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Nama	:	**Martriwati, M.Pd.**
NIDN	:	0303036902
Pangkat dan golongan	:	Penata Tingkat I, III-D
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Purnama Syae Purrohman, M.Pd., Ph.D.

Exploring Tiktok Application in Learning Speaking for EFL Student in High School

Muhammad Haykal Habibillah[1], Martriwati[2]
[1,2]Universitas Muhammadiyah Prof. Dr. Hamka
Corresponding E-Mail: haykalhaykal2626@gmail.com

Abstract

This study uses a mixed-methods approach to investigate how TikTok affects EFL learners' improvement of speaking abilities. Ten chosen students participated in semi-structured interviews and completed a questionnaire (N = 202) to gather data. TikTok usage and speaking performance were found to be significantly positively correlated in the quantitative study; regression results showed that 34.5% of the students' speaking success was attributable to TikTok. Qualitative results supported this, demonstrating that students saw TikTok as a fun and laid-back platform that boosted their vocabulary, confidence, and pronunciation. Despite certain difficulties, such as distractions, students used self-regulated learning techniques to stay focused. The findings indicate that TikTok can be a useful additional tool for improving EFL speaking abilities.

Keywords: *Digital learning; EFL speaking; Mixed methods; Self-regulated learning; TikTok*

Introduction

English as a Foreign Language (EFL) refers to learning English in countries where it is neither a primary nor secondary language. In today's globalized world, mastering EFL is essential for students because it provides the communication, academic, and career skills needed to participate in international contexts. English is the most widely spoken global language and serves as the medium for science, technology, research, and business across borders. Students with strong English proficiency have opportunities to study abroad, access international knowledge, and compete for jobs in global markets. Additionally, EFL fosters intercultural awareness and critical thinking, preparing learners to engage with today's interconnected world (Aulady & Warni, 2024)

Among the four basic language skills—listening, speaking, reading, and writing—speaking occupies a particularly crucial role. It enables learners to express ideas, engage in conversations, and build confidence in authentic

communication situations. Speaking is useful not only for daily interactions, but also for academic discussions, workplace communication, and professional networking. Rao. P (2019) states that speaking skills are essential for English as a Foreign Language (EFL) students because they facilitate effective communication in a globalized world. Mastering speaking skills enables students to expand international opportunities, enhance cultural understanding, improve employability, and strengthen relationships with people from diverse backgrounds. For Indonesian students, becoming proficient in English speaking is essential, as global competitiveness increasingly demands that individuals perform in cross-cultural and multilingual environments.

To achieve this, EFL students must engage in consistent practice and meaningful interaction. Traditional methods, such as classroom discussions and oral presentations, provide some opportunities, but they are often limited by time, resources, or large class sizes. Therefore, the integration of technology into EFL instruction has become an increasingly attractive option. Educational technology allows students to practice speaking in more interactive, accessible, and engaging ways. According to (Lam Kieu, 2021) digital tools such as mobile applications and online platforms can significantly support language learning by offering authentic practice, feedback, and collaboration beyond the classroom.

In Indonesia, the growing access to smartphones and internet connectivity has contributed to new opportunities for technology-assisted learning. According to (Azzahra & Nurkamto, 2024) reported that the integration of online resources, interactive platforms, and mobile applications in Indonesian schools is expanding rapidly. Social media, in particular, provides an accessible medium for students to engage in English communication with peers and global communities. Platforms such as YouTube, Instagram, and TikTok expose students to authentic English materials and provide them with opportunities to practice the language in informal yet meaningful ways. These platforms offer not only entertainment but also valuable language learning input.

Among these, TikTok stands out as one of the most widely used platforms by young people. Launched in 2016, TikTok allows users to create and share short-form videos lasting between 15 seconds and 3 minutes. Its popularity has grown rapidly, making it one of the world's most downloaded applications. By 2024, TikTok had reached more than 1.5 billion monthly active users worldwide, and Indonesia consistently ranked among the top five countries with the largest user base (Zeng et al., 2021). TikTok's format—short, engaging, and easily shareable videos—makes it appealing for students who are already accustomed to digital interaction. In educational contexts, TikTok has the potential to stimulate students' interest, enhance motivation, and provide opportunities for active language use (Choo & Khalid, 2024).

Studies have documented the educational benefits of TikTok in language learning. According to Xiuwen & Razali, (2021) found that using TikTok for EFL significantly improved students' oral communication skills, (Syah, 2020). emphasized its ease of use and flexibility for language practice. According to Abdul Aziz and Lee Mei (2022) rgued that TikTok can create highly engaging learning experiences by combining social networking features with multimedia tools. (Pratiwi's 2021) also reported that students expressed very positive attitudes toward using TikTok to enhance their English speaking and reading skills. These studies suggest that TikTok provides an enjoyable and interactive environment that supports students in practicing English more confidently.

However, the integration of TikTok into language education also presents challenges. Not all students possess the same level of digital literacy, which can hinder their ability to use the application effectively for educational purposes (Kumar & Kumar, 2023). Moreover, while TikTok promotes creativity and fun, there is a risk that students may become more focused on trends and entertainment rather than meaningful language practice (Mekler, 2021). Teachers must therefore design structured learning activities that balance TikTok's engaging features with clear language learning objectives. Without proper guidance, the platform's potential may be overshadowed by distractions.

Many studies have examined the use of TikTok in English as a Foreign Language (EFL) education, but significant gaps remain. While most prior studies have examined general learner perceptions, motivation, and engagement, relatively few have investigated how TikTok can specifically enhance speaking skills among high school students in Indonesia. Additionally, there is a lack of mixed-methods research exploring the opportunities and challenges of integrating TikTok into secondary school EFL classrooms. This leaves unanswered questions about how students perceive TikTok as a tool for improving speaking skills and the obstacles they encounter.

Despite the growing body of research on TikTok in EFL education, significant gaps remain. Most prior studies have focused on general learner perceptions, motivation, or engagement, but relatively few have examined the specific use of TikTok to enhance speaking skills among high school students in Indonesia. Furthermore, there is a lack of mixed-methods research that explores not only the opportunities but also the challenges of integrating TikTok into formal EFL classrooms at the secondary school level. This leaves unanswered questions about how students perceive TikTok as a tool for improving speaking skills, and what obstacles they encounter in the process.

Therefore, this study aims to explore high school students' perceptions of TikTok as a tool for enhancing their English-speaking skills. It addresses the following research questions:

1. How do high school students perceive the use of TikTok in learning English speaking?
2. What challenges do they face when using TikTok as a speaking learning tool?

Literature review

Speaking is a crucial but difficult EFL learning skill since it requires confidence and real-time communication. It is essential in daily interactions as well as in the classroom. As social media and digital technologies have increased in popularity, technology has come to serve as a crucial instrument for speaking practice. It provides flexible, engaging methods for students to improve their abilities outside of the classroom. This review analyzes the importance of speaking in EFL and the ways in which technology either supports or restricts its advancement.

1. **English Speaking Skill**

Speaking in English refers to the skills to communicate verbally using the English language (Stein-Smith, 2023). Speaking is one of the difficult yet most important language skills to develop in the subject of English as a Foreign Language (EFL). Speaking, as opposed to reading or writing, depends on students to produce words in real time, accurately, and fluently. In addition to showing language proficiency, it improves students' self-esteem and capacity for engaging in meaningful conversation in social and academic settings. Effective speaking enables students to engage in discussions, share ideas clearly and confidently. According to Derakhshan et al. (2022), successful speaking involves a combination of critical sub-skills, including vocabulary acquisition, accurate pronunciation, fluency, comprehension, and confidence. Understanding these elements ensures learners can communicate effectively, all of which are essential for successful communication.

In learning English as a Foreign Language (EFL), speaking skills are crucial for effective communication. Key criteria for evaluating these skills include fluency, pronunciation, and vocabulary usage. Fluency refers to the ability to speak smoothly and without pauses. (Derak hshan et al., 2020) emphasize that fluency is not just about speed; it also involves clearly expressing ideas. Many EFL learners face challenges with fluency due to anxiety and limited practice, highlighting the need for supportive environments that encourage speaking.

Developing English-speaking skills presents several challenges for EFL learners, particularly in non-native contexts. These challenges can significantly impact learners' confidence, fluency, and overall communication skills. Many EFL students have few opportunities to interact with native speakers or practice speaking English in real-world settings. This lack of exposure may impede their capacity to develop fluency and natural conversational abilities. According to (Chen & Hwang, 2022) exposure in realistic language environments is essential

for enhancing speaking proficiency. Many EFL learners struggle with pronunciation because the sounds in English are different from those in their native language. This might lead to misunderstandings and make it difficult to communicate with others. Study shows that structured approach, pronunciation training can help improve learners' clarity and confidence in speaking (Singleton & Leśniewska, 2024). However, many students may not receive appropriate pronunciation teaching in regular school settings.

2. Technology in EFL

Technology is essential in learning English as a Foreign Language (EFL) because it provides tools that enhance the learning experience. This includes computers, mobile devices, and language learning apps. (Bećirović et al., 2021) state that technology creates engaging and interactive environments, allowing students to learn at their own pace and focus on their specific needs. In some cases, technology provides access to real-world language materials and communication opportunities. EFL learners can connect with native speakers online and use multimedia resources to improve their skills. (Eslit & Valderama, 2023) emphasize that technology makes learning more interesting and helps students practice speaking, listening, reading, and writing in a meaningful way, which is essential for building confidence.

Using technology into English as a Foreign Language (EFL) education improves the learning experience by making it more interactive and interesting. Students can access many kinds of multimedia resources online, including social media platforms like TikTok, mobile applications, and online learning platforms, play a significant role in supporting language learning. TikTok, in particular, allows students to create and share short videos, which can enhance their speaking and listening skills in a fun and informal context. This platform helps learners to practice vocabulary and grammar while active in real-life language and cultural content (Xiuwen & Razali, 2021).

To get the most out of technology while avoiding its downsides, a balanced approach is key. Teachers should use technology wisely alongside traditional teaching methods to create a well-rounded learning environment. This helps students stay engaged, makes learning more accessible, and builds important language skills through real interactions (Alqahtani Mofareh A, 2019). Teachers may build a flexible and inclusive EFL learning experience that prepares students for success in today's global society by checking the effectiveness of technology in the classroom and altering their techniques.

Methods

This study used a mixed-methods design that combined quantitative survey data and qualitative interview data. This approach was adopted to obtain a more comprehensive understanding of students' experiences using TikTok to support English speaking practice. The quantitative component provided

measurable evidence of the relationship between TikTok activity and self-reported speaking proficiency. The qualitative component offered deeper insights into students' perceptions, attitudes, and strategies for using the platform to learn English. Combining both sets of data helped the research enhance validity, reduce error, and strengthen the interpretive depth of the findings.

Participants

A total of 202 students participated in the quantitative phase. The students were drawn from a large public high school in Bekasi City, West Java, Indonesia. This school was chosen due to its accessibility, diverse student population, and active encouragement of technology use in English language learning.

The students consisted of 103 females and 99 males between the ages of 15 and 18, distributed across grades 10, 11, and 12. A key inclusion criterion was that participants use TikTok at least once per week, allowing them to become familiar with the platform as part of their daily routines. Students who did not meet this criterion were excluded from the study.

For the qualitative phase, ten students were purposely selected from the larger survey pool. The selection criteria included the following: (1) representation from all three grade levels, (2) variation in self-reported English proficiency (low, medium, or high), and (3) differences in TikTok usage intensity (light, moderate, or heavy). This purposive sampling guaranteed that the interviews would capture a wide range of perspectives and experiences instead of favoring a particular subgroup.

Instruments

The main instrument of this research was a questionnaire supported by a semi-structured interview guide. The questionnaire was constructed based on validated scales from previous studies and was pilot tested to ensure clarity, reliability, and validity. Reliability testing yielded an acceptable Cronbach's alpha, while validity checks confirmed that each item correlated significantly with the overall construct.

- *Questionnaire:*

The survey was adapted from validated scales in prior research and refined to suit the research context. A pilot test with 30 students from another public high school in Bekasi Regency was conducted in January 2025 to evaluate clarity, item reliability, and construct validity. Based on student feedback, several wording changes were made to simplify items without altering their meaning.

The results of the pilot test showed that all items had acceptable corrected item–total correlations (> 0.30), indicating that each item contributed meaningfully to the overall construct. Reliability testing yielded a Cronbach's alpha coefficient of 0.87, which exceeded the minimum threshold of 0.70,

confirming internal consistency. Construct validity was further supported by significant inter-item correlations and factor loading values above 0.50.

The questionnaire consisted of three dimensions:
1. Usefulness (X1–X4) – measured students' perceptions of TikTok in supporting speaking practice, such as preparing for speaking tasks, building confidence, and motivating them to practice.
2. Challenges (X5–X10) – explored obstacles including time management, lack of teacher feedback, privacy concerns, slang dominance, distraction, and over-reliance on the app.
3. Perceived Outcomes (Y1–Y6) – examined students' self-reported improvements in vocabulary, pronunciation, fluency, and confidence.

- ***Semi-structured Interview Guide:***
     The interview protocol was designed to complement survey findings and capture students lived experiences. It included seven open-ended questions focusing on their experiences, perceived improvements, effectiveness of TikTok, challenges, and coping strategies. For example, participants were asked: "Boleh cerita sedikit tentang pengalaman kamu pakai TikTok buat latihan speaking?" and "Selama pakai TikTok, ada tantangan atau kendala yang kamu rasain?".

Data Collection

Data collection was conducted over a three-month period, from February to April 2025. In the quantitative phase, the questionnaire was distributed online via Google Forms after obtaining permission from the English teachers, with participation being voluntary and the form accessible via smartphones and school computers. In the qualitative phase, semi-structured interviews were conducted in Bahasa Indonesia to ensure comfort and clarity; depending on student availability, interviews took place face-to-face at school or via Zoom/Google Meet, each lasting approximately 20–30 minutes. All interviews were recorded with consent and transcribed verbatim, with data saturation reached after 10 interviews as no new themes emerged.

Data Analysis

Quantitative data were analyzed using SPSS version 26. Descriptive statistics (mean, standard deviation [SD], and frequencies) were computed to summarize students' TikTok usage and self-reported speaking competence. Correlation analysis was conducted to explore the relationship between TikTok engagement and speaking performance. Then, simple linear regression was used to determine the extent to which TikTok activity predicted variation in speaking ability. Effect sizes, adjusted R^2, and 95% confidence intervals were reported.

Qualitative data were analyzed using thematic analysis according to (Braun & Clarke, 2006.) six-step framework. Two researchers conducted independent coding, and inter-coder agreement was reached through discussion and refinement. Themes were identified inductively to capture students' authentic voices. Representative excerpts were selected to illustrate key points.

Ethical Considerations

The researchers strictly followed ethical protocols. Formal approval was obtained from the principal and the English teachers. Informed consent was obtained from students and their guardians before they participated. Students were assured that participation was voluntary and that they could withdraw at any time without facing negative consequences. To preserve anonymity, pseudonyms were used and identifying details were removed from transcripts. Due to the study's focus on social media, extra care was taken to safeguard participants' digital privacy.

Results

Table 1: Descriptive Statistics

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X_TA	202	10	37	26.15	4.096
Y_SS	202	6	24	17.30	3.298
Valid N (listwise)	202				

The students' answers to the TikTok task (X_TA) and their English-speaking competency scores (Y_SS) were collected using a descriptive analysis. The analysis included 202 participants in all. The TikTok activity variable (X_TA) has a mean score of 26.15 and a standard deviation of 4.096, with scores ranging from 10 to 37. This suggests that, although responses ranged a little, students generally expressed a reasonably significant amount of engagement with TikTok activities. The English-speaking skills variable (Y_SS) had a mean score of 17.30 and a standard deviation of 3.298, with scores ranged from 6 to 24. Despite obvious individual variations, these findings reveal that individuals' self-reported speaking abilities were generally high. Overall, the data indicate that students use TikTok and speak English at different levels, which offers an excellent basis for more logical research.

Table 2: Correlation Test

			X_TA	Y_SS
Spearman's rho	X_TA	Correlation Coefficient	1.000	.424**
		Sig. (2-tailed)	.	.000
		N	202	202
	Y_SS	Correlation Coefficient	.424**	1.000
		Sig. (2-tailed)	.000	.
		N	202	202

**. Correlation is significant at the 0.01 level (2-tailed).

A relationship between high school students' TikTok activity (X_TA) and English-speaking proficiency (Y_SS) has been studied using a Pearson correlation test. With r =.587 and p <.001 (2-tailed), the results showed a slight positive relationship between the two variables. This suggests that improved English-speaking skill scores are linked to increased TikTok activity participation. At the 0.01 level, the correlation is statistically significant, demonstrating an important connection between students' TikTok usage and the capacity to speak English as a foreign language (EFL). These results provide credibility to the concept that TikTok can be a useful tool for improving speaking abilities.

Table 3: Simple Linear Regression

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587[a]	.345	.342	2.676

a. Predictors: (Constant), X_TA

b. Dependent Variable: Y_SS

Table 4: ANOVA

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	754.502	1	754.502	105.372	.000[b]
	Residual	1432.078	200	7.160		
	Total	2186.579	201			

a. Dependent Variable: Y_SS

b. Predictors: (Constant), X_TA

Table 5: Coefficients Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	4.932	1.220		4.044	.000
	X_TA	.473	.046	.587	10.265	.000

a. Dependent Variable: Y_SS

The impact of TikTok activities (X_TA) on students' ability to speak English (Y_SS) was examined using a straightforward linear regression analysis. A reasonably beneficial connection between the predictor and the outcome variable is shown by the model summary's correlation coefficient (R) of .587. With a R Square value of .345, students' TikTok activity explains for about 34.5% of the variation in their English-speaking ability ratings. The model seems to be stable and is expected to generalize well to different data, as shown by the Adjusted R Square value of .342. The median difference between the observed values and the regression line is displayed by the standard error of the estimate, which is 2.676.

Findings

Quantitative Results

Descriptive statistics indicated that students demonstrated a moderate to high level of engagement in TikTok-based English learning activities (M = 26.15, SD = 4.09) and self-reported speaking skills (M = 17.30, SD = 3.29). When broken down by gender, female students reported slightly higher speaking scores (M = 17.6) compared to males (M = 17.0). Across grade levels, students in grade 12 showed the highest mean score for TikTok activity, suggesting more intensive use among senior students.

A Spearman correlation analysis indicated a significant positive relationship between students' TikTok activity and their English-speaking skills (r = .424, p < .01). In practical terms, this effect size falls within the medium range, meaning that students who engaged more actively with TikTok tended to report noticeably stronger speaking abilities. A simple linear regression confirmed this relationship, with TikTok activity explaining approximately 34.5% of the variance in speaking scores (R^2 = .345, Adjusted R^2 = .342, F(1,200) = 106.7, p < .001). The 95% confidence interval for the slope coefficient indicated a consistent positive effect across the sample.

This suggests that while TikTok is not the sole predictor of speaking proficiency, its contribution is both statistically significant and practically meaningful, particularly as it provides informal yet frequent exposure to spoken English outside classroom constraints.

Qualitative Results

Analysis of the ten semi-structured interviews revealed four main themes, each with subthemes. Frequencies are provided to indicate salience across the sample.

1. TikTok as an Enjoyable and Casual Speaking Exercise (9 of 10 participants)
Students across all grade levels emphasized TikTok's relaxed environment, which reduced learning anxiety.

- *S1, Grade 10*: "It feels fun because it's not formal, I don't feel pressured."
- *S5, Grade 11*: "I often copy the way people pronounce words from videos in my For You Page."
  This theme shows how TikTok facilitated informal learning opportunities that felt authentic and approachable.

2. Increased Confidence and Vocabulary Growth (7 of 10 participants)
Participants reported noticeable gains in confidence and vocabulary.

- *S3, Grade 12*: "I learned many new words and became more confident, especially with pronunciation."
- *S1, Grade 10*: "I used to be shy, but now I feel braver when speaking in English class."
  This reflects Bandura's self-efficacy theory: repeated success increased learners' confidence.

3. Sustained and Effective Learning Opportunities (6 of 10 participants)
TikTok's easy accessibility allowed students to continue practicing English despite busy schedules.

- *S2, Grade 11*: "It's simple to search, and there's so much material." However, some noted its limitations:
- *S8, Grade 12*: "It's less effective for deep study because the content is unstructured."
  This highlights TikTok's role as a supplementary rather than primary learning tool.

4. Challenges and Coping Strategies (all 10 participants mentioned at least one challenge)

- **Distractions** (8 of 10): *S6, Grade 10*: "Sometimes I plan to learn, but I end up watching funny videos."

- **Pronunciation inconsistencies** (5 of 10): *S8, Grade 12*: "Each account teaches differently, so I get confused."
- **Privacy concerns** (3 of 10): students worried about uploading their own speaking videos.

To cope, students used self-regulated strategies, such as curating there For You Page, managing screen time, and cross-checking pronunciation on other sources.

- *S5, Grade 11*: "I make a daily schedule so I can balance studying and TikTok."
- *S8, Grade 12*: "If I find a new word, I always check it on Google for correct pronunciation."

Integration of Quantitative and Qualitative Results

Both strands converged to highlight TikTok's moderately strong role in supporting English speaking practice. Quantitatively, TikTok activity explained more than one-third of variance in speaking skills, with medium effect sizes that are meaningful in an educational context. Qualitatively, students described concrete improvements in confidence, vocabulary, and pronunciation, while also acknowledging challenges such as distraction and lack of structured content.

The joint display below summarizes the integration:

Quantitative Finding	Qualitative Corroboration	Interpretation
Positive correlation between TikTok activity and speaking skills (r = .424)	Students reported higher confidence and vocabulary growth from repeated exposure	TikTok fosters authentic, informal practice that boosts learning outcomes
Regression shows 34.5% variance explained by TikTok activity	Majority of students (7/10) described noticeable speaking improvements	Moderate but meaningful effect, consistent across data strands
Female students and Grade 12 students showed slightly higher mean scores	Senior students and more frequent users shared richer examples of fluency gains	Usage intensity and maturity may shape learning benefits
Potential challenges: distractions, slang, lack of feedback	All participants noted at least one challenge; coping strategies varied	Highlights the need for teacher guidance and media literacy

Discussion

The results of this study demonstrate that TikTok can help improve the speaking abilities of high school EFL students. Quantitative data revealed a significant positive correlation between speaking ability and TikTok usage frequency, suggesting that effective engagement with digital platforms can improve language learning outcomes. These results align with the principles of self-regulated learning, in which students actively plan, monitor, and evaluate their own learning processes.(Brenner, 2022)

According to (Jin, 2025) Students who consistently create language-learning content on TikTok become more confident in their speaking abilities. Similarly, students who engage with English-language content report improvements in vocabulary, pronunciation, and fluency. These results align with previous studies demonstrating that digital tools can facilitate engaging and interactive language learning. (Bashori et al., 2024). TikTok's informal and flexible nature appeared to reduce the anxiety often associated with speaking practice, reinforcing the benefits of informal learning environments where students interact with content meaningfully and at their own pace(Granic et al., 2020)

However, certain challenges were also identified. For example, TikTok's unstructured content may lead to misunderstandings or expose learners to inappropriate language. Additionally, its entertainment-focused design can be distracting. These challenges highlight the importance of media literacy and teacher guidance when using TikTok in EFL lessons.

In response to these challenges, students adopted self-regulated strategies, such as verifying new vocabulary via external sources and controlling their online environment to minimize distractions. This proactive engagement reflects students' efforts to monitor and adjust their learning behavior to achieve academic goals (Brenner, 2022)

Based on these findings, teachers can implement practical activities to enhance EFL learning on TikTok by having students create short English-speaking videos on specific topics and provide peer feedback, incorporating interactive challenges that focus on vocabulary, pronunciation, or dialogue practice to motivate participation, and encouraging reflection by asking students to watch and analyze their own or peers' videos to identify strengths and areas for improvement.

Implications for school policy include promoting social media as a supplementary language-learning tool and establishing guidelines for its safe and productive use. These findings suggest opportunities for platform developers to create educational features, such as curated EFL content, built-in learning prompts, and vocabulary tracking tools.

Finally, this study has several limitations. First, the sample may suffer from selection bias because participants were self-selected TikTok users. Second, data relied on self-reported measures of speaking ability, which may not fully capture actual proficiency. Future research could combine self-reporting with

performance-based assessments and expand the study to other digital platforms or age groups.

In conclusion, TikTok can serve as a complementary resource that enhances student engagement, confidence, and exposure to spoken English. However, effective integration requires structured teacher guidance, clear objectives, and awareness of potential distractions to maximize educational benefits while reducing risks.

Conclusion

This study aimed to explore how TikTok can assist English as a Foreign Language (EFL) students in enhancing their speaking abilities. Through the use of a mixed-methods approach, combining both quantitative data from questionnaires and qualitative insights from interviews, the research examined not only the patterns of TikTok usage but also the students' personal experiences and reflections regarding its role in their language learning journey.

The findings demonstrate the increasing relevance of digital platforms in second language acquisition. TikTok, with its informal and user-driven nature, provides EFL learners with a unique space to practice spoken English in an enjoyable and low-pressure environment. Students reported improvements in confidence, vocabulary acquisition, and pronunciation through regular interaction with English-language content on the platform. These experiences suggest that language learning is no longer confined to the classroom and can be meaningfully extended into digital spaces when learners are self-motivated and digitally literate. Moreover, the study revealed that students were aware of the limitations and distractions that come with using social media for educational purposes. Despite this, many of them demonstrated self-regulated learning strategies, such as curating educational content, mimicking native pronunciation, and managing their time wisely. These behaviors indicate the importance of fostering learner autonomy and digital responsibility as part of modern language education.

Nevertheless, this study has certain limitations. The research was conducted among a specific group of Indonesian high school students, which may limit the generalizability of the findings to other educational, cultural, or age-related contexts. Additionally, the quantitative results relied on self-reported data rather than standardized speaking assessments, which may affect the accuracy of the outcomes. The qualitative component also involved a limited number of participants, and the cross-sectional nature of the study does not allow for observations of long-term effects.

Future studies are encouraged to address these limitations by including more diverse and larger populations, incorporating objective measures of speaking proficiency, and using longitudinal designs to track development over time. Researchers could also explore the effectiveness of other social media

platforms or examine how specific features of TikTok—such as duet functions, trends, or captioning—contribute to language learning. Furthermore, educators and policymakers may consider how digital platforms can be formally integrated into curricula to enhance speaking instruction in a more structured and pedagogically sound manner.

In conclusion, TikTok should not be seen as a replacement for formal instruction, but as a complementary resource that, when used thoughtfully, can enhance speaking skills and student engagement. Its potential lies in its familiarity to learners, its accessibility, and its capacity to promote authentic language practice beyond traditional learning environments.

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