STUDENT PERCEPTION USING DUET CONTENT ON TIKTOK APPLICATION TO ENHANCE SPEAKING SKILLS IN INDONESIAN VOCATIONAL SCHOOL STUDENTS

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ABSTRACT

TikTok stands out from other social media platforms due to its advanced algorithm, which analyzes user behaviors like search history, likes, and watch time to provide personalized video recommendations on its For You Page (FYP). Unlike other platforms, which require users to search for content using specific keywords, TikTok uses sophisticated artificial intelligence to tailor content, contributing to its popularity, especially among users aged 14 to 30, including students. The platform's short videos and hashtag-driven content, such as #duetme, have become popular, enabling collaborative English conversations. This study investigates the views of vocational high school students at SMK Sritanjung Banyuwangi on using TikTok's duet feature to improve their creative English-speaking skills. Using a qualitative research design, data were gathered through questionnaires and interviews. The results show that 11 out of 18 students reported a boost in their confidence when creating English conversation duets on TikTok, indicating the platform's potential as an effective tool for enhancing English communication.

Keywords: *Tiktok Duet, Speaking Skills, Teaching Speaking, Perception*.

1. INTRODUCTION

Speaking skills are essential for effective communication, involving the appropriate use of vocabulary, voice, and nonverbal cues to express messages clearly and persuasively. These skills are crucial in various contexts, including social, academic, and professional settings. Effective speaking enables individuals to convey their ideas to others, and students, in particular, need to develop their speaking abilities, including speaking in English. Challenges such as fluency, the tendency to translate directly from the native language into English, and limited vocabulary are common barriers to speaking English, often due to insufficient practice (Suhardo et al., 2024; Veto Mortini et al., 2023).

In a vocational school setting, teaching English should focus on communication, comprehension, and relevant language skills for the students' field of study. Aucapiña (2022) emphasizes that English is a productive skill that requires substantial practice and creative strategies. Students learn the language through stages that help them speak fluently and spontaneously. However, observations made during a one-month teaching practicum at a vocational school in East Java, coupled with interviews with teachers in November 2023, revealed that the school still relies on traditional teaching methods. These include using a whiteboard and student worksheets (LKS) for instruction, with minimal opportunities for students to engage in speaking practice. The lack of creativity in teaching methods and media leads to disengagement, with students often distracted and on their cell phones during lessons.

The duration of the COVID-19 virus in Indonesia has had many changes in all lines of life in society, including education and especially in schools. The online teaching and learning process has become a new and well-accepted habit. Wibawa (2020) argue that after the covid 19 pandemic, the level of student focus decreased after returning to school offline. Students' attention increased in the first 15-20 minutes, then dropped in the second 15-20 minutes, and then continued to decline again. During the pandemic, students freely access cell phones and also freely access technology products without being supervised or restricted so that after returning to school and finding a normal classroom, students

become lazy and do not pay much attention. Meanwhile, the tendency to decrease attention occurs parallel to the length of learning time that is carried out. Therefore, the use of multimedia in the learning process needs to be applied. multimedia integrates various media such as (text, images, sound, video and animation.) Teachers are required to be able to apply several learning media that are relevant to the current time. during the covid 19 era the use of technology is very familiar with the current generation. so that technology-based media can also be applied in the classroom as an innovation.

Technology can be used as a medium for learning English speaking in various ways such as using apps, integrating in learning, providing constructive feedback, increasing collaboration, and encouraging students to practice at home.in his research,Bahri (2022) retrived that, Technology is an idea that can be used to make products and used in all human activities. Technology is a solution to the problem of students who have difficulty in speaking practice because habits are not formed. Technology provides opportunities for students to engage in directed activities, namely, students are free to express and practice without fear of being called wrong or right and get specific feedback directly from technology (Ramadhanti et al., 2023).The current generation cannot be far from technology, technology has begun to change society, especially children and adolescents, namely by using technological products as a result of progress itself (Arochman & Hasani, 2023).

The product of technology is social media, a platform that is often used to exchange data online. Social media is a type of online media where people can easily participate, share, and create content. Some examples of social media are blogs, social networks, wikis, forums, and virtual worlds (Cahyono, 2016). Social media helps science and technology technology by facilitating communication, finding and accessing information, building relationships, and adding friends (Gani, 2020). There are many social media platforms that can be used for teaching, such as Instagram, YouTube and the recently popular application Tiktok. TikTok application is a social media platform that can be used as a learning media at school, especially specifically in the classroom to stimulate students' interest and creativity in learning activities to practice English speaking skills.

TikTok is a social media platform launched by a company from China, China, namely Bytedance. this Tiktok application allows users to create a 15-60 second video accompanied by a wide selection of features such as music, channel stickers and several other features so that users can edit the videos they uploaded as creatively as possible. Tiktok media present in Indonesia is widely used by the community to be creative to do business such as selling or contract cooperation (Bulele & Wibowo, 2020).The use of TikTok social media can affect a person's self-confidence, especially adolescents (Adawiyah, 2020). TikTok users who use more English in delivering their content, indirectly have an impact on users of this application. Starting from how to speak, string sentences, learn new slang words, and understand the content of English content in videos with the hashtag #samasamabelajar.Researchers have identified that the hashtag has more than 70 billion views, the most of any hashtag with English language learning content. This number is predicted to increase and it is possible that the number of video uploads in the hashtag also be higher ((Bahri et al., 2022). Similarly, learning English as a second language through TikTok needs to be implemented because students actively participate in English learning by simply watching TikTok videos as it increases their interest in learning with relevant language content and context (Zhen et al., 2021; Putri et al., 2023).

TikTok continues to innovate and add new features to rival its competitors, such as Instagram. even Instagram adopted TikTok's feature, namely short videos implemented by Instagram called IG Reels. TikTok provides a variety of short videos and various features that make the number of users continue to grow from year to year. Arochman & Hasani, (2023) explained that in the TikTok application, there are various kinds of features provided such as sharing, duets, and video challenges with people around the world. duet is a feature in TikTok

that allows students to be able to make a video conversation. The video is usually given 2 colours as a marker or each person's part to read and then recorded and then uploaded privately which can only be seen alone or uploaded freely where everyone around the world can see. Duet videos combine two separate videos into one frame, with the duet video appearing on the left and the original video on the right (Basataka et al., 2022).

In connection with the above findings, the research entitled "Student Perception Using Duet Content to Enhance Speaking Skills for Indonesian Vocational School Students" aims to explore the perceptions of SMK Sritanjung students regarding the use of the Tiktok application as a fun way for English-speaking practice.

2. LITERATURE REVIEW

Teaching Speaking for Vocational School Context

Teaching involves showing something to someone using symbols or signs to encourage responses, such as conveying knowledge and skills to students (Mohamad et al., 2022). In vocational schools, education focuses on practical skills, with a curriculum tailored to specific fields of study to prepare students for professional careers (Mahbub, 2022). English, as a critical skill for the workplace, is essential for vocational students, but the current teaching methods often rely on traditional techniques that fail to foster speaking practice, leaving students disengaged (Safira & Azzahra, 2022).

Speaking in English is essential for communication and has three primary functions: interaction, transaction, and performance (Brown & Yule, 2019). Teaching speaking in an EFL context is particularly challenging because students have limited opportunities to practice the language outside the classroom (Suban, 2021). Difficulties such as lack of vocabulary, pronunciation issues, anxiety, and low motivation are common barriers

to effective speaking (Maji, 2022). To address these challenges, English teaching should be tailored to vocational students' specific career needs through English for Specific Purposes (ESP) (Riswanto et al., 2022).

As part of the Merdeka Curriculum, differentiated learning at the vocational level is essential, but the current syllabus for English is still largely general, not aligning with students' career fields. Teachers need to be creative in designing syllabi that meet students' professional needs (Puspitarini, 2022). Moreover, the use of technology and innovative methods, such as TikTok, can enhance the learning experience by making lessons more interactive and aligned with students' interests (Purnama, 2024; Mohamad et al., 2022). TikTok's duet feature can be particularly useful for practicing English speaking skills, making it a valuable tool for engaging students in modern, technology-driven learning.

Teaching Speaking Using Tiktok Duet

TikTok's popularity is driven by its intelligent algorithms, designed to engage users by appealing to neurological responses such as attention and the reward system, making it an ideal platform for mobile learning (Naveed, 2023). This platform, easily accessible via smartphones, enables learning anytime and anywhere, supporting flexible and convenient online education (Hamsia, 2024). One of TikTok's innovative features for learning is the duet function, which allows two users to collaborate on a video, creating an interactive environment for practicing English speaking. This feature can enhance fluency, pronunciation, and confidence, offering students a fun and engaging way to practice without the pressure of traditional methods (Pasaribu et al., 2022).

TikTok's flexibility allows students to learn according to their own schedules and needs, while repetition opportunities through duet videos foster speaking mastery. The platform also reduces the anxiety typically

associated with public speaking, as students can practice privately and at their own pace. By tailoring TikTok duet-based tasks to vocational school majors, students not only practice English but also develop communication skills relevant to their future careers. The approach of assigning TikTok duet tasks based on professional contexts enhances students' learning experiences, boosting their confidence, creativity, and speaking abilities.

However, challenges such as technical issues and potential distractions can arise when using TikTok in education. To address these obstacles, proper preparation, technical training, and constructive feedback are essential. When these issues are managed effectively, TikTok duets can be a powerful and enjoyable tool for enhancing English speaking skills, making it a valuable resource for language learning in the digital age.

Figure 1. Tools on Duet Fitur

Table 1. Detailed Explanation of the Tools in the Duet Feature

FITUR	USAGE
Flip	Allows users to switch the front camera to the back and vice versa
Flash	Works as a flash like on a smartphone
Redirect	feature to change the position of the toggle, can be on the left or right
Mic	Is a feature for user sound
Beautify	Is a feature to make the face soft and even skin color
Filter	This feature includes effects, visuals, and transitions
Speed	Record at a specific speed (1x, 2x, 3x, 5x)
Facial Layout	Facial layout allows users to adjust the position of their face. There are 4 types of layouts

Previous Research Findings On Using Duet Content

The popularity of TikTok allows many users, especially young people, to utilize this platform to obtain information and knowledge that is packaged densely and clearly through TikTok content. Some of the features available in the TikTok application are taking photos, uploading photos, recording videos, recording sounds, filling the backsound with songs, editing, sharing, duets, live / live broadcasts, liking content, commenting on content, chat rooms, online shops and downloading. These features not only meet the learning needs of students by providing an engaging and interactive environment, but also align with the characteristics of millennial students who are highly integrated with digital technology and social media platforms (Suhardo Hutabarat et al., 2024), 2024).

Hamsia(2024) in his research results explained that the use of TikTok as a

medium significantly improved speaking skills in EFL classes. Students showed improved proficiency in their spoken English, which was attributed to the engaging and interactive nature of the application. The study concluded that TikTok is an effective tool for improving students' speaking skills in English as a foreign language. Therefore, incorporating TikTok into EFL teaching can successfully improve students' speaking ability, making it a valuable resource for language teachers. this is in line with previous rese arch conducted by Bahri et al, (2022) on the effectiveness of tiktok as a medium for learning English in Indonesia.

Tiktok also received a positive response from students in a study conducted by feblyansyah & syafriyadin (2023) and research by Thoyiba, et.al (2022) the results of their research on students' perceptions of learning to speak using the tiktok application that students are very interested and enthusiastic about learning to speak using the tiktok application through the features in tiktok, namely Duet content. duet content allows users around the world to collaborate on conversations.

Based on the results of research conducted by Suhardo (et al., 2024) which aims to evaluate the effectiveness of TikTok in teaching EFL, 2024) which aims to evaluate the effectiveness of Duet content for English speaking proficiency resulted in significant improvement, as evidenced by the average score of 82.5 in the second post-test. The analysis revealed a significant increase of 37.89%. Based on previous research studies, it can be concluded that the TikTok application, especially its duet feature, can be used as a medium for speaking English. practice speaking English. the following is a display of the features in the content

Thus, it can be concluded that the use of TikTok, especially the duet feature, has great potential as an English learning medium. Based on previous research, this platform has received positive responses and is effective in increasing students' self-confidence. Therefore, this study aims to dig deeper into SMK Sritanjung Banyuwangi students' perceptions of the use of TikTok's duet feature as a means of training their confidence in communicating using English, especially in the context of the influence of the mother tongue.

3. METHODS

Research Design

This study used qualitative methods, and data from questionnaires and interviews were described in detail. To calculate the questionnaire score, the researcher obtained the percentage of each student's questionnaire response, which is also supported by the description. The interview results were described in detail and listed for each student's response.Qualitative research is a research approach that focuses on understanding the subjective experiences, perspectives, and behaviors of individuals or groups. qualitative research emphasizes more on holistic descriptions, which can explain in detail about what activities or situations are taking place rather than comparing the effects of certain treatments, or explaining about people's attitudes or behaviors (Fadli, 2021).

Qualitative research was used in this study because this research discusses student perceptions. Qualitative research allows for more direct engagement with research participants, thus creating opportunities for in-depth interviews or group discussions. This involvement encourages a collaborative relationship between researcher and participant, leading to richer data and deeper understanding of the research topic.

Subject Of The Research

The subject of this research is X culinary 1 students of SMK Sritanjung Banyuwangi. This topic stems from the observations of researchers when conducting teaching practicum for 1 month at this school.

Research Procedure

The researcher provided four Duet acting challenge video links to students through the whatsapp group at the end of the meeting as a home assignment. students can choose which video they like to collaborate on conversations, the assignment link is then collected via WhatsApp. the next meeting the researcher provides a questionnaire and interviews students about their experience of creating content.

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Data Collection Technique

The data collection technique in this research was obtained through a questionnaire and interview.

1. Questionnaire

The questionnaire in this study is a list of questions given to students to find out their responses. researchers used a Likert scale in analyzing questionnaire data adapted from Sugiyono (2014) as follows:SA (strongly agree),A(agree), U(undecided),D(disagree), SD (strongly disagree).

Table 2. Scoring Questionnaire

NO	CATEGORY	SCORE
1	Strongly Agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly Disagree	1

Source: Manggo, 2022

Data from the qestionaire analysis using the percentage technique:

$$P = f/n \times 100$$

where:

p = Percentage

f = Number of Answer

n = Number of Sample

The questionnaire section consists of 10 items from 3 sub-indicators, namely:

a. Ease of use of the application (contains 4 questions)

b. Visual display of the application (contains 3 questions)

c. Influence on student learning motivation (contains 3 questions)

The questionnaire data was checked after data collection and the results were entered into a table and presented as a summary of frequencies and percentages.

2. Interview

Qualitative interviews aim to gain an in-depth understanding of individuals' experiences, views, and perspectives regarding the phenomenon under study. Interviews can be structured, semi-structured, or unstructured, depending on the level of the predetermined framework (Creswell, 2014). The researcher used structured interviews based on the research themes that the researcher has made.

Data Analysis Technique

The researcher utilized Excel to analyze questionnaire results and present them in tables, while thematic analysis was applied to interpret interview data. Thematic analysis, as described by Braun and Clarke (2006), identifies and organizes patterns within data. Following Kristiawan's (2022) framing analysis approach, adapted from Bezemer and Mavers (2011), the researcher explored student perceptions by examining their experiences with TikTok duet content.

Participants were asked about the app's ease of use, their motivation, and their likelihood of continued use. Data, including voice recordings and gesture notes, were transcribed into written descriptions. Thematic analysis involved several steps: familiarization with data, coding to identify patterns, grouping codes into overarching themes, and reviewing these themes to ensure they aligned with the research questions and represented the dataset effectively.

4. RESULT AND DISCUSSION
Result

After the lesson plan was approved and signed by the supervising teacher and also the principal, the researcher began to enter the class and greet the X Culinary 1 class of 18 students, explaining the purpose and objectives and then explaining the Tiktok application as a whole, and how to apply the Duet content.

As an experiment, the researcher gave 1 video link from the TikTok account @letslearnEnglishtogether. this account often discusses conversations in restaurants and is related to culinary so it is relevant to the culinary department.

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Students are asked to create Duet content and are free to edit the video as creatively as possible and then upload it privately on their respective tiktok accounts. students are very enthusiastic and excited in class while creating content. students are free to ask questions about unknown words or are still confused about how to read them.

After finishing creating the content, the researcher framed the content from the same creator as many as four which contained content about restaurant conversations which included how to cook, how to order food, how to deal with angry customers and parts of meat, via WhatsApp as a homework assignment and collected through the class whatsapp group.

After students created the content at home and collected it, two days later the researcher interviewed students and distributed questionnaires to find out their opinions about the content duet-based assignment. application and perform the Duet conversation feature. The following data is presented

Discussion

Based on the data collection the questionnaire is summarised into the table below:

Table 3. The Result of Questionnaire

STATEMENT	Score				
	5	4	3	2	1
Tiktok is easy to use in learning English	16,6%	66,6%	16,6%	0%	0%
Tiktok is easy to use in learning English speaking	16%	72,2%	11,1%	0%	0%
The icons on tiktok are clear and easy to understand	33,3%	61%	5,5%	0%	0%
I'm Interested to use TikTok Media to Improve English Speaking Ability	33%	50%	16,6%	0%	0%
The filters in the tiktok app are interesting to me	33%	72%	5,5%	0%	0%
TikTok makes me more creative in learning to speak English	27,7%	38,8%	33,3%	0%	0%
I like the overall appearance of the content duet feature on the tiktok application because it is easy to use	22,2%	38,8%	38,8%	0%	0%
I love duet acting challenges	33,3%	38,8%	27,7%	0%	0%
I am motivated to do content duets to learn to speak English at home.	33,3%	38,8%	27,7%	0%	0%
Teachers can ask students to create Tiktok duet video content as homework especially speaking.	33,3%	44,4%	16,6%	5,5%	0%

Based on the questionnaire data above and also direct interviews with respondents, three main themes were found, namely: ease of application, visual appearance and confidence. The TikTok application is increasingly popular as a medium for

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learning English compared to YouTube because of its interesting features and the duration of its content.English learning media compared to YouTube due to the features contained in the application that are interesting and the duration of the content is packed in a compact and clear manner (Bahri et al., 2015).

It is so popular and has been downloaded three billion times so that it is well known by respondents and TikTok is very easy for respondents to apply when they get orders from researchers. like the answer of a student when interviewed what are the challenges in creating content?

There are no challenges when creating content, it's just normal because I often play TikTok and create content there.

(Student I,interviewed on Monday,13 january 2025)

Although TikTok is very popular and is known by almost all students and even often use TikTok, the TikTok duet-based assignment for speaking is still new so students are very happy and enthusiastic when creating content.

Yes, at first I was happy to create duet tiktok content tasks. Because it's rare to have a teacher who. What's the name? Give assignments via tiktok

.(Student L.M, interviewed on 13 january 2025)

TikTok is able to transform language practice into a fun and interactive activity and also makes it a valuable tool for present-day language education. As students continue to explore and adapt to this new method, it is likely that TikTok became an increasingly important component in innovative language learning strategies (Studies & 2024, 2024). TikTok enables interactive, communicative education and more flexible learning activities.

In accordance with the characteristics of gen z students who are very familiar with technology The features in the TikTok application fulfill the learning needs of students by providing an interesting and interactive environment (Suhardo Hutabarat et al., 2024). Visual Displays on TikTok, such as video effects, filters, and cameras are

very helpful to make learning content more interactive and interesting as said by one respondent in the following interview snippet:

When creating TikTok content duet tasks, at first it was normal but I became more and more happy because of the mic feature in the content duet.Can be confident, make us confident. Then it makes the sound better and bigger. Like clearer

(Student A.K ,interviewed on 13 january 2025)

Then the filters in the app also make the face fresher and make it more passionate to create content. The visual appearance of TikTok proves that aesthetically appealing presentation of material can improve the quality of learning. Multimedia programs are able to provide a rich learning experience because they can clarify material, motivate, and provide interaction.

At first, I couldn't speak English. But by participating in the content duet task, I was able to pronounce the English fluently because of that.The filter can make me confident and the mic also makes a good sound and I am happy and motivated by similar content content, kak fydi.

.(Student AD,interviewed on 13 january 2025)

In addition, eleven respondents out of eighteen respondents when interviewed said that the camera in the TikTok application can make confidence because it can make the face smooth, soft and beautiful so that students appear more confident and are supported by a mic which also makes the voice crisper.

After practicing making content, it turns out that ordinary cameras and TikTok cameras are different, TikTok cameras can make it smooth, beautiful and the mic also makes the sound clear and pleasant to hear.

(Student DL, interviewed on 13 January 2025)

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Based on the research results, the use of the duet feature in TikTok can be an effective alternative learning media to train students' confidence in using English. This feature allows students to learn interactively, overcome awkwardness, and develop speaking skills in a more relaxed and fun atmosphere.

5. CONCLUSION

Students perceive TikTok as an engaging and accessible learning medium, particularly enjoying its visual appeal and user-friendly interface. They expressed enthusiasm and excitement when collaborating with content creators via shared links, finding TikTok duet-based speaking tasks framed around learning materials to be a novel and enjoyable experience.

Interviews revealed that challenges, such as unreliable Wi-Fi connections, can be addressed with careful preparation. However, the success of this approach heavily depends on teacher guidance and clearly defined learning objectives. To ensure educational goals are met, teachers must employ content framing techniques aligned with the lesson materials, particularly for school settings. TikTok duet creation should ideally be conducted in a quiet environment to maximize effectiveness. When implemented thoughtfully and tailored to student needs, TikTok, especially its duet feature, can serve as a creative and supportive tool for enhancing English learning**.**

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