EXPLORING TEACHERS' PERSPECTIVES ON THE CONSTRUCTIVE IMPACTS OF MICROLEARNING TIKTOK IN ASSESSING STUDENTS' SPEAKING SKILL

Ni Luh Kadek Mega Utami[1], Yam Saroh[2]
[1] English Language Education, Persatuan Guru Republik Indonesia Semarang University, Semarang, Indonesia
[2] School of Education, Central China Normal University, Wuhan, China
megautaminiluhkadek@gmail.com

ABSTRACT

Merdeka Curriculum frees teachers and students to use any learning media during the learning process. Thus, teachers can select any teaching media and tools to assist students learn in the classroom. Considering that perspective, the focus of this study is to unveil the constructive impacts experienced by teachers when using TikTok as an assessment tool to evaluate students' speaking skills. This study employs a qualitative exploratory design. The data were obtained through observation, an E-questionnaire, and an in-depth interview with three English teachers of senior high schools in Denpasar, Bali as the participants. The participants were chosen by using a purposive sampling technique. The data collection period spanned two months. The findings showed the constructive impacts of TikTok as a speaking assessment could increase the students' speaking skills, covering five aspects (vocabulary, grammar, pronunciation, fluency, and comprehension). The results highlight that TikTok can not only be used as a learning media but also be used as an assessment tool. Teachers found that TikTok was a practical digital platform for students to perform their speaking skills where they practiced using short videos, a compact content encouraging them to speak more freely and helping the teachers assess their speaking skills.
Keywords*: Constructive Impacts; Microlearning; Speaking Assessment; *TikTok* Application.

INTRODUCTION

The current curriculum in Indonesia so-called *Merdeka* Curriculum has been implemented since 2021. According Rahayu et al. (2022) *Merdeka* curriculum is a government program that frees teachers and students to use revolutionary getting-to-know learning media. Ramdhani & Muhammadiyah (2015) assert that learning media plays a crucial part in educational process since they can act as a bridge between the student and the teacher conveyed material. Alella (2021) states that microlearning is acquiring knowledge using brief learning activities and carefully planned modules. Corbeil et al. (2021) argue that microlearning should comprise the current era. In addition, microlearning can be regarded as a single objective targeted and interactive unit in English Language teaching (ELT).

Considering ELT practice, it is, in general, noticed that teaching English is not easy since it involves four skills, Listening, Reading, Speaking, and Writing. Ardiyansah (2019) states that among those four skills, speaking skill is considered being the most significant skill in learning English. Therefore, assessing students' speaking skills is pondered to be a complicated thing for teachers. Thus, it is not surprising that the most challenging skill to assess dependably and objectively is speaking. One of the crucial factors making speaking assessment challenging is the limited time and opportunities for students to practice their speaking abilities in class.

To help teachers assess the students' speaking skills, technology advancement emerges as a solution to address this issue. For instance, *TikTok* which is currently popular among youngsters as one of the alternative media that can be utilized to address the speaking assessment issue in English class. This application is enormously booming not only among teenagers but also among kids, adults, and even elders. *TikTok's* convenient feature enable the users to record their speaking as video content. Further, *TikTok* is an application network on a video platform promoting many music features that can be part of microlearning allowing users

to perform their shows or videos through dances, freestyles, and many more creations that can encourage the creativity of its users (Yang, 2020).

The researchers found that there have been some previous studies discussing the uses of *TikTok* application in instructional process to increase students' speaking skill. However, most of the studies only focused on *TikTok* application as the learning media in the teaching and learning process. The first study conducted by Hadi & Indriani (2021) highlighted a study on how the *TikTok* application can help students be more comfortable in speaking English and give them a chance to express their ideas. According to Ferstephanie & Lady Pratiwi (2022), using the *TikTok* application as a medium for learning English allows students to expand their pronunciation; therefore, it can be utilized to teach English pronunciation. In addition, research conducted by Agting et al. (2022) found that *TikTok* was a teaching tool in accordance with the needs and interests of the current students, mostly alpha generation. This study found that *TikTok* application should be developed as a teaching and learning media because it is helpful for boosting the student's interests and fulfilling their needs. The other research accomplished by Herlisya & Wiratno, (2022) revealed that *TikTok* application can improve students' speaking skills as well as their confidence while speaking English.

Based on all of the above previous studies, it is noted that there has been a bunch of research focusing on the use of Microlearning *TikTok* as a learning media in the ELT to improve students' speaking skills, whether it was on teachers' perception or students' perception. However, number of studies focusing on exploring teachers' perspectives on the constructive impacts of using *TikTok* to assess students' speaking skills are still limited. Therefore, this study is designed to scrutinize and elaborate the constructive impacts of using Microlearning *TikTok* as an assessment media based on the teachers' perspective in implementing *Merdeka* curriculum. It means the highlighted findings in this study are the constructive impacts of using *TikTok* as speaking assessment tool. Thus, this study is expected to be the pioneer figuring out the constructive impacts of Microlearning *TikTok* experienced by English teachers in assessing students' speaking skills in implementing *Merdeka* Curriculum.

Regarding the above-mentioned statements, the researchers consider *TikTok* being beneficial for speaking assessment. Hence, instead of utilizing *TikTok* as learning media, the researchers tend to utilize *TikTok* as a digital assessment tool for English speaking test. As Ramadhani et al. (2020) highlight five aspects of speaking in language learning which are crucial in speaking assessment, namely: (1) vocabulary, (2) grammar, (3) comprehension, (4) pronunciation, and (5) fluency. The researchers consider applying these five aspects as an integral part of this current study. For that reason, teachers as the research participants were recommended to assess the video uploaded by the students on their *TikTok* account functioned as media to submit their speaking test using all the above speaking aspects.

Therefore, it is important to explore the potential in using TikTok in speaking assessment to see how far the app can improve the effectiveness of assessment in the context of language education. This research aims to explore how TikTok can be used as a medium to assess students' speaking skills as well the constructive impact of this application that arise in its implementation. Thus, the results of this study are expected to provide new insights for the English teachers in choosing assessment methods that are more innovative and relevant to existing technological developments. This research aims to find out the research objective, which will be conducted using the framework, methods, and data analysis steps explained in the next parts of this article.

METHOD
Research Design
To investigate the constructive impacts of Microlearning *TikTok* in assessing students' speaking skill in implementing *Merdeka* curriculum, the researchers employed a descriptive

qualitative analysis, particularly the exploratory study. Du & Le Quyen (2023) states that qualitative research is the review aimed to comprehend the peculiarity of what is capable by the subject of the examination, such as way of behaving, insight, inspiration, activity, and so on comprehensively and descript a peculiar phenomenon or case by utilizing regular strategies. In addition, Utami et al. (2022) argue that descriptive studies were intended to obtain the current status of peculiarities and were immediate toward deciding the idea of the circumstance as it exists at the review hour. Referring above definition of qualitative and descriptive studies, the researchers pondered descriptive qualitative research design suited to the design of this research as this study was arranged by collecting data through the process of observation, interview, and questionnaire. Further, this study was designed to scrutinize teachers' perspectives emphasizing the constructive impacts of utilizing *TikTok* as speaking assessment tool in implementing *Merdeka* curriculum.

Participants

This study took place in one of the senior high schools in Bali. This research involved three English teachers in the selected school. It was conducted in June – July 2024. The selection of the research subject was based on purposive sampling using some categories constructed by the researchers. The categories used to select the participants in this study involved; 1) having experience to use Microlearning *TikTok* Application as their learning media, 2) having experience in assessing their students' speaking skill using Microlearning, particularly *TikTok*, 3) willing to share their opinion and experience in utilizing *TikTok* application as both learning media and assessment tool. In total, there are six English teachers in that school. However, due to the purposive sampling technique applied in this study, all the six teachers were, then, selected based on the categories set in this study. After the selection process, the researchers found only three English teachers meeting all the categories. Thus, the research participants involved in this study are only those selected English teachers.

Data Collection Technique

The sequence of the data collection is done following the procedure generally applied in explanatory research. Thus, the initial step applied was selecting the research participants based on categories as mentioned in the above part. After the selection process, the observation was conducted by giving an observation sheet to the participants aimed at letting them elaborate what constructive impacts they obtained in assessing speaking skills using the *TikTok* platform. The following research instrument, E-questionnaire, was arranged in the form of Google Forms. Last but not least, the interview was done through a direct communication with English teachers. The interview was applied to recheck the teachers' consistency in elaborating the constructive impacts they obtained in using Microlearning on the *TikTok* platform to test students' speaking skills.

Data Analysis Technique

Regarding the research design applied in this study, the researchers are allowed to employ a systematic and organized data collection, focusing on key aspects such as the platform's effectiveness. Researchers, then, carefully documented these observations to gain a deeper understanding of how *TikTok* could be integrated into an educational setting for speaking assessment as well as any practical challenges in its implementation. In this stage, the researchers triangulated all the research data to gain validity and consistency of the participants' response. This triangulation process is crucial in qualitative research to convince that the data gained is not bias. Overall, the data analysis applied in this study used the analytical framework proposed by Miles et al. (2020), which includes steps such as data

collection, data condensation, data display, and conclusion drawing or verification, as outlined below.
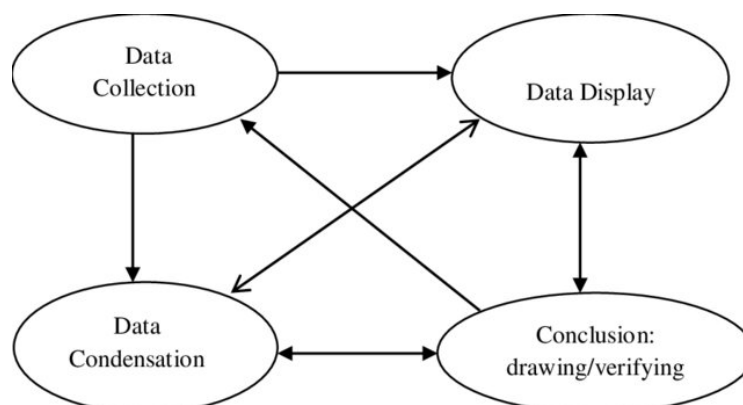
Sources: Miles et al. (2020) & Miles & Huberman (2003)

Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data collected in this study from the observation sheet, E-questionnaire, and interview (Miles & Huberman, 2003); (Miles et al., 2020). The researchers refined the data obtained directly from the research participants, making it more concise, focused, and easier to understand and analyze.

Data Display

Data display is a stage where the information is organized and clearly presented, allowing the researchers to draw inferences and take further actions. Various tools such as matrices, graphs, tables, and networks are generally used for visualization. In this phase, the researchers categorized and organized the data according to the main issues.

Conclusion Drawing or Verification

In this phase, the conclusions drawn from the analysis were reviewed. The researchers interpreted the significance of the collected data and identified patterns and inconsistencies. This stage enhanced the objectivity and accuracy of the data evaluation process.

FINDINGS AND DISCUSSION
Findings

The findings of this study reveal that there are several constructive impacts gained in using microlearning *TikTok* platform for assessing students' speaking skill in implementing the *Merdeka* curriculum. Further, based on the researchers' observations, E-questionnaire, and in-depth interviews, it revealed that using microlearning *TikTok* platform to assess students' speaking enabled the students to improve their speaking competence. In detail, based on teachers' perspective, it was noted that assessing students' speaking skill using *TikTok* can increase students' aspect of speaking, such as; grammar, pronunciation, vocabulary, comprehension and fluency. The detail findings for each instrument used in this study is elaborated in the following paragraphs.

Based on the results of observation, it showed teachers obtained constructive impacts of *TikTok* when they assessed students' speaking assignment through video uploaded in this application. In addition, the results of the questionnaire using google form is illustrated in Table 1. below.

Table 1. The Constructive Impacts of Using Microlearning *TikTok* in Assessing students' Speaking Assessment based on Teachers' Perspective.

CI of Microlearning TikTok	Aspects of Speaking	Type of SA
Increasing & helping	Grammar	Intensive SA
Increasing & helping	Pronunciation	Intensive SA
Increasing & helping	Vocabulary	Intensive SA
Increasing & helping	Fluency	Intensive SA
Increasing & helping	Comprehension	Intensive SA

Note: CI: Constructive Impact
       SA: Speaking Assessment

Table 2. The Result of the E-questionnaire on the Constructive Impacts of Microlearning *TikTok* in Assessing Students Speaking Skill

Items	SA (%)	A (%)	N (%)	D (%)	SD (%)
I feel *TikTok* give students chance to express their idea especially in speaking so that they can express their creativity.	33,3%	66,7%	0%	0%	0%
I feel *TikTok* can help students to expand their vocabulary mastery and give them chance to have and learn new vocabulary.	33,3%	66,7%	0%	0%	0%
I feel *TikTok* can help students to get accuracy and have a good fluency in speaking English.	66,7%	33,3%	0%	0%	0%
I feel *TikTok* give students impact for increasing students' pronunciation and make their pronunciation better.	33,3%	66,7%	0%	0%	0%
I feel *TikTok* can help students to improve their grammar.	0%	66,7%	33,3%	0%	0%

As shown in table 2., the items of the E-questionnaire were distributed to the English teachers to verify teachers' perspectives using microlearning *TikTok* in assessing students' speaking skills in implementing *Merdeka* curriculum. E-questionnaire items involved in Google form was covered with five options: strongly agree, agree, neutral, disagree, and strongly disagree. All the items in the questionnaire are deep questions to understand the constructive impacts experienced by English teachers in utilizing TikTok as speaking assessment tool.

Referring to the results of the e-questionnaire, it implies that none of the participants disagree that *TikTok* brings no constructive impact on students' speaking skill. Almost all of them agree that *TikTok* is beneficial digital platform utilized to assess students' speaking skill. Moreover, two of the participants confirm that *TikTok* enable students to gain accuracy and fluency in speaking English. Although none of the participants strongly agree that *TikTok* can assist the student improve their grammar. Only one of them stays neutral and the others confirm that they agree. It means there is an opportunity for students to utilize *TikTok* to enhance their understanding on grammar. Other aspects like sharing idea, vocabulary mastery, and pronunciation are confirmed to gain two 'agree' and one 'strongly agree'.

The findings collected through observation and questionnaire were also confirmed using an in-depth interview session with the research participants. The results gained from the in-depth interview are elaborated as below.

TikTok has a lot of constructive impacts during the instructional process if the teachers and students can use it wisely.

> **Teachers 1** : The *TikTok* application can search or find any content related to improve students' speaking skills. Well, there are interesting videos there that can increase students' enthusiasm in learning. So, all of these aspects can help them improve their speaking skills and of course improve their aspect of speaking and their assessment.
>
> **Teacher 2** : *TikTok* can improve aspect of speaking, especially in terms of today's developments if it used effectively and correctly, then it will help us improve our students' skills and of course automatically the assessment will increase, especially in speaking.
>
> **Teacher 3** : In my opinion, the current application is a medium to improve students' creativity, such as *TikTok* itself. Maybe, the positive thing that my students can learn from *TikTok* application is confidence, pronunciation, fluency (accuracy) how to maximize when watched by a large audience.

Regarding the results of the interview, it is noted that all teachers in this study confirm that TikTok bring advantages to the students' English learning, particularly speaking. The first teacher verifies that TikTok enables students to find more references by searching any content related to English speaking before they upload their video for assessment submission. Getting references will make the students gain more creativity and enthusiasm to create their own video for their assessment. In addition, the second teacher adds that using *TikTok* wisely and effectively for getting reference of their speaking test will definitely help them improve their speaking assessment results. Last but not least, the last teacher corroborates *TikTok* is potentially useful to boost students' confidence in speaking English as a result of getting more references from other videos in this platform regarding pronunciation and fluency. Since there are a bunch of videos uploaded in this platform in which some of them are related to English learning content, it is undeniably help the students to learn, practice, and improve their English competence, particularly speaking. Overall, based on the all the above-mentioned findings gained from observation, E- questionnaire, and the in-depth interview showed the English teachers confirm that they gain constructive impacts of using microlearning *TikTok* in assessing students' speaking skill.

Discussion

This study discussed the constructive impacts in assessing students' speaking skills using microlearning *TikTok* in implementing *Merdeka* curriculum. Further, the findings of this study reveal several constructive impacts of microlearning *TikTok* used as a medium for assessing students' speaking skills in applying *Merdeka* curriculum. The constructive impacts gained are in the form of improvement for the students' speaking aspects, such as; vocabulary, grammar, accuracy, fluency, and pronunciation. These findings align with an investigation conducted by Agting et al. (2022) who showed that *TikTok* was a teaching tool meeting the needs and interests of the students. The focus in their study was using *TikTok* application as a learning media for the senior high school speaking process. According to their research, *TikTok* should be developed as a teaching and learning tool because it is beneficial to fulfill the needs and interests of students.

Other research conducted by Wardhono and Spanos (2018) revealed other online learning media, so-called *Telegram,* to assess students' speaking skill. The use of *Telegram* in teaching learning process at school is significantly potential for the students' overall performance in developing their capacity to use English as their global communication medium. In addition, the integration of *Telegram* in class is aligned with the current curriculum,

so-called *Merdeka* curriculum, which allows teachers and students to use interactive learning materials, including *Telegram*. The results of this study confirmed that digital media in the form of social media application is also beneficial for language assessment, particularly speaking. It infers that either *TikTok* or other social media platforms are potentially significant to be used not only as learning media but also learning assessment in English language teaching.

Furthermore, *TikTok* encourages active participation and creativity, allowing learners to practice speaking in real-world contexts, thereby fostering confidence and communication skills in English. Additionally, by engaging them with short videos, students are exposed to authentic language use helping them improve their pronunciation, fluency, and vocabulary. Gunawan et al. (2023) emphasized that incorporating media into language learning, especially for speaking students, is crucial. *TikTok* application, in particular, is one that should be utilized as seen from the results of this study that students show a positive and enthusiastic response to the integration of *TikTok* in their language learning experience. Aside from speaking skill, other researchers have conducted study about the use and constructive impacts of *TikTok* in the other English skill, such as; writing, listening and reading.

In addition, the findings of this study are in line with the study composed by Suprihatin & Kurniawan (2023) who focused on speaking and listening skill. They highlighted the use of *TikTok* as a speaking and listening assessment tool gave teachers a place to provide feedback and students a forum for thoughtful discussion. The other study focusing on reading skill in which *TikTok* brought some constructive impacts, mostly in students' enthusiasm in reading, was conducted by Musa & Ismail (2023). They revealed the potential constructive impacts of utilizing *TikTok* for teaching, particularly for increasing students' enthusiasm to read and to enhance their reading comprehension. Also, a study researching writing skill conducted by Franciska et al. (2023) showed *TikTok* was useful to improve students' writing skills, particularly for persuasive text.

A study conducted by Mathew & Alidmat (2013) indicated that using *TikTok* provides learners with the chance to enhance their knowledge by viewing recorded content, such as English learning videos. Also, it is possible by the wide range of English learning channels available on *TikTok* to easily find English learning contents through hashtags, such as; #englishlearning, #englishlearningtips, #englishpractice, etc. The contents on this platform vary from storytelling to brief teacher, covering various aspects of the English language, including grammar, vocabulary, and pronunciation. Correspondingly, Dewanti et al. (2023) found the efficiency, adaptability and ease of microlearning growing popularity in the educational field. Mohammed et al. (2018) added that using microlearning *TikTok* as a learning medium can not only improve the effectiveness and efficiency of English learning process but also make the knowledge stay memorable for the learners. In different study, Salleh et al. (2022) found that *TikTok* could boost the student's interest in the learning process. The use of interactive learning media to evaluate students' speaking performance is supported by Audina & Santosa (2022) who emphasized that teachers could use some interactive media, such as Zoom, Google Meet, Google Classroom, WhatsApp, and YouTube to evaluate the students' speaking skills. Digital platforms, in addition, made it simpler to evaluate students' speaking performance and was really helpful.

All the above-mentioned previous studies and the result of this study convince that *TikTok* offers a range of constructive impacts for improving not only speaking skills but also other areas of language proficiency such as writing, reading and listening skills. Through its dynamic, interactive platform, users can engage in real-time communication, expand their vocabulary, and develop their listening, writing, and reading comprehension skills. The integration of multimedia content in teaching learning process fosters a multimodal learning environment, making it a valuable tool for language acquisition across various competencies.

It also develops students' enthusiasm and motivation as an interactive learning media during the teaching and learning process. Moreover, since *TikTok* is a video production platform, it offers students an opportunity to practice their speaking skills. This idea is supported by Guo et al. (2014) and Szpunar et al. (2013), who found that tasks such as storytelling, reporting, role-playing, and simulations, whether done at home or in the classroom, yield positive results when using digital creative tools which are familiar for the students. Additionally, creating videos individually, in pair, or groups allows learners to enhance both their personal and collaborative skills. Overall, it was found the results of this study confirmed that teachers could gain constructive impacts in using *TikTok* application to assess students' speaking skill especially for increasing students' aspects of speaking based on the English teachers' perspective. It implies that this study corroborates the fact that *TikTok* is an effective tool for speaking assessment.

CONCLUSION

This study explores the constructive impacts of using Microlearning on the *TikTok* platform in assessing students' speaking skills in implementing *Merdeka* curriculum based on teachers' perspective. The findings of this study elaborated five essential speaking aspects were improved when they students were promoted to use *TikTok* as the speaking assessment tool. Considering the constructive impacts gained in utilizing *TikTok* for speaking assessment, the researchers expect that the results of this study may become based-guideline for prospective teachers to inspire them to utilize *TikTok* or other digital platform to promote English language skill assessments. This study provides valuable data which can be utilized as a benchmark for future research. The findings, moreover, can be considered in assessing students' speaking skills through the *TikTok* platform because the results reveal some constructive impacts experienced by English teachers. The constructive impacts gained is particularly in the form of students' speaking improvement as *TikTok* enables the students to increase their fluency and accuracy on the speaking aspects. However, the teachers have to consider and be wise in using *TikTok* to assess their students' speaking skills as challenges coming although *TikTok* has lots of constructive impacts or advantages, the drawbacks from this application may emerge as elaborated by previous research. Hopefully teachers who are eager to utilize *TikTok* or other digital platform for their assessment tool will be wise and able to set robust boundaries and limitations for the students to that they can gain more beneficial impacts rather than the drawbacks. Then, the recommendation for the future researchers who aspire to conduct a study regarding the use of *TikTok* for speaking assessment, it is encouraged to conduct a study based on the students' perspective and using different method to see wide range of research results which will be beneficial to invest for the enrichment of teaching learning literature.

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