

**IMPROVING STUDENTS' SPEAKING SKILL BY USING "TIKTOK
APPLICATION": A CASE STUDY AT ENGLISH DEPARTMENT
BATCH 2021**



A THESIS

Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial
Requirements to Obtain Bachelor Degree in
English Literature Study Program

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ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF CULTURAL SCIENCES

HASANUDDIN UNIVERSITY

2024

LEGITIMATION

THESIS

Improving Student's Speaking Skill By Using "TikTok Application" A Case
Study at English Department Batch 2019

BY

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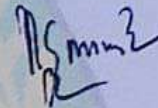
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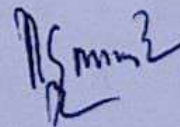
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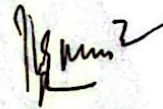
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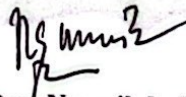
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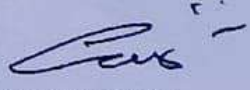
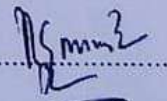




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AGREEMENT

On August 12, 2024, the Board of Thesis Examination has kindly approved a thesis by Nur Ersya Annisa Putri (F041191059) entitled Improving Student's Speaking Skill By Using "TikTok Aplication" A Case Study at English Department Batch 2019 submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

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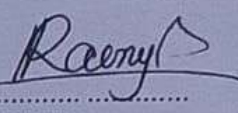
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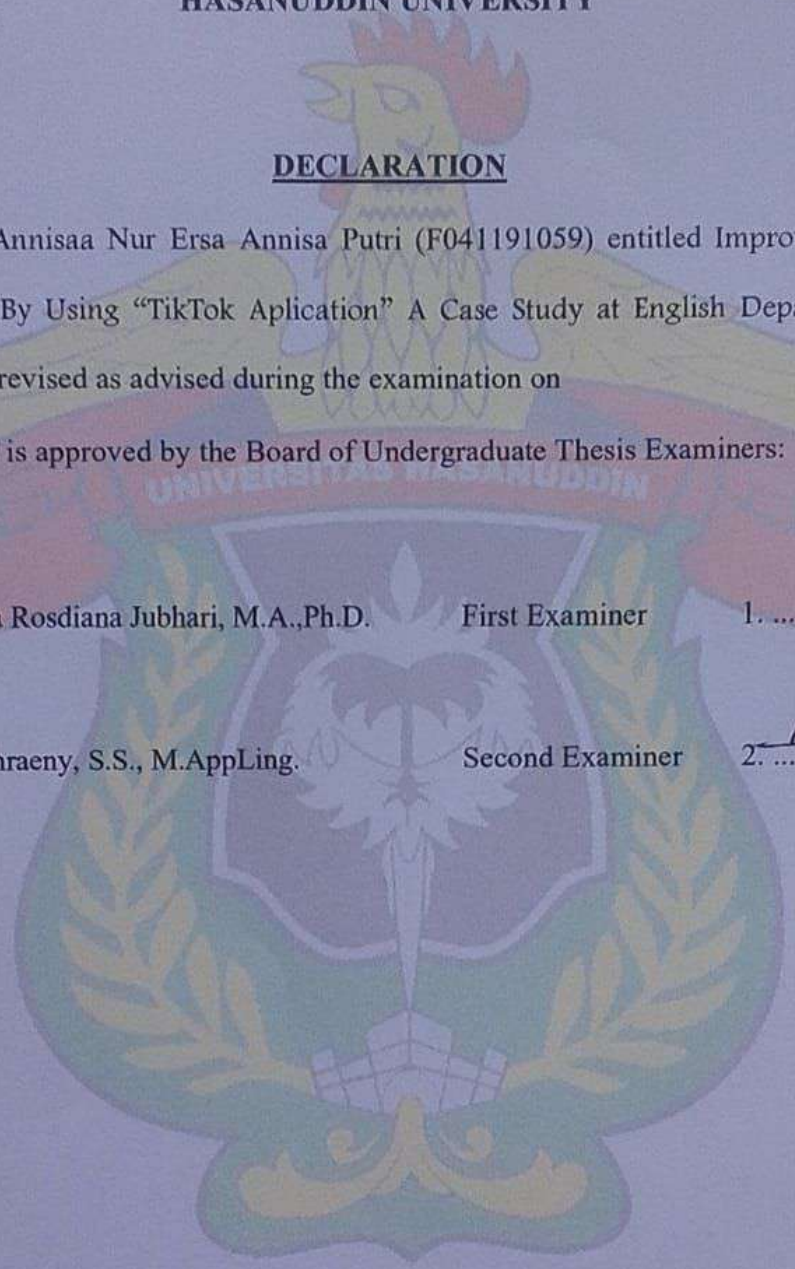
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Nur Ersya Annisa Putri

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim,

Before all else, the author would like to say Alhamdulillah and never-ending gratitude from Allah SWT. Thank you ya Rabb for blessings and giving me much more than I deserve. Thank you ya Rabb for the strength and guidance You have given to the author in such a way that the author able to finish the thesis entitled *Improving students speaking skill by Using TikTok Application (A study Case at English Department Batch 2021)*. Throughout the process of writing this thesis, the author faced difficulties, struggles, and obstacles but pleasantly with the help, guidance, and supports from definite number of parties the author thrivingly executed the stumbling blocks. Therefore, the author would also like to appreciate and express her gratitude to:

1. Dr. Abidin Pammu, M.A., Dipl. TESOL. as the author's first supervisor and Prof. Dra. Nasmilah, M.Hum., Ph.D as author's second supervisor who astonishingly guided and help the author to finish the thesis.
2. Thank you to the 2021 students of English Literature at Hasanuddin University for their willingness to be participants in this research. This research could not be completed without the cooperation of related parties.
3. Special thanks to the author's mother Erniwati Dhelys, the author's father Samsuddin and the author's stepfather, for all the struggles made so that the author can be in college and can pursue the degree that the author desires. Stay strong so I can be stronger.
4. Deep gratitude to the late beloved grandmother of the author's (Alm) Bunga Rosi and the author's grandfather Raja Muda, for raising the writer and educating the author with love and affection. Thank you for the prayers that are always offered for the author. May God always bless you.

5. Deepest appreciation and gratitude to author's long best friend, Kak Wiwi, Nunu, Nandi and Namirah. Thank you for the patience, love, guidance, and every other thing the author cannot possibly mention one by one. Thank you for not leaving when the storm raging. Thank you for holding on all this time. Thank you for sharing a bit of your life with me. Thank you for everything. I wish we have forever to spend.
6. Thanks to Vicri Fachreza, Putri Arini, Heril Akbar, Aryanti and Yurista for always supporting the author while writing this thesis. Thanks for accompanying the author so far.
7. Thanks to "Sophisticated 2019" for helping and giving happiness to the writer in her collage life. Thank you for being my friend and never leave the author in her writing phase.
8. Thank you to the friends who the author has met in college of "Keluarga Cemangi", "My Girls" and "Mahatma Ghandi 2019" thank you for sharing the joys and sorrows with the author. Also thanks to the author for the big family "Perisai Sastra Inggris" and the big family "Kosaster" for always accompanying the author during this research process.
9. Last but not least, I want to thank me. I want to thank me for everything. I want to thank me for not giving up. I want to thank me for keep standing until this day. I want to thank me for raising two middle fingers for the haters and laughing because my life is only getting greater.

ABSTARCT

Nur Ersa Annisa Putri. 2024. *Improving Students Speaking Skill by Using TikTok Application A Case Study at English Department Batch 2021* (Supervised by **Abidin Pammu and **Nasmilah**)**

TikTok is utilized not only for entertainment and commercial purposes, but also for educational purposes. The content creators teach everything based on their expertise and have a positive impact on those who view their videos. People can use TikTok to teach and learn English because many creators upload English-language content. People can learn and comprehend English by viewing the video because they can learn by playing. For this reason, this research was conducted to identify how students' perceptions about how TikTok improve their speaking skill. In revealing the data, the author used qualitative method. The data were collected through questionnaire via google form and interview via WhatsApp and face to face. The data revealed that the students' perceptions towards TikTok in improving speaking skill is positive. It was proven by their high interest on using it and considered it as effective platform to improve their speaking skill.

Keywords : TikTok, Speaking, Perceptions

ABSTRAK

Nur Ersya Annisa Putri. 2024. *Improving Students Speaking Skill by Using TikTok Application A Case Study at English Department Batch 2021* (dibimbing oleh Abidin Pammu dan Nasmilah)

TikTok digunakan tidak hanya untuk tujuan hiburan dan komersial, tetapi juga untuk tujuan pendidikan. Pembuat konten mengajarkan segalanya berdasarkan keahlian mereka dan berdampak positif bagi mereka yang melihat video mereka. Orang dapat menggunakan TikTok untuk mengajar dan belajar bahasa Inggris karena banyak pembuat konten yang mengunggah konten berbahasa Inggris. Orang dapat belajar dan memahami bahasa Inggris dengan menonton video karena mereka dapat belajar dengan bermain. Untuk itu, penelitian ini dilakukan untuk mengidentifikasi bagaimana persepsi siswa tentang bagaimana TikTok meningkatkan keterampilan berbicara mereka. Dalam mengungkapkan data, penulis menggunakan metode kualitatif. Data tersebut dikumpulkan melalui kuesioner melalui google form dan wawancara melalui WhatsApp dan tatap muka. Data mengungkapkan bahwa persepsi siswa terhadap TikTok dalam meningkatkan keterampilan berbicara adalah positif. Hal ini dibuktikan dengan minat mereka yang tinggi untuk menggunakannya dan menganggapnya sebagai platform yang efektif untuk meningkatkan keterampilan berbicara mereka.

Kata Kunci : TikTok, Berbicara, Presepsi

TABLE OF CONTENTS

ACKNOWLEDGEMENT	i
ABSTRACT	iii
ABSTRAK	iv
TABLE OF CONTENTS.....	v
CHAPTER I	1
INTRODUCTION.....	1
1.1 Background of The Study.....	1
1.2 Identification of Problem.....	2
1.3 Scope of Problem.....	3
1.4 Research Questions.....	3
1.5 Objective of Study	3
1.6 Significances of Research.....	3
CHAPTER II.....	5
LITERATURE REVIEW.....	5
2.1 Previous Studies	5
2.2 Theoretical Background.....	7
2.3 Theoretical Framework.....	12
CHAPTER III.....	14
RESEARCH METHODOLOGY.....	14
3.1 Research Design	14
3.2 Population and Sample	14
3.3. Instrument of Research.....	14
3.4 Technique of Data Collection	15
3.4 Technique of Data Analysis	16
CHAPTER IV	17
FINDINGS AND DISCUSSION.....	17
4.1 Findings	17
4.2 Discussions.....	28
CHAPTER V.....	32
CONCLUSION AND SUGGESTION	32
5.1 Conclusion.....	32
5.2 Suggestion	32
BIBLIOGRAPHY.....	33
APPENDICES.....	34

CHAPTER I

INTRODUCTION

1.1 Background of Study

English language is a dynamic and influential language with a fascinating history. It plays a vital role in international communication and serves as a bridge for people from diverse linguistic backgrounds to connect and interact on a global scale. It is used by almost everyone in almost every country on the planet to communicate. It is due to the significance of English in many aspects of our existence. As an international language, English is in a unique situation. Furthermore, because English proficiency is vital for job advancement, students must learn to comprehend and apply the language in order to boost their confidence in the face of global competition. English has become a compulsory subject in Indonesian schools, from elementary to high school.

When studying English, students must master four skills: speaking, listening, writing, and reading. Speaking refers to the act of expressing thoughts, ideas, or information orally, typically through the use of words and vocal sounds. It is one of the fundamental forms of human communication and is an essential aspect of language. Speaking can occur in various contexts and for various purposes, including everyday conversation, public speaking, teaching, storytelling, giving presentations, and more. Speaking is one of the most challenging skills that students must acquire. Due to a lack of English ability, students may be reluctant to speak the language. They could not grasp English due to a lack of vocabulary and practice. Speaking is a skill that can be developed and improved through practice, feedback, and training. Effective speaking is crucial in various aspects of life, from personal relationships to professional success, as it allows individuals to convey their ideas, persuade others, share knowledge, and connect with people on a deeper level. However, it is believed that improving student speaking in Indonesia will be challenging due to the infrequent usage of English as a foreign language in daily life. Another problem is the absence of motivation to use the second language in

regular communication. They are also too timid and afraid to contribute to the conversation.

As time goes by, there are many ways to improve our English-speaking skills, one way we can do this is to learn through social media. Social media can be a useful tool for learning English, but it is important to use it effectively and purposefully, learning to increase student speaking is accessible via any platform. Using social media such as Twitter, Instagram, TikTok, and several other platforms is one of the many fascinating ways to improve one's speaking talents. Utilizing the TikTok application is one of the several strategies utilized to improve students speaking skills.

TikTok is one of the most popular applications with millions of users that includes short-video sharing social media (De Leyn et al., 2021) and. It is a social networking site where users can create and share videos through their own personalized profiles. TikTok has a 4.6 rating on the Google Play Store, making it a highly qualified application that combines Artificial Intelligence and image capture (Jaffar et al., 2019). TikTok is utilized not only for entertainment and commercial purposes, but also for educational purposes. The content creators teach everything based on their expertise and have a positive impact on those who view their videos. In addition, TikTok is an application based on the creativity of movements and melodies as short videos (Putri, 2021). This application is useful for teaching a variety of subjects and imparting values, principles, and abilities (Khalif & Salha, 2021). People can use TikTok to teach and learn English because many creators upload English-language content. People can learn and comprehend English by viewing the video because they can learn by playing.

In this case, the author is observing the students of the English Department of Batch 2021. The author wants to focus on students preception of TikTok in improving students speaking skill.

1.2 Identification Of Problems

In This Research, the writer identified some problems in improving students speaking skills as follows ;

1. Students have to find an interesting account that talk about improving their speaking skills.
2. There is a need for innovative and effective language learning approaches that can help students develop their speaking skills.
3. The effectiveness of using TikTok as a tool for improving speaking skills has not been fully explored, especially in the context of the English department at Batch 2021
4. It is unclear how TikTok can be used to improve pronunciation, fluency, and intonation in speaking English
5. The implications of using TikTok for language learning in the context of the English department at Batch 2021 and how this approach can be integrated into the language learning curriculum in a sustainable way need to be identified.

1.3 Scope of Problems

1. The study focuses on the English department at Batch 2021 and aims to investigate the potential of TikTok as a tool for improving speaking skills among English language learners in this particular context.
2. The factors that influence student to use TikTok as an effective way to improving students' speaking skills?

1.4 Research Question

1. How effective is TikTok in improving student's speaking skill?
2. What motivates students to use TikTok in improving their speaking skill?

1.5 Objectives of Study

1. To find out how effective is TikTok in improving students' speaking skills.
2. To examine factors that influence students to use TikTok to improve their speaking skills.

1.6 Significance of the study

The outcomes of this study are predicted to be beneficial for students or readers, specifically the English Department class of 2021. Theoretically, the outcomes of this study should contribute to educational research, namely the concept of speaking abilities and authentic material. It is predicted that students, instructors, academic institutions, and future scholars would benefit from the study. It will inform readers that studying English on TikTok may improve students'

speaking abilities, as well as inform educational institutions of the benefits that students can acquire by utilizing TikTok to improve their speaking abilities. Finally, it will assist other academics in their investigations of the effects of current English language learning.

CHAPTER II

LITERATURE REVIEW

2.1 Previous Studies

There are several research related to the topic of this research that author used to support this research:

According to Putri (2022) “The Effectiveness of Using TikTok To Improve EFL Learners’ Speaking Ability”. The purpose of this study is to determine whether the TikTok application is effective at enhancing students' speaking abilities. This research involved English study program enrolees. Twenty individuals responded to the Google form questionnaire used by the researchers to collect information. The results of the questionnaire indicated that The TikTok Application improves students' speaking abilities.

Another study has done by Rahmawati, Syafei ,& Aris Prasetyanto (2023) “Improving Students Speaking Skills Through TikTok Application : An Endeavours Of Utilizing Social Media In Higher Education”. The researchers stated that the study using a quasi-experimental design. In this research, 32 students from the Diploma of Midwifery Program at Universitas Muhammadiyah Kudus participated. This study was divided into two research groups, an experimental group and a control group design. Experimental learning is taught using TikTok to teach speaking, while control groups are instructed conventionally. This study employed a pre-test, a post-test as the instrument and using a quantitative test as data collection. It was stated that research on the use of TikTok media can enhance students' communication skills. The research also says that TikTok not only improving students’ ability but also their creativity, motivation and vocabulary.

In another study conduct by Ferstephanie and Lady Pratiwi “The Effect Of TikTok To Develop Students’ speaking skill: A Classroom Action Research (2022). This study aimed to identify the effectiveness of using TikTok in improving students’ speaking skills. The researchers were using Pre-test and Post-test as the instrument. The researchers also observed the students’ ability through various activities such as when learning to answer several questions from the teacher or when students’ read the text that has been given. The population of this study is 25 students of grade 10 Science

Class SMA Kristen Kalam Kudus Selat Panjang. The researchers were using quantitative method to collect all the data. The result of this study is proved the use of TikTok in enhancing students' speaking skills was very interactive and effective.

Furthermore, Herlisya & Wiratno (2022) "Having Good Speaking English Through TikTok Application" This study aims to improve students' speaking skill through TikTok application. The subjects of this research were 20 students of the third semester in English education major At STKIP PGRI Lampung. The method that researchers is Descriptive Quantitative method using classroom action research techniques. The result of this study show that the use of TikTok Application can improve English speaking skills of students majoring in English education at STKIP PGRI.

In addition, Hulwatu Nasichah (2023) "Analysing students' Perception about the use of TikTok Application to Enhance students' Speaking Skills at UIN Prof. K.H Saifuddin Zuhri Purwokerto" The researcher stated that this study is using quantitative method and the data were collected using questionnaire that distributed to 34 Students at UIN Prof. K.H Saifuddin Zuhri Purwokerto. This research aim is to investigating the students' of UIN Prof. K.H Saifuddin Zuhri Purwokerto perception toward the use of TikTok Application to improve students' speaking skill. The result of this study shows that most of the students have good perception towards TikTok App and they believe that this application can help them to enhance their speaking ability. The researcher also conclude that TikTok can be on of the Effective medium to enhance students speaking skills.

Based on the previous studies above, the similarities and differences can be compared as a reference for the current research. In the previous studies, the researchers above took sample from different backgrounds. As in the first study with a total of twenty students at English Educational Study Program. The second study took a sample of 32 students from Diploma of Midwifery Program At Universitas Muhammadiyah Kudus. The study using a quasi-experimental design. The third study used 25 students of grade 10 Science Class SMA Kristen Kalam Kudus Selat Panjang as their sample. The researchers was using quantitative method to collect the data. The fourth study took a sample of 20 students of the third semester in English education major At STKIP PGRI Lampung. The researchers collect the data from Classroom action research

technique. The last study with a total 34 students at UIN Prof. K.H Saifuddin Zuhri Purwokerto. This study is using quantitative method and the data were collected using questionnaire.

2.2 Theoretical Background

1. TikTok

TikTok is a video-sharing app and social networking service that lets users create and share short-form videos ranging from 15 seconds to three minutes on any topic. It's owned by Beijing-based company Byte Dance, which also operates a separate, similar app for the Chinese market, known as Doyin. Since TikTok's launch, the app has continued to grow at an impressive rate. In October 2018, it was the most downloaded photo and video app in the Apple store worldwide, surpassing Facebook, YouTube, and Instagram. Since then, the app has gone on to achieve more than two billion global downloads. Of this number, a large portion of downloads was from U.S.-based users. For example, TikTok has approximately 50 million daily active users in the United States alone.

Utilizing video in the teaching and learning process has three advantages. First, the video helps learners to enjoy language learning. The concept of language learning is that it is a joyful experience, and video creates a visually appealing and pleasurable learning environment. Video-based instruction diversifies the teaching-learning process. During the teaching-learning process in the classroom, the various media employed by instructors can motivate students to learn and create an atmosphere of comfort. Video is an effective method for analysing body language, secondly. Learners of a language gain knowledge of the world around them. Since the video contains action, students can learn about body language by observing the video's action (Marsuddin, 2018). Third, repetition builds confidence in students. Learners enjoy hearing stories repeatedly, and the same holds true for video. By repeatedly viewing a video, students can learn through absorption and limitation. Students' attention can be piqued by a video (attention), their emotions can be sparked to be more active in writing lessons (affection), they can be assisted in expressing their emotions in written form (cognitive), and students with lower auditory achievement in class can be compensated (compensatory). Moreover, uploading the video to TikTok can encourage students to create the finest speaking

videos because the public can view them. If their speech is incorrect, their followers the TikTok application will digitally punish them (Celeste, 2022). Here's more detailed explanation of the TikTok application :

A. Video Creation and Editing :

- a) **Sort-from videos** : TikTok videos typically range from 15 to 60 seconds in length. This short format encourages creative and concise content.
- b) **Editing Tools** : The app provides a variety of creative tools such as filters, effect, text overlays, and the ability to add music to enhance and customize videos.

B. For You Page (FYP) Algorithm :

- a) **Personalized Content Feed** : TikTok employs a powerful recommendation algorithm to curate a personalized "For You Page" for each user. This page showcases a feed of content tailored to the user's preferences and engagement history
- b) **Discovering Trends** : The FYP is a key feature in discovering trending challenges, hashtags, and viral content, making it a central aspect of the TikTok experience.

C. Music Integration :

- a) **Extensive Music Library** : TikTok has a vast library of licensed music that users can choose from to accompany their videos. Users can search for and add music to their videos directly within the app.
- b) **Impact on Music Trends**: TikTok has significantly influenced the music industry, as popular songs on the platform often translate to success on music charts.

D. Engagement and Interactivity :

- a) **Duet and Stitch Features**: TikTok allows users to duet with other videos, creating split-screen collaborations. The Stitch feature enables users to clip and integrate scenes from other users' videos into their own.
- b) **Comments and Reactions**: Users can interact with content through comments, likes, and shares. This interactive nature encourages community engagement and collaboration.

E. Challenges and hashtags :

- a) **Viral Challenges:** TikTok is known for its viral challenges, where users participate in specific activities, dances, or trends. Challenges often come with designated hashtags to help users find and contribute to them.
- b) **Hashtags:** Hashtags play a crucial role in content discovery and participation in trends. Users can search for or click on hashtags to explore related content.

F. Privacy and Safety Features :

- a) **Privacy Settings:** TikTok provides users with a range of privacy settings, allowing them to control who can view and interact with their content.
- b) **Digital Wellbeing:** The app includes features for managing screen time and promoting responsible digital use.

G. Diverse Content and User Base :

- a) **Wide Range of Content:** TikTok hosts a diverse array of content, spanning comedy, dance, lip-syncing, educational content, and more.
- b) **Global User Base:** The app has a global reach, with users from various countries and cultures contributing to its diverse and dynamic community.

2. Speaking

Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking is an important skill and by mastering it, one can communicate. The focus of speaking skills is not developing the accuracy of pronunciation but adequacy of fluency and communicative effectiveness. As stated by Siahaan (2008:95), communicating is an effective language ability. Speaking can be defined as the ability of an individual to generate phonemes that convey meaning and are comprehended by others, thereby facilitating effective communication. (Fulcher, 2003:23) Further, communicating is the utilisation of language to establish communication with others. This signifies that at least two individuals are involved in this activity; each participant has a specific intention or set of intentions that he wishes to convey. Participants are required to respond quickly to whatever they hear and provide input. By incorporating engaging media and communicative language activities into the classroom environment, English instructors can stimulate students' speaking abilities. Subsequently, they should provide ample opportunities for students to hone their speaking skills.

Speech is a process of interaction in which participants strive to construct meaning by means of generating, receiving, and analysing information (Bailey, 2000:25). Many definitions of speaking exist. Speaking is an essential language skill that students must acquire in order to function effectively as communicators. Speech-based interaction and the formation of social relationships require students to make a deliberate choice. An alternative viewpoint on proficiency, which was prevalent in the audio-lingual and other drill-based or repetition-based methodologies of the 1970s, was reflected in speaking in traditional methodologies, which typically involved responding to drills, memorising dialogues, or repeating after the instructor (Richards (2008:2). Conversely, verbal communication, including conversations, can serve as a vehicle for conveying emotions. It denotes the participatory manner in which individuals construct the meaning of speech through the use of words and phrases.

Classifying the functions of speech in human interaction has been the subject of diverse efforts. A useful distinction was made by Richards (2008:2) regarding the interactional function of speaking. the transaction function, which is concerned with the exchange of information, and the establishment and maintenance of social relationships. Richards further categorises the functions of communicating as follows (2008:21-28):

a) Talk as Interaction

What we typically refer to as "conversation" is referred to as "talk as interaction," which denotes interaction that is predominately social in nature. Twelve individuals exchange pleasantries, partake in casual conversation, and relate recent experiences when they assemble in an effort to establish a comfortable environment for social interaction and foster friendliness.

b) Talk as transaction

Talk as interaction regards to contexts in which the focus is on the verbal or physical exchanges that occur. The control emphasis is on the message and ensuring that oneself is understood precisely and plainly, as opposed to the participants and their social interactions.

c) Talk as performance

The third category of discourse that can be discernibly differentiated is referred to as "talk as performance." This relates to public discourse. Information is conveyed through discourse in the presence of an audience, including speeches, public announcements, and classroom presentations.

Language's interpersonal function is manifested in the conversational exchanges of social discourse that we engage in daily with family, friends, coworkers, and other individuals. This form of informal verbal exchange constitutes the utilisation of language to forge and sustain social connections. The ideational component of language serves a purpose that is notably distinct from its application in social interactions. The utilisation of language for the purpose of conveying information and expressing content. It is a fundamental component of the majority of practical scenarios, encompassing academic, business, professional, and the majority of other work environments.

Drawing from the aforementioned explanation, the researcher deduces that effective information transmission requires the speaker to engage in conversation with the audience. Conversely, the speaker is able to preserve a social connection with the audience.

3. Social Media

New forms of media that require users to actively participate are frequently referred to as "social media." Broadcast age and interactive age are terms frequently used to delineate the evolution of media. One entity—such as a newspaper company, radio or television station, or film production studio—distributed messages to a large audience during the broadcast era, when media were almost exclusively centralised. Constantly delayed, impersonal, and indirect was the feedback provided to media entities. As a general rule, mediated communication between individuals occurred on a much smaller scale, occasionally expanding to include photocopied family newsletters or personal letters and telephone conversations. Individual interaction on a grand scale has become more convenient than ever before due to the proliferation of digital and mobile technologies; consequently, interactivity has become the focal point of the functions of new media. A solitary person was now capable of communicating with a multitude, and immediate feedback was feasible. Formerly having limited and somewhat subdued viewpoints, citizens and consumers can now express their views to a large audience.

Accessibility and affordability of new technologies have also enabled unprecedented media consumption options; thus, individuals can now obtain information from a multitude of sources and engage in discussions about the posted content via message forums, as opposed to relying solely on a limited number of news outlets. Social media platform is fundamental to this ongoing revolution. An examination is conducted of the attributes, prevalent formats, and typical roles of social media.

Therefore, the majority of educators and students have smartphones and have implemented social media in the classroom. Apps and web-based tools do, in fact, provide social media for educational purposes. As more faculty members utilise free web applications and software tools to improve learning, communication, and student engagement, social media usage is increasing in higher education classrooms. In contrast to conventional learning approaches, which offer limited opportunities for learners to create and sustain their own learning activities, social media-based learning platforms empower learners to take charge of their own education.

Increasing numbers of research initiatives are devoted to enhancing learning and instruction through the use of social media tools. Social networking sites have been designed with the intention of improving collaborative study and social interaction among college students. Incorporating social media tools into conventional learning is appealing to students and has the potential to increase their engagement in the learning process, according to the research.

In recent times, social networking sites have addressed the significant issue of e-learning by furnishing educators with information. Nevertheless, social networks have assisted in resolving a portion of these issues by introducing an interactive component that involves students and encourages their participation in the learning process; this has resulted in a greater number of students being drawn to e-learning and a greater understanding of the rationale behind their fascination with social networking sites.

2.3 Theoretical Framework

The main theory that the writer uses is the theory of Amalia Rahmawati, Muh Syafei, & Moh Aris Prasetyanto (2023) as a reference for Improving students speaking skills by using TikTok Application

According to Amalia Rahmawati, Muh Syafei ,& Moh Aris Prasetyanto (2023), Learning English on through TikTok Application can be one of an effective ways to improving students speaking ability . The use of TikTok could motivate and interest the students in learning English much better. In addition to enhancing their skill set, the utilisation of TikTok also stimulates their creativity, motivation, and vocabulary. In the event that students commit an error in their oral communication, they are subject to both academic and digital sanctions. The researcher also found students have a huge interest in English Learning on TikTok. This is evident from the data collected by researchers which shows students' abilities after learning to use TikTok. Therefore, TikTok is considered as an effective media in learning English. Therefore, the writer assumes it is important to know that Learning English on TikTok to improve student's speaking skills is effective.