



Integrating Tiktok's Duet Feature with Think Pair Share Strategy to Enhance Students' Speaking Skill of At SMK Negeri 1 Murung Pudak Tabalong

Muhammad Ihya Ulumuddin¹, Juhana², Hanna Sundari³

^{1,2,3}Universitas Terbuka, Indonesia

E-mail: mihyauming@gmail.com, juhana@ecampus.ut.ac.id, hanna.sundari@gmail.com

Article Info	Abstract
Article History Received: 2025-01-10 Revised: 2025-02-20 Published: 2025-03-09 Keywords: <i>Integrating Tiktok's Duet Feature; Think Pair Share Strategy; Students' Speaking Skill; SMK Negeri 1 Murung Pudak Tabalong.</i>	This study's findings demonstrate that the TikTok Duet and Think Pair Share methods were positively perceived by most students in Class X TKJ 2 as effective, engaging, and enjoyable tools for learning English. Perceived Usefulness of E-learning (PUE), Perceived Self-Efficacy in Utilizing E-learning (PSE), Perceived Ease of Use of E-learning (PEE), and Behavioral Intention to Use E-learning (BIE). These constructs provide a comprehensive framework for understanding why the TikTok Duet and Think Pair Share methods were well-received by students. However, the study also identified areas for improvement, particularly in addressing the needs of students who did not find these methods beneficial. This highlights the importance of considering diverse learning preferences and ensuring inclusivity in educational practices. Overall, the TikTok Duet and Think Pair Share methods have proven to be valuable tools for enhancing English learning in Class X TKJ 2. Their effectiveness lies in their ability to create an engaging and interactive learning environment that aligns with students' expectations and fosters satisfaction. However, further research and refinement are necessary to maximize their potential and ensure they cater to all students.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-01-10 Direvisi: 2025-02-20 Dipublikasi: 2025-03-09 Kata kunci: <i>Mengintegrasikan Fitur Duet Tiktok; Strategi Think Pair Share; Keterampilan Berbicara Siswa; SMK Negeri 1 Murung Pudak Tabalong.</i>	Temuan penelitian ini menunjukkan bahwa metode TikTok Duet dan Think Pair Share dipersepsikan positif oleh sebagian besar siswa di Kelas X TKJ 2 sebagai alat yang efektif, menarik, dan menyenangkan untuk belajar bahasa Inggris. Kegunaan E-learning yang Dirasakan (PUE), Efikasi Diri yang Dirasakan dalam Memanfaatkan E-learning (PSE), Kemudahan Penggunaan E-learning yang Dirasakan (PEE), dan Niat Perilaku untuk Menggunakan E-learning (BIE). Konstruksi ini memberikan kerangka kerja yang komprehensif untuk memahami mengapa metode TikTok Duet dan Think Pair Share diterima dengan baik oleh siswa. Namun, penelitian ini juga mengidentifikasi area yang perlu ditingkatkan, khususnya dalam memenuhi kebutuhan siswa yang tidak menganggap metode ini bermanfaat. Hal ini menyoroti pentingnya mempertimbangkan preferensi belajar yang beragam dan memastikan inklusivitas dalam praktik pendidikan. Secara keseluruhan, metode TikTok Duet dan Think Pair Share telah terbukti menjadi alat yang berharga untuk meningkatkan pembelajaran bahasa Inggris di Kelas X TKJ 2. Efektivitasnya terletak pada kemampuannya untuk menciptakan lingkungan belajar yang menarik dan interaktif yang sejalan dengan harapan siswa dan menumbuhkan kepuasan. Namun, penelitian dan penyempurnaan lebih lanjut diperlukan untuk memaksimalkan potensinya dan memastikannya melayani semua siswa.

I. INTRODUCTION

Language serves as our primary mode of communication, facilitating the sharing of ideas and thoughts. With thousands of languages worldwide, each country possesses its own national language, alongside various local dialects spoken and understood within different regions. While some languages are spoken by millions, others are only known by a few thousand individuals. In today's globalized world, the significance of English cannot be overlooked, as it stands as the most widely spoken language globally. English is utilized extensively, not only in countries like the USA and the UK but also by

many individuals worldwide. When considering those who speak it as a second language, an estimated 1 billion people across the globe are fluent in English. (Ilyosovna, 2020)

After conducting a survey among the students, it was evident, as shown in table 1, that a majority of them face challenges with their speaking ability and are keen to enhance it. The survey, conducted in a WhatsApp group, involved two classes of X grade students from SMK Negeri 1 Murung Pudak, indicating a clear need for assistance in improving their speaking skills.

Table 1. Survey Result of Students Class X

Among 4 English Skills below, which one is the problem and want you to develop?						
No	Class	Total	Listening	Speaking	Reading	Writing
1.	X TKJ 1	37	5	15	10	7
2.	X TKJ 2	37	8	17	7	5

From the table above, it can be concluded that speaking is the most common area of concern among both classes, with the majority of students in both X TKJ 1 (15 students) and X TKJ 2 (17 students) indicating it as the skill they find most challenging and wish to develop.

Additionally, there is a data about the result of diagnostic test of speaking the researcher conducted at the beginning of semester I (2024/2025).

Table 2. Speaking test result of student Class X

No	Class	Total	Semester I	
			≤ KKM (70)	≥ KKM (70)
1.	X TKJ 1	37	26	11
2.	X TKJ 2	32	23	9
Total		69	49	20
%		100%	71%	29%

From the speaking diagnostic test scores, it can be seen that many of them scored below the Minimum Passing Grade (KKM). As much as 71% scored below the KKM. This can be seen from Table 2.

Additionally. Each year, SMKN 1 Murung Pudak is offered a scholarship opportunity to study in China, and one of the key selection tests is a speaking test. This research focuses on speaking skills to support the success of this program and help students perform well in the selection process.

To address this problem, this research proposes integrating TikTok with one sort of cooperative-based learning methods that is Think-Pair Share strategy in order to enhance the speaking ability of the students. Tik Tok, as a popular social media platform, offers a unique opportunity to engage students and enhance their speaking skills through short, interactive videos. Diko confirmed that the use of TikTok can motivate students to enhance their speaking skills due to the abundance of engaging content available on the platform. Through interaction, individuals have opportunities to acquire new knowledge (Diko Putri, 2022). While, Cahyani stated that the Think-Pair-Share technique offers several benefits in the teaching and learning process. For instance, students achieved higher speaking scores, gained more self-confidence, and were encouraged to work both

independently and collaboratively. Many researchers have employed this technique in English instruction to enhance students' speaking abilities (Cahyani, 2018).

There are some articles that correlate between speaking ability and TikTok. One of them is "TikTok as a Media to Enhancing the Speaking Skills of EFL" by Zaitun. She found that that employing the TikTok app for English learning is highly interactive and effective in boosting students' confidence in speaking English. The results demonstrate a significant improvement in students' scores (Zaitun Z. H., 2021).

The research that relates speaking and Think-Pair Share strategy is "Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate." by Usman. From his research, it stated that the Think-Pair-Share strategy effectively enhances the speaking skills of first-year students in the Islamic Education Department at STAIN Ternate, as demonstrated through its implementation over two cycles. This success is based on two key criteria: the students' spoken test results and their active participation during the strategy's application. (Usman, 2015).

The "pair" phase in the Think-Pair-Share (TPS) technique significantly enhances students' speaking abilities by fostering collaborative learning and active engagement. During the "pair" step, students share their ideas with a partner, allowing them to refine their thoughts, practice their speaking skills, and gain immediate feedback. This interaction promotes confidence, fluency, and clarity in speaking, as it provides a low-stress environment where students feel comfortable expressing their ideas. Studies have shown that this collaborative step improves speaking skills by encouraging meaningful communication and interaction, which are key elements of language learning. (Maghfira, 2020)

The research that relates TikTok and cooperative learning model is "The effectiveness of TikTok as a Mobile-Assisted Language Learning (MALL) combined with Two Stay-Two Stray (TSTS) cooperative learning method on the speaking skills in English as foreign language" by Kurnia. She concluded that 1) TikTok combined with the Two Stay Two Stray Strategy (TSTS) has a significant positive impact on the speaking skills of EFL students, demonstrating that they benefit from this approach. 2) There is no observed correlation between the improvement in speaking skills and the students' pre-test scores, indicating that students of varying initial speaking abilities benefit equally from

TikTok+TSTS. Overall, this study underscores the potential of integrating Mobile-Assisted Language Learning (MALL) with cooperative learning in language education (Kurnia, 2023).

Face-to-face interaction plays a crucial role in cooperative learning, especially when enhancing speaking skills. Research shows that cooperative learning strategies, like group discussions and pair work, help students improve their language proficiency through active interaction, feedback, and collaboration with peers. This promotes verbal communication and critical thinking as students explain ideas to one another. Importantly, face-to-face interaction allows for immediate feedback, which enhances learning and helps overcome communication challenges. (Altamimi, 2014)

Numerous researchers have explored TikTok as a means to improve English proficiency, particularly in speaking. However, only a limited number of studies have integrated TikTok with teaching methodologies, and none have combined TikTok with Cooperative-Based Learning that is Think-Pair Share strategy. This gap in the literature motivates the current study, which aims to demonstrate that TikTok can be effectively integrated with Think-Pair Share strategy to enhance students' speaking abilities.

This research is significant as it offers a novel approach to enhancing English-speaking skills among Grade 10 students. By leveraging TikTok and Cooperative-Based Learning, educators can create a more engaging and effective learning environment for the better of students' speaking skill. That's why the researcher names the research as "Integrating TikTok Duet Feature with Think-Pair Share Strategy to Enhance Grade 10 Students' English-Speaking Skills at SMK Negeri 1 Murung Pudak Tabalong."

II. METHOD

The type of research employed in this study is mixed methods or a combination research method. A mixed methods research design represents a structured approach that integrates quantitative and qualitative methodologies within a single study, allowing for a more comprehensive exploration of a specific research problem (Creswell J. W., 2012).

John W. Creswell (2010) categorizes mixed methods into two primary approaches: the sequential model, which integrates methods in a step-by-step manner, and the concurrent model, which merges methods simultaneously. Within the concurrent model, there are three specific designs: the Concurrent Triangulation Design,

which equally emphasizes quantitative and qualitative approaches; the Concurrent Embedded Design, which assigns unequal weight to the two approaches; and the Concurrent Transformative Design, which blends elements of both triangulation and embedded models. This study employs the Concurrent Embedded Design, an unbalanced mixed-method approach. In this design, quantitative and qualitative methods are applied concurrently, but one method is given greater emphasis than the other.

The integration of research methods through a balanced mixed-methods approach is often referred to as a concurrent embedded research model. Sugiyono (2013) describes the concurrent embedding technique as a research strategy that blends qualitative and quantitative methodologies in a balanced manner. However, this approach can also be applied independently to address specific problem formulations effectively.

The primary research design of this study is a quantitative research design employing a quasi-experimental approach, specifically a Pre-test and Post-test Group Design. The secondary research design is a qualitative research design conducted through observation. Additionally, the researcher incorporates another quantitative research design using a questionnaire to support the primary research design.

A quasi-experimental approach with a Pre-test and Post-test Group Design is conducted to collect quantitative data to find out whether there is a significant difference in students' speaking skills between the experimental class using TikTok's duet feature and Think Pair Share, and the control class without these methods.

A quasi-experimental design is employed because the researcher can not entirely control external variables that might affect the experiment. The research used a quasi-experimental approach with a Pre-test and Post-test Group Design. Sugiyono (2015) explains that this design includes two groups: one group receives the treatment, the second group serves as a control without any treatment.

In this research, TikTok's duet feature and the Think-Pair-Share technique are utilized as the independent variables, potentially affecting students' speaking skill development, which is the dependent variable. The main aim is to explore whether the use of TikTok's duet feature combined with Think-Pair-Share could lead to a significant improvement in students' speaking proficiency. A control group is employed to compare with the experimental group, both of

which are assessed through pre-tests and post-tests to evaluate the effectiveness of the intervention.

III. RESULT AND DISCUSSION

A. Result

1. Pre-Test and Post-Test

a) Data Analysis Results

1) Normality Test Results

Evaluating the normality of the data was essential to determine its appropriateness for subsequent analysis prior to performing the t-test. In this study, a normality test was conducted to verify whether the data collected from the two classes adhered to a normal distribution or displayed a bell-shaped curve. Additionally, the Shapiro-Wilk test was utilized to assess normality. The data were analyzed using SPSS version 29, and the outcomes of the normality test are summarized as follows:

2) Pre-test and Post-test Normality

Table 3. The Normality Test of Pre-test and Post-test

		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Class		Statistic	df	Sig.	Statistic	df	Sig.
Student Learning Result	Pre-Test Experiment (TikTok & TPS)	.910	33	<.001	.718	33	<.001
	Post-Test Experiment (TikTok & TPS)	.329	33	<.001	.701	33	<.001
	Pre-Test Control (Conventional)	.223	36	<.001	.853	36	<.001
	Post-Test Control (Conventional)	.270	36	<.001	.779	36	<.001
	a. Lilliefors Significance Correction						

The study employed the Shapiro-Wilk test to evaluate the normality of the dataset. It is important to note that the reliability of the normality test is contingent upon the sample size. In this research, the experimental group consisted of 33 students and the control group consisted 36 students, and the Shapiro-Wilk test was utilized to determine the distribution of the data. As indicated in Table 1, the significance value for the experimental group was <.001, the same as control group. A significance threshold (α) of > 0.05 was applied to assess whether the data followed a normal distribution. Since the significance values for both the

experimental and control groups are the same, below the threshold, it can be inferred that the data were abnormally distributed.

Since the normality test result fell below the significance threshold (α = 0.05), the researcher was unable to proceed with parametric statistical analysis, specifically the paired sample t-test. Consequently, a non-parametric alternative, the Wilcoxon test, was employed to evaluate the validity of the research hypothesis.

3) Homogeneity Test Results

The study performed a homogeneity test following a normality test. The homogeneity test was conducted using the Levene Statistic in SPSS 29, with the pre-test homogeneity analyzed at a significance level of .05. The findings from the pre-test homogeneity analysis for the dataset are summarized below:

(a) Pre-test

Table 4. The Homogeneity Test of Pre-test

		Tests of Homogeneity of Variances			
		Levene Statistic	df1	df2	Sig.
Student Pre-Test	Based on Mean	.168	1	67	.683
	Based on Median	.711	1	67	.402
	Based on Median and with adjusted df	.711	1	56.480	.403
	Based on trimmed mean	.337	1	67	.563

Table 4 indicates that the homogeneity test for the pretest yielded a significance value of .683. Consequently, it can be inferred that the distribution of pretest data in both the experimental and control classes was homogeneous, as the significance value exceeded the threshold of α = .05. This result is significant, as it confirms that the two classes were comparable and possessed equivalent levels of speaking proficiency prior to the implementation of any intervention.

(b) Post-test

Table 5. The Homogeneity Test of Post-test

Tests of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student Learning Result	Based on Mean	.200	1	67	.656
	Based on Median	.235	1	67	.629
	Based on Median and with adjusted df	.235	1	64.086	.629
	Based on trimmed mean	.414	1	67	.522

Based on the data outlined in Table 5, the significance value for the posttest comparison between the experimental and control groups was determined to be .656. This value surpassed the threshold of .05, indicating homogeneity in the post-test results. Consequently, it can be inferred that both groups exhibited comparable characteristics.

b) Hypothesis Test

The subsequent phase in the data analysis process involved hypothesis testing using a t-test. But, because the normality test showed that the pre and posttest didn't pass the threshold which is 0.005, the researcher used Wilcoxon Non Parametrik to decide the Hypothesis test. The analysis was performed using SPSS 29, utilizing the pretest and posttest scores of the experimental class as the basis for measurement. A significance level of .05 was established as the alpha (α) threshold for evaluating the results.

Table 6. Hypothesis Test

Tests Statistic ^a	
Post-test - Pre-test	
Z	-5.000 ^b
Asymp. Sig. (2-tailed)	<.001
a. Wilcoxon Signed Ranks Test	
b. Based on Negative Ranks	

The significance level derived from hypothesis testing was pivotal in deciding whether to accept or reject the formulated hypothesis. When the significance level fell below .05, it suggested that the results exhibited a statistically significant difference, thereby supporting the acceptance of the alternative hypothesis (Ha) and the rejection of the null hypothesis (Ho). On the other hand, if the significance level exceeded .05, it implied the absence of a statistically significant difference

between the two groups, leading to the acceptance of the null hypothesis (Ho) and the rejection of the alternative hypothesis (Ha).

c) Effect Size Test

This methodological approach was utilized to evaluate the magnitude of the effect size in the study. The calculation was performed using the following formula:

$$\text{Effect size (d)} = \frac{(\text{mean of experimental class} - \text{mean of control class})}{\text{Pooled Std. Deviation}}$$

$$\text{Pooled Std. Deviation} = \frac{(\text{Std. Deviation of experimental class} + \text{Std. Deviation of control class})}{2}$$

The mean score of the experimental class = 98.42

The mean score of the control class = 81,28

Std. Deviation of experimental class = 34.031

Std. Deviation of control class = 33.146

Pooled Std. Deviation = 33.5885

Effect Size = 0.510

Upon obtaining the results, the data were analyzed and interpreted in alignment with the established criteria detailed in Cohen's framework (Cohen, 2017).

Table 7. The Interpretation of Cohen's Effect Size

Value of Effect Size	Significances
0 – 0.2	Weak Effect
0.21 – 0.50	Modest Effect
0.51 – 1.00	Moderate Effect
> 1.00	Strong Effect

Based on the magnitude of the effect size, the utilization of TikTok's duet feature and Think-Pair Share to enhance students' speaking skills yielded a substantial impact (Moderate effect), as indicated by an effect size value of 0.510. This suggests that, within the setting of a tenth-grade classroom at a Vocational High School in Murung Pudak, Tabalong, the duet feature on TikTok integrated with Think-Pair Share strategy played a significant role in improving students' English-speaking abilities. The findings highlight the effectiveness of the TikTok application and Think-Pair Share strategy and as a valuable tool for fostering students' English communication skills, enabling them to

communicate more effectively and with greater confidence.

2. Observation

a) Description of Observation Activities

Observations were conducted during the second meeting of the English learning session in Grade X TKJ 2 at SMK Negeri 1 Murung Pudak. The objective of this activity was to examine the effectiveness of the Think-Pair-Share (TPS) method combined with the duet feature on TikTok in enhancing students' speaking skills related to the topic of Healthy Foods.

b) Implementation of Learning Activities

Observations were carried out by recording the activities of teachers and students across three stages of the learning process: pre-activity (introduction), whilst activity (core activities), and post-activity (closing activities).

1) Pre-Activity – 15 Minutes

At this stage, the teacher initiated the learning session by conducting several activities:

- (a) Greeting students and initiating classroom interactions.
- (b) Checking students' readiness, classroom cleanliness, and dress code neatness.
- (c) Leading a collective prayer with the students.
- (d) Taking attendance and providing motivation.
- (e) Asking a leading question related to Healthy Foods as discussed in the previous session.
- (f) Explaining the objectives and benefits of learning a dialogue text related to Healthy Foods.
- (g) Outlining the scope of the material, expected competencies, learning methods, and evaluation techniques.

2) Whilst Activity – 95 Minutes

During this stage, the teacher and students engaged in various interactive activities, including:

- (a) Dialogue Text Analysis
 - The teacher and students discussed and identified the structure and linguistic

elements of a sample dialogue on Healthy Foods.

- Students were given the opportunity to respond and ask questions.
- Creating TikTok Videos (Think)
- The teacher assigned students to create several simple questions related to Healthy Foods.
- Students recorded TikTok videos as the questioner (A) while leaving space in the video for the responder (B).
- TikTok Duet (Pair)
- After completing their videos, students exchanged video links with their partners.
- Each pair used the duet feature on TikTok to respond to the questions created.

(b) Sharing Results (Share)

- Students submitted their TikTok duet video links to the class WhatsApp (WAG) group.
- Each pair presented their dialogue performance in front of the class.

3) Post-Activity – 10 Minutes

At this stage, the teacher conducted several activities as part of reflection and evaluation:

- (a) Providing reinforcement and feedback regarding the assignments completed.
- (b) Allowing students to ask questions and provide responses.
- (c) Conducting an evaluation and reflection on the learning process.
- (d) Summarizing the key points from the learning material.
- (e) Giving appreciation to students for their participation.
- (f) Closing the session with a prayer and farewell greeting.

During the observation, the researcher found that several students did not have internet access, which prevented them from participating in the learning process using TikTok and the Think-Pair-Share (TPS) technique. However, the teacher provided a solution by instructing their peers to

share their mobile hotspots, thereby resolving the issue.

The researcher also noted that some students were unable to use the duet feature. Upon further investigation, it was discovered that certain settings needed to be adjusted by the creator of the video to enable the duet function.

Additionally, the researcher observed that when some videos were uploaded, the audio responses for part B were inaudible. After investigation, it was determined that the students who created the duet had forgotten to click the microphone button, which resulted in their voices not being recorded. Once this was corrected, the duet videos were successfully uploaded with audible audio.

Furthermore, the researcher encountered instances where some students were unable to access their peers' video links, even though they wished to create duets with them. It was later discovered that the accounts of the students who created the original videos were set to private. The teacher addressed this issue by advising the students to change their account settings to public.

Throughout the learning process using the TikTok duet feature and the TPS technique, the students appeared active, enthusiastic, and engaged. They were active because they had to complete their videos and create duets with their partners. They were happy because the filter feature allowed them to appear funny and unique in their videos. They were motivated because this was a novel experience for them, as they had never done anything like this before.

The teacher who implemented this integrated technique was also actively involved, moving around the classroom to assist students with any difficulties they encountered. The teacher also maintained a list in the WhatsApp group of student pairs who had completed their duet videos, which helped track progress and encouraged those who had not yet finished to complete their tasks promptly.

B. Discussion

The findings of this study underscore the potential of TikTok as an innovative tool for enhancing English-speaking skills, particularly in vocational high school settings. The duet feature, combined with the Think-Pair Share strategy, created a dynamic and interactive learning experience that engaged students and encouraged active participation. This aligns with Warini et al.'s (2021) assertion that TikTok can be a valuable resource for language learning, especially in areas like pronunciation and vocabulary, which are foundational to speaking proficiency.

The moderate effect size (0.510) indicates that the intervention had a meaningful impact on students' speaking abilities. This suggests that the integration of technology (TikTok) with collaborative learning strategies (Think-Pair Share) can effectively address the challenges students face in developing speaking skills, such as lack of confidence, limited practice opportunities, and fear of making mistakes. By providing a low-pressure environment for students to practice and receive feedback, the intervention likely contributed to their increased confidence and fluency.

However, it is important to note that the effect size, while substantial, is not overwhelmingly large. This could be attributed to several factors, such as the varying levels of students' prior knowledge, differences in engagement with the TikTok platform, or the limited duration of the intervention. Future studies could explore ways to enhance the effectiveness of this approach, such as by extending the intervention period, incorporating additional features of TikTok (e.g., challenges or hashtags), or providing more structured guidance on how to use the platform for language learning.

Moreover, the findings highlight the importance of integrating technology with pedagogical strategies that promote collaboration and critical thinking. The Think-Pair Share strategy provided a framework for students to reflect on their learning, exchange ideas, and practice speaking in a supportive environment. This combination of technology and pedagogy not only enhanced students' speaking skills but also fostered a sense of community and mutual support among learners.

In conclusion, this study contributes to the growing body of research on the use of social media platforms like TikTok for educational purposes. It demonstrates that TikTok, when used strategically and in combination with effective teaching methods, can be a powerful tool for enhancing students' English-speaking skills. The findings have practical implications for educators, particularly in vocational high schools, where students may benefit from innovative and engaging approaches to language learning. Future research could build on these findings by exploring the long-term effects of such interventions or by investigating their applicability to other language skills, such as listening, reading, and

The findings from the observation activities suggest that the integration of TikTok into the TPS strategy is a promising approach for enhancing students' English-speaking skills. The structured approach, combined with the innovative use of a popular digital tool, created a dynamic and engaging learning environment. Students were not only able to practice their speaking skills individually but also had the opportunity to collaborate with peers and present their work in front of the class. This holistic approach likely contributed to increased confidence and proficiency in English speaking.

The success of this approach has several implications for teaching. First, it highlights the importance of integrating digital tools into the classroom to enhance engagement and motivation (Chhoeut, 2023). Second, it underscores the value of structured instructional strategies, such as the TPS method, in promoting active learning and collaboration. Finally, it emphasizes the need for reflection and feedback in the learning process to reinforce learning and promote continuous improvement (Septida, 2020).

The results of the questionnaire analysis in Chapter 3 indicate that the majority of students in Class X TKJ 2 found the TikTok Duet and Think Pair Share methods effective, engaging, and enjoyable for learning English. These findings align with the theoretical framework provided by Khan (2021), which emphasizes the importance of students' perceptions in evaluating the effectiveness of e-learning methods. Specifically, the positive responses from students can be interpreted through the lens of the four sub-constructs of the "Perception of Students towards E-learning (PSEL)": Perceived Usefulness of E-

learning (PUE), Perceived Self-Efficacy in Utilizing E-learning (PSE), Perceived Ease of Use of E-learning (PEE), and Behavioral Intention to Use E-learning (BIE).

The students' perception that the TikTok Duet and Think Pair Share methods were useful for improving their English proficiency aligns with the PUE construct. Khan (2021) posits that when students perceive a learning method as useful, they are more likely to engage with it and achieve better outcomes. The students' positive feedback suggests that these methods were seen as valuable tools for enhancing their language skills, which is consistent with the idea that perceived usefulness drives student satisfaction and engagement (Elliott & Shin, 2002).

The students' increased confidence in using English after engaging with these methods reflects the PSE construct. According to Khan (2021), self-efficacy in utilizing e-learning tools is crucial for students' success. The TikTok Duet and Think Pair Share methods likely provided students with a sense of accomplishment and mastery, which in turn boosted their confidence. This aligns with Elliott and Shin's (2002) assertion that student satisfaction is closely tied to their perceived performance and experiences in educational settings.

The students' perception that the methods were easy to use is consistent with the PEE construct. Khan (2021) highlights that the ease of use of e-learning tools significantly influences students' willingness to engage with them. The simplicity and accessibility of the TikTok Duet and Think Pair Share methods likely contributed to their positive reception. This finding is further supported by Wallage (2020), who notes that perception helps contextualize our environment, making it easier for students to engage with new learning methods when they are perceived as straightforward and user-friendly.

The students' enjoyment and engagement with the methods suggest a strong behavioral intention to continue using them, which aligns with the BIE construct. Khan (2021) argues that when students find e-learning methods enjoyable and effective, they are more likely to adopt them in the future. The positive feedback from students indicates that the TikTok Duet and Think Pair Share methods have the potential to be integrated into regular teaching practices, as they not only

improve English proficiency but also foster a positive learning environment.

The overall satisfaction of the students with the TikTok Duet and Think Pair Share methods can be understood through the lens of student satisfaction as defined by Elliott and Shin (2002). They argue that student satisfaction is a function of the alignment between students' experiences and their perceived performance of educational services. In this case, the methods provided an engaging and effective learning experience, which aligned with the students' expectations and contributed to their satisfaction. This is further supported by Aristotle's view, as cited in Robinson (2003), that perception is a key factor in shaping our understanding and evaluation of experiences.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The findings of this study demonstrate that the TikTok Duet and Think Pair Share methods were perceived positively by the majority of students in Class X TKJ 2 as effective, engaging, and enjoyable tools for learning English. The students' satisfaction with these methods aligns with the theoretical framework of student satisfaction proposed by Elliott and Shin (2002), which emphasizes the alignment between students' experiences and their perceived performance of educational services. The methods successfully met students' expectations by providing a learning experience that was not only useful and easy to use but also capable of boosting their confidence and English proficiency. This is further supported by Aristotle's view, as cited in Robinson (2003), that perception plays a critical role in shaping how individuals understand and evaluate their experiences.

The analysis also highlights the importance of the four sub-constructs of the "Perception of Students towards E-learning (PSEL)" proposed by Khan (2021): Perceived Usefulness of E-learning (PUE), Perceived Self-Efficacy in Utilizing E-learning (PSE), Perceived Ease of Use of E-learning (PEE), and Behavioral Intention to Use E-learning (BIE). These constructs provide a comprehensive framework for understanding why the TikTok Duet and Think Pair Share methods were well-received by students. However, the study also identified areas for improvement, particularly in addressing the needs of

students who did not find the methods helpful. This underscores the importance of considering diverse learning preferences and ensuring inclusivity in educational practices.

Overall, the TikTok Duet and Think Pair Share methods have proven to be valuable tools for enhancing English learning in Class X TKJ 2. Their effectiveness lies in their ability to create an engaging and interactive learning environment that aligns with students' expectations and fosters satisfaction. However, further research and refinement are necessary to maximize their potential and ensure they cater to all students.

B. Suggestion

Based on the findings and conclusions of this study, the following suggestions are offered for educators, researchers, and stakeholders:

1. **Incorporate Diverse Learning Methods:** While the TikTok Duet and Think Pair Share methods were effective for most students, it is important to recognize that not all students learn in the same way. Educators should consider integrating a variety of teaching methods to accommodate different learning styles and preferences.
2. **Implement Feedback Mechanisms:** To better understand the needs of all students, educators should establish regular feedback mechanisms, such as surveys or focus group discussions. This will help identify areas for improvement and ensure that teaching methods are continuously refined to meet students' needs.
3. **Expand the Sample Size and Diversity:** Future studies should involve a larger and more diverse sample of students to validate the effectiveness of these methods across different contexts and demographics. This will provide a more comprehensive understanding of their applicability and impact.
4. **Provide Training and Support:** Educators should receive training on how to effectively implement innovative teaching methods like TikTok Duet and Think Pair Share. Additionally, students may benefit from initial guidance on how to use these tools to maximize their learning outcomes.
5. **Explore Long-Term Impact:** While this study focused on short-term satisfaction and perceived effectiveness, future research could investigate the long-term

impact of these methods on students' English proficiency and overall academic performance.

6. Address Technological Barriers: Ensure that all students have access to the necessary technology and resources to participate fully in e-learning activities. This includes providing devices, internet access, and technical support to minimize disparities.
7. Promote Student-Centered Learning: Encourage the use of student-centered approaches that prioritize active participation, collaboration, and creativity. Methods like TikTok Duet and Think Pair Share align well with this approach and can foster a more engaging and inclusive learning environment.
8. By implementing these suggestions, educators can further enhance the effectiveness of innovative teaching methods like TikTok Duet and Think Pair Share, ensuring that they not only meet students' expectations but also contribute to their long-term academic success.

REFERENCES

- Altamimi, N. &. (2014). Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. *International Journal of Linguistics*, 6. 27. 10.5296/ijl.v6i4.6114.
- Cahyani, F. (2018). The use of think pair share technique to improve students' speaking performance. *Research in English and Education Journal*, 3(1), 76-90.
- Chhoeut, S. P. (2023). Integrating TikTok with Communicative Activities to Enhance Grade 10 Students' English-Speaking Skills at Hun Sen Mongkolborey High School, Cambodia. Septida, D. (2020, August). ESL games+: a modern online game in teaching vocabulary for young learners. In Eighth International Conference on Languages and Arts (ICLA-2019). (pp. 298-301). Atlantis Press.
- Creswell, J. W. (2012). Educational research - planning, conducting, evaluating quantitative and qualitative research (4th ed.). Inc. Pearson Education, 501.
- Diko Putri, S. M. (2022). The effectiveness of using tiktok to improve efl learners' speaking ability. *MIMESIS*, 3 (2), 101-110.
- Elliott, K. M. (2002). Student satisfaction: An alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 19-107.
doi:https://doi.org/10.1080/136008002200001351
- Ilyosovna, N. A. (2020). *The importance of English language*. International Journal on Orange Technologies.
- Khan, M. A. (2021). Students' perception towards e-learning during Covid-19 pandemic in India: An empirical study. *Sustainability (Switzerland)*, 13(1), 1-14.
- Kurnia, Y. A. (2023). The effectiveness of TikTok as a Mobile-Assisted Language Learning (MALL) combined with Two Stay-Two Stray (TSTS) cooperative learning method on the speaking skills in English as foreign language. *Doctoral dissertation, Universitas Islam Negeri Maulana Malik Ibrahim*.
- Maghfira, M. (2020). The Implementation of Think-Pair-Share Technique in Improving Students' Speaking Skill. *Jurnal Studi Guru dan Pembelajaran*, 3. 511-517. 10.30605/jsdp.3.3.2020.495.
- Rao, P. S. (2019). The role of English as a global language . *Research journal of English*, 4(1), 65-79.
- Robinson, H. (2003). *Perception*. Taylor & Francis.
doi:https://doi.org/10.4324/9780203164358 (2), 1-22.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
- Usman, A. H. (2015). Using the think-pair-share strategy to improve students' speaking ability at Stain Ternate. *Journal of Education and Practice*, 6(10), 37-45.
- Wallage, M. (2020). Charles Travis on truth and perception. *Canadian Journal of Philosophy*, 112.
doi:https://doi.org/10.1017/can.2020.36
- Warini, N. L. (2021). Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online. *Seminar Ilmiah Nasional Teknologi, Sains, Dan Sosial Humaniora (SINTESA)*, 3(0), Article 0. Retrieved from

<https://jurnal.undhirabali.ac.id/index.php/sintesa/article/view/1230>

Zaitun, Z. H. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL. *Jurnal Studi Guru dan Pembelajaran*, 4(1), 89-94. Retrieved from <https://doi.org/10.30605/jsgp.4.1.2021.525>