EXPLORING STUDENTS' PERSPECTIVES IN SPEAKING : TikTok as a Learning Tool for Sociology Students in Blitar

Fu'ad Sholikhi

English department, Islamic University of Balitar Blitar, Indonesia
fuad.sholiki@gmail.com

ABSTRACT

Since the Covid-19 pandemic, online teaching has evolved into a learning platform that is being studied. The popularity of the TikTok application may be able to offer a space and place for teaching and learning in a higher education context. In this article, the researcher investigates student perceptions of this application in an ESP speaking class. The researcher used the case study research design with fourteen sociology students from the Islamic University of Balitar. Semi-structured interviews were the primary source for obtaining a detailed description of students' perspectives on utilizing this application. The main source was then supported by classroom observations. All data collection involves using, categorizing, tabulating, and recombining evidence. The findings reveal that this program can help them with English pronunciation, motivate students who dislike reading to become active students, engage students in live sessions to practice English speaking, and comprehend culture through short videos in TikTok in English. However, they usually utilize it to look for irrelevant social education since they are easily distracted by the platform's social media features.

Keywords: Pronunciation, The element of culture, TikTok in speaking practice, Students' perception, Vocabulary builder

ABSTRAK

Sejak pandemi Covid-19, pembelajaran daring telah berkembang menjadi sebuah platform pembelajaran yang terus dikaji. Popularitas aplikasi TikTok berpotensi memberikan ruang dan wadah bagi kegiatan pembelajaran dan pengajaran dalam konteks pendidikan tinggi. Dalam artikel ini, peneliti menginvestigasi persepsi mahasiswa terhadap aplikasi tersebut dalam kelas Bahasa Inggris untuk Tujuan Khusus (ESP) keterampilan berbicara. Peneliti menggunakan desain penelitian studi kasus dengan melibatkan empat belas mahasiswa program studi Sosiologi dari Universitas Islam Balitar. Wawancara semi-terstruktur digunakan sebagai sumber utama untuk memperoleh deskripsi mendalam mengenai perspektif mahasiswa terhadap pemanfaatan aplikasi ini. Sumber utama tersebut didukung oleh observasi kelas. Seluruh proses pengumpulan data melibatkan tahapan penggunaan, pengkategorian, penjabaran dalam bentuk tabel, dan penggabungan kembali bukti-bukti yang diperoleh. Temuan penelitian menunjukkan bahwa program ini dapat membantu mahasiswa dalam pengucapan Bahasa Inggris, memotivasi mahasiswa yang kurang menyukai kegiatan membaca untuk menjadi lebih aktif, melibatkan mahasiswa dalam sesi langsung untuk melatih kemampuan berbicara dalam Bahasa Inggris, serta memahami budaya melalui video pendek berbahasa Inggris di TikTok. Namun demikian, mahasiswa cenderung menggunakan aplikasi ini untuk mencari konten sosial yang tidak relevan dengan pendidikan karena mudah terdistraksi oleh fitur media sosial yang dimilikinya.

INTRODUCTION

Speaking skills are required for English-specific students (ESP), particularly Sociology students at Islamic University in Blitar, because they are essential for the professional landscape. When they learn everything about it, they have a great opportunity to confidently express the social education and make the meeting more effective. Sociology students are able to clearly explain each cultural element. To do so, they need to practice specific vocabulary related to their major before speaking (Szyszka, 2017). So, they can increase the credibility of the message they presented at the conference. Because of the reliability of the information, sociology students can persuade other members or the organization to strengthen the team. In order to persuade the reader, the lecturer must have a plan for teaching the learner (Waniek-Klimczak (2011), as cited in, Szyszka (2017).

Speaking skills are vital not just for professional administration, but also for socialization. It enables each sociology student to express their opinions in meaningful ways by selecting the proper term when speaking in English. This phenomenon is called as productive skill, for instance speaking and writing (Winke & Gass, 2019). Learning to speak English involves understanding that each word and sentence has its own meaning. Using these basic techniques, the student can avoid disagreement in conversation. The cognitive process of learning that a lecture must prepare includes comprehending the fundamentals of words and sentences (Cui & Wang, 2024). In society, members must sometimes proclaim what is right and bad, and sometimes keep it hidden in order to avoid confrontation in a certain group. Choosing the opening sentence indicates that they are creating a positive social interaction.

However, those ESP students have a hurdle when taking the speaking course in ESP class. According to the interview in the early study, they are shy and nervous. This occurs because the students lack the necessary understanding to offer social education in English. They must understand the vocabulary used to describe cultural elements and how they work in real-life settings, not only in textbooks. According to Grabe (2009) as cited in Winke and Gass's (2019) study, the vocabulary acquisition affects English comprehension trough keywords while reading. Based on preliminary evidence, this condition causes confusion and leads to low performance. The best option is the lecture need vocabulary-learning strategies (Winke & Gass, 2019).

TikTok has evolved into a beneficial educational tool for assisting students in overcoming speech-related issues, as it is currently used not only for pleasure but also for instructional purposes, particularly in English speaking. This application that works as social network can affect the students score (Boruzie et al., 2024). It provides a short video format, which is ideal for students who are shy and lack enthusiasm to study English because it allows them to swiftly grasp the material. This unique functionality makes the content more interesting in terms of speaking skills. Mobile learning technology can affect the outcome of language learning (Quraishi et al., 2024).

Previous research had indicated that this approach made speaking skills more engaging and higher education would benefit from language input. Some research (Asio et al., 2023; Hongsa et al., 2023; Ngo, 2024; Suripto et al., 2023) indicated that Tik-Tok activities could increase English speaking and make learning more relevant because the content maker updates it in order to collect coins and earn money. Asio et al. (2023) discovered that this application increased Grade 9 students' English speaking skills using descriptive-comparative research approach. Their study shown that the intervention could help 113 the participants to improve their English-language skills. According to Hongsa et al. (2023), this application provided students who dislike reading with the option to have unique learning experiences in higher education. Additionally, both Suripto et al. (2023) and Ngo (2024) reported that this application enhanced their confidence in language acquisition and pronunciation, with Ngo's (2024) study claiming that 60.7% of the students benefited from it. Based on the evidence available, several studies showed that TikTok might assist EFL students become more effective speakers.

Previous research has shown that the initiative has the potential to help students learn English, particularly by improving speaking skills. This study has a methodological gap compared to previous studies (Asio et al., 2023; Hongsa et al., 2023; Ngo, 2024; Suripto et al., 2023) on learning to speak English. As a result, the purpose of this study is to gain insight into sociology students' perspectives on utilizing TikTok to learn English in an ESP class. The identified gap will provide valuable insight into how this application functions in ESP class and provide a new perspective utilizing different approaches that can help future studies in similar contexts.

LITERATURE REVIEW

Social Media as Language Learning Environments

Current studies highlight the empowering influence of social media on second language acquisition. Social media sites like Instagram, YouTube, and WhatsApp provide native-like exposure to language and opportunities for effective communication with native speakers, which enhances learners' communication and motivation (Ariantini et al., 2021; Sabila & Dewi, 2024). Social media sites facilitate the learning of vocabulary and grammar, intercultural competence, and learning 21st-century skills (Ariantini et al., 2021; Nuri, 2024). However, careful integration into structured language learning is needed to optimize learning gains and decelerate challenges such as exposure to non-standard language forms (Nuri, 2024). The social media environment for language learning has proliferated exponentially over the past decade with Facebook, Skype, WhatsApp, and Twitter receiving significant research attention due to their communication affordances and extensive user bases (Barrot, 2022). Overall, social networking websites are good places for second language practice and cross-cultural contact while learning a second language.

Virtual sites have emerged as effective tools for facilitating peer feedback in educational settings. Virtual sites offer various benefits, including improved critical thinking and quality of the work of the students. They can produce positive feelings by applying features like emojis and private conversations, although overconnectivity will lead to increased emotional load (Zhang et al., 2022). Sharing background from previous design

stages can lead to better quality feedback later in the project (Krishna Kumaran et al., 2017). Large-scale peer feedback system deployments have shown high positive correlation between student engagement and exam performance, with students perceiving gains through peer review, being reviewed, and reflection (Pinder et al., 2024). There are still issues of getting high-quality feedback and maintaining the engagement of the students. Overall, such websites have tremendous scope for increasing the levels of education and student engagement when used suitably and coupled with suitable support systems.

TikTok's Emerging Role in Education

Recent studies highlight the possibility of using TikTok as an educational tool, particularly for language learning. TikTok's short video format facilitates microlearning, which can be utilized to deliver language learning content effectively (Meliana & Seli, 2023). TikTok's popularity and interactivity render it a fascinating platform for EFL learners, enhancing collaborative learning experiences (Meliana & Seli, 2023). Specifically, TikTok has been discovered to be promising in improving pronunciation ability, as creators use phonetic symbols and clear audio-visual cues to help learners understand (Fitria, 2023). The multimodality of the platform, combining visual, auditory, and kinesthetic elements, caters to diverse learning styles and can potentially enhance students' listening, writing, and comprehension skills (Zulkifli et al., 2022). University students have demonstrated favorable attitude toward the use of TikTok for learning English as a language, particularly for literacy and speaking skills development (Pratiwi et al., 2021).

Earlier studies affirm the effectiveness of TikTok in English vocabulary learning among students. Various studies indicate impressive vocabulary learning gains with the incorporation of TikTok videos into language teaching (Ramadani, 2024; Tran, 2023; Usman et al., 2024). The effectiveness of TikTok lies in its concise and engaging content, which attracts learners' attention and interest, and they learn new words more readily as a result (Audrey Valeria Bernard, 2021). Studies have shown that students who employ TikTok videos as learning materials perform better than control groups on vocabulary tests (Tran, 2023; Usman et al., 2024). Global popularity of the app and interactive learning environment are some of the aspects that make it a widely used language learning app (Ramadani, 2024). Its efficacy is, however, inconsistent based on word difficulty (Ramadani, 2024). Together, these studies suggest that TikTok, when used appropriately, can prove to be a helpful and enjoyable tool for the development of English language learning vocabulary.

ESP Speaking Classes and Pronunciation Development

Most ESP lecturers, especially in Blitar, face special challenges while teaching English for Specific Purposes (ESP). Teachers' subject matter expertise is a critical hindrance, especially in technical subjects (Nazarenko, 2018). The development of phonological proficiency in ESP environments is essential but difficult, calling for special approaches to engage students (Nazarenko, 2018). ESP courses must cater to learners' specific requirements and areas of study while assuming basic general English competence (Septiana, 2018). Material design, student assessment, and appropriate methodologies are all global issues(Jande & Ibrahim, 2021; Septiana, 2018). Their solutions may be alternatives like enhancing lecturers' capability, providing precise material, and conducting course assessment (Septiana, 2018). Students'

needs analysis can also help in making ESP teaching match the needs of employment markets (Nazarenko, 2018). Despite the ongoing research, there are problems in ESP education that still have to be addressed, which indicates the importance of effective means to improve learning outcomes (Jande & Ibrahim, 2021).

The recent research examined the use of TikTok as a means to improve the skill of English pronunciation. According to the study, it is mentioned that 45% of university students are of the view that pronunciation learning on TikTok is effective (Silaban & Marpaung, 2024). A quasi-experimental study revealed that TikTok videos greatly improved the pronunciation ability of the students more than traditional methods (Safila, 2023). Another research also established that learning from specific TikTok influencers greatly improved participants' pronunciation (Adityo & Novitasari, 2023). The video short format of TikTok, sound purity, lovely images, and utilization of phonetic symbols are most appropriate for pronunciation training (Fitria, 2023). According to the platform's engagement statistics, pronouncing content attains a high level of engagement. These findings indicate that TikTok may be used as a new, interactive, and efficient tool for learning English pronunciation, with advantages over traditional instruction.

METHOD

To better understand the benefits of TikTok as a medium for improving speaking in ESP classes, this study conducted qualitative research to learn about sociology students' experiences using TikTok to improve English speaking. In-depth comprehension of speaking actions leads the researcher to do qualitative research. This study will use a case study design to investigate the complexities of how this application could improve sociology students' speaking skills. A detailed investigation of a specific program, sociology, was included in the case study (Cohen et al., 2018; Lahman, 2025). Because the researcher followed Cohen et al.'s (2018) perspective on case study design, the outcome was a real-life situation of a sociology major learning English speaking.

THE PARTICIPANTS

This study followed Cohen et al.'s (2018) perspective in establishing the sample size in case studies, and the researcher in this study used purposive sampling. Fourteen students participated in this study because they met the criterion for receiving detailed information regarding TikTok usage in speaking class. It indicated that only sociology students were eligible to participate in this study if they had completed basic English classes, utilized TikTok on a regular basis, knew how to use it, and were available to share the information. ETIKAN et al. (2016), as cited in Buys & Oberholzer (2023), added that the specific participants could enhance the credibility of this study. In addition, the researcher served as a participant-observer in this study since this technique allowed the researcher to have a thorough description of the case study design offered by Yin (2018) who has extensive experience with case study design.

DATA COLLECTION

In this section, the researcher would follow Yin (2018), who has vast experience with case study design, in data gathering using six types of case study design evidence. The major data in this study was derived from students' interview transcripts to answer the research question, and Nguyen and Tran's (2024) interview technique were adjusted because their study also focused on improving English speaking. The modification was to the subject of study, which in this case was ESP students, whereas Nguyen and Tran's (2024) study was English education, therefore changes had to be made based on the student's major. The second set of data came from Saginor's (2008) class observation proposal. As noted in the preceding section, Yin's (2018) perspective used class observation to build dense information. The participants, sociology students at Unisba, were questioned offline using semi-structured interviews because this approach allowed significant flexibility for students to address the questions, leading to exploration in speaking practice and the respondents actively participated in ten-to-fifteen-minute interviews.

To maintain the validity and reliability from this study, the researcher adopted the measurement from Yin's (2018) theory. Two English lecturer reviewed the data collection and data analysis in this study. In the data collecting section, they examined the semi-structured and class observation processes to ensure construct validity. To verify internal validity, they analyzed the cause and effect of each point in the findings part of this study.

DATA ANALYSIS

Because of Yin's (2018) theory's recent popularity, the researcher used it in data analysis, which involved looking at, classifying, tabulating, and recombining the evidence as previously mentioned. In the first category of examination, the researcher applied the theories of Creswell (2023) and Cohen et al. (2018) to finish learning how to begin the case study. Yin's (2018) theory was then used by the researcher to determine the possible biases in the case study evidence and those two behaviors, which are referred to as rival explanations in this study. The next stage was to categorize the theme and subthemes of the interview data using a table with different colors to distinguish the interview results. It signified that the researcher categorized data related to social education and its frequency, if any. Then, as Yin (2018) pointed out, this study was not a statistical analysis, so the researcher determined a relevant pattern based on primary and secondary data in this study.

RESULT AND DISCUSSION
RESULT

This study focusses on English speaking in ESP class using TikTok. The findings show that this application can enhance their English-speaking skill. This is the better view:

Figure 1 Sociology students' perspective using TikTok in speaking class
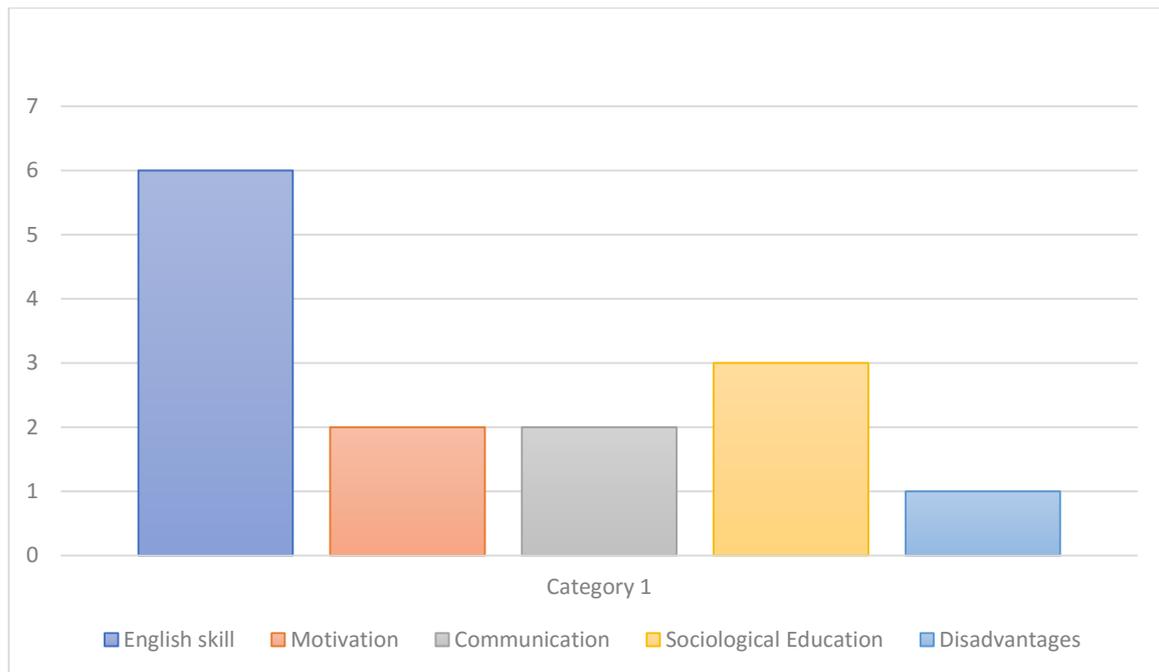
The fourteen participants' percentage of using this application in speaking class is displayed in the above figure. Based on their clarifying of the interview data, the most frequent is that they use this application to improve their English proficiency. Then it is followed by sociological education as the category who helps them when using TikTok. Study participants argue that they are taught pronunciation outside of the classroom in their private English courses, rather than practicing it in high school. They consider that they require pronunciation practice to improve their speaking abilities. Hongsa et al. (2023) explain that the students can learn more new words and phrase to enhance their pronunciation using this application. TikTok can be a learning tactics for sociology students, so that they have low level of speaking anxiety (Szyszka, 2017). The application provides a short video that helps sociology students focus on the English-speaking content. The information can then be explored in class, they add. The lecturer can then assist the sociology student on how to employ a good American accent in their job in the near future (Szyszka, 2017).

However, this application suffers from a flaw in its implementation. They report that they are easily distracted when learning English. This is a social network application that can be used as an educational tool, so they keep scrolling down and up in the application, displaying content that is mostly irrelevant to sociological education. Nguyen and Tran's (2024) study also claim that their findings show that students spend more time enjoying the content than focusing on the topic. However, this phenomenon is called perceived enjoyment for the students because of the simplicity of use of TikTok as a social network and instructional tool at the same time (Boruzie et al., 2024). Basen on the observation data, they are also frustrated by the adverts since, despite providing comments, the ones they want to eliminate continue to show. They know how to mark the advertising as irrelevant and expect they do not appear in their TikTok feed, but the ads do emerge on another day. And they believe this is a software error that should be addressed in the future.

DISCUSSION
ENHANCING ENGLISH SKILL

Originally designed as a social media platform for collaboration, TikTok has evolved into an educational tool since it allows content creators to earn money by sharing videos, which encourages them to distribute educational material globally. The results are as follows:

S1: " I learn the vocabulary to express my self and things around me"
S5: "I know how to apply tense in English trough video and how to pronounce it"

S1 clarify that she has opinion that this application is just merely social media until the lecturer and her friend give an opinion to search the answer from TikTok. The application can be a social network and learning tool at the same time (Maulana et al., 2024). The transcripts add some information that the participant have more option to learn English through digital learning. technology 4.0 has to be used by the students to catch up the technology and knowledge (Savitri & Sukoyo, 2023). From the interview data it can be derived that this technique is learning English trough personalized learning because they have the application that they use in daily life and use that app to gain more knowledge in academic, especially in speaking class.

TikTok is a social media that boots interaction through engaging short video. This application is engaging and good medium in language learning (Savitri & Sukoyo, 2023). It occurs when the content developer simplifies the topic and distributes it with video as additional explanation and audio background to increase students' enthusiasm to learn outside of the classroom. TikTok also monetizes to keep the content creator producing instructive videos. Then, the sociology students at Unisba gain from the updated information and the competition of the content maker who is an expert in English. Learning 5.0 can boot the students' learning in class (Savitri & Sukoyo, 2023). More, it comes at low cost namely free, so the student do not pay the content. It shows many potential in leaning that can facilitate the students to get better score (Maulana et al., 2024).

TikTok shows lecturers and the students about the dynamic learning environment. It happens because the application can transform from the social media become learning environment that can suit the needs higher education, especially sociology students at Unisba. It fosters linguistic comprehension and independence simultaneously (Sharma, 2024). In today's world, social media applications are a very effective means of communication (Hongsa et al., 2023). In this section, the application makes the English speaking in ESP class become fun and memorable. It means that the application offers creative content to deliver all skill in English, for example English speaking for sociology students, trough humor and music. This popular system, known as tiktok, is fun, instructive, and entertaining (Hongsa et al., 2023). The trending can be added in music background to emphasize the meaning of the material. And this is why the content is in short duration but memorable for the sociology students who participate in this study. Using a real-time platform, they can develop their speaking and listening skills, as well as get insight into authentic concepts. (Duraipandi & A Murugan, 2024)

The class observation shows that this application offers creative material for sociology students. All students who participate in this study have a TikTok account in their handphone.

The lecturer does take a long time to explain about learning English speaking via TikTok because they use it daily and it indicates that TikTok shape the English-speaking content is consumed by sociology students. Moreover, this application shows the students learning English speaking through pronunciation and vocabulary practice with rating 5 or highest rating in class observation scale based on Saginor's (2008) class observation. They learn the IPA for /f/ and /v/ so that they can pronounce them appropriately. They also learn which words contain those symbols (/f/ and /v/) and how to use those symbols in real-world situations. Ngo's (2024) study also shows strong results, as around 61% of students improved their pronunciation and confidence while using TikTok. And Suripto et al.'s (2023) study shows that this application help 48.1% students help students pronunciation and help 59.3% students in fluency. However, ten students stress that this application is merely a means for understanding more sophisticated subjects through other mediums, such as textbooks, YouTube, or educational videos with a greater emphasis on speaking than offered by the lecturer.

MOTIVATION

Some students dislike reading, especially in English, as they seldom ever use it in their daily lives. In place of lengthy introductions before getting to the video's main point, those students will concentrate on clips that emphasize content. Because certain short videos combine with captivating audio, TikTok shorts are enjoyable.

S7: "I don't like to read, it is boring but short video in TikTok is different"
S11:" I have low pressure in English class"

S7 and the other eight kids who participated in this study believe that reading is boring, but they need it because English is a globally spoken language. Based on observation, those students do not like to read English literature, but they keep on making small note from the lecturer and note's is in quick note. Bernard's (2021) study also show that the students love more graphic in learning English. They believe that English speaking will have an impact on a career because they are aware that the ESP class at Unisba focuses on developing students' careers depending on their majors. The quick note they make will help them in their ways, they add. It indicates that they need motivation and a medium to learn English speaking. Students have their own way of learning for example quick note or save and share in TikTok (Bernard, 2021).

The nine students who submitted this answer have had limited exposure in their daily lives, which is why this trend exists. They mostly utilize English in class, while the contrary happens outside of class. TikTok provides fascinating short videos for users, and sociology students can search for specific language material as part of the cultural element if they desire. The short video can inform about dancing and education (Asio et al., 2023). This feature will have an impact on sociology students' literacy since it will train them to prefer quick explanations over lengthier videos with more explanations. The duration of the video is fifteen seconds maximum for short videos and sixty seconds for long ones (Nguyen & Tran, 2024). An appealing and simple film can stimulate speaking assessments for students in class.

According to Jaeger (2021), as cited in Nguyen and Tran (2024), an appealing and simple film can stimulate speaking assessments for students in class.

According to the findings, conventional reading is less important than digital reading. They will, however, place greater emphasis on the content they require, such as the terminology used in TikTok to describe culture. They will also have a topic to discuss with the lecturer in traditional class. Bernard (2021) argue that this phenomenon also happen in his study and the video motivate make the student to learn more. Finally, the lecturer should discuss the fundamental differences between digital and conventional reading for sociology students. They require this type of information to fully understand the intricate relationship between digital learning and sociological education in order to pursue their careers.

COMMUNICATION

Students studying sociology can use this software to learn how native speakers utilize words in their everyday conversations. When paired with a TikTok short, a real-life video might inspire students who are shy or dislike reading to improve their English communication skills.

S4: "I can debate while using TikTok"
S14: "I can find real-world vocabulary from foreigner"

S4 asserts that he is terrified when he must interact with native English speakers in his hometown of Blitar. He is given the responsibility of speaking with a native speaker by the lecturer, but he is unsure of how to begin the conversation. Because using this application is a daily practice to enjoy amusement, he says he feels comfortable speaking even if he understands he can make a mistake. Speaking classes in this study (using TikTok) have helped him feel less nervous when speaking English. It is consistent with Suripto et al.'s (2023) study, in which 47.6% of students reported feeling nervous during speaking class.

In this study, sociology students have speaking anxiety owing to a lack of awareness about how terminology is related to norms in society. most students suffer from that type of anxiety, based on the researcher's class observations. Sociology students require classroom instruction to understand the context of their knowledge, particularly how social norms work. According to Calderón et al., (2011), as cited in Ork et al.'s (2024) study, they need equipment to be fluent in speaking. Sociology students must be exposed to how certain languages concerning groups in society work, such as diaspora policies in other countries. S4 and his students believe that a short video can show them how vocabulary works in real-world circumstances utilizing this approach.

With the help of this application, participants attempt to leave a comment before joining the video with a live comment. Being an active student instead of a shy one is a huge improvement. Ork et al.'s (2024) strength Speaking is characterized by the active use of language. And shy student need to participate in speaking activities (Moetia & Adani, 2024). Their communication has improved because of S4's integration of the lecturer's topic and English terminology about Indonesia's diaspora. In the end, S4 can interact with native speakers of English in TikTok through written communication (live comment). He then joins

in an online TikTok session hosted by one of the English channels, where native speakers discuss the language of diaspora Indonesia, and he receives a lot of feedback on his speaking skills as a result. It suggests that they require a medium and real English material to improve their English-speaking scores.

SOCIOLOGICAL EDUCATION

In only a few minutes or an hour, this application can deliver up-to-date news or entertainment or social events which related to students majoring Sociology. Although the content may vary, this application might assist students in identifying cultural customs and norms to better comprehend the cultural component of sociology.

S2: "this app gives me what I need about the language use"
S3: "I learn culture and discuss about it from this app"

S2 claims that she needs a rapid way to learn English, especially when starting a discussion. She and her classmates argue that this should be done first since she has to provide conversation-based sociological education in class and in their community using English. Her community has chosen her to speak at an environmental event, so this is an important topic. The community practice will develop speaking skill (Azkia et al., 2024). The combination of social presence and technology can improve pronunciation and listening skills (A Tabassum & Rashid Bin Mohd Saad, 2024). Based on her observations, she has a variety of content on how to start a conversation, but she is unsure which is the best or should be used as the primary reference. It demonstrates that the student needs structured material in speaking class, ranging from low to intermediate levels. This is why a lesson plan is required in speaking class.

S3 adds that she is skeptical that this social network application will meet her needs in speaking class, but she is mistaken because the lecture guides her and her classmates through the elements of language and shows an informative clip about Indonesian culture that uses English sound and transcription. It offers linguistic knowledge for sociology students (Dinsa & Taddese, 2024). Based on the observation note, she gets confused by the notion of looking at information relating to Indonesian culture and English simultaneously. She discovers a channel about culture, but the live session is just for experts, she explains. It implies that students require guidance from the lecturer while using the application, even if she uses it daily. They require instruction because the social media platform for educational purposes will create new concepts of language learning (Alshaye et al., 2024).

TikTok is a social media platform that enables rapid access to various cultural content, particularly for sociology students at Unisba. It reshape the education and human life (de-la-Peña & Chaves-Yuste, 2024). This application can assist the lecturer in guiding the student in speaking class. Based on the first transcript above, the first action is for the lecturer to have a conversation with the student (S2) to learn about her prior knowledge of language, which is part of the element of language in sociology education. For example, the lecturer needs more information about how the language affects her social life. Then, the lecturer then suggests a channel from the English group in Kediri as an example. According to Vygotsky (1978), as

cited in Alshaye et al. (2024), The interaction of previous knowledge is the foundation of knowledge, hence the educator needs to interact with students regarding prior information. The channel contains content about the easy way for starting a conversation in English. The content creator presents the language-related material in a bilingual language (English and Indonesian). S2 then clarifies in the interview section that this is a beneficial input since she can discuss it in class with lecture and practice English speaking more frequently to comprehend about starting the conversation.

The second transcript above is another illustration of how this aplication can provide quick access to language elements required by sociology students. Digital communication provides the most engaging and effective way to learn English (Duraipandi & A Murugan, 2024).Based on the interview part, S3 claims that the lecturer can provide material about Indonesian culture in the form of a 60-second movie titled "tumpeng". Digital communication facilitates cultural exchange and promotes cross-cultural understanding (Duraipandi & A Murugan, 2024). She and her classmates are pleased that this application has benefited her so much because the video explains what tumpeng is and how it is made using English. In the "Tumpeng" video, the content creator uses several colors of substitute to enhance the meaning, as well as multiple visual backgrounds to help viewers understand the video. Based on students' clarification, a 60-second TikTok video can help them quickly learn sociological education about Indonesian culture. At the same time, they have material to debate "tumpeng" terminology in ESP class, which will help them improve their English-speaking skills. Based on observations, it gain highest rating in in Saginor's (2008) class observation. It indicates that the graphics improve students' understanding.

Based on the description above, integrating mobile devices into educational settings can increase student engagement and have an impact on learning outcomes, such as students' speaking scores and knowledge of sociological education. It happens because it offers relaxed learning environment (Zhao & Zhao, 2024). Using technology can affect learning outcomes, so the lecturers need to use it and adapt it (Alam & Forhad, 2023). The technological adaption is that the lecture offers differentiated training to deliver English, particularly speaking skills for ESP students. It signifies that the lecturer has adapted the social network (TikTok) into a medium for learning English speaking. This application is also a flexible learning tool since the lecturer can customize the content to meet the learning goal of English speaking. This phenomenon is digital divide, which can make the lecture to use technology effectively in education and literature (Afzal et al., 2023). It happens because it gives a lot of promise for educational access (Quraishi et al., 2024).

DRAWBACK OF TIKTOK IN SOCIOLOGY CLASS

Unisba sociology students and youngsters find TikTok to be the most up-to-date social media site. In order for the subject to be discussed in ESP class, the students need to be aware that some brief films may include false information.

S12: "I neglected the material because another video is interesting"
S10:" this app consumes my time a lot"

According to S12, students enjoy searching for English speaking content and sociological content on TikTok on a regular basis, but the challenge is the constant appearance of irrelevant instructional video, and the irrelevant shot video is engaging because it has an audio background that encourages students to watch the video. Some researchers (Nguyen & Tran, 2024; Putri, 2022) have also claimed this phenomenon in their study. Basen on the observations collected in class, 75% of pupils find this application distractive. And as they explore through the video, irrelevant clips keep showing, putting social pressure on the students. It is the phenomena in which students want to participate in a trending video or challenge. This application also displays comedy, trends, and music that sociology students will find interesting. It posts videos from other users, which may distract them (Putri, 2022). One thing that the lecturer should keep in mind is that comments in TikTok videos and captivating presentation videos cannot be used as reference videos because they may contain inaccurate information and require additional discussion with the lecturer so that sociology students have a better understanding of what the material is and what is false advertisement.

The data above illustrates that this application increases awareness of the potential for incorrect information inside the platform. According to Elaish et al., 2017, as cited in Sharma (2024), digital technology can aid with vocabulary limitations. In an academic atmosphere where information evaluation is crucial, students must boost the credibility and trustworthiness of the video. For example, participants in this study discovered slang words in Australian English but they must discuss it during the lecturing. The students need information from native speaker about pronunciation and make a discussion in class with lecturer (Putri, 2022). It happens because this terminology is inappropriate for the beginning of a conversation. However, they must be aware of it to properly pronounce it. As a result, they will be able to speak English more effectively on stage and avoid offending the audience. ICT integration requires lecturers' efforts to support students pronunciation (Almithqal & John, 2024).

CONCLUSION

The conclusion derived from the interview and observation is that Tiktok can assist sociology students in improving their English-speaking skills in ESP class. The category that is most common is English skill assistance, which implies that this application teaches you how to speak words correctly using the international phonetic alphabet, or IPA. This understanding greatly aids in communicating the message and enables students to offer sociological education confidently in English. The second category is sociological education, followed by motivation, communication, and the disadvantage of using TikTok in speaking class.

The findings also highlight the disadvantages of utilizing tiktok in speaking classes. Sociology students become easily distracted when reading through content linked to English speaking skills or sociological education. This occurs because the program can function as both a social network and an instructional platform. In this study, sociology has no problems with internet access. It indicates that they have enough internet quota to use the application. Furthermore, the researchers intend to conduct comparable studies in another faculty, such as an accounting class. The present study focuses on speaking skills, but future researchers are expected to focus on reading skills so that the data can assist lecturers in teaching ESP students.

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