

**STUDENTS' PERCEPTIONS OF USING TIKTOK FOR
DEVELOPING SPEAKING SKILLS AMONG ENGLISH
EDUCATION STUDENTS AT UIN SYEKH WASIL KEDIRI**

THESIS



BY

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2026**

COVER PAGE

**STUDENTS' PERCEPTIONS OF USING TIKTOK FOR DEVELOPING
SPEAKING SKILLS AMONG ENGLISH EDUCATION STUDENTS AT UIN
SYEKH WASIL KEDIRI**

THESIS

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I hereby declare that this thesis entitled **Students' Perceptions Of Using Tiktok For Developing Speaking Skills Among English Education Students At UIN Syekh Wasil Kediri** is my own original work and has been completed independently. All sources of information, data, quotations, and references used in this thesis have been properly acknowledged and cited in accordance with academic standards.

This thesis has not been submitted, either in whole or in part, to any other university or institution for the purpose of obtaining a degree or any other qualification, except where explicitly stated.

I fully understand that any form of plagiarism or academic dishonesty may result in academic sanctions in accordance with applicable regulations. I hereby take full responsibility for the authenticity of this thesis.

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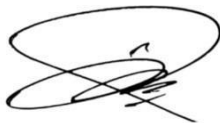
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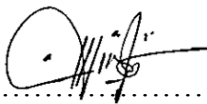
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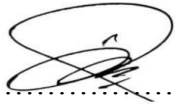
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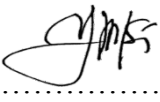
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MOTTO

“It’s a little like wrestling a gorilla. You don’t quit when you’re tired, you quit when the gorilla is tired”

(Robert Strauss)

“Long story short, I survived”

(Taylor Swift)

DEDICATION

This thesis is lovingly dedicated to:

1. My beloved parents, Zainal arifin and Siti sumiati. Whose endless love, sacrifices, prayers, encouragement, and unwavering support have been the foundation of my journey. Thank you for believing in me and for always inspiring me to pursue my dreams and never give up.
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This thesis is submitted to the English Language Education Department, Faculty of Education and Teacher Training, at UIN Syekh Wasil Kediri as part of the requirements for obtaining a bachelor's degree.

On this occasion, the researcher would like to express heartfelt appreciation to all individuals who have contributed directly or indirectly to the completion of this thesis. With sincere respect, the researcher would like to acknowledge the following honorable individuals:

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I am fully aware that this thesis is far from perfect. Therefore, constructive criticism and suggestions are most welcome. It is my sincere hope that this work, however modest, may offer a meaningful contribution to the field of education.

ABSTRACT

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Keywords: *English language learning, Social media in education, Speaking skills, Students' perceptions, TikTok.*

The rapid growth of social media has influenced the way students learn English, particularly through platforms such as TikTok. As one of the most popular social media applications among university students, TikTok provides various English-language contents that may support speaking skill development. However, students may have different perceptions regarding its effectiveness as a learning medium. Therefore, this study aimed to investigate students' perceptions of using TikTok for improving speaking skills and to identify the speaking skill aspects perceived to be improved through TikTok among English Education students at UIN Syekh Wasil Kediri.

This study employed a quantitative descriptive research design. The participants were 100 English Education students at UIN Syekh Wasil Kediri who actively used TikTok and had experience accessing English-related content on the platform. The data were collected through an online questionnaire distributed via Google Forms using a four-point Likert scale. The collected data were analyzed using descriptive statistics, including frequency, percentage, and mean score, to describe students' perceptions toward the use of TikTok for improving speaking skills.

The findings revealed that students generally had positive perceptions of using TikTok as a medium for improving speaking skills. TikTok was perceived as a useful, interesting, and enjoyable platform that provided opportunities for speaking practice beyond the classroom. The results also indicated that TikTok contributed to the improvement of several speaking skill aspects, particularly fluency, pronunciation, vocabulary, confidence, and comprehension. In addition, TikTok increased students' motivation and engagement in learning English. However, students also showed low negative perceptions toward TikTok, as some respondents viewed TikTok as a potentially monotonous or distracting platform; nevertheless, the majority still regarded it as a beneficial and engaging learning medium. Overall, TikTok was perceived as a supportive informal learning medium for developing speaking skills among English Education students.

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