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Research Article

Students Perception On Mike the Chameleon Tiktok for Speaking Skill

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A B S T R A C T

In learning English language especially speaking skill, teachers must use media to support students' learning so they can better enjoy and understand what is being said. This research aimed to identify the students' perception on Mike the Chameleon Tiktok videos for speaking skill. In this study, researcher used qualitative descriptive. Next, the researcher used observation and interview to collect the data. 5 students as participants in one of the English course at city of Serang Banten. Data analysis followed Miles, Huberman, and Saldana's (2014) steps: data reduction, display, and conclusion. NVivo 14 software was also used in the analysis. The results of TikTok videos featuring Mike the Chameleon highlighted positive outcomes and some challenges. Students were more engaged and enjoyed the interactive nature of the videos, especially the duet feature and pronunciation exercises. Interviews showed that Mike's approach was interactive and enjoyable, though accessibility for non-English speakers could be improved. Participants valued the combination of interactive content and repetitive exercises, which boosted their fluency, vocabulary, and confidence. Exposure to native pronunciation helped them sound more natural in English. NVivo analysis confirmed these findings, with "practicing" as the most mentioned term, emphasizing the importance of practice in the learning process, along with other terms like "interesting," "confidence," and "interactive."

INTRODUCTION

In speaking finding the right words, accuracy, confidence, fluency, indicating where we are going, keeping the listener engaged and sounding natural are the six essentials for a person to become more fluent and bold in speaking (Herlisya & Wiratno, 2022). In addition, learning a language comes with challenges, particularly for EFL teachers striving to help students use English accurately and fluently in real-life contexts. Factors such as low motivation, lack of accountability, inactivity in speaking

activities, unengaging classes, and native language interference hinder learners' progress. (Farrelly & Sinwongsuwat, 2021).

Teachers face challenges such as huge classroom sizes, poor training, insufficient time for English language teaching, severe workloads, and limited resources (Farrelly & Sinwongsuwat, 2021). Therefore, most teachers' still use traditional techniques and method, not using technology that can make students comfortable speaking. It can be seen from the low student learning outcomes. Current generation students prefer and are motivated to

learn languages if the learning process itself is interesting and can entertain students. Students' have more fun and often spend time looking and doing things on social media (Namaziandost & Nasri, 2019). Social media is a valuable tool for language learners to improve their speaking skills by interacting with native speakers, accessing multimedia materials, and engaging learning activities. Teachers can create engaging online conversations, debates, and role-playing to practice speaking. Social media can help English language learners develop listening, speaking, writing, and reading skills, emphasizing its importance in teaching English as a second language (Ahmed, 2020). Teachers used social media as learning media which will develop according to the development of learning in various forms, from audio-visual to audio-visual especially for speaking skill (Herlisya & Wiratno, 2022). One of the social media that can be used as a medium for learning English is TikTok. Tiktok is very famous application today, especially among young people. There are interesting features and the users can create content freely related to many things and usually in the form of videos.

This is supported by several previous studies, like in the first study. The aim of their study is to explore how the TikTok application can serve as a tool for student speaking. They used the data in the study was analyzed by qualitative. The study's findings revealed that respondents held a positive view of TikTok as a video-based learning tool and utilized it as an English language learning strategy to enhance their literacy and speaking skills. They also showed a strong interest in using TikTok to watch and comprehend content related to fundamental English skills (Pratiwi et al., 2021).

Furthermore, there is another study. The purpose of this study was to improve students' speaking abilities using the TikTok application. The approach employed in their study was descriptive quantitative, including classroom action research methodologies. Furthermore, the results of analysing data revealed that classroom action research utilizing TikTok App enhanced students' learning and speaking skills (Herlisya & Wiratno, 2022).

Based on previous research, researcher conducted research related to Tiktok to learn to speak to students but used one Tiktok account specifically from a native speaker. Although both researched Tiktok for speaking, previous research was more general and did not focus on one account so that it could be a novelty from the others. Therefore, the researcher interested about students' perceptions of Mike the Chameleon's Tiktok videos for speaking learning using a descriptive qualitative study approach at one of English course at Serang City Banten.

Speaking Learning

Communication is crucial for success in today's global environment. Language serves as a tool for communication. Perfect communication requires the use of a language. Furthermore, people cannot reach their objectives and ambitions unless they communicate effectively. Languages are necessary for global communication. English, being an international language, facilitates communication across areas, states, nations, and continents. Enhancing speaking skills is essential when learning a foreign or second language. Among the four core language skills, speaking is regarded as the most important for mastering a new language. Speaking is the most important ability that students will be graded on in real-life circumstances. Teaching speaking skills has been underestimated, with many EFL/ESL teachers focusing solely on memorization and drills (Rao, 2019). In addition, speaking involves active interaction between speaker and listener to build and share meaning, which includes pronunciation, grammar, vocabulary, fluency, and comprehension. According to experts, mastering English speaking abilities requires active contact with responses to transmit and express meaning. Skills include pronunciation, grammar, vocabulary, fluency, and understanding (Mega & Sugiarto, 2020).

Speaking helps learners improve their vocabulary and grammar, leading to stronger writing skills. Learners who can convey their ideas, tell tales, talk, and discuss vocally will have an easier time writing down their views. For a long time, it was believed that learning to talk preceded learning to read. However, recent research suggests that speaking and reading abilities are mutually beneficial. In other words, as your speaking abilities improve, so do your reading skills. Listening and speaking abilities are closely related. When learners talk, they demonstrate good language acquisition through active listening (Rajendran & Yunus, 2021).

Social media

Social media encompasses online platforms and technologies that enable users to create, share, and exchange information while participating in social networking. Several researches have looked into the usage of social media in education. According to studies, social media platforms can help students learn more by encouraging knowledge sharing, engagement, and collaboration (Martoredjo & Thomas, 2023). Social media collaboration improves student engagement and academic achievement by facilitating online knowledge exchange (Wilson, 2024). There are many examples of social media that can be used for students. One of them is Tiktok.

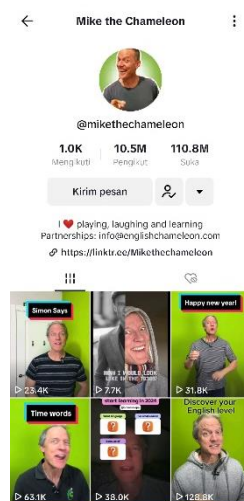
Tiktok

Tiktok is one of the popular video platform apps used for fun. Musically, a video platform app for entertainment, was launched in 2015. It allows for music accompaniment and dubbing in videos. TikTok, formerly known as Douyin, is a Chinese social network and music video platform founded in September 2016 by Zhang Yiming, the creator of Toutiao. The tik-tok app is an entertainment platform that allows users to view and post videos. Tiktok allows you to post movies with a maximum runtime of three minutes (Ardiana & Ananda, 2022). TikTok is a digital app offering various video-based entertainment options. This program has grown in popularity in recent years due to its numerous exciting features and the fact that it is used and promoted by a wide range of prominent personalities (Fitria, 2023). TikTok videos offer five sorts of lessons: speaking, vocabulary, grammar, frequent errors, and English facts (Dewi, 2020). The researcher focused on one lesson, namely Speaking.

Tiktok for Speaking Skill

Learning speaking using TikTok entails using the app's capabilities to improve students' speaking abilities through entertaining exercises. It uses the platform's popularity among teenagers to alleviate anxiety and promote practice in a familiar setting. Project-based learning (PjBL) using TikTok has been demonstrated to increase students' vocabulary, pronunciation, and general speaking skills (Julianti, Rahmah, 2023). Students typically utilize TikTok to improve their English speaking skills. The more you study, the better you will become or comprehend. People cannot learn a language unless they have many opportunities for meaningful repetition. Speaking in language engagement, as well as having the opportunity to generate the language in meaningful practice, are critical for language internalization. Repetition is essential for improving language proficiency when learning to speak. In this case, TikTok is a popular app for students to improve their speaking skills as it offers short-duration content that piques their interest and encourages frequent access to specific channels. Additionally, TikTok can assist kids in appropriately pronouncing words. The TikTok program includes various utilities. Duet Video is one of the more fascinating tools. TikTok's duet video feature allows for collaboration with other users. TikTok duet video loads two videos in the same frame. We can select the greatest kind of material on Tiktok. TikTok allows us to create duet videos with English content providers from other nations, including native speakers. This program offers English students the opportunity to study and replicate their speaking style. Furthermore, students can develop their speaking style and gain confidence in speaking English (Titik Komariyah et al., 2022).

Mike the Chameleon



Mike Schaupp, known as Mike the Chameleon, is an English teacher from California, USA, who has been teaching since 1995. He founded English Chameleon, a language theater company in Spain, and created a website with the same name to provide global access to his dynamic English instruction, particularly in speaking skills. The site's motto, "100% dynamic, all around the world," reflects its global reach.

In 2020, Mike expanded his teaching to social media, reaching millions of students worldwide on platforms like Instagram, YouTube, and TikTok. His TikTok account, boasting 10.5 million followers and 110.8 million likes, features videos that enhance English speaking skills. Mike's distinctive "English Agility" method includes 12 interactive video sessions with quizzes, culminating in a digital certificate. His approach, based on PANDA (Play, Action, Narration, Dialogue, and Acting), engages students through listening, repeating, replying, and acting, creating a unique and immersive language-learning experience (Schaupp, n.d.).

METHOD

Research design

In this study, researcher used qualitative descriptive research methodologies. According to Sandelowski's "Descriptive Qualitative Research: An Acceptable Design," descriptive qualitative research is differentiated by its emphasis on providing a detailed narrative of unique occurrences experienced by individuals or groups of people in everyday language.

Data Collection and Research Settings

The researcher used observation and interview in this study. The researcher used this method as a tool to collect data related to Tiktok Mike the Chameleon on the English

speaking learning of students for observations and then 5 students as interview participants in one of the English course at city of Serang Banten.

Furthermore the researcher used observation and interview. Researchers need to make observations related to Mike the chameleon's Tiktok account, especially on his content videos. This is done so that researchers can observe whether the Tiktok videos on his account can be used as a method of learning speaking for students. To find out how the video affects learning. In addition, to observe how students respond and are enthusiastic when learning speaking with Mike the chameleon's Tiktok Video. Observations are carried out with used some teaching videos of Mike the chameleon speaking, which have four different themes, such as (1) video pronunciation challenge, (2) how to pronounce or sound a difficult vocabulary, (3) dialogue duet, (4) and about practice the fluency of people speaking to students'. The videos were played and then the teacher guided the students to pronounce the words or phrases in the videos and discuss the context of the videos. Therefore, the researcher observed how the students followed the learning directly and then recorded the activities with a video recorder secretly.

The last/second, the researcher used interview to obtain various information about the perception of students' about Mike the Chameleon's Tiktok videos. The researcher asked "how does Mike the Chameleon deliver in teaching speaking learning?", "What kind of videos do you like the most on Mike the chameleon's Tiktok account when learning to speak?", "Do you think Mike the chameleon's tiktok videos make you feel easier to pronounce words with accurate?" and others and all are 8 questions. Researcher conducted interviews with 5 students at an English course in Serang City who were estimated to be able to follow speaking learning with Tiktok Mike the chameleon.

Data Analysis

Meanwhile, for analyzing the data the uses the theory from Miles, Huberman and Saldana, (2014) which has three steps: Data reduction steps, collecting all the information that is relevant, meaningful and useful for the research being carried out. Then the researcher did a display of data, namely exporting the data we got in the form of a brief description with narrative text. The last is make conclusions, by providing an explanation of data collection by observation and interviews. In addition the process of analysis also using software NVivo 14.

RESULTS AND DISCUSSION

OBSERVATIONS

Student Challenges in Speaking Skills with Tiktok

To find the results of this study, the researcher observed students who were part of the English course with some videos from Mike the chameleon's Tiktok account. Observations were made to find out how students' behavior and enthusiasm when learning speaking with Mike the chameleon's Tiktok videos. According to the results of brief observations conducted by researcher, it was found that students had weaknesses in self-confidence, spelling and the sound and way of pronouncing English words like accuracy and fluency so didn't sounds natural. However, several factors might impact pupils' effectiveness during speaking exercises. Students' speaking performance is influenced by several elements such as their performance standard, planning, time constraints, and assistance. The second aspect was the emotional factor. This example has two categories of emotional factors: motivation and anxiety(Sudirman et al., 2020).

Sometimes students made these mistakes when practicing, especially in the duet dialog type videos, so it takes more than 3 minutes to follow one by one videos of Mike the chameleon. However, based on the the researcher also found that there were some students who were quite good in pronunciation, accuracy, spelling and sounded quite natural. Some of them already fluent in mastering speaking skills and taking part in speaking lessons with Mike the Chameleon well. Learning to speak English through a native speaker has a positive impact on students by improving their speaking skills. The presence of a native speaker provides students with exposure to authentic language use, which can lead to better mastery of grammar, vocabulary, and fluency. Native speakers tend to perform better in these areas compared to non-native speakers, resulting in higher levels of proficiency among students. Native speakers offer a wider range of linguistic input, which is beneficial for language development (Lestari et al., 2022).

The Impact of Mike the Chameleon Tiktok

Meanwhile, from the observation also, the researcher found that the class became livelier as the students were more enthusiastic than when learning speaking using more traditional methods. TikTok encourages active learning through engaging activities. Viewing learning video content before students engage the learning material inspires students to display an attitude of interest in learning, ensuring that students are active in every learning process(Ardiana & Ananda, 2022b). Although initially they looked confused, shy, stiff and less expressive. But after being guided by the teacher and given some videos of Mike the chameleon, they enjoyed it more, more confident and could follow the speaking lesson in the course quite well. Using TikTok can boost students' confidence in speaking English and provide new opportunities to express themselves freely (Yusufa et al., 2024). Therefore, it can

be concluded from the observation results that using TikTok videos, particularly from Mike the Chameleon, in English lessons improved student engagement and speaking skills despite initial challenges. Students struggled with confidence, pronunciation, and fluency, influenced by emotional and practical factors. However, exposure to native speaker content and interactive learning boosted their confidence, enthusiasm, and proficiency. TikTok's engaging format fostered a more dynamic and enjoyable learning environment, making it an effective tool for enhancing English speaking skills. For that, TikTok offers several benefits for improving EFL learners' speaking abilities. It helps students practice speaking English and motivates them to enhance their skills. The platform provides exposure to various speaking styles, as many native speakers use TikTok, allowing learners to choose a style that suits them. Additionally, it encourages students to express their opinions freely without strict rules, fostering creativity and engagement. By using TikTok, students can also build confidence in their English-speaking abilities (Putri, 2022).

INTERVIEWS

The study presents the result of interviews regarding of 5 Senior High School students' perception on Mike the Chameleon's tiktok for speaking learning in English course from one of English Course in Serang city Banten. The questions asked in this interview were 8 questions. The interview data from the five students were compiled in the form of transcripts, then imported into Nvivo 14 software for further analysis. The following are the results of interviews conducted by researcher and students'.

For the first question, the researcher asked: "In your opinion, how does Mike the Chameleon deliver in teaching speaking learning?". Based on participants' responses, Mike the Chameleon's teaching approach in speaking learning is generally perceived as effective and engaging. Participant 1 found his method exciting, particularly for those who enjoy English. Participant 2 highlighted that Mike's teaching style is easy to understand and interesting. Participant 3 appreciated the interactive aspect, where learners are encouraged to engage in conversational duets, repeat words, and receive explanations for unfamiliar terms. Similarly, Participant 5 emphasized that Mike's interactive teaching involves conversational practice and pronunciation repetition, fostering communication. However, Participant 4 pointed out a limitation, noting the absence of Indonesian translations, which makes self-learning somewhat challenging.

"I think it's fun because we are invited to directly duet conversations, there is also repetition of words and if there are foreign words, he will explain them." (P.3)

"Menurut saya seru karena kita diajak ngobrol duet langsung, ada pengulangan kata juga dan kalau ada istilah asing dia yang menjelaskan." (P.3)

Overall, Mike's approach is interactive, understandable, and enjoyable, with room for improvement in accessibility for non-English speakers. Native speaker like Mike the chameleon can effectively teach speaking skills to non-native speakers by using engaging strategies that enhance language acquisition. Utilizing videos and interactive presentations engages students and provides diverse contexts for practice. Creating a supportive environment encourages non-native speakers to practice without fear of making mistakes, often through role-playing. Focusing on practical communication scenarios allows native speakers to model conversational skills (Mahdi, 2022).

For the second question, the researcher asked: "What kind of videos do you like the most on Mike the chameleon's Tiktok account when learning to speak?". Participant 1 found these videos particularly appealing because they make speaking activities more engaging. Similarly, Participant 2 appreciated the dialogue duets for being easier, more interesting, and fun, noting that the format creates a realistic experience, akin to being on a video call with Mike. Participant 3 valued these videos for their ability to enhance pronunciation, expression, and tone of voice. Participant 4 shared an affinity for both dialogue duets and pronunciation challenges, enjoying the variety they bring. Lastly, Participant 5 highlighted their enjoyment of conversation question-and-answer videos and pronunciation content, emphasizing how these formats encourage active participation and help improve speaking skills.

"I thinks its dialogue duet because it's easier, more interesting and more fun. Also, this video of Mike the chameleon makes me feel like I'm on a video call with him for real." (P.2)

"Menurut saya, dialog duet lebih mudah, lebih menarik, dan lebih menyenangkan. Selain itu, video Mike si bunglon ini membuat saya merasa seperti sedang melakukan panggilan video dengannya secara nyata." (P.2)

Overall, participants found the interactive and immersive aspects of these videos particularly beneficial for speaking. Duet conversation videos are a popular and engaging approach for students to improve their Speaking skills. Making duet dialogue films is a lot of fun, and it encourages students to be more spontaneous in their English talks. These games keep pupils motivated and interested (Hamsia, 2024).

For the third question, the researcher asked: "Do you think Mike the chameleon's tiktok videos make you feel

easier to pronounce words with accurate?" The researcher found that participant 1 acknowledged that the videos have potential but found the delivery too fast, making it challenging to follow, especially for someone not accustomed to speaking English regularly. Participant 2 felt the videos were effective in teaching accurate pronunciation, particularly for notoriously difficult words, and noted that they could follow along well. Conversely, Participant 3 disagreed, citing unclear explanations in some videos, such as those addressing common pronunciation mistakes, which hindered their ability to pronounce accurately. Participant 4 believed the videos were helpful for pronunciation but felt they still lacked accuracy. Lastly, Participant 5 found the videos effective because they not only include conversational practice but also provide guidance on correct pronunciation, supported by subtitles that make it easier to achieve accuracy.

"In my opinion, it actually can and the way it is delivered is too fast. I had quite a hard time following duet videos because my tongue couldn't pronounce words that were difficult to pronounce those with accurated. Maybe because I rarely speak English." (P.1)

"Menurut saya, sebenarnya bisa dan cara penyampaiannya terlalu cepat. Saya cukup kesulitan mengikuti video duet karena lidah saya tidak bisa mengucapkan kata-kata yang sulit diucapkan dengan akurat. Mungkin karena saya jarang berbicara bahasa Inggris." (P.1)

Overall, while many participants found the videos beneficial, the speed of delivery and clarity of explanations were noted as areas for improvement. The researcher found that that were because students lack practiced. However, TikTok videos can help students pronounce words more accurately by providing exposure to a variety of accents and pronunciation styles in an engaging format. The platform allows users to imitate native speakers and replay videos for practice, which reinforces their learning of speaking accuracy (Sarkila et al., 2024).

For the fourth question, the researcher asked: "Do you think learning to speak on Mike the Chameleon's Tiktok account can improve your fluency in speaking learning?". Participants generally agreed that learning to speak through Mike the Chameleon's TikTok account can improve fluency in speaking. Participant 1 appreciated the variety of content, noting that Mike not only teaches through dialogue duets but also provides videos focusing on the pronunciation of difficult words. Participant 2 emphasized the platform's supportive learning environment, explaining that practicing on TikTok builds confidence as mistakes are private, and consistent study can enhance fluency over time. Similarly, Participant 3 believed that continuous practice with duet videos helps learners get accustomed to

speaking, potentially leading to greater fluency. Participant 4 highlighted the effectiveness of Mike's "pronunciation" videos, which involve word repetition, as a means of training to speak English fluently. Participant 5 also agreed, emphasizing that diligent and consistent practice is key to improving fluency.

"Yes, because Mike the chameleon doesn't only teach using dialogue duets but there is also a video on how to pronounce a difficult word like what I saw in the previous video." (P.1)

"Ya karena Mike si bunglon tidak hanya mengajarkan dengan menggunakan dialog duet saja, tetapi juga ada video cara mengucapkan kata yang sulit seperti yang saya lihat di video sebelumnya." (P.1)

Overall, participants found the combination of interactive content and repetitive exercises valuable for enhancing their fluency in speaking skills. In addition, its engaging and interactive nature allows learners to practice their speaking skills in a fun and creative environment. By sharing short videos, students can experiment with different speaking styles, intonations, and vocabulary, helping them become more comfortable with the language. The use of trending sounds and challenges encourages students to actively participate, increasing their motivation to practice speaking. Additionally, TikTok's duet feature allows learners to collaborate with native speakers or peers, providing real-time feedback and opportunities to practice conversation (Putri, 2022).

For the fifth question, the researcher asked: "Did you find it difficult to follow the speaking practice in Mike the chameleon's tiktok video?". Participants shared varying experiences regarding the difficulty of following the speaking practice in Mike the Chameleon's TikTok videos. Participant 1 struggled with the dialogue duet videos, particularly due to confusion caused by quotation marks and punctuation in the text. They also found the video durations too fast, making it challenging to speak effectively. Participant 2 faced difficulties due to limited English vocabulary and fluency, encountering unfamiliar words that they were unsure how to pronounce. Participant 3 noted some challenges with pronunciation but appreciated the pacing, as the practice time provided in the videos helped reduce the feeling of being rushed. On the other hand, Participant 4 found the words used in the videos easy to follow and did not experience significant difficulties. Participant 5 initially found the teaching method hard to understand but felt it became easier to grasp by the end, thanks to the inclusion of sound and written examples.

"Yes, there are difficulties. Like at the beginning I didn't understand what the teaching meant but after following

until the end with examples of sounds and writing I understood more easily.”(P.5)

“Ya, ada kesulitan. Seperti di awal saya tidak mengerti apa maksud dari ajaran tersebut, tetapi setelah mengikuti sampai akhir dengan contoh bunyi dan tulisan, saya menjadi lebih mudah mengerti.” (P.5)

Overall, participants highlighted individual challenges related to speed, vocabulary, and understanding, but some found the content accessible with consistent practice. Practice makes us better. Practicing speaking with TikTok is important because it increases student engagement and motivation through its entertaining format. The platform introduces students to authentic language usage, helping them improve their pronunciation and vocabulary. It also builds confidence by allowing practice in a low-pressure environment and offers flexibility for personalized learning (Herwanto, 2022).

For the sixth question, the researcher asked: “Can following the practice of Mike the chameleon's speaking teaching videos increase self-confidence when speaking English?”. Participants generally agreed that following the speaking practice in Mike the Chameleon's TikTok videos can help increase self-confidence when speaking English. Participant 1 felt that the videos boost confidence, although they admitted feeling slightly nervous due to their limited experience speaking English. Participant 2 highlighted the advantage of practicing privately at home, where mistakes are less intimidating, and mentioned that consistent practice with the videos, combined with checking unfamiliar words in the dictionary, gradually builds confidence even for public speaking. Participant 3 agreed, noting that Mike's confident and active presentation style encourages self-expression, making it enjoyable to practice even in front of others. Participant 4 appreciated the balance between theory and exercises in the videos, which they felt contributed to building confidence. Participant 5 found the videos particularly useful due to their practical content, offering various themes such as events, activities, locations, and professions that are relevant to real-life situations, further enhancing their self-assurance in speaking.

“In my opinion we can, because we study on Tiktok sometimes at home alone and not many people see it and even if we are wrong or don't know we can check it in the dictionary first. Thus, I am sure that after frequently following and practicing with the speaking teaching videos at Mike the chameleon, over time I will increase my confidence even when speaking English in public.”(P.2)

“Menurut saya bisa, karena kita belajar di Tiktok kadang di rumah sendiri dan tidak banyak yang melihat dan walaupun salah atau tidak tahu kita bisa cek di kamus dulu. Jadi, saya yakin setelah sering mengikuti dan berlatih

dengan video pengajaran berbicara di Mike the chameleon, lama kelamaan rasa percaya diri saya akan meningkat bahkan ketika berbicara bahasa Inggris di depan umum.”(P.2)

Overall, participants felt that the interactive and relatable nature of the videos fosters greater confidence in speaking English. TikTok's varied content providers boost users' confidence by introducing them to other dialects, language styles, and real-life language usage. This exposure helps users get more comfortable with various English language variances, which contributes to enhanced confidence in spoken English (Sarkila et al., 2024).

For the seventh question, the researcher asked: “Does the use of Mike the chameleon videos' make students' better able to choose the right words in communication?”. Participants agreed that Mike the Chameleon's videos help students better choose the right words in communication. Participant 1 noted that the videos include content on distinguishing between words based on pronunciation and writing, which aids in word selection. Participant 2 found the videos effective and practical, explaining that the practices in the videos are easier to remember than traditional school theory. Participant 3 appreciated that Mike explains the functions of different vocabulary, making it easier to apply them accurately. Participant 4 highlighted specific content, such as a video titled "Rude to Polite," which teaches how to rephrase impolite sentences into politer ones. Similarly, Participant 5 pointed out that in addition to pronunciation, Mike's videos also cover grammar, such as explaining words with similar spellings but different functions, like "produce" as a noun and a verb. They also emphasized that the conversational examples provided in the videos can be directly applied in real-life situations.

“I think so, because besides pronunciation Mike also teaches grammar which is like explaining two words that are the same but have different functions. For example, noun and verb in the word Produce. In addition, with so many video conversations, we can also follow these words in real life.”(P.5)

“Menurut saya begitu, karena selain pronunciation Mike juga mengajarkan grammar yang seperti menjelaskan dua kata yang sama tetapi fungsinya berbeda. Misalnya, noun dan verb pada kata Produce. Selain itu, dengan banyaknya percakapan video, kita juga bisa mengikuti kata-kata tersebut dalam kehidupan nyata.”(P.5)

Overall, participants found the videos helpful in expanding vocabulary and improving word choice in communication. Using TikTok to acquire English vocabulary was an effective method. It's also a time-saving tool for vocabulary study since it allows users to easily locate

TikTok videos can significantly improve their fluency and pronunciation in English speaking. The videos are seen as beneficial in helping students sound more natural and choose the correct vocabulary during communication. The practice of duet dialogues is particularly favored by the students, as it not only enhances their speaking skills but also boosts their confidence in using the language.

Despite the positive feedback, some students face challenges in understanding the content of the videos. Issues such as punctuation, fast speech pace, limited vocabulary knowledge, and pronunciation difficulties hinder their comprehension. It is essential to address these challenges to ensure that all students can benefit fully from the use of Mike the chameleon TikTok videos in their language learning process. Therefore, while the students perceive the videos positively and acknowledge their benefits in improving speaking learning and confidence, there is a need for further attention to detail to address comprehension challenges and enhance the overall effectiveness of using these videos in language learning.

CONCLUSION

In conclusion, the results from observations and student interviews regarding the use of TikTok videos featuring Mike the Chameleon for English speaking learning highlighted both positive outcomes and challenges. Observations indicated that students were more enthusiastic and engaged during lessons, with many enjoying the interactive nature of the videos. The duet feature and pronunciation exercises were particularly effective. Meanwhile for interview, the researcher found that Mike the Chameleon's approach was interactive, understandable, and enjoyable, although there was room for improvement in accessibility for non-English speakers. Many participants found the videos beneficial, noting that the speed of delivery and clarity of explanations were areas for improvement.

However, despite these concerns, participants appreciated the combination of interactive content and repetitive exercises, which they found valuable for enhancing their fluency in speaking skills. Furthermore, participants felt that the interactive and relatable nature of the videos fostered greater confidence in speaking English. They also noted that the videos were helpful in expanding their vocabulary and improving their word choice in communication. Additionally, participants felt that the combination of exposure to native pronunciation and regular practice contributed to their ability to sound more natural in English.

Interviews further confirmed the findings, with students praising Mike's engaging and clear teaching style. NVivo

analysis revealed that "practicing" was the most frequent term, emphasizing the focus on practice in the learning process. Other common terms such as "interesting," "confidence," and "interactive" highlighted the positive impact of the videos.

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