaya diri karena bisa belajar dengan cara yang aku suka.</i>)
26	R: Thank you so much for your answers, Nadia. Is there anything else you'd like to add? (R: <i>Terima kasih banyak ya, Nadia, atas jawabannya. Ada hal lain yang mau ditambahkan?</i>)
27	S3: I just want to say that TikTok is an excellent learning tool if you know how to use it. As long as you stay focused and choose beneficial content, it can really help. (S3: <i>Aku cuma mau bilang, TikTok itu alat belajar yang bagus banget kalau kita tahu cara pakainya.</i>)

	<i>Asal tetap fokus dan pilih konten yang bermanfaat.)</i>
28	R: I totally agree. Thank you again, Nadia. Good luck with your studies! <i>(R: Setuju banget. Terima kasih sekali lagi, Nadia. Semoga sukses terus belajarnya!)</i>
29	S3: You're welcome, and thank you too! <i>(S3: Sama-sama, makasih juga!)</i>

APPENDIX 5

Transcript of Interview Results

Initial Name : Student 4

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S4 (Student 4)

NO	Interview Result
1	R: Hello, thank you for agreeing to participate in this interview. Could you introduce yourself first? <i>(R: Halo, terima kasih sudah mau ikut wawancara ini. Boleh kenalin diri kamu dulu?)</i>
2	R: Hi, my name is Akmal. I'm in 11th grade. I enjoy learning English, and TikTok has become one of the ways I learn in a relaxed manner. <i>(R4: Hai, nama saya Akmal, kelas 11. Saya suka belajar Bahasa Inggris, dan TikTok itu jadi salah satu cara saya buat belajar dengan santai.)</i>
3	S4: That sounds very interesting! Let's get started. <i>(S4: Wah, menarik banget! Yuk, langsung aja kita mulai.)</i>
4	R: Kamu sering pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering? <i>(R: Kamu pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?)</i>
5	S4: Yes, I often use TikTok to learn. Almost every day, for about 20-40 minutes. Sometimes, when I'm bored or need entertainment, I open TikTok and learn at the same time. <i>(S4: Iya, saya sering pakai TikTok buat belajar. Hampir tiap hari sih, sekitar 20-40 menit. Kadang kalau lagi bosan atau butuh hiburan, saya buka TikTok sambil belajar.)</i>
6	R: What kind of English-related content do you watch most often on TikTok? <i>(R: Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?)</i>
7	S4: I usually watch content about pronunciation, idioms, and short grammar tips. There are also videos on how to speak English

	casually and naturally. (S4: Saya sering nonton konten pengucapan, idiom, sama tips grammar yang singkat. Kadang juga ada video tentang cara ngomong Bahasa Inggris yang santai dan natural.)
8	R: Do you think learning through TikTok is more engaging compared to learning in class? Why? (R: Menurut kamu, belajar lewat TikTok lebih menarik dibandingkan dengan belajar di kelas? Kenapa?)
9	S4: It's definitely more engaging because it feels more relaxed and doesn't feel like studying. In class, the material is heavier and more formal, while on TikTok, the delivery is more fun and sometimes includes humor. (S4: Lebih menarik sih, soalnya lebih santai dan nggak terasa kayak belajar. Di kelas kan materinya lebih berat dan formal, sementara di TikTok penyampaiannya lebih seru dan kadang ada humor juga.)
10	R: Do you have any favorite TikTok creators who frequently post helpful content? (R: Ada nggak kreator TikTok favorit kamu? Yang sering bikin konten yang membantu?)
11	S4: Yes! I really like the content from @englishwithzach and @linguaeng. The way they teach is easy to understand and enjoyable. (S4: Ada! Saya suka banget sama kontennya @englishwithzach sama @linguaeng. Cara mereka ngajarin tuh gampang dimengerti, terus seru.)
12	R: Does TikTok motivate you to learn English? How? (R: Apa TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Gimana caranya?)
13	S4: Absolutely! When I see creators who are very fluent in English, I feel inspired to be like them. Also, learning on TikTok feels pressure-free. (S4: Banget! Kalau lihat kreator yang fasih banget ngomong Bahasa Inggris, saya jadi pengen bisa kayak mereka. Selain itu, saya sering ngerasa kalau belajar di TikTok itu kayak nggak ada tekanan.)
14	How does TikTok help you practice English outside the classroom? (R: Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?)
15	S4: TikTok is very helpful for practicing listening and speaking. I like to imitate how they speak in the videos. Sometimes, I even try creating my own videos in English to build confidence. (S4: TikTok ngebantu banget buat latihan listening sama speaking. Saya suka tiru cara mereka ngomong di video. Kadang saya juga coba bikin video pakai Bahasa Inggris sendiri, biar lebih percaya diri.)
16	R: When you create your own videos, what are they usually about? (R: Kalau kamu bikin video sendiri, biasanya tentang apa?)
17	S4: Mostly duet videos, I think. (S4: video duet me kak)
18	R: What are the advantages of using TikTok to learn English, in your opinion? (R: Apa kelebihan TikTok buat belajar Bahasa Inggris menurut kamu?)
19	S4: The main advantage is that it's easily accessible, and I can learn anytime. Additionally, the content is diverse, so I can choose what

	suits my interests. (S4: <i>Kelebihannya itu gampang diakses, bisa kapan aja. Terus, kontennya beragam, jadi saya bisa pilih yang sesuai dengan yang saya suka.</i>)
20	R: What challenges do you face when learning through TikTok? (R: <i>Tantangan apa yang kamu hadapi pas belajar lewat TikTok?</i>)
21	S4: The challenge is that I sometimes spend too much time scrolling and lose focus on learning. Also, not all videos are accurate, so I need to check other sources to verify the information. (S4: <i>Tantangannya, kadang saya terlalu lama scrolling sampai lupa fokus buat belajar. Selain itu, nggak semua video itu bener isinya, jadi saya harus cari sumber lain buat memastikan.</i>)
22	R: Do you think TikTok content is relevant to your learning needs? Why? (R: <i>Menurut kamu, konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?</i>)
23	S4: It's quite relevant, especially the content about daily conversations. However, for more formal school material, like tenses or writing, I usually look for additional references. (S4: <i>Relevan sih, apalagi konten tentang percakapan sehari-hari. Tapi kalau buat materi sekolah yang lebih formal kayak tenses atau writing, biasanya saya cari referensi tambahan.</i>)
24	R: What do you think about integrating TikTok into classroom learning? (R: <i>Kalau TikTok diintegrasikan ke pembelajaran di kelas, gimana menurut kamu?</i>)
25	S4: I totally agree with that! It would be exciting if school assignments involved creating TikTok videos in English or if teachers used TikTok videos as examples for lessons. (S4: <i>Saya setuju banget! Seru kali ya kalau tugas sekolah tuh bikin video pakai Bahasa Inggris, atau guru kasih contoh materi pakai video TikTok.</i>)
26	R: Has your perspective on English changed after frequently learning through TikTok? (R: <i>Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?</i>)
27	S4: Yes, it has changed a lot. I now feel that English is easier to learn when done in a relaxed manner and aligned with my interests. (S4: <i>Iya, berubah banget. Saya jadi ngerasa Bahasa Inggris itu lebih gampang kalau belajarnya santai dan sesuai minat kita.</i>)
28	R: Thank you so much, Akmal, for your time and answers. Is there anything else you'd like to add? (R: <i>Terima kasih banyak, Akmal, atas waktu dan jawabannya. Ada hal lain yang mau ditambahkan?</i>)
29	S4: Hmm, I just want to say that TikTok can be a great learning tool if we stay focused and avoid getting distracted by unrelated content. (S4: <i>Hmm, saya cuma mau bilang kalau TikTok itu bisa banget jadi alat belajar, asal kita tetap fokus dan nggak dibawa sama konten yang nggak penting.</i>)
30	R: Absolutely agree. Thank you, and best of luck with your studies! (R: <i>Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!</i>)
31	S4: You're welcome, and thank you too! (S4: <i>Sama-sama, terima</i>

kasih juga!

APPENDIX 6

Transcript of Interview Results

Initial Name : Student 5

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S5 (Student 5)

NO	Interview Result
1	R: Hello, thank you for agreeing to participate in this interview. Before we begin, could you introduce yourself? (<i>R: Halo, terima kasih ya sudah bersedia ikut wawancara ini. Sebelum kita mulai, boleh kenalan dulu?</i>)
2	S5: Hi, my name is Hana, and I'm in 10th grade. I love learning English, especially through inspiring content like speeches or quotes. TikTok really helps me find that kind of content. (<i>S5: Hai, nama saya Hana, kelas 10. Saya suka belajar Bahasa Inggris, terutama lewat hal-hal yang inspiratif seperti speech atau quotes. TikTok itu membantu banget buat cari konten kayak gitu.</i>)
3	R: That's amazing! Let's begin the interview. (<i>R: Wah, keren banget! Yuk, kita mulai wawancaranya.</i>)
4	R: Do you often use TikTok to learn English? If so, how often? (<i>R: Kamu sering pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?</i>)
5	S5: Yes, very often! I open TikTok almost every day for at least 15-20 minutes. If I have more time, I watch longer, especially when I come across an interesting speech video. (<i>S5: Iya, sering banget! Hampir setiap hari saya buka TikTok, minimal 15-20 menit. Kalau lagi ada waktu, saya bisa nonton lebih lama, apalagi kalau nemu video speech yang menarik.</i>)
6	R: What kind of content do you watch most often on TikTok to learn English? (<i>R: Konten apa yang paling sering kamu tonton di TikTok untuk belajar Bahasa Inggris?</i>)
7	S5: I really enjoy watching excerpts from speeches by famous figures or quotes delivered in a storytelling style. It feels motivating while also helping me learn pronunciation and intonation. (<i>S5: Saya suka banget nonton penggalan speech dari tokoh-tokoh terkenal atau quotes yang disampaikan dengan gaya storytelling. Rasanya bikin lebih termotivasi</i>

	<i>sekaligus belajar pengucapan dan intonasi.)</i>
8	R: Do you think learning through TikTok is more engaging compared to learning in class? Why? (R: Apa menurut kamu belajar lewat TikTok lebih menarik dibandingkan di kelas? Kenapa?)
9	S5: I think so. On TikTok, I can learn English while feeling inspired. The speeches and quotes I watch often carry deep meanings, making them more memorable than just memorizing lessons in class. (S5: Menurut saya, iya. Di TikTok, saya bisa belajar Bahasa Inggris sambil terinspirasi. Speech dan quotes yang saya tonton sering kali memberikan makna mendalam, jadi lebih berkesan daripada sekadar hafalan di kelas.)
10	R: Whose speeches do you like the most? (R: Speech siapa yang paling kamu suka?)
11	S5: I love Steve Jobs' speech, "Stay Hungry, Stay Foolish." I also enjoy motivational videos by Oprah Winfrey and Emma Watson, especially her speech on education. (S5: Saya suka speech-nya Steve Jobs yang "Stay Hungry, Stay Foolish." Selain itu, ada juga video motivasi dari Oprah Winfrey atau Emma Watson tentang pendidikan.)
12	R: Does TikTok motivate you to learn English? If so, how? (R: TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)
13	S5: Absolutely! When I listen to speeches or quotes, it motivates me to understand their meaning. Sometimes I rewrite the quotes and practice saying them the same way the creators do. (S5: Banget! Saat saya dengerin speech atau quotes, saya jadi lebih semangat untuk memahami maknanya. Kadang saya tulis ulang quote itu, terus coba praktekin ngomong dengan cara yang sama kayak kreatornya.)
14	R: How does TikTok help you practice English outside of class? (R: Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?)
15	S5: I often practice speaking in front of a mirror by mimicking the intonation from speech videos. Sometimes, I even record myself and review the results to see what needs improvement. (S5: Saya sering latihan ngomong sendiri di depan cermin dengan niru intonasi dari video speech. Kadang, saya rekam juga dan lihat hasilnya biar tahu mana yang harus diperbaiki.)
16	R: Have you ever used speeches or quotes you learned for school assignments? (R: Kamu pernah pakai speech atau quote yang kamu pelajari untuk tugas di sekolah?)
17	S5: Yes, I have! When we had an English speech assignment, I used some quotes from the videos I watched. My teacher even said, "These references are really interesting." (S5: Pernah! Waktu ada tugas pidato Bahasa Inggris, saya pakai beberapa kutipan dari video yang saya tonton. Guru saya sampai bilang, "Ini referensinya menarik banget.")
18	R: What do you think are the advantages of learning English through TikTok? (R: Menurut kamu, apa kelebihan belajar Bahasa Inggris lewat TikTok?)

19	S5: One advantage is that I can learn pronunciation and intonation in a more natural way. Additionally, TikTok videos are usually short, making it easier to understand the message and grasp the main idea quickly. (S5: Kelebihannya, saya bisa belajar pengucapan dan intonasi yang lebih natural. Selain itu, video di TikTok biasanya pendek sehingga mudah untuk memahami maknanya, jadi langsung ngerti pesan utamanya.)
20	R: What challenges do you face when learning through TikTok? (R: Tantangan apa yang kamu hadapi pas belajar lewat TikTok?)
21	S5: The challenge is sometimes I get tempted to watch other entertaining videos. Also, there are some videos with unclear sources, so I have to verify their accuracy first. (S5: Tantangannya, kadang saya tergoda nonton video hiburan lain. Terus, ada juga konten yang nggak jelas sumbernya, jadi saya harus pastikan dulu kebenarannya.)
22	R: Do you think TikTok content is relevant to your learning needs? Why? (R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?)
23	S5: It's very relevant! The speeches and quotes I watch often include great vocabulary for formal conversations or school assignments. However, I also make sure to select videos with credible sources. (S5: Relevan banget! Speech dan quotes yang saya tonton sering kali berisi kosakata yang bagus buat percakapan formal atau tugas sekolah. Tapi, saya juga selektif milih video yang punya sumber jelas.)
24	R: What do you think about using TikTok in the classroom? (R: Kalau TikTok dipakai di kelas, menurut kamu gimana?)
25	S5: It would be really exciting! Teachers could assign us to find or even create our own speech videos. That would definitely make lessons more creative. (S5: Pasti seru banget! Guru bisa kasih tugas buat cari atau bahkan bikin video speech sendiri. Itu pasti bikin pelajaran lebih kreatif.)
26	R: your perspective on English changed after frequently learning through TikTok? (R: Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)
27	S5: It has changed a lot. I used to think English was just a school subject, but now I realize it's crucial for understanding big ideas in the world. (S5: Berubah banget. Dulu saya pikir Bahasa Inggris itu cuma pelajaran di sekolah, tapi sekarang saya sadar Bahasa Inggris itu penting banget buat memahami ide-ide besar di dunia.)
28	R: Thank you so much, Hana, for all your answers. Do you have anything to add? (R: Terima kasih banyak ya, Hana, atas semua jawabannya. Ada tambahan?)
29	S5: Hmm, I just want to say that learning English doesn't have to be boring. Watching speeches or quotes on TikTok is a fun way to learn while staying motivated. (S5: Hmm, saya cuma mau bilang kalau belajar Bahasa Inggris itu nggak harus membosankan. Nonton speech atau quotes di TikTok itu cara yang menyenangkan buat belajar sambil termotivasi.)
30	R: Completely agree. Thank you again, and best of luck with your

	studies! (R: <i>Setuju banget. Terima kasih lagi ya, semoga sukses terus belajarnya!</i>)
31	S5: You're welcome, and thank you too! (S5: <i>Sama-sama, terima kasih juga!</i>)

APPENDIX 7

Transcript of Interview Results

Initial Name : Student 6

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S6 (Student 6)

NO	Interview Result
1	R: Hello! Thank you for agreeing to participate in this interview. Could you introduce yourself first? (R: <i>Halo! Terima kasih sudah mau ikut wawancara ini. Boleh kenalan dulu?</i>)
2	S6: Hi, my name is Rizki, and I'm in 10th grade. I often use TikTok, including for learning English. (S6: <i>Hai, nama saya Rizki, kelas 10. Saya lumayan sering pakai TikTok, termasuk buat belajar Bahasa Inggris.</i>)
3	R: That sounds exciting! Let's jump right in. (R: <i>Wah, seru banget kalau gitu! Yuk, langsung aja kita mulai.</i>)
4	R: Do you use TikTok to learn English? If so, how often? (R: <i>Kamu pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?</i>)
5	S6: Yes, I use TikTok for learning, but not every day. Usually, when I'm scrolling and come across educational content, I watch it. (S6: <i>Iya, saya pakai TikTok buat belajar, tapi nggak setiap hari. Biasanya pas lagi scroll, kalau ketemu konten edukatif, saya tonton.</i>)
6	R: Approximately how much time do you spend on TikTok daily for learning English? (R: <i>Sekitar berapa lam dalam sehari kamu menggunakan titok untuk belajar bahasa inggris?</i>)
7	S6: It depends, really, on what appears on my For You Page (FYP). (S6: <i>Tergantung sih kak, tergantung fyp.</i>)
8	R: What kind of English content do you watch most frequently on TikTok? (R: <i>Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?</i>)
9	S6: The content I watch the most includes tips for correct pronunciation, new vocabulary, and short videos about daily

	<p>conversations. Sometimes, there are also grammar explanations that are presented in a simple way. (S6: <i>Konten yang sering saya tonton itu kayak tips pengucapan yang benar, kosakata baru, sama video singkat tentang daily conversation. Kadang juga ada konten grammar yang dijelaskan dengan sederhana.</i>)</p>
10	<p>R: Do you think learning through TikTok is more engaging than learning in class? Why? (R: <i>Menurut kamu, belajar lewat TikTok lebih menarik dibandingkan belajar di kelas? Kenapa?</i>)</p>
11	<p>S6: It is more engaging because it doesn't feel too serious. In class, there's usually more theory and assignments. On TikTok, I learn through practical examples, making it easier to understand. (S6: <i>Menarik sih, karena belajarnya nggak terlalu serius. Kalau di kelas, biasanya lebih banyak teori dan tugas. Di TikTok, saya belajar lewat contoh yang praktis, jadi lebih gampang dipahami.</i>)</p>
12	<p>R: Compared to learning on YouTube or other platforms, why do you prefer TikTok? (R: <i>Kalau dibandingkan sama belajar di YouTube atau media lain, kenapa kamu pilih TikTok?</i>)</p>
13	<p>S6: TikTok videos are shorter and quicker, so they're perfect for learning simple things. On YouTube, the videos are usually longer, requiring more time to watch. (S6: <i>TikTok itu lebih pendek dan cepat, jadi pas buat belajar sesuatu yang sederhana. Kalau YouTube biasanya videonya lebih panjang, jadi butuh waktu lebih banyak.</i>)</p>
14	<p>R: Does TikTok motivate you to learn English? If so, how? (R: <i>TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?</i>)</p>
15	<p>S6: Yes, because the content is casual and often creative. For example, there are videos about slang words commonly used by young people abroad. They make me curious and eager to try using them myself. (S6: <i>Iya, karena kontennya santai dan sering kali kreatif. Misalnya, ada video tentang slang words yang sering dipakai anak muda di luar negeri. Itu bikin saya jadi penasaran dan pengen coba pakai.</i>)</p>
16	<p>S6: How does TikTok help you practice English outside of class? (S6: <i>Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?</i>)</p>
17	<p>S6: I like to repeat what I hear in the videos. Sometimes, I also make small notes about new words I learn and then try using them when chatting with friends. (S6: <i>Saya suka coba ngomongin ulang apa yang saya dengar di video. Kadang saya juga bikin catatan kecil tentang kata-kata baru yang saya pelajari, terus coba pakai pas ngobrol sama teman.</i>)</p>
18	<p>S6: What are the advantages of using TikTok for learning English? (S6: <i>Menurut kamu, apa kelebihan TikTok buat belajar Bahasa Inggris?</i>)</p>
19	<p>S6: Its advantages include being easily accessible and offering a wide variety of creators who teach in different ways. If I don't connect with one creator, I can just look for another. (S6: <i>Kelebihannya itu gampang diakses dan ada banyak creator yang ngajar dengan cara-cara yang berbeda-beda. Kalau nggak cocok sama yang satu, bisa cari yang lain.</i>)</p>

	<i>Kelebihannya itu gampang diakses dan banyak pilihan kreator yang ngajarin dengan cara beda-beda. Jadi, kalau saya nggak cocok sama satu kreator, saya tinggal cari yang lain.)</i>
20	R: What challenges do you face when learning through TikTok? (R: <i>Tantangan apa yang kamu hadapi pas belajar lewat TikTok?</i>)
21	S6: The challenge is that sometimes the videos are too short, so I don't fully understand them. Sometimes I have to scroll for a long time to find a relevant video. Also, not all content is accurate, so I have to double-check elsewhere if I'm unsure. (S6: <i>Tantangannya itu kadang videonya terlalu singkat, jadi saya nggak ngerti sepenuhnya. Terkadang saya harus scroll dalam waktu yang lama untuk menemukan video yang relevan. Terus, nggak semua konten itu akurat, jadi saya harus cek ulang di tempat lain kalau ragu.</i>)
22	R: Have you ever found it hard to focus on learning with TikTok because of all the entertainment content? (R: <i>Pernah nggak merasa susah buat fokus belajar di TikTok karena terlalu banyak hiburan?</i>)
23	S6: Definitely! Sometimes I intend to learn but end up getting distracted by funny videos. That makes my time less effective. (S6: <i>Pernah banget! Kadang saya niatnya belajar, tapi malah keasyikan nonton video lucu. Itu yang bikin waktunya nggak efektif.</i>)
24	R: Do you think TikTok content is relevant to your learning needs? Why? (R: <i>Konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?</i>)
25	S6: Most of it is relevant, especially content about daily conversations. However, for more in-depth grammar topics, it's usually incomplete, so I look for additional references. (S6: <i>Sebagian besar relevan, terutama yang tentang percakapan sehari-hari. Tapi kalau soal grammar yang lebih mendalam, biasanya kurang lengkap, jadi saya cari referensi tambahan.</i>)
26	R: What do you think about using TikTok in the classroom? (R: <i>Kalau TikTok dipakai di kelas, menurut kamu gimana?</i>)
27	S6: It would be exciting, especially if teachers assign us to create videos. However, it should still be balanced with more formal learning to ensure the material is comprehensive. (S6: <i>Seru sih, apalagi kalau guru kasih tugas buat bikin video. Tapi tetap harus diimbangi sama pembelajaran yang lebih formal juga, supaya materinya lengkap.</i>)
28	R: Has your perspective on English changed after frequently learning through TikTok? (R: <i>Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?</i>)
29	S6: Yes, it has. I used to think English was rigid and difficult, but after learning on TikTok, I realized it can be learned in a relaxed and fun way. (S6: <i>Berubah. Dulu saya pikir Bahasa Inggris itu kaku dan susah, tapi setelah belajar di TikTok, saya sadar kalau itu bisa dipelajari dengan cara yang santai dan fun.</i>)
30	R: Thank you so much, S6, for your responses. Is there anything else

	you'd like to add? (R: Terima kasih banyak ya, Rizki, atas jawabannya. Ada hal lain yang mau kamu tambahkan?)
31	S6: I just want to say that TikTok can definitely be a learning tool as long as we use it wisely and know when to stop scrolling. (S6: Saya cuma mau bilang, TikTok itu bisa banget jadi alat belajar, asal kita pakainya bijak dan tahu kapan harus berhenti scrolling.)
32	R: Absolutely agree. Thank you again, and best of luck with your studies! (R: Setuju banget. Terima kasih lagi ya, semoga sukses terus belajarnya!)
33	S6: You're welcome, and thank you too! (S6: Sama-sama, makasih juga!)

APPENDIX 8

Transcript of Interview Results

Initial Name : Student 7

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 Sungai Penuh

R (Researcher), S7 (Student 7)

NO	Interview Result
1	R: Hello, thank you for agreeing to participate in this interview. Before we begin, could you please introduce yourself? (R: Halo, terima kasih sudah mau ikut wawancara ini. Sebelum mulai, boleh kenalan dulu?)
2	S7: Hi, my name is Farhan, and I'm in 11th grade. I enjoy using TikTok, and sometimes I also learn English from it, although not always with the intention of studying. (S7: Hai, nama saya Farhan, kelas 11. Saya suka main TikTok, dan kadang saya belajar Bahasa Inggris juga dari sana, walaupun nggak selalu niat buat belajar.)
3	R: That's very interesting. Let's proceed with the questions. (R: Wah, menarik banget. Yuk, kita mulai pertanyaannya.)
4	R: Do you use TikTok to learn English? If so, how often? (R: Kamu pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?)
5	S7: Yes, I do, but not every day with the purpose of learning. Usually, when I'm scrolling and come across interesting videos about English, I watch them. (S7: Pakai, tapi nggak tiap hari niat buat belajar. Biasanya kalau lagi scrolling terus ketemu video yang menarik tentang Bahasa Inggris, saya tonton.)

6	R: What type of content do you watch most frequently on TikTok to learn English? (R: <i>Konten apa yang paling sering kamu tonton di TikTok untuk belajar Bahasa Inggris?</i>)
7	S7: I often watch videos on how to pronounce difficult words or slang words commonly used by native speakers. Sometimes, there are also simple grammar-related content. (S7: <i>Saya sering nonton video kayak cara pengucapan kata-kata yang susah atau slang words yang sering dipakai orang luar negeri. Kadang ada juga konten grammar yang simpel.</i>)
8	R: Do you find learning through TikTok more engaging compared to learning in class? Why? (R: <i>Menurut kamu, belajar lewat TikTok lebih menarik dibandingkan di kelas? Kenapa?</i>)
9	S7: It's more engaging because it's more relaxed and there's no pressure. However, to be honest, learning on TikTok isn't very focused; it's more like learning while being entertained. In class, the learning is more serious and the material is more comprehensive. (S7: <i>Lebih menarik sih, soalnya lebih santai dan nggak ada tekanan. Tapi jujur aja, kalau di TikTok itu kayak nggak fokus belajar banget, lebih ke belajar sambil hiburan. Di kelas kan serius dan lebih lengkap materinya.</i>)
10	R: Have you ever had an experience where you immediately applied something you learned on TikTok? (R: <i>Ada nggak pengalaman di mana kamu langsung bisa praktik apa yang kamu pelajari di TikTok?</i>)
11	S7: Yes, once I learned how to say "How's it going?" to ask someone how they're doing, and I tried using it with a friend who enjoys English. It worked; they understood and even taught me other phrases. (S7: <i>Ada, waktu itu saya belajar cara ngomong "How's it going?" buat nanya kabar, terus saya coba ngomong itu ke temen yang suka Bahasa Inggris. Lumayan, dia ngerti dan malah ngajarin frasa lain.</i>)
12	R: Does TikTok make you more motivated to learn English? If so, how? (R: <i>TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?</i>)
13	S7: Somewhat, yes, because when I see creators speaking English fluently, I feel inspired to be like them. Especially when the content is funny, it becomes easier to remember. (S7: <i>Lumayan sih, soalnya kalau liat kreator yang ngomong Bahasa Inggris dengan keren, saya jadi pengen bisa kayak mereka. Apalagi kalau kontennya lucu, jadi lebih gampang diingat.</i>)
14	R: How does TikTok help you practice English outside of class? (R: <i>Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?</i>)
15	S7: TikTok is very helpful for listening practice. I've become more familiar with how native speakers talk. Sometimes, I try speaking by myself when I'm alone to avoid feeling embarrassed if I make mistakes. (S7: <i>TikTok bantu banget buat listening. Saya jadi lebih paham cara ngomong native speaker. Kadang saya coba ngomong</i>

	<i>sendiri pas lagi sendirian, biar nggak malu kalau salah.)</i>
16	R: What are the advantages of using TikTok to learn English? (R: Menurut kamu, apa kelebihan TikTok buat belajar Bahasa Inggris?)
17	S7: TikTok is easy to access, and there's a lot of fun yet educational content. Also, the way creators present the material makes learning less boring. (S7: TikTok itu gampang diakses, dan ada banyak konten yang seru tapi tetap edukatif. Selain itu, cara kreator menyampaikan materi bikin belajar nggak ngebosenin.)
18	S7: What challenges do you face when learning through TikTok? (R: Tantangan apa yang kamu hadapi pas belajar lewat TikTok?)
19	S7: The challenges include watching more entertainment videos than educational ones. Additionally, some content might not be accurate, so I have to be careful. (S7: Tantangannya, kadang saya malah lebih banyak nonton video hiburan daripada belajar. Selain itu, ada konten yang kayaknya nggak terlalu bener, jadi harus hati-hati.)
20	R: Have you ever felt tired or bored while learning through TikTok? (R: Kamu pernah merasa capek atau jenuh pas belajar lewat TikTok?)
21	S7: Not tired, but sometimes bored because I have to scroll for a long time to find educational content. (S7: Capek sih nggak, tapi kadang jenuh karena harus scroll lama buat nemu konten yang edukatif.)
22	R: Is TikTok content relevant to your learning needs? Why? (R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?)
23	S7: Some of it is relevant, especially for daily conversations. But for school materials, it's not very relevant since TikTok rarely covers topics in detail. (S7: Sebagian relevan, terutama buat percakapan sehari-hari. Tapi kalau buat materi sekolah, kayaknya nggak terlalu, soalnya di TikTok jarang ada yang bahas secara detail.)
24	R: What do you think about using TikTok in the classroom? (R: Kalau TikTok dipakai di kelas, menurut kamu gimana?)
25	S7: It would be fun if used in the classroom, as long as the content is carefully selected to match the material. Teachers could show examples from TikTok, and then we could discuss them together. (S7: Seru sih kalau dipakai di kelas, asal kontennya dipilih yang bener-bener sesuai materi. Guru bisa kasih contoh dari TikTok, terus kita diskusiin bareng.)
26	R: Has your perspective on English changed after frequently learning through TikTok? (R: Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)
27	S7: Yes, it has. I used to think English was very complicated, but now I see it can be learned in a more relaxed way, like through TikTok. (S7: Berubah. Dulu saya pikir Bahasa Inggris itu ribet banget, tapi ternyata bisa dipelajari dengan cara yang lebih santai, kayak lewat TikTok.)
28	R: Thank you very much, S7, for your responses. Is there anything

	else you'd like to add? (R: Terima kasih banyak ya, Farhan, atas jawabannya. Ada yang mau ditambahkan?)
29	S7: Hmm, not really. I just think that if TikTok is to be used as a learning tool, we need to stay disciplined to avoid getting distracted by entertainment. (S7: Hmm, nggak ada sih. Cuma menurut saya, kalau TikTok mau dijadiin alat belajar, kita harus tetap disiplin biar nggak kebawa hiburan terus.)
30	R: Absolutely agree. Thank you again, and best of luck with your studies! (R: Setuju banget. Terima kasih lagi ya, semoga sukses terus belajarnya!)
31	S7: You're welcome, and thank you too! (R: Sama-sama, makasih juga!)

APPENDIX 9

Transcript of Interview Results

Initial Name : Student 8

Gender : Male

Address : *Sungai Penuh*

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S8 (Student 8)

NO	Interview Result
1	R: Hi, thank you for agreeing to participate in this interview. Before we begin, could you please introduce yourself? (R: Hai, terima kasih sudah bersedia ikut wawancara ini. Sebelum kita mulai, boleh kenalan dulu?)
2	S8: Hi, my name is Fadila, and I'm in 11th grade. I really love English, especially when I learn through music or movies. TikTok has also become one of the ways I learn, especially from those two things. (S8: Hai, nama saya Fadila, kelas 11. Saya suka banget Bahasa Inggris, terutama kalau belajar lewat musik atau film. TikTok juga jadi salah satu cara saya buat belajar, terutama dari dua hal itu.)
3	R: That's very interesting! Let's get started, shall we? (R: Wah, menarik banget! Kalau begitu, langsung aja kita mulai, ya.)
4	R: Do you use TikTok to learn English? If so, how often? (R: Kamu pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?)
5	S8: Yes, I use TikTok almost every day. When I'm scrolling and come across content that discusses song lyrics or movie dialogues, I always watch it to the end. (S8: Iya, saya pakai TikTok hampir tiap

	<i>hari. Kalau lagi scrolling dan nemu konten yang bahas lirik lagu atau dialog film, saya pasti tonton sampai selesai.)</i>
6	R: What type of English-related content do you watch most often on TikTok? <i>(R: Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?)</i>
7	S8: I enjoy watching content that explains the meaning behind English song lyrics. Additionally, there are videos that break down dialogues from popular movies or series, such as "Friends" or "Harry Potter." Creators usually explain the slang or idioms used in those dialogues. <i>(S8: Saya suka nonton konten yang bahas makna lirik lagu Bahasa Inggris. Selain itu, ada juga video yang breakdown dialog film atau series populer, kayak "Friends" atau "Harry Potter." Kreator biasanya ngejelasin slang atau idiom yang dipakai di dialog itu.)</i>
8	R: Is learning through TikTok more engaging compared to learning in class? Why? <i>(R: Apa belajar lewat TikTok lebih menarik dibandingkan belajar di kelas? Kenapa?)</i>
9	S8: It's much more engaging! In class, we learn from textbooks or formal materials. But on TikTok, I can learn English from things I like, such as songs and movies, which makes it easier to remember. <i>(S8: Menarik banget! Kalau di kelas, kita belajar dari buku atau materi formal. Tapi di TikTok, saya bisa belajar Bahasa Inggris dari hal-hal yang saya suka, kayak lagu dan film, jadi lebih mudah diingat.)</i>
10	R: Is there a favorite song or movie you've learned from TikTok? <i>(R: Ada lagu atau film favorit yang kamu pelajari lewat TikTok?)</i>
11	S8: Plenty! One of them is Ed Sheeran's songs, as their lyrics are often explained on TikTok. As for movies, I enjoy watching dialogue analysis from "Friends." <i>(S8: Banyak! Salah satunya lagu-lagu Ed Sheeran, karena sering banget liriknya dijelaskan di TikTok. Kalau film, saya suka nonton analisis dialog dari "Friends.")</i>
12	R: Does TikTok motivate you to learn English more? If so, how? <i>(R: TikTok bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)</i>
13	S8: Definitely! I become curious about the songs or dialogues that creators explain. Then, when I encounter new vocabulary, I write it down and try to use it in daily conversations. <i>(S8: Iya banget! Saya jadi penasaran sama lagu atau dialog yang dijelaskan kreator. Terus, kalau ada kosakata baru, saya catat dan coba pakai di percakapan sehari-hari.)</i>
14	R: How does TikTok help you practice English outside of class? <i>(R: Gimana TikTok membantu kamu praktik Bahasa Inggris di luar kelas?)</i>
15	S8: I like to try singing songs whose lyrics I've learned on TikTok. Sometimes, I also practice speaking using movie dialogues that I've watched and memorized. <i>(S8: Saya suka coba nyanyiin ulang lagu yang liriknya saya pelajari di TikTok. Kadang, saya juga latihan ngomong pakai dialog film yang udah saya tonton dan hafal.)</i>
16	R: In your opinion, what are the advantages of using TikTok for

	learning English? (R: Apa kelebihan TikTok buat belajar Bahasa Inggris menurut kamu?)
17	S8: The advantage is that learning doesn't feel burdensome because it's done through something we enjoy. Plus, TikTok creators often provide quick tips or explanations that are easy to understand. (S8: Kelebihannya, belajarnya nggak terasa berat karena dilakukan lewat sesuatu yang kita suka. Plus, kreator TikTok sering kasih tips atau penjelasan singkat yang gampang dimengerti.)
18	R: What challenges do you face when learning through TikTok? (R: Tantangan apa yang kamu hadapi pas belajar lewat TikTok?)
19	S8: The challenge is that sometimes creators speak too quickly, so I have to replay the videos multiple times. Also, not all videos are accurate, especially those discussing grammar. (S8: Tantangannya itu kalau kadang kreator bahasanya terlalu cepat, jadi saya harus ulang-ulang videonya. Terus, nggak semua video akurat, terutama yang bahas grammar.)
20	R: Have you ever used vocabulary from songs or movies you learned on TikTok for school assignments? (R: Pernah nggak kamu pakai kosakata dari lagu atau film yang kamu pelajari di TikTok buat tugas sekolah?)
21	S8: Absolutely! When there was an essay assignment, I used idioms from movie dialogues I learned on TikTok. My teacher even asked, "Where did you learn this?" (S8: Pernah banget! Waktu ada tugas menulis essay, saya pakai idiom dari dialog film yang saya pelajari di TikTok. Guru saya sampai nanya, "Kamu belajar ini dari mana?")
22	R: Is TikTok content relevant to your learning needs? Why? (R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu? Kenapa?)
23	S8: It's very relevant, especially for everyday conversations. I've learned how to speak more naturally, like in movies or songs. However, for more detailed grammar, it's usually not sufficient. (S8: Relevan banget, terutama buat ngomong sehari-hari. Saya jadi tahu cara ngomong yang lebih natural kayak di film atau lagu. Tapi kalau soal grammar yang lebih mendetail, biasanya kurang lengkap.)
24	R: What do you think about using TikTok in the classroom? (R: Kalau TikTok dipakai di kelas, menurut kamu gimana?)
25	S8: It would be amazing if teachers gave assignments like creating videos about movie dialogues or covering songs in English. It would definitely make learning more fun. (S8: Seru banget kalau guru kasih tugas bikin video tentang dialog film atau cover lagu pakai Bahasa Inggris. Itu pasti bikin belajar lebih fun.)
26	R: Has your perspective on English changed after frequently learning through TikTok? (R: Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)
27	S8: Yes, it has! I've realized that English is more than just theory. It can be a way to enjoy music and movies more deeply. (S8: Berubah!

	<i>Saya jadi sadar kalau Bahasa Inggris itu lebih dari sekadar teori. Bahasa Inggris itu bisa jadi cara untuk menikmati musik dan film dengan lebih mendalam.)</i>
28	R: Thank you very much, Fadila, for all your answers and stories. Is there anything else you would like to add? <i>(R: Terima kasih banyak ya, Fadila, atas semua jawaban dan ceritanya. Ada yang mau ditambahkan?)</i>
29	S8: Hmm, maybe I'd like to say that learning English through TikTok is enjoyable, especially when we focus on things we love, like music and movies. <i>(S8: Hmm, mungkin saya mau bilang, kalau belajar Bahasa Inggris lewat TikTok itu menyenangkan, apalagi kalau kita fokus sama hal-hal yang kita suka, kayak musik dan film.)</i>
30	R: That's a great point. Thank you, and best of luck with your studies! <i>(R: Wah, setuju banget. Terima kasih ya, semoga sukses terus belajarnya!)</i>
31	S8: You're welcome, thank you too! <i>(S8: Sama-sama, makasih juga!)</i>

APPENDIX 10

Transcript of Interview Results

Initial Name : Student 9

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S9 (Student 9)

NO	Interview Result
1	R: Assalamualaikum, thank you for agreeing to participate in this interview. Could you please introduce yourself? <i>(R: Assalamualaikum, makasih ya udah mau ikut wawancara ini. Boleh kenalan dulu?)</i>
2	S9: Waalaikumsalam, my name is Ahmad, and I am in 11th grade at a madrasah. I enjoy learning English, especially if the method isn't too complicated. <i>(S9: Waalaikumsalam, nama saya Ahmad, kelas 11 di madrasah. Saya suka belajar Bahasa Inggris, apalagi kalau caranya nggak terlalu ribet.)</i>
3	R: That's great! Let's get started, Ahmad. <i>(R: Wah, keren! Kalau gitu langsung aja kita mulai ya, Ahmad.)</i>
4	R: Have you ever learned English through TikTok? If so, do you do

	<p>it often or occasionally? (R: Kamu pernah nggak belajar Bahasa Inggris lewat TikTok? Kalau pernah, sering atau jarang?)</p>
5	<p>S9: Yes, I have, but not every day. Sometimes I accidentally find videos teaching English while scrolling. (S9: Pernah sih, tapi nggak tiap hari. Kadang nggak sengaja nemu video yang ngajarin Bahasa Inggris pas scrolling.)</p>
6	<p>R: When learning on TikTok, what type of content do you usually watch? (R: Kalau belajar di TikTok, konten apa yang sering kamu tonton?)</p>
7	<p>S9: I often watch content about pronunciation, especially for difficult words. There are also videos teaching prayers or motivational quotes in English, which I really like. (S9: Saya sering nonton konten yang bahas pengucapan, terutama kata-kata yang susah. Ada juga video yang ngajarin doa atau quote motivasi pakai Bahasa Inggris, itu saya suka banget.)</p>
8	<p>R: Do you think learning on TikTok is more fun than learning in class? Why? (R: Menurut kamu, belajar di TikTok itu lebih seru nggak dibanding belajar di kelas? Kenapa?)</p>
9	<p>S9: It's more fun because it's relaxed. In class, you have to be serious, listen to the teacher, and take notes. On TikTok, I can learn while lying down, so it's less stressful. (S9: Lebih seru sih, soalnya santai. Kalau di kelas kan harus serius, dengerin guru, catat ini itu. Di TikTok, saya bisa belajar sambil rebahan, nggak terlalu tegang.)</p>
10	<p>R: Has TikTok ever motivated you to learn English? If so, why? (R: TikTok pernah bikin kamu semangat belajar Bahasa Inggris nggak? Kalau iya, kenapa?)</p>
11	<p>S9: Yes, it has. When I see videos of people speaking English fluently, I think, "That's so cool! When can I be like that?" It motivates me to learn so I can be just as fluent. (S9: Pernah. Pas saya lihat video orang ngomong Inggris lancar, saya jadi kepikiran, "Kok keren ya? Kapan saya bisa kayak gitu?" Jadi semangat belajar biar nggak kalah fasih.)</p>
12	<p>R: Have you ever tried practicing English from TikTok outside the classroom? (R: Kamu pernah nggak coba praktik Bahasa Inggris dari TikTok di luar kelas?)</p>
13	<p>S9: Yes, I've tried using sentences I learned on TikTok when talking to my friends. Sometimes I also comment on TikTok posts in English to build my confidence. (S9: Pernah, saya coba ngomong ke teman-teman pakai kalimat yang saya pelajari. Kadang saya juga komen di TikTok pakai Bahasa Inggris, biar lebih percaya diri.)</p>
14	<p>R: In your opinion, what are the advantages of using TikTok for learning English? (R: Kalau menurut kamu, apa sih kelebihan TikTok buat belajar Bahasa Inggris?)</p>
15	<p>S9: The advantage is that it doesn't feel burdensome. There are also many creators who teach in fun ways, making it easier to understand. (S9: Kelebihannya, belajarnya nggak kerasa berat. Terus</p>

	<i>ada banyak kreator yang ngajarin dengan cara yang seru, jadi lebih gampang paham.)</i>
16	R: What challenges do you face when learning through TikTok? (R: <i>Apa kendala kamu pas belajar lewat TikTok?</i>)
17	S9: The challenge is that English-learning videos rarely show up and there's more entertainment content. So, I have to scroll a lot to find the right ones. (S9: <i>Kendalanya itu kadang video yang ngajarin Bahasa Inggris jarang muncul, lebih banyak yang hiburan. Jadi harus scrolling lama dulu buat cari yang pas.</i>)
18	R: Have you ever felt that some content on TikTok isn't accurate or doesn't align with what's taught in class? (R: <i>Pernah nggak merasa konten di TikTok itu nggak bener atau nggak sesuai sama yang diajarin di kelas?</i>)
19	S9: Yes, sometimes there are videos teaching pronunciation that differ from what my teacher teaches. So, I ask my ustaz or check Google to confirm what's correct. (S9: <i>Pernah, kadang ada video yang ngajarin pronunciation tapi beda sama yang diajarin guru. Jadi saya tanya ke ustaz atau cek di Google buat mastiin mana yang benar.</i>)
B 20	R: Are the TikTok contents relevant to your learning needs at the madrasah? (R: <i>Kalau belajar lewat TikTok, kontennya relevan nggak sama kebutuhan belajar kamu di madrasah?</i>)
21	S9: Sometimes they are, especially content about daily conversations. But for topics like grammar or exam materials, they're usually not comprehensive enough. (S9: <i>Kadang relevan, apalagi kalau kontennya tentang percakapan sehari-hari. Tapi kalau materi kayak grammar atau soal ujian, biasanya kurang lengkap.</i>)
22	R: Would you agree if TikTok were used for learning in the classroom? (R: <i>Kalau TikTok dipakai buat belajar di kelas, setuju nggak?</i>)
23	S9: I'd agree as long as the teacher selects the content. For example, assigning students to create videos in English about lessons at the madrasah, like muhadatsah (conversation). That would be fun. (S9: <i>Setuju aja, asal guru yang pilih kontennya. Misalnya, kasih tugas bikin video pakai Bahasa Inggris tentang pelajaran di madrasah, kayak muhadatsah (percakapan). Itu pasti seru.</i>)
24	R: Has your perception of English changed after frequently learning through TikTok? (R: <i>Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?</i>)
25	S9: Yes, it has. I used to think English was just a school subject, but now I realize it's important for communication outside school, especially for work or traveling abroad. (S9: <i>Berubah sih. Dulu saya pikir Bahasa Inggris itu cuma buat pelajaran sekolah, tapi sekarang saya tahu kalau itu penting buat komunikasi di luar, apalagi kalau mau kerja atau jalan-jalan ke luar negeri.</i>)
26	R: Thank you so much, Ahmad, for your answers. Do you have anything to add? (R: <i>Terima kasih banyak ya, Ahmad, buat</i>

	<i>jawabannya. Ada tambahan?)</i>
27	S9: I just want to say that learning is more enjoyable when it aligns with our interests. TikTok is great if it's used for beneficial purposes. <i>(S9: Saya cuma mau bilang, belajar itu lebih asyik kalau caranya sesuai minat kita. TikTok itu bagus kalau dimanfaatin buat hal yang bermanfaat.)</i>
28	R: I completely agree. Thank you again, and best of luck with your studies! <i>(R: Setuju banget. Terima kasih lagi ya, semoga sukses terus belajarnya!)</i>
29	S9: Aamiin, thank you as well! <i>(S9: Aamiin, makasih juga!)</i>

APPENDIX 11

Transcript of Interview Results

Initial Name : Student 10

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S10 (Student 10)

NO	Interview Result
1	R: Assalamualaikum, thank you for agreeing to this interview. Could you introduce yourself first? <i>(R: Assalamualaikum, terima kasih ya sudah mau ikut wawancara ini. Boleh kenalan dulu?)</i>
2	S10: Waalaikumsalam, my name is Naufal, and I'm a 10th-grade student. I often use TikTok, but honestly, it's usually not for learning. I use it more for entertainment. <i>(S10: Waalaikumsalam, nama saya Naufal, kelas 10. Saya sering main TikTok, tapi jujur aja biasanya bukan buat belajar, lebih sering cari hiburan.)</i>
3	R: That's okay! TikTok is multifunctional, right? Let's get started then. <i>(R: Wah, nggak apa-apa kok! TikTok emang multifungsi ya. Kalau gitu, langsung aja kita mulai.)</i>
4	R: Have you ever learned English through TikTok? If so, was it intentional or just accidental? <i>(R: Kamu pernah belajar Bahasa Inggris lewat TikTok? Kalau pernah, itu memang niat belajar atau sekalian aja?)</i>
5	S10: Yes, I have, but it's usually accidental. I'd be scrolling for entertainment and then come across content teaching English. So, I'd watch it if it's interesting. <i>(S10: Pernah sih, tapi biasanya nggak sengaja. Lagi scroll buat hiburan, terus nemu konten yang ngajarin</i>

	<i>Bahasa Inggris. Jadi sekalian aja nonton, apalagi kalau menarik.)</i>
6	R: What kind of English content have you watched on TikTok? (R: <i>Konten Bahasa Inggris seperti apa yang pernah kamu tonton di TikTok?</i>)
7	S10: Usually, content like tips on speaking English in a casual way or how to use slang commonly used by native speakers. Sometimes, there are videos discussing unique words that aren't often taught in class. (S10: <i>Biasanya konten kayak tips ngomong Bahasa Inggris yang nggak kaku, atau cara pakai slang yang dipakai orang luar negeri. Kadang juga ada video yang bahas kata-kata unik yang jarang diajarin di kelas.</i>)
8	R: How does learning through TikTok compare to learning in class? (R: <i>Kalau dibandingin belajar di kelas, menurut kamu belajar lewat TikTok itu gimana?</i>)
9	S10: It's way more relaxed but not as comprehensive. In class, the lessons are more detailed, and the teacher can explain at length. TikTok is more suitable for learning simple things. (S10: <i>Jauh lebih santai, tapi nggak terlalu lengkap. Kalau di kelas kan lebih detail, gurunya juga bisa jelasin panjang lebar. Kalau TikTok lebih cocok buat belajar yang simpel-simpel aja.</i>)
10	R: Have you ever learned something on TikTok and immediately practiced it? (R: <i>Pernah nggak kamu belajar sesuatu di TikTok yang langsung kamu praktekan?</i>)
11	S10: Yes, I saw a video on how to say "What's up?" casually, and then I tried using it when talking with my friends. It made me feel cooler. (S10: <i>Pernah. Saya waktu itu liat video cara ngomong "What's up?" yang santai, terus saya coba pakai pas ngobrol sama temen. Rasanya jadi kayak lebih keren gitu.</i>)
12	R: Has TikTok ever made you more enthusiastic about learning English? (R: <i>TikTok pernah bikin kamu jadi lebih semangat belajar Bahasa Inggris?</i>)
13	S10: Hmm, maybe not super enthusiastic, but it makes me curious. Like when I find a new word or phrase, I want to know its meaning or how to use it. (S10: <i>Hmm, mungkin nggak semangat banget, tapi lumayan bikin penasaran. Kayak kalau nemu kata atau frasa baru, saya jadi pengen tahu artinya atau gimana cara pakenya.</i>)
14	R: How do you practice English from TikTok? (R: <i>Gimana cara kamu praktik Bahasa Inggris dari TikTok?</i>)
15	S10: I usually imitate how the creators speak in their videos and then try speaking on my own. Sometimes, I comment on TikTok using English, even if it's just a short sentence. (S10: <i>Biasanya saya tiru cara ngomong kreator di video, terus coba-coba ngomong sendiri. Kadang juga saya komen di TikTok pakai Bahasa Inggris, walaupun cuma kalimat pendek.</i>)

16	R: What are the advantages of learning through TikTok? (R: Menurut kamu, apa kelebihan belajar lewat TikTok?)
17	S10: The advantage is that it doesn't feel like studying because it's just like regular watching. But suddenly, you learn something new. It's super light and stress-free. (S10: Kelebihannya itu nggak kerasa belajar, soalnya kayak nonton biasa aja. Tapi kadang tiba-tiba ngerti sesuatu yang baru. Belajarnya ringan banget, nggak bikin stres.)
18	R: Are there any challenges when learning through TikTok? (R: Ada kendala nggak pas belajar lewat TikTok?)
19	S10: The challenge is that there's too much entertainment, so learning is just a side thing. Also, not all videos are accurate or have clear sources. (S10: Kendalanya, kadang terlalu banyak hiburan, jadi belajar itu cuma selingan. Terus, nggak semua video itu bener atau jelas sumbernya.)
20	R: What if TikTok had a feature to filter only educational content? Would that help? (R: Kalau TikTok ada fitur buat filter konten edukasi aja, menurut kamu gimana?)
21	S10: That would be amazing! It'd save time scrolling to find useful videos. (S10: Wah, itu pasti bagus banget! Jadi nggak perlu lama-lama scroll buat nemu video yang bermanfaat.)
22	R: Is TikTok content relevant to your learning needs? (R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu?)
23	S10: Most of it is relevant, especially for daily conversations. But for school topics like detailed grammar, it's lacking. (S10: Sebagian besar relevan, terutama buat percakapan sehari-hari. Tapi kalau soal pelajaran sekolah kayak grammar yang detail, kurang banget sih.)
24	R: What do you think about integrating TikTok into classroom learning? (R: Kalau TikTok dijadikan bagian dari pelajaran di kelas, menurut kamu gimana?)
25	S10: That would be so fun! For example, teachers could assign tasks like creating English videos or analyzing TikTok content. It'd definitely be more engaging than just sitting in class. (S10: Seru banget! Misalnya, guru kasih tugas bikin video Bahasa Inggris atau analisis konten TikTok. Pasti lebih menarik daripada cuma duduk di kelas.)
26	R: Has watching English content on TikTok changed your view of English? (R: Setelah sering nonton konten Bahasa Inggris di TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)
27	S10: A bit, yes. I've realized that English isn't always formal. It can be used casually, like when chatting with friends or playing online games. (S10: Lumayan berubah. Saya jadi sadar kalau Bahasa Inggris itu nggak selalu formal. Bisa dipakai buat santai, kayak ngobrol sama temen atau main game online.)
28	R: Thank you, Naufal, for answering all the questions. Do you have anything to add? (R: Terima kasih ya, Naufal, udah jawab semua pertanyaannya. Ada tambahan?)

29	S10: Not really. I just want to say that TikTok is great for entertainment, but if it can also be used for learning, that's even better. (S10: <i>Nggak ada sih. Saya cuma mau bilang, TikTok itu asyik buat hiburan, tapi kalau bisa dimanfaatin buat belajar, lebih keren lagi.</i>)
30	R: Absolutely agree. Thank you again, and good luck with your studies! (R: <i>Setuju banget. Terima kasih lagi ya, semoga sukses terus belajarnya!</i>)
31	S10: You're welcome, thank you too! (S10: <i>Sama-sama, makasih juga!</i>)

APPENDIX 12

Transcript of Interview Results

Initial Name : Student 11

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S11 (Student 11)

NO	Interview Result
1	R: Hello Thank you for participating in this interview. Could you introduce yourself first? (R: <i>terima kasih ya sudah mau ikut wawancara ini. Bisa kenalan dulu?</i>)
2	S11: My name is Rahma. I'm in 11th grade at a madrasah. I like using TikTok, but mostly for entertainment. Sometimes I learn too, if there's content that happens to be interesting. (S11: <i>nama saya Rahma, kelas 11 di madrasah. Saya suka main TikTok, tapi biasanya buat hiburan aja. Kadang sih belajar juga, kalau ada konten yang kebetulan menarik.</i>)
3	R: That's great to hear. Let's start with the questions (R: <i>Wah, seru nih. Yuk, kita mulai pertanyaannya.</i>)
4	R: Do you use TikTok to learn English? If so, how often? (R: <i>Kamu pakai TikTok buat belajar Bahasa Inggris? Kalau iya, seberapa sering?</i>)
5	S 11: Yes, sometimes. But it's usually unintentional. I'll be scrolling and come across videos that teach vocabulary or pronunciation. If it's interesting, I'll watch it. Maybe two or three times a week, I find that kind of content. (S11: <i>Iya, kadang. Tapi lebih seringnya nggak sengaja sih. Lagi scroll, terus ketemu video yang ngajarin kosakata atau pronunciation. Kalau menarik, ya saya tonton. Mungkin seminggu dua-tiga kali nemu konten kayak gitu.</i>)

6	R: What kind of English content do you usually watch on TikTok? (R: <i>Konten Bahasa Inggris apa yang biasanya kamu tonton di TikTok?</i>)
7	S11: Usually, videos teaching how to pronounce difficult words, like "comfortable" or "schedule." There are also videos about unique idioms, like "a piece of cake" or "break the ice." (S11: <i>Biasanya konten yang ngajarin cara ngomong kata-kata sulit, kayak "comfortable" atau "schedule." Terus ada juga video tentang idiom-idiom unik, kayak "a piece of cake" atau "break the ice."</i>)
8	R: Do you find learning through TikTok more interesting than learning in class? (R: <i>Menurut kamu, belajar lewat TikTok lebih menarik nggak dibanding belajar di kelas?</i>)
9	S 11: Yes, it's more interesting because the videos are short and easy to understand. In class, there's often too much theory, which can sometimes make me sleepy. (S11: <i>Menarik sih, soalnya videonya pendek dan gampang dimengerti. Kalau di kelas kan seringnya terlalu banyak teori, jadi kadang bikin ngantuk.</i>)
10	R: Have you ever learned something from TikTok and used it right away? (R: <i>Pernah nggak belajar sesuatu di TikTok yang langsung kamu pakai?</i>)
11.	S 11: Yes, I have. Once, I watched a video that explained the idiom "hit the books," and I tried using it while talking to my friends. They laughed because they had just learned the meaning too (S11: <i>Pernah. Waktu itu ada video yang ngajarin idiom "hit the books," terus saya coba pakai waktu ngobrol sama teman. Mereka langsung ketawa karena baru tahu artinya juga</i>)
12	R: Does TikTok make you more motivated to learn English? (R: <i>TikTok bikin kamu lebih semangat belajar Bahasa Inggris nggak?</i>)
13	S 11: Somewhat. When I see content creators who are fun and fluent in English, it makes me want to learn more seriously. (S11: <i>Lumayan sih. Kalau lihat konten kreator yang seru dan mereka fasih banget ngomong Inggris, rasanya jadi pengen belajar lebih serius</i>)
14	R: How do you practice English from TikTok content? (R: <i>Gimana cara kamu praktik Bahasa Inggris dari konten TikTok?</i>)
15	S 11: I usually try to repeat what the creator says. If there's a new word, I look up the meaning first and then try to use it in daily conversations. (S11: <i>Biasanya saya coba ulangin apa yang kreatornya bilang. Kalau ada kata baru, saya cari tahu artinya dulu, terus saya coba pakai di percakapan sehari-hari.</i>)
16.	R: What do you think are the advantages of TikTok for learning English? (R: <i>Menurut kamu, apa kelebihan TikTok buat belajar Bahasa Inggris?</i>)
17	S 11: TikTok is very easy to access—you just need a phone. The learning feels relaxed, like watching regular videos. Sometimes, you don't even realize you're learning. (S11: <i>TikTok itu gampang banget diakses, tinggal buka HP aja. Terus belajarnya santai, kayak nonton video biasa. Kadang malah nggak sadar kalau lagi belajar.</i>)

18	R: Are there any challenges in learning through TikTok? (R: <i>Ada kendala nggak pas belajar lewat TikTok?</i>)
19	S 11: The challenge is that I often get distracted by other videos that aren't related to learning. Also, not all content is accurate or comes from reliable sources. (S11: <i>Kendalanya, sering dibawa scroll ke video lain yang nggak ada hubungannya sama belajar. Selain itu, nggak semua konten itu bener atau jelas sumbernya.</i>)
20	R: If TikTok had a special feature for educational content, would that help? (R: <i>Kalau TikTok ada fitur khusus buat edukasi, menurut kamu itu akan membantu nggak?</i>)
21	S 11: Definitely! It would make it easier to find useful content without spending too much time scrolling: (S11: <i>Pasti banget! Jadi lebih gampang nyari konten yang bermanfaat, tanpa harus lama-lama scroll.</i>)
22	R: Is the content on TikTok relevant to your learning needs at the madrasah? (R: <i>Konten di TikTok relevan nggak sama kebutuhan belajar kamu di madrasah?</i>)
23	S 11: It is, especially for daily conversations. But for lessons like detailed grammar, it's usually not in-depth enough. (S11: <i>Relevan sih, terutama buat percakapan sehari-hari. Tapi kalau buat pelajaran kayak grammar yang detail, biasanya kurang mendalam</i>)
24	R: Would you agree if TikTok were integrated into classroom lessons? (R: <i>Kalau TikTok dijadikan bagian dari pelajaran di kelas, setuju nggak?</i>)
25	S 11: Absolutely. For example, teachers could assign tasks like making videos in English or analyzing useful TikTok content. That would be much more engaging. (S11: <i>Setuju banget. Misalnya, guru bisa kasih tugas bikin video pakai Bahasa Inggris atau analisis konten TikTok yang bermanfaat. Itu pasti lebih menarik</i>)
26	R: After learning through TikTok, has your perspective on English changed? (R: <i>Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)</i>
27	S 11: Yes, it has. I've realized that English isn't always rigid like in textbooks. It can be learned through small and fun things, like watching short videos (S11: <i>Berubah. Saya jadi tahu kalau Bahasa Inggris itu nggak selalu kaku kayak di buku. Ternyata bisa dipelajari dari hal-hal kecil dan santai, kayak nonton video pendek.</i>)
28	R: Thank you very much, Rahma, for your answers. Any final thoughts? (R: <i>Terima kasih banyak ya, Rahma, atas jawabannya. Ada tambahan?</i>)
29	S 11: Hmm, nothing much. But I think learning through TikTok is perfect for kids who like simple and straightforward methods. (S11: <i>Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!)</i>
30	R: Totally agree. Thank you, and good luck with your studies! (R: <i>Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!</i>)

31	S 11: You're welcome, and thank you too! (<i>S11; Sama-sama, makasih juga!</i>)
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APPENDIX 13

Transcript of Interview Results

Initial Name : Student 12

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S12 (Student 12)

NO	Interview Result
1	R: thank you for agreeing to participate in this interview. Could you introduce yourself? (<i>R: Terima kasih ya sudah bersedia ikut wawancara ini. Bisa kenalan dulu?</i>)
2	S 12: my name is Zaki, and I am in 11th grade at the madrasah. I often use TikTok for entertainment, but sometimes, I also learn English when I find interesting content. (<i>S12: Nama saya Zaki, kelas 11 di madrasah. Saya lumayan sering buka TikTok buat hiburan, tapi kadang sekalian belajar Bahasa Inggris juga kalau nemu konten yang menarik.</i>)
3	R: That's great. Let's get started with the questions. (<i>R: Wah, keren. Langsung aja ya kita mulai pertanyaannya.</i>)
4	S 12: Do you often learn English through TikTok? If yes, how often? (<i>S12: Kamu sering belajar Bahasa Inggris lewat TikTok? Kalau iya, seberapa sering?</i>)
5	R: Not very often, just occasionally. If I come across useful videos, I watch them. (<i>R: Nggak sering banget sih, lebih ke kadang-kadang aja. Kalau nemu video yang bermanfaat, saya tonton.</i>)
6	S 12: What kind of English content do you usually watch on TikTok? (<i>S12: Konten Bahasa Inggris seperti apa yang biasanya kamu tonton di TikTok?</i>)
7	R: I enjoy watching storytelling content, like short stories in

	English. For instance, stories about daily life or funny experiences. (R: Saya suka nonton konten storytelling, kayak cerita pendek yang pakai Bahasa Inggris. Misalnya, cerita tentang kehidupan sehari-hari atau pengalaman lucu.)
8	R: Compared to learning in class, do you find learning through TikTok more interesting? (R: Kalau dibandingin belajar di kelas, menurut kamu belajar lewat TikTok lebih menarik nggak?)
9	S 12: It's more interesting because the presentation is more casual. (Menarik, soalnya cara penyampaiannya lebih santai. Kalau di kelas kan formal, harus catat, dengerin guru.)
10	R: Have you ever learned something from TikTok content and shared it with others? (R: Pernah nggak belajar sesuatu dari konten cerita itu terus kamu ceritain lagi ke orang lain?)
11	S 12 : Yes! Once, I watched a story explaining why cats are afraid of cucumbers. (S12: Pernah! Waktu itu saya nonton cerita tentang kenapa kucing suka takut sama mentimun.)
12	R: Does TikTok motivate you to learn English? If so, how? (R: TikTok pernah bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)
13	S12: Yes, because when there's an interesting story, I become curious about the new words used. Then, I look up their meanings and use them in daily conversations. (S12: Pernah, soalnya kalau ada cerita yang menarik, saya jadi penasaran sama kata-kata baru yang dipakai. Terus saya coba cari artinya dan pakai di percakapan sehari-hari.)
14	R: How do you practice English from TikTok outside of class? (R: Gimana cara kamu praktik Bahasa Inggris dari TikTok di luar kelas?)
15	S 12: I usually try to retell what I've seen in the videos to my friends or family. (S12: Biasanya saya coba cerita ulang apa yang saya lihat di video ke teman atau ke keluarga.)
16	R: What are the advantages of learning through TikTok? (R: Menurut kamu, apa kelebihan belajar lewat TikTok?)
17	S 12: The advantage is that it's fun and not boring. Especially through stories, we learn without feeling like we're studying. The videos are also short, so they don't take much time. (S12: Kelebihannya, belajarnya itu seru dan nggak bikin bosan. Apalagi kalau lewat cerita, kita belajar tanpa terasa belajar. Terus videonya juga pendek, jadi nggak butuh waktu lama.)
18	R: Are there any challenges in learning through TikTok? (R: Ada tantangan nggak waktu belajar lewat TikTok?)
19	S12: Sometimes the videos are too fast, so I have to replay them to understand. Also, not all creators use accents that are easy to follow. (S12: Tantangannya, kadang videonya terlalu cepat, jadi saya harus ulang-ulang buat ngerti. Terus, nggak semua kreator pakai aksan yang mudah dipahami.)

20	R: Is TikTok content relevant to your learning needs at the madrasah? (R: <i>Konten di TikTok relevan nggak sama kebutuhan belajar kamu di madrasah?</i>)
21	S12: Sometimes it is, especially for daily conversations. But for materials like grammar for exams, TikTok isn't detailed enough. I usually combine it with classroom learning. (S12: <i>Kadang relevan, terutama kalau tentang percakapan sehari-hari. Tapi kalau materi kayak grammar buat ujian, TikTok kurang detail. Biasanya saya gabungin dengan belajar di kelas.</i>)
22	R: Would you agree if TikTok were integrated into classroom lessons? (R: <i>Kalau TikTok dijadikan bagian dari pembelajaran di kelas, setuju nggak?</i>)
23	S12: Sure, as long as teachers select appropriate content. For example, we could learn short stories in English and then discuss their meaning in class. (S12: <i>Setuju aja, asal guru bisa pilih konten yang sesuai. Misalnya, kita belajar cerita pendek pakai Bahasa Inggris, terus diskusiin artinya di kelas.</i>)
24	R: Has your perspective on English changed after frequently watching English content on TikTok? (R: <i>Setelah sering nonton konten Bahasa Inggris di TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?</i>)
25	S12: Yes, it has. I've become more confident because I realized that English can be learned from simple things, like funny stories on TikTok. (S12: <i>Berubah sih. Saya jadi lebih percaya diri karena ternyata Bahasa Inggris itu bisa dipelajari dari hal-hal sederhana kayak cerita lucu di TikTok.</i>)
26	R: Thank you very much, Zaki, for all your answers. Any final thoughts? (R: <i>Terima kasih banyak ya, Zaki, atas semua jawabannya. Ada tambahan?</i>)
27	S12: Hmm, not really. But I think learning through TikTok is great for kids who like simple methods, such as stories or short videos. (S12: <i>Hmm, nggak ada sih. Cuma menurut saya, belajar lewat TikTok itu cocok buat anak-anak yang suka belajar dari hal-hal simpel, kayak cerita atau video pendek.</i>)
28	R: I totally agree. Thank you, and good luck with your studies! (R: <i>Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!</i>)
29	S12: You're welcome, thank you too! (S12: <i>Sama-sama, makasih juga!</i>)

APPENDIX 14

Transcript of Interview Results

Initial Name : Student 13

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S13 (Student 13)

NO	Interview Result
1	R: Thank you for agreeing to this interview. Could you introduce yourself first? <i>(R: Terima kasih ya sudah bersedia ikut wawancara ini. Bisa kenalan dulu?)</i>
2	S 13: My name is Rania, and I'm a 10th-grade student. I often use TikTok, sometimes for entertainment and sometimes to participate in funny challenges. <i>(S13: nama saya Rania, kelas 10. Saya sering banget buka TikTok, kadang buat hiburan, kadang juga buat ikut-ikutan challenge yang lucu-lucu.)</i>
3	R: Wow, it's exciting that you often join challenges. Let's start the questions. <i>(R: Wah, seru nih kalau kamu sering ikut challenge. Yuk, kita mulai aja pertanyaannya.)</i>
4	R: Have you ever learned English through TikTok? If so, how often? <i>(R: Kamu pernah belajar Bahasa Inggris lewat TikTok? Kalau iya, seberapa sering?)</i>
5	S13: Yes, I have! But usually, it's not intentional learning—more like when I participate in challenges or interactive videos. <i>(S13: Pernah dong! Tapi biasanya nggak niat belajar sih, lebih ke pas ikut challenge atau video interaktif aja.)</i>
6	R: What kind of English content do you usually watch or participate in on TikTok? <i>(R: Konten Bahasa Inggris apa yang biasanya kamu tonton atau ikuti di TikTok?)</i>
7	S13: I usually watch challenges like "Guess the Word" or "Fill in the Blanks." There are also creators who make short quizzes about grammar or vocabulary, and those are really fun! <i>(S13: Biasanya saya nonton konten challenge kayak "Guess the Word" atau "Fill in the Blanks." Ada juga kreator yang bikin kuis singkat tentang grammar atau vocabulary, itu seru banget!)</i>
8	R: Do you find learning through TikTok more engaging than classroom learning? Why? <i>(R: Menurut kamu, belajar lewat TikTok lebih menarik dibanding belajar di kelas? Kenapa?)</i>
9	S13: It's more engaging because it has a playful element. In class,

	it's more serious, while on TikTok, it feels like learning while playing, so it doesn't feel burdensome.(S13: Lebih menarik sih, karena ada unsur main-mainnya. Kalau di kelas kan lebih serius, sedangkan di TikTok kayak belajar sambil main. Jadi nggak berasa berat.)
10	R: Have you ever scored well in a TikTok challenge? (R: Pernah nggak kamu dapet skor bagus pas ikut challenge di TikTok?)
11	S13: Yes! There was a challenge about guessing idioms, and I managed to answer almost all of them. It felt great, like my English skills were improving. (S13: Pernah! Waktu itu ada challenge tebak idiom, dan saya berhasil jawab hampir semuanya. Rasanya bangga banget, kayak skill Bahasa Inggris saya meningkat.)
12	R: Has TikTok ever motivated you to learn English? If so, how? (R: TikTok pernah bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)
13	S13: Yes, especially when there's content that sparks my curiosity. For example, I see a difficult vocabulary quiz, and it makes me want to learn more so I can answer the next video. (S13: Iya, terutama kalau ada konten yang bikin saya penasaran. Misalnya, saya lihat kuis vocabulary yang susah, terus saya jadi pengen cari tahu lebih banyak supaya bisa jawab di video berikutnya.)
14	R: How do you practice English from TikTok outside the classroom? (R: Gimana cara kamu praktik Bahasa Inggris dari TikTok di luar kelas?)
15	S13: I often try speaking using the new words I learn from challenges. Sometimes, I also invite my friends to play those challenges together. (S13: Saya sering coba ngomong pakai kata-kata yang baru saya pelajari di challenge. Kadang saya juga ngajak teman-teman buat main bareng challenge itu.)
16	R: What are the advantages of learning through TikTok? (R: Menurut kamu, apa kelebihan belajar lewat TikTok?)
17	S13: The advantage is that it's interactive and fun. We're not just watching but also actively participating, such as taking quizzes or challenges. (S13: Kelebihannya, belajarnya interaktif dan seru. Kita nggak cuma nonton, tapi juga diajak buat aktif, misalnya ikut kuis atau challenge.)
18	R: What challenges do you face when learning through TikTok? (R: Tantangan apa yang kamu hadapi pas belajar lewat TikTok?)
19	S13: The challenges are that sometimes the challenges are too easy or too difficult. Also, if the internet connection is bad, videos lag, making it less enjoyable to participate. (S13: Tantangannya, kadang challenge-nya terlalu gampang atau malah susah banget. Terus kalau koneksi internet lagi jelek, video suka nge-lag, jadi kurang nyaman buat ikutan.)
20	R: What if TikTok had a feature focused on English challenges? (R: Kalau ada fitur di TikTok yang fokus buat challenge Bahasa Inggris, menurut kamu gimana?)

21	S13: That would be great! There could be more quiz or game variations that make learning even more fun. <i>(S13: Bagus banget! Jadi lebih banyak variasi kuis atau permainan yang bikin belajar makin asik.)</i>
22	R: Is TikTok content relevant to your learning needs at the madrasah? <i>(R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu di madrasah?)</i>
23	S13: It's relevant, especially for vocabulary and idioms. But for grammar or tenses, it's usually not detailed enough, so it's better as a supplement. <i>(S13: Relevan, terutama buat kosa kata dan idiom. Tapi kalau soal grammar atau tenses, biasanya kurang lengkap, jadi lebih cocok buat tambahan aja.)</i>
24	R: Besides vocabulary and idioms, do you think TikTok videos are useful for other learning needs? <i>(R: Selain kosa kata dan idiom, menurut kamu video di TikTok bermanfaat untuk kebutuhan belajar lainnya?)</i>
25	S13: Yes, English videos are very useful for my daily life, especially my learning needs at school. Sometimes I also find explanations of certain topics that make the lesson easier to understand <i>(S13: Iya, video Bahasa Inggris sangat bermanfaat bagi kehidupan sehari-hari, terutama kebutuhan belajar saya di sekolah. Kadang saya juga menemukan penjelasan topik tertentu yang bikin pelajaran lebih mudah dipahami.)</i>
26	R: Wow, interesting! Have you ever applied something you learnt from TikTok to your schoolwork? <i>(R: Wah, menarik! Kamu pernah nggak menerapkan sesuatu yang kamu pelajari dari TikTok ke tugas sekolah?)</i>
27	S9: I have, for example a writing assignment, I watched a video on tiktok to see an explanation of how to write it and where it is located. <i>(S9: Pernah kak, misalnya tugas menulis, saya menonton video di tiktok untuk melihat penjelasan tentang cara penulisannya dan letak letaknya kak.)</i>
28	R: What do you think about integrating TikTok into classroom lessons? <i>(R: Kalau TikTok dijadikan bagian dari pelajaran di kelas, menurut kamu gimana?)</i>
29	S13: That would be awesome! For example, teachers could assign tasks to create English challenges or play quizzes in class. It would be fun and not boring. <i>(S13: Wah, setuju banget! Misalnya, guru kasih tugas buat bikin challenge Bahasa Inggris atau main kuis di kelas. Pasti seru dan nggak bikin ngantuk.)</i>
30	R: Has your perspective on English changed after frequently participating in English challenges on TikTok? <i>(R: Setelah sering ikut challenge Bahasa Inggris di TikTok, pandangan kamu tentang Bahasa Inggris berubah nggak?)</i>
31	S13: It has changed. I've realized that learning English doesn't have to come from books. Through playful methods, we can learn a lot,

	and it's easier to remember. (S13: <i>Berubah sih. Saya jadi tahu kalau belajar Bahasa Inggris itu nggak harus dari buku aja. Dengan cara main-main pun kita bisa belajar banyak, dan lebih gampang ingatnya.</i>)
32	R: Thank you very much, Rania, for all your answers and stories. Any final thoughts? (R: <i>Terima kasih banyak ya, Rania, atas semua jawaban dan ceritanya. Ada tambahan?</i>)
33	S 13: Hmm, not really. But I think TikTok can be a great learning tool as long as the content is selected wisely. (S13: <i>Hmm, nggak ada sih. Tapi menurut saya, TikTok itu bisa banget dipakai buat belajar, asal kontennya dipilih yang bermanfaat.</i>)
34	R: I totally agree. Thank you, and good luck with your studies! (R: <i>Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!</i>)
35	S13: You're welcome, thank you too! (S13: <i>Sama-sama, makasih juga!</i>)



APPENDIX 15

Transcript of Interview Results

Initial Name : Student 14

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S14 (Student 14)

NO	Interview Result
1	R: Thank you for agreeing to this interview. Could you introduce yourself first? <i>(R: Terima kasih ya sudah bersedia ikut wawancara ini. Boleh kenalan dulu?)</i>
2	S 14: My name is Fikri, and I'm an 11th-grade student. I often use TikTok for entertainment, especially to watch funny video. Sometimes, when I find English content, I also learn from it. <i>(S14: Nama saya Fikri, kelas 11. Saya sering buka TikTok buat hiburan, terutama nonton video lucu. Kadang kalau nemu konten Bahasa Inggris, saya sekalian belajar juga.)</i>
4	R: That's very interesting! Let's start the questions. <i>(R: Wah, menarik banget! Yuk, kita mulai pertanyaannya.)</i>
5	R: Do you often learn English through TikTok? If so, how often? <i>(R: Kamu sering belajar Bahasa Inggris lewat TikTok? Kalau iya, seberapa sering?)</i>
6	S14: Not too often. It's more unintentional. While scrolling for entertainment, I come across funny or meme-like English content. If it's interesting, I'll watch it until the end. <i>(S14: Nggak terlalu sering sih, lebih ke nggak sengaja. Lagi scroll buat cari hiburan, terus nemu konten Bahasa Inggris yang lucu atau ada memes. Kalau menarik, saya tonton sampai habis.)</i>
7	R: What kind of English content do you usually watch on TikTok? <i>(R: Konten Bahasa Inggris seperti apa yang biasanya kamu tonton di TikTok?)</i>
8	S14: Usually humorous content. Some creators make memes or funny videos in English, and they often explain the meaning at the end. Sometimes, there are funny dialogues with unique accents or intonations. <i>(S14: Biasanya konten yang humoris. Ada kreator yang bikin meme atau video lucu pakai Bahasa Inggris, terus di akhir suka ada penjelasan artinya. Kadang ada juga video dialog lucu yang pakai aksen atau intonasi unik.)</i>
9	R: How does learning through TikTok compare to learning in

	the classroom? <i>(R: Kalau dibanding belajar di kelas, belajar lewat TikTok menurut kamu gimana?)</i>
10	S 14: It's very different. In the classroom, it's more serious with a lot of theory. On TikTok, learning through humor is more relaxed and doesn't feel overwhelming. <i>(S14: Jauh beda, sih. Di kelas itu kan lebih serius, banyak teori. Kalau di TikTok, belajar lewat humor jadi lebih santai dan nggak bikin pusing.)</i>
11	R: Have you ever learned something from funny TikTok content and then used it in daily life? <i>(R: Pernah nggak kamu belajar sesuatu dari konten lucu di TikTok terus kamu ulangin di kehidupan sehari-hari?)</i>
12	S14: Yes. For example, I learned the idiom "spill the tea" from a funny video and tried using it in conversations with friends. They laughed because they had just learned its meaning. <i>(S14: Pernah. Ada idiom kayak "spill the tea" yang saya pelajari dari video lucu, terus saya coba pakai pas ngobrol sama teman. Mereka malah ketawa karena baru tahu artinya.)</i>
13	R: Has TikTok ever motivated you to learn English? If so, how? <i>(R: TikTok pernah bikin kamu semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)</i>
14	S14: Kind of, because if there's funny content with new words, I get curious to find out their meaning. Once I understand, I feel proud of myself. <i>(S14: Lumayan sih, soalnya kalau ada konten lucu tapi pakai kata-kata yang baru, saya jadi penasaran buat cari tahu artinya. Terus kalau udah paham, jadi ngerasa keren sendiri.)</i>
15	R: How do you practice English from TikTok outside the classroom? <i>(Gimana cara kamu praktik Bahasa Inggris dari TikTok di luar kelas?)</i>
16	S14: I usually try to mimic dialogues or sentences from the videos. If I find new words from memes, I use them in chats with friends to make it more fun. <i>(S14: Biasanya saya coba tiru dialog atau kalimat yang ada di video. Kalau nemu kata baru dari meme, saya pakai pas chatting sama teman biar lebih akrab.)</i>
17	R: What are the advantages of learning through TikTok? <i>(R: Menurut kamu, apa kelebihan belajar lewat TikTok?)</i>
18	S14: The advantage is that it's not boring. You can learn while laughing because there's a lot of funny content. Sometimes, there's also a brief explanation that makes it easier to understand. <i>(S14: Kelebihannya, belajarnya nggak ngebosenin. Kita bisa belajar sambil ketawa karena banyak konten lucu. Selain itu, kadang ada penjelasan singkat yang bikin lebih gampang ngerti.)</i>
19	R: Are there any challenges when learning through TikTok? <i>(R: Ada tantangan nggak waktu belajar lewat TikTok?)</i>
20	S14: The challenge is that not all humor is easy to understand. Sometimes the jokes rely too much on cultural context or slang,

	so I have to look them up first. <i>(S14: Tantangannya, nggak semua humor itu gampang dimengerti. Kadang jokes-nya terlalu tergantung budaya atau slang, jadi saya harus cari tahu dulu biar ngerti.)</i>
21	R: What if TikTok had a feature specifically for learning through humor? <i>(R: Kalau ada fitur TikTok yang khusus buat belajar lewat humor, menurut kamu gimana?)</i>
22	S14: That would be awesome! More people would probably be interested in learning because young people nowadays love funny content. <i>(S14: Wah, keren banget kalau ada! Pasti lebih banyak yang tertarik belajar, soalnya anak muda sekarang kan suka yang lucu-lucu.)</i>
23	R: Is TikTok content relevant to your learning needs at the madrasah? <i>(R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu di madrasah?)</i>
24	S14: Some of it is relevant. For example, idioms or informal words commonly used in daily life. But for subjects like grammar or exams, I usually learn from books or teachers. <i>(S14: ebagian relevan. Misalnya, idiom atau kata-kata informal yang sering dipakai sehari-hari. Tapi kalau materi kayak grammar atau ujian, biasanya saya belajar dari buku atau guru.)</i>
25	R: What do you think about integrating TikTok into classroom learning? <i>(R: Kalau TikTok dijadikan bagian dari pembelajaran di kelas, menurut kamu gimana?)</i>
26	S14: Totally agree! Teachers could assign tasks to find useful English memes, and then we could discuss their meanings in class. It would be super fun. <i>(S14: Setuju banget! Guru bisa kasih tugas buat cari meme Bahasa Inggris yang bermanfaat, terus kita bahas artinya di kelas. Itu pasti seru banget.)</i>
27	R: Has your perspective on English changed after watching funny TikTok content? <i>(R: Setelah sering nonton konten lucu di TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)</i>
28	S14: It has changed. I've realized that English doesn't have to be serious. Through funny content, we can learn a lot, and it's easier to remember. <i>(S14: Berubah. Saya jadi tahu kalau Bahasa Inggris itu nggak harus serius. Lewat hal-hal lucu aja, kita bisa belajar banyak, dan malah lebih gampang diingat.)</i>
29	R: Thank you very much, Fikri, for your stories. Any final thoughts? <i>(R: Terima kasih banyak ya, Fikri, atas ceritanya. Ada tambahan?)</i>
30	S14: Hmm, I just want to say that TikTok is great for learning, especially through content that makes us happy. It makes learning feel light. <i>(S14: Hmm, saya cuma mau bilang, TikTok itu bagus buat belajar, apalagi kalau lewat konten yang bikin happy. Jadi belajarnya nggak kerasa berat.)</i>
31	R: Totally agree. Thank you, and good luck with your studies!

	<i>(R: Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!)</i>
32	S14: You're welcome, thank you too! <i>(S14: Sama-sama, makasih juga!)</i>

APPENDIX 16

Transcript of Interview Results

Initial Name : Student 15

Gender : Male

Address : Sungai Penuh

Location : State Senior Islamic High School 1 *Sungai Penuh*

R (Researcher), S15 (Student 15)

NO	Interview Result
1	R: Thank you for agreeing to this interview. Could you introduce yourself first? <i>(R: Terima kasih ya sudah mau ikut wawancara ini. Bisa kenalan dulu?)</i>
2	S15: My name is Dina, and I'm a 10th-grade student. I love English, especially when learning through things related to travel or foreign cultures. <i>(S15 Nama saya Dina, kelas 10. Saya suka Bahasa Inggris, terutama kalau belajarnya lewat hal-hal yang berhubungan sama travel atau budaya luar.)</i>
4	R: Wow, that's amazing! Let's jump right into the questions. <i>(R: Wah, keren banget! Yuk, langsung kita mulai pertanyaannya.)</i>
5	R: Do you often learn English through TikTok? If so, how often? <i>(R: Kamu sering belajar Bahasa Inggris lewat TikTok? Kalau iya, seberapa sering?)</i>
6	S15: Yes, quite often. I usually open TikTok every day, and I frequently find videos about English related to travel or other countries' cultures. <i>(S15: Iya, lumayan sering. Biasanya tiap hari saya buka TikTok, dan sering banget nemu video tentang Bahasa Inggris yang berhubungan sama travel atau budaya negara lain.)</i>
7	R: What kind of English content do you watch most on TikTok? <i>(R: Konten Bahasa Inggris apa yang paling sering kamu tonton di TikTok?)</i>
8	S15: I really enjoy watching content like tips on how to speak English while traveling, for example, how to order food at a restaurant or ask for directions at tourist spots. There are also videos about other cultures explained in English. <i>(S15: Saya suka banget nonton konten kayak tips ngomong Bahasa Inggris pas lagi</i>

	<i>traveling, misalnya cara pesan makanan di restoran atau tanya arah di tempat wisata. Ada juga video tentang budaya negara lain yang dijelaskan pakai Bahasa Inggris.)</i>
9	R: How does learning through TikTok compare to learning in the classroom? Do you find it more engaging? <i>(R: Kalau dibandingin belajar di kelas, menurut kamu belajar lewat TikTok lebih menarik nggak?)</i>
10	S15: It's more engaging because it's practical. For example, I learned how to say, "Can I get the menu, please?" from TikTok, and it's something I can immediately use when traveling. In class, the lessons are more theoretical, so they're less practical. <i>(S15: Menarik sih, karena lebih praktis. Misalnya, saya belajar cara ngomong "Can I get the menu, please?" dari TikTok, dan itu langsung bisa dipakai kalau saya lagi traveling. Kalau di kelas, belajarnya lebih ke teori, jadi kurang praktikal.)</i>
11	R: Have you ever gotten tips from TikTok and directly used them in real life? <i>(R: Pernah nggak kamu dapet tips dari TikTok yang langsung kamu pakai di kehidupan nyata?)</i>
12	S15: Yes! Once, I learned how to ask for a price in English, "How much is this?" Then I used it while chatting with an international seller, and they understood me right away. <i>(S15: Pernah! Waktu itu saya belajar cara tanya harga di toko pakai Bahasa Inggris, "How much is this?" Terus saya pakai waktu chatting sama seller internasional, dan mereka langsung ngerti.)</i>
13	R: Has TikTok ever motivated you to learn English? If so, how? <i>(R: TikTok pernah bikin kamu lebih semangat belajar Bahasa Inggris? Kalau iya, gimana caranya?)</i>
14	S15: Definitely! Especially when I see creators sharing their experiences traveling abroad. It makes me want to learn more so I can be like them. <i>(S15: Iya banget, apalagi kalau lihat video kreator yang cerita pengalaman traveling ke luar negeri. Itu bikin saya jadi pengen belajar lebih banyak biar bisa kayak mereka.)</i>
15	R: How do you practice English from TikTok outside the classroom? <i>(R: Gimana cara kamu praktik Bahasa Inggris dari TikTok di luar kelas?)</i>
16	S15: I often practice speaking in front of a mirror using phrases I learned from TikTok. Sometimes, I also write captions on social media in English to boost my confidence. <i>(S15: Saya sering latihan ngomong sendiri di depan cermin pakai frasa yang saya pelajari di TikTok. Kadang saya juga nulis caption di media sosial pakai Bahasa Inggris, biar lebih percaya diri.)</i>
17	R: What are the advantages of learning through TikTok? <i>(R: Menurut kamu, apa kelebihan belajar lewat TikTok?)</i>
18	S15: The advantages are that it's practical and straight to the point. Plus, there are lots of simple tips that aren't taught in class but are very useful in daily life. <i>(S15: Kelebihannya, belajarnya praktis dan</i>

	<i>langsung ke poin. Selain itu, banyak banget tips-tips simpel yang nggak diajarin di kelas, tapi berguna banget buat kehidupan sehari-hari.)</i>
19	R: Are there any challenges when learning through TikTok? <i>(R: Ada tantangan nggak waktu belajar lewat TikTok?)</i>
20	S15: The challenge is that it's sometimes hard to find creators with an easy-to-understand accent. And if the video is too fast, I have to replay it multiple times to understand. <i>(S15: Tantangannya itu kadang susah banget nemu kreator yang aksennya gampang dimengerti. Terus kalau videonya terlalu cepat, saya harus ulang-ulang buat ngerti.)</i>
21	R: What if TikTok had a feature focused on travel and culture content? Would it be helpful? <i>(R: Kalau ada fitur TikTok yang fokus ke konten travel dan budaya, menurut kamu itu membantu nggak?)</i>
22	S15: Absolutely! It would make learning more specific and aligned with interests. Maybe they could include quizzes or conversation simulations at tourist spots; that would be exciting. <i>(S15: Banget! Jadi belajarnya lebih spesifik dan sesuai sama minat. Mungkin ada kuis atau simulasi percakapan di tempat wisata, pasti seru.)</i>
23	R: Is TikTok content relevant to your learning needs at the madrasah? <i>(R: Konten di TikTok relevan nggak sama kebutuhan belajar kamu di madrasah?)</i>
24	S15: Some of it is relevant. For instance, for practicing conversations and vocabulary. But when it comes to grammar or exam materials, TikTok is usually less detailed. <i>(S15: Sebagian relevan. Misalnya, untuk latihan percakapan dan kosa kata. Tapi kalau soal grammar atau materi buat ujian, TikTok biasanya kurang mendalam.)</i>
25	R: What do you think about integrating TikTok into classroom learning? <i>(R: Kalau TikTok dijadikan bagian dari pembelajaran di kelas, menurut kamu gimana?)</i>
26	S15: That would be great! Teachers could assign tasks like creating videos about conversations at tourist spots or analyzing cultural videos from other countries. It would be more engaging than just studying from books. <i>(S15: Wah, setuju banget! Guru bisa kasih tugas bikin video tentang percakapan di tempat wisata atau analisis video budaya negara lain. Itu pasti lebih menarik daripada belajar dari buku aja.)</i>
27	R: Has your perspective on English changed after learning through TikTok? <i>(R: Setelah sering belajar lewat TikTok, pandangan kamu soal Bahasa Inggris berubah nggak?)</i>
28	S15: Yes, it has. I've realized that English isn't just about theory but also a tool for communication anywhere. Especially for those who love traveling, English is very important. <i>(S15: Berubah. Saya jadi tahu kalau Bahasa Inggris itu nggak cuma teori, tapi juga alat buat komunikasi di mana aja. Apalagi buat yang suka traveling, Bahasa Inggris itu penting banget.)</i>
29	R: Thank you so much, Dina, for your answers. Do you have

	anything to add? (R: Terima kasih banyak ya, Dina, atas jawabannya. Ada tambahan?)
30	S15: Hmm, not really. But I think TikTok is great for learning practical things. We just need to find content that matches our interests. (S15: Hmm, nggak ada sih. Tapi menurut saya, TikTok itu bagus banget buat belajar hal-hal praktis. Kita tinggal cari konten sesuai minat aja.)
31	R: Totally agree. Thank you, and I wish you success in your studies! (R: Setuju banget. Terima kasih ya, semoga sukses terus belajarnya!)
32	S15: You're welcome, thank you too! (S15: Sama-sama, makasih juga!)



APPENDIX 17

Documentations



Figure 1.1 Interview English Teachers (ET3)

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Figure 1.2 Interview Student (S1)



Figure 1.3 Interview Student (S2)



Figure 1.4 Interview Student (S3)



Figure 1.5 Interview Student (S4)



Figure 1.6 Interview Student (S5)



Figure 1.7 Interview Student (S6)



Figure 1.8 Interview Student (S7)



Figure 1.9 Interview Student (S8)



Figure 1.10 Interview Student (S9)



Figure 1.11 Interview Student (S10)



Figure 1.12 Interview Student (S11)



Figure 1.13 Interview Student (S12)



Figure 1.14 Interview Student (S13)



Figure 1.15 Interview Student (S14)



Figure 1.16 Interview Student (S15)

