

Integrating TikTok into EFL Learning: The Development of Instructional Videos for Descriptive Text

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Abstract

The purpose of the study is to develop TikTok-based instructional videos for teaching speaking of descriptive text to tenth-grade senior high school students. The study employed a Research and Development (R&D) approach using the ADDIE model, which consists of five phases: analysis, design, development, implementation, and evaluation. The participants were X-7, consisting of 32 students. The instruments used to collect the data included teacher interviews, teacher and students' questionnaires, and expert validation sheets as the primary research instruments. The results demonstrated that the media successfully engaged students' motivation, engagement, and confidence in learning descriptive text. The videos included vocabulary, pronunciation guidance, text examples, and interactive features such as TikTok Stitch, which allowed students to practice on their own and repeatedly. The significance of this study can be applied in English language teaching, particularly in speaking class for senior high school level.

Keywords: TikTok; Instructitonal Media; Descriptive Text; Teaching Speaking

INTRODUCTION

Speaking is one of the vital skills in the learning process since it allows learners to communicate their thoughts and ideas through spoken words in real situations. Tukhtamuradovna et al., (2023) claim that speaking demonstrates students' capacity to actively use language rather than only comprehend it. Brown (2001) further emphasizes that speaking is a challenging but crucial part of communicative competence since it is an interactive activity that requires learners to concurrently produce, receive, and incorporate language.

Essentially, speaking is recognized to be the most difficult skill for EFL learners to master. According to Rao (2019) spontaneous speech production demands and thus creates great cognitive demands for the learners. Aldi & Shofi (2024) notes that several students face speaking challenges due to limited vocabulary, inaccurate pronunciation, and grammatical constraints. As a result of these difficulties, EFL learners are not willing to engage in speaking activities. Wardani & Zakyah (2021) also added that EFL learners often feel unsure about their speaking abilities; teachers need to create an encouraging environment that encourages them to use English whenever they have the chance.

In the context of the Merdeka Curriculum, for tenth-grade students, descriptive text is a compulsory material that seeks to help students develop the ability to describe people, places, and things orally and systematically (Ahmad et al., 2022). According to Perdana & Sulistyarningsih (2020) the role of descriptive text instruction in senior high school is significant in developing students' English language proficiency, especially in speaking skills. Nevertheless, empirical studies indicate that students continue to have difficulties in speaking

to produce descriptive texts orally. Sari et al., (2025) point out some challenges learners face, including limited vocabulary, pronunciation difficulties, low self-confidence, and feelings of anxiety due to fear of making mistakes. Smaldino & Russell (2013) highlight the important role of instructional media in supporting speaking practice. The effective use of the media could provide visual and auditory inputs to the students that would help them to understand the subject more easily (Richards & Renandya, 2019). Nevertheless, Lee & Winzenried (2009) states that instructional technology has significant potential to improve learning outcomes for students, and significant improvements in learning outcomes are possible only when technology is carefully integrated into pedagogical objectives and systematically integrated into the teaching process.

Along with the rapid development of technology, the use of digital technology has a significant relationship to the assistance students receive in becoming more independent and developing their skills on their own terms (Wiwin et al., 2022). Social media platforms have increasingly been explored as alternative instructional media in EFL classrooms. Lee & Winzenried (2009) point out that digital media can foster learner autonomy and motivation when integrated purposefully into instruction.

Nowadays, students are proficient in technology, particularly smartphones, which can be utilized as instructional tools. These days, especially in a new era like the TikTok application, instructional media must adjust to changing patterns and trends (Zaitun & Indriani 2021). TikTok has gained the interest of researchers due to its short-form content, audio-visual, and interactive nature, which Antipova (2020) identifies as particularly suitable for language learning. In recent years, TikTok has become one of the most widely used apps. Because so many creators produce English-language content, TikTok is a useful medium for teaching and learning English. Dewi (2023) suggested that TikTok can be processed into an attractive and interactive learning experience for students. The TikTok application can be implemented as an English Language Learning media. Seeing the various features that exist in the TikTok application, it is very possible to be designed as an English learning application. By using the features in the TikTok application, you can play a role that prioritizes aspects of student expression and creativity.

There are several studies that have confirmed the positive effects of TikTok-based learning on the development of students' speaking skills. Gunawan et al., (2023) reported that TikTok-based learning media can improve students' motivation and speaking performance. Similarly, Ningsih et al., (2023) report the high participation of students in speaking activities using TikTok videos as the learning media. Moreover, Septiantoro & Widaningsih (2022) note that the TikTok-based tutorial videos were suitable and engaging as learning media.

In consideration of the continued difficulties faced by EFL learners in speaking, especially in the production of descriptive texts, the use of appropriate media for instruction is an issue of concern. While the popularity of TikTok has been well established among students, and several studies have confirmed its positive impact on the development of speaking skills, the extent to which it can function as an instructional medium for teaching descriptive texts remains an area that has not been sufficiently explored. Most studies have focused on perceptions and use of TikTok rather than on the development and validation of instructional videos. However, there is an acute need to create instructional videos on TikTok that promote speaking practice, align with specific learning objectives, and encourage students' creativity and confidence in speaking English.

Therefore, the objective of this research is to develop TikTok videos as instructional media for teaching speaking of descriptive text to tenth-grade senior high school students. The developed media are designed to assist teachers in the implementation of an effective speaking activity, as well as to improve students' confidence, fluency, and descriptive speaking skills in a digital learning environment.

METHOD

Research Design

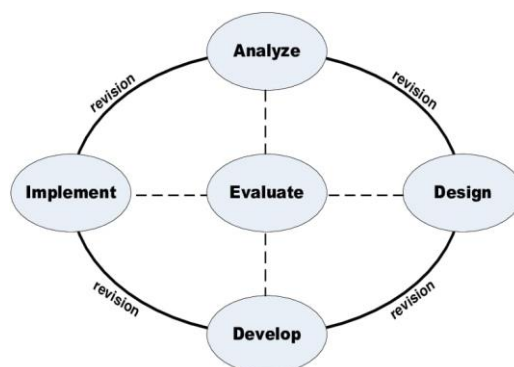


Figure 1. Stages of the ADDIE Model (Branch, 2009)

This study utilized a research and development design to develop an instructional media for teaching descriptive text speaking on TikTok. The process of developing the instructional media was based on the ADDIE model, which includes Analysis, Design, Development, Implementation, and Evaluation stages for developing instructional media following established principles of teaching and learning. The R&D design was considered appropriate as the primary objective of the study was not only to investigate a phenomenon but also to produce and validate an instructional product.

Participants

The participants of this research were the tenth-grade students of State Senior High School of 1 Karangbinangun. The English teacher selected class X-7, which consisted of 32 students, as the research participants because the class represented mixed levels of learning achievement. Purposive sampling was applied as the sampling technique, where the selection of students was based on the judgment of their learning achievement levels.

Data Collection Methods and Instruments

Instruments used in data collection included questionnaires for teachers and students, as well as teacher interviews, for the analysis of media needs. The questionnaires for teachers and students were also used to evaluate the data. The validation questionnaires were used to assess the usefulness, feasibility, and content of the produced media, which involved TikTok videos, while the response questionnaires were used to gather information about students and teachers' perceptions of the usefulness of the produced media. These instruments were selected to ensure comprehensive data covering product validity, practicality, and instructional relevance, which directly addressed the research objectives of developing effective TikTok-based media.

Data Collection Procedures

The data collection procedures were conducted sequentially following the stages of the ADDIE model. First, the needs analysis was done through classroom observation and preliminary data to identify the speaking difficulties and needs of the students. Then, the results obtained in this stage provided the foundation for the content and design of the content of the instructional media. Finally, after the design and development of the instructional media, expert validation was conducted by the experts in the materials and the media experts to evaluate the content, use of language, visual presentation, and technical features of the TikTok-based media. The feedback received from the experts was then used to improve the developed media. At the implementation stage, the students responded to the speaking activities and questionnaires, and the teachers provided feedback on the use of the media.

Data Analysis Techniques

In collecting data useful for the development and evaluation of instructional media, both qualitative and quantitative approaches were used. In the mixed approach, qualitative data were used to collect comprehensive information on the product, while quantitative data were used to collect comprehensive information on students' responses to the media. Under the quantitative approach, data collection was done through the use of questionnaires from the students, which were later converted into percentages. At the same time, qualitative data were used for the evaluation of the product's validity, practicality, and relevance, which are the same as the objectives of the study for the development of effective speaking media through TikTok.

RESULTS AND DISCUSSION

Results

Need Analysis

In this section, the findings obtained from the analysis of the data collected through the teacher questionnaire, teacher interview, and students' questionnaire will be presented.

Table 1. The Results of the Students Quistionnaire

Aspect	Responses (%)
Speaking Difficulties	98%
Learning Experience and Learning Conditions	83%
Need for and Interest in TikTok-Based Learning Media	98%
Speaking Comprehension and Practice	75%
Support for Media Development	97%

According to the analysis of students' needs, the questionnaire results indicate that students have difficulty speaking English. Regarding speaking difficulty, 98% of the students responded positively. Most students agreed they felt nervous when speaking English, indicating they had difficulty speaking English. In addition, in the learning experience and learning condition, 83% of the students expressed positive responses.

The data indicate that the students do not feel they have fully learned descriptive texts, as they still struggle to describe people, places, and objects. There is a smaller proportion of students, with 12% less agreement and 5% disagreement, suggesting that students have not benefited equally from the learning experience. The findings clearly indicate that students strongly support the use of TikTok as a learning medium. Of the total students, 98% responded, indicating that students have realized the need to use learning tools to improve their speaking skills. They have found TikTok videos interesting and useful for learning English. This could

be because the students have not been exposed to using videos to improve their English skills in the past.

Another reason the students have shown strong support for the use of TikTok as a learning tool is that 75% of the students have responded positively to its use, as they have found it very effective in helping them better understand speaking skills. However, 22% of the students have shown less positive responses, with 3% showing negative responses towards the use of the tool, as they have shown difficulties with speaking skills. Additionally, regarding speaking comprehension and practice, 75% of students responded positively, agreeing that TikTok videos help them understand speaking examples and practice speech more easily. However, 22% of students showed less agreement, and 3% disagreed, suggesting that while the media are helpful for many, some students still encounter difficulties with speaking practice.

Moreover, from the teachers' perspective, the participants in the study have considerable experience teaching English at the high school level and often focus on speaking skills in class, mostly through presentations of descriptive texts. Despite the variety of learning resources used in class, the teachers stated that there is a lack of engaging digital media to help students improve their speaking skills. The main problems that the teachers identified were students' lack of interest in learning, insufficient vocabulary, and pronunciation problems. However, the teachers' attitude towards TikTok as a learning medium was positive, as it is easy to use and students are interested in it. Moreover, the study's findings show considerable support among teachers for producing TikTok-based learning videos on vocabulary, pronunciation, and speaking skills.

This needs analysis shows that there is a need for digital learning media, especially TikTok-based instructional videos, to support and enhance English-speaking practice among students. Moreover, the limitations of existing instructional media, as well as a lack of student interest and limited vocabulary and pronunciation skills, highlight the need to use an engaging, popular platform such as TikTok videos. In addition, the videos created will help learners master different aspects of English speaking, such as vocabulary building, pronunciation improvement, and description texts, enabling them to understand and master English speaking effectively. As such, it is essential to include TikTok-based instructional media to enable high school students to practice English speaking effectively.

Design

In this section, the concept of TikTok videos is planned. The media was divided into five parts and developed with several key elements. At the beginning of the videos, there was a brief hook to attract students' attention, followed by a brief explanation of the content, pronunciation model, speech examples, and finally instructions on video stitching for student practice.

Development

After the design phase, the development phase produced instructional media in the form of TikTok videos. This process involved recording videos to ensure proper pronunciation and visual representation. After recording the videos, the process was edited to ensure proper audio and visual clarity. This media was later evaluated and validated to assess the relevance of the content and the instructional design. Product evaluation was conducted using three validation modalities to assess the quality and appropriateness of the media created. Each validation process used instruments with three dimensions.

The first validation process was conducted to assess the quality of the media created. It involved a university lecturer as the material expert. The second process involved the teacher in the

validation, who evaluated the media created for appropriateness of the topics covered in relation to the curriculum and for their applicability in the classroom. The third process was a social media expert, who evaluated the technical and visual quality of the video created and the effectiveness of the media created on TikTok as a learning platform. The findings indicate that the product is appropriate and feasible for teaching descriptive speaking to high school students.

Table 2. The Results of the Material Validation Form

No	Aspects	Poor	Fair	Good
1.	The materials appear to be relevant to the students' contextual needs, the speaking objectives, and the development of descriptive speaking skills			√
2.	The language used is appropriate to the students' level and easily understood.			√
3.	The materials promote interactive speaking skills, classroom practice, and classroom suitability.			√

Based on the results of the material validation, the instructional media created based on the content of TikTok were rated as good, indicating that the content, language, and instruction are appropriate in relation to the learning needs of the students. In addition, the materials were aligned with teaching descriptive text, as they encouraged students to enhance their descriptive speaking abilities by offering specific examples and explanations for characterizing people, places, animals, and objects.

After validating the material, the teacher verified the learning media to determine whether the topics were appropriate for the curriculum, whether TikTok videos could motivate students to participate in class discussions, and whether it was simple to use and apply in classroom learning activities.

Table 3. Teacher Validation form

No	Aspects	Poor	Fair	Good
1.	The materials align with speaking objectives, competencies, and the current curriculum structure.			√
2.	The materials suit students' levels, use engaging topics, and encourage active speaking.			√
3.	The materials use clear language, are accessible, and suitable for classroom and independent use.			√

The validation results show the teacher gave a “good”, suggesting that the video content is appropriate for the needs and learning context of students in speaking practice. The videos were considered suitable in terms of alignment with the curriculum, relevance of the topics, clarity of presentation, and their ability to encourage students to participate actively in speaking practice. In addition, the media were considered easy to access and practical for both classroom activities and independent learning.

Table 4. Social Media Validation form

No	Aspects	Poor	Fair	Good
1.	The videos have good visual quality, clear audio, supportive text, and appropriate editing.			√

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| 2. | The content encourages interaction, provides clear calls to action, and supports active speaking practice. | √ |
| 3. | The content is consistently educational, supports English learning identity, and presents a positive image for students. | √ |
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Following content validation by social media expert, the instructional videos is posted to a TikTok account “@engleasy.id” and subsequently utilized as instructional media. The video is then verified by an expert in social media to determine whether it is a suitable medium for teaching speaking on the TikTok platform. This validation process includes not only the technical and visual evaluation of video quality, audio, and text, but also the content's attractiveness, the material's accessibility, and the video’s ability to encourage student interest in speaking practice.



Figure 2. TikTok Account

Based on the validation results, the instructional media using TikTok has been rated good, which means that the media has met the requisite standards in terms of content, language, pedagogy, and technology. In order to enhance students' speaking practice, the media were considered appropriate and feasible for use in the teaching and learning process.

Implementation & Evaluation of the product

The implementation of the TikTok-based instructional videos was conducted in Class X-7, where the videos were used as learning media to support students’ speaking practice. During the implementation, students were divided into five groups. Each group was assigned to work collaboratively, in which each member described one of the four given topics related to descriptive text. The students initially used the descriptive texts through the provided materials, which included the vocabulary and pronunciation models provided in the videos. Subsequently,

the students practiced speaking through the Stitch feature on TikTok, which allowed them to continue the video and the original video on the topic.

Table 5. The result of the implementation of the media

Aspect	Indicators	Positive Responses (%)
Motivation and Interest	and Learning enthusiasm, enjoyment during speaking activities	87%
Understanding of Descriptive Text	of Topic understanding, text meaning, text structure	85%
Speaking Improvement	Skills Pronunciation, fluency, and descriptive speaking practice	80%
Speaking Confidence	Confidence and willingness to speak	75%
Learning Engagement	Active participation in speaking activities	77%
Media Quality	Audio clarity, video quality, and presentation	83%
Use of TikTok Features (Stitch)	Imitation and continuation speaking practice	82%

The results of the student questionnaire showed consistently positive attitudes towards the use of TikTok-based instructional videos as media for speaking activities. Specifically, the results showed that 87% of the students reported increased enthusiasm and enjoyment during speaking activities. Moreover, the majority of students demonstrated improvements in understanding the subject matter, including its meaning and sentence structure. This showed the practicality and effectiveness of the media used in the study. About 80% of the students showed improvements in oral description, fluency, and pronunciation during speaking activities.

Nevertheless, 75% of the students manifested an increase in the tendency to speak English in public. This showed an increase in the students' confidence in speaking. Moreover, 77% of the students manifested an increase in the level of engagement in the activities. Of the students surveyed, 83% manifested an increase in the understanding of the presentation, audio, and video content of the instructional materials. Finally, the Stitch feature on TikTok was effective for 82% of students, indicating that almost all students showed strong interest and positive engagement with it during speaking practice.

Furthermore, the teacher explained that TikTok videos are particularly useful for students because they can practice speaking through short videos, practice making simple descriptions, and enrich their vocabulary. The teacher also added that since students are already familiar with the TikTok app and its features, the examples and models of speech in TikTok videos are sufficient to help students practice speaking. These results are consistent with previous research from Ningsih et al., (2023) indicate that TikTok-based instructional media is highly efficient in engaging students in speaking activities, and suggest that TikTok videos have the potential to be used as an interactive tool to encourage students to express themselves creatively in speaking activities.

Discussion

The findings suggest that the learning objectives for the students have been achieved through the use of TikTok-based instructional videos, as suggested in the needs analysis, which primarily focused on the speaking difficulties and interest in interactive media for the students. This is because the students' feedback showed that the media's presence was effective in

capturing the students' attention, motivating them, and providing an interesting, interactive, and enjoyable learning environment. Moreover, the Stitch feature played an important role in the speaking practice process. During this speaking practice, this feature allowed students to respond to the pronunciation and speaking model. This process is an essential feature in the development of fluency in speaking. A feature of Stitch allows the students to practice repeatedly until they feel confident. This finding shows that the instructional media based on the TikTok platform can facilitate speaking practice.

In addition, students' positive responses to the quality of the instructional media reveal an important role of digital content quality in learner engagement, particularly in audio quality, visual content, and presentation, which encouraged learners to participate in the speaking practice. The results of this study align with Alfitri (2024), which concluded that TikTok can significantly support English language learning by providing an engaging and flexible learning environment. Similarly, the present study demonstrates that integrating digital platforms, particularly TikTok, enhances students' exposure to language input, increases their learning motivation, and improves their confidence in speaking English (Ramadhan et al., 2026). Thus, TikTok serves as an interactive and accessible platform that facilitates language learning both within and beyond the classroom.

Additionally, Aldiansyah et al., (2024) reported that TikTok's interactive features promote authentic communication and active student engagement in language learning. Within the context of the present study, the Stitch feature enabled students to respond directly to video content, practice speaking with greater confidence, and interact creatively with instructional materials. This feature also facilitated participation in contextually meaningful speaking activities, contributing to the development of students' speaking skills.

Furthermore, this study identified the quality of instructional media as a critical component of effective content design. The success of learning videos on TikTok stems not only from the platform but also from the quality and creativity of the instructional content. The findings indicate that social media platforms, when used as instructional media, foster students' creativity, motivation, participation, and self-expression during language acquisition. Overall, the results demonstrate that TikTok-based learning videos effectively improve students' speaking skills while creating an engaging, interactive, and supportive learning environment.

CONCLUSION

The design of the instructional media using TikTok has been completed by applying the ADDIE approach. TikTok-based videos are a feasible and effective medium for assisting students in learning descriptive texts, especially in speaking activities. By offering engaging material and facilitating independent study with interactive features like Stitch, the media effectively meet students' learning objectives. Likewise, social media can produce a more dynamic, context-based learning environment, thus serving as a valuable teaching tool for English. The utilization of this form of media was associated with increased student motivation levels, participation rates, and confidence levels in speaking within a more dynamic and contextually grounded learning environment. This research contributed to the creation of credible instructional videos on TikTok, especially designed for speaking of descriptive texts. However, the research was only conducted on one class and focused on one language skill: descriptive text speaking. Future studies should examine other language skills or larger samples.

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