



Impact Continuous Tiktok to Improve English Speaking Skills Through the Conversation Analytic Role-Play Method (Carm)

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Abstract

This research aims to examine the influence of intentions to use TikTok continuously on improving students' English-speaking skills through the Conversation Analytic Role-Play (CARM) method. The Conversational Analytical Role-Playing Method (CARM) is an innovative training approach designed to improve communication skills in various professional settings. Unlike traditional role-playing, which often fails to accurately reflect real-life interactions, CARM uses authentic audio and video recordings of actual conversations. This method allows trainees to analyse and learn from genuine encounters, fostering a deeper understanding of effective communication practices. This research uses mixed methods, namely combining qualitative research with descriptive methods and quantitative research with experimental methods. The research results show that continued use of TikTok using the CARM method has a positive and significant impact on improving students' English-speaking skills, compared to the control class who did not use TikTok. Apart from that, the research results also show that TikTok is seen favorably by students as a tool for learning English. Students feel learning English with TikTok is more fun, easier and effective. This research contributes to the development of innovative and creative English learning by utilizing the social media platform that is popular among generation Z, namely TikTok. This research also provides suggestions for teachers and researchers to further utilize TikTok's potential in English language learning, especially in improving students' speaking skills.

Keywords: *Continuous Intention on TikTok, Conversation Analytic Role-Play Method (CARM), Speaking Skills*

Introduction

The use of social media has become an inseparable part of everyday life, including in the context of language learning. One social media platform that is increasingly popular is TikTok, which offers various features that can be utilized in language learning. On the other hand, speaking skills are an important aspect in learning a language, including English. Therefore, research regarding the effect of using TikTok on students' English-speaking skills is an interesting thing to explore. TikTok can be utilized as a language evaluation tool to analyze student learning results, claim (Xiuwen & Razali, 2021). One of the most important language learning objectives is for students to become better speakers, and TikTok can assist with this. TikTok teaching procedures need to be made clear in order for it to be utilized as a tool for language learning. After familiarising themselves with the app with a few chosen TikTok videos, students can utilise the platform to make English-speaking self-recorded videos.

The impact of continuous intention on TikTok to improve students' English-speaking skills through the Conversation Analytic Role-Play Method (CARM) has been studied in several papers. A study by Sikveland et al. found that the CARM training intervention had significant positive effects on interactional awareness in student teachers (Sikveland et al., 2023a). Another study by Hongsa and Yonwilad showed that using TikTok was effective in improving EFL students' English-speaking skills and that students had positive perceptions towards the application (Hongsa et al., 2023). However, a study by Asio and Valenzuela found no significant difference in the English-speaking skills of Grade 9 students before and after integrating TikTok-based activities, although teachers perceived the intervention as beneficial (Asio et al., 2023).

Additionally, Ahmada and Munawaroh found that the role play method significantly improved students' speaking skills, with scores increasing by 80% (Ahmada & Munawaroh, 2022). Similarly, Rahayu's study showed that the role play method improved students' speaking skills, with scores increasing in aspects such as spelling, fluency, pronunciation, vocabulary, and comprehension (Arum Putri Rahayu, 2022).

One method that can be used to improve speaking skills is Conversation Analytic Role-Play (CARM). This method emphasizes direct practice in communicating and playing roles, which can help students develop their speaking skills. Several previous studies have shown that the use of the Conversation Analytic Role-Play CARM method can be effective in improving English speaking skills (Stokoe, 2014). In addition, users' intentions to continue using TikTok can also influence the effectiveness of using this platform in language learning. Several studies have shown that users' intentions to continue using TikTok can influence learning outcomes (Jia et al., 2023). Therefore, it is important to examine the influence of users' intention to continue using TikTok on improving students' English-speaking skills through the Conversation Analytic Role-Play CARM method.

There has been prior research in the literature on using TikTok to help students with their English speaking skills. (Farisca Adhani et al., 2023) The study discussed in the article explores EFL students' perceptions of using TikTok to enhance their English-speaking skills. It found that students had both positive and negative opinions about using TikTok for language learning, highlighting the platform's flexibility and entertainment value. The research revealed that students used TikTok to improve their English-speaking skills by engaging with educational and entertaining content, which helped them learn vocabulary, slang, idioms, and public speaking tips.

Importantly, TikTok was found to have a positive impact on students' oral proficiency and was considered beneficial for language learning. The study suggests that TikTok can be a valuable tool for language education and should be integrated into educational platforms. Additionally, the collection of academic articles and research papers provides a comprehensive overview of the use of TikTok for improving English speaking skills. It delves into the impact of TikTok on vocabulary, attitude, and oral communication competence among students, as well as the difficulties and possibilities of using video conferencing and social media for ESL students during the COVID-19 pandemic. The research also explores the behavior of TikTok users and the potential for creating fun learning communities on the platform. Overall, these findings contribute to a deeper understanding of the potential benefits and challenges of using TikTok for language learning in educational settings.

Besides speaking skills, (Xiuwen & Razali, 2021) The research articles explored how EFL undergraduate students could utilize TikTok as a learning tool to enhance their oral English communication skills.. They highlighted the benefits of TikTok, such as its popularity among Generation Z, short attention span, and potential to provide interesting and effective learning resources. The articles proposed innovative educational procedures for using TikTok in teaching English language communication competence, consisting of becoming acquainted, viewing real samples, and creating videos that you captured yourself. They also emphasized the theoretical implications of using TikTok and its potential to enhance students' exposure to English language communicative settings.

Additionally, the articles provided detailed instructions for creating self-recorded English TikTok videos and included an assessment sheet for evaluating TikTok videos. Overall, the research called for more exploration of TikTok's potential for educational purposes and highlighted the need for further research in this area.

Besides literature for TikTok, (Sikveland et al., 2023b) The study examines how well the Conversation Analytic Role-Play Method (CARM) works to enhance interactional awareness, especially when it comes to educating future teachers. A feasibility randomized controlled trial was employed in the study to evaluate the acceptability, efficacy, and practicality of the Conversation Analytic Role-Play

Method (CARM) intervention. The intervention was delivered to student teachers in a Master's degree program in Pedagogics at a university in Norway.

The results indicated that the Conversation Analytic Role-Play Method (CARM) intervention had a positive effect on interactional awareness among student teachers, and the workshop was well-received by the participants. The study also highlighted the need for clearer time scheduling and additional trainers for the intervention. Overall, the findings suggest that CARM training is a highly appropriate method in teacher education. The paper also addresses concerns with previous communication skills training studies and discusses the limitations of the research design, as well as future improvements for evaluating the intervention. Additionally, the paper provides a list of references related to teacher education, communication skills, and research methods, covering a range of research studies and articles on various aspects of teacher education and training.

From this literature review, it appears that the use of TikTok has been shown to have potential in improving students' speaking skills, while the CARM method offers a hands-on practice approach that can be effective in developing speaking skills. Apart from that, the user's intention to continue using TikTok can also influence the effectiveness of using this platform in language learning. With this background, this research aims to examine the influence of users' intentions to continue using TikTok on improving students' English-speaking skills through the Conversation Analytic Role-Play (CARM) method. It is hoped that this research can contribute to understanding the effectiveness of using TikTok in language learning, especially in improving students' English-speaking skills. Research Question 1) How to impact continue using TikTok on improving students' English-speaking skills through the Conversation Analytic Role-Play (CARM)? 2) Students' perception on the continue use TikTok for improving students' Speaking skills through the Conversation Analytic Role-Play (CARM) ?

The Conversation Analytic Role-Play Method (CARM) is a technique for teaching communication skills that is founded on evidence from conversation analysis regarding issues and roadblocks that frequently arise in conversations (Stokoe, 2014). This method is different from other training methods which are based on simulation or role playing (Stokoe, 2014). Using conversation analysis tools, the Conversation Analytic Role-play Method (CARM) identifies what works and what doesn't in communication. This approach can be modified for use in a variety of institutional or work settings. World-class research led by Rein Ove Sikveland from the Norwegian University of Science and Technology and Elizabeth Stokoe from Loughborough University supports CARM. This approach can be used to teach communication skills in early childhood education, among other professions (A Church, 2019).

The Conversation Analytic Role-play Method (CARM) is a training intervention that uses anonymized extracts from authentic conversations to enable trainees to learn from real-life encounters. It has been used to train professionals

in communication-rich institutions such as hospitals, tribunals, and schools (Sikveland et al., 2023a). CARM has also been applied in the field of Public Service Interpreting (PSI) to train interpreters, interpreting students, trainers, and public service providers (White et al., 2021).

In the context of doctor-patient communication, CARM has been used to provide specific feedback for improved communication skills, allowing doctors to modify their verbal behaviors (Church & Bateman, 2020). Additionally, CARM has been found to meet the professional learning needs of early childhood teachers by offering insight into collaborative knowledge building and supporting the development of strategies for co-constructing learning and responsive relationships with young children.

This study examined the impact of the Conversation Analytic Role-Play Method (CARM) on interactional awareness in student instructors through a feasibility randomized controlled trial., investigates the effectiveness of the Conversation Analytic Role-Play Method (CARM) method in enhancing the interactional awareness of student teachers (Sikveland et al., 2023b). The study was conducted at a university in Norway and involved 41 student teachers, The intervention has considerable favorable impacts on interactional awareness, according to the feasibility randomized controlled trial, with an effect size of 1.09 (Sikveland et al., 2023b).

This indicates that the CARM method can be an effective method for developing communication skills, particularly in the context of teacher education (Carpenter, 2023). An intervention for communication skills training called the Conversation Analytic Role-Play Method (CARM) focuses on examining conversational encounters to pinpoint both successful and unsuccessful communication tactics (Sikveland et al., 2023b). The method has been applied in various fields, including education, and has been found to be effective in improving communication skills (White, S. J., Ward, K., & Hibberd, 2021). The study by Stokken et al. (2021) supports the idea that the CARM method can be used to develop student teacher interactions over time. Therefore, one might conclude that:

1. The CARM method is an effective intervention for enhancing interactional awareness among student teachers.
2. The method focuses on analyzing conversational interactions to identify effective and ineffective communication strategies.
3. The CARM method has been applied in various fields, including education, and has been found to be effective in improving communication skills.
4. The study supports the idea that the CARM method can be used to develop student-teacher interactions over time.

From these sources it appears that CARM is a method that emphasizes direct practice in communicating and playing roles, which can be effective in developing speaking skills. This method has been proven effective in a variety of contexts, including in professional development and education.

2. The Use of TikTok in Language Learning

TikTok, an app for learning English, has been a hot topic for research because of its results, which indicate that it can be a simple tool for learning the language, innovative, and has various advantages and benefits for students and teachers, like a rise in drive and enthusiasm in learning. Students, teachers-student dialogue that is participatory, and replayable video featuring captivating imagery (Yovita, Y., & Purnamaningsih, 2022). Another factor in using TikTok is that it encourages users to express themselves creatively, and this extends to language learning. Students can create videos about topics they want to learn and use interesting text effects and emoji features to have a positive impact on the learning process.

TikTok has been increasingly used as a medium for language learning, particularly for foreign language learning (FLL) (Zhang et al., 2023). It has been found to be effective in improving English-speaking skills for EFL students (Hongsa et al., 2023). TikTok can be used as a platform for learning pronunciation, with videos focusing on pronunciation receiving high engagement (Fitria, 2023). Additionally, TikTok, along with Instagram, can be utilized as learning spaces for language skills and content, with undergraduate students showing competence in using these platforms for language learning (Jimola, 2023). Arabic language learning can also be facilitated through TikTok, although there are more phonetic errors in Arabic writing compared to speaking (Mustika Dewi et al., 2023). Overall, TikTok offers an engaging and innovative learning medium for language learners, promoting creativity and providing new opportunities for language acquisition.

Apart from that, factors such as short videos, clear delivery of material, and text effects and emoji features also make TikTok attractive as an English learning medium (Wahyu Setiawan & Ariani, 2022). Internal variables, such as personal motivation, attitudes, and feelings, might affect how someone uses the TikTok app. In addition, outside variables including family history, information gathered, demands and understanding regarding, intensity, size, contrast, novelty, and familiarity or unfamiliarity with an object also affect how people utilize TikTok. (Bohang, 2018).

Looking at the various factors above, TikTok for learning English can provide significant benefits for students, but although using TikTok in learning English has many advantages, it is important to remember that the use of this technology can also have negative impacts depending on its use. Therefore, using TikTok for English learning needs to be considered carefully, while paying attention to the benefits and risks.

3. Analysis of the Impact of the TikTok Application in Improving Speaking Skills

The TikTok application is the popular platforms in the world, which supports various types of content, including talks. In the context of the research, TikTok offers different challenges for developing English speaking skills. In the study entitled "Can TikTok Be a Viable Platform for English Speaking and Listening Classes? A Case Study of English Language Teachers' Perception and Practices in

Indonesia”, the aim of the research is to investigate the perceptions and practices of TikTok users in improving their English-speaking skills.

The use of the TikTok application has shown positive effects in improving speaking skills among English as a Foreign Language (EFL) students. It has been found to be effective in enhancing English-speaking skills, as well as promoting creativity and providing new opportunities for learning English. TikTok has been used as a medium for language learners to improve pronunciation, grammar, vocabulary, and common mistakes in English (Pratama & Hastuti, 2023). While there was no significant difference in pretest and posttest scores, teachers observed that TikTok-based activities can improve English-speaking skills (Rahmawati et al., 2023). Additionally, the TikTok application has been found to improve speaking ability, creativity, motivation, and vocabulary among students. Overall, TikTok has shown potential as an engaging and innovative learning medium for improving speaking skills in various educational contexts.

The theoretical study in this research involves understanding the concept of Multiple Expertise and New Literacy, which emphasizes the importance of developing foreign language speaking skills. In the research context, continuous subject understanding and use of information technology (TLC) are essential to support foreign language teaching. The result of the study obtained show that several lecturers think that TikTok can be a suitable platform for improving English speaking skills. Some of the benefits gained from using TikTok in language teaching include the ability to create engaging videos, greater interaction with students, and access to more educational resources.

However, there are several obstacles to using TikTok as a language teaching platform, such as limited features, difficulty in finding suitable content, and limited access to premium features. Overall, the results of this study indicate that TikTok may be a useful tool for honing English-speaking abilities, but there are several improvements that need to be made to maximize the effectiveness of using this platform in language teaching.

4. Determinants of Intention to Continue Utilizing TikTok

The determinants of intention to continue utilizing TikTok include factors such as social influence, perceived ease of use, perceived enjoyment, facilitating conditions, satisfaction, and perceived usefulness. Social influence, specifically informative and normative social influence, has been found to positively affect continuous intention to use TikTok (Jia et al., 2023). Perceived ease of use, perceived enjoyment, and facilitating conditions also have a positive and significant impact on intention to use TikTok (Halim et al., 2022). Additionally, satisfaction with TikTok has been found to positively influence continuous intention to use TikTok (Sharabati et al., 2022). Finally, perceived usefulness is another factor that affects the continuance intention of TikTok users, particularly in accessing higher educational content (Rahimullah et al., 2022).

TikTok is an application that offers various types of content, including videos, photos, and audio that can be provided by users. In this context, determining the intention to continue using TikTok involves several factors, which can be examined from ethnographic theory. Here are some theories relevant to determining TikTok usage intentions (Jia et al., 2023).

1. Social Theory: Social theory explains how individuals interact with others and how social behavior results. In the context of TikTok, the determinants of intention to use this platform can be influenced by the types of interactions available, such as sharing, comments and support.
2. Communication Theory: Communication theory explains how individuals convey messages and disseminate information through communication. In TikTok, the determination of usage intentions can be influenced by the communication methods used by users, such as the use of text, images and videos to convey messages and disseminate information.
3. Learning Theory: Learning theory explains how individuals learn and transmit information through experience. In the context of TikTok, the determinants of usage intention can be influenced by the user's learning ability and experience in using this platform.
4. Persuasion Theory: Persuasion theory explains how individuals can be persuaded to take certain actions. In the context of TikTok, the determinants of usage intentions can be influenced by the platform's success in providing interesting content and spreading effective messages.
5. Theory of Social Activity: This theory explains how individuals interact in the social context generated by the activities they undertake. In the context of TikTok, determinants of usage intentions can be influenced by the activities available on this platform, such as creating videos, handling comments, and interacting with other users.

In this theoretical study, we can conclude that the determinants of intention to continue using TikTok are influenced by various factors, including social interaction, communication, learning persuasion, and the activities available on this platform. By understanding these theories, we can develop a better understanding of how TikTok usage intentions function and how the platform can adapt marketing and content strategies to reach a wider audience.

The intersection of TikTok's pervasive social media platform and the principles of the Conversation Analytic Role-play Method (CARM) presents a compelling area for investigation due to several critical factors. Firstly, TikTok's known extensive data collection practices, including user behavior, device information, and even potential biometric data, raise significant privacy concerns. When combined with CARM's focus on analyzing real-time, naturally occurring interactions for training and risk assessment, there's an immediate need to understand how such granular behavioral insights, potentially derived from

TikTok's data, could be utilized or misused.

Secondly, TikTok's powerful and often opaque algorithms, which influence content amplification and user engagement, could have implications for how information (or misinformation) is processed and acted upon in real-world scenarios. If CARM, as a training methodology, aims to improve communication and risk management based on observed human interaction, then understanding how a platform like TikTok shapes those interactions and user perceptions becomes vital. This is especially relevant given concerns about TikTok's potential for content manipulation and its impact on user attitudes.

Finally, the potential for "performance crimes" and the spread of dangerous challenges through TikTok, as evidenced by incidents like the "Kia Challenge," highlights the real-world risks associated with online behavior. Investigating how CARM's framework, which analyzes problematic interactions and effective communication strategies, could be applied to understand, predict, or even mitigate such online-to-offline risks, becomes crucial. This unique combination necessitates a thorough investigation to explore the ethical implications, data security challenges, and potential for both harm and innovative application at the nexus of pervasive social media and sophisticated behavioral analysis.

Method

This study used mixed methods, namely by combining qualitative research with descriptive methods and quantitative experimental methods, this is in line with the aim of this research, namely experimental quantitative methods were used to determine the impact of utilizing TikTok to enhance speaking abilities using the Conversation Analytic Role-Play Method (CARM) method, and descriptive qualitative methods were used to describe and explain views of the students about utilizing TikTok as a medium to enhance speaking skills using the Conversation Analytic Role-Play Method (CARM) method.

Participants in the research were a total of 50 students taken from 2 of 19th grade students at UNESA LABSCHOOL Senior High School. Each class consists of 25 students. Class A is the experimental class or those that receive treatment, and class B is the control class, namely the class that does not receive treatment. The reason of researcher took samples from class 10 was because in this class students were still entering the initial stage and needed effective ways to improve their speaking skills.

Three instruments are employed in this study to gather data: a research questionnaire that asks students about how they perceive utilizing TikTok continuously to develop their English-speaking abilities through the use of the Conversation Analytic Role-Play Method (CARM). a five-question interview regarding using TikTok to enhance language proficiency conversational analysis through role-playing in students' English (CARM). includes an evaluation rubric for the students' speaking abilities on the pre- and post-tests. as a guide to ascertain

the effect of consistent TikTok use on enhancing English speaking abilities through the application of the Conversation Analytic Role-Play Method (CARM).

In collecting data, researchers used a questionnaire which was distributed online using Google Form. YES and NO are the alternatives on the Guttman scale used in this questionnaire. Every response on the questionnaire is encouraging and discusses how TikTok might help students become more fluent in English speakers. If the response provided contradicts the assertion. After the results were obtained, the researcher continued with interviews conducted online via Whatsapp. This interview was conducted on 5 students by selecting them based on the results of the questionnaire.

Then the researcher give a TikTok video to the experimental class, the video provided was in the form of content containing conversation practice native speakers, then the students were asked to paste the video that had been given and upload it to each students' TikTok account, for the control class they were given treatment using English speaking material from textbook from school. After that, the researcher carried out an assessment using the speaking skills assessment rubric, after the data was obtained it was then processed using the SPSS application.

The questionnaire data were then converted into frequency and percentage tables. Additionally, the investigation's data are examined using Miles and Huberman's methods, which include data reduction, data visualisation, and the creation of a conclusion graph. Students' perceptions of using TikTok constantly to improve their English language proficiency according to the CARM method

From the speaking skills assessment rubric data, then analyzed using SPSS, the first analysis was descriptive analysis, then continued with the normality test, after then data was declared normal then the paired sample T-test was carried out, after that the researcher carried out a homogeneity test and the last test was independent sample T-test, after that the effectiveness value is calculated using the existing manual formula. the researchers used the cohen formula (2009, p.25-28) as follows:

$$d = \frac{m1 - m2}{\text{pooled standard deviation}}$$

d : defiation

M^1 : Post-test experimen class

M^2 : Post-test control class

$$\text{pooled standard deviation} = \frac{\text{pre-test experimen} + \text{pre-test control}}{2}$$

$0 \leq d \leq 0.1$ = No effect

$0.2 \leq d \leq 0.4$ = Small effect

$0.5 \leq d \leq 0.7$ = Intermediate effect

$0.8 \leq d \leq 1.0$ = Strong effect

Result

1. Students' perception on the continue use TikTok for improving students' Speaking skills through the Conversation Analytic Role-Play (CARM)

Questionnaire

1. Students' opinions regarding how they feel about speaking English on TikTok

In the following section of the questionnaire, students were asked about how they felt about using TikTok to practice speaking English. The results are shown in the table below. The findings demonstrated that students felt good about learning to speak English through TikTok. The outcomes are displayed in the table below.

Table 1.1 Students' opinions regarding how they feel about speaking English on TikTok

No	Statement	Answer		Total
		Yes	No	
1	Learning speaking English by using TikTok is fun	25	0	25
		100%	0%	100%
2	Learning speaking English by using TikTok increases my confidence to communicate in English	20	5	25
		80%	20%	100%
3	TikTok increases my motivation in learning English speaking skills	25	0	25
		100%	0%	100%
4	TikTok provides an opportunity to study English speaking skills	16	7	25
		66.7%	33.3%	100%

2. The ease with which one can acquire English speaking abilities with TikTok

In the final section of the survey, students were asked about how easy it was for them to use TikTok to learn speaking English. The result show that students find TikTok easy to use for learning to speak English. The follow table shows the detailed results.

Table 1.2 Students' opinions about how convenient it is to develop English speaking skills with TikTok

No	Statement	Answer		Total
		Yes	No	
1	TikTok is easily used for learning English speaking skills	25	0	25
		100%	0%	100%
2	There are many videos of English-speaking skills contents on TikTok	20	5	25
		80%	20%	100%
3	English speaking skills contents on TikTok can be accessed in anytime and anywhere	25	0	25
		100%	0%	100%

Interview

a) Why are you utilizing TikTok as a language learning resource?

The interview began with a query on the students' motivation for using TikTok as a speaking instruction tool. According to some pupils, the reason they like using it the most for learning English was that it was simple to comprehend and engaging. As stated by a pupil. TikTok is an innovative, fun, and engaging platform.

As one student said, *"for me, TikTok is a very entertaining medium for learning to speak English, because there is comedy, parody, and many features that can be used and I can be used and I can learn to speak English easily"* (student 1)

Another student also said that TikTok is a learning medium that is not boring, *"I think TikTok is a medium for learning to speak English that is not boring, because I can learn by singing, imitating, and the content displayed is short but easy to understand"* (student 2).

Another reason students use TikTok as a medium for learning English is because TikTok is a creative medium, as a in the following quote *"I like learning to speak English using TikTok because TikTok is a creative medium, and there are features that we can use, not only that we can also find different English accents from various accounts and that makes it easier for me to learn to speak English"* (student 4).

However, several students who responded negatively to using TikTok to learn English still said that the app is an effective tool for learning the language since it makes it simpler to comprehend and read English words correctly.

As said by students 3, *"the reason I use TikTok as a learning medium is to make it easier to understand the meaning of the words and to be able to read English well and correctly"*.

Students 5 also said *"Because, in this day and age, digital is very influential, especially in the world of education, especially in learning to speak English. Where now there are many trends that use English songs, it can train us so that our speaking is better and more correct"*.

The rationale provided above leads one to the conclusion that the students who responded most positively and the students who responded least positively shared the same motivations for utilizing TikTok as a language learning tool. They claimed that TikTok's English-speaking learning content is simple to comprehend, an engaging, imaginative, and non-boring app, and that it has a ton of information on English pronunciation.

b). Could you describe how you used TikTok to learn English?

The second query concerns the use of TikTok by students to improve their English language skills. Students who expressed the greatest

satisfaction with TikTok as a language learning tool said they had learnt the language by mimicking, for instance, speakers of narrative videos.

As one student mentioned, "I learned to speak English by imitating the way native speakers speak in the TikTok videos, because by imitating I can say difficult words and it makes it easier for me to speak English like a native speaker" (student 1)

Another student also said that the way to learn to speak English using TikTok is by listening and demonstrating. "The way to learn to speak English, I often listen and demonstrate the pronunciation in the video, it makes it easier for me to pronounce and speak English well" (student 2)

Other students also said that "learning to speak English using TikTok is easier if you find that is fun and interesting English content is my favourite way to learn to speak English, because it's not boring and makes me want to keep watching the videos" (student 4).

Students who responded negatively to using TikTok to learn English, on the other hand, also said that they continued to learn TikTok by viewing TikTok videos about English and adhering to trends. "I learn English through TikTok by following viral trends with English songs, or with educational content about English" (student 3)

Another student also said that I used TikTok to learn to speak English "by watching content that contains English conversations or watching clips from films or cartoons from native speakers and also by listening to English music" (student 5).

The explanation provided above makes it clear that the students who express the greatest disapproval of utilizing TikTok to improve their English-speaking skills also use the same method. Students pick up the skill of speaking English by watching, listening, mimicking, and following TikTok viral trends.

c). How do you feel about using TikTok to study English?

The interviewees' feelings about utilizing TikTok to learn English were the subject of the following inquiry. According to the findings of these interviews, a number of students who expressed the greatest satisfaction with TikTok as a tool for learning English said that they thought the platform made studying the language enjoyable rather than tedious.

"It's fun because what is displayed doesn't make us bored in learning" (student 1).

Other students argue that it is easier and more efficient. *"It's easier and more efficient because the duration is not too long and it's not boring to look at"* (student 2).

Other students thought that it was really fun learning to speak using TikTok. *"I really enjoy learning to use TikTok, because that way I can learn pronunciation quickly and not boringly"* (student 4).

Some of the students who responded negatively to TikTok's English language learning resources also mentioned how engaging and enjoyable it was to learn the language. *"Happy, because you can learn while playing, and it's easier to understand"* (student 3).

Other students also said they enjoyed learning to speak via TikTok. *"I really enjoy learning to speak English using TikTok, because the content displayed is in accordance with our needs for learning to speak English"* (student 5).

Therefore, it can be said that students who expressed both the most positive and negative opinions about utilizing TikTok to practice speaking English had a positive perception of their experiences doing so. They believe that picking up English on TikTok is enjoyable rather than tedious or monotonous. They are incredibly excited and enjoying the lecture. It has a serene, soothing vibe.

d). What positive effects have you experienced from using TikTok for learning English?

The fourth interview question concerned the benefits that students experience from using English on TikTok. Some of the students who most supported using TikTok to learn to speak English stated that the benefit they felt when they learned to speak English on TikTok was the encouragement to continue learning and improving their English skills.

As one student put it: *"The benefits I get are improving my English language skills, expanding my vocabulary, and understanding various accents and dialects"* (student 1).

Another student also said *"my motivation to study has increased since I learned to speak using TikTok"* (student 2).

Another student also believes *"the benefits are quicker to enter and easier for the brain to absorb with a system that is not boring for the audience"* (student 4).

Meanwhile, some of the students who responded negatively to using TikTok to study English also said that TikTok made it simpler to understand how to pronounce and write words, so they could learn English well. As per the student's opinion *"Little by little you are getting to know how to pronounce and write English through the TikTok application"* (student 3).

Another student also said *"Can understand well the meaning of the conversation using English that is displayed"* (student 5).

From the explanation provided above, it is evident that students who expressed the most satisfaction with TikTok as a language learning tool and those who expressed the greatest dissatisfaction with it share similar opinions regarding its ease of use and benefits. They claim that TikTok can

help users become more fluent in English and inspire them to do so consistently.

e) What are the conveniences or advantages that you encounter when you use TikTok as a media for learning English?

The last question concerns the benefits or ease of use that students experience when learning English with TikTok. The difficulty of utilizing TikTok as a medium for learning to speak English, according to a number of students who responded most positively to the app, is that users must be able to identify popular language, it is easy to access, and the videos displayed are short and clear.

As the following student said, *"We can get to know vocabulary that is trending, we can get used to pronouncing and knowing English because we will often see TikTok and media for learning to speak English will appear"* (student 1).

Another student also said *"the delivery is easy to understand, easy to apply in everyday life and not boring to see and hear"* (student 2). Opinions from other student about the convenience is that *"we can access a lot of useful content at home and abroad and also has the advantage that with this we can develop in terms of speaking even at home"* (student 4).

Meanwhile, some of the student who gave the most negative responses to using TikTok to learn to speak English also stated that they could learn to speak English from short videos, as in the opinion of the following students: *"The convenience of the video is very short and easy to understand, and the features are more creative"* (student 3).

Another student also said *"Have a lot of learning motivation in developing the ability to learn to speak English through TikTok"* (student 5).

From the description provided above, it is evident that students who expressed the most satisfaction with TikTok as a language learning tool and those who expressed the greatest dissatisfaction with it shared similar opinions regarding its ease of use and benefits.

They said TikTok has content that is easy to understand and can recognize trending vocabulary. They can also learn English through short and not boring videos.

2. Impact continue using TikTok on improving students' English-speaking skills through the Conversation Analytic Role-Play (CARM)

Result of Rubric

Table 2.1 Result of Rubric

Student Number	Participant	Pre-test experiment	Pre-test control	Pos-test experiment	Post-test control
1	S1	62	44	90	46
2	S2	53	38	73	55
3	S3	47	34	62	46
4	S4	52	52	82	67
5	S5	62	45	89	66
6	S6	46	32	82	45
7	S7	41	33	88	43
8	S8	43	34	73	44
9	S9	37	34	73	40
10	S10	41	40	67	56
11	S11	38	42	67	61
12	S12	53	38	70	65
13	S13	33	41	67	56
14	S14	37	41	75	69
15	S15	51	42	80	63
16	S16	43	52	62	60
17	S17	27	33	63	38
18	S18	47	48	75	60
19	S19	53	34	82	52
20	S20	47	52	80	61
21	S21	33	44	73	54
22	S22	62	29	82	54
23	S23	53	37	70	60
24	S24	62	43	82	58
25	S25	33	38	75	45
Total Score		1156	1000	1882	1364
Mean		46,24	40,00	75,28	54,56

The students' pre-test score was only 46.24 for the experimental group and 40.00 for the control group. However, with the use of TikTok, the experimental group's post-test score increased significantly to 75.28, while the control score increased but not significantly to 54.56. The experimental group's post-test score was higher than the control group, according to the table above. This shows that regular use of TikTok with the CARM method can help students speak English better.

Analysis Descriptive

Table 2.2 Data Descriptive

	N	Minimum	Maximum	Mean	Std Deviation
PREEKS	25	27	62	46,24	10,092
POSEKS	25	62	90	75,28	8,224
PRECNTRL	25	29	52	40,00	6,519
POSCNTRL	25	38	69	54,56	8,968
Valid N	25				

The number of students in the experimental class is 25 students, as show in the table above. The average score was 46.24 on the pre-test, with the highest score being 62, and the lowest being 27. However, there were 10.092 standard deviations. The use of standard deviations. The use of standard deviation is as a number that can be calculated to show how much deviation there is in the group as a whole. Post-test scores are shown in the next column, the average score is 75.28, the minimum score is 62, and the maximum score is 90, with a standard deviation of 8.224.

The table above also shows that there are 25 students in the control class. At the pre-test stage, the average score was 40.00, with a minimum score of 29, and a maximum score of 52, with a pre-test standard deviation of 6.591. at the post-test stage, the average score was 54.56, with a minimum score of 38, and a maximum score of 69. Researchers found that both the experimental class and the control class experienced an increase. However, the experienced a significant increase because it had a higher average value than the control class. The average value. In the class experiment, the average score increased 29.04 points from 46.24 data to 75.28 data. Thus, it can be concluded that the experimental class treatment was more effective because it had higher average result that the control class, while the control class only scored scored 14.56 points.

Test of Normality

Table 2.3 Test of Normality

Tests of Normality							
	CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
RESULT	PRE_EKS	,101	25	,200*	,952	25	,281
	POS_EKS	,117	25	,200*	,953	25	,292
	PRE_CON	,141	25	,200*	,946	25	,199
	POS_CON	,150	25	,150	,950	25	,247
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The table above shows the results of the pre-test significance test for the experimental class at 0.281 and for the control class at 0.199. in the normality test, a value greater than or equal to 0.05 indicates that the data is normally distributed. Because the value is greater than 0.05, it can be concluded that the data in these two groups is normally distributed. Apart from that, the post-test significance value for the experimental class was 0.292 and the control class was 0.247. because the value of both groups is more than 0.05, it can be concluded that the data is normally distributed.

Test of Homogeneity

Table 2.4 Test of Homogeneity

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Learning_Outcomes	Based on Mean	,299	1	48	,587
	Based on Median	,244	1	48	,624
	Based on Median and with adjusted df	,244	1	47,486	,624
	Based on trimmed mean	,296	1	48	,589

The table above displays the findings from the pre-test and post-tests for the experimental class and control class. This data's sig value is 0.587; a value higher than 0.05 denotes homogeneity in the pre- and post-test data.

Test of Hypothesis

Hypothesis testing must be carried out after treatment to ascertain whether the experimental class and control class are significantly different. To test the hypothesis in this research, researcher used the SPSS v.25 program. Next, the data is entered and processed using the formula to calculate the significance value or alpha with 0.05. the experimental class has symbols 1 while the control class has

symbol 2 for calculations.

Table 2.5 Test of Hypothesis

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PREEKS	46,24	25	10,092	2,018
	POSEKS	75,28	25	8,224	1,645
Pair 2	PRECNTRL	40,00	25	6,519	1,304
	POSCNTRL	54,56	25	8,968	1,794

The table above shows statistical data for both experimental and control classes. Sample of 25 students is used for column N for each class, both experimental and control. The post-test average scores for the experimental and control classes were very different, with 75.28 for the experiment and 54.56 for the control, as shown in the table above. After the normality and homogeneity tests were completed, the independent samples t test was carried out. Independent sample t-test are used to compare the mean values of two independent samples to determine whether there is statistical evidence to suggest that their mean values are significantly different. Researchers used the independent sample t-test method to improve speaking skills in English. Researchers also used IBM v.25 statistical programs for test calculations.

Independent Sample T-test

Table 2.6 Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Learning Outcomes	Equal variances assumed	,299	,587	8,514	48	,000	20,720	2,434	15,827	25,613

	ed									
	Equal varian ces not assum ed			8,5 14	47,6 44	,000	20,720	2,434	15,8 26	25,6 14

The table above shows Sig (2 tailed) = 0.000. since sig (0.000) is smaller than sig 0.005, the null hypothesis is rejected, and the alternative hypothesis is accepted, as shown in the table above. Therefore, the post-test results are statistically different between the experimental class and the control class. In addition, it can be concluded that the continuous use of TikTok with the CARM method has a big impact on students' English-speaking abilities.

Test Effect Size

Below is the Cohen's formula that serves to calculate the effect size of the two independent groups of the experimental class and the control class.

The formula is follows:

$$d = \frac{m_1 - m_2}{\text{pooled standard deviation}}$$

$$\text{Pooled standard deviation} = \frac{\sqrt{\alpha_1^2 + \alpha_2^2}}{2}$$

$$\text{Pooled standard deviation} = \frac{\sqrt{10.09 + 6.51}}{2} = 8.3$$

$$d = \frac{75.28 - 54.56}{8.3} = 2.49$$

From the calculation results above, it can be seen that the effect size reaches 2.49. These results indicate that the use of Tik-Tok using CARM method has a great influence on English learning activities. So, it can be concluded that Tik-Tok has an effect on students' speaking abilities.

Discussion

1. Students' perception on the continue use TikTok for improving students' Speaking skills through the Conversation Analytic Role-Play (CARM)

Based on student opinions, this study attempts to explain how TikTok is used as a tool for learning English. Students' opinions of using it as a medium for learning to speak English were found to be positive. Students can enhance their English-speaking abilities, including listening comprehension, grammar, pronunciation, and vocabulary acquisition, by using TikTok. This result is consistent with the research findings of other researchers (Br Perangin angin et al., 2021). They

discovered that using TikTok as a tool for English instruction can improve students' language skills. With the abundance of videos on TikTok covering a variety of English subjects, students can learn unfamiliar words. This is supported by (Herlisya & Wiratno, 2022), who state that using it as a learning medium can improve students' speaking skills and make it easier to absorb English vocabulary.

Furthermore, it's evident from students' answers to surveys and interviews that studying English on TikTok is fun. With brief video lengths and engaging, interactive material delivery, learning is not boring. Students claim that because there is less pressure than when studying in class, studying on TikTok makes them feel more at ease and enjoyable. This is in line with the findings of (Pratiwi, A. E., Ufairah, N. N., & Sopiah, 2021) that the TikTok app is widely used because it offers a lot of advantages and benefits, like making learning simple and enjoyable, enabling students to do business, view engaging films, and learn about current events in the world. More than half of students think that conversing in English on TikTok might boost their self-assurance while speaking to others in the language.

They become more confident in speaking English after learning and practicing the language. This also increases their desire to learn more English. ICT tock also gives students the opportunity to learn on their own. Students can study at their own speed and have access to TikTok whenever and wherever they choose. (Herlisya & Wiratno, 2022) show that the TikTok application can help students speak better and make them more confident.

TikTok is also interesting because it allows students to use it easily. TikTok is considered by students as an easy medium to learn to speak English. Everyone can use it. In addition, students can search for any topic about English that they want to learn, as there are many videos that talk about English. Some content creators also speak English, so they can learn from them. TikTok is easy to use, and students can use it anytime and anywhere (Hastomo, T., Marcela, E. D., Ramadhanti, A., Viana, F., & Saftiah, 2022). Additionally, one student said that TikTok helped him learn English in a new way.

TikTok, an example of social media that can help students learn English because they can easily get information and meet new friends (Nasichah & 2023, 2023) TikTok is the main choice for students to learn English because of its many benefits. from easily accessible content, a variety of learning themes, and engaging and comprehensible content. TikTok, according to (Pratiwi, A. E., Ufairah, N. N., & Sopiah, 2021), is of the most popular social networking platforms available today. Students often utilize TikTok to practice speaking English.

Apart from that, students told how they used TikTok to learn English, including by re-watching the videos they studied and doing practice. such as learning how to use conversations in English provided by the creator. Additionally, they have the ability to follow accounts they like and save learning videos on their phones to watch again whenever they want. This is the reason why they are learning to speak English again through TikTok.

2. Impact continue using TikTok on improving students' English-speaking abilities through the Conversation Analytic Role-Play (CARM)

Fifty students from both experimental and control classes made up the study's sample, and the findings demonstrated that using TikTok on a regular basis to help students with their speaking skills while implementing the CARM approach was effective. The experimental class's average pre-test score was 46.24, and following treatment, the average post-test score rose to 72.88. In contrast, the control class's pre-test and post-test averages were 46.24 and 59.36, respectively. The fact that the average of these outcomes has increased indicates that the experimental class has a greater impact than the control class and that the experimental class provides better results than the control group.

The researcher then performed a sample t-test using the t-test calculation method in an attempt to obtain a sig or p (2-tailed) = 0.001 value. Because the p value (0.000) is less than sig α = 0.05, the test findings indicate that the alternative hypothesis is accepted and the null hypothesis is rejected. This indicates that the research has a major impact on raising students' proficiency in speaking English by having them use TikTok on a regular basis and applying the CARM approach.

In addition, researchers used Cohen's d formula to measure how effective continuous use of TikTok was to improve students' English-speaking skills using the CARM method. In this study, researchers found a significant effect, with an effectiveness level of 1.7, and concluded that continuous use of TikTok with the CARM method can improve students' English-speaking skills.

This study refers to previous research by Behzadi and Fahimniya (2014). These two studies have had a major impact on improving students' English-speaking skills. Previous research was conducted at a language institution in Sirjan, Iran, with the title "The Effect of Using Two Pronunciation Teaching Approaches (Intuitive-Imitative and Analytic-Lingustic) on Speaking Fluency among Iranian EFL Learners." The sample used consisted of 60 EFL students. The aim is to find out whether the two approaches have a positive effect on students' pronunciation abilities.

The research results are expected to show that using TikTok using the CARM method can improve students' English-speaking skills and influence their intention to use TikTok on an ongoing basis. The implication of the results of this research is that the use of social media such as TikTok can be an effective tool in learning English, especially in improving speaking skills. Suggestions for further research are to expand the research population and test the effectiveness of the CARM method in different English learning contexts.

Conclusion

The study's findings demonstrate that, when combined with the CARM approach, students' intentions to use TikTok consistently have a favorable and significant impact on their ability to speak English. Pupils that utilize TikTok to help them learn how to speak English score better overall than those who don't. Students' opinions of TikTok as a resource for learning English are similarly favorable because the platform provides engaging, easily accessible information that can boost learners' drive, self-assurance, and fluency in the language.

This research contributes to the understanding of the effectiveness of using TikTok in language learning, especially in improving students' English-speaking skills. This research also provides suggestions for teachers and educational practitioners to utilize TikTok as an innovative and fun medium for learning to speak English. This research also suggests further research involving other variables that can influence the intention to use TikTok and students' English speaking.

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