

**THE INFLUENCE OF TIKTOK IN STIMULATING GIVING
OPINION EXPRESSION OF ELEVENTH GRADE STUDENTS
AT SENIOR HIGH SCHOOL 3 KEDIRI**

SKRIPSI

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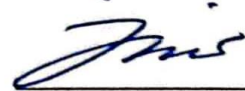
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MOTTO AND DEDICATION

MOTTO:

“Never doubt your worth, know your potential, and walk in it with no apologies!”

- Erica Willis

DEDICATION:

1. Allah SWT, who has been providing blessing and mercy while authoring this skripsi.
2. My beloved mother (Siti Juwariyah), who rests in Allah’s arms. Your prayers and love are the reason I never give up.
3. My magnificent father (Zainudin), thank you for your sacrifices, support, and always believing in me.
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6. My dearest friend, Astaghfirullah, for your constant presence and support that made this journey.
7. Abu Rijal Bakery, and Makmoer, for the warmth and little joys that reminded me there is life beyond this skripsi.
8. All my close friends, whose names I cannot mention one by one-my heart remembers every single one of you.
9. All English Language Education Department lecturers, who have encouraged and shaped me throughout these years.

ABSTRACT

Farika Nuria Putri: The Influence of Tiktok in Stimulating Giving Opinion Expression of Eleventh Grade Students at Senior High School 3 Kediri, Skripsi, the Faculty of Teacher Training and Education, University of Nusantara PGRI Kediri, 2026.

Keywords: TikTok, Giving Opinion Expression, Teaching Speaking.

The purpose of the research was to find out whether TikTok can be used as a media to teach speaking skills specially to express the opinion of the eleventh-grade students of SMA Negeri 3 Kediri Indonesia. To communicate effectively it is very important to be able to speak English. But students usually have limited vocab, bad pronunciation and few opportunities of practice. The traditional teaching methods are more lecture-oriented than interactive. A first look at the data indicates that students' speaking skills are weak and new teaching methods are needed. The present study was conducted in the academic year 2025/2026 using a quasi-experimental design with a nonequivalent control group. The design divides the students into an experimental group via TikTok and a control group using traditional methods. The sample consisted of 68 students from two classes. The speaking ability of the students was measured by using pre-test and post-test in which their ability in expressing their opinion was assessed.

The data were analyzed with non-parametric test (SPSS version 27), since the scores did not follow a normal distribution. Both courses demonstrated significant gains from pre-test to post-test. The TikTok group increased their average score from 69.76 to 76.35. The effectiveness of creating personal expressions and increasing students' self-confidence was evidenced by the improvement of students' proficiency from 38% to 88%. Meanwhile the control group also registered a small increase. However, the test results of the two groups showed no significant difference at the 0.05 significance level, indicating that the advantage of TikTok is comparable to the traditional teaching method. What makes TikTok attractive is its engaging format and its ability to deliver real information. This results in a less formal and more dynamic learning experience that increases motivation.

The results of this study confirm that TikTok is a useful tool to improve speaking skills, engage learners and increase active participation in language acquisition. Education policy implications imply that teachers should incorporate TikTok into their curricula, but with consideration for potential distractions and privacy concerns. Future studies should consider longer treatment durations and larger sample sizes to accurately compare the relative effectiveness of the TikTok application with other platforms. Finally, this paper points out the importance to change the English teaching methods to attract digital native learners of today.

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Praise and thankfulness are offered to Allah, God the Almighty, who has been bestowing blessings and mercies on the researcher, allowing her to successfully complete this skripsi as a partial fulfillment of the Sarjana Degree requirements.

This skripsi entitled “The Influence of Tiktok in Stimulating Giving Opinion Expression of Eleventh Grade Students at Senior High School 3 Kediri”. It is recognized that this skripsi still has numerous laws, thus feedback and suggestions from many parties are eagerly anticipated.

On this occasion, the researcher wishes to convey her heartfelt thanks and deepest appreciation to:

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It is realized that this skripsi still has many shortcomings, so it is expected

that criticisms and suggestions from various parties are expected.

Kediri, 14 July 2026

Signed by,

A handwritten signature in black ink, appearing to be 'F. Nuria Putri', written over a circular stamp or seal.

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CHAPTER I

INTRODUCTION

In this chapter, background of the research, formulation of the problem, objective of the research and benefits of the research are presented.

A. Background

In the context of modern life, the implementation of information technology has made humans heavily reliant on it for daily tasks. Information technology is involved in the management and processing of data to provide accurate, relevant and up-to-date knowledge to be used by businesses, private individuals and governments to make crucial decisions (Badri et al., 2018). In educational context ICT (Information and Communication Technology) has an important part in the educational process for students who are commencing their academic careers. There is no limit to the positive development of young minds through the effective use of technology in the classroom, combined with more conventional instructional processes. Whether it is academic performance, enhanced creative thinking, or the development of skills that will prove useful later in life is crucial (Kilag et al., 2023).

In relation to the role of technology in education, the ICTs for education defines the development of Information and Communication Technology to fulfil the purpose of teaching-learning while the ICTs in education means the use of basic elements of information and communication technologies in the teaching-learning process. ICTs bring a lot of flexibility to education to ensure that learners can access knowledge anytime and anywhere. It also influences the way knowledge is transferred and the way pupils learn. ICTs in the sphere of education with emphasis on its influence on teaching learning process, quality and accessibility of education, inspiring learners, learning environment and students' academic success (Bindu, 2016).

Specifically, in English Language Teaching, Information and communication technology (ICT) can also apply in ELT (English Language Teaching) it is can cover all the four skills of English language (Grammar – Writing - Reading – speaking). ICT is playing a major role in teaching and learning of English. ICT is the basis of the modern teaching-learning process (Alkamel & Chouthaiwale,

2018). Moreover according to Rahmi (2014) show that 90% of the students like to study English by using media. So, it is suggested that English teacher should use the media, because they are the effective tools in English teaching-learning process. Through the use of technology, learners can be motivated to master all the four language skills (Hashim et al., 2018)

Speaking is one of the key skills in language learning. This is because language has a crucial purpose in communication. Language allows people to communicate their thoughts and feelings. Language is a powerful means of transmitting cultural knowledge (Fedorenko et al., 2024). According to Ur (2000) cites in Leong & Ahmadi (2017) learning English requires developing four skills: speaking, writing, reading, and listening. We must acquire a language in order to interact, and the most effective way of communicating is to talk. According to Nunan (1991) cited in Segaran et al (2021) the most important thing in learning foreign language is to be successful in speaking skills and the outcome will be evaluated based on the competence to enter into the conversation in that language. Meanwhile, Wael et al (2018) described speaking as the productive talent of the oral communication that engages other people in communicating the information by pronunciation the words. We can say that the capacity to talk is a very important skill for increasing the learning of new languages.

To asses speaking competence, according to Brown (2004) cited in Segaran et al (2021) approves speaking has five aspects which are consist of grammar, vocabulary, comprehension, fluency and pronunciation. Most foreign language learners find it challenging to learn to speak. According to Nunan (1995), as described in Leong & Ahmadi (2017) say that for many others, the acquisition of speaking abilities is the most important part of acquiring a second or foreign language and success is measured by the capacity to have a conversation in that language. When learning to talk, students face challenges such pronunciation, fluency, intonation, filler words, accuracy, shyness and lack of confidence. To put these changes into practice, learning strategies are needed that could assist in the process of education.

To overcome these challenges, Gani et al (2015) explained that learning techniques are employed by learners to assist them understand new material better

and to help them handle the language problems. Learners need to recognise the power of intentionally applying language learning strategies to make learning faster, easier, more effective, more efficient, and more fun. Previous study from Gani et al (2015) stated that students should be trained to be more conscious of their own speaking learning processes. They need to be more aware, deliberate and regular in applying suitable language learning strategies for increased success in increasing their speaking skills.

Furthermore, the statement is also supported by research from Chen (2014) that students need to choose their learning strategies to make them conscious in the case of their learning. Learning strategies enable the learners to learn autonomously and become independent learners. Based on it, efficient learning practices can assist an individual to master a language with ease. Thus, Language Learning Strategies (LLS) are one of the variables that affect the learning of English language by learners (Segaran et al., 2021).

In line with learning strategies, the use of effective learning media is equally important. Zaitun et al (2021) describes learning media as a learning resource that develops in accordance with the development of learning technology and various forms, from audio and visual to audiovisual. With the existence of learning media, of course it has an important role because the media can be a tool for introduction or transfer in clarifying a material and the media can also simplify the abstract to be concrete and complex so that it helps accelerate understanding and facilitate interpretation. Because learning media greatly affect the learning process and student learning outcomes so that teachers must really be able to choose the right and appropriate learning media.

Regarding student motivation, Namaziandost & Nasri (2019) said that regarding motivation of students, students can never learn how to speak by drills or words learned by heart, they would rather be motivated to learn if the learning itself is interesting and entertaining, Social media as taking most of students time, if used properly, can be thought of as an educating tool. The same finding were also found by Malik & Asnur (2019) student always use smartphone and use social media in all their activities. Students make a lot of social media in exploring vocabulary and increasing vocabulary mastery, learning as well as building networks for native

speakers (Mutterspracher), and making social media a means of learning by accessing foreign-language songs and interesting media in student foreign language learning.

Extensive studies have investigated the usage of social media sites for their ability in increasing grades, motivation, cognitive ability, and levels of engagement. According to Al-rahmi et al. (2017) when students are not controlled by the traditional way of learning, their motivation and academic resourcefulness are increased. It is a well-known fact that social networking sites have been an important part of students' lives. A study conducted by Lin et al. (2016) found that students who used social networking sites in learning a foreign language had a marked improvement in their attitudes and motivation, as well as progressed well in their listening and speaking skills.

According to a systematic review by Otchie & Pedaste (2020), seven approaches to using social media in learning in high schools have been identified: (1) interaction, (2) information dissemination, (3) communication, (4) collaboration, (5) teaching, learning, and resource sharing, (6) socialization, and (7) entertainment. Most of the articles claimed that the educational use of social media has a strong positive effect on social skills, but the evidence presented was rather weak. Subject-specific outcomes were not in focus in using social media in education. All studies followed a constructivist philosophical perspective. Based on this we provide a theory-based scenario for using social media in learning social skills and subject-specific outcomes.

In the Indonesian context, the rapid growth of internet users in Indonesia is evident. According to the Indonesian Internet Service Association (APJII), the number of internet users in the country reached 210 million in 2022, representing a perception rate of 77,02% of the total population. Significantly for this research, the survey identified that the age group 13-18 years old is the most active internet user demographic (APJII, 2022). This indicates that high school students, including those in eleventh grade, are highly familiar with the online environment, making the integration of social media platforms like TikTok into their learning more relevant.

TikTok is one of the most prominent social media that can be utilised for learning. TikTok is one of the most popular social media in Indonesia and has also gained international momentum competing with Twitter, YouTube, and Instagram. TikTok has a rating of 4.6 in the Google Play Store, which is indicative of its success in blending AI and the capturing of photographs (Jaffar et al., 2019). There were four main purposes for using social media applications, which are entertainment, socialization, informativeness and academic (Yang, 2020). TikTok as alternative learning media in the form of educational videos that are interesting, sticky, and creative for students through the contemporary platform (Putri, 2021). TikTok, a popular trend among teens, allows users to create and upload short videos ranging from 15 to 60 seconds, with options for music, effects, and audio clips (Jaffar et al., 2019). Therefore, according to Alexandro et al (2022) TikTok can be utilized for both entertainment and educational purposes.

Specifically for language learning, according to Xiuwen & Razali (2021) TikTok was good in boosting the speaking skills of pupils especially for language acquisition. The learners also have a positive point of view on the TikTok application. They all believe TikTok is fun, fosters creativity and offers new chances to learn English. In language acquisition settings, TikTok should be utilised to make the lesson fun and to improve students' language skills.

Similarly, a different study by Yang (2020) indicated that high school students enjoyed utilising TikTok to learn English. They all believe that TikTok makes learning English easier, enhances innovation and provides new possibilities to interact with their friends. Students believe that TikTok can be utilised outside the classroom to improve speaking skills and increase motivation for learning. Moreover, Cheng et al. (2025) recommends teachers mix beneficial clips on TikTok with speaking missions in English-speaking classes to improve students' speaking.

Based on preliminary observation, the researcher conducted an initial observation and found that the speaking skills of the eleventh grade students of Senior High School 3 Kediri are still not ideal. This is because they have some problems with speaking. These problems are that the students have little interest in speaking and most of the students lack pronunciation. Same as stated by Lukitasari (2003) cited in Leong & Ahmadi (2017) learners face a lot of speaking difficulties

such as inhibition, nothing to say, low participation, and mother tongue use in their speaking classes. Furthermore, supported by the research from Al-Jamal & Al-Jamal (2013) a 'low' speaking proficiency level among EFL undergraduates along with negligible instruction of the speaking skill at university courses' level. These problems make the students are difficult in comprehending the English.

To further investigate, the researcher conducted a brief interview with English teacher of eleventh grade at Senior High School 3 Kediri. The teacher explained that the learning method commonly used in the classroom is lecture-based and focusses more on explaining materials verbally. The teacher also mentioned that Google Forms is only used for quizzes or summative tests, not as an interactive learning medium during the teaching and learning process. Consequently, students rarely have opportunities to practice speaking English actively or to express their opinions in a more engaging and communicative way. This finding strengthens the researcher' assumption that the lack of varied and interesting media contributes to the students' low speaking ability and limited expression of opinions.

During teaching practice, while teaching speaking, usually the English teacher does not use interesting media and they often use same media while teach other skills. This quickly makes students bored because their interest in speaking decreases. Although speaking comprehension is very important in English classes, especially when speaking and reading texts, students also have difficulty understanding text because they only know a few English vocabularies.

Therefore, based on the speaking problems mentioned above, the teacher must employ new methods to solve several types of student problems. The English teacher also has to choose a suitable technique to teach speaking. In this situation, the writer used TikTok as a teaching approach. TikTok can help with comprehension difficulties as it's a teaching strategy that allows students to try to speak and relate to other concepts.

In this research, before talking with TikTok, the students will be given a topic should to analyse and try to express opinion on the topic. Now, all have to try to speak and practise English with accurate pronunciation. TikTok can help students with accuracy and pronunciation. The researcher thought that TikTok material will offer a beneficial impact on student's giving opinion expression and speaking skills

for the information about TikTok to teaching giving opinion above.

This research focuses on the students' giving opinion expression in the eleventh grade of Senior High School 3 Kediri academic year 2025/2026. In this research the writer used 2 class, XI – 1 and XI - 2. Two classes were selected randomly from the total eleventh-grade classes. After the classes were selected, both classes were given a pre-test to measure their initial speaking ability and giving opinion expression. The determination of which class would become the experimental class and which would become the control class was based on the pre-test results. The class with a lower average pre-test score was assigned as the experimental class (to be taught using TikTok), while the class with higher average pre-test score was assigned as the control class (to be taught without TikTok). This was done to ensure that both classes had equivalent abilities before the treatment began.

This study used quasi-experimental design with non- equivalent control group. Both classes were given pre- and post-tests. But the experimental class was taught with TikTok as a learning medium to stimulate opinion expression whereas the control class was taught with conventional methods (lecture and Google Forms just for test).

B. Formulation of the Problem

Based on the background above, the writer formulated the problem into three formulations:

1. How is the students' ability in giving opinion expression in the class using TikTok at the eleventh grade of Senior High School 3 Kediri academic year 2025/2026?
2. How is the students' ability in giving opinion expression in the class not using TikTok at the eleventh grade of Senior High School 3 Kediri academic year 2025/2026?
3. How significance is the influence of using TikTok in stimulating giving opinion expression at the eleventh grade of Senior High School 3 Kediri academic year 2025/2026?

C. Objective of the Research

The objectives of the research are:

1. To examine the ability of giving opinion expression among eleventh grade students in the class that uses TikTok at Senior High School 3 Kediri in the academic year 2025/2026.
2. To examine the ability of giving opinion expression among eleventh grade students in the class that does not use TikTok at Senior High School 3 Kediri in the academic year 2025/2026.
3. To measure how far the significance, the influence of using TikTok in stimulating giving opinion expression at the eleventh grade of Senior High School 3 Kediri in academic year 2025/2026.

D. Benefits of the Research

The writer expects that this study will be useful for the English teacher, other researcher and readers.

a. For English Teacher

The results of this study will be valuable to English language teachers in helping their students acquire the ability to express opinions by providing them with an appropriate and engaging medium, such as TikTok when teaching opinion expression.

b. For Other Researcher

This study could be used as a reference for further studies in the area of teaching opinion expression. Other researchers can integrate these research findings with teacher competency and other learning methodologies to explore the use of social media in language education.

c. For The Reader

The results of this study can educate readers about the effectiveness of using TikTok as an alternative medium to stimulate students' giving opinion expression in English language teaching.

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