



## BRIGHT VISION

E-ISSN: 2798-8872 P-ISSN: 2797-1716

Email: [brightvisionjournal@uinsu.ac.id](mailto:brightvisionjournal@uinsu.ac.id) | Page: 109-120  
<http://jurnaltarbiyah.uinsu.ac.id/index.php/brightvision>

### **Developing Creative Tiktok Videos For English Speaking Practice Based On Students' Needs Analysis**

**B. Bram Perdana Putra Gultom<sup>1</sup>, Grace Adira Putri Pasaribu<sup>2</sup>, Ezra Rodearni  
Aritonang<sup>3</sup>, Anggraini Thesisia Saragih<sup>4</sup>, Khairul Azmi Siagian<sup>5</sup>**

Universitas Negeri Medan, Indonesia

Email: [benstudy163@gmail.com](mailto:benstudy163@gmail.com)

Corresponding Author: B. Bram Perdana Putra Gultom

#### **Abstract**

This study aims to develop creative TikTok videos for English speaking practice based on students' needs analysis. The research applied a Research and Development (R&D) design, involving 30 English major students and two English lecturers. The data were collected through questionnaires distributed via Google Forms. The needs analysis results revealed that students mainly need speaking skills for career preparation and academic purposes, with major difficulties in grammatical accuracy and spontaneous speaking. Based on these findings, several TikTok videos were developed, focusing on daily conversation, role play, and interactive dialogue with a short duration of approximately one minute. The developed videos were then evaluated through expert validation using a Likert-scale questionnaire. The results showed high feasibility scores of 94% and 98%, which fall into the "very feasible" category. This indicates that the developed TikTok videos are appropriate as a learning medium for supporting students' speaking practice. However, this study is limited to the development and validation stages, and further research is recommended to test the effectiveness of the product in real classroom settings.

Keywords: TikTok, Speaking Skill, Needs Analysis, Learning Media, English language learning

#### **INTRODUCTION**

English has become one of the most important languages in the world. It is widely used as a global language for communication, education, technology, and international interaction. In the context of language learning, students are expected to master the four basic skills of English, namely listening, speaking, reading, and writing. Among these skills, speaking is considered one of the most essential abilities because it allows learners to communicate their ideas, opinions, and feelings directly in real-life situations. Developing students' speaking skills is a crucial goal in English language learning.

Speaking is an important productive skill in language learning. According to Jeremy Harmer (2007), speaking is the ability to communicate ideas and information through verbal interaction, which requires not only knowledge of vocabulary and grammar but also fluency and confidence. Similarly, Jack C. Richards and Willy A. Renandya (2002) state that speaking plays a significant role in language learning because it enables learners to use the language for real communication. Through speaking activities, students can express their ideas, interact with others, and practice the use of language in meaningful contexts.

However, many students still face difficulties in developing their speaking ability. Several classroom observations show that students often feel anxious and lack confidence when speaking English. They are afraid of making mistakes, being judged by their peers, or using incorrect grammar and pronunciation. These conditions make students reluctant to participate in speaking activities. So, there are many students prefer to remain silent rather than practice speaking in English during classroom interactions.

Another common problem in learning speaking is the lack of opportunities to practice. In many classrooms, speaking activities are still limited, and students do not get enough chances to express themselves orally. Traditional teaching methods sometimes focus more on grammar and written exercises rather than communicative practice. The consequences of students become passive learners and have limited exposure to real speaking situations. This situation makes it difficult for them to develop fluency and confidence in speaking English.

In recent years, the development of technology has significantly influenced the field of education, including language learning. The integration of digital technology has opened new opportunities for teachers to create more interactive and engaging learning environments. According to Marc Prensky (2001), modern students are often referred to as digital natives because they grow up using digital technologies in their daily lives. Integrating technology into the learning process can make learning more relevant and engaging for students.

One of the most popular social media platforms among young people today is TikTok. TikTok allows users to create and share short videos with various creative features such as music, filters, captions, and visual effects. These features make TikTok an engaging platform that encourages creativity and self-expression. In the context of language learning, TikTok can be used as a medium for students to practice speaking through short video performances such as role plays, conversations, storytelling, or daily expressions. By using TikTok, students may feel more relaxed and motivated because the learning process becomes more enjoyable and relevant to their digital habits.

However, the development of effective learning media should be based on students' needs. Needs analysis is an important step in designing appropriate learning materials. According to I. S. P. Nation and John Macalister (2010), needs analysis is used to identify learners' goals, preferences, and difficulties so that teaching materials can be developed according to their learning needs. By conducting a needs analysis, teachers and researchers can design learning media that are more relevant and effective for students.

Despite the growing popularity of TikTok in education, many previous studies mainly focus on the use of TikTok as a learning tool without specifically developing structured speaking content based on students' needs. In other words, there is still limited research that systematically develops TikTok-based speaking materials by considering students' preferences and learning needs. Developing learning media based on needs analysis becomes important in order to create more meaningful learning experiences.

Based on these considerations, this study aims to develop creative TikTok videos for English speaking practice based on students' needs analysis. The development of these videos is expected to provide an innovative learning medium that can help students improve their speaking skills, increase their confidence, and create more opportunities for meaningful speaking practice. In addition, this study also aims to evaluate the feasibility of the videos through expert validation, in order to ensure that the developed product is appropriate, relevant, and suitable for supporting students' speaking learning.

## **LITERATURE REVIEW**

### ***Speaking Skill in English Learning***

Speaking is one of the most important skills in learning English because it allows students to express their ideas, feelings, and opinions directly through oral communication. Harmer (2007) states that speaking is the ability to convey ideas and information effectively through speech. This means that speaking is not only about producing words, but also about making meaning clear so that communication can happen successfully. In the context of English learning, speaking becomes essential because students are expected to use the language actively, not only understand it passively.

Richards and Renandya (2002) explain that speaking is a central skill in language learning because learners use it for real communication. They emphasize that speaking helps students interact with others, respond in conversation, and participate in meaningful communication. This idea shows that speaking should be practiced regularly so that students can develop fluency, confidence, and accuracy in using English.

However, speaking is often considered one of the most difficult skills for students. Many learners feel nervous, shy, or afraid of making mistakes when they speak English. These problems may reduce their participation in classroom speaking activities. Students need learning support, practice opportunities, and appropriate media that can help them improve their speaking skills in a more comfortable and motivating way.

### **Media in Language Learning**

Media has an important role in the teaching and learning process because it helps teachers deliver material more clearly and helps students understand lessons more easily. In language learning, media can support the development of skills by making lessons more interesting, interactive, and meaningful. Media can include printed materials, audio, video, pictures, and digital platforms that help students learn in different ways.

For speaking practice, media is especially useful because it can provide models of pronunciation, expressions, and real communication. Through media, students can observe how language is used and then practice it themselves. This is important because speaking requires not only knowledge of vocabulary and grammar, but also exposure to how English is used in context. Therefore, the use of suitable media can make speaking activities more effective and engaging for students.

The use of digital media in learning is becoming more relevant today because many students are already familiar with technology in their daily lives. Prensky (2001) introduces the concept of digital natives, referring to young people who grow up with digital technology and are highly familiar with it. He argues that today's students think and learn differently because they are surrounded by digital tools from an early age. Based on this theory, integrating digital media into language learning can make the learning process more relevant, motivating, and suitable for students' characteristics.

## **TikTok as Learning Media**

TikTok is one of the most popular digital platforms among young people. It allows users to create and share short videos using features such as music, captions, filters, and visual effects. Because of its creative and simple format, TikTok can be used as an attractive learning medium, especially for students who are already familiar with social media and mobile technology.

In English language learning, TikTok can support speaking practice through short video tasks such as self-introduction, storytelling, dialogue, role play, and daily conversation. This type of activity gives students opportunities to practice speaking in a more enjoyable and flexible way. Since students can record their performance first and repeat it if needed, TikTok may help reduce anxiety and increase confidence. This is important because many students feel afraid of speaking directly in front of the class.

The relevance of TikTok as a learning medium can also be explained through Prensky's (2001) theory of digital natives. Since modern students are used to interacting with digital platforms, learning activities that use familiar applications may feel more natural and interesting to them. In this case, TikTok is not only a social media platform, but also a potential educational tool that can combine creativity, communication, and digital engagement in speaking practice.

## **Needs Analysis in Language Learning**

Needs analysis is an important step in developing learning materials and media because it helps teachers and researchers understand what learners really need. Nation and Macalister (2010) explain that needs analysis is used to identify learners' goals, lacks, and wants, so that a learning program can be designed effectively. In other words, learning materials should not be developed only based on assumptions, but should be based on the actual condition and needs of the learners.

In English speaking learning, needs analysis is very useful because students may have different difficulties and preferences. Some students may need more help with pronunciation, while others may need support in vocabulary, grammar, fluency, or confidence. Needs analysis can also identify students' preferred learning topics, activities, and media. By understanding these aspects, teachers can prepare more suitable and meaningful speaking materials.

For this reason, needs analysis becomes the foundation of this study. The creative TikTok videos are developed based on students' real needs in learning speaking. This means that the product is expected to be more relevant, useful, and appropriate for the target learners because it is based on data from the students themselves, not only on the researcher's ideas.

## **Previous Studies**

Several previous studies have shown that TikTok has potential in English language learning, especially in speaking activities. One relevant study was conducted by Zaitun, Hadi, and Indriani (2021) entitled *TikTok as a Media to Enhancing the Speaking Skills of EFL Students*. The study found that TikTok gave students more opportunities to practice speaking and made the learning process more interesting and motivating. This study supports the idea that TikTok can function as an effective medium for speaking practice.

Another study by Hartini (2023), entitled *The Effect of Using TikTok Application towards Students' Speaking Skill*, showed that TikTok had a positive effect on students' speaking performance. The findings indicate that students who learned through TikTok

showed improvement in speaking skill. This means that TikTok is not only attractive for students, but also has practical value in helping them develop oral English.

A more closely related study was conducted by Amalia, Rofi'ah, and Makrifah (2024) entitled Development of Content Video TikTok as a Learning Media to Teach Speaking Skill for Students in SMK Islam 1 Blitar. This study is very relevant because it focused on developing TikTok video content for speaking learning. The study showed that TikTok-based video content could be developed as an appropriate medium for teaching speaking. This supports the idea that TikTok is not only useful as a classroom tool, but can also be systematically developed into learning media.

Another study by Rosanti (2024), entitled TikTok Videos as Learning Media to Improve Speaking Skill, also found that TikTok-based learning media could increase student engagement in speaking learning. The study emphasized that attractive digital media could encourage students to participate more actively in speaking activities. These previous studies show that TikTok has strong potential in supporting English speaking learning. However, most previous studies focused on the use or effect of TikTok in general. There is still limited research that specifically develops creative TikTok videos based on students' needs analysis and then examines their appropriateness through expert validation. Therefore, the present study is important because it fills this gap by combining needs analysis, product development, and expert validation in one research design.

## RESEARCH METHODS

This study employed a Research and Development (R&D) design. This design was used because the study aimed not only to identify students' needs in learning English speaking skills, but also to develop creative TikTok videos as a learning medium for speaking practice. The research began with a needs analysis to find out the students' speaking difficulties, learning goals, and preferences related to English speaking content. The results of the needs analysis were then used as the basis for designing and developing the TikTok videos. After that, the product was evaluated through expert validation regarding the use of TikTok in English learning and the appropriateness of the developed videos.

The participants of this study were students majoring in English and two English lecturers. The students were involved as the primary respondents in the needs analysis stage because they were the target users of the developed product. Their responses were used to identify their purposes for learning speaking, the difficulties they faced, the materials they needed, and their preferences for TikTok-based speaking content. Meanwhile, the lecturers were involved as expert validators, as they have experience in teaching speaking and using instructional media in English language learning.

The main instrument used in this study was a questionnaire distributed through Google Form. For the students, the questionnaire was designed as a needs analysis instrument consisting of several sections, namely respondent information, purpose of learning speaking, difficulties in speaking, learning needs, video content preferences, and open-ended questions. The questionnaire asked about the students' reasons for improving speaking ability, the situations in which they needed speaking skills, their main speaking difficulties, the speaking materials they needed most, the type of content they found helpful, the platform they usually used to learn English, preferred video duration, and the type of speaking content they found interesting. Open-ended questions were included to explore the students' expectations for improving their speaking ability and the kind of TikTok content they wanted to watch. For the English lecturers, a separate

questionnaire was used to gather their opinions about using TikTok in English learning and to assess the developed TikTok videos in terms of relevance, clarity, creativity, attractiveness, and suitability for students' speaking practice.

The data were collected in two stages. First, the needs analysis questionnaire was distributed to students majoring in English through Google Form. The students' responses were collected and used to identify their learning needs and preferences in English speaking practice. Second, after the creative TikTok videos had been developed based on the needs analysis results, another Google Form questionnaire was distributed to the English lecturers. In this stage, the lecturers gave their opinions on the use of TikTok in English learning and evaluated the developed videos. The evaluation of the developed TikTok videos was conducted using an expert validation sheet. The instrument consisted of 10 evaluation aspects, which are content relevance, learning objectives, dialogue quality, language clarity, creativity, video duration, visual and audio quality, usefulness, attractiveness, and overall appropriateness. Each aspect was assessed using a 5-point Likert scale, where 1 = very poor, 2 = poor, 3 = fair, 4 = good, and 5 = very good.

To determine the feasibility of the product, the scores given by the expert were calculated using the following formula:

$$\text{Feasibility Percentage} = (\text{Total Score Obtained} / \text{Maximum Score}) \times 100\%$$

The total score obtained refers to the sum of all scores given by the expert across the 10 items, while the maximum score is 50 (10 items × highest score of 5).

The result of the percentage was interpreted using the following criteria:

81% – 100% = Very Feasible

61% – 80% = Feasible

41% – 60% = Fair

21% – 40% = Less Feasible

0% – 20% = Not Feasible

This calculation was used to determine whether the developed TikTok videos were appropriate to be used as a learning medium for English speaking practice.

Their feedback and suggestions were then used to improve the quality of the product.

The data were analyzed using descriptive analysis. The students' questionnaire responses were analyzed to identify the dominant needs, difficulties, purposes, and preferences related to English speaking learning and TikTok content. The lecturers' responses were analyzed to describe their opinions about TikTok as a learning medium and to determine the appropriateness of the developed videos. The results of both analyses were used to answer the research questions and to evaluate whether the creative TikTok videos were suitable for supporting students' English speaking practice.

## RESULTS AND DISCUSSION

### FINDINGS

This section presents the findings of the study derived from the needs analysis and expert validation. The findings are organized to address the three research questions.

#### ***Students' Needs in Learning English Speaking Skills***

This section addresses the first research question : What are the students' needs in learning English speaking skills?

A total of 30 students participated in this study. The results of the questionnaire are summarized in Table 1.

**Table 1. Summary of Students' Needs Analysis**

<b>ASPECT</b>	<b>DOMINANT FINDINGS</b>
Learning Purpose	Career Preparation
Use of Speaking	Class Presentations
Main Difficulty	Fear of Grammatical Mistakes
Confidence Level	Fairly Confident
Speaking Difficulty	Speaking Spontaneously
Needed Material	Daily Conversation
Preferred Activity	Speaking Practice
Preferred Platform	Tiktok
Preferred Duration	1 Minute
Preferred Content	Role Play

The findings indicate that students primarily learn English speaking for career preparation and academic purposes, especially for class presentations. This suggests that speaking ability is required not only in classroom interaction but also in future professional contexts.

In terms of difficulties, most students reported being afraid of making grammatical mistakes when speaking English. This indicates that grammatical accuracy remains a dominant concern, which may reduce students' willingness to actively participate in speaking activities. This may also suggest that students tend to prioritize correctness over communication during speaking. Despite this, most students consider themselves fairly confident in speaking English. This shows that confidence alone does not necessarily lead to effective speaking performance, as students may still experience anxiety related to language use.

Another significant finding is that students have difficulty in speaking spontaneously. This suggests that students have limited experience in producing language in real-time communication. In many cases, they may rely more on controlled or prepared language rather than natural interaction.

Regarding learning needs, the findings show that students mostly require daily conversation materials, as these are directly applicable to real-life situations. In addition, students prefer speaking practice activities, particularly role play. This preference indicates that students favor interactive and contextualized learning, where language is used in meaningful situations.

In terms of learning media, the majority of students prefer TikTok, with a preferred video duration of around one minute. This indicates that students are more engaged with short, practical, and easily accessible digital content. Students need speaking learning that is practical, interactive, and communication-oriented, supported by short and engaging digital media.

### **The Development of Creative TikTok Videos**

This section addresses the second research focus, which is how the TikTok videos were developed based on students' needs and lecturer's opinion about prepared content TikTok in English learning for students' speaking practice. Based on the results of the needs analysis, the TikTok videos were developed by aligning the content with students' goals, difficulties, and preferences. Since students need speaking skills for real-life communication, the videos focus on practical contexts, such as daily conversation, job interviews, and situational dialogues.

To address students' difficulty in speaking spontaneously, the videos provide structured dialogue models and guided expressions, which help students practice

speaking step by step. In addition, role play is used as the main format because it matches students' preferred learning activity. The videos are designed in short duration (approximately one minute) to suit students' preferences and the characteristics of TikTok. Visual elements, captions, and simple language are used to make the content more understandable and engaging.



**Picture 1.** *Pronunciation Practice Video*

Source: <https://vt.tiktok.com/ZSHY1uTHB/>

This video presents a pronunciation practice activity in which students are asked to pronounce several words such as Wednesday, Comfortable, Vegetable, Clothes, and Entrepreneur. A short pause is provided to allow students to respond. This video is designed to address students' difficulty in pronunciation and accuracy, while maintaining engagement through interactive elements.



**Picture 2.** *Job Interview Practice*

Source: <https://vt.tiktok.com/ZSHY1an3R/>

This video presents a role-play scenario between an interviewer and a candidate. Students are guided to answer common interview questions using simple and structured sentences. This video reflects students' need for career-oriented speaking skills and helps them practice expressing ideas in a more organized way.



**Picture 3.** *Interactive Dialogue (Tour Guide Scenario)*

Source: <https://vt.tiktok.com/ZSHY1fvY7/>

This video uses an interactive dialogue format, where students read one role while the video presents the other role. The dialogue is based on a real-life situation (city tour). This video is designed to improve students' fluency and ability to participate in longer conversations.

### **Expert Validation of the Developed TikTok Videos**

The developed videos were evaluated through expert validation conducted by two English lecturers. The detailed results are presented in Table 2.

**Table 2.** *Expert Validation Results*

<b>Aspects Evaluated</b>	<b>AZ</b>	<b>YK</b>
Content Relevance	5	5
Learning Objectives	5	5
Dialogue Quality	4	5
Language Clarity	5	5
Creativity	4	5
Video Duration	5	5
Visual and Audio Quality	5	5
Usefulness	5	5
Attractiveness	4	4
Overall Appropriateness	5	5
<b>Total Score</b>	<b>47</b>	<b>49</b>
<b>Percentage (%)</b>	<b>94</b>	<b>98</b>

As shown in Table 2, both experts provided high scores across all aspects. The results fall into the category of "Very Feasible," indicating that the developed videos are highly appropriate as a learning medium. The consistently high scores suggest strong agreement between the experts regarding the relevance, clarity, and usefulness of the videos. However, slightly lower scores in creativity and attractiveness indicate that although the videos are effective, improvements in engagement and variation are still possible.

Qualitative feedback highlighted that role-play and interactive dialogue effectively support speaking practice. However, experts suggested increasing flexibility in responses, adding time indicators, and improving pronunciation clarity.

## **DISCUSSIONS**

The findings of this study show that students' speaking needs are mainly oriented toward practical communication, particularly for academic presentations and future career purposes. This is evident from the needs analysis results, where students reported using English in class presentations and preparing for future job-related communication. This finding supports Richards and Renandya (2002), who state that speaking is essential for real-life communication.

A key issue identified in this study is students' fear of making grammatical mistakes, which emerged as the dominant difficulty in the questionnaire results. This suggests that students' speaking performance is strongly influenced by an emphasis on accuracy. As explained by Harmer (2007), speaking is affected not only by linguistic competence but also by psychological factors such as anxiety. In this context, students' concern about correctness may reduce their willingness to speak.

The findings show that students experience difficulty in speaking spontaneously, indicating limited experience in real-time communication. This aligns with Thornbury (2005), who argues that fluency develops through frequent practice in meaningful interaction. The lack of such practice may explain why students struggle to produce language spontaneously.

The findings also indicate that students prefer role-play activities and daily conversation materials, which reflects their need for contextualized learning. This supports communicative language teaching principles, which emphasize the use of language in realistic situations.

Students' preference for TikTok and short-duration videos (around one minute), as shown in the questionnaire results, reflects their familiarity with digital media. This is consistent with Prensky's (2001) concept of digital natives. However, the findings suggest that the effectiveness of TikTok depends on how the content is structured, not only on the platform itself.

The development of TikTok videos in this study is directly based on these needs analysis results, particularly students' difficulties and preferences. This reflects Nation and Macalister's (2010) framework, which emphasizes that learning materials should be designed based on learners' needs. The alignment between the identified needs and the developed videos indicates that the product is relevant to students' learning context.

The inclusion of expert validation in this study provides an important layer of evaluation that strengthens the credibility of the findings. The very high feasibility scores obtained from both experts (94% and 98%) indicate that the developed videos meet key pedagogical criteria, particularly in terms of relevance, clarity, and usefulness for speaking practice. This suggests that the integration of needs analysis into the development process has been successfully translated into a practical learning product. At the same time, the slight variation in scores between the two experts reveals that evaluation is not entirely uniform, particularly in aspects related to creativity and attractiveness. This difference is important because it highlights that effectiveness in learning media is not only determined by instructional content but also by how engaging and adaptable the media is for different learners.

The experts' suggestions further point to a critical consideration in speaking instruction, namely the balance between structured guidance and learner autonomy.

While the current videos provide structured dialogue that supports beginner learners, excessive reliance on fixed scripts may limit students' ability to produce spontaneous language. This supports the idea that speaking development requires not only guided practice but also opportunities for free expression. Also, the recommendation to include time indicators reflects the importance of simulating real communication conditions. Speaking is not only about producing correct language but also about managing time, turn-taking, and interaction flow. Incorporating such elements can enhance the authenticity of the learning experience. Another important point concerns pronunciation. Although one of the videos focuses on pronunciation practice, the expert feedback indicates that further improvement is needed to provide a more accurate model. This suggests that effective speaking media should integrate both fluency-oriented activities and accuracy-focused elements.

Despite these positive findings, this study has certain limitations. The validation process involved only two expert lecturers, which may limit the generalizability of the evaluation results. This study focused only on product development and feasibility, without conducting classroom implementation to measure its direct impact on students' speaking performance. Therefore, future research is recommended to conduct experimental or classroom-based studies to examine the effectiveness of the developed videos in improving speaking skills.

## **CONCLUSIONS**

This study was conducted to answer three research questions related to students' needs, the development process, and the feasibility of TikTok videos for speaking practice.

First, the findings show that students need English speaking skills mainly for academic purposes and future career preparation. The main difficulties they face are fear of making grammatical mistakes and difficulty in speaking spontaneously. In addition, students prefer practical materials such as daily conversations, interactive activities like role play, and short-duration learning media. TikTok is the most preferred platform because it is familiar, engaging, and suitable for short learning content.

Second, the development of the TikTok videos was carried out based on the results of the needs analysis. The videos were designed using role play, daily conversation, and interactive dialogue, with a duration of around one minute. The content focuses on real-life situations and simple expressions to help students practice speaking more easily and confidently.

Third, the feasibility of the developed TikTok videos was evaluated through expert validation. The results show that the videos are categorized as "very feasible," with high scores from both validators. This indicates that the videos are appropriate and suitable to be used as a learning medium for supporting students' speaking practice.

## **Suggestions**

It is recommended that future researchers continue this study by conducting the implementation stage through field testing with students in real classroom situations. This stage is important to examine how effective the developed TikTok videos are in improving students' speaking skills, especially in terms of fluency, confidence, and ability to speak spontaneously. Through classroom implementation, researchers can observe students' responses, participation, and learning progress when using the videos as part of speaking activities.

In addition, future studies are encouraged to use a larger number of participants and apply more varied research designs, such as experimental or quasi-experimental methods, in order to obtain more comprehensive and reliable results. Further evaluation can also be conducted to improve the quality of the videos, particularly in terms of creativity, attractiveness, and flexibility of speaking responses, so that the learning media can be more effective and adaptable to different learning contexts.

## REFERENCES

- Alwehaibi, H. O. (2015). The impact of using YouTube in EFL classroom on enhancing EFL students' content learning. *Journal of College Teaching & Learning*, 12(2), 121–126. <https://doi.org/10.19030/tlc.v12i2.9182>
- Anggraeni, C. W. (2018). Promoting education 4.0 in English for survival class: What are the challenges? *Metathesis: Journal of English Language, Literature, and Teaching*, 2(1), 12–24.
- Azlan, N. A. B., Zakaria, S., & Yunus, M. M. (2020). Integrating social media in teaching speaking skills: A literature review. *Creative Education*, 11(11), 2448–2462.
- Dörnyei, Z. (2001). Motivation in second and foreign language learning. *Language Teaching*, 31(3), 117–135.
- Fitria, T. N. (2021). The use of TikTok application in English language teaching. *Journal of English Language Teaching and Learning*, 2(2), 1–7.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Pearson Longman.
- Hidayati, T. (2018). Students' difficulties in speaking English and their causes. *Journal of English Education and Teaching*, 2(1), 1–14.
- Klimova, B. (2017). Mobile learning in higher education. *Advanced Science Letters*, 23(11), 11114–11117.
- Klimova, B. (2017). Use of mobile applications in developing speaking skills. *Procedia Computer Science*, 176, 316–323.
- Nation, I. S. P., & Macalister, J. (2010). *Language curriculum design*. Routledge.
- Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon*, 9(5), 1–6.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press.
- Sari, D. P., & Wahyudin, A. Y. (2019). Improving students' speaking ability through role play. *Journal of English Education and Teaching*, 3(1), 45–53.
- Sari, F. M., & Wahyudin, A. Y. (2019). Undergraduate students' perceptions toward blended learning through Instagram in English for business class. *International Journal of Language Education*, 3(1), 64–73. <https://doi.org/10.26858/ijole.v3i1.7064>
- Sugiyono. (2016). *Metode penelitian pendidikan*. Alfabeta.
- Thornbury, S. (2005). *How to teach speaking*. Longman.
- Wulandari, D. (2020). Needs analysis in English for specific purposes: A case study of vocational students. *Journal of English Education and Teaching*, 4(2), 215–230.
- Wulandari, R. (2020). Needs analysis in English speaking learning. *Jurnal Pendidikan Bahasa*, 9(1).