

**THE IMPLEMENTATION OF TEACHING & LEARNING PROCESS ON
TIKTOK VIDEO CONTENT AND THE VIEWERS RESPONSE BY “MIKE
THE CHAMELEON”**

THESIS

Submitted as A Partial Requirement for the degree of *Sarjana*



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DEDICATION

Alhamdulillahirabbil ‘alamiin, praise thanks to Allah SWT who has given all the blessing. I would dedicate this thesis is especially dedicated to:

1. My Beloved Parents, Sister and Brother who always give their support, motivation to me and always give their great praying, suggestion and spirit to make me arrange this thesis.
2. My Beloved friends since high school who always give me support.
3. My Beloved college friends who always accompanying me and give me support.
4. Almamater UIN Raden Mas Said Surakarta.

MOTTO

At some point in life,
we will all go through ups and downs,
joy and tears, laugh and downs, joy and tears, laugh and disappointment,
but know no fears, as you are not alone.

Every single one of us will go through those trials, so don't be afraid to explore
and grow yourself, challenge yourself to a greater height,
do what you want, do what you love
fight for what you believe, and fight for what you deserve in life.

Your life is what you inspire yourself to be,
Your life is the manifestation of what you do everyday,
Your life is what you make it to be.- *someone on tiktok*

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled *The Implementation of Teaching & Learning Process on TikTok Video Content and the Viewers Response by "Mike the Chamaloen"* is my real masterpiece. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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TABLE OF CONTENTS

THESIS.....	i
RATIFICATION.....	Error! Bookmark not defined.
DEDICATION.....	iv
MOTTO.....	v
PRONOUNCEMENT.....	Error! Bookmark not defined.
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLE.....	xi
LIST OF FIGURES.....	xii
ABSTRACT.....	xiii
CHAPTER I.....	1
INTRODUCTION.....	1
A. Background of the Study.....	1
B. Identification of the Problems.....	6
C. Formulation of the Problems.....	7
D. Objectives of the Study.....	7
E. Benefits of the Study.....	7
F. Definition of Key Terms.....	8
CHAPTER II.....	9
LITERATURE REVIEW.....	9
A. Theoretical Review.....	9
1. Speaking.....	9
2. Teaching strategy.....	14
B. TikTok Application as Learning Media.....	21
Table 2.1 Prior Research.....	26
CHAPTER III.....	30
RESEARCH METHODOLOGY.....	30
A. Research Design.....	30
B. Research of Setting.....	32
Table 3.1 Time of Research.....	32
C. Research Subject.....	33

D. Data Source	34
E. Research Instrument	35
F. Techniques of Collecting the Data.....	35
G. Trustworthiness of the Data.....	36
H. Techniques of Analysis of the Data.....	38
CHAPTER IV	39
FINDING & DISCUSSION	39
A. Research Finding	39
B. Discussion	70
CHAPTER V	74
CONCLUSION & SUGGESTION.....	74
H. Conclusion	74
BIBLIOGRAPHY.....	76
APPENDIX.....	81

LIST OF TABLE

Table 2.1 Prior Research	26
Table 3.1 Time of Research.....	32

LIST OF FIGURES

<i>Figure 4.1 Footage of the video “telling stories about family”</i>	40
<i>Figure 4.2. Footage of Video “T-shirt”</i>	43
<i>Figure 4.3 Footage of video “How to do dialogue”</i>	45
<i>Figure 4.4 Footage of video “The argument”</i>	47
<i>Figure 4.5 Footage of video “Did you drive my car yesterday?”</i>	49
<i>Figure 4.6 Footage of video “POV teachers”</i>	51
<i>Figure 4.7 Footage of video “The news”</i>	54
<i>Figure 4.8 Footage of video “Interactive improvised dialogue”^b</i>	55
<i>Figure 4.9 Footage of “Education about global warming”</i>	57
<i>Figure 4.10 Footage of video “Knock-knock jokes”</i>	59
<i>Figure 4.12 viewers respon</i>	67

ABSTRACT

Salsabilla. 2023. "The Implementation of Teaching & Learning Process on TikTok Video Content and the Viewers Response by "Mike the Chamaleon". Thesis. English Language Education, Cultures And Languages Faculty.

Advisor : Dr. Zainal 'Arifin, M.Pd.

The objective study of this research is the implementation of tiktok video by "Mike Chameleon" to teaching learning process and how respon the viewers about the video using a descriptive qualitative and expert judgement by the validator. (1). How is the teaching process and learning in tiktok video content? (2). How is the viewers respon?

The design of this research is qualitative descriptive. The researcher was conducted that research about video tiktok "Mike Chameleon" and the viewers respon on 10 video interval 2022-2024 , and the duration of video retrieved 1-3 minute and the subject of this research is the content creator. Data collection techniques are observation, and documentation. Data analysis is carried out by condensing data, presenting data, and drawing conclusions/verification and Data validation techniques are used expert judgments. Expert judgment is the process of making decisions by consulting or getting advice from people with specific knowledge, abilities, or experience in a given field.

The result of this research showed: (1). How is the teaching process and learning in tiktok video content. (2). How the viewers respon. The data showed that: (1). Mike The Chameleon through a touchpad application is that uses interactive learning methods to learn English, including playing roles, telling stories, and asking questions. The use of these interactive methods serves to promote student active participation, thus preventing passive learning experiences. (2). The second problem formulation significant findings related to the response of viewer Mike's content, it was found that the content was successful in improving English speaking skills. This happens because the learning system used by Mike is very enjoyable through of learner-centered strategies in English speaking learning.

Keywords : Teaching and Learning Process, English Teaching, Tiktok as Learning Teach

CHAPTER I

INTRODUCTION

A. Background of the Study

Language plays an important role in the values of everyday life. Language ability becomes a tool for communicating an opinion, feeling, desire, ideas that exist in the mind or needs of each individual. The more languages a person learns, the easier it is for him to communicate widely. Understanding in language must be applied and made serious for learning students at the school education level, especially English. English is an international language that serves as the primary means of communication in various sectors including business, education, national defense, economy, and development. In Indonesia, English is taught as a foreign language from elementary school to university level. However, some individuals still view English as a burden and a challenge. Today's job market often requires English proficiency as a necessary skill.

Speaking, in particular, is a challenging skill for students to master due to shyness, lack of vocabulary, and practice. This can lead to a decrease in motivation and interest to become fluent in English. While many students excel in writing English, they may struggle to speak it fluently. Pratiwi (2021) suggests that confidence, fluency and accuracy, finding the right words, showing direction, keeping listeners engaged, and sounding natural are important factors for improving speaking skills. The

educational process plays a crucial role in achieving language learning goals.

Educators must use effective teaching methods that encourage activity, creativity, mentality, motivation, and moral values. Learning media, including social media, can also affect learning outcomes. Social media applications serve various purposes such as entertainment, socialization, information, and academic purposes Yang, (in Destia Herlisya, Purna Wiratno 2020), making them useful tools for language learning. However, it is not easy for a student to accept the lessons given by teachers at school, this makes teachers or instructors more innovative so that students can accept them with a sense of desire and great will.

Besides that, there are many ways or techniques that can be given to students in Indonesia from English teachers or lecturers to increase their interest, comfort and ability in speaking English, especially the value of speaking. Speaking is a person's ability to give a comment, express an opinion and to ask and also answer in English, learning speaking skills in English is an obligation that must be learned. due to its nature which is a common language or international language that must be used outside the international community. Not a few teachers use various techniques when teaching speaking, various techniques and various ways are used so that learning speaking becomes something that is easily understood by everyone who learns it. However, the current condition is that there are still many students and also residents in Indonesia who are inadequate in speaking English.

In the community, in speaking or in opinion, using English speaking skills is still considered a complicated thing to do, so this requires techniques or various appropriate learning methods to help their speaking skills. This is done so that learning is not considered boring or empty of enthusiasts. One way not to get bored is by playing or using social media as an alternative tool used as material for teaching English speaking skills. This is done because it sees how social media is very very crowded with users and is already well-known almost all over the world. In this modern era, many people in Indonesia use their free time for activities involving electronic media such as television, computers, smartphones and tablets, or other activities that are different from social interactions with other individuals.

One of the gadgets is modern technology with the most users. A gadget is an electronic object or a small piece of technology that is designed differently and is more sophisticated. the features available are also very diverse choices. Namely being able to play video games, sources to find news, learning or communication platforms and many other things that can be used on gadgets. that is why gadgets have become an electronic medium that is in great demand and very important for today's era which is quite sophisticated. But on the other hand, the phenomenon of using gadgets, especially among teenagers, is no longer something that is considered foreign. Teenagers who are still at the education level tend not to pay attention or even realize that there are lots of positive benefits that can be made in using gadgets. Another impact of excessive use of gadgets

can cause laziness to learn for every user, especially among teenagers. The number of smartphone users is also predicted to increase in the future. The Association of Indonesian Internet Service Providers or abbreviated as (APJII) recently released a report "Internet User Profile 2022". In the report, APJII revealed that Indonesia's internet penetration reached 77.02% in 2021-2022. Reported by the report (APJII) based on age, the highest internet penetration is in the adolescent age group from 13-18 years old, in other words the use of gadgets using the internet is mostly used by teenagers who are still in the world of education.

The use of gadgets for students can actually be both a benefit and an obstacle, this can happen to how the surrounding environment can control what they do in playing gadgets. Provides limitations and directions in choosing useful applications and utilizing them as learning media. Learning media is defined as a resource for learning that evolves along with learning technology and comes in a variety of forms, from audio and visual to audio visual. Given that there is Learning media is obviously crucial since it can be used to introduce or transmit information and explain concepts. It can also make abstract concepts more concrete and complicated, which speeds up comprehension and makes interpretation easier. The instructor must master the various forms of media because they are an integral component of the learning plan. Teachers must be able to select the proper and appropriate learning media because they have such a big impact on the learning process and student learning Zresults.

The TikTok program is a social networking platform that enables users to publish films that have been edited with a variety of tools. Moreover, since a mobile phone is required to utilize the TikTok app, it is also referred to as "m-learning." M-learning, according to Saedah Siraj and Vijay (in Emma Dwi Indriani 2021), is the use of a mobile device to organize learning wherever and whenever it is needed. Hence, to ensure that students don't miss the information and can access it whenever and wherever they want, most educational institutions now offer online learning through the use of technology, particularly online platforms and social media applications. The creation of storytelling videos by the students will be requested. Also, the researcher provides students the ability to edit the storytelling video. Students indirectly practice writing in addition to speaking. It is thought that using TikTok to tell stories will help students with speaking and writing in English as well as their challenges with storytelling.

Mike the Chameleon is a content creator who focuses on education and the development of others in each educational film that he creates. Mike the Chameleon from Madrid, Spain, began her career on YouTube on May 25, 2013, with a total of 7,200,534 subscribers. Currently, Mike the Chameleon is distributing educational content through various social media platforms such as Facebook, Instagram, Telegram Group, and Tiktok. Aside from that, Mike the Chameleon is a private online tutor on the livexp application. Mike the Chameleon also has an English theater on his website, "Chameleon Theatre". Currently, the

number of views on tiktok has surpassed 10.3 million, with 111.2 million likes. Mike the Chameleon uses TikTok to encourage all of his fans to interact with each video he uploads using the "duet me" feature. Mike the chameleon received positive feedback from his followers via his "dialogue" playlist, which included 218 video segments. This is one of the reasons why so many people want to learn how to speak online through his social media account.

This is supported by Pratiwi (2021) in her journal that stated that, “The research shows that the respondents had a positive attitude toward tiktok application used it as an English language learning strategy to help and enhance literacy and speaking skills.” The previous researcher in using Tik Tok App as a learning medium is Zaitun (2021). She said that, “the application with the use of appropriate methods and techniques can be used as an interactive learning medium that can improve students' speaking ability”.

B. Identification of the Problems

Before starting the research, identification of the problem is the main thing that needs to be done. In this study, researcher find some of problems identification. There are;

1. The viewers find it difficult to develop speaking and communicating skills in real situations.
2. The viewers lack motivation to practice in class.
3. The viewers eager to take part in the conversation.
4. The viewers do not know what to say.

5. The viewers do not like the specified textbook.

A. Limitation of the Problem

In this study, researcher analysis of Teaching & Learning Process on TikTok Content and The Viewers Response by “Mike the Chamaleon” applies this learning process for the viewers.

C. Formulation of the Problems

Based on the research background above, the formulation of the problem are;

1. How is the teaching process and learning in tiktok video content?
2. How is the viewers respon?

D. Objectives of the Study

Based on the formulation of the problem above, the purpose of this research are;

1. To describe how of teaching & Learning Process on TikTok Content and The Viewers Response by “Mike the Chamaleon”the teaching and learning in tiktok video content
2. To describe how the viewers response.

E. Benefits of the Study

The benefits of this research are;

1. Theoretical
 - a. To provide an explanation regarding the techniques used by TikTok content creators in teaching English speaking skills to every student who follows them on social media and the reasons why they apply these strategies to their followers in teaching English speaking skills.

b. This research is expected to be a knowledge reference for other researchers in the future with inspiring topics

2. Practical

a. Reader

This research is expected to add a lot of knowledge about strategy and the reasons why Mike the Chameleon implemented this strategy in teaching English speaking skills to his followers who are students on social media.

F. Definition of Key Terms

Some of these terms are important to describe research related to the title "An analysis of speaking teaching technique on TikTok content creator Mike The Chameleon".

1. Speaking

According to Nunan (Nunan, 2003), speaking is the ability to express feelings, emotions, ideas, and thoughts. In addition, Nunan also stated that speaking is the ability to respond verbally to the other person.

2. Teaching Speaking

Much research has been done on social media TikTok as an alternative learning media. one of them is the research entitled "Tik Tok Application as a medium for learning Indonesian language and literature" written by Aji (2018).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. Speaking

a. Definition of Speaking

In language teaching, speaking skill is a very important skill for EFL students because it is used in communication (Pranoto & Suprayogi, 2020; Mulyono, 2019). In the context of EFL, speaking is categorized as a productive skill after writing. Oriented to the active production of ideas and information using language (Pae, 2017). For example, “May I help you?” the expected discourse sequence includes a statement of need, response to the need, offer of appreciation, acknowledgement of the appreciation, and a leave-taking exchange. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence).

As stated by speaking skill is the crucial skill for EFL students because it is used in communication (Pranoto & Suprayogi, 2020; Mulyono, 2019). In EFL context, speaking is categorized as the productive skill after writing skills. It is oriented to produce an idea and information actively by using language (Pae, 2017). This is why the listener can be able to understand until they have capability to responds what they heard in

learning process (Khodabandeh, 2018). Problems that emerge in communication faced by EFL students include anxiety (Mulyono, 2019), less self confidence (Aprianoto & Haerazi, 2019), less motivation (Pae, 2017), and low linguistic competence (Road & Samutprakarn, 2019). Interestingly, such anxiety becomes the big problem for EFL students during communication between EFL learners and native speakers or native-like accented speakers (Galante, 2018). Students speaking anxiety has a debilitating impact on students that hinder them from speaking.

Based on the opinions above, speaking means conveying ideas and feelings with sound. It requires the ability to use words to express oneself and to be able to use language in a way that reflects who we are. Researchers believe that speaking using good and fluent words will produce a good voice in conveying our ideas, feelings, thoughts, and desires loudly in our voices. In addition, successful communication often depends on both the audience and the speaker. In verbal mode, speaking is an effective skill. It can be more complicated than it sounds. It is difficult for students to learn to speak because they have to know how to use vocabulary and how to use it. In fact, not all students speak English. Many students find it difficult to speak. Many learners find English difficult and uninteresting to learn. Reluctance to change may arise due to cultural, linguistic or psychological/emotional factors.

b. Kinds of Speaking

As stated by (Rao, 2019), there are three kinds of speaking situation, such as;

1. Interactive

when it comes to interactive communication in English, both phone calls and in-person conversations fall under this category. In such situations, individuals have the option to speak and listen to one another. This provides an opportunity to ask for repetition, clarification, or a slower pace from the other person. As a result, interactive communication is beneficial for both parties involved as it helps ensure a clear understanding of the topic at hand.

2. In partially interactive

In certain social interactions, the speaker can directly look at the audience and evaluate from their facial expressions and body movements whether the participants have understood what was conveyed or not. In this case, the audience can clarify their doubts through a question and answer session which is usually done at the end of a presentation or speech. Instead, the two have different roles.

3. Non interactive

In a state of speaking without interaction, there is no interaction with the audience where the speaker only needs to record his speech in a radio broadcast. Other electronic media or objects that enable face to face communication or speaking.

Based on the opinions above, it can be concluded that the kinds of speaking situation basen on (Rao, 2019) are, In this kind of situation, speaking is a major problem for ELL because it covers a lot of things and it is not always easy to gather the ability to speak. In addition, ELLs need to practice non-stop and give extra time to speaking skills as they can be quite difficult to collect without proper practice. Therefore, the way to improve the speaking skills of ELLs is by placing extra emphasis on speaking skills training both inside and outside the classroom.

c. Importance of learning speaking

Teaching speaking skills is underestimated by some young people in Indonesia, so many EFL/ESL teachers focus on memorizing dialogues and repetitive exercises. However, in today's world, communication skills are very important for students. English teachers must instruct ELLs in the skills needed to improve their speaking skills and work well in real-life situations. Unfortunately, in today's EFL/ESL teaching environment, oral skills are neglected, and communication is more important than technology to use them. The lack of emphasis on essential language elements, such as phonological, morphological, semantic, and syntactical aspects, is a significant obstacle for ELL to acquire speaking skills (Rao & Srivinas, 2019).

there are so many benefits of learning to speak for the future. Speaking skills are also very useful for students when they have to demonstrate good skills in their work. Today, it is common for candidates to showcase their talents during job interviews and many decisions are

based on speaking skills. Applicants must engage and prove their abilities in debates and group discussions where their verbal communication skills are primarily measured. Moreover, professionals have to give oral presentations as they have to promote their products or companies or provide training to their colleagues.

d. The Problem of Speaking

According by (Aslan, Silvia, Nugroho, Muhammad, & Rusiadi, 2020) demonstrates some characteristics of spoken language can make oral performance easy as well as, in some cases difficult:

1) Grouping

Speech that flows is phrasal rather than word-by-word. Through this kind of clustering, students can arrange their work both physically (in breath group) and mentally.

2) Continuity, by using redundant language, the speaker has the chance to clarify meaning. Students can benefit from this aspect of spoken language.

3) Diminish forms

In teaching spoken English, contraction, elisions, shortened vowels, etc., all provide unique challenges.

4) Performance factors

Speaking aloud has the benefit of allowing you to exhibit a certain amount of performance pauses, adjustments, and hesitations because you are thinking as you speak.

5) Slang terminology

Ensure that the words are reasonably familiar to your students. Idioms and phrases from everyday speech that they practice creating in these ways.

6) Delivery rate

The tempo of delivery is another important aspect of fluency. How to assist students in achieving other aspects of fluency in addition to an appropriate pace.

7) Tempo, cadence, and intonation

The most crucial aspect of English pronunciation will also be discussed below. Important messages are conveyed by the stress time rhythm and intonation patterns of spoken English.

8) Communication

Speaking proficiency would be deprived of its most valuable element if one were to learn how to construct language in a vacuum without other speakers: the inventiveness of conversational bargaining.

2. Teaching strategy

a. Definition of Teaching Strategy

Learning strategies and planning have interrelationships and relationships with each other. Strategy in the context of education can be interpreted as planning like what we will do or a series of what we will achieve that leads to educational goals. In learning, of course, has a strategy and planning. The learning strategy is a method of conveying the learning given by the teacher, while the lesson planning is carried out so

that the learning is in accordance with the plan that has been prepared, the two statements are related to each other and become aspects that cannot be separated in order to achieve a learning goal. With strategies and plans the teacher will easily achieve targets and goals in the teaching and learning process, teachers in learning must be able to change learning strategies based on the teaching paradigm into creative learning strategies based on the learning paradigm (M. Prawitasari, 2015: 145). teachers are required to be able to adjust learning strategies according to class conditions and student situations. If the teacher does not understand the learning strategy it will create a bad learning atmosphere and make students bored and easily sleepy, therefore the teacher's ability to create an interactive, encouraging and active learning atmosphere is very important in teaching. Models, methods, approaches and learning strategies have the same meaning and characteristics, namely. something must also be done to achieve the learning objectives so that the learning process can go according to plan if the teacher knows how to use models, methods, approaches and strategies in accordance with existing aspects.

a. Components of Teaching Process

Teaching is related to how methods or methods of learning, learning approaches, students, learning media, evaluation methods, and design or learning methods. Instructors must increase their professionalism and competence in order to effectively evaluate students based on their potential, gender, and age. The teaching process includes establishing the instructional goal, deciding on the teaching methodology or design,

conducting summative and formative assessments, and evaluating the students' learning outcomes. Students' success in learning depends on their teacher's ability to interact with them. An effective teaching system is the end goal of teaching implementation.

According by (Denise N. Morgan & Celeste C. Bates , 2018) The seven components in the hopes that individuals in charge of planning, facilitating, and assisting with professional development will use the components to assess every professional learning project they are a part of. We give an outline of each component before talking about how it supports careful professional development.

- a) Students: Students are at the centre of the learning process. They have an active role in accessing, processing, and applying information. The characteristics of students, their learning styles, and their motivations can influence the way they absorb material.
- b) Learning Objectives: Learning objectives are the desired results of learning. They provide direction and purpose for teachers and students. Clear and measurable goals help guide the learning process and provide a basis for evaluating learning success.
- c) Learning Content: The learning content covers the materials, concepts, facts, and skills that are to be taught. This content must be relevant, accessible, and appropriate to the level of student understanding. Teachers should choose and present the content in a way that is interesting and suitable for the needs of the student.

According to previous research by (SYARIFAH, 2020), learning content is divided into several sections, among them

1. Objects: The teacher can use various items in the classroom, like desks, books, pens and pencils in different sizes and colors, to name things in English and encourage the 16 students to use words that represent objects they can see, touch, point to, give, take, and so on.
Flashcard: A flashcard containing a letter, a sound sign, or a word that can be quickly shown to pupils to help them improve their reading and speaking skills.
2. Flashcard : A flashcard with a letter, a sound symbol, or a phrase on it can be used to quickly demonstrate concepts to pupils and help them improve their reading and speaking skills.
3. Sentence Cards: These comprise sentences or sentence patterns that can serve several purposes, such as reading and analyzing the sentences, speaking with these sentences, assembling an oral composition using the sentences as a basis, and creating a composition.
4. Wall conversations : Wall charts are large sheets of paper with illustrations or words on them that are posted in classrooms and used to review or generalize language-related concepts. For example, "English Tense," "Passive Voice," "Ing-Form," and "Rules of Reading."
5. Story-telling posters or series of illustrations, They serve as "props" while recounting a tale that has been heard or read. These posters

are created by the teacher or a student with artistic or painting abilities.

6. Pictures, A minimum of three categories of images are utilized in foreign language instruction: object images (such as a picture of a bed), situational images (such as a photo of a boy lying in bed), and topical images (such as a picture of a bedroom).

7. Photograph. There are two varieties: colored and black-and-white. Photographs that are for sale, like "Views of Moscow," can be used, or they can be taken, such "We are going on a hike" or "Our family."

8. Album, An album is a collection of photographs or pictures that typically includes text to provide pupils the information they need and make it easier for them to describe the visuals.

9. Plans and Maps, Maps of the United States, Great Britain, and other English-speaking nations can be used while teaching English.

10. Slides, A slide is a picture-bearing glass or plastic plate. Slides are typically colored and used in sets to illustrate stories; teachers can use slides to help students improve their speaking and hearing abilities.

11. Movie strips, A filmstrip is a collection of images that a student often views in a specific order while listening to a teacher narrate a narrative or while using a cassette to replay it later.

12. Audio Sources, Audio items include LPs and cassettes. Teachers typically prepare the tapes; they choose the speaker and the subject matter to record. Speaking, reading aloud, and listening comprehension are all taught using tapes and records.

13. Visual and audio resources., Films and sound film loops are two types of audiovisual content.

d) Teaching Methods: Teaching methods include strategies and techniques used by teachers to deliver material to students. Various methods, such as lectures, group discussions, projects, and experiments, can be used to create diverse and exciting learning experiences.

e) Assessment: Evaluation is the process of measuring the extent to which students have achieved their learning goals. It involves the use of a variety of tools and methods, such as exams, tasks, projects, and formative assessments.

f) Learning Environment: The learning environment covers the physical and psychological conditions in which learning takes place. Factors such as classroom atmosphere, social support, and learning resources can affect learning effectiveness. A supportive and stimulating environment can enhance student motivation and involvement.

g) Self-assessment: Students also need to learn to evaluate themselves. It involves reflection on their progress, material understanding, and mastered skills. Self-evaluation helps students identify their own strengths and weaknesses and plan steps to improve themselves.

b. Components of Teaching Strategy

According by (Loaiza, 2023) Teaching is not just about methods. Teaching is addressing a set of goals for a specific student group at a specific time of the school year, using specific resources, in a specific school and community context, and within a specific time period. It entails striking a

balance between giving clear instructions and planning each student's and group's activities. It entails helping pupils acquire both the curriculum's information and learning methodologies at the same time.

1) Learners

Learners are an important component in participating in techniques or strategies for learning activities. This is because they are the objects of the teaching activity strategies used in the classroom. Teachers must provide teaching strategies to suit the characteristics and needs of their students.

2) Teacher

The teacher acts as a facilitator in the learning process. They design interesting and relevant learning experiences, use a variety of learning strategies and methods, and facilitate discussion and interaction between students. Besides that the teacher becomes a source of knowledge. Teachers have knowledge and expertise in certain academic fields. They share this knowledge with students through teaching, provide accurate and up-to-date information, and help students understand the concepts and topics being studied.

3) Learning Environment

The learning environment is a place where teachers and students may learn together in the most efficient and productive way possible. The learning environment includes a classroom and all instructional features that support the guru's teaching strategy. According to Miswar (2020), the components of a learning strategy are students, teachers, and learning communities.

1. Social Media

Social media is based on digital platforms that enable individuals and groups to interact, share content, and communicate online. Social media allows users to create personal or group profiles, upload photos and videos, and participate in a variety of social activities such as polls, comments, and interactions with other users.

Social media has changed the way people interact and communicate, allowing people to connect with family, friends, and colleagues from all over the world without regard for geography. Popular social media platforms include Facebook, Instagram, Twitter, LinkedIn, YouTube, and many more. Social media also has an impact on what people want to know, read, learn, and do, as well as their overall well-being. The use of social media is encouraged in order to communicate and share news, information, and other materials with one another without being hampered by constraints such as price, time, or distance. While they are learning to learn and looking for something they did not get in school, students will focus on social media and outside of school (Chaty S. Lin, 2023).

B. TikTok Application as Learning Media

TikTok is a social media platform that allows users to create, share and watch short videos. This app was developed by a Chinese technology company called ByteDance and launched in September 2016 under the name "Douyin" in China. In 2017, ByteDance acquired the popular Musical.ly app in the United States and several other countries. Then, in

2018, ByteDance decided to merge Musical.ly with their app Douyin, and make it TikTok (MARCO CANANI, 2022).

Musical.ly is a platform that allows users to record and share short music videos. ByteDance combines the power of Douyin and Musical.ly to create TikTok, an app that is popular around the world. TikTok distinguishes itself with its creative and entertaining short video format. Users can record short videos, add visual effects, filters, background music and various other features. This platform is very popular among the younger generation and continues to grow in popularity. TikTok has become a global phenomenon with tens or even hundreds of millions of active users around the world. This app creates trends and challenges that often go viral. It is also a place for content creators to build a following and gain new popularity. However, TikTok has also faced some controversy, including data privacy and national secu

urity concerns. Several countries have questioned the security of this app, including the US government. Nonetheless, this issue has been addressed with requirements and oversight.

b. Content creator

A person who creates content is known as a content creator. They write and produce a variety of types of content, including text, images, audio, video, and other types. As content creators, they work in social media fields like blogging, YouTube, podcasting, photography, and other creative industries. Creator content is intended to provide advice,

encouragement, help, or other resources to the audience members who are known as followers.

Creators of content have a significant stake in the current digital era, in which social media and the internet continue to dominate the primary means of disseminating information and news. As content creators, they are capable of producing content in a variety of formats in line with their interests and careers, such as creating blog articles, photos, memes, videos, vlogs, podcasts, and much more. As an example, on social media platforms, active users will make content more popular, which will be taken into consideration by creators. Accordingly, the popularity of online content requires both high user interest and high involvement. A higher percentage of participants results in higher perceived creditworthiness (Kong, 2018) in journal (Vikas Kumar, 2022).

c. Features of Tiktok

- 1) Home Feed (For You Page): TikTok uses an algorithm to display videos that are considered interesting to each user on their homepage.
- 2) Duet and Stitch: The Duet feature allows users to respond to videos by creating side videos. Stitch allows users the ability to combine video clips from other videos.
- 3) Creative Effects and Filters: TikTok provides a variety of effects and filters that can be used to enhance video creativity and quality.
- 4) Voices and Songs: Users can use audio clips or songs from the TikTok music library to make their videos more interesting.

- 5) Challenge: TikTok often initiates a challenge or "challenge" that allows users to participate by creating videos according to a particular theme or concept.
- 6) Live Streaming: Users can perform live broadcasts to interact in real-time with their followers.
- 7) Collaboration with Other Users: Users can collaborate with other users to create videos together.
- 8) Comment, Like, and Share: Like other social media platforms, TikTok allows users to comment, like, and share videos.
- 9) TikCode: Users can connect accounts by scanning TikCodes, which can be shared among users to follow each other.
- 10) TikTok Ads: For users who choose to use TikTok as a marketing platform, there is an option to create and display paid ads.

d. Response of Social Media

According to (Athifah & Rianto, 2021), there are four motives and satisfactions in reading comments on social media activities. The four motive and satisfaction referred to include information, perspective, entertainment and inspiration. Motivation and information satisfaction consists of information about content as well as additional information about the content or topic of content discussion.

- 1) First impressions, active listeners, and media users are focused on the goal. Referencing the first assumption, the researchers found that the information sources are active users of social media who read comments and have specific goals in mind. The informant conducts a commenting

activity based on the current goal and can clearly and concisely explain the goal.

2) Based on the two assumptions, listeners are assiduous in connecting their needs for gratification with the relevant media selection. Regarding the second assumption, the researchers found that the informants were honest in selecting comments that they would not betray other people. Most reports state that before reading comments on social media, users should first identify the content in a straightforward manner.

3) In the fourth quarter, the media is collaborating with other sources to meet the needs of the audience. Regarding the assumption that four audiences have equal needs in terms of information gathering, inspiration, and viewpoints as social media users own more than one media outlet. Commentaries are not the only resources available to journalists to fulfill their needs.

4) Fourth basic assumption: Audiences possess a strong sense of self-awareness regarding the use of media, as well as intuition and theme when using it, and they are able to provide accurate examples of that use. Regarding the assumption of the fourth foundation, the researchers concluded that journalists as users of social media might provide accurate explanations related to the practice of reading comments on social media. In addition, the journalists claim to have certain advantages when it comes to participating in social media commenting activities. A few topics that the media has mentioned include technology, gaming, kpop, politics,

humor, games, education, health, economics, self-improvement, and even tourism.

e. Previous Studies

Table 2.1 Prior Research

Tittle	Similarities	Differences
Improving Speaking Skills throught TikTok Application an Endeavor of Utilizing sosial media in higher Education.	in this study have the same object, namely analyzing speaking skills in the tiktok application.	This research will focus more on techniques and ways of teaching than the results of students abilities in the process of learning speaking.
The effectivenes of TikTok Application on Students Speaking Skill Motivation.	This study also uses the TikTok application as a new speaking learning media.	Previous research focused on increasing student motivation when participating in speaking teaching and learning activities. researchers will focus on how to apply online speaking learning on social media.
Students Perception Toward TikTok Media to Improve their Speaking Ability	Tiktok is an instant source of information for distance learning that can be accessed anytime and anywhere.	Previous research focused on students interest in learning to speak English and using TikTok as a self-learning option. This research will focus on how the use of social media as a learning tool can

		increase teacher motivation to teach,
The impact of TikTok social media on student learning patterns	The analysis that the author carried out by demonstrating how the influence of ticking in student learning processes.	Previous research provided an understanding of user behavior patterns in reading comments on social media. Expected by knowing user behaviour pattern through content created. While this study focused only on how to deliver content as a learning medium.
Tiktok Application as English Language Learning Media in Indonesia.	Discussing the delivery of online material through media like the TikTok app. such as this is sure to increase. Both the variety, the material, the way of delivery and the content will always increase and will encourage the younger generation more enthusiastically to learn English through the tikTok application. Some of the factors that have the attractiveness of TikTok as a medium for learning English are short videos, clear and non-monotonous material delivery, plus interesting writing effects and emoji features can have a positive impact on the user's learning process.	Previous research focused more on the study of grammar categories, whereas this study focuses more on pronunciation and improving speaking va lues.

Media Influence Animated Video TikTok Fact for School Study.	Utilizes the TikTok platform to obtain information and knowledge packaged solidly and clearly through the tikTok content. focuses on the interpretation of the tiktok application for its users to learn English through online video content shared by the content creator.	self assessment on previous research focused on pre-test and post-test to students performed before and after using TikTok animated video media.
Tik Tok: A New Way of English Learning	The learning model of a short video about language education makes the acquisition of knowledge easier and reduces the seriousness of academic education. makes the case of learning English, as one of the mainstream languages, an option for the media to make language education videos and have viewers.	The previous analysis focused on the characteristics and content of short videos in the TikTok application that covered audiences from a wide range of backgrounds. Besides, the study will focus on how the learning process takes place through short video in the tiktok application.
Technique In Teaching Learning Process Of English Speaking Skill at The eighth Grade If SMPITN AL-Anis Kartasura	this research can be used as a references and information to develop the further studies. And to make the readers know the process used by the teacher in teaching Speaking skill	Previous research focused on how the techniques were used when the learning process started, while the authors focused more on how delivery processes occurred when learning through online video.
Ultizing English TikTok as Media In learning English Vocabulary	Create a short video with a short English dialog. Use everyday words and phrases	Previously, the research involved ticking media for school learning,

University Students Perspective	relevant to a particular situation. Give subtitles or text to the video to help you understand.	partly exam teaching materials, while this study focused only on how a tick user can learn outside school hours with media that can be accessed at any time.
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CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The stage of conceptualizing the research design holds utmost significance in the entire research process. The benefit of any design for research is that it can help researchers focus on relevant research while also assisting students in clearly stating their research goals and answering pertinent research questions. By emphasizing good research design, students may ensure that their research will provide relevant answers to the questions that will be asked. Failure research is sometimes hampered by a lack of an effective research design, a clear research question, and results. (Maulana, 2022).

This study focus will be on gathering information regarding online teacher tactics for teaching speaking skills. Researchers will identify and investigate techniques and implementation of teaching speaking skills for specific identification. This research will discuss phenomena that occur in the social environment and the background of important topics in teaching and learning activities. Qualitative research will be research that is relevant to this research method.

Qualitative research is a design of a research that is systematic in nature that begins with searching for research data, processing data and analyzing data scientifically and the results must be accounted for (Ifit Novita Sari, Lilla Puji Lestari, Dedy Wijaya Kusuma, Siti Mafu, Diah Puji Nali Brata, Karwanto, Supriyono, Jauhar, Asri Widiatsih, Edy Setiyo

Utomo, Ifdlolul Maghfur, & Marinda Sari Sofiyana, Devita Sulistiana, 2022). In quantitative research, analytic methods are used to organize, interpret, and comprehend data that has been collected. Analytical methods in quantitative research frequently require several steps that involve data transcription, code development, theme development, and interpretation. Qualitative research and analytic methods are becoming increasingly important in the context of scholarly research. Qualitative research is research that collects data in a descriptive, non-numeric format, with the goal of understanding social phenomena holistically. In other words, analytic methods are based on the systems that are used to analyze data collected during research.

This qualitative method was chosen with careful consideration to ensure ease of dealing with common situations. This method allows researchers to understand directly the relationship between researchers and respondents in more depth. In addition, this method is very sensitive and can adapt to various influences that affect the pattern of values encountered (Ifit Novita Sari, Lilla Puji Lestari, Dedy Wijaya Kusuma, Siti Mafu, Diah Puji Nali Brata, Karwanto, Supriyono, Jauhar, Asri Widiatsih, Edy Setiyo Utomo, Ifdlolul Maghfur, & Marinda Sari Sofiyana, Devita Sulistiana, 2022)

In this study, the researcher will an analysis about how are the strategies used by Mike the Chameleon as in teaching online at social media on TikTok and the reasons why Mike the Chameleon apply the

strategies in teaching speaking skill to their followers as students year 2022/2023.

B. Research of Setting

1. Time of Research

This research will be carried from November 2022 to September 2023. The schedule of the research is made in the form of time table.

Table 3.1 Time of Research

Activity	Month										
	November	December	January	February	March	April	May	June	July	August	September
Title Submission											
Pre-Research											
Writing Proposal											
Consultation and guidance											
Submission and Seminar Proposal											

Conduct the research on the field											
Collecting and analyzing data											
Consulting and Writing the Research Report											
Report the Research											

C. Research Subject

The research participant is an English content creator on the TikTok app. The researcher chose the Mike the Chameleon account on TikTok as an online English teacher because he is very competent in the English curriculum. teaching creativity, and expertise in the experience of teaching speaking experience. When teaching his followers on social media, he has a unique interest and approach in teaching the implementation of speaking discourse. Related to this research, it aims to reveal Mike the Chameleon's strategy in teaching speaking skills online.

D. Data Source

Data can be obtained, for example from various types of interviews, research protocols, articles that are the target of literature, books, websites, and medical records. (Britt-Marie Lindgren, Berit Lundmana, & Ulla H Graneheim, 2020). This study uses the content analysis method. Content analysis is a way for researchers to observe human action indirectly through the analysis of certain communications such as textbooks, essays, newspapers, novels, articles, magazines, songs, advertising images, or other forms of communication. Then, researchers will hide information from certain mass media in order to be able to find, identify, process, and analyze visible and hidden messages from the document so that they can understand the meaning, marking, and relevance of the research subject.

there are five elements interdependent communication (Layinnatushifah, 2021) ;

1. Source (origin), including sender, encoder, communicator, speaker, and organizer.
2. Message, which is what the source communicates to the receiver.
3. Channel or medium, which is the tool or vehicle used by the source to convey the message to the audience.
4. Receiver or often referred to as destination, communicant, decoder, or audience.
5. Effect, which is what happens to the receiver after receiving these messages.

From the explanation above, the research approach chosen by the researcher is in accordance with the research objectives to be achieved, namely to examine the characteristics of Mike the Chameleon's technique in providing online speaking skill learning on social media in depth and detail

E. Research Instrument

A research instrument is an instrument used to collect, examine, examine an issue or collect, process, analysis and present structured data and objects with the intention of solving a problem. The main tool in this research is the researcher himself who functions as a planner, analysis (RACHMAWATI, 2022). In this study, the main instrument is the researchers. Researchers use collation as a tool to collect information consisting of text, images, and notes that can provide additional data. The data recording needed by researchers in this study includes publications, photos, and video recordings made by a social media content creator on a TikTok account with the name Mike the Chameleon.

F. Techniques of Collecting the Data

1. Observation Techniques

The Observation Method is a way of collecting data by observing the condition or behavior of the intended object, and recording the results of these observations. In this study, researchers used active participatory observation techniques (active participation observation), namely where researchers are actively involved in the daily activities of the subjects

being observed, and continue to pay attention to every content published by Mike the Chameleon.

Active participation in this observation will be used by researchers to observe content created by influencer or content creator Mike the Chameleon in facilitating online learning for his followers on social media, especially in speaking skills, so that he can maintain his popularity among the public.

2. Documentation Techniques

The documentation method is used to collect information consisting of text, images and notes that can provide additional data. Documentation data needed by researchers in this study includes publications, photos, and video recordings of a social media content creator on a TikTok account named Mike the Chameleon.

G. Trustworthiness of the Data

Data validation techniques are used expert judgments. Expert judgment is the process of making decisions by consulting or getting advice from people with specific knowledge, abilities, or experience in a given field. When dealing with complex or unclear situations where there may not be clear data or established rules to guide decision-making, this strategy is frequently adopted.

The following are some essential ideas about expert judgment :

- A. Expertise, people with in-depth knowledge of a particular topic or domain are known as experts. Usually, they have acquired their

knowledge by formal education, hands-on training, and considerable experience.

B. Application, a wide range of disciplines, including business, science, engineering, medical, and policy-making, frequently seek the advice of experts. It can be applied in circumstances where knowledgeable judgments are required to either complement or take the place of quantitative facts.

C. Expert advice, suggestions, and forecasts can be sought in order to help decision-makers make decisions. This can be especially helpful when dealing with unique or challenging issues.

D. Uncertainty, when there is ambiguity or uncertainty, expert judgment is frequently used. Through the provision of qualitative evaluations or estimations based on their expertise and experience, experts can aid in navigating these challenges.

E. Validation: Examining the accuracy, legitimacy, and applicability of the data supplied by experts is a necessary step in the validation process of expert judgment. This can be accomplished in a number of ways, such as by contrasting expert opinions, cross-validating data from other sources, or looking at the results of earlier decisions that were informed by expert opinions.

F. Difficulties: Despite its potential value, expert judgment is not without its difficulties. Experts may be biased, and the way a topic is framed, how people interact in groups, and personal cognitive biases can all affect how accurate an expert's assessment is.

G. Expert Elicitation: The methodical process of obtaining and measuring expert opinion is known as expert elicitation. It entails the systematic collection and analysis of expert opinions using surveys, structured interviews, and other means.

In summary, when making decisions in situations where expertise is essential, expert judgment can be a useful instrument. To make sound, well-informed conclusions, it's crucial to be aware of its limitations and to combine it with other methods of decision-making.

H. Techniques of Analysis of the Data

1. Collecting

Gathering or accumulating information is collecting as much data as possible on a topic related to the issue being researched.

2. Display

Display or data presentation phase involves explanation and introduction of data, namely recording data sets that are structured and classified based on research indicators. The process of presenting this data will thoroughly reveal the group of data obtained with narrative text to make it easier to read and understand.

3. Verification

Verification or conclusions involve drawing conclusions from the data that has been collected and arranged in a structured way so that the meaning of the data can be identified and provide an explanation for the results of the research data presentation.

CHAPTER IV

FINDING & DISCUSSION

A. Research Finding

The research findings were obtained using data collection techniques based on the observation and documentation. The researcher used a descriptive qualitative approach by exploring information based on Mike The Chameleon's TikTok account. Regarding this research criteria, ten contents have the most interactions, including views, likes, comments, saved, and shares.

1. The Implementation of Speaking Teaching Techniques by Tiktok Content Creators “Mike The Chameleon”

English-speaking learning teaching method used by Mike include roleplaying, questioning, and storytelling. These are some videos from the @mikethechameleon account that had the most interactions.

a. Video Analysis “Telling stories about family”

The most viral content published by Mike The Chameleon has a conversation theme combined with questioning techniques, where Mike acts as a questioner, and viewers answer questions with themes related to the family. Central to Mike's content strategy is the theme of meaningful conversations. He does not merely provide monologues or one-sided commentary but creates an interactive space where viewers actively participate in the dialogue. This distinguishes him from many content creators who rely on passive viewership.



Figure 4.1 Footage of the video “telling stories about family”

The illustration 4.1 above is the viral content published by Mike The Chameleon on the 15th of May, 2021. So far, the content has almost 40 million viewers, 5.6 million likes, 39.7k comments, 292.7k saved, and 34.1k shares. Mike invites his viewers to practice speaking through questions and answers throughout the video. The invitation is contained in the sentence:

“I read black, you read red”

Within the sentence above, the content creator tries to provide direct instruction through a prompt to the viewers. Through the black and red text, Mike provides a visual element that allows the audience to understand the concept being taught more efficiently. The technique also enables the expression of audience creativity who answer the questions in different ways to create unique videos with various responses and create variety in learning.

As an enquirer, Mike gave examples of pronunciation with clear articulation, intonation that is easy to understand, and the use of fluent language through accuracy in vocabulary selection. There are several sentences asked by Mike, among others:

“What’s your sister’s name?”

“And your brother?”

“And what about your cousins?”

Overall, this learning content contains conversation exercises with question learning methods that are easy to understand as they still use standard language and word choices that are still common according to the student's needs.

This learning content contains conversation exercises with question learning methods that are easy to understand as they still use standard language and word choices that are still common according to student needs.

In addition, the learning process that occurs in the video is:

- 1) Learners, with the theme telling stories, received 5.6 million responses with 4,000 comments on the content video of mike the chamaleon.
- 2) Learning Content, taking the theme of "family" as a start, begins with mike inviting the social media audience to answer questions about the family of each audience as material in its content.

- 3) Teaching Method, in the contents of which mike gave sub-tittle as reading material to the audience and mike gives the end of the command in the opening video “I read black, you read red”.
- 4) Assesment, With the presence of rules stich video. @SarahBexly puts the video on the screen with the words of her family and gets response from @men “this is great”.

b. Video analysis “T-shirt”

Mike published this content on the 3rd of July in 2021, and it has received 1.6 million likes since then. This particular piece of content demonstrated Mike's commitment to innovative and effective methods of teaching and engaging his audience. What set this content apart was Mike's unique approach to language learning, which centered around the art of conversation.

Despite the continued emphasis on conversation in this content, Mike introduced a novel twist to his teaching methodology. Rather than relying solely on spontaneous dialogue, he provided viewers with carefully curated text passages that they were encouraged to read aloud as part of their speaking practice. This approach brought structure and depth to the language learning experience.

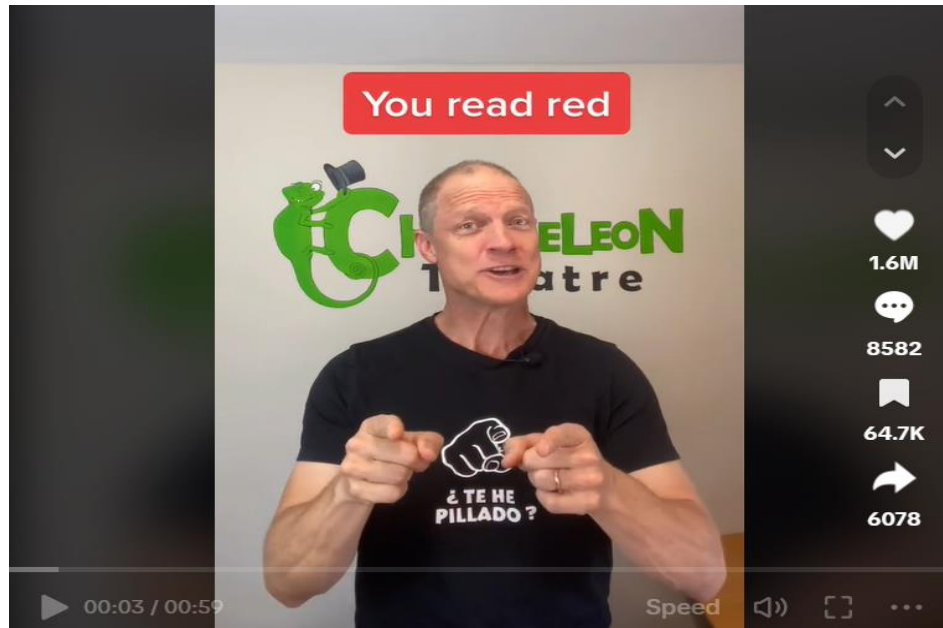


Figure 4.2. Footage of Video “T-shirt”

Figure 4.2 above shows that Mike encourages viewers to roleplay an interactive dialog. However, viewers can only practice reading and speaking because Mike has provided all the answer as shown in the video.

“You read red”

Those statements instruct the viewers to read the part of the dialogue in the video marked in red. Mike has created all the sentences in the dialog, so viewers can only practice reading and speaking, unlike in the previous video, where viewers can also answer with variations. Unfortunately, in the video, Mike does not provide subtitles for what he is talking about. These are the answer sentences that must be pronounced for speaking practice.

“It’s umm.. nice”

“Well, can I be honest with you?”

“Are you sure?”

“Well, I think that T-shirt is...”

“No, that’s not it.”

“Yes, but no.”

“That’s definitely NOT it.”

“I was going to say...”

“I think it’s stupid, ugly and very tacky.”

Overall, the dialog provided by Mike is still at an accessible level.

The capitalization makes the reader understand when to use high or low intonation. In addition, the dialog provided by Mike is still at an accessible level. Capitalization makes readers understand when to use high or low intonation. In addition, in this learning process:

- 1) Learners, with the t-shirt theme getting 8.5 thousand responses commented from the public of touch users, the target audience in mike's content is people who are interested in learning to speak English, so mike managed to catch like 1.6 million.
- 2) Learning Content, was the beginning of the conversation in the context of which Mike took a question to his audience with "Hi, what do you think about his t-shirt?".
- 3) Teaching Method, mike uses the Imperative sentence in the opening of his video with "you read red"
- 4) Assesment, mike gives an instruction in the content with the sentence "Let's practice English" as a command for viewers to practice the learning content, and viewers can improvise about the skill in speaking English.

5) Learning Environment, an atmosphere of learning like friends conversation that appeals, so viewers feel comfortable practicing @GilOrda2 “like it as you teach us bro”.

c. Video analysis “how to do dialogue”

The concept of this video is slightly different from the previous video. In this content, published on the 8th of July, 2021, Mike provides an example of how to have a proper interactive dialogue through the duet feature by combining the two videos. This concept is quite good because, through the roleplay, we understand how to have an interactive dialog with the right vocabulary selection, clear intonation, accurate message delivery, and fluency. However, this content has very little comment interaction, and the comments do not match the content.



Figure 4.3 Footage of video “How to do dialogue”

Figure 4.3 above is a snapshot of the video opening. The dialog examples shown are still classified into basic levels, such as self-introduction. Interestingly, in the content, Leon, who plays the role of the

answerer, asks several questions due to needing help understanding the words Mike said.

*“What does **should** mean?”*

*“What does **recommended** mean?”*

Overall, this content provides its understanding for viewers who will practice speaking. Sometimes, we often have unclear pronunciation or inappropriate intonation, so the other person finds it difficult to understand what we say. Therefore, through this short video, Mike wants to share and provide examples of interacting well to understand the message easily.

d. Video analysis “The argument”

On this video posted on the 14th of September, 2022, Mike presents an exercise with a longer duration of 1.45 minutes, which shows that Mike is committed to providing comprehensive training in speaking English. The context presented is still on the theme of speaking practice through roleplay, where Mike will read the black text and viewers will read the yellow text so that it helps in understanding each other's roles and improve understanding of English through the subtitles provided.

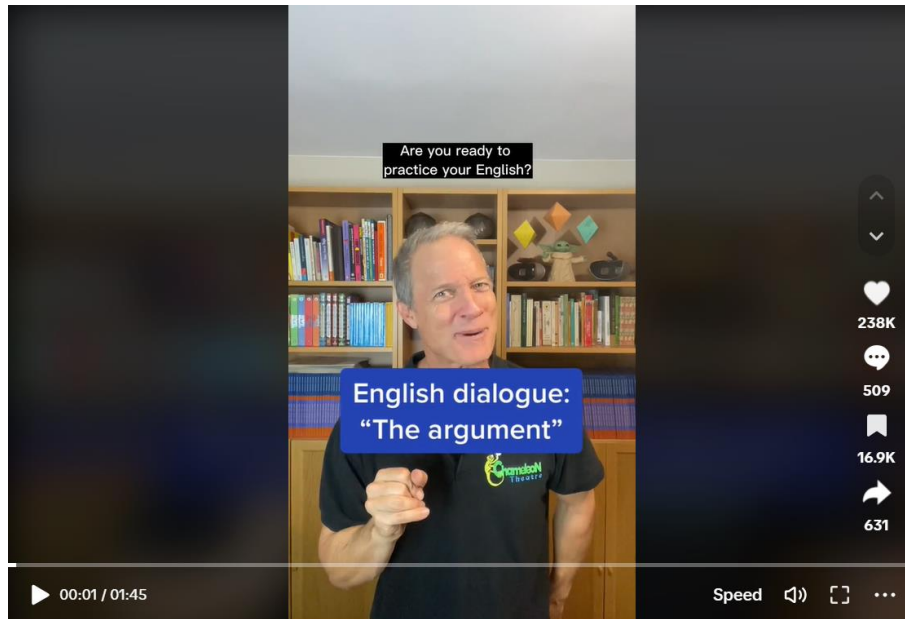


Figure 4.4 Footage of video “The argument”

The speech training conducted in the video is performed with a roleplay system where Mike wants to give an argument and the practicing viewers will ask for a fee if Mike wants to argue.

“Oh no. You’re not going to get free arguing from me.”

Based on the interaction in the comments, the concept of the video is very enjoyable because the phrase selection given by Mike poses a challenge to audiences who practice speaking English.

The learning process in this video is:

- 1) Learners, video on the theme "The argument" mike got a response of 525 comments, and 243.5 likes as well as 2.4 million viewers.
- 2) Learning Content, this concept is through roleplay where mike gives a role to the audience with the concept of not understanding the meaning of the dialogue that mike conveyed with the words "should" and "recommend", so there was a conversation.

- 3) Learning Objective, we frequently pronounce words incorrectly or use unsuitable tone, making it difficult for the other person to grasp what we are saying. In order to make the message easier to understand, Mike wishes to discuss and give instances of effective interaction in this brief video.
- 4) Teaching Method, how to have a proper interactive dialogue through the duet feature by combining the two videos.
- 5) Assessment, Mike gives instructions to viewers to practice the content in his content video with "Let's practice your English".
- 6) Learning Environment, produces an easy-to-understand and unique content in the learning delivered, as in the case of comments from @Amira "I like how you explain the language".

e. Video analysis "Did you drive my car yesterday?"

The uploaded content on the 16th of April, 2022, successfully gained very positive interactions. The viewers and followers made this content liked by 4.7 million viewers and received 18.9k comments.

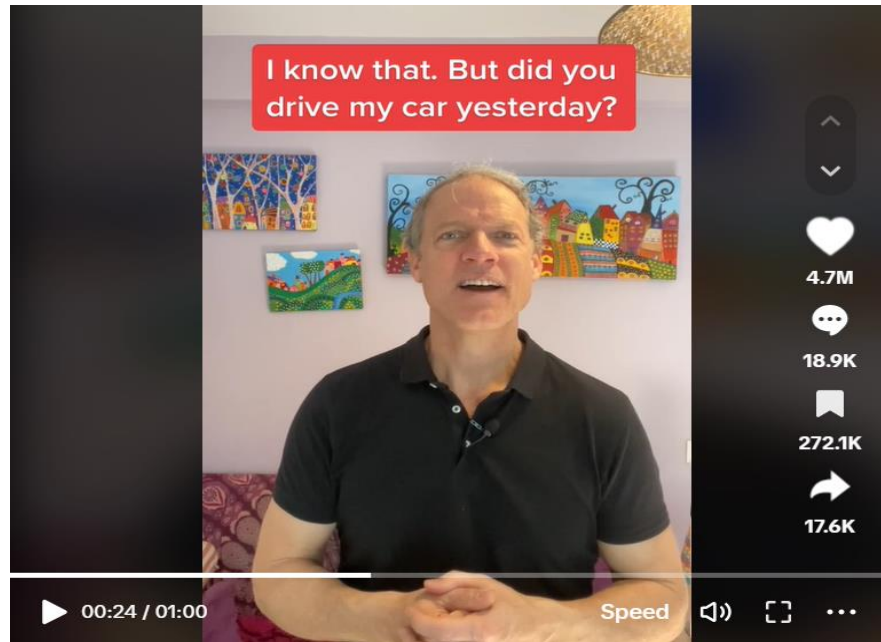


Figure 4.5 Footage of video “Did you drive my car yesterday?”

This video contains an interactive dialog between Mike and his friend, the viewers. Mike plays the role of the car borrower, and the viewers play the role of the lender. The use of sentences used in this video is quite diverse, using not only the present perfect tense but also a simple tense. The already available storyline makes the readers only need to practice speaking. As seen from the interaction in the comment section, this video concept gives viewers a sense of satisfaction. They feel happy and proud for completing the exercise, besides the selection of sentences used by Mike makes the viewers who practice feel cool for successfully pronouncing these sentences.

Besides, the learning process in this content:

- 1) Learners, attracted 19.5 million feedback or responses from people who followed the learning that Mike shared on his social media account.

- 2) Learning Content, Mike takes the events that have happened to invite his opponent the audience as the role that should be responsible for what has happened.
- 3) Teaching Method, made a strategy for the viewers to participate in "I read black, you read red".
- 4) learning environment, Mike always gets support from his viewers in the practice he teaches online, as in the comment @viviginsu *"its to humble when we do practice like this"*

f. Video analysis "POV Teachers"

The length of this video is the shortest of all the content Mike has created. In this video, which was uploaded on the 25th of June, 2023, Mike tells the point of view of a teacher when telling his students to be quiet. Throughout the video, Mike takes a unique approach by narrating a teacher's point of view when he faces a situation where he needs to tell his students to be quiet. Despite its short duration, the content successfully illustrates an educator's complexities and responsibilities.

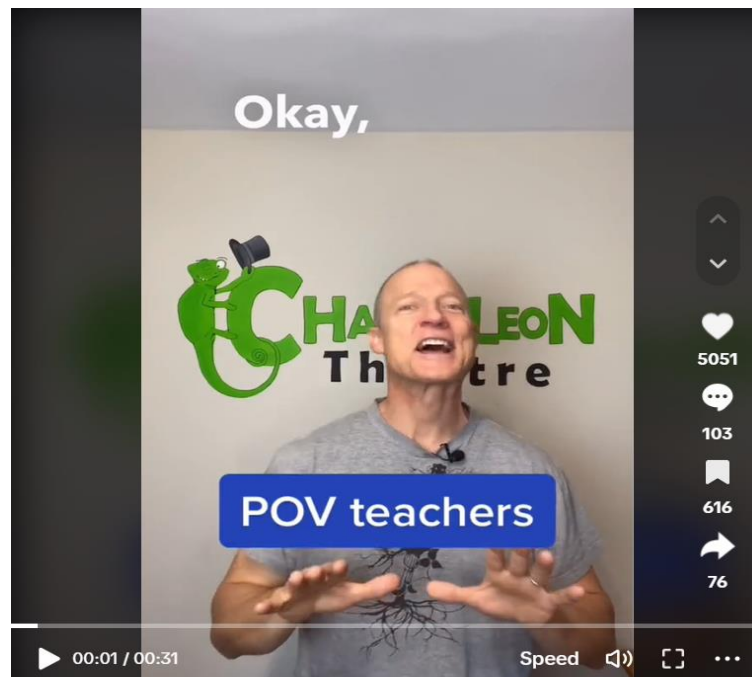


Figure 4.6 Footage of video “POV teachers”

In this content, Mike plays the role of a teacher who tells his students to be quiet through the following sentences.

“Okay, settle down”

“Silence, please”

“Listen up”

“Be quiet”

“Hush”

“Stop talking”

“Give it a rest”

“Put a cork in it”

“Zip it”

“Shut your trap”

“Pipe”

“Shush”

“Can it”

“Hold your tongue”

“Shut it”

“Put a sock in it”

“Button your lip”

“Shut up”

“Now, I forgot what I was going to say”

Throughout the content, Mike is a teacher struggling to maintain order in his classroom. Through a series of sentences, we can see that Mike tries different ways to get his students quiet and focused. Initially, he tries to use polite words like "Okay, settle down" and "Silence, please," but when his students remain disobedient, his expressions become stronger and harsher. She says "Hush," "Put a cork in it," and even "Shut up" in a frustrated tone.

This content reflects teachers' challenges in managing a classroom, especially when the students are less than compliant. In his role as a teacher, Mike shows how frustration and loss of patience can arise when situations in the classroom get out of hand. However, it also reminds us of the importance of effective communication within the classroom to ensure that lessons can run smoothly and that students can learn well.

Besides, the learning process in this content:

- 1) Learners, got 92.9 thousand viewers interested in this content.

- 2) Learning Content, Mike uses command sentences as his content, like "Silent, please", "Stop talking".
- 3) Learning Objective, Mike intends to make the audience understand the conditions as in class and understand the context of the imperative sentence.
- 4) Teaching Method, Mike takes a unique approach by narrating a teacher point of view when he faces a situation where he needs to tell his viewers to be quiet.
- 5) Self Assessment, The importance of effective communication within the classroom to ensure that lessons can run smoothly and that students can learn well.

g. Video analysis “The news”

Within the content uploaded by Mike on the 27th of April, 2023, we can see a transition in his communication approach. This time, Mike took a more relaxed and humorous approach in interacting with his audience. The content deals with news on how to make holy water, which is a unique and humorous topic. In this video, Mike plays the role of someone who provides answers to questions and jokes posed by his audience. This approach creates an entertaining interactive dialog where the viewer doubles up as the questioner and the joke creator.

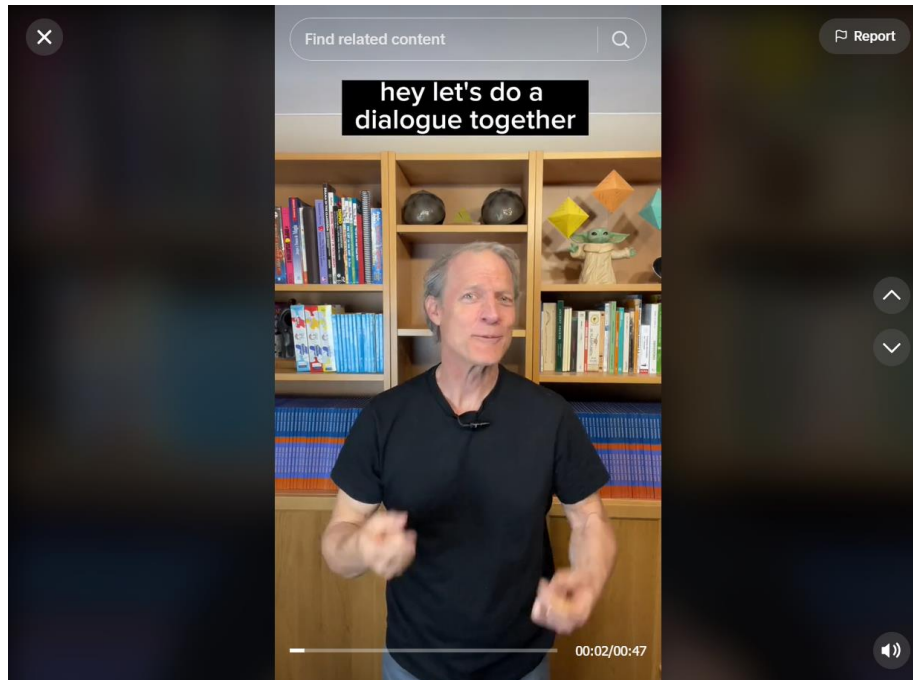


Figure 4.7 Footage of video “The news”

The words that tend to be informal in this video matches the relaxed and humorous dialogue concept. Mike incorporates humor and riddles in his interactions with the audience, creating an atmosphere that elicits laughter. In addition, using subtitles when Mike speaks is a smart move, as it helps the audience understand the proper pronunciation and intonation in the language used. Using capital letters in the subtitles to highlight key words or important intonations also helps the audience have a better dialog.

Besides, the learning process in this content:

- 1) Learners, the News got 1.6 million viewers as his learning target.
- 2) Learning Content, content mike uses a joke or humor as its content to start a conversation to the audience.

- 3) Learning Objective, concept of humor to make the audience feel relaxed with material that Mike created like "I'm making holy water" to expel vampires "how are you going to make holy water?". Viewers are able to understand English joke on its culture content.
- 4) Teaching Method, Mike with his strategy invites viewers to participate with the sentence "I read black, you yellow".
- 5) Learning Environment, many positive responses or feedback received for learning content that Mike shared with his viewers, like from one of the @phaeloartiste "please give again more dialogue like that".

h. Video analysis "Interactive improvised dialogue"

This time Mike presents English speaking practice content with the theme of interactive improvised dialogue. The implementation is done through acting, and the dialog can vary according to the viewers.



Figure 4.8 Footage of video "Interactive improvised dialogue"

Besides, the learning process in this content:

- 1) Learners, Mike has 87 thousand people participating in his comment column.
- 2) Learning Content, Mike the Chamaleon is beginning with the acquisition of interpersonal communication skills as a means of learning material through a content approach. The audience is meant to gain the ability to adjust to shifting circumstances and react swiftly to advances in discourse by participating in improvised dialogue.
- 3) Learning Objective, It is anticipated that the viewers would acquire the ability to adjust to shifting circumstances and react promptly to advances in discourse. It helps children improve their effective listening and response skills, which are crucial for daily conversation.
- 4) Teaching Method, Mike invites viewers to create answers to his own thinking like a dialogue with questions Mike has prepared in his content.

i. Video analysis “Education about global warming”

The contents shared on the 16th of August, 2021, stand as valuable resources for individuals aiming to enhance their English speaking skills at an intermediate level. In this particular instance, Mike adopts a unique approach where he assumes the role of a questioner, delving into the reasons behind the widespread fear surrounding the issue of global warming. Through this content, viewers are presented with an engaging opportunity to practice their English speaking abilities by responding as an educator addressing the topic of global warming.

Mike's decision to explore the global warming issue within the context of language learning showcases his innovative teaching style. By framing the conversation around a topic of global significance, he facilitates language practice and encourages viewers to contemplate a pressing environmental concern. This dual focus on language development and raising awareness underscores the value of his content.

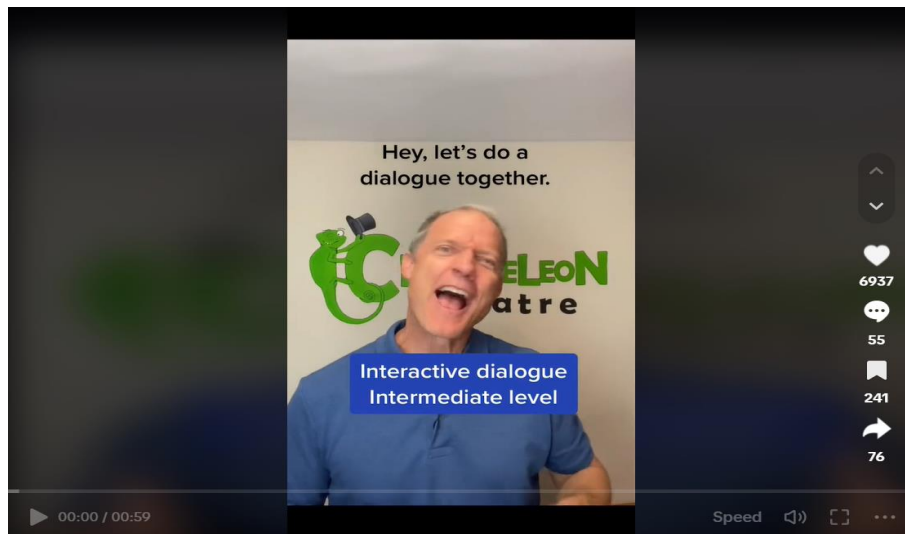


Figure 4.9 Footage of “Education about global warming”

The video uses the roleplaying technique as always. Mike plays the role of the questioner who asks questions about global warming, and the learners are asked to play the role of the educator who has to provide relevant answers. The division of roles allows learners to practice in situations that resemble everyday conversations, where they have to respond to questions and express their opinions on global warming issues.

Then Mike interestingly used visualization techniques. He illustrates some of the consequences of global warming, such as forest fires, the melting of the polar ice caps, and changes to popular destinations such as Disney World.

This helped the learners to better understand the real impact of the global warming issue and express it in English.

Moreover, Mike utilizes open-ended questioning techniques to stimulate critical thinking and discussion. Questions about why people fear global warming can trigger learners to reflect more deeply on the issue and formulate more detailed answers. Mike creates an interactive and engaging learning environment through roleplaying, visualization, and open-ended questions.

Besides, the learning process in this content:

- 1) Learners, attracted a total of 93.3 thousand viewers.
- 2) Learning Content, Mike took content about the issue being related as a discussion of the content.
- 3) Learning Objective, Mike wants his audience to learn the vocabulary about the most related issue among young people, to become aware of the importance of environmental protection.
- 4) Teaching Method, Mike invited his viewers to participate by reading the sentence colour red "you read red".
- 5) Learning Environment, The viewers not only learns dialogue, but also gets information about how we should care more about the environment as it is in the video text "why is everybody so worried about Global warming?".

j. Video analysis “Knock-knock jokes”

The humorous dialogue content uploaded by Mike on the 1st of April, 2022 is an interesting way to facilitate English language learning, especially to improve learners' ability to speak, understand humor and participate in relaxed social interactions.



Figure 4.10 Footage of video “Knock-knock jokes”

to become a conversation by starting the conversation with the question, "Do you want to hear a joke?" Then the dialog goes on with certain rules in answering the joke, such as answering by repeating what you said and following a previously defined pattern of conversation. This allows them to practice In this concept, Mike uses a role-playing learning method by asking the student communicating with humor in English and understand the basic structure of the joke.

Besides, the learning process in this content:

- 1) Learners, had a lot of people interested in learning in its content so mike got a like with 258.7 thousand viewers.

- 2) Learning Content, Learning content section of the language game used as “Knock- knock” game. It is a fun way aimed at introduction students to important aspects of English grammar and structure in a less formal content,
- 3) Learning Objective, viewers are able to understand English joke on its culture content.
- 4) Teaching Method, Learning method also promote the active involment of the viewers. They have to think fast, respond correctly and make funny jokes.

2. The Respond of Viewers "Mike The Chameleon" Content

Based on the research findings, In the case of responses and feedback from comments on the mike the chamaleon account, his followers or viewers have a strong awareness of the use of the media, as well as the intuition and themes they are in need of when using it as a dissociative learning material, and they are able to give feedback and model what they get from the way they use the social media. it can be seen that the response of viewers to Mike The Chameleon's content is very good. This is proven by the comments on each content, for example:

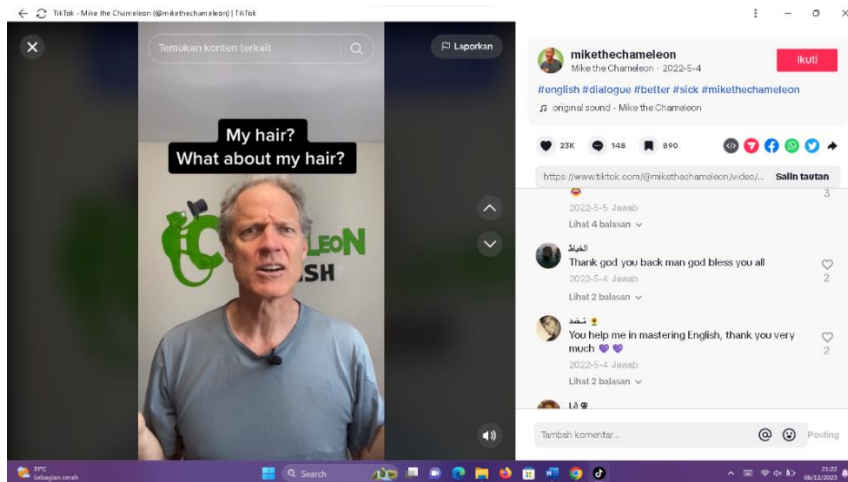


Figure 4.11 viewers response

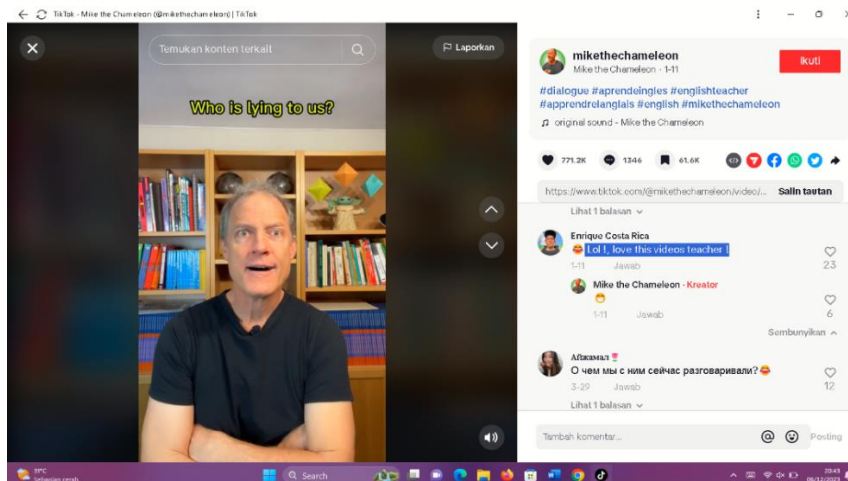


Figure 4.12 viewers response

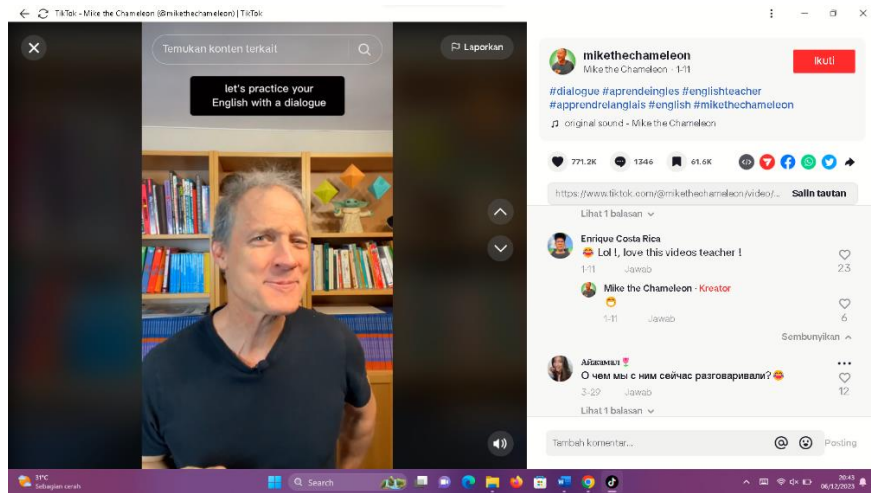


Figure 4.13 the viewers response

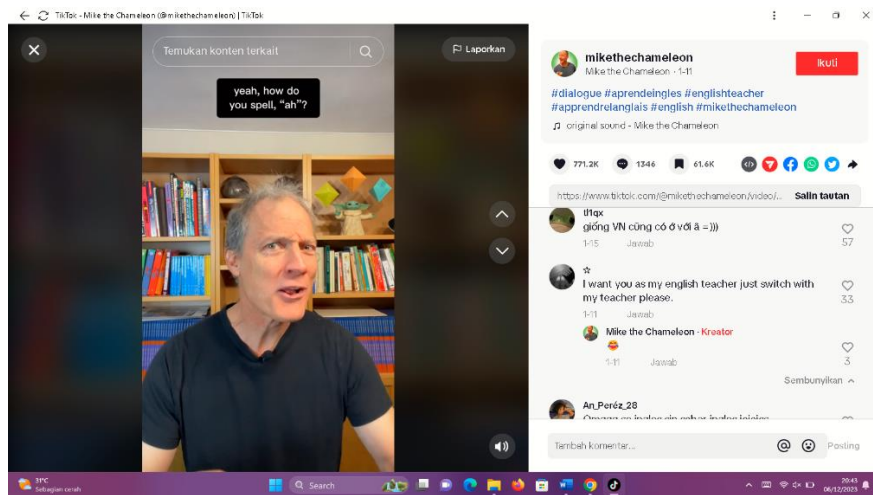


Figure 4.14 the viewers response

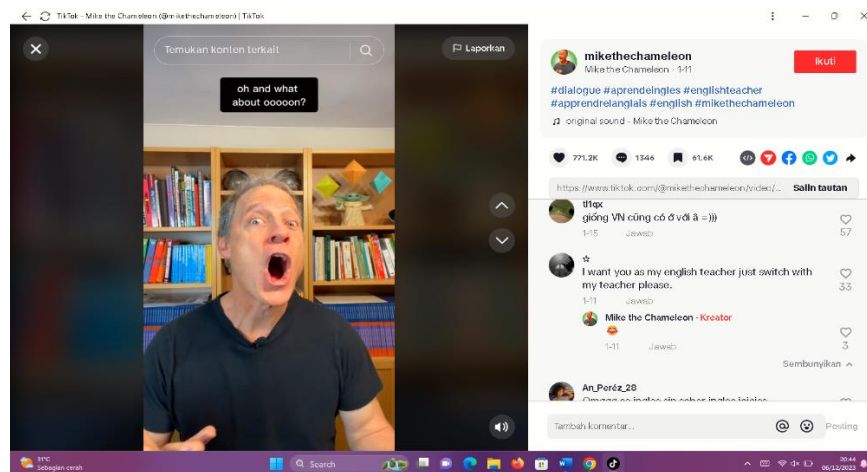
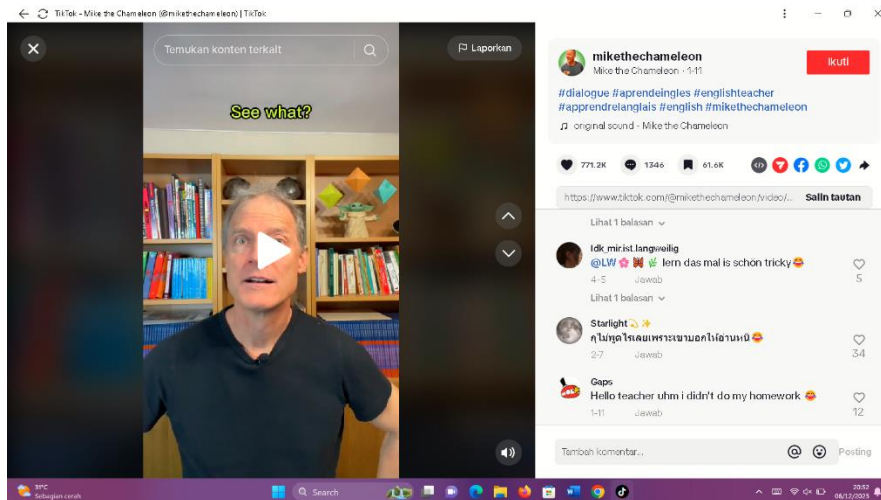
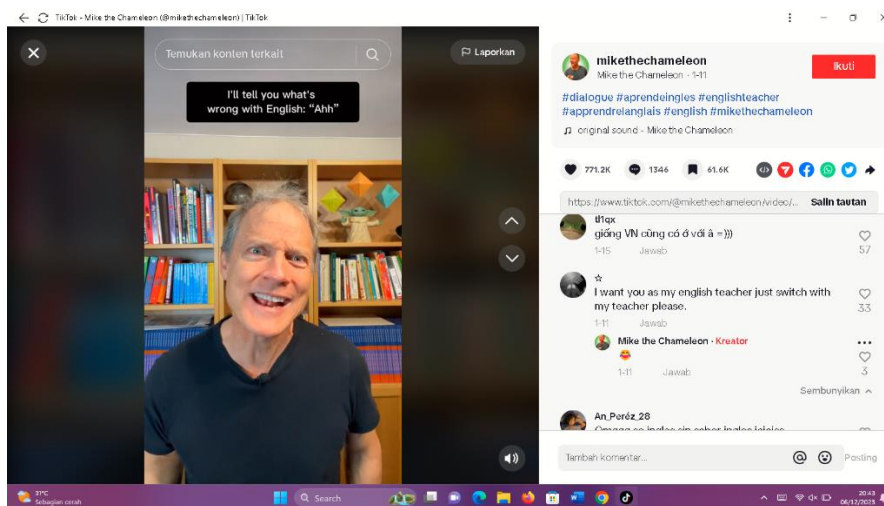


Figure 4.15 the viewers response



Figurw 4.16 the viwers respon



Figur e4.16 the viewers respon

“Lol ! love this videos teacher !”

“I want you as my english teacher just switch with my teacher please”

“Hello teacher 😊”

“Hello teacher uhm i didn't do my homework 😂”

“you're my favorite teacher, thanks a lot for teaching”

“I really want you to be my teacher please”

“your teaching method is really interesting. I like it very much. 👍👍👍👍👍👍”

“love ur method learning English ❤️”

“Hi! You make people happy and feel better, thank you! And since I don't know if anyone asked this to you recently but. How are you?”

“You are the best teacher, I'm from Algeria, and all the love to yo”

”excellent practice with you, thank you m=teacher, I love ur voice”

“Thanl you so much for this wonderful experience teacher”

“hi mike, im you new student”

“best way to teach”

“the last partso funny, thank you for this practice teacher”

“bro I saw you when my teacher watched you on yt in free time”

“you are best teacher mike”

There's also a lot of other positive responses. As can be seen from the feedback, the audience felt greatly helped by the presence of an English-language learning video by Mike The Chameleon. A fun learning process, exciting material, and clear articulation make it easier for the audience to learn through Mike's videos. A smooth combination of exciting visuals, clear content, and a clear delivery not only captures the audience's

attention, but also develops a greater understanding of the material presented.

Mike's video creates an atmosphere where learning is not just a task, but a fun and exciting journey. The use of this method not only simplifies complex ideas, but also ensures that the audience becomes an active participant in the learning process, not a passive observer. As a result, based on audience responses, it was found that learning to speak English on Mike's content was not only informative, but also entertaining and intellectually stimulating, and not a few of his audience called Mike with reference to an online teacher.

Some comments that Mike the chameleon created self assessment against his viewers like the following comments :

“thank you i practice my english very well now”

“I love his way of teaching and that joy he transmits that makes it easier to learn English 🍷🤗”

“Wow, thank you for your help, I actually study English, but I have not opportunity to speak”

“thanks a lot! my English has improved! I'm from Colombia! 🤗”

]“I'm improving. ❤️❤️”

“First !!! I love your content, please do more !!! Your video improves my english so much”

“I'm getting better because of you 🍷”

“You help me in mastering English, thank you very much 🍷🍷”

“Thanks to you, I learned to speak English 🤖❤️”

“Hi how are you I love your video and learning with you 🙌”

“Hey! I've done a duet with you 😊😊😊 feel free to watch it 😊 let's go 😊”

“hallo I'm from Indonesian , I like you knowledge”

“AAAA thanks for argument idea”

“I like you ways of teaching”

“omg I participated”

“thank you, I've learn English a lot from your video”

“Thank you this good for me to practice my English speaking exam”

“I like u motivation speak practice English if I didn't see I'm feeling boring so why”

“you really help me throught this video for I couldn't didn't any person to learn with me”

“very nice to practice with u sir, thanx”

“I really enjoy this conversation”

“the fact that Im reading it with a british accent”

“your video have me a lot in my pronounciation and in my knowledge in the language, thank you”

“I am liking so much to learn English”

“oh thx I want to know all English word to say or translate”

“thank you because of you I am fluent in saying words that are difficult for me to say thank you teacher”



Figure 4.12 viewers respon

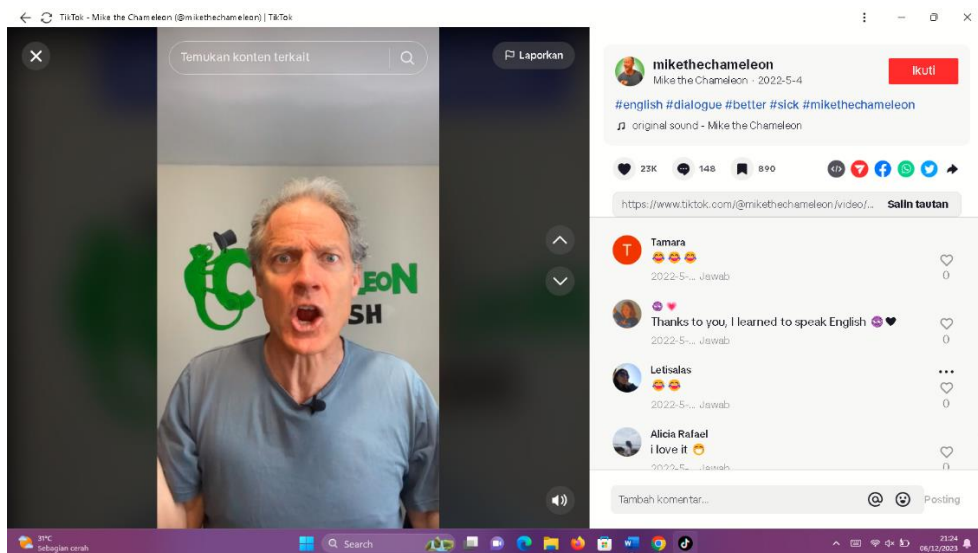


Figure viewers response

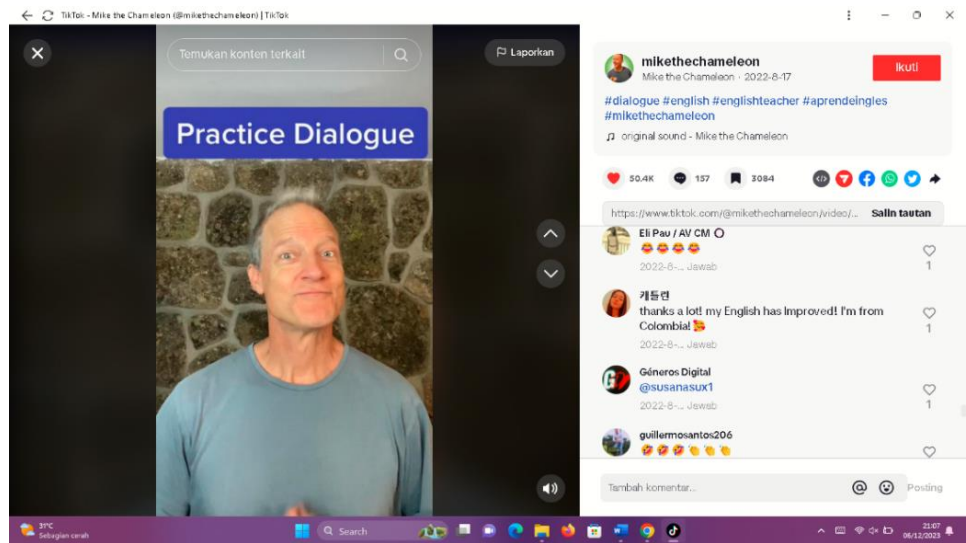


Figure viewers response

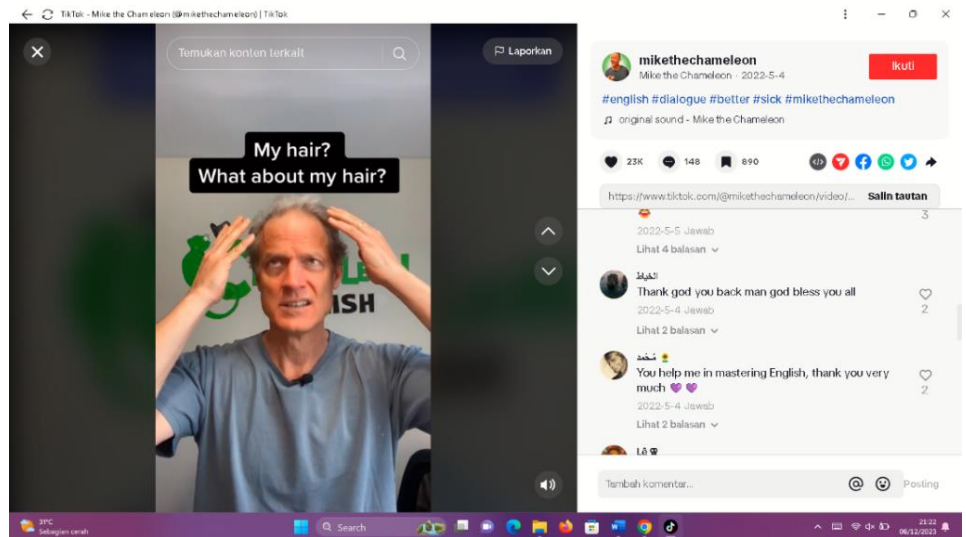


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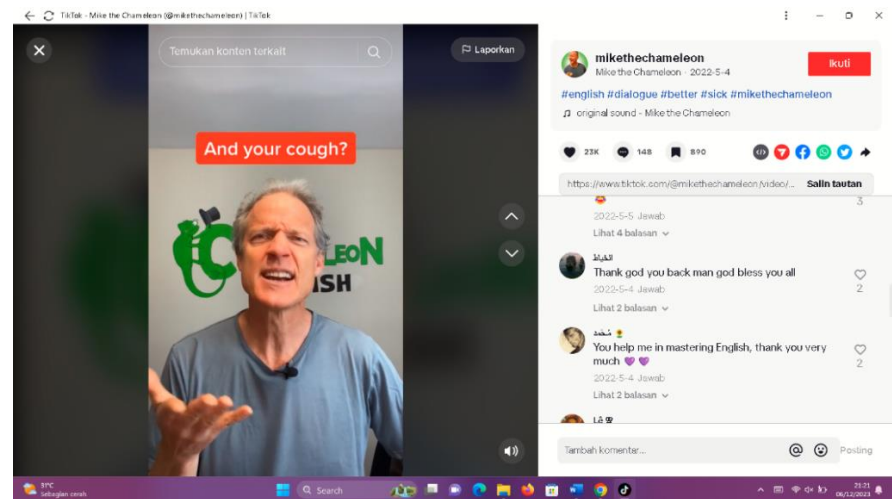


Figure viewers response



figure viewers response

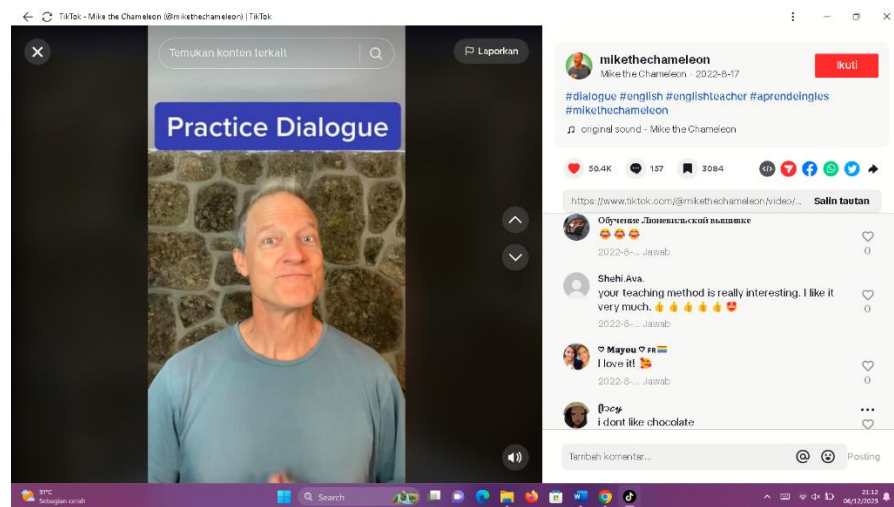


Figure viewers response

Obtaining positive responses on social media learning involves a variety of strategies to attract attention and build engagement with followers in social media. Mike the chameleon proves that he can create his own learning space with content learning that attracts social media fans. The responses obtained are also varied, as is the response from the data

comments above. Mike the chameleon has already met some aspects of the process on the learning that he does online. It becomes an evaluation of the learning outcome of speaking. (speaking).

There are a number of things that can help viewers in online learning. Learning that incorporates interactive elements, such as quizzes, questions, discussions, and tasks, can enhance engagement and ensure better understanding. Active instructor involvement, whether through discussion forums, question-and-answer sessions, or direct feedback, can increase motivation and support for dissociative media followers. provides an effective communication channel between creators and viewers, to facilitate questions, discussions, and collaboration.

B. Discussion

Researcher has analyzed the speaking teaching video on Mike The Chameleon's TikTok channel. This analysis is contained in the formulation of the problem, which is to analyze implemantasion teaching and learning proses on tiktok video content and the viewers respon by Mike The Chameleon on the TikTok channel.

1. Implemantasion Teaching and Learning Proses on TikTok Content

The results of an analysis of how the learning process is done online through a touchpad application is that Mike The Chameleon uses 7 elements proses learning and teaching according by (Denise N. Morgan & Celeste C. Bates , 2018) The seven components in the hopes that individuals in charge of planning, facilitating, and assisting with professional development will use the components to assess every

professional learning project they are a part of. In the video, Mike the chameleon doesn't just create content, but adds followers to his Tik-Tok account. Mike applied how the learning process was going on and going on. So the target viewers and followers that Mike can really be students or people who need the content to learn speaking English. With the help, Mike has a lot to say about himself as an online teacher teaching through social media.

Integrating video into the teaching and learning process offers three distinct advantages (Rahmawati, Syafei, & Prasetyanto, 2023): Students get the pleasure of learning languages through video-based instruction, creating a fun and exciting learning environment. Using video diversifies the learning and teaching process, motivates students and ensures a comfortable classroom experience. Video is a versatile medium, accommodating a wide range of audio and visual elements. Video is an effective tool for learning body language, enabling language students to gain insight into non-verbal communication through video-based action.

Students build confidence through repeated exposure, because they can watch videos repeatedly, causing absorption and improvement. Videos capture the attention of students, trigger emotions that increase participation in writing lessons, support the expression of feelings through written forms, and help students with lower oral achievements.

Uploading videos to TikTok allows achieving the learning objective of viewers to demonstrate their speaking skills to wider viewers,

potentially receiving constructive feedback from the public, which can be a valuable learning experience.

2. The Response of Viewer Mike The Chameleon Content

The second problem formulation yields significant findings related to the response of viewer Mike's content, it was found that the content was successful in improving English speaking skills. This happens because the learning system used by Mike is very enjoyable through of learner-centered strategies in English speaking learning. His approach enhances active participation through interaction and commentary, employing visual elements like colour text and subtitles to facilitate better understanding and pronunciation. Furthermore, Mike incorporates creativity, humor, and a progressive pedagogical approach in teaching English speaking.

According to (Athifah & Rianto, 2021), there are four motives and satisfactions in reading comments on social media activities, one of them a strong sense of self-awareness regarding the use of media, as well as intuition and theme when using it, and they are able to provide accurate examples of that use. Regarding the assumption of the fourth foundation, the researchers concluded that journalists as users of social media might provide accurate explanations related to the practice of reading comments on social media. In addition, the journalists claim to have certain advantages when it comes to participating in social media commenting activities. A few topics that the media has mentioned include technology, gaming, Korean pop, politics, humor, games, education, health, economics, self-improvement, and even tourism.

In the case of responses and feedback from comments on the mike the chamaleon account, his followers or viewers have a strong awareness of the use of the media, as well as the intuition and themes they are in need of when using it as a dissociative learning material, and they are able to give feedback and model what they get from the way they use the social media.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

In this chapter, the researchers from the analysis of data and findings obtained in this study, it can be concluded that video-based learning and teaching processes such as that done by Mike The Chameleon, improve the English language learning experience, encourage active participation, and contribute to the development of language skills. The study highlights that from video content content he shares on his social media, it shows that Mike The Cammeleon implements 7 elements of process learning and learning according by (Denise N. Morgan & Celeste C. Bates, 2018), in which case mike the chameleon creates learning content that is of interest to social media users that are accessible anywhere.

B. Suggestion

Writing advice on a thesis can be done by detailing recommendations or steps that can be taken based on research findings. Here is an example of writing advice on the thesis. Creating Interesting Educational Content: Teachers can create interesting and informative educational content using the short video format of TikTok. Use creativity to present lesson concepts briefly and clearly.

Use of Educational Challenges: Encourage students to participate in educational challenges by creating videos based on specific topics. This can enhance student engagement and motivate them to learn. Limitations for Visual Learning: TikTok can assist students with visual learning. The

teacher might provide instructional materials through videos to increase students' understanding of concepts. Benefits of Education Communities: Join the TikTok Educational Communities to participate in the development and maintenance of educational content, as well as to enhance student engagement and learning outcomes. Feedback and Discussion: Utilize TikTok's chat and duet features to give students a chance to ask questions. This can create an opportunity for discussion and idea exchange.

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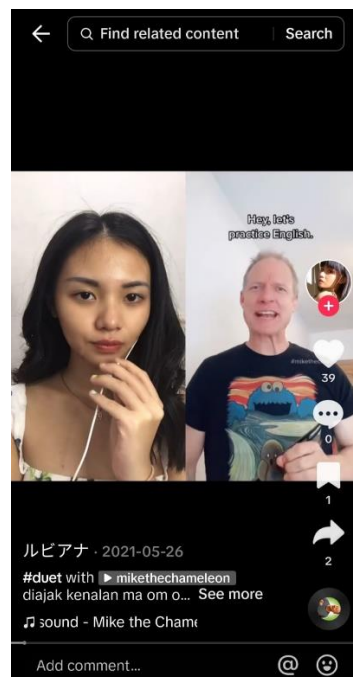
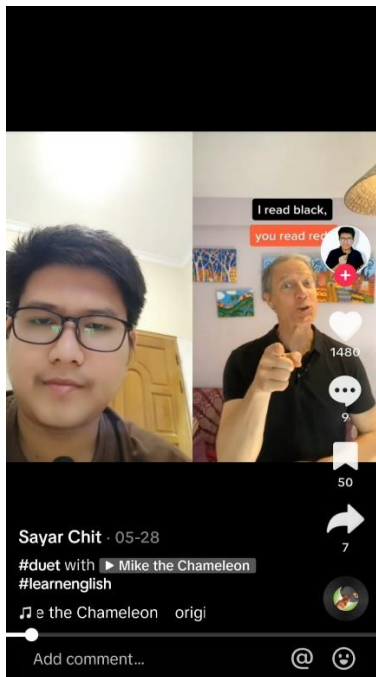
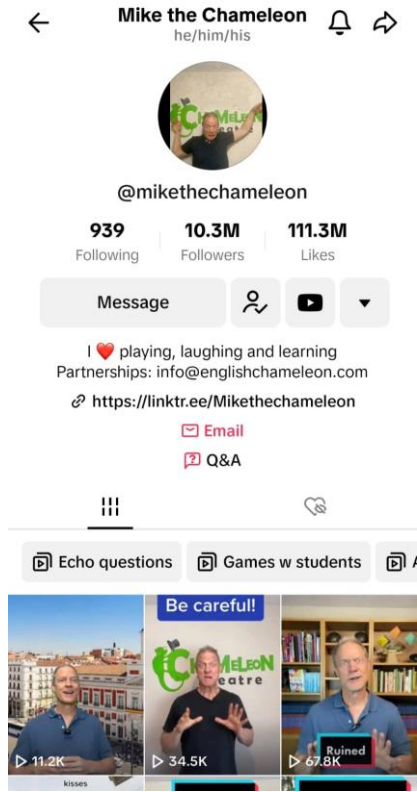
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APPENDIX



TikTok - Mike the Chameleon (@mikethechameleon) | TikTok

Temukan konten terkait

Laporkan

Tell me about it.

CHAMELEON ENGLISH

mikethechameleon
Mike the Chameleon · 2022-3-2

#interactive #english #dialogue #weather with #mikethechameleon

original sound - Mike the Chameleon

11.6K 56 498

Salin tautan

kinag @thenameless98 no. no. 2022-3-2 Jawab 1 Lihat 2 balasan

Fares You are the best teacher, I'm from Algeria, and all the love to you 2022-3-2 Jawab 1

Mike the Chameleon · Kreator 2022-3-2 Jawab 1 Sembunyikan

Tambah komentar... Posting

30°C Sebagian cerah

TikTok - Mike the Chameleon (@mikethechameleon) | TikTok

Temukan konten terkait

Laporkan

CHAMELEON ENGLISH

mikethechameleon
Mike the Chameleon · 2022-5-4

#english #dialogue #better #sick #mikethechameleon

original sound - Mike the Chameleon

23K 148 890

Salin tautan

Tamara 2022-5-... Jawab 0

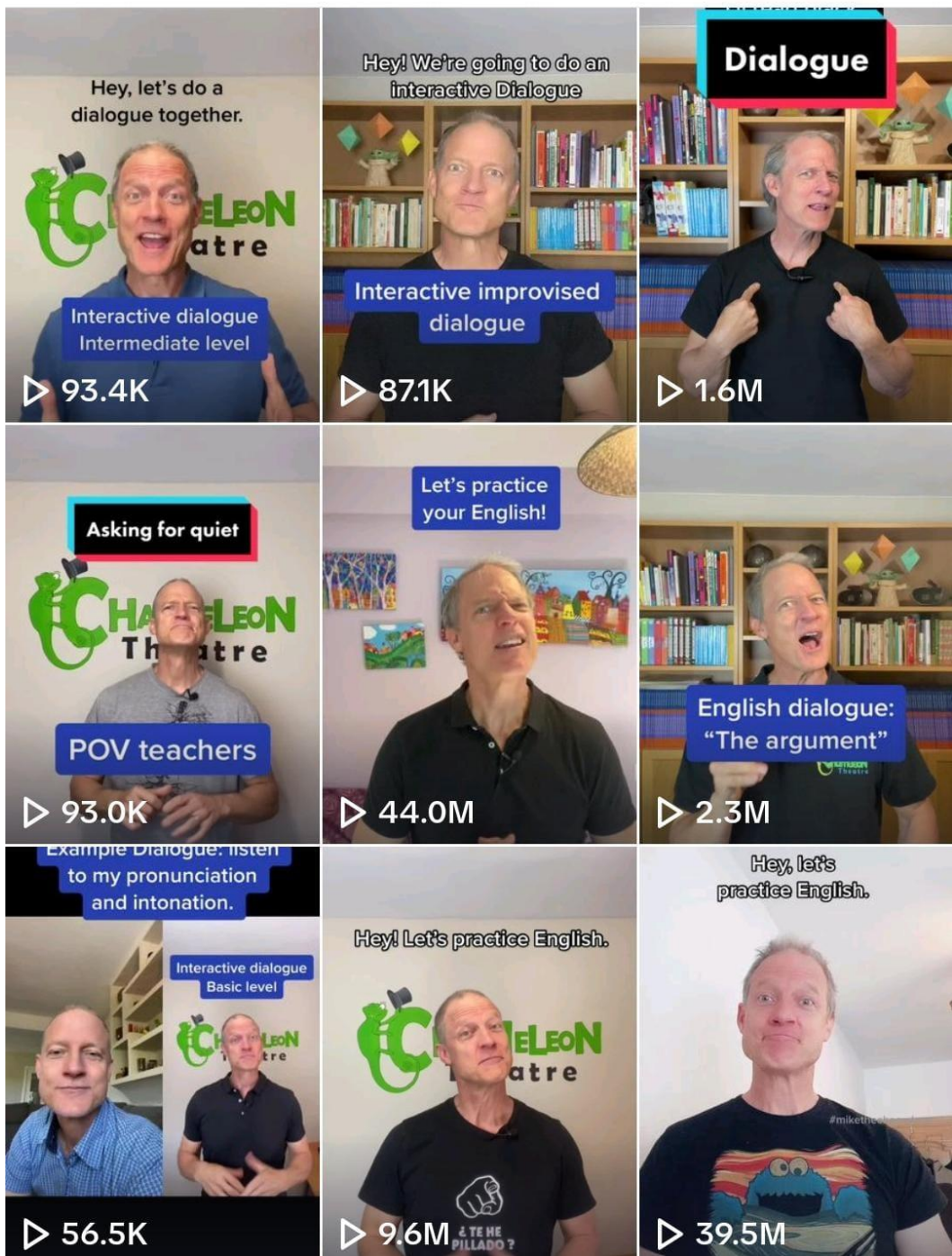
Thanks to you, I learned to speak English 2022-5-... Jawab 0

Leticias 2022-5-... Jawab 0

Alicia Rafael i love it 2022-5-... Jawab 0

Tambah komentar... Posting

30°C Sebagian cerah



Appendix 2 Validator Sheet

VALIDATOR SHEET

This thesis data titled Analysis of Teaching & Learning process on TikTok Video Content by “Mike the Chamaleon” Program had been checked and validation by

Puput Arianto, M.Pd. in :

Day : Wednesday

Date : December 13, 2023

Surakarta, December 13, 2023

Validator

A handwritten signature in black ink, consisting of a large, stylized 'P' followed by 'Arianto'.

Puput Arianto, M.Pd.

Table 1. Data

No	Video Link	Title	7 Elements of Process Learning	Analysis	Validator		
					T	F	
1.	https://www.tiktok.com/@mikethechameleony/video/6962455439741095174?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698	Telling stories	Learners	The video gets likes 5.6 million and responds with 4000 comments as students online.	✓		
			Larning Content				Telling about "family" to start conversation.
			Teaching Method				Makes the text in video "I read black, you read red"
			Assessment				With the presence of rules stich video. @SarahBevly puts the video on the screen with the words of her family and gets response @men "this is great"
2.	https://vt.tiktok.com/ZSNAALB43/	"T- shirt"	Learners	The video content gets likes 1.6 million and the audience response 8562 comments.	✓		
			Learning content				"T-shirt" to start learning like "hi, what do you think with my t-shirt?"

			Teachinf Method	"You read red"	✓	
			Assessment	"Let's practice English" to practice the conversation thought the video.	✓	
			Learning Environment	An atmosphere of learning like friends conversation that appeals, so viewers feel comfortable practicing @GilOrda2 "like it as you teach us bro".	✓	
3.	https://vt.tiktok.com/ZS-N4Df7An/	"How to do dialogue"	Learners	The video with 56.5 thousand viewers as students online.	✓	
			Learning objective	Viewers are able to use English pronunciation and intonation based on countries.	✓	
			Learning Content	The concept video through the roleplay.	✓	
			Teaching method	How to have a proper interactive dialogue through the duet feature by combining the two videos.	✓	
4.	https://vt.tiktok.com/ZS-N4DGdAD/	"The Argument"	Learners	13.8 million viewers as the center of the interactive learning	✓	
			Learning Content	Mike plays the role of someone who pays the audience to argue.	✓	
			Teaching Method	making a conversation with the rule "i will black, you read yellow"	✓	

			Assessment	"let's practice your English"	✓	
			Learning Environment	@Amira "i like how you explain the language"	✓	
5.	https://www.tiktok.com/@mikethechameleon/video/7087143568627731717	"Did you drive my car yesterday?"	Learners	19.5 million learners who are satisfied with comments on the content "did you drive my car yesterday?"	✓	
			Learning Objective	Students able to use past tense & past participle based on content	✓	
			Learning Content	Conversation about past activity	✓	
			Teaching Method	"I read black, you read red".	✓	
6.	https://www.tiktok.com/@mikethechameleon/video/7248367789759581467?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698	"POV Teacher"	Learners	The video with 92.9 thousand viewers as students online.	✓	
			Learning Objective	Students are able to understand imperative sentence.	✓	
			Learning Content	Phrases about imperative sentences.	✓	
			Teaching Method	Mike takes a unique approach by narrating a teacher's point of view when he faces a situation where he needs to tell his students to be quiet.	✓	
			Self-Assessment	The importance of effective communication within the classroom to ensure that lessons can run smoothly and that students can learn well.	✓	

7.	https://www.tiktok.com/@mikethechameleon/video/7226461617175661850?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698	"The News"	Learners	1,6 million viewers	✓		
Learning Objective	Students are able to understand English English joke on its culture content.	✓					
Learning Content	Conversation about English joke.	✓					
Teaching Method	"I read black, you read yellow".	✓					
Assessment	"Hay, let's do a dialogue together".	✓					
Learning Environment	Many positive responses one of them from @phaeloartiste "please gives again more dialogues like that".	✓					
Learners	87 thousand viewers.	✓					
Learning Objective	Students are able to respond directly of a dialogue.	✓					
Learning Content	Video of uncomplete dialogue,	✓					
Teaching Method	Invite viewers to make to make they own line (Dialogue).	✓					
8.	https://www.tiktok.com/@mikethechameleon/video/6992478185111751942?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698	"Interactive Improvised Dialogue"					

9.	<p>“Education About Global Warming”</p> <p>https://www.tiktok.com/@mikethechameleon/video/6996717322983574790?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698</p>		<p>Learners</p> <p>93.3 viewers.</p> <p>Learning Objective</p> <p>To learn some vocabulary about global warming.</p> <p>Learning Content</p> <p>Some vocabulary related to global warming.</p> <p>Teaching Method</p> <p>“You read red”.</p> <p>Assessment</p> <p>“hey, lets do a dialogue together”</p> <p>Learning Environment</p> <p>the viewers not only learns dialogue, but also gets information about how we should care more about the environment as it is in the video text “Why is everybody so worried about Global warming?”</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	
10.	<p>“knock- knock jokes”</p> <p>https://www.tiktok.com/@mikethechameleon/video/7081330299262635269?is_from_webapp=1&sender_device=pc&web_id=7303564237371229698</p>		<p>Learners</p> <p>258.7 thousand viewers</p> <p>Learning Objective</p> <p>Students are able to understand English joke on its culture content.</p> <p>Learning Content</p> <p>Learning content section of the language game used as the “Knock-knock” game. It is a fun way aimed at introducing students to important aspects of English grammar and structure in a less formal context.</p>	<p>✓</p> <p>✓</p> <p>✓</p>	

			Teaching Method	Learning method also promotes the active involvement of the audience. They have to think fast, respond correctly and make funny jokes.	✓	
			Assessment	"let's do a dialogue about knock= knock jokes"	✓	