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Teachers' perspectives on the use of microlearning *TikTok* in assessing students' speaking skill within *Merdeka* curriculum: An exploratory study

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Abstract

Merdeka Curriculum frees teachers and students to use any learning media in the teaching and learning process. In this study, the researchers focus on how the microlearning *TikTok* platform is used to assess speaking skills. This study aims to discover the challenges faced by English teachers, the solutions to overcome them, and the benefits of using Microlearning on the *TikTok* platform to assess students' speaking skills. This study is under a qualitative exploratory study with descriptive qualitative analysis. The data was obtained through participants who were recruited using purposive sampling. Three English teachers from one high school in Denpasar participated in this study. Data were collected through observation, a questionnaire, and in-depth interviews. The findings show the challenges overcome by English teachers in assessing students' speaking skills using microlearning *TikTok* derive from the external factors like students, curriculum, and time. However, the teachers give alternative solutions for the teachers who face the same challenges, such as assessing students directly (face to face) in the class, preparing, and adapting to the spread of technology and curriculum. In addition, the benefits of *TikTok* based on teachers' perspectives could increase students' speaking skills, such as grammar, vocabulary, pronunciation, fluency, and comprehension. Its implications allow future studies for researchers who are interested in Microlearning *TikTok*, especially for using it as an assessment media. This study can be a reflection of the English teachers in the implementation of the *Merdeka* curriculum.

Keywords: *Exploratory; Merdeka curriculum; microlearning; assessment; TikTok*

INTRODUCTION

Merdeka curriculum is the newest curriculum implemented in Indonesia. According to Rahayu et al. (2022), this curriculum is a government program that frees teachers and students to use any kind of learning media. Kamila & Agus RM (2023) stated that the success of implementing the *Merdeka*

curriculum is based on preparation, including the need to obtain information about the *Merdeka* curriculum by preparing teachers how to understand what *Merdeka* or independence means and curriculum facilities. Teachers participate in online and offline workshops held by the government and the education department. Therefore, it becomes an excellent contribution to sustainability and quality improvement of education and achieving educational goals that require students to enrich their literacy to move towards the future era of globalization, which frees teachers and students to use any learning media. However, Ramdhani & Muhammadiyah (2015) affirmed that learning media plays a crucial part in the educational process. It can act as a bridge between the student and the teacher when it comes to unclearly conveyed material. The media can assist in simplifying the complexity of instructional materials. The use of learning media can help teachers deliver their material more attractively. However, the teachers may agree with the students on the appropriate media for conducting the learning process. It should be adjusted based on the teachers' ability to access technology and students' condition, which enables an effective and efficient learning process. Alella (2021) asserts that microlearning is learning through condensed learning exercises and carefully planned modules. It means by compressing material into smaller sections with detailed and focused learning objectives, microlearning becomes a technique for delivering knowledge to those who are not experts. Through increased user satisfaction, cost savings, flexibility, and gamification, microlearning offers a fantastic chance to revolutionize online training. Corbeil et al. (2021) argued that microlearning should comprise the era. Perry (2017) believes that microlearning encourages longer memory skills because it lessens the cognitive load. However, when it comes to delivering English language teaching (ELT) digitally or non-digitally, microlearning can be thought of as a single objective-focused, outcome-based, meaningful, and engaging unit. Speaking is one of the four abilities that make up English, and teaching it is not simple. Speaking English is the most crucial skill in the English language (Ardiyansah, 2019, Widiyati & Pangesti, 2022).

Zrekat & Al-Sohbani (2022) defined speaking as creating and conveying meaning in various circumstances using spoken and unspoken symbols. However, speaking English is not easy because students must learn the language's grammar, vocabulary, pronunciation, intonation, body language, and gestures. On the other hand, speaking occurs later in the language acquisition process; in this phase, students improve their language production abilities to become more communicative (Nangimah, 2022). Furthermore, teachers find it difficult to assess their students' speaking abilities because they incorporate a number of variables that may or may not be related to one another. Therefore, it could be necessary to examine each variable separately to prevent or at least decrease subjectivity in the assessment. Additionally, students have little time and opportunity to practice their skills in class. One of the alternative media that can be used is *TikTok*, which is currently quite popular among young people. *TikTok* is an application network on a video platform that is a part of microlearning. It has a lot of music elements that let users perform their shows or videos with dance, freestyle, and many other things that can inspire users' creativity (Yang, 2020). *TikTok* is a very popular

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app among kids, teens, adults, and even senior citizens these days. Additionally, the advantages of the TikTok platform impact kids' speaking abilities.

A significant amount of research has been conducted related to the use of *TikTok* for English learning since its release in 2016 (Gao & Zhang, 2020). The scope of research ranges from using *TikTok* to improving listening and speaking skills in Malaysia (Chuah & Ch'ng, 2023) and Colombia (Pozzo et al., 2024). These studies look into speaking and communication skills by integrating with *TikTok* to garner learner's interest and motivation (Hongsa et al., 2023). These studies indicate the emerging interest in using short-video platforms to engage learners and to provide opportunities for them to practice independently without having an audience that sometimes makes learners feel anxious (Albogami & Algethami, 2022); (Chandel, 2020); (Shinde et al., 2020). By combining *TikTok*'s engaging application with assessment criteria that align with the *Merdeka* Curriculum's which is implementing nowadays and focus on student-centered, creative learning, it can clearly demonstrate how Microlearning through *TikTok* is an effective way in assessing students' speaking skills in this digital era. Despite the many benefits of TikTok, it should consider the challenges that can occur during its implementation. In addition, based on the explanation before, very little study has been conducted about teachers' or students' perspectives on assessing students' speaking skills using the TikTok platform.

Under the *Merdeka* Curriculum, education practices are more flexible and allow teachers and learners to choose appropriate learning tools and teaching strategies. Among the diversity of learning tools, TikTok has risen in popularity since its release in 2016 (Sartika, 2023; Zaitun, Hadi, & Indriani, 2021). The platform shows short videos on various topics, and due to its compact, interesting, and engaging videos, it transforms into one of the tools to support microlearning (Alella, 2021). Under this curriculum, teachers are encouraged to adapt to digital platforms, using them to foster deeper student engagement in a flexible and innovative way, especially for assessment, specifically speaking skills. Therefore, it is important to explore the potential use of *TikTok* in speaking assessment to see how far the app can improve the effectiveness of assessment in the context of language education.

This research aims to explore how *TikTok* can be used to assess students' speaking skills and identify the advantages and challenges that arise in its implementation. Thus, the results of this study are expected to provide new insights for educators in choosing assessment methods that are more innovative and relevant to existing technological developments. From the introduction, the importance and the novelty of this topic as mentioned above, the researcher conducted this research to answer the question of what challenges are faced by English teachers in assessing students' speaking skills using Microlearning within the *Merdeka* Curriculum. Secondly, this research also aims to answer how the English teachers overcome the challenges in assessing students' speaking skills using Microlearning within the *Merdeka* Curriculum? Lastly, this study aims to find the benefits of using Microlearning for English teachers in assessing students' speaking skills within the *Merdeka* Curriculum. By finding the answers to these three queries, it is expected that this study could

shed some light regarding the matters by using the framework, methods, and data analysis steps explained in the next parts of this article.

METHODS

Research design

To investigate the perspective of the English teachers using microlearning *TikTok* within the Merdeka curriculum in assessing students' speaking skills, the researchers employed a descriptive qualitative analysis with an exploratory study. However, Du & Le Quyen (2023) stated that qualitative research is the review aimed at comprehending the uniqueness of what the subject of the examination is capable. Miles & Huberman (2003) added qualitative analysis includes behaviors, insight, inspiration, activity, and so forth in a thorough manner, describing it with words rather than numbers and employing standard techniques. Furthermore, Acevedo et al. (2023) contend that descriptive investigations were designed to determine the current state of peculiarities and were quick to determine the concept of the situation as it stands at the time of review. It suggests a well-defined strategy for handling words rather than numbers. On the other hand, exploratory research aids in our investigation of a topic that is unclear, unique, or unexplored. It offers insights that assist techniques that serve as the basis for future study.

Respondents

This study was conducted in one of the senior high schools in Denpasar, Bali. Purposive sampling was used to choose the subjects, and the researchers defined several criteria, such as teachers' use of *TikTok* for teaching English and familiarity with its features and functions. The researcher used purposive sampling to avoid the redundancy of data so that the information gathered would be rich and sufficient to respond to the research questions. Furthermore, this qualitative study focused on the quality of data instead of the quantity; even a small number of participants was considered enough. The school has six English teachers, but only three English teachers met the researchers' criteria. Data collection was conducted from June and July 2024. The validity of these three instruments was ensured using triangulation data. This study used observation, a questionnaire, and in-depth interviews with the informants.

Procedures

To obtain information and proof of teachers' challenges in assessing speaking skills, an observation sheet was employed. The researcher used an observation sheet and observed the informant during the learning process to gather the information by using *TikTok* as a teaching and learning media. This approach made it possible to gather data in an organized and methodical manner, concentrating on important elements, including the platform's efficacy, teachers' flexibility in utilizing it for assessment, and any pedagogical or technological challenges they may encounter. In order to better understand how *TikTok* can be used in an educational setting for speech assessments, as well as any potential practical challenges during its implementation, researchers meticulously documented these observations. The Google Forms survey was distributed to learn more about the challenges experienced by English teachers,

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the elements that go into evaluating students' speaking abilities, and the advantages of using Microlearning *TikTok* to assess students' speaking abilities. Direct interviews with English teachers were conducted to measure their challenges, how they overcame their challenges with their own solutions, and the advantages of using Microlearning on the *TikTok* platform to assess students' speaking skills.

Data Analysis

For the data analysis, this study uses the analysis data from Miles et al. (2020), namely; after data collection, data condensation, data display and conclusion drawing or verification as mentioned and explained below.

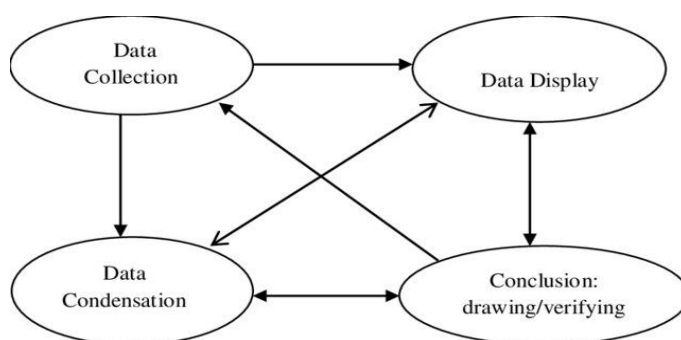


Figure 1. Miles et al. (2020) *Qualitative data analysis*

Data Condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, or transforming the data that appear in the full part (body) of written field notes, interview transcripts, documents, and other empirical materials (Miles et al., 2020; Miles & Huberman, 2003). Refined information was obtained directly from the informant by the researcher, making it simple, focused, and simple to comprehend and assess.

Data Display

Data display is a step of information collection that is structured and clear, allowing the researcher to make inferences and take further action. A variety of matrices, graphs, tables, and networks are used in visualization. In this stage, the data was categorized and presented by the researcher according to the primary issue to facilitate the observation of relationships and the making of conclusions and observe the relationship between the data the researcher's got.

Conclusion Drawing or Verification

The conclusions were examined during the analysis. In this stage, the researcher deciphered the significance of the gathered data and identified commonalities and discrepancies. This stage increased the objectivity and precision of evaluating the data's applicability.

RESULTS AND DISCUSSION

Results

The findings indicate the English teachers faced several challenges in using microlearning on the *TikTok* platform within the *Merdeka* curriculum when assessing their students' speaking skills. However, based on the researcher's observations, questionnaires, and in-depth interviews with the English teachers, the challenges encountered by the teachers come from external factors, such as students, time, curriculum, and facilities. In addition, the teachers also provide some solutions for others or prospective teachers who have applied the Microlearning *TikTok* application as a medium for assessment. Meanwhile, the teachers also felt the benefits from the *TikTok* application can increase students' assessment and help the students in the aspect of speaking. This finding can relate to the research objectives of finding out the challenges English teachers face in assessing students' speaking skills, finding out alternative solutions, and finding out the benefits of *TikTok* as a learning and assessment media. The results from observation, questionnaire, and interview are described below.

The challenges English teachers have when implementing microlearning on the *TikTok* platform as part of the *Merdeka* curriculum have been the main focus of the observation. Every student has unique abilities, skills, and comprehension; hence, it was discovered from the observation that teachers experienced challenges while evaluating their students on the *TikTok* platform. The parameter to measure the success of teachers in facing the challenges of using Microlearning on the *TikTok* platform could not be measured fully in this study, because the teachers only answered the second research question about the alternative solution they could provide. They offered some alternative solutions based on their perspective and experiences, yet they did not elaborate on how they defined their success it.

From a different point of view, the way some students used recording, and captured the video more than once or twice puzzled the teachers. Although they could assign and collect a decent task, teachers typically find that their students were not performing well in class. Another bright student in the class, however, was not giving the submitted video their best effort. The other challenges also stem from time. To assist their students' practice outside of class, teachers set projects or assignments that include videos or other resources. Although the teachers also assess their students in-class to ensure that speaking is a part of their capabilities, the limited time to assess all of the students' speaking abilities forced them to set an assignment. The proliferation of technology in the classroom requires the teachers to adjust. Additionally, they must spend money on laptops, tablets, smartphones, and other media that will help them learn and be assessed.

The English teachers were given the questionnaire's form, and they talked about their opinions on using *TikTok*'s microlearning platform to assess students' speaking abilities as part of the *Merdeka* curriculum. A Google form was used to distribute the questionnaire, which had thirty questions with five possible answers: strongly disagree, agree, disagree, neutral, and highly agree. The questionnaire asks in-depth questions to gain insight into the challenges faced by teachers. This is an explanation of the questionnaire's results.

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Table 1. The result of the questionnaire on the English teachers challenges in assessing students' speaking skills using microlearning *TikTok* within the *Merdeka* curriculum.

Number on questionnaire	Aspect of Speaking	Factors	Results
2,8, 13, 16, 18, 25	Grammar	I and E factors	T1, T2, and T3 agreed on the question of assessing grammar based on external factors.
1, 7, 12, 15, 26, 30	Vocabulary	I and E factors	Teachers 1,2 and 3 agreed on the question about the challenges and factors that come when assessing vocabulary as an external factor.
3, 9, 14, 17, 24, 27	Pronunciation	I and E factors	Teachers 1, 2, and 3 agreed on the question about the challenging factors that come into play when assessing students' pronunciation as an external factor.
4, 10, 11, 21, 23, 28	Fluency	I and E factors	Teachers 1,2 and 3 agreed on the question about the challenges and factors that come when assessing students' fluency as an external factor.
5, 6, 19, 20, 22, 29	Comprehension	I and E factors	Teachers 1, 2, and 3 agreed that the challenges of assessing students' comprehension in speaking are external factors.

Additional information;

I : Internal factor
 E : External Factor
 T1 : Teacher 1
 T2 : Teacher 2
 T3 : Teacher 3

From the table above, it showed that the teachers agreed the challenges they faced come from external factors. However, when they assess their students' speaking skills (an aspect of speaking), external factors, such as student factors, time factors, and curriculum factors, become the challenges. The questions also include internal factors, such as low motivation, low interest, and anxiety. However, no teachers responded that English teachers have any challenges from all of these kinds of internal factors when they assess their students' speaking skills using the microlearning *TikTok* platform. The questions are related and collaboration between 5 aspects of speaking and two challenges factors involved. The questions were put randomly through the questionnaire on Google Forms. Therefore, this study aimed to measure the validity of the data answered by the English teachers as the informants. The results of the in-depth interview that were used to answer the first question in the research question can be described below.

Challenges and obstacles

Teachers stated they have challenges in the external factor of challenges with students, time, devices or accommodations and also curriculums factors in assessing students' speaking skills using microlearning on the TikTok platform within *Merdeka* curriculum. Teacher 1 expresses their concern as follows:

The first challenge I usually face in students is the different abilities they have and too much editing they do. Furthermore, the other challenge is in the time because the time given is not optimal during the class, but TikTok makes it efficient. The last challenge is the curriculum because we have to follow the regulations from the government regarding the curriculum that is set up nowadays. - I.G.A. Saputra.

From the statement above, the teacher expresses their concern about a wide range of students' abilities. Some students indicate that they are more adept than others, and this discrepancy causes challenges when teaching them, as not all students have equal skills. Furthermore, students tend to get distracted by the apps when they spend much time editing their videos. It hinders them from actually performing their speaking skills and makes it harder for the teachers to assess their authentic communication skills. Another challenge is the curriculum, because it means that the teachers are limited by regulations, especially regarding the integration of *TikTok* into their teaching activities.

A different teacher elaborates on their perception of the challenges related to the use of *TikTok* in their classroom as follows:

The challenges in assessing are common in Indonesia such as; internet connections, quotas, accommodation and there was an editing process. The other challenge is limited of time in the class, it was so hard to assess speaking only during the class. Therefore, TikTok very helpful for assessment problems because teachers can give assessments outside of learning hours because in class the time is more limited - Ni Putu Yunita Ardhiyanti, S.Pd.

The statement above implies that internet remains the biggest challenge in Indonesian contexts. Students do not have equal access to digital platforms, and the disparity creates an uneven learning environment because they might have connection problems, which can cause the students with this kind of challenge to fall behind. *TikTok* allows self-paced learning, where shy students can perform online and do not have to practice with their friends. This results in more effective learning as they have ample time to practice, re-record, and refine their speaking skills, which can boost their confidence and speaking abilities.

Overcoming challenges

This study's findings reveal the strategies teachers employ to overcome the challenges associated with using *TikTok* as a platform for assessing students' speaking skills. Despite initial hurdles such as unfamiliarity with the platform, technical issues, and the need to adapt traditional assessment methods, teachers demonstrated resilience and creativity in navigating these obstacles. Through a combination of professional development, peer collaboration, and a flexible approach to digital tools, they managed to integrate *TikTok* into their assessment practices. This section explores the specific methods and

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adjustments that enabled teachers to effectively assess speaking skills, highlighting both the challenges faced and the innovative solutions developed to address them.

To overcome challenges from students, the alternative solution is by giving them assessment face to face, not always immediately by using the TikTok application, for sometimes it was so good. The students must follow the norms that must not go out also follow the independent curriculum which is liberating teachers and students using the any kinds or learning application. - NPK Dewi.

Despite the advancement of technology, teachers discovered that direct assessment remained the best method for assessing their students' speaking skills. Relying too much on technology was proven to be ineffective for learners' assessment, and teachers were encouraged to supervise students directly. Another teacher expressed that teachers need to invest in technological tools to support them in their teaching. Nowadays, it was becoming inevitable when the school policy demands technology for teaching activities.

Considering that teaching speaking might be one of the most challenging tasks to accomplish due to lack of vocabulary, grammar knowledge, and confidence in their students, teachers employed flexible approach to assess the students. One of the ways for this challenge was by allowing students to conduct the assessment in the absence of teachers and classmates. This manner was proven to be effective because students did not have to be cautious about being laughed at by their classmates.

The benefit of using TikTok

The use of TikTok as a platform for assessing students' speaking skills offers several significant benefits that enhance both teaching and learning experiences. Below is the table of the benefits of using the TikTok application.

Table 2. The benefits of Using Microlearning *TikTok* in Assessing students' Speaking Assessment based on Teachers' Perspective.

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

*Note: SA: Speaking Assessment

Based on the table, one of the key advantages is its ability to engage students in a familiar and dynamic digital environment, encouraging them to express themselves more confidently and creatively. TikTok's short video format also allows for focused, concise speech practice, making it an efficient tool for assessing specific language aspects such as; grammar, pronunciation, vocabulary, fluency, and comprehension. In addition, based on the results of the questionnaires showed that the English teachers agreed that the TikTok application can improve and help students to have good aspects of speaking. Below is the result of the questionnaire on the benefits of the *TikTok* application.

Table 3. The result of the e-questionnaire on the benefits of microlearning *TikTok* in assessing students speaking skills

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

*Note:

- SA : Strongly Agree
- A : Agree
- N : Neutral
- D : Disagree
- SD : Strongly Disagree

As indicated in Table 3, the English teachers were given the E-questionnaire items in order to confirm their opinions about using *TikTok* microlearning to evaluate students' speaking skills when implementing the Merdeka curriculum. Five answers were available for the e-questionnaire items in the Google form: strongly disagree, agree, disagree, neutral, and highly agree. The comprehensive questionnaire is designed to help English teachers understand the positive effects of using *TikTok* as a speaking assessment tool. Based on the e-questionnaire results, all participants agreed that *TikTok* has no positive effect on students' speaking abilities. All of the teachers agreed that *TikTok* also gave many benefits to students. Furthermore, according to two participants, *TikTok* helps students improve their speaking, such as fluency and accuracy. However, none of the participants strongly believe that *TikTok* can help students get better at grammar. Only one of them remains impartial, while the others affirm their agreement. It indicates that students can use *TikTok* to improve their grammatical knowledge. It has been confirmed that other factors, including idea sharing, vocabulary mastery, and pronunciation, receive two "agree" responses and one "strongly agree" response.

Furthermore, the platform's interactive features, such as video editing and filters, allow students to enhance their presentations innovatively, fostering both language proficiency and digital literacy. This section delves into how these unique features contribute to an enriched assessment process for speaking skills. Teacher 1 stated that:

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The TikTok application can search or find any content related to improving students' speaking skills. Well, there are interesting videos there that can increase students' enthusiasm in learning. So, all of these aspects can help them improve their speaking skills and of course improve their speaking assessment. – IGA Saputra.

From the teacher's statement, it can be inferred that TikTok is a valuable resource for assessing speaking skills and enhancing students' learning experiences. The teacher also highlights the indirect benefit of this exposure, improved performance in speaking assessments, as students are likely to be more confident and prepared when engaging with content that captivates them.

Based all of the results on the findings above, whether it was the result of the observation, questionnaires, or in-depth interview. It was shown that English teachers who teach in Senior High Schools have challenges with external factors. The external factors included, such as students' factor, time factor, facilities factor, and curriculum factor. In the other hand, the teachers give some alternative solutions to face the teachers' challenges, such as; ensuring students' speaking skills directly (face to face), teachers have to invest on the gadget to make the learning process perfect, teachers have to improve themselves to adjust to the development of era or curriculum. For the benefits, TikTok gives many kinds of benefits to teachers, such as assessing their students' speaking outside of learning class. TikTok also has a good impact on students that by making videos through TikTok, students become more confident. Furthermore, the teachers agreed that TikTok can increase aspects of speaking, such as the expansion of vocabulary, pronunciation, grammar, fluency, and comprehension. Therefore, TikTok, as a social media platform, provides new opportunities for developing and assessing students' speaking skills. The use of this media can reduce barriers to speaking, increase confidence, and provide space to be creative and practice more flexibly. However, it is also necessary to pay attention to the challenges that may arise, such as the external factors mentioned, the influence of non-educational content, or the lack of constructive feedback in the development of speaking skills.

Discussion

The study is about the perspective of English teachers in assessing students' speaking skill through the use of the microlearning TikTok application as part of the Merdeka curriculum. The Merdeka curriculum gives teachers and students the freedom to use any type of learning resource, including internet resources, that can help students reach their learning objectives and enjoy the process of learning. Teenagers, especially senior high school students, are typically able to indicate whether or not they have understood the lesson. The results of this study have illustrated the challenges, potential solutions, and advantages of using TikTok as a microlearning platform to assess students' speaking abilities as part of the Merdeka curriculum. The study aligned with a study by Agting et al. (2022), which found that TikTok was an effective teaching tool that catered to students' interests and requirements. The goal is to develop a TikTok application as a teaching tool for the speaking process in senior high school. This study suggests that TikTok should be used as a teaching and

learning tool since it caters to students' interests and needs. Furthermore, Wardhono & Spanos (2018) revealed using Telegram in addition to education has a much greater impact on students' overall performance in terms of growing their ability to interact globally.

For the benefits provided by microlearning TikTok also emphasized by Hadi & Indriani (2021) that using TikTok as a speaking media could help students to get more comfortable speaking in English and give them new opportunities to express and share their ideas, thoughts, and feelings for free via the TikTok application. In addition, the information in the TikTok application can facilitate teachers and students to gain knowledge. This implies that students can enhance their speaking skills by using short English videos on TikTok as a teaching tool that will help them in their assessment. Thus, the study's findings indicated TikTok can facilitate the learning process for teachers and students. The students enjoyed and comprehended the content delivered through the TikTok application is the most significant finding of this study. A study conducted by Mathew & Alidmat (2013) indicated that using *TikTok* provides learners with the chance to enhance their knowledge by viewing recorded content, such as English learning videos. Also, it is possible by the wide range of English learning channels available on *TikTok* to easily find English learning contents through hashtags like “#englishlearning”, “#englishlearningtips”, and “#englishspeakingpractice”. The contents on this platform vary from storytelling to brief lectures, covering various aspects of the English language, including grammar, vocabulary, and pronunciation. Correspondingly, Dewanti et al. (2023) found the efficiency, adaptability and ease of microlearning growing popularity in the educational field. Mohammed et al. (2018) added that using microlearning *TikTok* as a learning medium can not only improve the effectiveness and efficiency of the English learning process but also make the knowledge stay memorable for the learners. In a different study, Salleh et al. (2022) found that *TikTok* could boost the student's interest in the learning process. The use of interactive learning media to evaluate students' speaking performance is supported by Audina & Santosa (2022) who emphasized that teachers could use some interactive media, such as Zoom, Google Meet, Google Classroom, WhatsApp, and YouTube to evaluate the students' speaking skills. Digital platforms, in addition, made it simpler to evaluate students' speaking performance and was really helpful.

Ferstephanie & Lady (2022) found that students' pronunciation can be enhanced and the TikTok application can be utilized to teach English pronunciation. Therefore, this study has provided additional information about how TikTok might enhance students' pronunciation and has been authorized as a tool for teaching English, particularly about pronunciation. However, this finding also mentioned that TikTok as a medium for learning gives students opportunities to expand their mastery of speaking skills and influence their assessments. This becomes one of the reasons for conducting the research that will be conducted.

This result is also in line with a study by Utami et al. (2022) that found that teachers of English had trouble evaluating students' speaking abilities using online learning resources. The study found that teachers struggled with intensive and responsive speaking abilities. Both internal and external

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influences played a role. To help the aspiring teachers overcome the challenges faced by educators, the teachers also provided some alternate options. Teachers' motivation and understanding of internal elements, as well as students' and time's understanding of external ones, are the challenges.

Additionally, Aryana & Apsari (2018) identified two internal and external elements that contribute to the challenges. The teacher's own self is the source of internal forces. Anxiety, low confidence, lack of interest, and low motivation are examples of internal variables. Students, curriculum, time, location, and facilities are examples of external influences. According to this study, external variables are the cause of the challenges English teachers encounter when evaluating their students' speaking abilities using TikTok as part of the Merdeka curriculum. These influential factors were also found in this study, which indicates that regardless of the location, social environment, and regulation, learners experience similar issues where they do not feel too confident in speaking when they do not have enough capital to do.

Based on the previous study and the result of this study. Therefore, there were five aspects of speaking, namely; vocabulary, pronunciation, grammar, fluency, and comprehension. The five aspects of speaking were very important in assessing speaking skills. However, to achieve better speaking skills, the learning process should include these elements, so that learners could develop themselves accordingly. Further investigation on the findings indicates the presence of two challenges, namely, internal factors and external factors. The challenges English teachers face in this study come from external factors, such as students, time constraints, school facilities, and curriculum. Teachers need to deliver the lessons with packed contents in a limited time, making the teaching activities fast-paced and sometimes giving little opportunities for the teachers to stop and reflect on their teaching. Oftentimes, these time constraints make the students feel overwhelmed and burned out (An et al., 2021).

Overall, it was found the results of this study confirmed that teachers have their own challenges in using the TikTok application to assess students' speaking skills, but they also agreed on some benefits provided by the TikTok application, especially for increasing students' aspects of speaking based on the English teachers' perspective. It implies that this study corroborates the fact that *TikTok* is an effective tool if both teachers and students use it correctly and wisely for speaking assessment.

Implication of the Study

Microlearning TikTok is an online media that is usually used for the entertainment of many people, whether they are kids, teenagers, adults, old, or anyone. However, the use of the TikTok application usually becomes problematic because some people use it to have fun and spend their time only scrolling the TikTok application. Therefore, this study used a medium for assessing speaking skills, especially by uploading students' assignments (videos) to TikTok's platform. This study gained the data from Senior High School as a teenager who certainly has this application. As a result, the teachers still have challenges in using TikTok as a medium for assessing speaking skills, but the teachers also provided some alternative solutions to

overcome their challenges. However, this application provided many benefits from teachers' perspective.

CONCLUSIONS

This study investigates how teachers assess their students' speaking abilities. teachers' viewpoints on evaluating students' speaking abilities through the Merdeka curriculum's microlearning on the TikTok platform. The results of this research describe and could serve as guidelines for aspiring educators. First, outside variables like students, the curriculum, time, and facilities are the source of teachers' challenges. Therefore, to face all of these challenges, the teachers give some alternative solutions, such as making sure the students go directly through face-to-face in class. For the curriculum, the students have to adapt to the change and new curriculum. For the facilities, the teachers have to prepare and adapt to the spread of the technology. In addition, some benefits are provided by microlearning TikTok, whether in the learning process or assessing students' speaking skills within the Merdeka curriculum, such as the TikTok platform, which could improve speaking among students. Therefore, it also improves and increases their assessment automatically.

The study makes a number of contributions. It offers useful information on how teachers assess students' speaking abilities using TikTok microlearning as part of the Merdeka curriculum, which might serve as a standard for further study. Because the study's findings indicate that some of the challenges faced by English teachers are caused by outside causes, they can also be taken into account when evaluating students' speaking abilities on the TikTok platform. For the future teacher, the findings of this study need teachers to consider using TikTok to assess their students' speaking skills, whether it be in terms of comprehension, time, curriculum, or facilities, based on the challenges and benefits of TikTok. Future studies should concentrate more on evaluating students' listening comprehension skills by using the material from TikTok platform and conduct the study from students' perspective as well.

AUTHORS' STATEMENTS

Author 1 (Ni Luh Kadek Mega Utami): Conceptualized the study, designed the methodology, wrote the manuscript, conducted data collection and analysis, and contributed to the writing and editing of the manuscript; **Author 2 (Siti Nur'Aini):** Direct the project and Author 1 to conduct the research, write and review the manuscript; **Author 3 (Senowarsito):** Reviewed the manuscript and monitor progress.

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