THE USE OF TIKTOK IN ENGLISH TEACHING AND LEARNING SPEAKING SKILLS

THESIS

Submitted in Partial Fulfillment of the Requirement
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in English Language Education Department

Organized by

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MOTTO

"It is not possible for the sun to overtake the moon, nor can the night outrun the day. Each one floats along in its own orbit."
(QS. Yasin: 40)

"God knows the right time, the right place, and the right answer to all our prayers."
(Rony Parulian)

"Sometimes we don't need to rush or expect instant gratification for something sweet. Proof of that is that I had to wait 10 years to experience it."
(Salma Salsabil)

ABSTRACT

Title **:** The Use of TikTok in English Teaching and Learning Speaking Skills

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In the digital era, social media platforms like TikTok are increasingly being used as tools to support language learning, particularly in enhancing English speaking skills. TikTok offers short, interactive videos that provide learners with authentic English exposure in informal and engaging ways. This study aimed to explore EFL students' perceptions of using TikTok to improve their English speaking skills, identify the specific benefits of TikTok in enhancing speaking fluency, pronunciation, and confidence, and examine the challenges students face while using the platform as a speaking practice tool. A qualitative descriptive approach was employed, and data were collected through semi-structured interviews with eight English Education students. Thematic analysis was used to interpret the data. The findings revealed that students generally have positive perceptions of TikTok, describing it as accessible, enjoyable, and effective for informal, self-paced speaking practice. TikTok was perceived to support fluency through exposure to fast-paced content, improve pronunciation through imitation and subtitle features, and boost confidence by offering a low-pressure environment. However, challenges such as distractions from entertainment content, lack of structured feedback, performance anxiety, and difficulty measuring progress were also reported. In conclusion, while TikTok can be a valuable supplementary platform for speaking development, its effectiveness depends on learners' discipline, critical awareness, and purposeful engagement.

Keywords: *TikTok, Teaching and Learning, English speaking skills*

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CHAPTER I
INTRODUCTION

This chapter consists of the background of the study, the research question, the objective of the research, the limitations of the research, and the significance of the study.

A. Background of the study

In today's digital era, the use of technology in education has grown rapidly and become an essential component in the learning process. As educators seek more engaging and flexible teaching methods, digital tools such as mobile applications, online platforms, and particularly social media are being integrated into teaching and learning activities. Social media platforms, originally intended for entertainment and communication, are now being reimagined as valuable educational resources. One platform that has gained significant attention in this regard is TikTok a short-video application that has become extremely popular among young users, especially university students. According to the Digital 2023 Report by Data Reportal, Indonesia ranks as the second-largest TikTok user base globally, with over 106 million users, most of whom are aged between 16 and 24. This demographic over laps with the age of university students,

making TikTok an increasingly relevant tool to explore for educational purposes, including language learning.

The shift toward mobile and social media based learning reflects broader changes in how students engage with content. TikTok, with its short, visually engaging, and user generated content, has been widely adopted by learners as a platform to both consume and produce information. Although it began as an entertainment platform, TikTok has grown into a dynamic space for education, including the learning of English as a Foreign Language (EFL). Its features such as lipsync, voiceover, duet, and stitched videos provide learners with opportunities to imitate, practice, and produce spoken English in a casual and low-pressure environment. As learning moves beyond the traditional classroom, platforms like TikTok offer learners a chance to access authentic language, participate in creative speaking activities, and build confidence all of which are key elements in developing speaking proficiency.

Among the four language skills, speaking is often seen as the most challenging for EFL students. It demands not only knowledge of vocabulary and grammar but also fluency, accurate pronunciation, spontaneous language processing, and a strong sense of confidence. In traditional classroom environments, speaking opportunities are often

limited due to large class sizes, teacher centered methods, or students' fear of making mistakes. These limitations hinder learners from actively practicing the language, leading to low self-esteem and anxiety. In contrast, TikTok's short form, interactive format allows students to engage with spoken English more regularly and authentically. As noted by (Salsabila et al., 2021), the entertaining nature of TikTok can help reduce boredom and sustain motivation, while its educational content keeps learners engaged in meaningful speaking practice.

TikTok's role in language education has also been examined by (Komariyah et al., 2022) and (Yulita & Hertiki, 2023), who found that the platform helps reduce speaking anxiety and boosts learners' confidence through repetitive and creative tasks like speaking challenges and duet videos. The combination of visual and audio stimuli helps students absorb correct pronunciation and intonation patterns in a way that textbooks cannot. Students who regularly engage with these types of content report feeling more confident and fluent in speaking English. This aligns with Swain's Output Hypothesis (1985), which emphasizes the importance of producing language rather than just receiving it in achieving language competence. Through the use of TikTok, learners are encouraged to

create and speak, thus reinforcing their output skills (Swain, 1985).

Furthermore, TikTok supports Krashen's Affective Filter Hypothesis (1982), which suggests that language acquisition is more effective in environments where learners feel relaxed, motivated, and free from fear of failure. The informal, entertaining nature of TikTok reduces the psychological pressure often felt in formal classroom settings, especially in speaking tasks (Krashen, 1982). Students are able to practice speaking privately before choosing whether or not to share their content publicly, which helps lower anxiety and increase willingness to try. Additionally, TikTok allows learners to follow their own interests, thereby meeting the conditions of Knowles' Andragogy Theory (1984), which highlights autonomy, relevance, and internal motivation as key principles for adult learning. This makes TikTok especially relevant for university students in language education programs, who are generally self-directed and comfortable navigating digital platforms (Knowles, 1984).

However, despite its many advantages, the use of TikTok for language learning also comes with some notable limitations. One major challenge is the lack of structured feedback. Unlike formal classroom learning, where teachers can provide immediate correction, TikTok

does not offer built-in mechanisms for evaluating or correcting learners' speaking errors. According to (Adhani & Warni, 2024), many students express concern about the accuracy of content they find on TikTok, especially because much of it is user-generated and not curated by qualified educators. Learners may unknowingly imitate incorrect pronunciation or grammar from unreliable sources, leading to fossilization of errors. This is especially problematic for beginners or intermediate learners who may not have the linguistic awareness to differentiate between correct and incorrect input.

Another issue is the platform's entertainment-driven algorithm, which often prioritizes trending content over educational value. (Chuah & Ch'ng, 2023) caution that this can easily distract students from their original learning intentions. Students may start their TikTok sessions with the goal of watching English-learning videos but end up spending most of their time viewing unrelated or humorous content. As a result, the learning process becomes inconsistent and unfocused. TikTok also lacks tools for tracking progress, assessing performance, or measuring improvement in speaking ability. (Hongsa et al., 2023) found that while short-term fluency gains were observed among students who used TikTok for speaking tasks, the study did not confirm whether these

improvements were retained or transferred to formal speaking contexts like presentations or job interviews.

These limitations indicate that while TikTok can be a highly effective supplementary tool for speaking practice, it should not be relied upon as the sole method of instruction. Instead, it should be integrated thoughtfully into broader learning strategies that include structured guidance, feedback, and formal evaluation. It is also crucial that students develop critical thinking and digital literacy skills to evaluate the quality of language input they receive from the platform. In this way, they can benefit from TikTok's strengths while minimizing its risks. Moreover, educators need to curate content, provide direction, and encourage learners to engage with TikTok in a purposeful and goal-oriented manner.

What remains underexplored in current research is how students themselves perceive TikTok as a tool for learning English speaking skills especially in self-directed, informal contexts without direct teacher intervention. Most prior studies have focused on quantitative data, such as test scores and fluency metrics, or have examined TikTok's integration in formal classroom projects. However, in real-world scenarios, students often use TikTok independently and outside of school hours, motivated by personal interest or curiosity rather than assignments. Understanding how

students navigate these informal learning spaces what motivates them, what content they choose, and what challenges they face is vital for informing future research and practice.

For this reason, the present study seeks to investigate the perceptions of EFL students at UIN Walisongo Semarang regarding the use of TikTok in developing their English speaking skills. Specifically, the research focuses on how students perceive TikTok's effectiveness in enhancing fluency, improving pronunciation, and boosting self confidence. It also explores the challenges they encounter, such as distraction, lack of feedback, anxiety, and the difficulty of measuring progress. Through qualitative data collection in the form of semi-structured interviews, this research aims to provide an in depth and authentic representation of students lived experiences using TikTok as a learning tool. The study is intended to fill a gap in the literature and contribute practical insights for educators, content creators, and language learners.

In conclusion, TikTok represents a new frontier in digital language learning, particularly for enhancing English speaking skills. Its popularity, accessibility, and interactive features make it a valuable tool for encouraging practice and increasing exposure to authentic spoken

English. When used intentionally and supplemented with structured instruction, TikTok can serve as a bridge between informal language use and formal language proficiency. This study hopes to expand our understanding of how digital platforms can be effectively integrated into language education and to offer practical strategies for maximizing their benefits while mitigating their limitations.

Several previous studies have explored the integration of TikTok in English language learning, particularly its effectiveness in enhancing students' speaking skills. Research by Putri (2022), Komariyah et al. (2022), and Hongsa et al. (2023) consistently found that TikTok could boost learners' fluency and confidence through short, engaging, and repetitive speaking practices. Similarly, Kaban (2023) demonstrated improved speaking performance through classroom-based TikTok implementation. However, most of these studies relied on either quantitative or classroom-action research methods that focused on learning outcomes such as test scores and observable speaking performance. While valuable, these findings leave a gap regarding learner's lived experiences and personal perceptions, especially in informal, self-directed contexts outside the classroom. Little attention has been given to how students themselves perceive the

advantages and limitations of using TikTok for independent speaking practice without teacher intervention. Therefore, this research aims to fill that gap by using a qualitative approach to explore EFL students' perceptions, uncovering not only the perceived benefits of fluency, pronunciation, and confidence but also the challenges such as distractions, feedback limitations, and content reliability. This study seeks to provide a deeper, more nuanced understanding of how TikTok is experienced by students as a speaking-learning tool in real-life settings.

B. Research question

From previous research on the benefits of the TikTok application in learning various English materials, this research will investigate the use of TikTok in teaching and learning speaking skills of students majoring in English. It addresses the following research questions:

1. How do EFL students perceive the use of TikTok in improving their English Speaking skills?
2. What specific benefits does TikTok provide in enhancing fluency, pronunciation, and confidence in speaking English?

3. What challenges do students face when using TikTok as a tool for learning English speaking skills?

C. Objectives

Based on the research question, the purpose of the research is:

1. To explore EFL students' perceptions of TikTok as a learning tool for developing English speaking skills.
2. To identify the specific benefits of TikTok in improving fluency, pronunciation, and confidence in speaking English.
3. To analyze the challenges and limitations students experience while using TikTok in learning English speaking skills.

D. Limitation of the Study

The researcher conducted this study at Universitas Islam Negeri Walisongo Semarang in the academic year 2024/2025. The study investigated the use of TikTok in teaching and learning speaking skills, especially the students of the English Language Education department.

E. Significance of the study

This research on the use of TikTok in teaching and learning English speaking skills provides valuable insights for both educators and students. For teachers, it offers

practical strategies for integrating TikTok into lesson plans, helping to engage students with creative challenges and activities that promote fluency, pronunciation, and conversational practice. It also guides teachers on aligning TikTok activities with curriculum objectives, curating relevant content, and minimizing distractions. For students, the research provides actionable tips on how to use TikTok effectively, encouraging participation in speaking challenges, following educational accounts, and using features like "duet" and "stitch" to enhance their speaking skills. The study not only highlights TikTok's potential as a dynamic tool for language learning but also contributes to the broader field of technology in education, demonstrating how modern digital platforms can support language development in engaging and effective ways.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter includes previous research, theoretical review, and conceptual framework and paradigm

A. Previous Research

The study titled "The Effectiveness of Using TikTok to Improve EFL Learners' Speaking Ability" was conducted by Syifa Mutiara Diko Putri in 2022. This research employed a qualitative method and involved 20 students from the English Educational Study Program at Tidar University. The study did not specify the sampling technique used. Data collection was carried out through observation and analysis of student performance while using TikTok. The findings revealed that TikTok significantly improved students' speaking abilities, and students expressed favorable perceptions toward its use as a language learning tool. However, the study did not explicitly mention the use of a questionnaire for data collection (Putri, 2022). Comparison with "The Effectiveness of Using TikTok to Improve EFL Learners' Speaking Ability" (Putri, 2022) Both studies employ a qualitative research design, making them methodologically similar. However, the study by Putri (2022) specifically focused on 20 students from the

English Educational Study Program at Tidar University, whereas "The Use of TikTok in English Teaching and Learning Speaking Skills" may include a broader range of participants. Additionally, Putri's research primarily used observations to assess effectiveness, whereas the compared study may use interviews or content analysis as qualitative data collection methods.

The research titled "The Effects of TikTok Application on the Improvement of EFL Students' English-Speaking Skills" was conducted by Narueta Hongsa, Pattharaporn Wathawatthana, and Wannatida Yonwilad in 2023. This study adopted a mixed-methods approach and included 60 students enrolled in a public speaking class. The research did not specify the sampling technique. Data collection was conducted through speaking tests, questionnaires, and semi-structured interviews to assess the students' progress and perceptions. The results indicated that TikTok was effective in enhancing students' English-speaking skills, particularly in fluency and confidence. Additionally, students had positive attitudes toward using TikTok, describing it as enjoyable and motivating for language learning. The study utilized questionnaires to gauge student perceptions (Hongsa et al., 2023). Comparison with "The Effects of TikTok Application on the Improvement of EFL Students'

English-Speaking Skills" (Hongsa et al.,2023). Unlike the qualitative approach in the compared study, this research employed a mixed-methods design, incorporating both quantitative (speaking tests, statistical analysis) and qualitative (interviews, questionnaires) techniques. The presence of pre-test and post-test measures in Hongsa et al.'s study provides empirical evidence of improvement, whereas a purely qualitative study would focus more on descriptive experiences rather than numerical results.

The study titled "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)" was carried out by Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, and Nugraheni Allatif in 2022. This research employed a descriptive-qualitative survey design and involved a sample of students, although the exact number was not specified. The sampling technique was also not detailed. Data collection was performed through a questionnaire that used Likert and Guttman scales to assess students' engagement and attitudes. The findings revealed that students frequently accessed TikTok for English learning content and found it both entertaining and beneficial in improving their speaking skills. The study concluded that TikTok is an innovative and effective medium for enhancing speaking abilities in ELT settings (Titik Komariyah et al., 2022).

Comparison with "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)" (Komariyah et al., 2022) Both studies adopt qualitative methodologies, making them comparable in research approach. However, Komariyah et al. used a descriptive-qualitative survey design, primarily collecting data through a questionnaire, while "The Use of TikTok in English Teaching and Learning Speaking Skills" might utilize open-ended interviews, observations, or thematic analysis to explore student experiences in greater depth.

The research titled "Enhancing Nursing Students' Speaking Skill in Presenting Healthcare Education by Using TikTok Application" was conducted by Susiana Kaban in 2023. This study employed a classroom action research design and included 40 nursing students from the STIKes Flora undergraduate nursing program. The research did not specify the sampling technique. Data collection methods included observation, interviews, pre-tests, and post-tests. The findings demonstrated that TikTok contributed to a significant improvement in students' speaking skills, with an increase in scores from post-test cycle I to post-test cycle II. Additionally, students expressed enjoyment in using TikTok as a learning tool. However, the study did not explicitly mention the use of a questionnaire (Kaban, 2023). Comparison with

"Enhancing Nursing Students' Speaking Skill in Presenting Healthcare Education by Using TikTok Application" (Kaban, 2023)

Kaban's research utilized classroom action research (CAR), a methodology that includes multiple cycles of intervention and assessment, whereas a purely qualitative study may not follow this structured iterative process. Additionally, Kaban's study included pre-tests and post-tests to measure improvement in speaking skills, while the compared study likely focuses on students' perceptions and experiences without quantitative performance measurements.

B. Perceptions of EFL Students on TikTok as a Tool for Improving English Speaking Skills.

The use of social media as a tool for language learning has significantly altered the way students engage with English as a Foreign Language (EFL). Among various platforms, TikTok has gained widespread popularity due to its dynamic and visually engaging format, which appeals particularly to younger learners who are accustomed to digital environments. Unlike traditional language learning methods that often rely on textbooks, formal classroom instruction, and structured lesson plans, TikTok introduces a more informal and interactive

approach that allows students to be exposed to authentic spoken English in a more relaxed and entertaining setting. Hongsa et al. (2023) conducted a study on the perceptions of EFL students regarding TikTok as a learning tool, and the findings revealed that a large majority of students viewed the platform positively. They reported that TikTok provided an alternative way to practice English, allowing them to listen to a variety of speakers, imitate their pronunciation, and even engage in real-time speaking exercises through challenges and duets (Hongsa et al., 2023). These features were particularly beneficial for students who struggled with speaking in traditional classroom settings, as TikTok removed the pressure of immediate interaction and allowed them to practice speaking at their own pace.

One of the reasons why many students favor TikTok for language learning is its accessibility. Unlike formal education platforms that may require subscriptions, specialized software, or institutional access, TikTok is freely available to anyone with an internet connection and a mobile device. This accessibility enables students to integrate English learning into their daily lives without the constraints of rigid schedules or high costs, which is particularly beneficial for those who may not have access to advanced educational resources. According to Knowles'

Theory of Andragogy (1984), adult and independent learners benefit most from self-directed learning environments that allow them to explore topics based on their interests and needs (Wang & Pianchana, 2023). TikTok aligns well with this principle, as it provides students with the autonomy to choose content that suits their learning preferences, whether it be videos focused on pronunciation, vocabulary expansion, idiomatic expressions, or cultural nuances of the English language.

Despite its advantages, however, TikTok is not without its limitations as an educational tool, particularly when it comes to the credibility of the content. Unlike traditional educational platforms that feature content curated by professional educators and linguists, TikTok is largely user-generated, meaning that the quality and accuracy of language input can vary significantly. Adhani and Warni (2024) conducted a qualitative study in which they analyzed the perceptions of EFL students regarding the reliability of TikTok as a language-learning tool. The findings indicated that while many students appreciated the informal learning opportunities TikTok provided, they also expressed concerns about the accuracy of the language they encountered (Adhani & Warni, 2024). This skepticism is particularly relevant given that a large proportion of TikTok content is created by non-

professional educators, influencers, or casual users, many of whom may use slang, non-standard grammar, or regional dialects that differ from formal English. As a result, students who rely heavily on TikTok for learning English may inadvertently pick up incorrect language patterns, which could later hinder their academic or professional communication skills.

Another concern among EFL students regarding TikTok is the platform's emphasis on entertainment over structured learning. Unlike traditional classroom environments where lessons follow a systematic progression starting from basic language skills and gradually advancing to more complex concepts TikTok videos are short, fragmented, and often lack continuity. Diko Putri (2022) found that while students enjoyed learning English through TikTok, they sometimes found it difficult to retain information due to the fast-paced nature of the content (Putri, 2022). Many TikTok videos are designed to be entertaining rather than instructional, and as a result, students may prioritize engagement over comprehension. This aligns with Krashen's Input Hypothesis (1982), which emphasizes that language acquisition is most effective when learners receive comprehensible and structured input. Without structured guidance, students may be exposed to disjointed

vocabulary and grammatical structures, making it difficult for them to develop a coherent understanding of the language (Krashen, 1982).

Additionally, the informal nature of TikTok may not always align with the goals of EFL students who need to develop proficiency in academic or professional English. While informal conversations and slang can be useful in certain social contexts, they are not always appropriate for formal writing, business communication, or standardized language proficiency exams such as IELTS or TOEFL. Yulita and Hertiki (2023) found that some students who relied on TikTok for English learning developed a preference for casual speech patterns, which later made it challenging for them to adjust to more formal registers required in academic and professional settings (Yulita & Hertiki, 2023). This is a significant concern, as proficiency in formal English is often necessary for career advancement, higher education, and cross-cultural communication.

Furthermore, while TikTok allows students to engage with real-world language use, it does not provide the same level of corrective feedback that a teacher or language tutor would. In traditional classroom settings, instructors can correct students' pronunciation, grammar, and word choice, helping them refine their skills over time.

However, on TikTok, learners often practice speaking without receiving direct feedback, which can lead to fossilization where incorrect language use becomes ingrained over time. Susanto and Suparmi (2024) emphasized that while TikTok provides valuable exposure to spoken English, it should not be used as a standalone learning tool, but rather as a supplement to more structured forms of instruction (Susanto & Suparmi, 2024).

C. The Benefits of TikTok in Enhancing Fluency, Pronunciation, and Confidence

The development of fluency, pronunciation, and confidence in English speaking skills is a crucial aspect of language acquisition, particularly for EFL (English as a Foreign Language) students who may not have frequent opportunities to practice speaking in authentic contexts. Fluency refers to the ability to communicate smoothly and coherently without excessive hesitation, while pronunciation involves accurate articulation of sounds, intonation, and stress patterns. Confidence, on the other hand, is the psychological assurance that allows learners to speak without fear of making mistakes or being judged. TikTok, as a digital platform, offers a unique and innovative approach to improving these aspects by creating an environment where students can actively

engage in self-expression, imitation, and peer interaction. Unlike traditional language-learning methods, which often rely on passive listening or rigid classroom exercises, TikTok encourages spontaneous speech production, making it an effective tool for fostering real-world communication skills.

One of the primary benefits of using TikTok for language learning is its capacity to improve fluency. Fluency is not only about speaking quickly but also about maintaining a natural rhythm, using appropriate pauses, and structuring sentences effectively in real-time conversations. Waode (2024) conducted a study that found that students who regularly engaged in TikTok-based speaking activities demonstrated significant improvements in their speech fluency (Waode, 2024). The study observed that because TikTok videos are typically short and require concise articulation, students became more adept at forming coherent sentences without unnecessary hesitation. This aligns with Swain's Output Hypothesis (1985), which emphasizes the importance of producing language as an essential part of language development. When students create and share TikTok videos, they are encouraged to construct sentences in real time, thereby reinforcing their ability to think and speak spontaneously (Basri & Wahyuni, 2024).

Additionally, TikTok's interactive nature fosters fluency by providing students with exposure to conversational English in diverse contexts. Many language-learning TikTok creators use situational dialogues, storytelling, and role-playing exercises that simulate real-life interactions. By engaging with such content, students gain insights into natural speech patterns, common expressions, and discourse structures that may not always be covered in traditional language courses. Ningroom and Mandarani (2024) found that students who actively participated in TikTok challenges, such as storytelling or imitation exercises, were able to develop better sentence cohesion and fluidity in their speech (Ningroom & Mandarani, 2024). The brevity of TikTok videos also encourages students to practice concise and direct communication, which is an essential skill in effective speaking.

Pronunciation is another critical component of speaking proficiency, as it affects how well a speaker is understood by others. Traditional pronunciation training often involves repetition drills, phonetic exercises, and teacher-led corrections, which can sometimes be monotonous for learners. TikTok, however, provides a more engaging and interactive way to practice pronunciation through exposure to native and fluent

speakers. Tiyana et al. (2023) found that students who regularly watched and imitated TikTok videos featuring native English speakers demonstrated significant improvements in their pronunciation and accent accuracy (Tiyana et al., 2023). This aligns with Krashen's Natural Approach (1983), which suggests that language learners acquire pronunciation skills more effectively when exposed to comprehensible input in a natural setting. By listening to native speakers and repeating their speech patterns, students develop better control over phonemes, stress, and intonation.

Moreover, TikTok's lip-syncing and duet features provide learners with an opportunity to practice pronunciation through imitation. Many language educators and content creators on TikTok produce pronunciation-focused videos where students can practice specific sounds, minimal pairs, and connected speech patterns. Putri (2022) noted that students who participated in pronunciation challenges where they were required to repeat sentences exactly as spoken by a fluent speaker demonstrated better articulation and phonetic awareness compared to those who solely relied on textbook exercises (Putri, 2022). This is supported by Flege's Speech Learning Model (1995), which states that pronunciation improves when learners repeatedly hear and produce

sounds in meaningful communicative contexts. Unlike traditional repetition drills, TikTok's interactive approach makes pronunciation practice more enjoyable and accessible, which in turn enhances motivation and long-term retention of accurate speech patterns.

Confidence plays a crucial role in language acquisition, as students who lack confidence often experience anxiety when speaking in front of others. Many EFL learners hesitate to practice speaking due to fear of making mistakes or being judged by their peers. TikTok provides a low-pressure environment where students can gradually build their confidence by recording themselves speaking and receiving feedback from a broader audience. Unlike classroom settings where students may feel intimidated by formal assessments, TikTok allows learners to practice speaking in a fun and informal way. Aldossari (2024) found that students who engaged in TikTok language-learning activities reported increased confidence in their ability to communicate in English, as the platform allowed them to practice without fear of immediate correction (Aldossari, 2024). This finding aligns with Krashen's Affective Filter Hypothesis (1982), which states that learners acquire language more effectively when their anxiety levels are low and their motivation is high.

Another way TikTok enhances confidence is by fostering a sense of community and peer support. Many language learners use TikTok to share their progress, receive encouragement, and interact with others who are also learning English. Susanto and Suparmi (2024) found that students who actively participated in language-learning communities on TikTok were more likely to engage in speaking activities outside the platform, as they felt a sense of belonging and motivation to continue practicing (Susanto & Suparmi, 2024). The platform's emphasis on creative self-expression also allows students to practice speaking in a way that aligns with their personal interests, whether it be through storytelling, humor, or educational content creation.

Furthermore, TikTok's duet and challenge features encourage collaborative learning, where students can engage in guided speaking exercises with more advanced speakers. Basri and Wahyuni (2024) found that students who participated in TikTok duets with fluent English speakers experienced lower levels of speaking anxiety, as the structured nature of the activity provided a sense of security and direction (Basri & Wahyuni, 2024). This aligns with Bandura's Social Learning Theory (1977), which posits that individuals learn best through observation, imitation, and reinforcement. When students

see their peers successfully engaging in English-speaking activities, they are more likely to develop the confidence to participate themselves.

D. Challenges Faced by Students When Using TikTok for Learning English Speaking Skills

While TikTok presents significant opportunities for enhancing English speaking skills among EFL (English as a Foreign Language) students, it also introduces several challenges that must be carefully considered. The platform's highly engaging and entertainment-driven nature, its reliance on user-generated content, and its lack of formal structure can pose obstacles to effective language learning. Although many students find TikTok to be a fun and engaging tool, issues such as distraction, content reliability, lack of structured feedback, and anxiety in content creation can hinder its effectiveness as an educational resource. These challenges underscore the importance of integrating TikTok into a broader, well-structured learning strategy rather than relying on it as a standalone tool for language acquisition.

One of the most significant drawbacks of using TikTok for educational purposes is the potential for distraction. Unlike traditional learning environments that provide a structured and goal-oriented approach to language acquisition, TikTok is designed as an

entertainment platform, with an algorithm that encourages continuous content consumption. The platform's short-video format and endless scrolling feature make it easy for students to lose focus and divert their attention away from language-learning content. Xiuwen and Razali (2021) found that while students initially sought out TikTok for educational content, many eventually became sidetracked by unrelated videos, leading to decreased time spent on language practice (Xiuwen & Razali, 2021). This aligns with Sweller's Cognitive Load Theory (1994), which suggests that an overload of extraneous stimuli can interfere with the learning process by diverting cognitive resources away from essential language acquisition tasks.

Moreover, the unpredictable nature of TikTok's content algorithm further exacerbates the issue of distraction. Unlike traditional learning platforms that allow students to follow a structured syllabus, TikTok presents videos based on user preferences and engagement history. This means that even if students initially engage with English-learning content, they may eventually be directed toward unrelated entertainment videos. Basri and Wahyuni (2024) noted that while students appreciated TikTok's accessibility, they also reported difficulty maintaining discipline and focus when using the platform for language learning (Basri & Wahyuni, 2024). This raises concerns

about the platform's long-term viability as an effective language-learning tool, particularly for students who struggle with self-regulation and time management.

Another major challenge associated with using TikTok for English learning is the lack of quality control in the content available. Since TikTok is an open platform where anyone can create and share videos, the accuracy and reliability of language-learning content vary significantly. Unlike formal language-learning resources, which are developed by experienced educators and linguists, TikTok content is primarily created by ordinary users, many of whom may not have the necessary qualifications to provide accurate language instruction. Adhani and Warni (2024) found that while some TikTok videos provided useful explanations of grammar rules, pronunciation, and vocabulary, others contained incorrect or misleading information that could reinforce language errors (Adhani & Warni, 2024).

This challenge is particularly concerning for beginner and intermediate learners who may not yet have the linguistic competence to distinguish between accurate and inaccurate information. Putri (2022) highlighted that many students who relied heavily on TikTok for learning English unknowingly adopted incorrect grammatical structures and pronunciation habits due to exposure to

unreliable content (Putri, 2022). These findings align with Krashen's Input Hypothesis (1982), which emphasizes the importance of comprehensible and high-quality input for effective language acquisition. If students are frequently exposed to flawed or inconsistent language use without corrective guidance, they risk developing fossilized errors that can be difficult to unlearn.

One of the key components of effective language learning is receiving timely and constructive feedback, which allows learners to identify and correct their mistakes. Traditional language-learning environments, such as classrooms or tutoring sessions, provide structured feedback from instructors who can assess students' speaking abilities and offer targeted corrections. However, TikTok lacks a built-in mechanism for providing corrective feedback, making it difficult for students to monitor their progress and address their weaknesses. Suripto et al. (2023) found that students who relied on TikTok for speaking practice often developed persistent pronunciation and grammatical errors due to the absence of corrective intervention (Suripto et al., 2023).

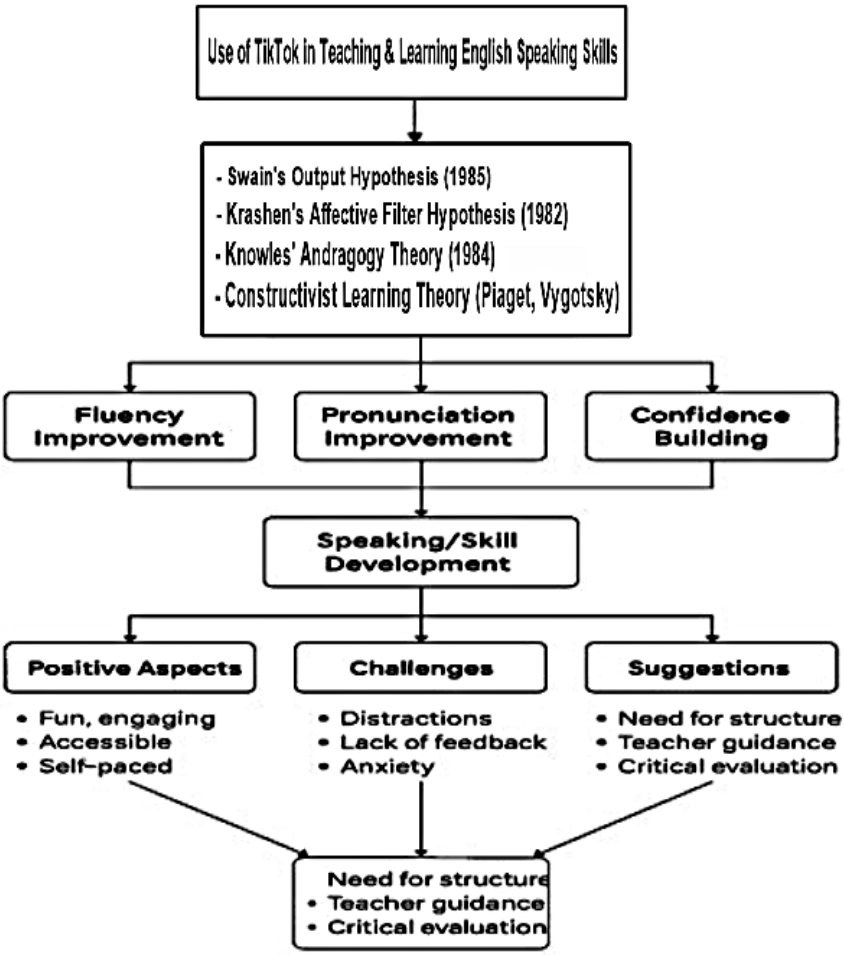
This issue is further compounded by the fact that TikTok prioritizes entertainment value over educational rigor. Unlike formal learning platforms that provide exercises, assessments, and structured curricula, TikTok's

content is typically designed to be engaging and concise, which may not always allow for in-depth learning. Ningroom and Mandarani (2024) noted that while TikTok was useful for increasing exposure to English, it did not provide students with opportunities to refine their speaking skills through guided correction (Ningroom & Mandarani, 2024). Without structured feedback, students may struggle to identify their areas of weakness, leading to stagnation in their language development.

Another psychological challenge that some students face when using TikTok for language learning is anxiety related to content creation. While TikTok provides an opportunity for learners to practice speaking English by creating and sharing videos, not all students feel comfortable recording themselves and posting content for public viewing. Aldossari (2024) found that many students experienced anxiety and self-doubt when attempting to participate in speaking challenges, particularly due to fear of negative feedback or judgment from online audiences (Aldossari, 2024). This aligns with Horwitz's Foreign Language Anxiety Theory (1986), which suggests that learners who experience high levels of anxiety are more likely to avoid speaking activities, ultimately hindering their language development.

Additionally, the emphasis on producing visually appealing content can shift students' focus away from language learning. Unlike traditional speaking exercises, which prioritize linguistic accuracy and clarity, TikTok's content creation process often encourages creativity, humor, and trend participation. Susanto and Suparmi (2024) found that some students spent more time editing their videos and ensuring they followed viral trends rather than concentrating on improving their speaking skills (Susanto & Suparmi, 2024). This suggests that while TikTok can be a valuable tool for boosting confidence, it may also contribute to a false sense of proficiency if students are not critically evaluating their language use.

E. Conceptual Framework


Use of TikTok in Teaching & Learning English Speaking Skills
- Swain's Output Hypothesis (1985)
- Krashen's Affective Filter Hypothesis (1982)
- Knowles' Andragogy Theory (1984)
- Constructivist Learning Theory (Piaget, Vygotsky)
Fluency Improvement
Pronunciation Improvement
Confidence Building
Speaking/Skill Development
Positive Aspects
Challenges
Suggestions
• Fun, engaging
• Accessible
• Self-paced
• Distractions
• Lack of feedback
• Anxiety
• Need for structure
• Teacher guidance
• Critical evaluation
Need for structure
• Teacher guidance
• Critical evaluation

This study is grounded in a multi-theoretical framework that explains how TikTok functions as a language learning tool to support the development of English speaking skills among EFL students. At the core **is** Swain's Output Hypothesis (1985), which emphasizes that language learning improves when learners actively produce language rather than just receive it. TikTok aligns with this by encouraging students to record and publish their own spoken content, promoting spontaneous language use and fluency development.

Furthermore**,** Krashen's Affective Filter Hypothesis (1982) underpins the role of emotional states in language acquisition. TikTok's informal and entertaining nature lowers students' anxiety, making it easier for them to practice speaking without the fear of failure, thereby increasing their confidence. Knowles' Andragogy Theory (1984) is also relevant, as it focuses on self-directed learning in adults. University-level EFL students are more autonomous and responsive to personalized, relevant, and interest-based content which TikTok readily provides.

Additionally, Bandura's Social Learning Theory (1977) supports the idea that learners acquire language through observing and imitating others. TikTok facilitates this through features like lip-syncing, duets, and mimicry of native speakers. Vygotsky's Sociocultural Theory (1978) further complements the framework by highlighting the importance of social interaction and peer learning. Features such as collaboration, peer feedback in comments, and duet challenges promote socially

constructed learning experiences. Altogether, these theories illustrate that TikTok, when used intentionally, supports learners' fluency, pronunciation, and confidence through interactive, learner-centered, and socially meaningful practices positioning the platform as a powerful complementary tool in the development of English speaking skills.

CHAPTER III
RESEARCH METHOD

The primary emphasis of this chapter is on the research methodology applied to this research. The research design, research setting, research participants, method of data collection, research instrument, and technique of data analysis are some of the subchapters.

A. Research Design

This study employs a qualitative descriptive research design to explore students' experiences, perceptions, and challenges in using TikTok as a tool for improving English-speaking skills. A qualitative descriptive approach is appropriate for capturing detailed, real-life insights without manipulating variables, making it ideal for investigating how EFL students engage with TikTok in language learning. This research focuses on describing and interpreting students' experiences rather than measuring statistical relationships, allowing for a comprehensive understanding of how TikTok contributes to English language learning (Sandelowski, 2000) qualitative descriptive approach is chosen for several reasons. First, it provides a rich, in-depth summary of students' real-world experiences using TikTok for speaking practice. Second, it allows for an exploratory

analysis of how, why, and to what extent students perceive TikTok as an effective language-learning tool. Third, it enables flexibility in data collection, incorporating semi-structured interviews, open-ended questionnaires, and observations to capture diverse perspectives and experiences (Hu & Du, 2022).

The theoretical foundation of this research is based on Constructivist Learning Theory (Piaget, 1960; Vygotsky, 1978) and Social Learning Theory (Bandura, 1977). Constructivist theory suggests that learners actively construct knowledge through experiences and interactions. In the context of TikTok, students engage with content by creating, sharing, and responding to videos, allowing them to actively participate in language learning. Additionally, Vygotsky's concept of the Zone of Proximal Development (ZPD) emphasizes that students learn best when interacting with peers or more proficient speakers, which aligns with TikTok's interactive and collaborative features (Susanto & Suparmi, 2024). Furthermore, Social Learning Theory (Bandura, 1977) highlights that learning occurs through observation, imitation, and interaction. TikTok provides students with opportunities to observe native speakers, practice pronunciation through imitation, and receive feedback from their peers. The platform's video format encourages students to repeatedly watch, listen, and

mimic language models, reinforcing their speaking skills over time (Bakar et al., 2023). The primary focus of this study is to describe how students perceive TikTok as a language-learning tool, the types of content they engage with, and the benefits and challenges they experience when using TikTok for English-speaking practice. By utilizing a qualitative descriptive approach**,** this research aims to provide a comprehensive, detailed account of students' interactions with TikTok, offering valuable insights into how digital media can influence language acquisition in an EFL context.

A. Participants

This study involved eight active undergraduate students from the English Education Department at Universitas Islam Negeri (UIN) Walisongo Semarang. The participants were selected using purposive sampling, a non-probability sampling technique that allows researchers to intentionally choose individuals based on specific characteristics relevant to the research objectives. This approach is widely used in qualitative research because it enables the collection of rich, in-depth data from individuals who are directly involved in the phenomenon being studied (Palinkas et al., 2015).

The criteria for participant selection included: (1) being an active student in the English Education

Department, at least in the fourth semester; (2) having a minimum English proficiency level of intermediate; (3) actively using TikTok in daily life; and (4) having experience using TikTok as a tool for practicing or learning English speaking skills, either formally or informally. The diversity of participant backgrounds in terms of age, frequency of TikTok usage, and learning motivations was intentionally considered to gain a broader understanding of the subject matter.

The following table presents the descriptive data of the eight participants, with names anonymized using initials to protect their privacy:

Participant Initials	Age	English Proficiencyv	TikTok Usage Frequency	Daily Duration	Used TikTok to Learn Speaking?
MLF	21th	Intermediate	Daily	6 hours	Yes
IAF	23th	Intermediate	Daily	7 hours	Yes
DEA	21th	Intermediate	Weekly	2 hours	No
BFNS	22th	Intermediate	Daily	5 hours	Yes
KR	22th	Intermediate	Daily	4 hours	Yes
N	21th	Advance	Daily	1,5 hours	Yes
LF	22th	Intermediate	Daily	2 hours	Yes
IBF	23th	Intermediate	Daily	1 hours	Yes

As shown in the table, most participants are within the age range of 21–23 years old and possess an

intermediate level of English proficiency, with one participant at the advanced level. The majority of them reported using TikTok on a daily basis, with usage durations ranging from 1 to 7 hours per day. Notably, seven out of eight participants confirmed that they have used TikTok as a tool for learning or practicing English speaking skills, while only one participant (DEA) reported using TikTok solely for entertainment purposes.

This variation in English proficiency, usage frequency, and learning motivation allows for a deeper exploration of students' perceptions and experiences regarding TikTok as a supplementary learning platform. Their responses provided valuable insights into both the positive aspects and the challenges of using social media for academic purposes, particularly in the context of developing speaking competence in English.

Prior to data collection, participants were informed about the purpose and procedures of the research. Each participant signed an informed consent form and was assured of the confidentiality of their identity. All data collected from the participants was used strictly for academic purposes and analyzed objectively to address the research questions of the study.

B. Instruments

In qualitative research, the primary instrument for data collection is the researcher. This is because qualitative inquiry relies heavily on the researcher's ability to observe, listen, interpret, and interact with participants in a meaningful way. However, in order to support the consistency and depth of the data collection process, additional instruments were also used in this study, including a semi-structured interview guide, a digital voice recorder, and field notes.

The main instrument used in this research was a semi-structured interview guide, which was developed by the researcher based on the research questions and the theoretical framework outlined in the previous chapters. The interview guide consisted of a set of open-ended questions designed to explore several key aspects, including: (1) the students' general perceptions of using TikTok as a learning tool for speaking, (2) the benefits they perceived in terms of fluency, pronunciation, and speaking confidence, and (3) the challenges or limitations they encountered while using the platform. The questions were carefully formulated to encourage participants to provide reflective and detailed responses, while also allowing the flexibility for the interviewer to probe further into relevant topics that emerged during the conversation.

The semi-structured format was intentionally chosen to maintain a balance between structure and flexibility. This format provided a consistent framework for all interviews, ensuring that each participant was asked similar questions, thus allowing for comparison across responses. At the same time, the flexible nature of the interviews allowed the researcher to ask follow-up or clarifying questions based on the participant's individual experiences. This helped enrich the data and ensured that the participant's voice and perspective were genuinely represented.

In addition to the interview guide, a digital audio recorder was used to record each interview session. This tool played a crucial role in ensuring the accuracy of the data collected, as it allowed the researcher to capture the participants' exact words, tone, and expression. The recordings were later transcribed verbatim for analysis. Audio recording also allowed the researcher to focus fully on the conversation during the interview rather than being distracted by extensive note-taking.

Field notes were also taken during and immediately after each interview. These notes included observations about the participants' non-verbal cues (such as facial expressions, gestures, and tone of voice), the interview setting, and any other contextual details that

might be useful in interpreting the responses. These notes served to complement the verbal data obtained from the recordings and helped the researcher understand the participant's statements in their proper context.

Prior to data collection, the interview instrument was reviewed and validated by the research supervisor to ensure the relevance and clarity of the questions. A pilot interview was also conducted with one student (who was not included in the final participant group) to test the effectiveness of the questions and refine them as needed. The feedback gained from the pilot session helped the researcher improve the flow and structure of the interview.

In conclusion, the instruments used in this study were designed to ensure the credibility and depth of the data collected. The combination of the researcher's role, the semi-structured interview guide, audio recording, and field notes created a comprehensive and reliable system for gathering rich qualitative data that aligned with the goals of the study.

C. Data Collection

The process of data collection in this study was carried out with careful attention to both methodological rigor and ethical considerations, ensuring that the information gathered was valid, in-depth, and reflective of

the participants' authentic experiences. As this study used a qualitative design, the primary data collection method employed was semi-structured interviews. This method was chosen due to its suitability in exploring complex personal experiences, perceptions, and beliefs, particularly in relation to how students use TikTok to improve their English-speaking skills.

Before the interviews were conducted, the researcher reached out to potential participants who met the established criteria. Each participant was given a brief explanation regarding the objectives of the study, the nature of their involvement, and the ethical safeguards in place, such as confidentiality and the voluntary nature of participation. Those who agreed to take part in the study signed an informed consent form. This ensured that participants fully understood their rights, including the freedom to withdraw at any point without any consequences.

Each interview was conducted individually in a quiet and comfortable environment, either in person or through a secure video conferencing platform, depending on the availability and preference of the participant. The researcher aimed to establish a friendly and non-threatening atmosphere, so that participants felt safe and confident in sharing their thoughts and experiences. This

is particularly important in qualitative research, where trust and openness are essential for gathering meaningful data.

To maximize clarity and expression, the interviews were conducted in Bahasa Indonesia, the participants' native language. This choice was made to allow participants to speak more freely, confidently, and in greater detail without being constrained by language barriers. Afterward, the interview transcripts were translated into English by the researcher for analysis, while ensuring that the meaning and nuance of the original responses were preserved.

Each interview lasted approximately 25 to 35 minutes, depending on the participant's level of engagement and the depth of their responses. The researcher used the semi-structured interview guide to maintain consistency across all sessions, while also allowing for flexibility in asking follow-up questions or exploring unexpected yet relevant topics that arose during the interview. All interviews were audio recorded using a digital voice recorder, with prior permission from the participants. This ensured that the data was captured accurately and completely, allowing the researcher to transcribe the conversations verbatim for further analysis.

In addition to the audio recordings, the researcher also took field notes during and immediately after each session. These notes included observations about non-verbal behavior, the participant's emotional tone, and any contextual factors that might affect the interpretation of the data. Field notes served as supplementary material to enrich the primary data and help the researcher maintain reflexivity during the analytical process.

After all interviews were completed, the recordings were transcribed manually by the researcher. The transcripts were then reviewed multiple times to check for accuracy and completeness. Any unclear segments in the audio were clarified by listening again, and cross-referenced with field notes when necessary. The transcribed data was stored securely and only accessible to the researcher and academic supervisor. Pseudonyms were used to protect participant identities, and all data were treated with strict confidentiality in accordance with ethical research standards.

Through this meticulous data collection process, the researcher was able to gather rich and nuanced insights into students' perceptions, benefits, and challenges in using TikTok as a medium for English speaking practice. These insights served as the foundation for the thematic analysis presented in the subsequent chapter.

D. Data Analysis Technique

Data were analyzed using inductive thematic analysis (Braun & Clarke, 2006) to identify patterns and themes emerging from participants' experiences with TikTok in improving their English-speaking skills. The interviews were transcribed into English within one day after each session to ensure accuracy and retention of details. The researcher then carefully reviewed each transcript and manually assigned codes to key phrases, ideas, and recurring patterns. These codes were systematically grouped into broader themes based on their similarities and relevance to the research questions. The themes were extracted and organized manually, without the assistance of qualitative research software, allowing for a more intuitive analysis. To enhance the reliability of the findings, the identified themes were later provided to participants for feedback and validation. By employing this manual thematic analysis approach, the study aimed to present an in-depth and authentic representation of students' perceptions, benefits, and challenges in using TikTok as a tool for improving English-speaking skills.

CHAPTER IV
FINDING AND DISCUSSION

A. Finding

This study aims to understand how students utilize TikT ok in learning English speaking skills, including their perceptions, benefits gained, as well as challenges faced. The findings are organized around three main deductive themes derived from the problem statement.

a. Perceptions of EFL Students on TikTok as a Tool for Improving English Speaking Skills.

Based on the results of in-depth interviews with eight EFL students, it was found that TikTok is seen as having significant potential as an alternative medium in learning English speaking skills. In general, the respondents' perceptions of using TikTok were quite positive, although there were also some critical views on the limitations of this platform. In the thematic analysis, four main codes were found in this theme, namely: TikTok as an interesting medium, Ease of access and flexibility, Informal learning alternative, and Lack of interaction and feedback. Each of these codes reflects a dimension of students' perceptions in utilizing TikTok to support their English speaking skills.

One of the most prominent aspects in students' perception of TikTok is its visual appeal and short and entertaining content format. This is considered very suitable with the characteristics of today's younger generation who tend to be more interested in fast, concise, and visual learning.

Student 1 said that TikTok is more fun than other learning media:

> *"If I were told to choose between learning speaking through books, YouTube, or TikTok, I would definitely choose TikTok. Because TikTok is more direct, the content is concise and fast. We can immediately know the topics discussed, such as fluent speaking tips, or differences in pronunciation of certain words. In addition, a lot of the content is made funny, so we don't feel like we're learning, but we actually get the knowledge. I'm also excited because it looks really interesting, colorful, uses subtitles, and sometimes gives expressions that are over the top but actually make me remember it."*

A similar impression was also expressed by Student 2, who felt that TikTok answered her needs as a visual-auditory learner:

> *"If I were told to choose between learning speaking through books, YouTube, or TikTok, I would definitely choose TikTok. Because TikTok is more direct, the content is concise and fast. We can immediately know the topics discussed, such as fluent speaking tips, or differences in pronunciation of certain words. In addition, a lot of the content is made funny, so we don't feel like*

we're learning, but we actually get the knowledge. I'm also excited because it looks really interesting, colorful, uses subtitles, and sometimes gives expressions that are over the top but actually make me remember it."

These two quotes show that TikTok is considered an engaging and relevant learning medium, and is able to adapt to the tastes and learning needs of today's students.

TikTok is not only seen as an engaging medium, but also as an accessible and flexible platform. Students feel that TikTok allows them to learn anywhere and anytime, without having to go through rigid formal learning procedures.

Student 2 described how she utilizes TikTok in the midst of her busy schedule:

"Sometimes I don't have time to open textbooks or watch long videos on YouTube. But with TikTok, I can open it in between activities. For example, during my lunch break, or while waiting for a ride. And uniquely, even if it's only one minute, I can learn a new sentence or the right pronunciation. Even if I'm tired or lazy to study, TikTok is an encouragement because it's short and to the point.

Meanwhile, Student 8 added that TikTok's ease of access via mobile is very helpful for him as an active learner:

"I can't always join online classes, especially if the signal is bad or the battery runs out. But TikTok can be opened anytime, even with little data. The content can also be saved for re-

watching. Sometimes there are videos that I repeat until I can imitate the pronunciation. I've also downloaded TikTok content and watched it offline while riding the bus or train. It's very flexible."

Both quotes highlight that TikTok supports a modern learning style that prioritizes convenience, spontaneity, and portability-suitable for the dynamic student life.

Many respondents found TikTok to be a fun and non-pressurized alternative to learning that is often felt in formal learning situations. This is especially helpful for those who still feel shy or lack confidence when speaking in English.

Student 2 adds:

"In class sometimes I don't dare to speak. I'm afraid of being laughed at by my friends or making grammar mistakes. But if I learn from TikTok, I can practice at home. I can talk in front of a mirror, or watch a video tutor. I once watched a video tutor who taught me daily expressions, and then I followed the sentences. That really helped. It felt free, no one was judging. So, I gradually gained the confidence to speak in other places too."

Student 6 shared a similar experience:

"In my opinion, TikTok teaches us English in a natural way. For example, there is content that contains conversations in restaurants, or at the airport. Then they do a roleplay, and I join in and say the sentences. It's better than just learning theory. I can try to speak by myself without being embarrassed. Because no one was listening, I was

free to practice. After a while, I started to dare to talk to my friends in English."

This informal approach makes TikTok a very inclusive and supportive medium for learners with different backgrounds and abilities. Learning becomes lighter, more personalized, and more gradual.

Despite its many advantages, some respondents revealed that TikTok has its limitations as a medium for learning to speak, mainly due to the lack of direct interaction and the absence of feedback on users' learning performance.

Student 3 criticized this aspect quite sharply:

"I once found a video that taught pronunciation but it turned out after I looked it up in an online dictionary, it was wrong. So, in my opinion, TikTok is good for the beginning of learning, for motivation and exposure, but not the main source. Because not all the content is correct. And again, there's no feedback. If we make a video and someone comments, it's not always right. So, we have to be careful if we learn from there."

Student 7 echoed similar sentiments, emphasizing the importance of accuracy:

"I once found a video that taught pronunciation but it turned out after I looked it up in an online dictionary, it was wrong. So, in my opinion, TikTok is good for the beginning of learning, for motivation and exposure, but not the main source. Because not all the content is correct. And again, there's no feedback. If we make a video and

someone comments, it's not always right. So, we have to be careful if we learn from there."

This view shows the importance of combining technology with a more structured pedagogical approach, especially for productive skills such as speaking that require immediate validation and correction.

Overall, students' perceptions of TikTok as a tool for learning to speak in English varied widely. Most see it as a fun, flexible and effective medium to increase motivation and exposure to spoken English. TikTok allows students to learn independently, at their own pace, and without pressure. However, others emphasize that to achieve more active and accurate speaking learning, interactive elements and immediate feedback are needed which TikTok cannot fully facilitate.

b. The Benefits of TikTok in Enhancing Fluency, Pronunciation, and Confidence

Based on in-depth interviews with eight EFL students, it was found that TikTok provides a number of tangible benefits in the process of improving English speaking skills, especially in three main aspects: fluency, pronunciation, and self-confidence. Respondents not only use TikTok as an entertainment medium, but also as a means for active and exploratory learning. TikTok offers an authentic, flexible and creative learning experience

something that is often not available in traditional learning approaches.

One of the benefits most frequently mentioned by respondents was improved English speaking fluency, driven by fast-paced content and trends such as "speaking challenges" that encourage learners to speak spontaneously and quickly. This kind of content indirectly trains the brain to think and respond faster in English.

Student 1 describes his experience with great enthusiasm:

> *"I personally feel that TikTok has helped me to speak more fluently. Usually, I see challenge videos that talk really fast, like natives who tell stories in one minute. At first, I was just listening, but after a while I started to follow along. So, I pause the video, then try to retell it with the same style and speed. It was hard at first, but the more I tried, the more I got used to it. Now when I'm told to speak without a script, I'm less nervous and the words flow better. This is thanks to frequent practice imitating fast-speaking videos on TikTok."*

Student 5, who also felt a significant improvement in her speaking fluency thanks to the consistency of watching and imitating videos on TikTok:

> *"For me, TikTok is like a training ground for fast talking. The content is short but to the point. I often follow the style of people talking there, and over time I became more accustomed to speaking without thinking too long. In class, I usually think before I speak, but now I'm more spontaneous. I*

also like to create small content in English, and it trains me to keep talking without much pause."

This narrative shows how daily exposure to rapid, contextualized spoken language can help learners build more fluent and natural speaking skills.

Subtitles and the ability to replay videos were among the technical aspects that respondents valued most in the pronunciation learning process. TikTok not only provides visual content, but also gives access to authentic sources of pronunciation from native speakers.

Student 1 explains in considerable detail how he utilizes this feature:

> *"The subtitle feature is like a lifesaver. Sometimes I hear words that are difficult to pronounce, I just look at the subtitles and then replay the video. I can pause, try to pronounce it myself, and compare it to the original voice. Especially if the creator is a native speaker, it really helps me to learn the correct pronunciation. And because I keep repeating it, my tongue gets used to it. Now I'm more confident when I speak, because I already know the right pronunciation."*

Student 4 also points out that subtitled content allows her to improve her pronunciation and increase her vocabulary at the same time:

> *"I like videos with text the most. I can read, know the meaning, and can immediately imitate the way they speak. I usually record my own voice after imitating, then listen to it again. Sometimes I compare whether my voice is similar to the one in the video. If not, I repeat it again. This is a habit*

that turns out to be very helpful. Without realizing it, my pronunciation is getting better. Sometimes I even learn new words that I've never encountered in textbooks."

The experiences of these respondents show that the use of simple technologies such as replay and subtitles can be maximized as effective self-learning tools, especially in the aspects of phonology and pronunciation.

The diversity of TikTok users from different countries allows students to explore different accents and styles of speaking English, ranging from British, American, to Australian accents. This provides a broader understanding of how English is used in real life by different communities.

Student 4 highlights the importance of exposure to different accents:

"One thing that makes me like TikTok is that I can see and hear how foreign people speak. They have different accents. Some speak fast and a bit slurred like Americans, while others are moreclear and neat like the British. I learned that English is not just one way of speaking. I also learned slang words or idioms that aren't usually taught at school."

Meanwhile, Student 8 adds:

"Sometimes I intentionally search for content from creators who come from abroad. For example, I type 'British English' or 'American accent' in the search bar. From there I can hear how native speakers speak. This is really important because if we only learn from non-

native teachers, sometimes the pronunciation is different. On TikTok I can hear the real thing, and I can mimic it. It also makes my ears more accustomed to hearing English naturally."

From this excerpt, it appears that TikTok opens a global window for learners to get to know a lively and authentic variety of English.

One of the main obstacles in learning to speak is fear, awkwardness, and lack of confidence. TikTok, with its relaxed and personalized nature, provides a safe space for students to practice without the fear of being judged directly. Many respondents admitted to feeling more comfortable starting speaking practice through TikTok than having to speak directly in front of the class.

Student 2 said honestly:

"I'm actually a shy person when told to speak in front of people, especially in English. But on TikTok, I can learn slowly. I watch it first, then I imitate the expression, the style of speaking. Sometimes I record it, but I don't post it, just for practice. Gradually, I became more confident. I thought, if other people can talk on video and be relaxed, why can't I? This really helps me build my confidence before I have to speak directly in public."

Student 4 also added how her TikTok experience changed her perception of learning English:

"I used to think English was scary, especially when I had to speak it. But since I often see TikTok content that is funny and educational, I think that learning can be fun. I started to dare to speak,

starting from short videos, then increasing the duration, and now I even dare to speak English when chatting casually with friends. TikTok made me feel that learning is not a burden, but actually fun."

Respondents' statements emphasize that self-confidence can grow through a learning approach that is fun, pressure-free and based on personal interests.

The findings on this theme show that TikTok is able to make a significant contribution to the process of improving EFL students' speaking skills. By providing access to authentic content, interactive features, and entertaining challenges, TikTok managed to create a dynamic, inclusive, and empowering learning environment. The improvements in fluency, pronunciation, and confidence are the result of a combination of independent practice, intensive exposure to spoken English, and the courage to try and evaluate oneself. However, this potential is maximized when combined with appropriate pedagogical guidance.

c. Challenges Faced by Students When Using TikTok for Learning English Speaking Skills

While TikTok provides various benefits in supporting the improvement of English speaking skills, most research participants also revealed significant challenges when using the platform as a learning tool.

These included distraction from non-educative content, lack of feedback on speaking performance, lack of confidence to perform on camera, and difficulty in self-assessing learning progress. This shows that utilizing TikTok for learning does not always go smoothly, and requires awareness, discipline, and appropriate learning strategies for optimal results.

One of the main challenges faced by students is the ease of being distracted by the entertainment content that dominates TikTok's For You Page (FYP). Despite initially opening the app with the intention of studying, many respondents admitted to being distracted by watching videos that were irrelevant to their learning goals.

Student 5 described her experience honestly:

> *"Initially, my intention was to open TikTok to watch English videos, educational ones. But in the end, the FYP was filled with funny videos, gossip, or dancing trends. I forgot the original purpose of opening the app. Suddenly I've been scrolling for half an hour with nothing to do with learning. It's really hard to resist temptation when you're already on TikTok."*

This phenomenon is also experienced by Student 7, who admits that TikTok's algorithm often displays entertainment videos that are more visually and emotionally appealing:

> *"I find it really hard to differentiate between study time and entertainment when I use TikTok.*

> *Especially if I see a funny viral video, I'll want to keep watching it. In the end, I only study for a while, the rest is entertainment. So it's hard to be disciplined when the media is an application that is dominant for entertainment."*

This distraction illustrates the paradoxical side of TikTok as a learning medium - while it is rich in educational content, its very nature as an entertainment platform means that users are easily distracted from their original intentions.

Another challenge is closely related to the lack of self-discipline in consistently utilizing TikTok for learning. Some respondents mentioned that although they had the intention to learn through English content, they found it difficult to maintain focus due to the unstructured environment of TikTok like a formal classroom.

Student 2 explains:

> *"Honestly, sometimes I can't focus when I study using TikTok. I want to watch a speaking practice video, but I end up scrolling through funny ones. So, the time that should be spent on speaking practice is wasted watching unimportant things. If you're not disciplined, TikTok becomes a waste of time."*

A similar sentiment was expressed by Student 1, who felt that learning on TikTok requires strong internal motivation:

> *"Learning on TikTok is different from the classroom. There's no one there to supervise me, so I have to work on myself. But sometimes I get*

tired and watch videos for entertainment. So yes, sometimes the progress is slow because it's hard for me to manage my time and focus."

This situation shows the importance of time management and clear learning goals when using social media as an educational platform.

Some participants also highlighted the lack of feedback on their speaking videos. As there is no teacher or native speaker to provide evaluation, they often feel confused about whether their pronunciation or sentence structure is correct or not. As a result, the learning process becomes less focused.

Student 4 elaborates on this point:

"I like to copy videos, then record my own version. But that's okay, I'm the only one who sees it. No one comments on whether my pronunciation is correct or not. Sometimes friends comment, but they don't discuss the English. So I feel like I'm not making the most of my learning because no one tells me what I need to improve."

Student 3 feels the same way:

"If we study in class, the teacher can correct us right away. But on TikTok, I upload videos, and sometimes no one even comments at all. Even if they do, they usually say 'cool' or 'cheer up', but not helpful feedback for improvement. In the end, I'm confused about whether I'm speaking correctly or not."

This lack of feedback is a major obstacle to self-evaluation and continuous development in learning to speak.

Psychological obstacles such as fear, shyness, and

lack of confidence also emerge as major challenges in TikTok speaking practice. Although the platform allows users to record videos in privacy, most students feel anxious when they have to show their English skills to the public, especially for fear of receiving negative comments. Student 2 expressed her concern:

> *"I often want to upload a video of me speaking English, but when I record it, I don't post it. I'm afraid of bad comments, especially if my pronunciation is still wrong. I've seen other people being ridiculed for having a weird accent. It makes me think twice about performing."*

Student 4 also adds:

> *"I like to practice by myself, but if I'm told to perform or post to TikTok, I feel really nervous. I'm afraid that I'll be considered pretentious, or that my friends will see it and make fun of me. So I just keep the video in my gallery, I don't share it. That's also what makes it difficult for me to get feedback and grow."*

This anxiety is a real psychological barrier, and points to the need for a more supportive and emotionally safe learning environment.

Some students also stated that they had difficulty assessing whether their speaking skills were improving or not. Without a clear standard of evaluation or assessment from others, they rely solely on personal feelings, which are often not objective.

Student 3 said:

> *"Saya telah membuat beberapa video, tetapi saya tidak tahu apakah saya sudah meningkat atau belum. Kadang-kadang saya pikir pelafalan saya sudah bagus, tapi itu pendapat saya sendiri. Saya tidak yakin karena tidak ada yang memeriksanya. Berbeda dengan di kelas, di mana ada tes berbicara atau tugas yang dinilai."*

This statement shows the need for a more structured measurement tool and a mentor or learning partner who can provide regular evaluation.

The findings from this theme indicate that while TikTok is a potential tool to help students improve their speaking skills, the platform also has a number of limitations and challenges. Distraction from entertainment content, lack of a feedback system, low self-confidence, and difficulty in measuring progress independently all act as barriers to learning. This suggests that using TikTok as a learning tool needs to be balanced with appropriate strategies, such as managing time, curating relevant content, and creating a supportive and collaborative learning community.

B. Discussions

This section discusses and interprets the research findings in more depth by linking them to the theoretical basis, literature review, and relevant previous research results. The purpose of this section is to provide a more

comprehensive understanding of the meaning of the data findings, as well as explain how the data supports or differs from previous studies. The discussion is based on three main themes that emerged from the thematic analysis of the interview data, namely: (a) Perceptions on TikTok as a Speaking Tool, (b) Benefits of TikTok in Enhancing Fluency, Pronunciation, and Confidence, and (c) Challenges in Using TikTok for Speaking Practice.

a. Perceptions of EFL Students on TikTok as a Tool for Improving English Speaking Skills.

The first theme in this study revealed that most EFL students have positive perceptions towards the use of TikTok as a supporting medium in learning English speaking skills.The respondents considered that TikTok is a platform that suits the characteristics of today's youth because it is visual, fast, interactive and easily accessible.They also mentioned that TikTok offers a relaxed and informal learning experience, making them feel more comfortable in learning speaking skills, especially in non-academic contexts.

This study found that the majority of students hold positive perceptions toward the use of TikTok as an alternative medium for learning English speaking skills.

These perceptions are shaped by several key aspects: TikTok is seen as enjoyable, accessible, flexible, and offering a low-pressure learning experience. Students reported that short and visually engaging videos match their learning preferences as members of the digital-native generation. Learning through TikTok was perceived as more natural and less intimidating than traditional classroom instruction, particularly in terms of speaking practice.

These findings are strongly aligned with the research conducted by (Titik Komariyah et al., 2022), who emphasized that TikTok is perceived by EFL students as an innovative and engaging platform that combines entertainment with education. Similar to the findings of this study, Komariyah et al. reported that students were more motivated to practice English speaking when the learning process felt enjoyable and emotionally engaging. In the present study, students highlighted the visual aesthetics, humorous content, and compact delivery of information as key features that made learning enjoyable and easy to absorb.

Moreover, this study reinforces the results of (Putri, 2022), who found that TikTok helped learners overcome the boredom often associated with language learning and fostered enthusiasm for speaking practice. In

both studies, learners appreciated the informal, non-threatening environment of TikTok, which allowed them to practice speaking without fear of making mistakes in front of others. Participants in this study expressed that they could rehearse in private before posting content, enabling them to build confidence incrementally a finding that closely mirrors Putri's.

In addition, this research is consistent with (Hongsa et al., 2023), who reported that learners viewed TikTok positively in terms of increasing fluency and speaking confidence. However, a notable contrast lies in the context of implementation. Hongsa et al.'s study involved a structured, formal speaking class in which TikTok was integrated into the instructional design, supported by teacher guidance and formal assessment. Conversely, the present study focuses on students' autonomous use of TikTok outside the classroom, in an informal, self-directed context. Despite this difference, both studies show that TikTok is perceived as beneficial for enhancing English-speaking ability, highlighting the platform's adaptability across learning environments.

One of the most frequently mentioned benefits in this study was TikTok's high accessibility and flexibility. Students appreciated the ability to engage with content anytime and anywhere even during short breaks or while

commuting. This supports findings from (Kaban, 2023), who also identified the practicality of TikTok in facilitating flexible learning opportunities. However, while Kaban's study involved nursing students who used TikTok to deliver structured health education presentations under instructor supervision, the students in this study engaged with TikTok independently, often consuming and producing content aligned with their personal interests. This difference highlights TikTok's dual function as both an instructional tool in formal settings and a self-learning platform in informal contexts.

In contrast, the present study places less emphasis on concerns about content credibility compared to (Adhani & Warni, 2024), whose study highlighted students' skepticism about the accuracy of TikTok's user-generated content. While some participants in this study expressed awareness of misinformation and the absence of corrective feedback, the general perception remained favorable. Students understood TikTok's limitations but still valued it as a motivational and supplementary tool for early-stage speaking practice. This realistic but optimistic view suggests that students are capable of using critical thinking in navigating online learning platforms.

Furthermore, this study adds nuance to the findings of (Chuah & Ch'ng, 2023), who warned that

TikTok's algorithm often prioritizes entertainment over educational content. Participants in the present study echoed similar concerns, noting that while they initially intended to engage with English-learning videos, they were frequently distracted by unrelated content on the For You Page (FYP). Despite this, they still recognized TikTok's potential when used intentionally and with discipline. This suggests that the effectiveness of TikTok as a learning tool is largely dependent on learner agency and self-regulation.

In summary, this study's findings are consistent with previous research in recognizing the motivational appeal, accessibility, and informal nature of TikTok in language learning. However, it expands the discussion by highlighting how students in a fully autonomous context perceive and utilize TikTok independently outside of formal instructional settings. This contribution is significant because it reflects how students integrate digital tools like TikTok into their self-directed learning habits, leveraging the platform not just as a source of entertainment but also as an educational space.

The comparative analysis reveals that while prior studies have mostly examined TikTok in structured or semi-structured settings, this study foregrounds students' individual agency in navigating the platform. The findings

affirm that positive perceptions of TikTok arise not only from its multimedia features and informal tone but also from students' ability to exercise control over their learning pace, content selection, and speaking practice routines. In doing so, this study contributes to a deeper understanding of the affordances and limitations of social media platforms like TikTok in supporting speaking skill development among EFL learners.

b. The Benefits of TikTok in Enhancing Fluency, Pronunciation, and Confidence

The second major theme that emerged from this study highlights how EFL students benefit from using TikTok to improve their English speaking skills, particularly in terms of fluency, pronunciation, and confidence. Participants in this study consistently described how TikTok's interactive, short-form video features allowed them to engage with the English language in an informal, practical, and entertaining manner. These findings closely align with and, in some cases, extend the insights found in previous research on social media-based language learning.

In terms of fluency, this study found that students experienced increased ability to speak more smoothly and spontaneously after engaging in speaking challenges or

mimicking content creators. They reported that repeated exposure to short, fast-paced videos helped them process spoken English more quickly and reduced their hesitation when speaking. This finding is in line with the results of (Hongsa et al., 2023), who noted significant improvement in students' fluency through regular engagement with TikTok-based speaking tasks. Hongsa's study used a mixed-method approach and included pre- and post-tests, which demonstrated measurable fluency development, whereas the present study, through qualitative narrative, provides rich insights into the *how* and *why* behind these improvements.

The improvement in fluency is also consistent with the Output Hypothesis by Swain (1985), which suggests that language learners develop fluency through opportunities to produce language rather than just receive input. Students in this study described how recording videos, imitating native speakers, and repeating phrases multiple times allowed them to produce real-time spoken English. This supports the findings of (Basri & Wahyuni, 2024), who emphasized that active participation in TikTok activities promotes spontaneous language output, especially when learners are asked to perform speech tasks under time constraints.

Regarding pronunciation, participants reported that features such as video replay, subtitles, and lip-syncing provided valuable tools for improving sound articulation and intonation. They frequently practiced mimicking native or fluent speakers, which helped them internalize proper pronunciation patterns. This closely corresponds to the findings of (Putri, 2022) and (Elma Tiyana et al., 2023), who both documented improvements in students' pronunciation as a result of engaging with native-English content on TikTok. In particular, Putri's study pointed out that the interactive features of TikTok, like pronunciation challenges, allowed learners to focus on minimal pairs and connected speech essential aspects of spoken English that are often overlooked in textbook learning.

Furthermore, these findings resonate with Flege's Speech Learning Model (1995), which argues that accurate pronunciation is best developed through frequent exposure and practice in meaningful contexts. TikTok's authentic, real-life language use provides a context-rich environment for learners to acquire correct pronunciation by hearing and repeating real speech, as opposed to the scripted and sometimes artificial examples found in formal materials.

The third benefit, increased confidence, was one of the most frequently discussed by participants in this

study. Students expressed that they felt more confident speaking English after practicing in a non-judgmental space. Several noted that the option to record, review, and even choose whether to post videos gave them the freedom to practice without fear of criticism. This affirms the findings of (Kaban, 2023) and (Susanto, A. K., & Suparmi, 2024), who found that students felt safer and more motivated when practicing in a digital environment that allowed private rehearsal. Kaban in particular highlighted the role of repeated TikTok-based speaking cycles in reducing students' speaking anxiety over time.

Additionally, these findings align well with Krashen's Affective Filter Hypothesis (1982), which states that learners acquire language more effectively when they are relaxed and motivated. The casual and entertaining nature of TikTok lowers the affective filter, making students more willing to speak English. Several participants in this study indicated that they began practicing privately and only gradually progressed to more public performances, illustrating how the platform supports personalized learning journeys based on students' psychological readiness.

Moreover, the sense of community and peer encouragement on TikTok helped build students' confidence. Participants noted that seeing other English

learners post videos gave them the motivation to do the same. This finding echoes Bandura's Social Learning Theory (1977), which emphasizes the importance of observation and modelling in learning. As (Basri & Wahyuni, 2024) also noted, duet features and speaking collaborations on TikTok help reduce anxiety and reinforce learners' belief in their ability to succeed known as self-efficacy.

While many of these findings confirm what earlier studies have observed, the present study adds deeper qualitative insight by exploring *students' personal reflections and emotional experiences* with TikTok. For example, some participants in this study began their speaking journey with no confidence, using TikTok as a private rehearsal space, and eventually transitioned into posting videos or using English in real-life conversations. This progressive narrative of confidence-building is an aspect that is often only briefly mentioned in quantitative studies like (Hongsa et al., 2023) or (Putri, 2022).

One key difference that also emerges is that this study emphasizes self-initiated learning. Unlike the classroom action research context in (Kaban, 2023), where students received structured assignments, the students in this study voluntarily used TikTok on their own terms. This adds an important dimension to the discussion of

learner autonomy, suggesting that students are capable of transforming an entertainment app into an effective self-learning environment if given the right motivation and digital literacy skills.

In summary, the present study confirms that TikTok can serve as an effective tool for improving speaking fluency, pronunciation, and confidence among EFL learners. It reinforces earlier research by providing a more personal and nuanced view of how these improvements happen in practice. Students not only imitate and practice language through TikTok but also experience a shift in mindset from fear and hesitation to enjoyment and self-expression. These findings indicate that when learners take ownership of their practice and are exposed to comprehensible input, real-time models, and positive peer influence, platforms like TikTok can bridge the gap between informal exposure and formal speaking proficiency.

c. Challenges Faced by Students When Using TikTok for Learning English Speaking Skills

While this study found that students generally perceived TikTok as a beneficial platform for speaking practice, several challenges were also revealed through the participants' narratives. These challenges include content

distractions, lack of feedback, performance anxiety, and difficulty in tracking learning progress. The present findings both confirm and extend the results of previous research on the limitations of social media use in EFL contexts.

The most frequently mentioned challenge was the distraction caused by non-educational content. Although participants initially used TikTok with the intention to learn or practice English, they admitted to being easily drawn into unrelated entertainment videos due to the platform's algorithm. This aligns with the findings of (Chuah & Ch'ng, 2023), who warned that TikTok's For You Page (FYP) often promotes content based on popularity rather than educational relevance. In their study, learners expressed that unless they carefully curated their feed, they would be overwhelmed by viral or humorous content that had little to no academic value. Similarly, participants in this study reported that the abundance of trending videos on their feed sometimes hindered their learning focus, resulting in inconsistent speaking practice.

Another significant issue was the lack of corrective feedback. Unlike classroom learning where teachers provide direct input and error correction, TikTok offers minimal to no formal feedback on students' speaking performance. Several students in this study

expressed uncertainty about whether their pronunciation or sentence structures were accurate. This echoes the findings of (Adhani & Warni, 2024)**,** who emphasized that despite the motivational role of TikTok, the platform does not provide systematic feedback or guided correction, which are crucial for long-term speaking development. Without a mentor or qualified listener, learners may repeat mistakes unknowingly, leading to fossilization—an issue also noted in studies like (Suripto et al., 2023). In contrast to previous studies that emphasize teacher-mediated TikTok use (Kaban, 2023), where feedback was structured and continuous, the present study reveals that when TikTok is used autonomously, learners are responsible for self-evaluation something they often struggle with. Participants in this study voiced concerns about the subjectivity of self-assessment, saying they had no benchmark to determine their progress or identify specific areas for improvement.

The third challenge was speaking anxiety and fear of judgment, especially when students were expected to upload their videos publicly. Some participants reported feelings of embarrassment or fear of receiving negative comments, leading them to avoid posting entirely or limiting visibility to close friends. This is consistent with the findings of (Yulita & Hertiki, 2023), who stated that learners are often reluctant to speak English in public due

to fear of being mocked or misjudged, especially on social media platforms where feedback can be instant and harsh. The lack of a psychologically safe learning environment can raise students' affective filter (Krashen, 1982), thus impeding language acquisition.

In contrast, (Susanto, A. K., & Suparmi, 2024) showed that some students overcame this fear over time through gradual exposure and positive peer interactions. Interestingly, a few participants in this study mentioned a similar process: starting with private recordings, sharing with a close circle, and slowly building confidence to share more widely. However, this was not universal. Other students still avoided posting videos altogether, suggesting that TikTok's public nature can be both empowering and intimidating, depending on the learner's personality and digital confidence.

Moreover, technical challenges also emerged. Students cited difficulties in editing videos, choosing suitable content, and keeping up with fast-paced trends. This is supported by (Putri, 2022), who found that some learners feel overwhelmed by the technical requirements of video-based tasks, especially when they lack the digital skills necessary to produce engaging or linguistically accurate content. While TikTok is widely considered user-friendly, the pressure to perform well in a visually

appealing and linguistically correct manner can create additional stress for learners, as also noted by (Elma Tiyana et al., 2023).

Importantly, the present study differs from previous research by emphasizing the student-driven and informal context of TikTok use. While many earlier studies—such as (Kaban, 2023) or (Hongsa et al., 2023) investigated TikTok integration within structured speaking assignments, this research reveals how students who engage with TikTok independently face a unique set of challenges, particularly due to the absence of pedagogical support. The findings suggest that although the platform holds promise, it cannot replace the role of guided instruction, formative assessment, and emotional support in the speaking development process.

In conclusion, the findings of this study validate existing concerns raised in previous research while adding nuance through the lens of students' lived experiences. Distraction, lack of feedback, fear of exposure, and technical limitations are persistent issues that must be addressed if TikTok is to be used effectively in speaking instruction. Educators and learners alike must approach TikTok as a complementary tool one that supports but does not substitute traditional speaking practice. Guidance in content selection, integration with feedback mechanisms,

and emotional support from peers or teachers could help maximize the platform's benefits while minimizing its challenges.

BAB V
CLOSING

This chapter concludes the whole research. This chapter presents conclusions from the research conducted, implications of the findings for English language learning, and suggestions for students, teachers, and future researchers. This chapter aims to summarize the core of the research and provide direction for further application and development.

A. Conclusion

Based on the findings and discussions presented in the previous chapters, it can be concluded that the use of TikTok as a supplementary tool in English language learning specifically in developing speaking skills offers notable potential, particularly for EFL learners in higher education settings. The study revealed that most students hold positive perceptions toward TikTok, viewing it not merely as an entertainment platform but also as an engaging, flexible, and accessible medium for practicing English. Its short-form videos, interactive features, and visually stimulating content are considered well-suited to the learning preferences of today's digitally oriented students.

The research highlighted three primary benefits of using TikTok for speaking practice: improved fluency,

enhanced pronunciation, and increased speaking confidence. Students reported that consistent exposure to spoken English through TikTok especially through speaking challenges, mimicking native speakers, and engaging in creative video-making helped them become more fluent and spontaneous in producing English utterances. Additionally, TikTok's visual and auditory features, such as subtitles and the ability to replay videos, provided learners with valuable input to refine their pronunciation in an authentic and enjoyable way. Perhaps most significantly, the informal and non-judgmental environment of TikTok fostered a sense of safety and self-assurance, enabling students who were previously hesitant to speak in English to begin expressing themselves more confidently.

Despite these advantages, the study also revealed several challenges associated with using TikTok for language learning. Many participants admitted to being easily distracted by unrelated content due to the entertainment-focused nature of the platform. Others expressed concerns about the lack of structured feedback, which made it difficult to assess the accuracy of their speaking performance or track their progress over time. Additionally, some students experienced anxiety about posting their speaking videos online, fearing negative

judgments or embarrassment. These findings indicate that while TikTok can facilitate language development, it should not be viewed as a replacement for formal instruction or teacher-guided feedback.

In summary, TikTok can serve as a powerful and innovative supplementary tool for enhancing English speaking skills when used purposefully and with clear learning goals. Its value lies in its ability to motivate learners, provide authentic language exposure, and create opportunities for self-directed speaking practice. However, to maximize its effectiveness, it is essential that learners maintain a critical awareness of content quality, manage their learning time wisely, and, where possible, combine TikTok use with structured feedback and pedagogical support. This study contributes to a growing body of research on digital media in language education and suggests that when properly harnessed, platforms like TikTok have the potential to transform how students engage with spoken English in dynamic and meaningful ways.

B. Implications

The results of this study have several practical and theoretical implications in the context of learning English as a foreign language:

Implications for teachers: English teachers can consider integrating TikTok as one of the alternative media in speaking activities. TikTok can be used as an authentic source of material or as an engaging speaking practice task that is in line with students' digital culture. However, there needs to be supervision and guidance so that students are not distracted by other irrelevant content.

Implications for students: Students need to realize that English learning does not have to be limited to the classroom or textbooks. By utilizing TikTok appropriately, students can learn independently, flexibly, and according to their own learning styles. However, they also need to develop learning discipline and self-reflection skills in order to evaluate their progress continuously.

Implications for future researchers: This research opens up room for further studies related to the use of TikTok or other digital platforms as English learning media. Quantitative or experimental studies can be conducted to measure the effectiveness of TikTok in improving certain aspects of speaking skills, or an exploration of how to build a digital feedback system in the context of social media.

C. Suggestions

Based on the findings and limitations in this study, the researcher provides the following suggestions:

For students: It is recommended that students use TikTok with a clear purpose and manage usage time wisely. They should also create a special account for educational content to avoid distraction. In addition, students need to actively seek learning communities or partners in order to get feedback that is useful in improving speaking skills.

For teachers or lecturers: It is recommended to start opening learning spaces that are more open to digital technology and social media culture. Lecturers can provide TikTok video-based assignments as an alternative to speaking practice. However, it still needs to be accompanied by an assessment rubric and feedback so that the learning process is more directed and measurable.

For future researchers: Future research is recommended to use a quantitative or mixed-method approach in order to measure the effectiveness of using TikTok on improving fluency, pronunciation, and confidence more objectively. The research can also be extended to different contexts, such as secondary schools or non-formal communities.

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APPENDIX 1

Research Instrument for Interviews

This study employs a semi-structured interview approach to explore the perceptions, benefits, and challenges of using TikTok to improve English-speaking skills among eighth-semester English Education students at UIN Walisongo Semarang. The interview consists of open-ended questions designed to encourage participants to share their experiences in depth.

General Questions

Participant Background

1. What is your name (optional)?
2. How old are you?
3. What is your current level of education?
4. What is your English proficiency level?
5. Have you ever studied English speaking skills in a formal setting?

TikTok Usage Habits

1. How often do you use TikTok? (e.g., daily, weekly, rarely)
2. How much time do you spend on TikTok per day?
3. Do you follow English-learning content creators on TikTok? If yes, which ones?
4. Have you ever used TikTok specifically for learning English speaking skills? If yes, how?

Students' Perception on the Use of TikTok in English Speaking Learning

1. What do you think about using TikTok as an English Speaking learning tool?
2. Do you find TikTok more engaging than traditional speaking learning methods? Why?
3. How motivated are you to use TikTok to improve your speaking skills?
4. Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
5. Do you think TikTok helps you be more active in practicing speaking English? Why?

Benefits of TikTok in Improving Fluency, Pronunciation, and Confidence

1. How does TikTok affect your fluency in speaking English?
2. Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
3. Do you feel more confident in speaking English after using TikTok? Why?
4. What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
5. Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?

Challenges in Using TikTok as a Speaking Learning Tool

1. What are the biggest obstacles you face when using TikTok to learn English speaking?
2. Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
3. Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
4. Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
5. How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?

APPENDIX 2

Transcript Interviews

Theme:

1. Perceptions on TikTok as a Speaking Tool (P)
2. Benefits of TikTok in enhancing fluency, Pronunciation, and Confidence (B)
3. Challenges in using TikTok for speaking practice (C)

Student 1

Date : 11 March 2025
Time : 19.35 – 19.50
Place : Ngaliyan
Initial Participant : MLF

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 1	S1-P	In my opinion, TiktoK as a tool for learning to speak English is something that is said to be still new, usually where we use TikTok usually for entertainment media but can also be used as a tool for learning in TikTok, there are a lot of content creators who present us to be able to learn Pronunciation well, like what I mentioned earlier, Zeline Nava and many more.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 1	S1-P	Of course TikTok is very more interesting where with TikTok we can explore more reach more content and we can also find out how to pronounce correctly with various English pronunciation accents.

	R	How motivated are you to use TikTok to improve your speaking skills?
Student 1	S1-P	If rated from 1 to 10 it is probably 7. 7 out of 10 for using TikTok as a useful tool in improving speaking skills.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 1	S1-P	Very because I find it very easy to use because especially TikTok I usually use daily 6 hours a day and the most helpful feature is the search engine where we can directly search for the content creators we want or what content we want to find.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 1	S1-P	TikTok is very helpful as there are examples of that content when we speak fast and also when we speak quickly about conversations and talk about news it can help us use more precise pronunciation and also fast.
	R	How does TikTok affect your fluency in speaking English?
Student 1	S1-B	quite influential where we can see how the correct pronunciation and how when we do the wrong pronunciation it can be corrected when we watch this content.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 1	S1-B	Yes, very helpful. TikTok is enough to improvise when our pronunciations are wrong, such as when using British Action American Action, it can use better pronunciations.
	R	Do you feel more confident in speaking English after using TikTok? Why?

Student 1	S1-B	I feel quite confident because in TikTok, there is a lot of content presented and we can learn more, we can see mistakes or we can find out whether the process is correct or not.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 1	S1-B	Yes, I often use short videos and challenges like Speak Fast.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 1	S1-B	Yes, of course I have. It's quite helpful where we can get a little bit of pronunciation like a native speaker.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 1	S1-C	Yes, maybe because of the lack of time. Because TikTok is often used as an entertainment medium. So maybe when there is an FYP about English pronunciation, we can dig deeper. If it happens often, maybe it can be quite a barrier.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 1	S1-C	I don't think so because as I said earlier, TikTok is easy to use and helpful.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 1	S1-C	Yes, there is feedback. In the feedback from my friends who use TikTok together, they share short videos, pronunciation, and others.

	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 1	S1-C	For embarrassment when using TikTok to learn English? When it's done alone, maybe the embarrassment is not too high, but when it's for real conversation it's quite awkward. But when done on social media it is quite confident.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 1	S1-C	Sangat karena menurut saya sangat mudah digunakan karena terutama TikTok yang biasanya saya gunakan setiap hari selama 6 jam sehari dan fitur yang paling membantu adalah mesin pencari di mana kita bisa langsung mencari kreator konten yang kita inginkan atau konten apa yang ingin kita cari.

Student 2

Date : 11 March 2025
Time : 20.00 – 20.19
Place : Ngaliyan
Initial Participant : IAF

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 2	S2-P	I think it's actually really possible, because the content is short and interesting, so it's not boring. But it depends on whether we want to learn or not.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 2	S2-P	Yes, it's more interesting because the content is varied, and the delivery is relaxed, so it's not tense like in class usually.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 2	S2-P	Honestly, I'm not too motivated, because I've never tried to seriously learn from TikTok.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 2	S2-P	It's really easy, just scroll. Maybe the short video feature is the most helpful, because you can immediately see and imitate how to speak.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 2	S2-P	Not really, because I haven't utilized TikTok for learning. But if I intend to, it can really help me to practice.

	R	How does TikTok affect your fluency in speaking English?
Student 2	S2-B	Because I haven't focused on learning from TikTok, so it hasn't affected my fluency much.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 2	S2-B	Not directly, but if you often watch native speakers, it can become a habit to follow the way they speak.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 2	S2-B	Not really, because I haven't actively created content or practiced through TikTok.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 2	S2-B	Maybe the duet feature, because you can directly respond to other people's videos. But I've never tried that feature for English practice.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 2	S2-B	I haven't, but I think it could be good for practicing pronunciation and intonation.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 2	S2-C	The obstacles are intention and time. Sometimes when I open TikTok, I mostly scroll through the entertainment, so I don't focus on learning.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?

Student 2	S2-C	Yes, because TikTok is more of a casual and entertainment atmosphere, so it's hard to focus on learning seriously.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 2	S2-C	No, because I never upload videos learning or speaking English on TikTok.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 2	S2-C	Yes, shyness is a major factor. Especially fear of being looked at or commented on negatively, so I think twice about uploading videos.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 2	S2-C	Maybe start small first, like watching educational content, then practice speaking by yourself first before daring to post.

Student 3

Date : 11 March 2025
Time : 20.30 – 20.50
Place : Ngaliyan
Initial Participant : DEA

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 3	S3-P	No, I use TikTok as a short video platform to find entertainment videos.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 3	S3-P	TikTok as a short video platform related to the use of short videos maybe in English mastery is less because TikTok is what I feel is better than talking from short itself.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 3	S3-P	TikTok is not very interesting because there is no feedback between the two.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 3	S3-P	Less deh, less because the lack of interactive in TikTok in short videos is less so because there is no feedback.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 3	S3-P	I think it's easy, it's just a bit tricky because YouTube recommendations are messed up and the most helpful feature is probably the auto caption.
	R	How does TikTok affect your fluency in speaking English?

Student 3	S3-B	It's a bit tricky because to watch TikTok itself is watching, to speak maybe it's what's the next stage, watching TikTok then the next stage is imitating so raising the video on TikTok itself like that.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 3	S3-B	I think it makes it easier to speak. right when watching TikTok with the kais it can ee imitate so imitate like I've watched it.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 3	S3-B	Improve pronuncation? Improve, just by the way in the TikTok video question there is a caption.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 3	S3-B	For example, there are short videos, then if we watch TikTok there are features for duets, challenges, live streaming or voice filters. Maybe in a duet way there is that, there are other people. Well that can help for collaboration. If the live streaming feature has never tried it, maybe I recommend it after the duet.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 3	S3-B	Yes , I am regularly trying to speech in mirror and act like native speaker trying to learning speaking skills
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 3	S3-C	If you scroll, the FYP, if it's not chaotic, the focus is lost. In other words, because it is easy to be distracted by the FYP.

	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 3	S3-C	Difficulty because after watching the video there must be an evaluation. Like noting what's new, well that's what's difficult. In other words, because it's easy to be distracted by the FYP.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 3	S3-C	No. I don't get feedback. Well, because of the lack of feedback from the surrounding, maybe if something is wrong it is not evaluated. So I don't know where I went wrong.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 3	S3-C	Affect. Especially speaking in front of the camera in front of the camera is a bit difficult It's really difficult because you have to evaluate how to pronounce it and then express it.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 3	S3-C	Yes , I am regularly trying to speech in mirror and act like native speaker trying to learning speaking skills

Student 4

Date : 11 March 2025
Time : 10.56 – 11.10
Place : Ngaliyan
Initial Participant : BFNS

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 4	S4-P	In my opinion, the use of TikTok as a tool for learning to speak English is very effective. Because on TikTok we can search for anything we want to learn.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 4	S4-P	Yes, I think TikTok is more engaging than traditional speaking learning methods. Well, that's because with TikTok, we can hear accents from outsiders, and the pronunciations are also clear, like that. Then you can repeat it over and over again.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 4	S4-P	Very motivated, because on TikTok you can see people who are already fluent in English. So it motivates us to be like them.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 4	S4-P	Yes, definitely. That's the one, the speed reading one, the short video on how to read with the TikTok time timer.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 4	S4-P	Yes, I am more active in speaking English. Because I feel challenged. That's what

		reading is like. Like can we do it like this? So yes, of course I will be more active.
	R	How does TikTok affect your fluency in speaking English?
Student 4	S4-B	When I often practice speaking English using TikTok, it will affect my fluency in speaking.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 4	S4-B	Yes. In TikTok, many people can express what they are talking about. So it's like we're curious. Yes, we have a lot of comparisons. Oh it turns out that this is the right one like that.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 4	S4-B	Yes. Because it's been modeled directly by them. So it's like how? When you want to say it, you're like, oh I've heard this before. So you're not afraid of being wrong.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 4	S4-B	This is a short video challenge.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 4	S4-B	Yes, sometimes. Because it's not my only benchmark for speaking, so it takes a while to be like them.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 4	S4-C	It's easy to get distracted, because sometimes TikTok passes by a lot. So we can't focus on what we are learning.

	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 4	S4-C	No, I did not find it difficult to adjust to the TikTok-based learning model because I am used to using the app in my daily life. In addition, its simple appearance and interactive features actually make it easier for me to understand the material and feel more motivated to practice speaking English. I also feel more free to express myself because I can re-record videos until I'm satisfied with the results.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 4	S4-C	I don't. Yes, we never know if it's right or wrong. So we don't know where it's wrong, where it's right..
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 4	S4-C	Definitely yes. Because yes, I was afraid of being wrong like that, it's like shame. The fear is that the pronunciations are still wrong.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 4	S4-C	Instill in yourself that there must be something wrong with learning. It's easy to get distracted on TikTok, so just search for what you want to learn and focus more. So I don't wait for the FYP to pass by.

Student 5

Date : 11 March 2025
Time : 22.13 – 22.30
Place : Ngaliyan
Initial Participant : KR

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 5	S5-P	Yes, I think TikTok is very effective for English learning because it is in accordance with technological advances and also yes, the trends followed by Gen Z, so. So it is very interesting and yes, it attracts us to always learn English through TikTok.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 5	S5-P	Yes, because on TikTok we can see creative content and of course there are videos. So, if there is a video. Then, usually there are also examples, for example like common conversation. So, there is practice so it can be more interesting and more understanding
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 5	S5-P	Very, very motivated to use TikTok in learning English. Yes, because in TikTok we can search for whatever we want. For example, if we want to learn pronunciation, we just need to search in the search we want to learn pronunciation and how to pronounce it.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?

Student 5	S5-P	Yes, I think it's easy to use for everyone. But, I think the feature is this one. The likes feature. Because my TikTok is private. So, if I for example want to repeat it again, want to watch the video again, I can find it in this, in the likes. Or not in the repost.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 5	S5-P	Yes, TikTok really helps me. Because of its interesting and diverse content, it motivates me to practice more. Many videos present simple conversations, pronunciation tips, or speaking challenges that make me interested to try myself. In addition, I can also mimic the way the content creators speak, and that makes me more active and confident to practice my speaking skills, without even feeling embarrassed.
	R	How does TikTok affect your fluency in speaking English?
Student 5	S5-B	I think it influences because those who create TikTok content are not only Indonesian content creators, but there are also native speakers too. So we also know how to pronounce it in native speakers.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 5	S5-B	Yes, it helps. Helps pronunciation. Yes, the content creators, the content creators made a video of how to pronounce it. And for example if we are still wrong or still confused, we can rewatch it, we can repeat the video again. That's one of the advantages of TikTok. If for example we only use traditional learning methods, we can't repeat again how to pronounce it. If we use TikTok, we can repeat how to say it again.

	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 5	S5-B	Yes, I think I am confident. Yes, because in TikTok we also learn that it's not limited. In terms of time, in terms of what yes, place too. Wherever we can learn through TikTok.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 5	S5-B	I think the duet feature maybe. Yes, duets. Because we can, or not, live. Yes, live is also interesting and useful. Because in live we can also communicate directly. For example, like a video call. Yes, meet face to face, then after that you can do this, communicate or talk directly. Whether it's with content creators who are experts in English or with native speakers.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 5	S5-B	Yes, I have. Yes, I think there is progress and there are changes from my previous pronunciation.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 5	S5-C	My biggest obstacle Um, this. Yes, it's almost the same. It's easy to get distracted. The same content that often appears.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 5	S5-C	I don't think so.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?

Student 5	S5-C	Yes, I think I get feedback.Yes, enough feedback. Yes, I think the impact for me, yes, for example, like my pronunciation becomes more correct and more correct. How do I pronounce it. I think that's it.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 5	S5-C	Yes, I have never created content directly on TikTok. But, if for example I make it, and see the case earlier, yes I might be somewhat affected by the content, and the comments.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 5	S5-C	Yes, I overcame the challenges I faced in TikTok to improve my English speaking skills. Yes, this is what it is, challenging yourself. Like for example, if you don't try, you won't be brave, you won't be able to do it. Yes, you have to dare to try. Yes, get out of your comfort zone.

Student 6

Date : 12 March 2025
Time : 10.15 – 10.34
Place : Krapyak
Initial Participant : NC

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 6	S6-P	In my opinion, TikTok is a very effective and fun learning tool, especially for the younger generation. With the short video format, learning becomes light and easy to digest. In addition, the variety of content keeps learning motivated.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 6	S6-P	I find TikTok more engaging because it is interactive and visual. Traditional methods often feel monotonous and formal, whereas TikTok makes the learning process more flexible and creative. We can also cover a wide range of accents and language styles from around the world.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 6	S6-P	I am very motivated because TikTok provides challenges and an active community. Seeing other people's progress also makes me want to keep practicing and trying new things in English.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 6	S6-P	TikTok is very easy to use, with simple navigation and user-friendly features. The short video feature allows me to replay

		difficult or interesting parts. I also like the duet and stitch features that allow me to practice speaking live with other users.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 6	S6-P	Yes, the challenges and interactive content motivate me to speak and try to express myself in English instead of just watching.
	R	How does TikTok affect your fluency in speaking English?
Student 6	S6-B	TikTok helps me to become more fluent with frequent listening and imitation of native speakers. I am more familiar with natural English intonation and rhythm, so when I speak I can be more spontaneous and confident.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 6	S6-B	Yes, TikTok has really helped me improve my pronunciation because I can watch videos that focus on phonetics or correct pronunciation. With the replay and slow motion features, I can observe in detail the pronunciation of the speakers.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 6	S6-B	I feel much more confident because I can learn in a relaxed atmosphere and without the fear of being wrong. TikTok also provides a space to try out speaking through the duet and challenge features without any formal pressure.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 6	S6-B	The duet and challenge features are the most helpful for me because I can

		immediately practice speaking and get responses from other users. The short videos also make it easier for me to repeat the material I want to learn.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 6	S6-B	Yes, I have mimicked the style and intonation of native speakers. The results were very positive, I got better at mastering the expressions and nuances in English which made me sound more natural.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 6	S6-C	My biggest obstacle is sometimes time constraints due to busy classes and assignments. In addition, an unstable internet connection also sometimes interferes when I want to watch videos smoothly.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 6	S6-C	I don't think there is one.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 6	S6-C	I get enough feedback from the community and fellow TikTok users, especially through comments and duets. However, feedback from academic teachers is still important as a complement so that I can correct mistakes more precisely.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?

Student 6	S6-C	There was initial shyness to speak in front of the camera, not to mention the fear of negative comments. However, I learned to focus on my learning goals and choose a positive, supportive community.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 6	S6-C	I overcame the challenges by creating a regular study schedule to avoid time crunches. I also chose inspirational and confidence-building content, and didn't think too much about negative comments. My focus is on the learning process and self-improvement.

Student 7

Date : 12 March 2025
Time : 13.10 – 13.27
Place : Krapyak
Initial Participant : NH

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 7	S7-P	I believe that TikTok can be a very effective tool for learning to speak English. With the short video format, I can quickly get useful information and tips. However, I also realize that not all content on TikTok is quality, so I have to be wise in choosing.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 7	S7-P	I find TikTok more interesting because of its dynamic and interactive content. Traditional learning methods often feel monotonous, while TikTok offers variety that makes learning more fun.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 7	S7-P	I am highly motivated to use TikTok as a tool to improve my speaking skills. Seeing other people's progress and getting inspired by the content I watch makes me want to keep learning and practicing.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 7	S7-P	I find TikTok very easy to use. The short video feature allows me to learn quickly. Also, the duet feature allows me to practice speaking with others, which is very useful.

	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 7	S7-P	Yes, TikTok helps me be more active in practicing speaking English. With the challenges and collaboration, I feel encouraged to speak more and try new things in English.
	R	How does TikTok affect your fluency in speaking English?
Student 7	S7-B	TikTok has helped improve my fluency in speaking English. As I often listen to and imitate the way others speak, I have become more confident and more fluent in speaking.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 7	S7-B	Yes, TikTok has been very helpful in improving my pronunciation. I often watch videos that focus on the pronunciation of certain words and commonly used phrases. By listening to native speakers and trying to imitate the way they speak, I can improve the way I pronounce words. The replay feature also allows me to repeat difficult parts until I feel comfortable with the pronunciation.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 7	S7-B	I feel much more confident in speaking English after using TikTok. It gives me the opportunity to practice in a more relaxed and less formal setting. Seeing many other people who are also learning and sharing their experiences makes me feel that I am not alone in this journey. In addition, the positive interactions from other users also boosted my confidence.

	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 7	S7-B	The duet and challenge features were the most helpful for me. The duet feature allows me to practice speaking with other people live, which is very beneficial for improving my speaking skills. In addition, the speaking challenges that often appear on TikTok encourage me to try new things and dare to perform in front of the camera.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 7	S7-B	Yes, I often try to imitate the speaking style of native speakers and content creators on TikTok. The result is quite positive; I feel more familiar with natural English intonation and rhythm. This helps me to speak more fluently and sound more natural. I also learned a lot about different expressions and ways of delivery, which is very useful in daily communication.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 7	S7-C	The biggest obstacle I face is time constraints. With so many class assignments and other activities, it's sometimes difficult to find time to study on TikTok. In addition, sometimes an unstable internet connection also interferes with my learning experience, especially when watching videos that require streaming.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 7	S7-C	Initially, I found it a little difficult to adjust to the TikTok-based learning model as I was used to more formal learning methods.

		However, as time went by, I started to enjoy the flexibility and creativity that TikTok offers. I learned to be more open to different ways of learning and found that I could benefit a lot from this platform.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 7	S7-C	Of course, there was initial shyness about speaking on camera and concerns about negative comments. However, I tried to focus on my learning goals and chose to interact with a positive community. I realized that everyone has a different learning journey, and that helped me to be more confident in sharing my experiences.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 7	S7-C	There was initial shyness to speak in front of the camera, not to mention the fear of negative comments. However, I learned to focus on my learning goals and choose a positive, supportive community.
	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 7	S7-C	I overcame the challenges by creating a regular study schedule and setting a specific time to use TikTok as a study tool. I also chose relevant and useful content, and tried not to think too much about negative comments. In addition, I sought out study buddies who also used TikTok, so we could support each other and share our experiences. This way, I feel more motivated and less alone in my learning process. I also try to actively participate in

		the speaking challenges on TikTok. By joining the challenges, I can practice speaking directly and get feedback from other users. This helps me to keep practicing and improving my speaking skills. In addition, I also try not to compare myself with others, but instead focus on my own personal progress.

Student 8

Date : 13 March 2025
Time : 10.12 – 10.30
Place : Ngaliyan
Initial Participant : IBF

Participant	Speaker	Interview Transcript
	R	What do you think about using TikTok as an English Speaking learning tool?
Student 8	S8-P	Yes, I use TikTok to learn how to speak. I often watch videos that teach me new phrases and how to speak more naturally. I also participate in speaking challenges.
	R	Do you find TikTok more engaging than traditional speaking learning methods? Why?
Student 8	S8-P	Yes, I find TikTok more interesting because of its interactive and non-boring format. Traditional methods often feel monotonous.
	R	How motivated are you to use TikTok to improve your speaking skills?
Student 8	S8-P	I was quite motivated because I saw many other people who were also learning and sharing their experiences. This makes me feel like I'm not alone.
	R	Do you think TikTok is easy to use as a medium for learning English? What are the most helpful features?
Student 8	S8-P	TikTok is very easy to use. The short video and duet features really help me practice speaking.
	R	Do you think TikTok helps you be more active in practicing speaking English? Why?
Student 8	S8-P	Yes, TikTok encourages me to speak up more. The challenges and interactions with other users make me braver to try.

	R	How does TikTok affect your fluency in speaking English?
Student 8	S8-B	TikTok helps me become more fluent because I often listen and imitate the way other people speak.
	R	Do you think TikTok helps improve your pronunciation? If yes, how does TikTok help?
Student 8	S8-B	Yes, TikTok helped improve my pronunciation. I can watch videos that focus on pronunciation and try to imitate.
	R	Do you feel more confident in speaking English after using TikTok? Why?
Student 8	S8-B	I feel more confident because I can practice in a relaxed and informal atmosphere. Seeing others learn also gives me encouragement.
	R	What features on TikTok do you find most helpful in improving your speaking skills? (For example: short videos, duets, challenges, live streaming, voice filters)
Student 8	S8-B	The duet and challenge features are the most helpful. I was able to practice speaking directly with others. was the most helpful. I can practice speaking directly with others.
	R	Have you ever tried to imitate the speaking style of a native speaker or content creator on TikTok? If so, how did it go for you?
Student 8	S8-B	Yes, I often imitate their speaking style. The result is quite good; I feel more accustomed to natural intonations and expressions.
	R	What are the biggest obstacles you face when using TikTok to learn English speaking?
Student 8	S8-C	The biggest obstacle I face is time constraints. With so many class assignments and other activities, it's sometimes difficult to find time to study on

		TikTok. In addition, sometimes an unstable internet connection also interferes with my learning experience, especially when watching videos that require streaming.
	R	Did you find it difficult to adjust to the TikTok-based learning model? If yes, why?
Student 8	S8-C	Initially, I found it a little difficult to adjust to the TikTok-based learning model as I was used to more formal learning methods. However, as time went by, I started to enjoy the flexibility and creativity that TikTok offers. I learned to be more open to different ways of learning and found that I could benefit a lot from this platform.
	R	Do you get enough feedback from friends, teachers or other users when using TikTok to learn to speak? If not, how does it impact you?
Student 8	S8-C	I get enough feedback from the TikTok community, especially through comments and interactions with other users. However, I feel that feedback from a lecturer or teacher is still important to get a more in-depth perspective and proper corrections. Without constructive feedback, I find it difficult to know which areas I need to improve on.
	R	Do social or environmental factors such as shyness of speaking on camera or negative comments from other users affect your experience of using TikTok to learn English?
Student 8	S8-C	Of course, there was initial shyness about speaking on camera and concerns about negative comments. However, I tried to focus on my learning goals and chose to interact with a positive community. I realized that everyone has a different learning journey, and that helped me to be more confident in sharing my experiences.

	R	How did you overcome the challenges you faced in using TikTok to improve your English Speaking skills?
Student 8	S8-C	I tried to change my view on negative comments by seeing them as an opportunity to learn, and discussing with friends about our experiences. In addition, I joined a learning community on TikTok to share tips and motivation. With this approach, I feel more confident and able to overcome challenges in improving my English speaking skills.

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