



Tiktok as a Media To Increase Students' Interest in Learning English: A Study at School in Mandailing Natal at Xi Grade Senior High School

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Abstract

Improving interest in learning is essential; without it, students may not absorb lessons well from the teacher. Using TikTok for learning English can enhance students' interest in learning the language. This research aimed to know students' interest in learning English by using TikTok in the XI grade in SMA Negeri 1 Natal in the academic year 2023/2024. Meanwhile, TikTok videos can be utilized to increase students' vocabulary, students' motivation, and enthusiasm for English learning. The participants of this research were 36 students at XI grade SMA Negeri 1 Natal as a sample. This research was used as a qualitative descriptive method. In collecting the data, it employed questionnaires, interviews, and documentation as instruments. The questionnaire consists of 10 item questions and 5 questions in the interview. The result of this study is that students' interest in using TikTok videos to increase students' interest is highly effective. The questionnaire result, consisting of 10 items of questions, shows that the average interest score of students is 86% in the "Strongly Agree" category. In conclusion from the data is that the use of TikTok is very effective for students, so it can increase students' interest in learning English. Based on these findings, TikTok videos can be considered a productive and effective medium beneficial for increasing students' interest.

Keywords: *Students' Interest, TikTok, English Learning.*

Introduction

English is considered the most widely spoken language in the world, and learning it provides a lot of opportunities for personal growth, and academic, and professional advancement. However, learning English as a second language (ESL) is not always easy, especially for non-native speakers. English is a foreign language that is taught in more schools than any other language, especially in Indonesia. Many students face challenges in acquiring fluency, pronunciation, vocabulary, and comprehension, as they struggle to find studies that are engaging and effective.

In Indonesia, English has been taught as a foreign language subject at all levels of education. Starting from PAUD, Elementary School, Middle School, to university levels. Learning English is very important from an early age to prepare generations who have intelligent knowledge to be able to compete in the era of globalization where the development of technology and science is increasingly rapid.

The development of technology and the rise of social media have opened up new opportunities for language learning. TikTok is one example of this, being a widely popular video application created by Zhang Yiming from China. In September 2016, the Chinese company Byte Dance introduced a short video app named Douyin, which quickly gained 100 million users and 1 billion daily video views within a year. Due to Douyin's immense success, it expanded beyond China and became known as TikTok.

Videos on TikTok can be up to 10 minutes long. Due to how simple it is to be creative with videos by adding special effects, music, voice-overs, and even "duets," which are two videos running side by side, they captivate the focus of viewers. TikTok, a video-sharing software that was released globally in 2017, rapidly became one of the most popular social media platforms in the world (Quan-Haase & Sloan, 2022). According to Yang (2020), students' thoughts on using TikTok as an English learning platform revealed positive sentiments. They believed TikTok might be utilized to supplement their English learning technique and increase their motivation to learn. TikTok helps support students and teachers in the classroom.

According to (Xiuwen & Razali, 2021) argue that leveraging TikTok for language learning can greatly enhance students' oral communication abilities, fostering engaging and interactive language practice. TikTok provides pupils the ability to create short sharing videos to enhance their English skills. Students can also learn English by watching short original English videos on this platform. And it raises students' knowledge of how to speak English as if they were native speakers. TikTok videos are known for their brevity, simplicity in creation, and effortless sharing capabilities (Syah, 2020).

In addition, the findings also show that TikTok has an appeal as a medium for learning English; short videos, simple and interesting material, equipped with backgrounds, images, and editing filters that can provide benefits, and are also entertaining. It means that TikTok supports a wide variety of initiatives and creators who convey valuable information (Mueller & Rajaram, 2022). According to (Pratiwi et al., 2021), they stated that TikTok is effective in assisting students and teachers in the classroom. They showed that some of the students' pronunciation is improved in learning English through the TikTok application.

The younger generation of today demonstrates a greater interest in innovative, practical, engaging, and enjoyable pursuits. Having an interest is a beneficial aspect of English language acquisition, playing a significant role for both teachers and learners in the process of teaching and learning English. Without a genuine interest in learning, speaking, reading, writing, and listening, students' language acquisition will not progress effectively. Participation in learning activities has the potential to foster student motivation and enhance their enthusiasm towards learning English.

Based on Sulfahmiati (2010:7) and Salsia (1988:8), optimal learning takes place when the learner or student exhibits an interest. Interest is described as a sentiment that students should possess when learning English. This is because students need to cultivate their longing and excitement to further their knowledge of English to reach their learning objectives (Abu, 2013). One of the critical elements impacting students' success in learning is their intrinsic interest, which originates from the students themselves (Riamin, 2016).

The research has been preceded by several previous studies. In 2018, Aprilia found that students with a greater interest in learning English demonstrate a positive inclination towards the subject. Also in 2018, Wisnu Nugroho Aji investigated the potential of the Tiktok application as a tool for more effective and efficient comprehension of Indonesian language and literature in the educational setting.

In addition to this, TikTok, a social media platform, has the potential to create dependency among students by providing them access to information, learning, knowledge, and insights (Redmond et al., 2018). As a result, students find pleasure and satisfaction in using the app, particularly when they are feeling fatigued, irritated, or overwhelmed. By turning to TikTok during such moments, they can read motivational content and watch entertaining videos, which helps alleviate those negative feelings. Therefore, it can be concluded that TikTok serves as a platform to capture student interest as it offers not only written content but also entertainment. Syofian (2021) mentioned that according to this declaration, enhancing students' literacy abilities can be accomplished by learning to read using

multimodal literacy tools like TikTok.

The objective of this study is to assess students' enthusiasm for learning English through the use of TikTok. These results can serve as a link for other researchers who are examining how utilizing the TikTok platform can enhance students' interest in learning English. Additionally, TikTok videos can be leveraged to bolster students' vocabulary, eagerness to learn, motivation, and create an enjoyable environment for learning English. According to these findings, TikTok videos can be viewed as a productive and efficient tool that is advantageous for increasing students' interest.

Literature Review

Media

Media as a source of learning develops following development in learning technology, both in the form of audio and visual, even audio-visual (Fitria, 2022b). The presence of media in learning plays an important role because media can be an introduction to clarify the material, and even media can simplify interpretation. Learning media is used to assist teachers in conveying subject matter to students in learning, making it easier to achieve learning objectives. Media is also an integrative part of the learning design that must be mastered by the teacher. Media can also change the abstract into the concrete. Learning media greatly affects the learning process and student learning outcomes. Therefore, the teacher must be able to sort out the right and appropriate learning media. The purpose of using learning media in the learning process is not only to complete the learning process and to attract the attention of students, but it aims to facilitate the teaching and learning process so that it can improve the quality of teaching and learning.

Social Media

Individuals and organizations can use social media to connect, interact, share information, and form communities. Content like text, images, videos, and links can be shared by users on social media platforms. Additionally, these platforms provide features such as commenting, liking, and sharing, enabling users to interact with each other's content and establish connections. Some well-known social media platforms are Facebook, Twitter, and Instagram, as well as TikTok, YouTube, and LinkedIn. Based on the findings of Sarwar et al. (2019), nearly all students, around 95%, possess a mobile device with internet access, indicating that only a minority of students, fewer than 5%, may lack the ability to utilize mobile technology for educational reasons. Because social media is widely used by students, it is essential to examine its educational potential and integrate media-driven approaches into the creation of educational curriculums and technology-focused learning materials.

Social media can have positive influence for learning (Kahn et al., 2017), where the students interest is increase by using TikTok application

TikTok

Diamond (2022) has mentioned that TikTok stands out as one of the latest video-based social networking platforms and has gained immense popularity with a user base of one billion worldwide as of the year 2022. It allows users to create videos up to 10 minutes long, providing various options such as special effects, music, voice-overs, and "duets" which enable two videos to be shown side by side, capturing the attention of viewers. Since its global release in 2017, TikTok has swiftly risen to become one of the leading social media platforms across the globe (Quan-Haase & Sloan, 2022).

According to Beautynesia, there are five types of TikTok content, namely (1) Entertainment content, (2) Educational content, (3) Cooking content, (4) Haul content, and (5) Tutorial content. Currently, the TikTok application is not only an entertainment medium but can also use as an educational medium, one of which is education regarding the preparation of final assignments/thesis at the undergraduate level. Many content creators present knowledge content regarding final assignment writing (Putry & Muassomah, 2021).

There are five types of lessons from online TikTok videos that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts (Warini et.al., 2021). The pronunciation category is the highest category of the four best content creators. In addition, the findings also show that TikTok has an appeal as a medium for learning English; short videos, simple and interesting material, equipped with back sound, images, and editing filters that can provide benefits, and are also entertaining. It means that TikTok supports a wide variety of initiatives and creators who convey valuable information (Mueller & Rajaram, 2022).

The following will review the benefits of excellence for learning:

1. Teachers can utilize TikTok to share lighthearted and educational content such as tips, fairy tales, and historical stories related to art. Despite not being directly tied to instruction, TikTok content can engage and entertain both teachers and other viewers.
2. In virtual learning settings like Zoom or Google Meet, students may become disinterested in traditional lectures from their teachers. To ensure the students remain engaged and comprehend the subject matter, teachers can create videos using the TikTok platform to explain the material in a fun and interactive manner.

3. Students become more engaged through TikTok's ability to foster interaction and interest.
4. It is easier for students to utilize the TikTok application, enabling them to create and upload videos related to English learning or other subjects. This is due to TikTok's popularity compared to other social media platforms.
5. Creating tutorial videos as a food blogger or sharing your daily activities, educational content, comedy sketches, and various other videos can help you earn money if your content attracts many viewers and likes. The term "viral" is commonly used in social media discussions.

Following that, below are several disadvantages of the TikTok app in learning, such as:

1. A stable internet connection is necessary for teachers and students to use TikTok in the classroom.
2. Accessing the TikTok application requires an internet quota.
3. There is a scarcity of English learning references available.
4. Uploading specific content videos on TikTok may incur charges for the app.

Students' Interest

Interest is defined as a high liking that arises from within the individual. Appropriate use of technology can foster students' interest in learning. It is divided into two types: situational and individual (Jagu & Boti, 2018; Kurniawan et al., 2022; Toli & Kallery, 2021). Interest in learning in the form of feelings of pleasure, interest, attention and high curiosity that makes students want to be involved in learning a science which is an important factor in successful learning (Khasanah & Nugraheni, 2022; Setiana & Amelia, 2022; Yunitasari & Hanifah, 2020). The lack of student interest in learning will cause other problems in education because when students are interested in certain fields it will make students have perseverance, special attention, observing, memorizing, thinking carefully, good and active (Li, 2011; Pratiwi et al., 2018; Walkington et al., 2016). According to Permatasari et al. (2019), interest can affect the quality of student achievement in a particular field of study because he will focus more on that field than other students.

Wagiyo (2018) provides several indicators of students' interests:

1. Attention

Attention is the activity of understanding. If the students pay good attention to the lesson, they certainly the students have an interest in studying, in addition, attention is important to learn. Learning is most efficient when a person is paying attention.

2. Motivation

Motivation is one of the affective factors in language learning. In the field of learning, motivation is essential to success, in this case without motivation success will be hard to achieve.

3. Enjoyment

This means that the pleasure felt when having a good time or a good act of receiving something. The students can enjoy something, especially in learning he/she will give good action.

4. Perceptions

According to Elliot (1996), perception usually involves observing specific situations or surroundings. It may encompass a mental picture, idea, or understanding of the elements of the environment through physical sensation or interpreting physical sensations based on past experiences and knowledge for understanding.

Method

This research was used as a qualitative descriptive method. The researchers utilized the case study method to draw conclusions from their investigation. The research population consists of all students attending class XI MIPA 1 SMA Negeri 1 Natal for the academic year 2023/2024. There are 36 students in total in class XI MIPA 1, including 11 male and 25 female students. Data was collected through the use of questionnaires, interviews, and documentation. The data for this study was collected using a survey questionnaire that employed a four-point Likert scale. The questionnaire featured ten questions and respondents could choose from the options of strongly agree, agree, disagree, and strongly disagree. The goal was to investigate the potential impact of using the TikTok application on students' interest in learning English. Following the completion of the learning process, six students were directly asked to respond to a five-question interview in this study.

Data Analysis

The research utilizes qualitative methodology, which entails the researcher serving as the primary instrument and observing objects in their natural settings. Data gathering involved triangulation and analysis based on inductive reasoning. Qualitative research emphasizes meaning rather than generalization, making it an appropriate approach for direct access to the subject of study. As per Miles and Huberman (1992: 16), the analysis encompasses data reduction, data presentation, and simultaneous conclusion/verification drawing.

Researchers utilized video recording apps, WhatsApp, and Google Forms to gather information. This finding was unearthed in an attempt to address the research query. Two tools were employed by the scientists to gather data. To begin with, a questionnaire was used. Following their use of the TikTok app, eleventh-grade MIPA 1 students were surveyed with 10 questions about their perspectives on using TikTok for learning English. The set of ten questionnaire items can be accessed by students through a Google Form distributed via the WhatsApp group. The direct interviews with students in class were conducted by the second data collection researcher after the completion of the English learning process. During this time, six individuals were interviewed individually. Following a thorough review of the questionnaire and interview responses, transcripts and percentages were generated by the researcher.

Table 1. Category students' interest by using TikTok

| Category | Interval Value | F | % |
|------------------|----------------|----|-------|
| Very effective | > 76 | 31 | 86,1% |
| Effective | 51-75 | 5 | 13,8% |
| Ineffective | 26-50 | 0 | 0% |
| Very ineffective | < 25 | 0 | 0% |
| Total | | 36 | 100% |

Table 1. Show that Students' interest by using the TikTok application is 31 students strongly agree, so it is categorized as very effective with a score of 86% (76-100). Then, 5 students agreed, and the category obtained was effective with a score of 14% (51-75). The conclusion from the data is that the use of TikTok is very effective for students, so it can increase students' interest in learning English.

Findings

After analyzing the data, we can draw four conclusions from the explanation provided below:

Table 1. Questionnaire the students' interest in English learning by using TikTok Application

1. Attention

| Item Questionnaire | SA | A | D | SDS |
|-----------------------------------------------------------------------|-----|-----|---|-----|
| I easily understand English material by using the TikTok application. | 53% | 47% | 0 | 0 |

In the first question, students find it easier to understand English material

with the TikTok application. There are 53% of students strongly agree that using TikTok can help them understand material that is difficult or poorly understood. Another 47% also said they agreed with this application as a guide for them to quickly understand English material. Then, 0% of students stated that they did not agree with the statement. And 0% of students strongly disagree with this statement. In conclusion from the explanation above, TikTok helps students understand English material.

Table 2. Questionnaire the students' interest in English learning by using TikTok Application

2. Enjoyment

| Item Questionnaire | SA | A | D | SDS |
|---------------------------------------------------------------------------------|-----|-----|---|-----|
| Learning English using the TikTok application is easy and fun. | 53% | 47% | 0 | 0 |
| Use the TikTok application easy to use anywhere and anytime. | 58% | 42% | 0 | 0 |
| I feel more enthusiastic and not bored when using TikTok when learning English. | 64% | 36% | 0 | 0 |

The first question is whether learning English using the TikTok application is easy to access and fun for students. 53% of students strongly agree that they find it easy and enjoyable to learn English with the TikTok application. Another 47% also agreed with this statement. Meanwhile, 0% of students disagree and strongly disagree with this statement. In conclusion, TikTok is a fun app for students.

The second question is about where you can use TikTok anytime and whenever students want to use it, especially when learning English. 58% of students strongly agree that TikTok can be used anywhere and anytime, this can help students find out about material that is not understood during class. Meanwhile, 0% of students disagreed and strongly disagreed with this statement. In conclusion, TikTok is an application that is easy to use and can be accessed wherever and whenever students want to use this application.

The third question regarding the use of the TikTok application can increase students' enthusiasm for learning English and students will not feel bored when watching learning videos found on this application. There are 64% of students strongly agree that TikTok helps students be more enthusiastic in understanding the material with creative video content from various TikTok content creators that discuss English material. And another 36% also agree with this. Furthermore, 0%

of students disagree and strongly disagree with this statement. Thus, it can be concluded that TikTok is an application that encourages students to be more enthusiastic about learning, and the material used does not make students feel bored.

Table 3. Questionnaire the students' interest in English learning by using TikTok Application

3. Motivation

| Item Questionnaire | SA | A | D | SDS |
|-----------------------------------------------------------------------------------------|-----|-----|----|-----|
| I feel excited to come to the class when English is taught using the TikTok application | 61% | 39% | 0 | 0 |
| I want to learn many more about English by using the TikTok application | 53% | 47% | 0 | 0 |
| Use the TikTok application more often to practice English with friends or teachers. | 36% | 58% | 5% | 0 |

The first question is use of the TikTok application in teaching English generates enthusiasm among students, with 61% strongly agree that it boosts their interest in English lessons. Additionally, 39% of students also agree with this notion, while no students express disagreement or strong disagreement. In conclusion, TikTok has a positive influence on students as it enhances their eagerness to participate actively in English classes.

The second question is the TikTok application is popular among students who want to improve their English skills. A majority of students, 53%, strongly agree that watching engaging educational videos on TikTok sparks their curiosity about the English language. Additionally, 47% of students agree with this viewpoint. No students expressed disagreement with this assertion. In summary, TikTok encourages students' interest in the content produced by creators on the platform, motivating them to create beneficial content, including English learning materials, for a wider audience.

The third question concerns students who often use the TikTok application to practice English with teachers or friends. 36% of students strongly agree with this, but another 58% of students agree that using TikTok can improve students' English skills by frequently practicing with teachers or friends, such as speaking English at school with friends, this really helps improve students' speaking skills. Meanwhile, 5% of students disagree with this statement, because for them the

TikTok application can only be used when the network is stable, and they are still new to using this application for learning, so they have not often practiced English with teachers or friends. They usually use TikTok just for entertainment. And 0% of students strongly disagree with this statement. In conclusion, the TikTok application can improve students' communication skills in English more optimally by practicing with friends or teachers every day after watching videos from this application.

Table 4. Questionnaire the students' interest in English learning by using TikTok Application

4. Perception

| Item Questionnaire | SA | A | D | SDS |
|----------------------------------------------------------------------------------------------------------------|-----|-----|---|-----|
| English is an important world language to learn for communication | 58% | 42% | 0 | 0 |
| I agree that watching videos using the TikTok application in English learning can improve students' vocabulary | 61% | 39% | 0 | 0 |
| TikTok application was innovative and effective for use in learning English | 50% | 50% | 0 | 0 |

The first question regarding English is a world language that is important to learn for communication. 58% of students strongly agree that English is important for students to learn because learning English provides many benefits for students such as making it easier for students to communicate with native speakers. And another 42% of students agree with this statement. while 0% of students disagree and strongly disagree with the statement. In conclusion, English is a very important language to learn, especially at school.

The second question is whether watching videos using the TikTok application in English learning can improve students' vocabulary. 61% of students strongly agree that watching learning videos from TikTok helps students improve their English vocabulary every time they access the material they want to learn. And another 39% of students agree with this. Then, 0% of students disagree and strongly disagree with the statements in the table. It can be concluded, TikTok is an application that can increase students' vocabulary quickly.

The third question regarding the TikTok application is very innovative and effective for students to use in learning English. There are 50% of students who

strongly agree and also agree with this, because for them TikTok is an application that can help students understand the material quickly, then the material in this application is explained creatively and effectively. Thus, it can be concluded that TikTok is an application that encourages students to be more creative and innovative by applying TikTok in learning to attract more students' interest in learning English.

Based on the findings of the interview, it is evident that incorporating the TikTok app into English lessons can facilitate and expedite students' comprehension of the lesson content. According to feedback from a student who has utilized the app, "TikTok greatly aids in learning as the instructional videos are succinct, clear, and to the point." Additionally, another individual noted, "TikTok is engaging and captivating due to its visual content and musical accompaniment, making learning English enjoyable and piquing students' interest." "The TikTok app is incredibly innovative, engaging, and efficient, making it capable of boosting students' motivation to learn English," was the response provided by someone.

Discussion

After collecting and analyzing data, The main issue addressed by the researcher in this study is to determine the extent of students' interest in using the TikTok app for learning English and to identify the specific aspects of students' interest when using TikTok for learning English. The second research question posits whether the use of the TikTok app can enhance students' interest and motivation in learning English. The questionnaires and interviews received very good responses, with the data indicating that most students are of the opinion that the TikTok app can indeed help in increasing interest in learning English, Increase students' motivation, foster enthusiasm, and increase students' vocabulary. In 2018, Wisnu Nugroho Aji suggested that the Tiktok app could be used to enhance the understanding of the Indonesian language and literature in educational environments. These findings align with previous studies. Moreover, Aprilia (2018) conducted a study on "An analysis of Students' Interest in Learning English at the First Grade of Junior High School 1 Kandis," which also supports these findings. The research indicates that there are students with a strong interest in learning English. Moreover (Yang, 2020) identified that students demonstrated positive attitudes toward using TikTok as a platform for English learning. They believed that TikTok could be leveraged to broaden their English learning strategies and boost their motivation to learn.

Conclusion

Based on the findings and discussions in the previous chapter, it is evident

that nearly all participants provided positive feedback. The students concurred that utilizing TikTok for learning English could heighten their interest in the language. Additionally, students showed increased enthusiasm in completing assignments and grasping the material taught through the TikTok application. Regular use of this application can facilitate students in enhancing their English skills in real-life scenarios. Through the TikTok application, students can advance their language proficiency by delving into areas such as spelling, grammar rules, vocabulary, pronunciation, reading, and listening skills in English. The TikTok application can help students understand material quickly and effectively through educational videos, according to researchers. English teachers are advised to utilize TikTok to support and motivate their students in learning English. Assigning English learning video content as assignments can also enhance students' creativity. Based on the research findings, students are recommended to use TikTok to improve their English skills.

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