

Bijlage 1: Oorspronkelijke onderzoeksinstrumenten

1.1. *In-class engagement self-report scale* (Fuller et al., 2018, p.6)

Development of a self-report instrument for measuring in-class student engagement reveals that pretending to engage is a significant unrecognized problem

Table 2

Self-report items and source.

Activity name: During this activity:	Item Source	Engagement component
1. I devoted my full attention	Schools engagement measure SEM	Behavioural
2. I pretended to participate	Engagement vs disaffection with learning, EvsD	
3. I enjoyed learning new things	Engagement vs disaffection with learning, EvsD	Emotional
4. I felt discouraged		
5. The activities really helped my learning	Motivated strategies for Learning MSLQ	Cognitive
6. I tried a new approach or way of thinking about the content	New	

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1.2. Semigestructureerde interviews over de percepties van studenten ten aanzien van het gebruik van TikTok als hulpmiddel bij het leren van Engels (Mei & Aziz, 2022, p.178)

Table 3.2

Table interview questions

No	Questions
1	How often do you use TikTok?
2	How long would you use TikTok?
3	What do you think about using TikTok to support you in English learning?
4	How can TikTok be used to assist you in English learning?
5	What is the difference between using TikTok and other social media such as Facebook and YouTube, as an English learning tool?
6	Compare learning English using TikTok and learning English using a textbook.
7	What are the advantages of using TikTok in English learning?
8	What are the disadvantages of using TikTok in English learning?
9	Would you recommend using TikTok as an English learning tool?
10	Provide a reason for your choice in Question 9.

1.3. TAM-vragenlijst betreffende het gebruik van TikTok als hulpmiddel voor het verbeteren van de Engelse spreekvaardigheid (Nasrudin et al., 2024, pp. 386–387)

Table 2. Perceived ease of use.

No.	Statements	Mean	S.D.
1	I would find English language content on TikTok easy to follow and focus on.	4.03	0.85
2	I would find TikTok to be flexible in English language learning anytime and anywhere.	3.97	1.07
3	I would find it easy to access TikTok which has English language learning content.	3.97	1.07
4	I would find TikTok easy to access to learn the English language.	4.40	0.56
5	My English language learning via TikTok would be clear and understandable.	4.33	0.66
6	It would be easy for me to become skilful at using TikTok in English language learning.	4.17	0.83
Total		4.15	0.84

Table 3. Perceived of usefulness.

No.	Statements	Mean	S.D.
1	TikTok can help learners develop their speaking skills in English.	3.93	0.87
2	TikTok can help learners improve their pronunciation in English.	4.23	0.74
3	TikTok can help learners become more familiar with different accents in English.	4.37	0.56
4	TikTok can help learners learn English in a more natural and authentic way.	3.73	0.83
5	TikTok can help learners overcome language barriers and connect with English-speaking.	4.00	0.79
Total		4.05	0.76

Table 4. Attitudes.

No.	Statements	Mean	S.D.
1	Learning English speaking skills via TikTok is enjoyable.	4.43	0.73
2	Learning English speaking skills via TikTok is a good idea.	4.40	0.62
3	I like using TikTok to learn and improve my English-speaking skills.	4.37	0.76
4	I am enthusiastic about using TikTok to continue improving my English-speaking abilities.	4.33	0.84
5	Learning English speaking skills via TikTok is a wise idea.	4.23	0.77
Total		4.36	0.74

Table 5. Behavioural Intentions.

No.	Statements	Mean	S.D.
1	I intend to recommend TikTok to my friends for learning English speaking skills.	4.30	0.84
2	I intend to use TikTok as one of my tools to improve my English-speaking skills.	4.10	0.71
3	I intend to use TikTok frequently to practice my English-speaking skills.	3.97	0.81
4	I intend to spend more time on TikTok to enhance my English-speaking skills.	3.97	0.76
5	I intend to make TikTok my primary choice for learning English speaking skills.	3.30	0.88
Total		3.93	0.80

Bronnen:

Fuller, K. A., Karunaratne, N. S., Naidu, S., Exintaris, B., Short, J. L., Wolcott, M. D., White, P. J., & others. (2018). Development of a self-report instrument for measuring in-class student engagement reveals that pretending to engage is a significant unrecognized problem. *PLOS ONE*, 13(10), e0205828. <https://doi.org/10.1371/journal.pone.0205828>

Mei, K. L., & Aziz, A. A. (2022). Students' perception on using TikTok application as an English learning tool. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 166–190. <https://doi.org/10.6007/IJARPED/v11-i4/15403>

Nasrudin, N., Akhir, N. M., & Aziz, M. N. (2024). Exploring TikTok's impact on English speaking skills: Perceptions of undergraduate students. *Quantum Journal of Social Sciences and Humanities*, 5(5), 382–389. <https://doi.org/10.55197/qjssh.v5i5.518>