

## **The Exploring Students' Perception on the Use of TikTok to Improve Their English Speaking Skill**

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### **ABSTRACT**

This study explores students' perceptions of using TikTok to improve their English-speaking skills. Drawing on survey data from 99 participants, the findings reveal that a majority view TikTok as a helpful and engaging platform for language learning. Over 77% of students agreed or strongly agreed that TikTok supports their speaking development, particularly in areas such as vocabulary acquisition, pronunciation, grammar, and intonation. The platform's interactive features, including short video challenges and expressive content, were found to boost motivation and reduce anxiety about making mistakes. Students also appreciated the freedom to express themselves and the fun, informal learning environment TikTok provides. These results suggest that integrating social media tools like TikTok into language education can enhance learner confidence and participation. Overall, the study highlights the potential of digital platforms to complement traditional methods and foster meaningful language practice in a way that feels natural and enjoyable to students.

**Keywords:** TikTok, Student Perception; Speaking Skills

### **INTRODUCTION**

In recent years, the incorporation of social media platforms within academic environments has attracted increasing attention from researchers. Among these platforms, TikTok has emerged as a popular choice among students. Its unique characteristics including brief videos, the ability to interact with other content, and trending challenges create valuable opportunities for learners to practice pronunciation, improve fluency, and expand vocabulary through exposure to diverse content (Tan et al., 2022). Furthermore, TikTok's user-friendly design promotes ease of use, enabling students to employ it efficiently for educational purposes and establishing it as a potentially useful resource for language learning (Jimola, 2023). Despite concerns about possible distractions and access to inappropriate material, the educational benefits of TikTok in language learning contexts remain significant (Mujayanah, 2023).

Competence in spoken English is a key aspect of communicative ability and general language development. Several factors contribute to the improvement of speaking abilities, including access to opportunities for practice, the integration of technology, and internal motivation. Goh and Burns (2012) demonstrated that students who participated in interactive speaking activities—such as group discussions and conversational exchanges—showed considerable improvements in fluency. Moreover, technological resources have been important in advancing speaking skills. García et al. (2020) found that voice-based applications offer immediate feedback, thereby promoting more efficient pronunciation correction and accelerating spoken language development.

The inclusion of TikTok in language learning provides a new method for improving students' spoken English proficiency, yet certain obstacles remain. Globally, research by Hongsa Zainuddin and Sahrir (2016) involving 20 university students in an English Education program during online learning highlights both the potential and limitations of TikTok as a language learning tool. While the platform encourages involvement and practice, its informal content may lead to inconsistent language exposure, potentially hindering learners' progress. Similarly, Adhani's study (Yeravdekar, 2022) conducted with 60 EFL students at MAN 1 Gresik indicates that, despite TikTok's appeal, learners struggle with colloquialisms and informal expressions that can detract from structured language development. These findings, corroborated by the author's own teaching experience at Sekolah Menengah Atas Advent Doyo Baru, where students frequently use TikTok for diverse purposes including English learning, emphasize a shared concern: although TikTok offers possibilities for enhancing speaking skills, students often face difficulties in understanding its linguistic subtleties effectively.

This study seeks to explore students' perspectives on TikTok as a tool for enhancing spoken English skills within the language learning setting. Employing a quantitative method, data were gathered from 137 11th-grade students across classes A to E at Sekolah Menengah Atas Advent Unklab through a questionnaire adapted from Halwatun (2022), based on the motivational and cognitive theories of Edward L. Deci, Richard M. Ryan, and Jean Piaget. The instrument consisted of 10 items designed to evaluate students' views on TikTok's effectiveness in developing speaking proficiency. The results are expected to provide valuable insights for students, educators, and researchers. For students, TikTok may serve as an engaging platform to increase confidence and fluency; for teachers, it offers practical approaches to enhance classroom instruction; and for researchers, it contributes to the wider discussion on the role of social media in language education.

## **LITERATURE REVIEW**

### **Previous Related Study**

A growing body of research points to TikTok's promise as a tool for boosting motivation and delivering instruction in language learning across various educational environments. For instance, a study by Yélamos-Guerra et al. (2022) conducted in Spanish universities, revealed that TikTok's relaxed and easily relatable content can significantly improve student motivation and involvement in language-based activities. This observation is supported by Rama's (2023) findings among secondary school students, which highlighted how features like subtitles and captions can help with vocabulary learning and the exchange of educational materials among peers.

These international trends seem to hold true in Indonesia as well. Mujayanah (2023) noted that TikTok had a positive impact on the speaking abilities of tenth-grade students in Indonesia, with its interactive nature promoting regular and self-assured practice. Ferstephanie and Pratiwi (2021), through a classroom-based study at SMA Kristen Kalam Kudus, further corroborated that TikTok lessened language-related apprehension and increased students' eagerness to participate in speaking activities mirroring the motivational effects observed in studies elsewhere.

Further investigations bolster the notion of TikTok's potential for developing speaking skills and learner engagement. Titaly (2023) outlined useful methods for incorporating TikTok into German language teaching, emphasizing its potential to improve student interaction and oral fluency. Herlisya and Wiratno (2022) expanded on this by examining university students at STKIP PGRI Bandar Lampung in Indonesia. Their results showed noticeable gains in speaking scores and learner self-assurance, which they attributed to TikTok's captivating and imaginative characteristics.

These studies demonstrate a consistent trend: TikTok's educational worth extends beyond geographical limitations. Both international and Indonesian research confirms its efficacy in improving speaking proficiency, alleviating anxiety, and encouraging learners. This agreement in findings emphasizes TikTok's applicability as a globally adaptable resource that can be meaningfully incorporated into Indonesian language classrooms to foster communicative competence and student involvement.

### **Human Perception and Its Role in Learning**

Human perception is a complex cognitive process that allows individuals to interpret and construct meaning from sensory experiences, including vision, audition, gustation, tactition, and olfaction. Qiong (2017) frames perception within philosophical, psychological, and cognitive contexts as the mechanism through which awareness and understanding of external stimuli are developed.

Etymologically derived from the Latin *perceptio* and *percipio*, the term signifies receiving and comprehending via the senses and mind. Perception is not a passive reception but an active, individualized construction of reality shaped by past experiences, beliefs, and the brain's integrative functions (Male & Lumbantoruan, 2021; Slamet, 2003).

### **Students' Attitudes and Technology Acceptance**

In educational contexts, students' perceptions and attitudes toward learning tools play a decisive role in shaping engagement and outcomes. Attitude, as understood in psychology, reflects the ways individuals interpret and respond to stimuli based on prior experiences, emotions, and cognitive frameworks. Siagian (2015) emphasizes that behaviors and attitudes are formed through repeated exposure and purposeful action, gradually influencing cognitive behavior. In language learning, attitudes determine motivation, openness to new methods, and the acceptance of emerging technologies. The Technology Acceptance Model (TAM) further supports this view, positing that perceived usefulness and ease of use are key determinants in technology adoption within educational settings. Thus, if students perceive a platform such as TikTok as engaging and beneficial, they are more inclined to integrate it into their learning practices.

### **Social Media as a Pedagogical Tool**

Social media platforms have increasingly been recognized as pedagogical tools in language education. TikTok, Instagram, and Facebook provide authentic, interactive environments that encourage communication, collaboration, and practice of core skills. Empirical studies indicate that social media use can enhance learners' reading, writing, speaking, and listening skills, while supporting vocabulary growth and grammatical accuracy (Tan et al., 2022; Rasyid, 2023; Bin-Hady & Al-Tamimi, 2021). TikTok in particular, with its short-form video format, offers dynamic opportunities for interactive language practice when integrated into structured learning environments (Basch et al., 2021; Xavier, 2020). Features such as duet videos, trending challenges, and hashtags have been found to stimulate creative expression, peer interaction, and self-confidence (Zhang, 2023; Rama, 2023; Nabilah et al., 2021; Saleem et al., 2021). At the same time, researchers warn of potential distractions and inappropriate content, necessitating careful instructional design and monitoring (Bahagia et al., 2022; Susanto, 2024; Ziatdinov & Cilliers, 2021).

### **English Speaking as a Core Skill**

The use of TikTok for English language learning is particularly relevant to speaking skills, which represent one of the most challenging yet essential aspects of communicative competence. Speaking encompasses grammar, vocabulary, pronunciation, comprehension, and fluency (Hughes, 2010; Astutik, 2015). Each element contributes to a speaker's ability to convey meaning effectively in

academic, professional, and social contexts (Ratnasari & Zubaidah, 2019). Vocabulary provides the building blocks of expression, while pronunciation ensures intelligibility (Jones, 1966; Eric, 2019). Comprehension allows for accurate interpretation of meaning, and fluency reflects the ability to communicate confidently and smoothly (Karimy & Pishkar, 2017).

### **TikTok's Contribution to Speaking Proficiency**

TikTok's role in supporting speaking proficiency lies in its authentic and multimodal input. Exposure to native-speaker content, combined with opportunities to create and share videos, offers learners models for accurate pronunciation and delivery, as well as spaces for practice and feedback (Zainuddin & Sahrir, 2016; Laili, 2023; Guo, 2023). The platform also supports vocabulary development by embedding new words and phrases in engaging, context-rich settings (Rita, 2023; Yeravdekar, 2022). Peer responses and public sharing further strengthen learners' confidence and motivation, transforming language practice into a social and enjoyable activity (Salazar-Rosas, 2023; Fauziah, 2023).

## **METHOD**

### **Design and Samples**

This investigation employed a quantitative research approach, leveraging descriptive analysis to explore student attitudes towards TikTok as a facilitator of English-speaking proficiency. Quantitative methodologies are valuable for the systematic measurement of variables and the interpretation of data trends, a point highlighted by Farikah et al. (2023) and Kinyeki (2018), who noted the significance of descriptive statistics in summarizing central data attributes. The study was implemented in the second academic term of the 2024/2025 school year and included 137 students from the eleventh grade (classes B, C, D, and E) at SMA Advent Unklab. To streamline data collection, a convenience sampling strategy was adopted, selecting participants based on their accessibility and willingness to engage. This non-random sampling technique is particularly useful when faced with limitations in time and resources and is suitable for the study's emphasis on readily available eleventh-grade students (Farrokhi & Mahmoudi-Hamidabad, 2012).

### **Instrument and Procedure**

To investigate students' viewpoints, a standardized survey, modified from a prior study (Halwatun, 2023), was utilized. The survey comprised ten questions intended to gauge the impact of TikTok on enhancing English oral communication skills. To promote accessibility and understanding among the participants, the survey was rendered into Bahasa Indonesia. A preliminary investigation was performed with a sample of 36 students from a single 11th-grade class at the research site to evaluate the practicality and comprehensibility of the instrument. Participants received guidelines and were given a 15-minute timeframe to finalize the survey. Responses

were gathered using a 5-point Likert-type scale, ranging from 1 (indicating strong disagreement) to 5 (representing strong agreement), a conventional methodology for quantifying opinions and perspectives (Sugiyono, 2014).

*Table 1. The Pilot Study Results*

<b>Details</b>	<b>Description</b>
Number of participants	36 students (Grade 11-A)
Duration of completion	15 minutes
Scale used	5-point Likert scale (1–5)
Language of questionnaire	Bahasa Indonesia
Content validity review	3 English Department lecturers (Universitas Klabat)
Content Validity Index (CVI)	$\geq 0.78$ (acceptable)
Reliability coefficient (Pearson's $r$ )	$\geq 0.70$ (acceptable)
Instrument outcome	Valid and reliable for full deployment

To guarantee the robustness of the research, meticulous attention was given to establishing the instrument's trustworthiness and dependability. Adopting Creswell's (2018) definition, trustworthiness, in this context, signifies the degree to which the instrument appropriately assesses the designated concept. Dependability, conversely, relates to the stability of the measurements obtained, whether across different administrations, individual questions, or raters. Evaluation by specialists in the relevant field, coupled with statistical verification, affirmed the instrument's adherence to established criteria for utilization in social research. These measures were crucial to ensure that the acquired data were both precise and consistent, thereby facilitating the development of well-supported interpretations.

### **Data Analysis**

To investigate the primary research question about students' views on TikTok as a means of improving their English-speaking abilities, the investigator used statistical software to perform a descriptive examination of the average values obtained from survey answers. Each survey question utilized a Likert-type scale, ranging from 1 (Completely Disagree) to 5 (Completely Agree), where elevated values indicated more positive views on the development of speaking proficiency. The total value for each participant was calculated by adding together their answers for all 10 questions. This allowed for a structured interpretation of the information and provided an understanding of students' general feelings concerning the utilization of TikTok in language acquisition.

### **RESULT AND DISCUSSION**

The study investigated student perceptions of TikTok as a medium for improving English speaking skills, using descriptive statistical analysis on responses from 99 students. The key findings are summarized below:

*Table2. Students' Perceptions of TikTok for Improving English Speaking Skills*

Interpretation	Score	Number of students	Percentage	Cumulative percentage
Strongly Disagree	1	1	1.01%	1.01%
Disagree	2	3	3.03%	4.04%
Neutral	3	18	18.18%	22.22%
Agree	4	61	61.62%	83.84%
Strongly Agree	5	16	16.16%	100.00%
Total	-	99	100.00%	-

The data presented in Table 1.2 explores student perspectives on the use of TikTok as a facilitator for developing English oral communication abilities. A considerable portion of the participants demonstrated a favorable outlook, with 61.62% concurring and 16.16% emphatically concurring that TikTok aids in their enhancement of spoken English. This collective figure of 77 individuals (77.78%) signifies substantial affirmation of the platform's educational value. In contrast, 18.18% of the respondents expressed neutrality, suggesting indecision or ambivalent sentiments. A minor proportion conveyed unfavorable opinions, with 3.03% dissenting and a mere 1.01% strongly dissenting. In summary, the aggregate findings imply that TikTok is generally regarded by students as a valuable resource for fostering English speaking competence.

*Table. 3 Exploring Students' Perception on the Use of TikTok to Improve Their English Speaking Skill*

No	Statement	Percentage				
		SD	D	N	A	SD
1.	I learn important new vocabulary for speaking English from TikTok.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
2.	I can learn how to pronounce an English word correctly through TikTok.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
3.	From TikTok, I gain insights into grammar that make me more confident in speaking English.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
4.	From TikTok, I can learn how to speak English using the right intonation.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
5.	Using TikTok as a learning medium motivates me to improve my English-speaking skills.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)

6.	I can freely express my opinions on the TikTok platform as a way to practice speaking English.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
7.	TikTok is fun, so I don't feel bored while practicing speaking.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
8.	Practicing English speaking through TikTok helps reduce my fear of making mistakes.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
9.	The short duration of the "duet me" challenges makes me want to keep practicing speaking English by recording myself.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)
10.	TikTok is one of the most effective media for improving my English-speaking skills.	61.6% (61)	18.2% (18)	3.0% (3)	16.2% (16)	1.0% (1)

Based on the data in Table 1.3, here's a concise command-style summary Leverage TikTok as a dynamic learning tool to enhance English speaking skills focus on vocabulary, pronunciation, grammar, intonation, and confidence. Encourage expressive participation, reduce fear of mistakes, and maintain motivation through engaging features like "duet me" challenges.

The results reveal a strong consensus among students regarding TikTok's value in enhancing English speaking skills. With nearly 78% expressing agreement or strong agreement, TikTok emerges as a favored platform for language learning. This aligns with Nasichah (2023), though our study with a larger sample size offers a broader perspective. Why TikTok Excels in Vocabulary Acquisition TikTok's effectiveness in vocabulary development stems from its contextualized and authentic language exposure. Unlike traditional tools such as flashcards or textbook lists, TikTok presents vocabulary in real-life scenarios through storytelling, commentary, or dialogue. This contextual learning helps students understand not just word meanings but also usage, tone, and nuance.

Moreover, TikTok's algorithm curates content based on user interests, ensuring repeated exposure to relevant vocabulary. This spaced repetition—a proven method in language acquisition is organically embedded in the platform's design. Compared to static apps like Duolingo or Memrise, TikTok offers dynamic, user-generated content that reflects current slang, idioms, and cultural references, making vocabulary learning more engaging and up to date. Why TikTok Enhances Pronunciation More Effectively Pronunciation improvement via TikTok is largely attributed to its audio-visual format. Students can hear native or fluent speakers and simultaneously observe mouth movements, facial expressions, and intonation patterns. This multimodal input is superior to audio-only tools like podcasts or pronunciation dictionaries.



Additionally, TikTok's short-form videos encourage imitation and repetition. Features like "duet" and "voice-over" allow learners to mimic speech in real time, fostering active learning. Unlike classroom settings where speaking practice may be limited, TikTok provides low-pressure, self-paced opportunities to rehearse pronunciation without fear of judgment. The platform's interactive nature also plays a role. Comments, likes, and shares create a feedback loop that motivates learners to refine their pronunciation for better engagement. This gamified environment boosts confidence and consistency two critical factors in mastering spoken language.

Overall, TikTok is widely regarded as an effective tool for enhancing spoken English. Students indicated that the platform provides a supportive and engaging environment for self-expression, reduces apprehension towards making errors, and promotes consistent language practice. The platform's integration of entertainment and educational elements appears to support various facets of spoken proficiency, including vocabulary, pronunciation, grammar, fluency, and confidence.

## CONCLUSION

This research indicated that high school pupils often view TikTok as a useful technological resource for developing their English oral communication abilities. The platform's engaging components, namely concise video clips, interaction with classmates, and opportunities for imaginative output, were observed to encourage advancements in word knowledge, articulation, sentence structure, and self-assurance. Notwithstanding its casual style and possible contact with unorthodox language use, TikTok presents a stimulating and less intimidating context for language skill development.

To broaden comprehension and reinforce the relevance of these outcomes, subsequent investigation should initially broaden the participant pool and heterogeneity across scholastic environments. This would improve transferability and expose more widespread patterns. Subsequently, employing integrated methodological strategies, such as merging questionnaires with dialogues or group discussions, could reveal more in-depth awareness of student perspectives and emotional investment. Ultimately, duplicating inquiries across diverse cultural and linguistic backgrounds would assist in ascertaining whether TikTok's instructional influence is consistently universal or influenced by regional standards. These measures will contribute to a more thorough understanding of the evolving function of online platforms in language learning.

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