



STUDENTS' PERSPECTIVE ON THE USE OF SHORT VIDEO IN SOCIAL MEDIA FOR ENGLISH LANGUAGE LEARNING

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Abstract:

The research purpose is to explore the student's perspective on the utilization of short video in social media to learn English language. This research was qualitative descriptive research. In collecting data, the researcher used an open-ended questionnaire, which included 21 questions for the questionnaire. The participants were 31 basic-level students of MTsN 4 Surabaya, one of Islamic Junior High Schools in Surabaya. The findings show that through short videos in social media the students more easily understand the material as well as can enrich their vocabularies. Through the use of illustrations and many examples, the students are helpful in grabbing the explanation. In addition, short videos also offer a fun and interesting way of learning sufficiently. The perspectives of every participant vary and some responses are not suitable to their learning style. Aside from their learning style, the English language acquisition on short videos is inclined to the speaking skills.

Keywords: *English Learning, Learning Style, Micro-Learning, Short Video, Students' Perspective*

1. INTRODUCTION

The use of social media is developing rapidly over time, especially when the wave of short videos featured in popular social media platforms such as TikTok and Instagram are growing. In this era, social media has become essential for people all over the world, especially for Gen Z. The use of short videos is only possible to avoid. We will not only see random short videos, but we can also find various kinds of videos such as lip sync, health, cooking, and even videos of English content (Safila et al., 2023). According to that, the user may also get an exposure of the English language to what they need. Moreover, according to Nitiasih, et al (2024) learning via mobile or computers helps students to learn from many different places at different times which facilitates them to reach every possible material to their needs. Social media also offers many features to fulfill the user's needs, they offer worldwide connection, many different types of posts, easy access for everyone, and an algorithm to categorize the timeline according to the user's interest. One of the features that has become the most used nowadays is the short video feature, not only because of the various content it offers but also the bite-sized video that is quick and impactful for entertainment or other purposes for instance education.

Short videos on social media are one example of microlearning that presents material or information in a small form that is easy to grasp, usually coming from modules or short lessons (Nitiasih et al., 2024). Supporting the statement, Nitiasih, et al (2023) add that microlearning material presents some short and focused learning forms, the contents are usually in the form of short videos, interactive modules, or infographics that can be accessed through devices such as handphone or tablets. Watching short videos as a way of microlearning can also be effective since the materials that are mostly given are bite-sized or in a short form that students can easily grasp.



This study focuses on the students' perspective regarding their English language learning through a short video on social media. Nitiasih, et al (2023), conducted the Successive Approximation Model (SAM) in which they designed their own test for the subject/participant. The results discuss the effectiveness and weaknesses that happened in using microlearning through short videos to teach junior high school students. The research concluded by emphasizing the indirect teaching yet flexible and effective time use for microlearning. Wahab and Nuraeni (2020), research mainly focuses on showing the characteristics of university students' learning styles, and their interests according to the learning styles, and even presents each learning style ways of learning. This research focuses on visual, auditory, and visual-auditory learning styles, excluding the kinesthetic one. Natasa and Carbiriena (2022), examined the students' perceptions of the utilization of short video-based social media in English language acquisition. The previous studies show that they have focused on the perceptions of the students, general information of the utilization of short videos in class, and explain the students' preferences according to their learning style without comparing them with a specific context. However, this study describes the students' perspective on the utilization of short videos for students' learning, their learning interest through the use of short video as well as perceived benefits and challenges during the use of short video.

2. METHOD

To investigate the students' perspective a qualitative approach is applied in this study. This method is relevant to highlight the importance of research in education, and emphasizes the experiences of education (Sherman & Webb, 2018). The participants of this study were 31 students in 8th grade from one of the Islamic junior high schools in Surabaya. They were selected as the research participants since they fit the criteria. The criteria of participants are at basic-level English, students who have social media applications, and have experience in utilizing social media as media to watch short videos. The students were also on the basic level according to the teacher who had been teaching in the class before. The researchers also gave a learning style test to the students in order to gain more information regarding their interest in learning and compare it to their responses to the questions that were asked.

The data were gathered through a structured questionnaire with open-ended questions about the students' perspective in learning through short videos. The questionnaire was focused on the experience of the students and their interest in learning through short videos to gain perspective on the use of micro-learning from basic-level students.

3. FINDING AND DISCUSSION

At the beginning of the research, the researchers need to understand the students' learning styles. This test can be useful to differentiate the students' responses to some of the questions since short videos are more suitable for audio-visual students. The learning style test uses a website called akupintar.id. The test includes 30 different questions to test the subject's response to the situation given by the test provider.

Table 3.1. The Learning Style Test Result

No.	Learning Style	Number of Participants
1.	Auditory	5 (16%)
2.	Visual	16 (51%)
3.	Kinesthetic	10 (33%)

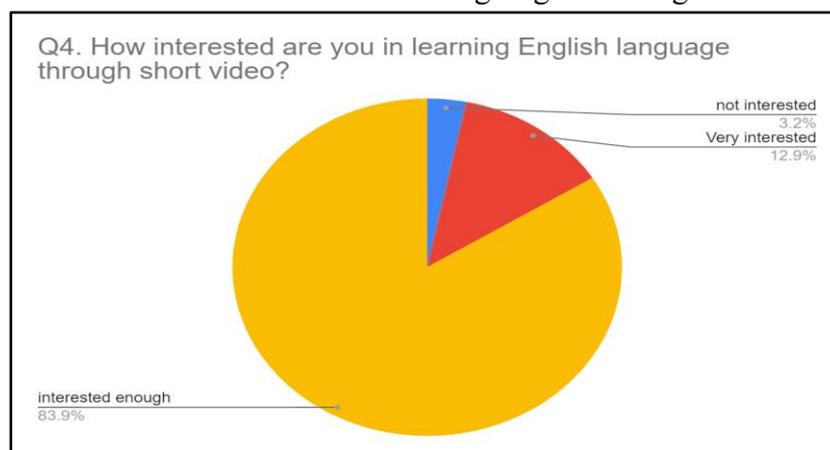
According to Table 1, most of the participants are visual learners with a total of 16 participants or equal to 51% of the population, followed by kinesthetic with a total of 10 participants or equal to 33% of the population, and lastly the auditory with the total of only 5 female participants or equal to 16% of the population. According to that finding, half of the participants most likely have several features such as attention to everything, remembering pictures, requiring pictures in their reading, and paying attention to their looks (Wahab & Nuraeni, 2020).

As the learning styles of the students are collected and categorized based on their respective styles, the validity of their perspectives or opinions regarding language learning through short videos can be more specific to their respective styles. According to Wahab et al, (2020) children’s ability to capture materials and lessons depends on their learning style.

Before the research goes to the main point where the students unfold their perspective regarding a short video platform in English language acquisition, we need to understand their exposure to the English language itself. According to Thuan (2023), Language acquisition is a process that needs active engagement, continuous and simultaneous exposure, and a practical method. Therefore we would understand how active the students are in acquiring the English language according to their exposure.

The exposure that the researcher looks for is the media that they usually use to learn the English language. This exposure includes which media platform they usually use and when most of the time that makes them dive into the English language. Disregarding the students’ learning styles, the media and the time of exposure to the English language are similar and have no difference in different learning styles. To get the answer to their exposure, the researcher utilized a questionnaire.

Chart 1. Students’ Interest in Learning English through Short Video





As chart 1 describes, we can get information on how interested the students are in learning through short videos on any social media. There is only a student (3.2%) who is not interested in learning English through short videos at all, the sole reason for that answer is just learning English is too difficult for this single student. There are 26 (83.9%) of the students are just interested in learning the English language through a short video, which indicates that most of them are willing to watch them learn English but only sometimes depend on it. This statement is supported by the students' opinion which said that most of them like to utilize short videos of how easy they understand the materials, but they are not interested enough in learning the English language, some said that the difficulty of the material brought by the content creator can be a little bit too difficult for them, simply because the video is attractive which are the reason on how they are not very interested in it. Lastly, there are 4 (12.9%) of the students who are very interested in learning English through short videos, the reason why they do is that short videos are just very interesting to watch and it's bite-sized making learning English much easier for them, not just that one of them also mentioned that watching short video has been working for this specific student in English language acquisition.

Table 3.2. Students' preference on the use of learning media

No.	Preferred Media	Total (Percentage)
1.	Video	10 (32.26%)
2.	Textbook	4 (12.90%)
3.	Picture/Infographic	7 (22.58%)
4.	Listen to the teacher/tutor	14 (45.16%)
5.	Writing notes	7 (22.58%)
6.	Practice	9 (29.03%)

According to Table 2, we can understand that 10 (32.26%) students usually watch videos, 4 (12.90%) students prefer to use textbooks, 7 (22.58%) students prefer to see or study with pictures/infographics, 14 (45.16%) students love to listen to their teacher/tutor, and 7 (22.58%) students are preferred to writing notes, 9 (29.03%) students are preferred to practice to study in their daily basis. The data shows that almost half of the students usually study when the teacher/tutor is in the class with them. The reason for this answer is that the students feel more comfortable, easier to memorize, and understand than the other ways to study. Students also tend to write notes from the teacher/tutor's lecture to make it easier to understand, different from other ways/media that do not give them the best environment to study. As stated by Budiharto & Amalia (2019) and Wang (2010), most EFL students, especially Indonesian, primarily depend on regular classroom learning to improve their English language skills. Besides listening to the teacher/tutor's lecture, the students also love to study with videos and pictures because of how easily they memorize the materials because of their attractiveness.

Table 3.3. Students' preference of the social media platform for learning

No.	Preferred Social Media Platform	Total (Percentage)
1.	Instagram	18 (58.1%)
2.	TikTok	24 (77.4%)
3.	Youtube Short	3 (9.7%)
4.	Others	1 (3.2%)

Based on Table 3 above, it can be highlighted that the students prefer to use particular social media as the source of short videos. 18 (58.1%) students use Instagram, 24 (77.4%) students utilize Tiktok, 3 (9.7%) students use to watch YouTube shorts, and 1 (3.2%) student chooses others with no following information for the social media platform they usually use to learn English through short videos. Based on the data, it is clear that almost 80% of the students tend to watch TikTok more to learn the English language through short videos. The students also add that English learning content is commonly found in TikTok and Instagram since these platforms are used by almost every youth (Gen Z). Other students also said that they never found English learning content on YouTube shorts, they just found lots of pranks or 'brain rot' videos. According to those answers, it can be shown that the most exposure to the English language that the students get from social media is TikTok and Instagram, partially on the short video features offered by those platforms.

Table 3.4. The circumstances of using short video as learning media

No.	The Circumstances of Using Short Video	Total (Percentage)
1.	When I want to know how to pronounce a word	21 (67.7%)
2.	When I want to know how to deliver a word or sentence	19 (61.3%)
3.	When I do an assignment/homework	20 (64.5%)
4.	When the teacher asks	7 (22.6%)
5.	Never search for them, but always watch the video that passes through my timeline	7 (22.6%)
6.	Never watch them at all	0 (0%)

Table 4 shows clearly when the students mostly utilize short videos as the media for learning English. 21 (67.7%) of students only do it when they want to know how to pronounce a word, it indicates that pronunciation becomes the biggest motivation to seek short videos; 19 (61.3%) of students only do it when they want to know how to deliver a message, it shows how short videos also become the source of English used in communication; 20 (64.5%) of students only do it when they have assignment/homework, it indicates how helpful short videos are to be their assistant on doing their assignment/homework; 7 (22.6%) of students only do it when the teacher asks and also other 7 (22.6%) of students do not even try to search though they sometimes found a video on their timeline, that implies that external prompts give more

influence compared to personal learning needs, it also shows the passive exposure to English learning content.

After understanding their exposure and their media preference in learning English language especially in short video media context, another perspective that is significant to gain is their interest in learning English through short video itself. This study does not only serve the students' perspective in general but also correlates them with their learning style as one of the ways to verify the learning style theories in the Indonesian EFL environment.

Chart 2. Students' perspective on the effectiveness of short video as learning media

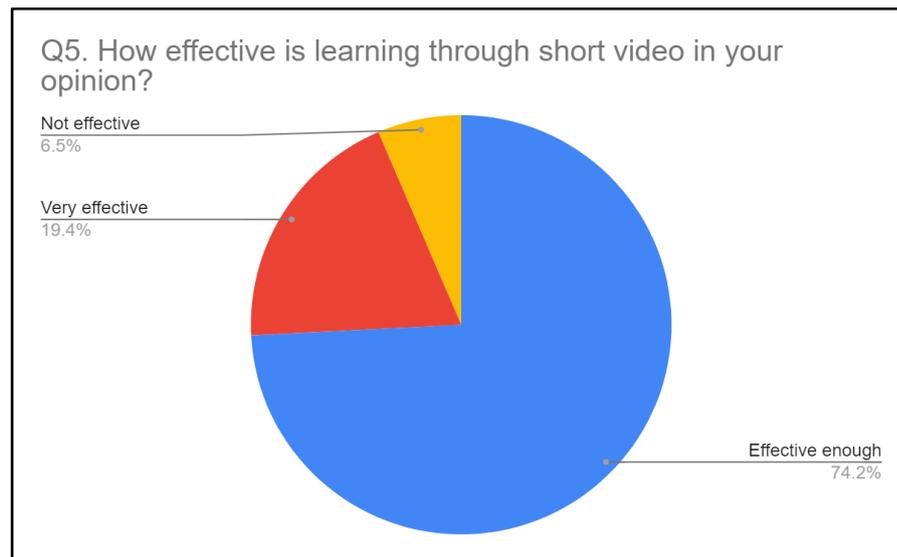


Chart 2 shows the students' perspective on the effectiveness of watching short videos for learning the English language. There are 23 (74.2%) of the students think that short videos are effective enough to be the media in English language acquisition, the reasons vary, some say short videos can enhance their vocabulary and give the learner to practice it on the spot which makes them learn easier, but they think not every short videos gave the same quality; while 6 (19.4%) of the students think that it is very effective for English learning, they mention about how compact the materials are and most of the videos fit to their preferences in learning English thus make short videos very effective in learning English; on the other hand, there are 2 (6.5%) of the students feel that watching short videos is not effective for English language acquisition, the sole reason is that they find it difficult to understand the materials delivered by the content creator. Besides every opinion they share, they also add that the effectiveness depends on the video execution, attractiveness, and how well the content creator delivers the materials.

Table 3.5. Students' Perceived Advantages of using short video as learning media

No.	Students' Perceived Advantages of Short Video in Learning	Total (Percentage)
1.	More interesting and fun	18 (58.1%)
2.	Do not need a lot of time to learn	17 (54.8%)
3.	Examples delivered are easy to understand	21 (67.7%)
4.	May add new vocabulary	13 (41.9%)
5.	Tells something that I do not know	8 (25.8%)
6.	Easy because of the subtitle	9 (29%)

According to table 5, we get an understanding of the advantages the students see when they watch short videos to gain English language skills. This question is essential to gain the perspective of the students for the utilization of this learning medium. The advantage that the students agreed to see the most is how well delivered the examples of the materials are with 21 (67.7%) students on the statement. It indicates how the examples that short videos commonly offer significantly improve the student's interest and motivation to learn English through short videos; 18 (58.1%) of the students agreed that short videos are more interesting and fun, implying that learning English language through short videos giving them more motivation and joy compared to other methods; 17 (54.8%) of the students agreed that they do not need much time to learn, indicating on how quick and easy the students on understanding and grasping the materials delivered; 13 (41.9%) of the students agreed that is possible to gain more vocabulary, describing on how the materials introduce various type of new vocabulary that the students never knew about; 9 (29%) of the students agreed one of the advantages is the subtitle which makes the learning easier, it implies that they feel helped when the content creator is speaking too fast, or when they have too many new words the students' never found before with the subtitle; and 8 (25.8%) of the students agreed on new things they found, indicating on how vast the topic of information in English learning content have that is able to share new stuffs to the students.

Table 3.6. Students' Perceived Challenges on using short video as learning media

No.	Perceived Challenges	Total (Percentage)
1.	Obstruction in internet connection	14 (45.2%)
2.	The speaker talks too fast	14 (45.2%)
3.	Difficult to understand what the speaker delivers	9 (29%)
4.	Lacks of direct interaction with the learner	12 (38.7%)
5.	The video lacks detail because the video is too short	13 (41.9%)
6.	The video does not attractive	5 (16.1%)

According to table 6, we gain information regarding the challenges perceived by the students in using the short video as media for learning English which in turn makes



the students less interested. 14 (45.2%) of the students found it less interesting because of a bad connection or the speaker of the video's talking speed, they see that not every short video found on social media is not on their level so the speaker of the short video speaks too fast for them; 13 (41.9%) of the students found that short videos are lacking in details because of its short-length content, which indicates that the students need much more detail on some material that the short videos do not offer; 12 (38.7%) of the students think that short videos do not interact to the learner directly, which implies that the students still need a direct interaction in learning English; 9 (29%) of the students found difficulties in understanding the materials speaker delivers, this shows how many students who are not fitting to the short videos materials; and 5 (16.1%) of the students think that short videos does not attractive for them, which shows how interactive and attractiveness of any videos is one of the factors that makes short videos more interesting to watch.

After gaining the perspective of the students regarding the utilization of short videos on social media platforms for English language acquisition, the researchers are distributing 3 different short videos from 3 content creators that have more than a thousand followers on their page. The next questions focus on understanding the students' perspective after they watched the videos that have been distributed and the researchers asked the students at least to understand one of the materials from the video to complete the questions.

Table 3.7. Students' grasping ability and average watch time in acquiring English language through short videos

No.	Students' Learning Style	Number of Students that Understand Material through Short Video	Average Number of Times to Watch
1.	Auditory	3 (60%)	2,8 times
2.	Kinesthetic	8 (80%)	2,7 times
3.	Visual	14 (87,5%)	2,75 times

Based on the table above, we can understand auditory students' ability to grasp English material through watching short videos. It shows that there are only 3 (60%) auditory students can understand the material delivered which means there are still 2 (40%) students who are not able to understand the material delivered by the speaker; 8 (80%) kinesthetic students believe they understand the material delivered while only 2 (20%) students still have difficulties in understanding the material delivered by the speaker ; while 14 (87.5%) of the visual students believe they understand the material delivered and only 2 (12.5%) students who think that a short video does not make them understand the English language, proving that short videos most likely can make students understand English language material. While it is common for visual students to learn more easily through short videos because of their audio-visual characteristics,



it is also shown that 80% of kinesthetic students feel the same way as visual and auditory students despite their different learning styles and characteristics which prefer to practice. It shows that short videos also offer ways to provide interactive and engaging teaching for kinesthetic students to enjoy while learning.

According to the table, we know that the average watch time for the auditory students to acquire English material through short videos given is 2,8 times from 5 auditory students in total, the watch time can be broken down to this; 2 (40%) students are able to understand the materials delivered on the first watch; 1 (20%) student can understand the materials by the second watch; and 2 (40%) students can not understand the materials despite watching it for 5 times. For the kinesthetic students, the average watch time is 2,7 times which can be broken down into this; 2 (20%) of the students are having difficulties in understanding the material delivered in short videos, which shows how they need 5 times or more to understand; while 2 (20%) of the students can easily understand the material by watching the short video 3 times; 5 (50%) of the students can also understand the material without difficulties on their second time watching the short video; and only 1 (10%) students who have no difficulties at all to understand the material delivered by the speaker just on the first watch. Lastly, for the visual students, the average watch time is 2,75 times which can be broken down into this; 1 (6.3%) of the students need to watch a short video 5 times to understand the material; 1 (6.3%) of the students is able to understand the material by watching them for the fourth time; 7 (43.8%) of the students can easily understand the material by watching it 3 times; and 7 (43.8%) of the students only need to watch 2 times to understand the material delivered. From the data, we know that 2 (12.6%) students can barely understand the material delivered since they need more than 3 times to watch the short videos. On the other hand, there are 14 (87.6%) students who can easily understand all the materials delivered in the short video.

The reason for the auditory students is primarily because of their lack, one of the students explained that learning English is difficult and another student stated that it is hard to understand the material because of the vocabulary she never found or heard of. Therefore their learning style is not one of the factors that hinders them from learning English through short videos since it is the English language itself which is too difficult for them to learn.

The reason why kinesthetic students easily understand the material delivered in short videos is that they can practice the material along with the speaker, so some of them believe that practicing the material delivery can make them understand more easily. One of the students also mentioned how the material is common so it is not hard to understand the material since she had studied the material before. The students who cannot understand at all or need to watch 5 times, similar to few students, also think that the English language is too hard for them and one of them does not like to study English at all.

The reason the visual students found difficulties in understanding the material is that they just don't understand English in general, which shows how every student who



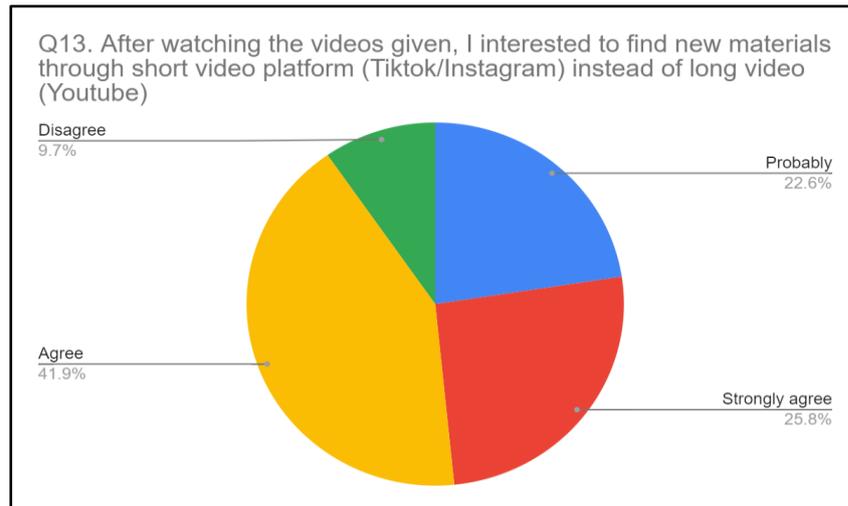
has difficulties shares the same problem in learning English. Every one of them does not understand English or just does not like it. Some of the students who could understand the video stated that one of the videos given was just too dull, which did not hinder their understanding but would not attract them to watch without the teacher's instruction. It implies that even the short videos have the quality in the material delivered, if the video itself does not have any visual attraction to it, the students would not even try to watch it.

Table 3.8. Students' perspective on skills achieved through watching short videos

No.	Skills	Total (Percentage)
1.	Pronunciation	15 (48.4%)
2.	Vocabulary	15 (48.4%)
3.	Grammar	14 (45.2%)
4.	Listening	16 (51.6%)
5.	Speaking	18 (58.1%)
6.	Writing	9 (29%)

In Table 7, we can understand the student's perspective on the English skills they can achieve through watching short videos. There are 15 (48.4%) students who agreed that they can achieve pronunciation skills; 15 (48.4%) students agreed on vocabulary development; 14 (45.2%) students believe that their grammar would improve; 16 (51.6%) students agreed that they can achieve listening skills; 18 (58.1%) students agreed that they will hone their speaking skills; and 9 (29%) students agreed that their writing skills would be improved through watching short videos for English language acquisition. It shows how powerful short videos are based on the students' perspective, almost every English skill has half of the students agreed on. Olivia, et.al (2023) also proved that the participants reported how short video boosted their speaking skills without vocabulary restriction and less grammatical errors. Therefore speaking, pronunciation, grammar, and vocabulary skills can be developed simultaneously through watching short videos as English language acquisition. While listening skills will be honed along. Besides, there are still many students who believe that they can achieve writing skills through watching short videos, the reason for that answer was that they also mentioned how most content creators provided subtitles on their videos which can become their source of writing skill development.

Chart 9. Students' Perspective on their further interest in learning English through short videos



According to chart 9, we understand the students' perspective of interest after watching some short videos for English language acquisition. 3 (9.7%) students disagreed, the reasons are that short videos do not offer more detailed material and one of them does not feel interested in watching videos particularly; 7 (22.6%) students were not sure, the reasons are varied, one student also believe that short videos material would not give as much detail as longer video, another said on how short video mostly just too short to use as media to learn, and some does not often use the short video platform in general; 8 (25.8%) students strongly agreed, the reasons are one of the students find them helpful since it is easy to find, others stated that they do not watch youtube video often and most likely watch Tiktok and Instagram which is easier to find new material without even searching. some stated how compressed the videos are which makes them more interesting compared to longer videos that basically make them bored, and the vocabularies they found are varied and new; and 13 (41.9%) students agreed that they will eventually utilize short videos more than long videos to find new English materials, because they can find new material they do not know about, watching youtube video is just too boring for them, they can utilize social media for a much better purpose, and it can help them working on their assignment.

4. CONCLUSION

The findings show that most students are visual learners, making TikTok a popular platform for improving pronunciation and completing assignments. Nearly all students are interested in learning English through short videos, which they find useful due to relevant examples, despite occasional internet issues. Different learning styles respond well to short videos, with most students grasping the material after just a couple of views. Students reported gains in pronunciation, vocabulary, grammar, listening, and speaking skills, but fewer improved their writing. Although some are unsure about applying what they learn in daily life, most see benefits for classwork, with 67.7% preferring short videos over longer formats for learning English.



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