

TIKTOK AS A TOOL OF AUTONOMOUS LEARNING: INDONESIAN EFL STUDENTS' VOICES

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ABSTRACT

This research aims to know the students' perspective on TikTok as a tool for autonomous learners. The researcher used a qualitative case study approach with five voluntarily participating students of the English department of Institut Agama Islam Darul A'mal Lampung as the participants. An in-depth semi-structured interview was applied as the data collection technique. The theme-based analysis was used in this study. The finding showed that 1) TikTok was good to improve the students speaking ability by providing access to a variety of educational videos, which can teach students different pronunciation and phrases; 2) TikTok motivated students to learn the English language. TikTok has helped students with learning English. It's an entertaining way to practice their pronunciation and listening comprehension skills, so they can get a better understanding of different cultures. It helps them stay motivated to continue learning English; 3) TikTok encourages students to learn grammar by watching video clips of native speakers about grammar topics, such as filling in the blanks and completing sentences, joining a study group, or challenging for feedback from peers. However, the researcher found the negative aspect include being exposed to inappropriate content, and the content on TikTok tends to move along quickly.

Keywords: *Tiktok, Autonomous Learning, EFL Students.*

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INTRODUCTION

In accordance with the Constitution of the Republic of Indonesia, one of the goals of the national education system is to foster independence. Under the MBKM program, which will be implemented in post-secondary institutions in 2020, students will be able to choose from a variety of courses offered by their institution and other universities. (Dang, 2012) categorizes learner autonomy as initiation, monitoring, and evaluation. Recognizing individual learning preferences, defining objectives, developing study programs, and providing learning opportunities are components of the early learning process.

Students' university believes self-directed language learners are more successful (Benson, 2011). According to (Lengkanawati, 2017), good learning outcomes will not occur regardless of the quality of the teacher if students do not actively participate in the teaching and learning process and pursue their education independently outside of the classroom. They are able to apply the skills and knowledge they acquire in class to autonomous learning outside the classroom

because they can carry out autonomous learning outside the classroom more effectively (Agaba et al., 2022). As more and more practitioners annually contribute to research on learner autonomy, the field of autonomy remains under investigation (Benson, 2011). According to (Illés, 2019), autonomous learning should assist language learners in becoming independent and self-assured, but this may be difficult to achieve in practice. According to (Nakata, 2014), encouraging learner autonomy in the EFL environment is hindered by various constraints and limitations, such as fixed curricular goals, large class sizes, a focus on textbooks and exams, and teacher-directed instruction. According to (Nguyen et al., 2020) independent learning allows students to assume greater responsibility for what and how they learn. Such as fixed curriculum objectives, large class sizes, a focus on textbooks and exams, and teacher-directed instruction. According to (Saeheng, 2017) autonomous learning in language education allows students to assume greater responsibility for what and how they learn. Such as fixed curriculum objectives, large class sizes, a focus on textbooks and exams, and teacher-directed instruction. According to (Bouhafa & Hochberg, 2021) autonomous learning in language education allows students to assume greater responsibility for what and how they learn.

The application of technology should be considered in English language teaching to improve the student's motivation and interaction in learning (Licorish et al., 2018) (Santoso & Nurmawati, 2017) (Wang & Lieberoth, 2016) (Zarzycka-Piskorz, 2016). It is a challenge for language teachers to use technology as a tool for general assessment (Godwin-Jones, 2015). Teachers believe that integrating technology will help students in the learning process (Hadijah et al., 2020). one of the technologies used in mobile phones, the students can learn through social media like youtube, Facebook, WhatsApp, and TikTok. TikTok was popular among students, especially in Indonesia, the students access TikTok every day. This research aims to know the students' perspective toward TikTok as a tool for autonomous learners. This research was different from a previous study where this research focus on how the students' EFL perspective by using TikTok as the tool of independent learners than a previous study only focused on how TikTok influence speaking.

LITERATURE REVIEW

The latest statistics show that TikTok has over 800 million active users worldwide, and more than half of them are Millennials. Additionally, Millennials also account for the majority of the platform's most engaged users, proving the platform's popularity among the demographic. TikTok is quite popular in Indonesia, with millions of active users in the country. The platform has become increasingly popular as a place for young users to connect and create entertaining content. Additionally, many businesses and organizations have also started utilizing the platform for promotional activities. TikTok can be an important tool for learning English, as it can offer visuals and sound elements to help with understanding. It can also help provide a more fun and interactive way of learning the language. Additionally, it can be a great resource for connecting with native or expert English speakers who can offer further guidance.

Several previous investigations have examined the learning autonomous of Indonesian EFL students. The findings (Fatmawati & Wirza, 2022) indicate that

they engage in autonomous language learning behavior, but face some challenges in doing so, such as a dilemma in setting goals or priorities for learning, a lack of motivation to engage in this behavior, the need for assistance from others a misunderstanding of the concept of autonomous conduct led to the behavior. The findings indicate that the implementation of independent acts requires the assistance and encouragement of teachers. Due to the minimal data acquired for this study, it may be important to conduct additional research on autonomous behavior.

Another research was conducted by (Agustina, 2017) under the title of EFL teachers' perceptions of learner autonomy and its development in an Indonesian context, Indonesian instructors shared favorable views of learner autonomy and strongly supported psychological components of learner autonomy, according to the findings. These EFL teachers displayed a strong dedication to social aspects of autonomy. In the setting of Indonesia, these junior high school instructors considered social interaction and cooperation as essential for building student autonomy.

In addition, (Sholeh, 2015) conducted research on fostering independent reading class learning. By combining student-centered reading instruction with extended reading instruction, the purpose of this study was to increase students' independence in reading classes. Reading instruction centered on the learner is implemented through group discussions, presentations, and language awareness activities. Changes in student attitudes indicate some success in the implementation of autonomy, as indicated by the findings. Some students, however, placed a greater emphasis on test scores than on language development. Incorporating this strategy,

on the other hand, (Iftanti, 2022) conducted research with the title group discussion based on inter- and intro-culture to promote autonomous learning in bi-culture classes. The purpose of this study is to investigate intercultural and intercultural group discussions that have been shown to promote student learning independence. Through observation, interviews, and questionnaires, qualitative research reveals that the learning problems found in bi-cultural classes, namely learning readiness, learning styles, study habits, and motivation, can be resolved by constructing and implementing inter and intra-cultural group discussions outside of the classroom. These findings contribute to the development of EFL students' learning autonomy, thereby reducing the likelihood that they will encounter learning difficulties in a two-culture classroom.

RESEARCH METHOD

This research was qualitative design, the researcher used an analytical descriptive method to get in-depth data (Sugiyono, 2015). This research was based on phenomenology and analyzed the social phenomenon (Bungin, 2011). There was no numeric data processed; only non-numeric data such as sentences, statements, or documents were used. This research will analyze the phenomenon of TikTok impacting the students' English. To get in-depth data, the researcher used An in-depth semi-structured interview. There were five students from the English department of Institut Agama Islam Darul A'mal Lampung. The ones chosen as the participants in this study were those who were also outspoken which means they could express their minds, ideas, and opinions clearly.

Table 1. Participant of Interview

No	Initial of Participants	Criteria
1	AH	High motivation, active in the class
2	SS	Enthusiastic, active in the class
3	IM	Good motivation, enthusiastic, informative
4	FF	Cooperative and informative
5.	I	Showed high interest

The data collection began with identifying the information required to answer the study questions. During the teaching-learning process, the researcher who was also the substitute teacher identified the students who were actively engaged in the learning process and answered positively to the instructor's inquiries. More than five students satisfied these criteria, but only five were chosen due to the limited number of available participants. The researchers followed five to evaluate the data from the interviews, including collecting data, preparing data, reviewing data, coding data, coding for themes, and coding for descriptions to be used in the report.

FINDING AND DISCUSSION

Finding

The result of this research was a positive impact on the autonomy of learners by using TikTok in improving English language learning. TikTok is a very popular platform with millennials. It's become a great way for them to socialize, share creative content, and connect. TikTok has had a big influence on English language learning, especially among younger users. The platform allows users to share short videos featuring native English speakers, so it can be a great way to get exposure to the language and pick up common phrases and slang. The platform's large user base of native English speakers allows users to learn and pick up popular phrases and slang quickly. This has helped to fuel the use of new words and phrases in everyday conversation. It is estimated that there are over 500 million active users of TikTok, many of whom are using the platform to learn English. In addition, TikTok has been shown to have a positive influence on millennials' motivation to learn English. The platform allows them to connect with other users from all over the world, which can help to foster an interest in the language. Additionally, seeing native speakers using correct pronunciation and slang can help them to stay motivated to improve their language skills. From the result of the interview, there are three themes emerged in this research those are:

1. TikTok was good to improve the students speaking.

TikTok can help the students speak by providing access to a variety of educational videos, which can teach students different pronunciations and phrases. Additionally, the students can follow other users who are also trying to improve their speaking skills and engage in conversations TikTok prepared a variety of educational videos and other users who are trying to improve their speaking skills. Creators of TikTok talk about their daily life by using the English language, featuring videos by native speakers who are invited the students to collaborate

with their videos or the creators who are telling about their studies at Harvard or Cambridge campus by using the English language. From those videos, the students are interested to learn English and practice their speaking by video TikTok.

Students' responses to using TikTok in improving students' speaking. The students have a similar perspective on using TikTok in improving their speaking. AH, one of the EFL students mentioned that;

“My speaking and speaking skills have improved after using the TikTok app. I have learned more pronunciation rules, new words, and phrases, and have become more confident in my speaking abilities”

Meanwhile, another participant, FF stated that;

“TikTok allows me to share short videos that can help them gain confidence and become more comfortable with speaking in front of an audience. Additionally, some influencers post tutorials on how to make effective presentations”

So it can be a great source of inspiration. From those statements, it can be concluded that TikTok can be very beneficial. It can help students become more confident with their communication skills, and they can find tips and tutorials from influencers to learn how to craft an effective presentation. Ultimately, TikTok can be a powerful tool for improving one's public speaking ability.

2. TikTok motivated students to learn the English language

TikTok has helped students with learning English. It's an entertaining way to practice their pronunciation and listening comprehension skills. The students also enjoy seeing videos from people from all over the world so they can get a better understanding of different cultures. TikTok has encouraged students to learn English. They like seeing clips of people speaking different languages and teaching tips to improve my grammar and pronunciation. It's also fun to watch videos from all over the world, so they can get a better understanding of different cultures. It helps them stay motivated to continue learning English. As IM pointed out when the interview session;

“TikTok has helped me to improve my English language skills by allowing me to practice my pronunciation and listening comprehension”.

Also, I added that:

“Many influencers post tutorials that help me learn grammar rules and tips for improving my English. Seeing different languages from around the world also helps me gain a better understanding of the language”

Based on the students' assumption above that the use of TikTok can help motivate students in English language learning. Specifically, engaging them with fun and creative activities can help make the process of learning more enjoyable and help them to stay engaged and motivated while learning.

3. Encourage The Students to Learn Grammar

Students can learn grammar on TikTok by listening to audio and video clips of native speakers about grammar topics, engaging in interactive activities such as filling in the blanks and completing sentences, joining a study group or challenge for feedback from peers, and having fun with creative activities. By using a combination of these activities, students can gain a better understanding of

grammar and become confident in their language skills. Based on the students' assumptions in the interview there are five steps to learning grammar on TikTok those are; 1) Listen to real-world conversations and practice pronunciation; 2) Watch videos of native speakers discussing grammar topics; 3) Take part in interactive activities like filling in the blanks and completing sentences; 4) Join a study group or challenge to get feedback from peers and stay motivated; 5) Have fun and be creative to keep learning interesting. As SS pointed out;

"I think using TikTok to learn grammar could be an interesting way to study. I can find tutorials, helpful visuals, and interactive challenges that help me to learn grammar more effectively".

Meanwhile, FF stated that;

"Learning grammar through TikTok may be an easier and more enjoyable way to learn than other traditional methods. The visuals, challenges, and tutorials make the whole experience more interactive and engaging, which can make it easier to understand and remember the material".

So, it can be concluded that using TikTok to learn grammar can be an effective and enjoyable way to learn grammar. It offers interactive challenges and visuals to help you remember what you've learned, making the learning process more engaging.

4. The negative aspect of TikTok for English language learning

The negative aspect of using TikTok as a tool for learning English include: being exposed to inappropriate content, the potential for distractions from other users, and difficulty in accurately assessing understanding and progress. There can be a few difficulties when using TikTok for learning English. The main difficulty is that the content on TikTok tends to move along quickly, so it can be hard to keep up with the different phrases and words. Additionally, the users of TikTok must prepare a good connection to get good learning.

Discussion

TikTok has had an immense impact on popular culture, allowing users to share their creative content and become internet celebrities. It has allowed people to discover new trends, watch short-form videos, and connect with like-minded individuals worldwide. TikTok is a useful instrument for language learners because it provides a more casual environment in which to interact with native speakers. In addition, numerous users post instructional content to instruct language-specific skills and expressions. This can also be a fun method to learn a language, as it exposes you to a variety of accents and cultures. TikTok is accessible anytime, anywhere, and is simple to use (Novitasari & Addinna, 2022). Raise awareness about issues and topics, and bring greater visibility to underrepresented individuals and communities. TikTok has had a positive impact on students learning independently. It offers videos in English that can be used to learn through listening and pronunciation, as well as writing practice. This is analogous to what several researchers (Br Perangin angin et al., 2021) (Ferstephanie & Pratiwi, 2021) (Rahman, 2021) have stated, namely that TikTok as a medium for English learning can enhance students' English skills. Additionally, it provides automatic translations powered by machine learning and educational content created by experts in the field. All of these features give

students the ability to learn independently, access information quickly, and gain confidence in the language. TikTok can be a great resource for language learning. It has a variety of videos in multiple languages, and being able to watch native speakers using the language to communicate can be very helpful. Additionally, the short videos make it easier to manage, meaning you can more quickly find content that will be relevant to your studies. It is similar to (Woottipong, 2014) who found that Students can improve their English listening abilities by using videos. TikTok can be a great way to engage students in learning English. TikTok can be a great resource for students looking to improve their English listening skills. With a variety of videos that feature both native and non-native English speakers, students can watch and observe how English is spoken and learn from examples. Additionally, many videos have closed captions or even transcriptions in English, making it easier to follow along. Finally, the interactive nature of the platform allows users to engage in conversations with others and thus practice their listening skills in a setting that is enjoyable and engaging. The students can create short, engaging educational videos that showcase English grammar, pronunciation, and vocabulary, as well as fun quizzes or other activities to test and review what the students have learned. Additionally, TikTok can be used for creative expression and encourage students to practice speaking and writing in English. Teachers could create TikTok that focuses on English language learning and encourage students to watch them. Additionally, teachers can use the platform to engage with other users and answer their questions or provide resources to help with their learning, these findings are supported by (Herlisya & Wiratno, 2022) assertion that using TikTok as a learning tool can enhance speaking abilities and make it simpler for students to absorb English vocabulary. Teachers may even consider creating TikTok Challenges that ask students to post their English language learning progress or content related to the language. This is in line with what has been found by (Ferstephanie & Pratiwi, 2021) that this application is useful and advantageous because it makes learning easy and enjoyable, students can view interesting videos, conduct business, and discover what is happening in the world. Have shown that learners exposed to a variety of TikTok activities and content related to English language education had higher levels of engagement and enthusiasm for learning than those who were not exposed to such activities. Additionally, these learners demonstrated an increased knowledge of English grammar, vocabulary, and pronunciation. Furthermore, teachers have found advantages when incorporating TikTok into their lesson plans, as it encourages creativity and collaboration among their students. According to (Herlisya & Wiratno, 2022), the application TikTok is used not only to improve students' speaking abilities but also to inspire them to become more confident. Many people have found TikTok to be a great resource for learning English. It is easy to use, fun and interactive and offers a variety of examples of native and non-native English speakers. The videos are also often captioned or transcribed, making it easier to follow along and understand what is being said. Additionally, the interactive conversations that can be had on the platform allow users to practice their listening skills and gain more confidence in their English language ability. Additionally, the users of TikTok have to prepare a good connection to get good learning. The challenges faced by students in using social media to learn English are internet connection problems and inappropriate content. Based (Hadijah,

2020) found that using technology in teaching and learning can help students to improve their skills in speaking. Technology can help students hone their speaking skills in many ways. One example is by using tools like TikTok to practice speaking correct English. Additionally, students can use video conferencing and other virtual connections to practice their speaking with native English speakers. Applications like pronunciation apps and voice recognition tools can also help students get a better sense of how their English sounds. Finally, there are also various programs and software available to help students practice their accents and pronunciation. Teachers can organize TikTok as a media for teaching by utilizing the platform's features to their advantage. They can utilize the video and closed caption/transcription features to provide students with engaging and informative content. Additionally, they can create assignments and tasks that require students to interact with each other on the platform, allowing them to practice their listening and speaking skills in an enjoyable setting. Furthermore, teachers can also use the platform to provide feedback on students' progress and help guide them in the right direction. TikTok provides an engaging and interactive environment that encourages creativity and encourages students to be innovative in their learning approach. Creative assignments can include tasks such as creating short videos where students showcase their knowledge or practice their English speaking, or engaging in conversations with other English speakers on the platform. Ultimately, by using the features of the platform innovatively, teachers can help students develop their creative thinking skills while also honing their English language abilities.

CONCLUSION AND SUGGESTION

The objective of this research was to describe the student's perspective toward TikTok as a tool for autonomous learners. The results of this research were the positive impact on autonomous learners by using TikTok in improving English language learning. TikTok has been shown to have a positive influence on millennials' motivation to learn English. The platform allows them to connect with other users from all over the world, which can help to foster an interest in the language. Additionally, seeing native speakers using correct pronunciation and slang can help them to stay motivated to improve their language skills. Three themes emerged during the research those were; 1) TikTok was good to improve the students speaking by providing access to a variety of educational videos, which can teach students different pronunciations and phrases; 2) TikTok motivated students to learn the English language. TikTok has helped students with learning English. It's an entertaining way to practice their pronunciation and listening comprehension skills, so they can get a better understanding of different cultures. It helps them stay motivated to continue learning English; 3) TikTok encourages students to learn grammar by watching video clips of native speakers about grammar topics, such as filling in the blanks and completing sentences, joining a study group, or challenging for feedback from peers. However, the researcher found the negative aspect include: being exposed to inappropriate content, and the content on TikTok tends to move along quickly. The researcher suggests that future studies examine the function of the TikTok app for students' confidence when speaking English.

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