

CHAPTER III

RESEARCH METHOD

A. Research Design

This study employs a mixed-method approach with a sequential explanatory design as the main strategy to obtain a comprehensive understanding. According to Morse (2016), a mixed-method design includes a core component that serves as the primary focus with strict scientific standards, and an additional component that holds meaning only within the context of the core one. Similarly, Creswell (2022) defines mixed methods as the integration of quantitative data (closed-ended questions) and qualitative data (open-ended questions) to generate deeper meta-inferences. Byrne and Humble (2007) further explain that this approach combines both methods at various stages of research, allowing a more holistic exploration of the phenomenon.

The qualitative approach was employed to strengthen the quantitative findings through in-depth interviews and content analysis of TikTok videos produced by students. The interviews were designed to explore students' experiences, perceptions, and subjective meanings related to learning English speaking skills through digital media. The content analysis focused on students' language styles, communication strategies, and creativity. According to Miles, Huberman, and Saldaña (2014), qualitative analysis serves to identify deeper

patterns and meanings, thus providing a richer context for quantitative data.

The quantitative analysis was conducted using descriptive and inferential statistical techniques, while qualitative data were analyzed through thematic coding. This integration strategy allowed the researcher to identify the relationship between academic and social factors influencing EFL students' speaking skills. The approach offers a comprehensive overview of how TikTok contributes to English language learning. In line with Johnson and Onwuegbuzie (2004), the combination of quantitative and qualitative methods can complement each other, making the findings more credible while providing both theoretical and practical contributions within the field of language education.

B. Population and Sample

1. Population

The population of this study includes all The population of this study includes all tenth-grade students of SMAN 5 Bengkulu Utara in the academic year 2025/2026. The total population consists of 166 students divided into five classes. This population was selected based on the consideration that second-semester students are at an appropriate stage of academic development to be studied, particularly in the context of language learning. Therefore,

this population is expected to provide relevant and representative data for the purpose of the research.

Table 3.1
Population of the Research

No	Kelas	Siswa Laki-laki	Siswa Perempuan	Jumlah	20%
1	X1	16	18	34	8
2	X2	12	22	34	8
3	X3	12	21	33	7
4	X4	16	15	31	7
5	X5	15	19	34	8
Jumlah		71	95	166	38

2. Sample

The sample of this study was determined using the total sampling technique, in which the entire population was included as the research sample since the number of respondents was relatively small and manageable for comprehensive investigation. Therefore, the sample consisted of all The population of this study includes all tenth-grade students of SMAN 5 Bengkulu Utara in the academic year 2025/2026. totaling 166 students. Specifically, Class X1 consisted of 34 students, Class X2 consisted of 34 students, Class X3 consisted of 33 students, Class X4 consisted of 31 students and Class X5 consisted of 34 students. This technique was selected to ensure that

the collected data would be accurate and representative of the whole population.

C. Research Instrument

In this study, the researcher employed several instruments to collect data relevant to the research focus. To obtain qualitative data, the researcher utilized semi-structured interviews, observations, and documentation of digital artifacts in the form of students' TikTok videos. These instruments were designed to gain a comprehensive understanding of students' perceptions and practices in using TikTok as a medium to enhance their English-speaking skills.

In addition, to obtain quantitative data, the researcher used a questionnaire. The questionnaire was systematically developed to measure aspects related to the research focus, namely students' perceptions of the use of TikTok in learning English-speaking skills within the EFL context.

1. Questionnaire

In this study, a Likert-scale or closed-ended questionnaire was used to measure the extent to which EFL students hold positive or negative perceptions and demonstrate real practices in using TikTok as a learning medium for English-speaking skills. This instrument was designed to generate quantitative data that support qualitative analysis, thereby enabling the researcher to identify the relationship between perception, practice, and

the influence of TikTok on students' speaking skills. The data collected from the questionnaire are expected to provide valuable insights regarding the benefits, challenges, and strategies students employ in utilizing TikTok as an English-learning medium. Hence, the questionnaire serves as an effective tool to gather relevant and in-depth information for this research.

The questionnaire consists of sixteen statements organized around three main aspects: factors influencing EFL students' speaking ability, perceptions of TikTok's effectiveness for learning speaking, and the impact of speaking ability on academic and social domains.

The first aspect, Factors Influencing EFL Students' Speaking Ability, comprises three indicators with a total of six statements. The first indicator, Motivation (items 1–2), explores the extent to which students feel encouraged to use English both inside and outside the classroom. The second indicator, Self-Confidence (items 3–4), measures students' confidence when speaking in front of peers or in class. The third indicator, Speaking Anxiety (items 5–6), assesses students' nervousness or fear when speaking English.

The second aspect, Perceptions of TikTok's Effectiveness for Learning Speaking, includes three indicators with a total of six statements. The first indicator, Perceived Benefits (items 7–8), evaluates the extent to

which students believe TikTok helps enrich their vocabulary and improve pronunciation. The second indicator, Learning Strategies (items 9–10), focuses on how TikTok facilitates students' independent speaking practice. The third indicator, Engagement (items 11–12), assesses the role of TikTok in making speaking practice more interesting and interactive.

The third aspect, Impact of Speaking Ability on Academic and Social Domains, consists of two indicators with a total of four statements. The first indicator, Academic (items 13–14), examines how speaking ability influences students' presentations and academic achievements. The second indicator, Social (items 15–16), assesses the extent to which speaking practice through TikTok contributes to students' social interaction and friendships.

Accordingly, this questionnaire instrument was systematically designed to measure students' perceptions, experiences, and the impact of TikTok use on EFL students' speaking abilities, in terms of motivation, learning strategies, and its contribution to academic and social domains. The questionnaire blueprint is presented in Appendix 5.

Furthermore, the questionnaire used in this study consists of several statements developed based on the

established blueprint. These statements were designed to obtain detailed information regarding students' perceptions and their practices in using TikTok to improve speaking skills. Each statement was aligned with the research focus to ensure the validity and completeness of the collected data. The questionnaire instrument used in this study is presented in Appendix 6.

The questionnaire instrument in this research did not undergo a formal validation process; however, it was developed by adapting indicators from Richards (2008) and adjusted to the context of using TikTok as a medium for speaking practice. Thus, the questionnaire is expected to provide relevant and representative data regarding the factors influencing EFL students' speaking ability.

2. *Speaking Skill Test*

In this study, the speaking skill test was used as the main instrument to measure students' ability in using spoken English. The test was designed to evaluate five essential aspects of speaking: fluency, vocabulary, grammar, pronunciation, and content and clarity.

The test instrument was developed based on the blueprint provided in Appendix 3, using a 1–4 Likert rating scale, where a score of 1 indicates very poor performance and a score of 4 indicates excellent performance. This assessment aimed to provide an objective and measurable

overview of students' speaking performance. The speaking test consisted of three main activities: a short monologue, a role-play, and a presentation.

In the short monologue, students were asked to speak for 2–3 minutes about a specific topic related to daily life or learning, such as “The role of social media in learning English.” In the role-play, students worked in pairs and engaged in a simulated conversation for 3–4 minutes, such as ordering food, discussing study plans, or giving advice to a friend. In the presentation, students delivered a 3–5-minute oral exposition on an academic or social issue, for instance, “The benefits and drawbacks of using TikTok for learning.”

The speaking test rubric (see Appendix 4) included five key aspects. Fluency was assessed based on the ability to express ideas without long or distracting pauses. Vocabulary evaluated the range and appropriateness of word choice according to context. Grammar measured the accuracy of sentence structures and the absence of grammatical errors that could affect meaning. Pronunciation assessed clarity of articulation, intonation, and stress. Finally, content and clarity evaluated how well ideas were conveyed, their relevance to the topic, and their engagement for the audience.

This test instrument did not undergo a formal validation process; however, the blueprint and scoring rubric were developed based on speaking assessment theories within the EFL context and aligned with previous studies on speaking performance evaluation. Therefore, the test was expected to produce accurate, representative data consistent with the research objective, namely to determine the extent to which TikTok contributes to the development of students' speaking skills.

3. Interview

In this study, the researcher involved EFL students as participants and employed semi-structured interviews as one of the primary instruments to collect data. The interview aimed to explore students' experiences, strategies, and perceptions regarding the use of TikTok in learning English-speaking skills. The collected data included patterns of TikTok use, learning benefits, individual speaking practice strategies, and the impact of TikTok use on academic and social aspects.

The interview was developed based on six main indicators comprising twelve questions. The first indicator, Patterns of TikTok Use (questions 1–2), explored the frequency, duration, and types of speaking-related content accessed by students. The second indicator, Learning Benefits (questions 3–4), assessed the extent to which

TikTok helped students improve vocabulary, pronunciation, and comprehension of expressions. The third indicator, Personal Strategies (questions 5–6), examined how students imitated, repeated, or created content to practice speaking. The fourth indicator, Self-Confidence (question 7), focused on how TikTok contributed to students' confidence when speaking in class or giving presentations. The fifth indicator, Academic Achievement (question 8), explored the influence of TikTok on students' assignments, presentations, and academic performance. The sixth indicator, Social Interaction (questions 9–10), assessed TikTok's role in enhancing interaction, collaboration, and engagement with peers or English-speaking communities. In addition, two closing questions (questions 11–12) were included to identify students' challenges in using TikTok and their suggestions for improving its usefulness as a learning medium.

The interview instrument was developed based on a predetermined blueprint (see Appendix 7), with questions designed to obtain comprehensive data on students' perceptions and practices in using TikTok to enhance their speaking ability. The complete list of interview questions is presented in Appendix 8.

The interview instrument was not formally validated but was designed based on relevant literature and inspired

by the academic interview format of Paul Nation (State of the Nation: An Interview with Paul Nation). The questions were formulated to explore students' perceptions and experiences in utilizing TikTok to improve their English-speaking skills.

4. Observation and Digital Artifact Collection

In addition to interviews, the researcher also employed observation and digital artifact collection as research instruments. Observation was conducted to directly examine students' practices in creating TikTok content, from planning and rehearsal to recording and publication. Meanwhile, digital artifacts in the form of students' TikTok videos were analyzed to evaluate linguistic quality and technical aspects in the context of speaking practice.

The observation instrument was developed based on six main indicators: (1) the TikTok content creation process (planning, rehearsal, recording, and editing); (2) vocabulary-related video content (variety and accuracy); (3) expression-related video content (intonation, gestures, facial expressions); (4) language style (formal or informal, depending on context); (5) technical aspects (audio and visual clarity); and (6) social interaction (likes, comments, and shares as indicators of audience engagement).

The observation instrument blueprint is presented in Appendix 9, while the observation sheet and digital artifact analysis rubric are provided in Appendix 10. Digital artifacts were evaluated using a 1–4 scale, which included vocabulary, expression, language style, message clarity, technical aspects, and social interaction. The data obtained from the observation and artifact analysis complemented the interview results, providing a comprehensive picture of students' practices in using TikTok to improve their English-speaking skills.

Although the observation instrument did not undergo formal validation, it was developed by adapting rubric-based assessments from existing literature and digital media-based learning research. Therefore, it is expected to yield accurate and relevant data aligned with the research focus.

D. Data Collecting Technique

The data collection in this study aimed to obtain in-depth and comprehensive information regarding the perceptions, practices, and impacts of using TikTok as a medium for learning English-speaking skills among EFL students. The data were collected through several main instruments, namely a questionnaire, a speaking skill test, semi-structured interviews, observations, and digital artifact collection (students' TikTok

videos). Each data collection technique was systematically implemented through the following procedures:

1. The researcher distributed a closed-ended Likert-scale questionnaire to EFL students after learning activities using TikTok. The questionnaire contained 16 statements exploring three main aspects, namely the factors influencing students' speaking ability, perceptions of the effectiveness of TikTok for learning speaking, and the impact of speaking ability on academic and social aspects. This instrument was used to measure students' positive and negative perceptions, as well as their actual practices in using TikTok as a learning medium. The data obtained included perception scores and students' levels of engagement in utilizing TikTok to improve their speaking skills.
2. The researcher conducted a speaking skill test used to measure students' performance in using spoken English. The test consisted of three main activities: a short monologue, a role-play, and a presentation. Each form of the test assessed five aspects of speaking, namely fluency, vocabulary, grammar, pronunciation, and content and clarity. The instrument used was an assessment rubric based on a 1–4 Likert scale. The data obtained from this test consisted of students' speaking performance scores,

which reflected their communicative and measurable ability in speaking English.

3. The researcher conducted semi-structured interviews with several EFL students to gain deeper insights into their experiences, strategies, and perceptions regarding the use of TikTok in speaking learning. The interviews were conducted either face-to-face or online, depending on participants' availability. The instrument used was an interview guide based on six main indicators, namely patterns of TikTok use, learning benefits, personal strategies, self-confidence, academic achievement, and social interaction. The data obtained included students' views on TikTok's effectiveness, independent learning strategies, challenges faced, and the social and academic impacts of using the platform.
4. The researcher conducted direct observation of students' processes in creating TikTok content, starting from the planning stage, practice, to video publication. In addition, digital artifacts in the form of students' TikTok videos were collected and analyzed using a rubric that covered aspects of vocabulary, expression, language style, message clarity, technical aspects, and social interaction. The data obtained consisted of observation notes and video analysis results that demonstrated students' English usage quality, content creativity, and audience engagement

(likes, comments, and shares) as indicators of social interaction.

The following table describes the types of data, instruments, and data obtained in this study:

Table 3.2
Overview of Instruments, Data Collected, and Findings

Type of Data	Instrument	Data Obtained
Perceptions and practices of EFL students	Likert-scale questionnaire	Perception scores, engagement levels, and practices of using TikTok in speaking learning
Students' speaking ability	Speaking test (monologue, role-play, presentation)	Speaking performance scores based on five assessment aspects
Learning experiences and strategies	Semi-structured interview	Narratives and descriptions of students' experiences, strategies, and perceptions of TikTok
Learning activities and	Observation and analysis of	Observation notes, video analysis

digital artifacts	students' TikTok videos	results, and evidence of students' social engagement
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These data collection procedures were designed to complement both qualitative and quantitative data, thereby producing a comprehensive understanding of how EFL students utilize TikTok to improve their English-speaking skills. A triangulation approach was applied to ensure the validity and reliability of the research findings.

E. Data Analysis

The data obtained in this study were analyzed through systematic and organized stages, including the processes of data grouping, processing, and interpretation to produce relevant findings that support the objectives and research questions.

1. Quantitative Data

Quantitative data analysis in this study was conducted in a structured manner by employing a four-point Likert scale as a measurement tool to assess students' responses. The data collected from questionnaires and vocabulary tests were processed through tabulation, percentage calculation, and descriptive statistical analysis to obtain a clear picture of students' attitudes, perceptions, and levels of engagement.

The initial stage of analysis began with assigning scores to each response in the questionnaire and vocabulary test. Each category in the Likert scale was assigned a specific weight, namely “Strongly Agree” (4), “Agree” (3), “Disagree” (2), and “Strongly Disagree” (1). The mean value was calculated by multiplying the weight by the frequency of responses, then summing the results across all items.

Furthermore, the percentage of students’ responses was determined using the formula proposed by Gay (2012) to provide a quantitative representation of the distribution of respondents’ answers.

$$P = \frac{F}{N} \times 100$$

Symbol	Description
P	Percentage
F	Response frequency
N	Total number of respondents

After the tabulation process was completed, the data were then presented in systematically arranged tables to facilitate the reading and interpretation of the results. The percentage of each response was analyzed by referring to the interpretation categories adjusted to the Likert scale, based on the guidelines proposed by Creswell (2004).

Table 3.3
interpretation

Percentage (%)	Interpretation
0%	None
1–25%	A small portion
26–49%	Almost half
50%	Half
51–75%	The majority
76–99%	Nearly all
100%	All

2. Qualitative Data

The data analysis technique in this study refers to the qualitative framework proposed by Çelik, Başer Baykal, and Kılıç Memur (2020), which emphasizes a systematic and reflective process in identifying, organizing, and interpreting qualitative data. The analysis process was carried out through four main stages: data collection, data reduction, data display, and conclusion drawing and verification.

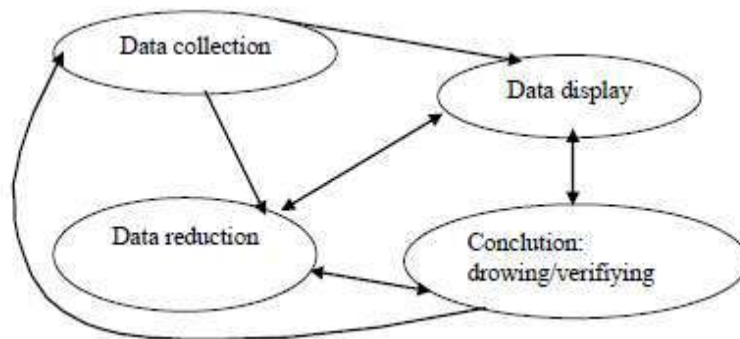


Figure 3. 1
Qualitative Analysis Technique

1. Data Collection

In this stage, data were collected through semi-structured interviews, classroom observations, and digital artifacts such as TikTok videos created by students. All data were documented, transcribed, and organized systematically to ensure that the information gathered was complete and relevant to the research objectives.

2. Data Reduction

The researcher reviewed and coded all the transcribed data to identify meaningful units and eliminate irrelevant information. The coding process involved labeling important statements and grouping them into categories or themes that represented the main ideas emerging from the data.

3. Data Display

The reduced data were then organized into thematic tables and matrices to help visualize patterns, relationships, and trends within the data. This step allowed the researcher to interpret the participants' perceptions, behaviors, and learning experiences more clearly.

4. Conclusion Drawing and Verification

In the final stage, the researcher interpreted the themes and drew conclusions that addressed the research

questions. The findings were verified through member checking and data triangulation to ensure credibility and trustworthiness. This process provided a deeper understanding of the students' perceptions and practices in using TikTok to enhance their English-speaking skills.

