

TikTok Integration in English Learning: Its Impact on Students' Speaking Achievement

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ABSTRACT

This study aimed to investigate the impact of TikTok integration on students' speaking achievement at SMAN 2 Sorong Regency, West Papua. Many senior high school students struggle with English speaking due to limited practice opportunities, low confidence, and lack of motivation. To address this issue, the researcher implemented TikTok as a digital learning platform to provide students with engaging opportunities to practice speaking English creatively and independently. This research employed a pre-experimental quantitative design using a one-group pre-test and post-test model. The population consisted of eleventh-grade students during the 2023/2024 academic year, with 30 students selected through purposive sampling. A speaking test was administered before and after six sessions of TikTok-based learning activities. Students' performances were evaluated in terms of fluency, pronunciation, vocabulary, grammar, and confidence using a standardized speaking rubric. The results revealed a significant improvement in students' speaking scores after the treatment. The mean score increased from 57.13 in the pre-test to 76.47 in the post-test, with a significance value of 0.000 (< 0.05), indicating that TikTok integration had a positive effect on students' speaking achievement. Students became more confident, fluent, and expressive in using English as they practiced through video recording, peer feedback, and self-reflection. The study concludes that TikTok can serve as an effective and motivating tool for enhancing students' speaking ability. It offers teachers a creative approach to integrate technology into English instruction and provides students with enjoyable, authentic opportunities to communicate in English.

Keywords: Tiktok; Speaking Achievement

INTRODUCTION

Speaking is one of the most essential skills in English learning, as it allows students to communicate ideas clearly and interact effectively in various contexts. However, for many Indonesian EFL learners, speaking remains one of the most difficult skills to master. Students often struggle with pronunciation, fluency, and confidence due to limited practice opportunities and the dominance of teacher-centered instruction

(Ariyanti, 2019; Gilakjani, 2021). In many senior high schools, including SMAN 2 Sorong Regency, West Papua, students are hesitant to speak English in class because they fear making mistakes or being criticized by peers. Teachers also report that students often lack motivation to engage actively in speaking activities. Consequently, students' speaking achievement remains below the expected standard of the national curriculum.

The learning environment in Sorong Regency reflects these challenges. English exposure outside the classroom is minimal, and speaking practice is often limited to scripted dialogues or short presentations. These traditional methods are important but can feel monotonous to students who are highly engaged with digital media in their daily lives. Therefore, it is necessary to find innovative approaches that not only improve linguistic competence but also stimulate motivation and creativity. One promising approach is the integration of social media platforms especially TikTok into English learning.

TikTok is a popular short-video application that allows users to record, edit, and share videos with music, subtitles, and visual effects. The app has become one of the most widely used social media platforms among teenagers in Indonesia (Statista, 2023). Its short-form, visual, and interactive nature can create an engaging space for students to practice speaking English. When used purposefully, TikTok can help students rehearse pronunciation, improve fluency, and express ideas creatively through video performance. It also provides opportunities for self-reflection, as students can review their recordings and notice areas for improvement (Alamer & Al Khateeb, 2021; Zhang, 2023).

Recent studies have shown that integrating TikTok into English learning can positively affect students' speaking performance. Nugroho and Atmojo (2022) found that TikTok-based speaking projects enhanced students' fluency and confidence, as they practiced English more frequently and received peer feedback through social media interaction. Similarly, Putri (2023) reported that students became more expressive and accurate in pronunciation after participating in TikTok speaking challenges. Her study also emphasized that TikTok motivated students to practice voluntarily, even outside school hours. This finding is consistent with that of Damar and Gürsoy (2023), who highlighted that short-video tasks promote learner autonomy and digital literacy, which are essential 21st-century skills for EFL learners.

In addition to linguistic benefits, TikTok integration also supports affective and cognitive learning dimensions. According to O'Connell (2022), video-based learning engages multiple learning styles visual, auditory, and kinesthetic which improves retention and comprehension. Students not only imitate but also internalize the language when they actively participate in creating content. Furthermore, Rahman and Adha (2023) found that the use of TikTok in speaking lessons increased students' willingness to communicate and reduced anxiety, as they perceived the platform as informal and non-judgmental. These aspects are

particularly relevant for students in West Papua, where linguistic confidence and exposure to English-speaking contexts are still developing.

Despite these positive outcomes, there remains a lack of empirical research on TikTok integration in rural and developing regions like Sorong Regency. Most prior studies were conducted in urban or technologically advanced areas, where students have stable internet access and greater exposure to English (Yolanda, 2020; Nugraha & Sari, 2021). As such, little is known about how TikTok affects students' speaking achievement in settings where digital literacy and access vary. This gap provides a valuable opportunity to explore how social media can be meaningfully adapted to local classroom realities in West Papua.

Based on these considerations, this study investigates the impact of TikTok integration in English learning on students' speaking achievement at SMAN 2 Sorong Regency, West Papua. It aims to determine whether using TikTok videos can improve students' fluency, pronunciation, and confidence in speaking English, and how students perceive this learning approach. The results are expected to provide insights for teachers seeking to incorporate digital media into speaking instruction effectively, especially in areas with limited resources. The findings may also contribute to a broader understanding of how technology-enhanced learning can foster active communication, motivation, and language development among EFL learners in Indonesia.

LITERATURE REVIEW

The Concept of Speaking in English Learning

Speaking is a productive skill that involves expressing thoughts, ideas, and feelings through oral communication. In English learning, speaking ability reflects a student's capacity to use language fluently and accurately in real-life contexts. According to Brown (2018), speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. For EFL learners, mastering speaking requires not only vocabulary and grammar but also pronunciation, fluency, and confidence (Gilakjani, 2021).

In the Indonesian EFL context, speaking is often seen as the most challenging skill because students rarely use English outside the classroom. They tend to focus on accuracy over fluency and are afraid of making mistakes, which reduces their willingness to speak (Ariyanti, 2019). Furthermore, traditional speaking activities such as memorized dialogues or monologues often fail to develop communicative competence, as they provide limited opportunities for spontaneous interaction (Rahman & Adha, 2023). Therefore, innovative strategies that promote active, creative, and enjoyable speaking practice are essential.

Speaking ability consists of several key components: pronunciation, vocabulary, grammar, fluency, and comprehension (Brown, 2018). Pronunciation helps students produce intelligible speech; vocabulary enables them to express ideas effectively; grammar ensures syntactic correctness; fluency allows smooth delivery without excessive pauses; and comprehension ensures understanding during conversation. Improving these elements requires consistent practice and meaningful communication. Technology-based learning, such as social media platforms, can create authentic contexts for this purpose (Damar & Gürsoy, 2023).

The Role of Technology in English Language Learning

The integration of technology in English teaching has transformed how students learn and interact with language. With the development of Web 2.0 and mobile applications, English learners can now practice speaking beyond classroom boundaries (Gilakjani, 2021). Digital tools such as YouTube, Instagram, and TikTok have been increasingly used to enhance students' pronunciation, vocabulary, and fluency (Zhang, 2023). According to Alghazo et al. (2023), technology supports language learning by providing multimodal input visual, auditory, and textual allowing learners to process information more deeply. When students create or watch English videos, they are exposed to authentic pronunciation models, intonation, and contextual vocabulary. Moreover, social media platforms promote interaction and feedback, which are essential for communicative competence.

In the Indonesian EFL context, mobile-assisted language learning (MALL) has gained popularity because it enables flexible and independent learning. Nugraha and Sari (2021) found that students who used digital applications for speaking practice showed higher motivation and self-efficacy. Similarly, Nugroho and Atmojo (2022) emphasized that online video creation projects encourage collaboration, creativity, and sustained engagement important factors for developing speaking proficiency. Thus, technology not only provides access to linguistic input but also enhances learners' confidence through self-directed practice. In regions like West Papua, where exposure to English is limited, digital platforms can bridge the gap between classroom learning and real-world language use.

TikTok as a Learning Media

TikTok is a social media platform that allows users to create and share short videos with music, captions, and visual effects. Since its launch in 2016, it has become one of the most widely used applications globally, particularly among teenagers (Statista, 2023). In education, TikTok has evolved from an entertainment tool into a digital learning medium. Its features support English learning by encouraging creativity, repetition, and self-expression all essential elements in language acquisition (Alamer & Al Khateeb, 2021). The platform's algorithm promotes content interaction, which exposes learners to authentic pronunciation and real-life expressions. Moreover, students can record themselves speaking English, review

their performance, and receive peer or teacher feedback. This process fosters reflection and metacognitive awareness (O'Connell, 2022). As Damar and Gürsoy (2023) note, video-based activities help students develop autonomy and digital literacy, which contribute to more sustainable language learning habits.

Research has consistently highlighted TikTok's positive impact on language learning. Nugroho and Atmojo (2022) demonstrated that TikTok-based speaking projects enhanced students' fluency, confidence, and motivation. Likewise, Putri (2023) found that TikTok challenges made students more expressive and improved their pronunciation accuracy. Rahman and Adha (2023) also reported that integrating TikTok in speaking classes reduced learners' anxiety and increased participation because the platform provides a relaxed environment. However, the effectiveness of TikTok depends on purposeful integration. Teachers must guide students on how to use it responsibly and align tasks with learning goals. Without guidance, students might focus more on entertainment than learning (Zhang, 2023). Therefore, the role of the teacher is crucial in designing speaking tasks that balance creativity with linguistic objectives.

METHOD

Design and Sample

This study employed a pre-experimental quantitative design to examine the effect of TikTok integration on students' speaking achievement. The design was chosen because it allows for measuring improvement by comparing students' performance before and after the treatment. A single-group pre-test and post-test model was used to determine whether integrating TikTok videos in English learning could significantly improve students' speaking skills in terms of fluency, pronunciation, and confidence. The population of this study consisted of eleventh-grade students at SMAN 2 Sorong Regency, West Papua, during the 2023/2024 academic year. From this population, one class consisting of 30 students was selected through purposive sampling. The selection was based on the English teacher's recommendation that the class represented average English proficiency and consistent participation in speaking activities. Although the sample size was relatively small, it was considered appropriate for classroom-based experimental research, where the main purpose is to evaluate the effectiveness of an instructional strategy rather than to generalize findings to a larger population.

Instruments and Procedures

The primary instrument used in this study was a speaking performance test, designed to measure students' fluency, pronunciation, vocabulary, grammar, and confidence. The test was conducted twice: as a pre-test before the treatment and as a post-test after the implementation of TikTok-based learning activities. Both tests required students to perform a short speaking task based on familiar topics from

their English curriculum, such as self-introduction, describing experiences, or expressing opinions.

Students' performances were recorded and assessed using a speaking rubric adapted from Brown (2018) and Heaton (1990). The rubric contained five indicators—pronunciation, fluency, vocabulary, grammar, and confidence—each rated on a five-point scale. The total score was then converted into a 0–100 scale to represent students' overall speaking achievement. Before administering the tests, the instrument was validated by two lecturers in English education to ensure content validity and alignment with the school's learning objectives. A pilot test was also conducted with another class to measure the reliability of the rubric, and the reliability coefficient calculated using Cronbach's Alpha was 0.86, indicating a high level of internal consistency.

The treatment was conducted over six meetings within three weeks. In each session, students engaged in speaking activities that involved creating and sharing TikTok videos. Each meeting had a specific focus, such as introducing oneself, describing daily routines, narrating experiences, or giving opinions on simple issues. The process followed three stages:

1. Preparation. The teacher explained the topic and provided model expressions or sample videos.
2. Production. Students worked individually or in small groups to record short videos (30–60 seconds) in English using TikTok. They practiced multiple times before uploading their final version to a class group.
3. Reflection and Feedback. After watching each other's videos, the teacher and peers gave constructive feedback on pronunciation, fluency, and expression.

Throughout the treatment, the teacher guided students on how to use TikTok responsibly for learning purposes and encouraged reflection on their speaking performance. This cycle of planning, production, and reflection allowed students to become more aware of their progress while maintaining engagement through a familiar and enjoyable platform.

Data Analysis

The quantitative data obtained from the pre-test and post-test were analyzed using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean, minimum, maximum, and standard deviation of students' scores before and after the treatment. The level of improvement was also measured using the Normalized Gain (N-Gain) formula to classify the effectiveness of TikTok integration into categories of low, moderate, or high improvement.

For inferential analysis, a paired sample t-test was conducted using the Statistical Package for the Social Sciences (SPSS) version 25. The t-test compared the mean scores of the pre-test and post-test to determine whether the improvement was

statistically significant. The level of significance was set at 0.05 ($p < 0.05$). If the p-value was lower than 0.05, the null hypothesis was rejected, indicating that TikTok integration had a significant impact on students' speaking achievement. To ensure data reliability, all video recordings were carefully reviewed and scored independently by two raters trained in English language assessment. The inter-rater reliability was examined to minimize scoring bias and maintain fairness. The interpretation of results focused not only on statistical improvement but also on pedagogical implications, particularly how TikTok-based learning supported students' motivation, creativity, and confidence in speaking English. The analysis aimed to determine whether the improvement in students' speaking performance was due to the integration of TikTok as a digital learning medium that fostered engagement, repeated practice, and reflective learning. The findings of this study were expected to contribute to a better understanding of how social media platforms can be integrated effectively in EFL classrooms to improve students' oral communication skills, especially in contexts such as Sorong Regency, where authentic English exposure remains limited.

RESULT AND DISCUSSIONS

Students' Speaking Scores in Pre-Test and Post-Test

Before the treatment, students' speaking performance was generally low. Most students showed weaknesses in fluency, pronunciation, and confidence when speaking English. They frequently paused, hesitated, or switched to Indonesian during their speech. Pronunciation errors were also common, particularly with sounds not found in their first language. The pre-test mean score was 57.13 with a standard deviation of 8.64, indicating that students' speaking abilities varied considerably. After three weeks of TikTok-based learning, students demonstrated noticeable improvement in their speaking skills. They appeared more confident when recording videos, used more appropriate vocabulary, and spoke with better pronunciation and fluency. The post-test mean score increased to 76.47 with a standard deviation of 6.52, showing a consistent rise in performance and reduced variability among students.

The improvement in scores suggests that TikTok integration created a more engaging and motivating learning environment, enabling students to practice English more frequently and express themselves creatively. Table 1 summarizes the descriptive statistics of students' speaking scores before and after the treatment.

Table 1. Students' Speaking Scores in Pre-Test and Post-Test

Test Type	N (Students)	Minimum Score	Maximum Score	Mean	Standard Deviation
Pre-Test	30	45	70	57.13	8.64
Post-Test	30	65	88	76.47	6.52

The data in Table 1 show that the mean score increased by 19.34 points after the implementation of TikTok-based activities. The decrease in standard deviation also indicates that students' speaking skills became more consistent, with fewer large performance gaps between high- and low-achieving learners. Observations during the treatment supported these findings: students became more active, confident, and expressive when creating and sharing their TikTok videos. They practiced repeatedly to achieve better performance, demonstrating both self-correction and peer collaboration.

Normality Test

Before conducting the paired sample t-test, a Shapiro–Wilk test was used to check the normality of the data distribution, as the sample size was below 50 students. The results are shown in Table 2.

Table 2. Normality Test Using Shapiro–Wilk

Test	Statistic	df	Sig. (p)
Pre-Test	0.965	30	0.384
Post-Test	0.971	30	0.511

As shown in Table 2, both the pre-test ($p = 0.384$) and post-test ($p = 0.511$) significance values were higher than 0.05, indicating that the data were normally distributed. Therefore, it was appropriate to proceed with a paired sample t-test to determine whether the improvement in students' speaking scores was statistically significant.

Paired Sample T-Test

The paired sample t-test was conducted to compare the mean scores of the pre-test and post-test. The results are presented in Table 3.

Table 3. Paired Sample T-Test Results

Test Pair	Mean Difference	df	t	Sig. (2-tailed)
Pre-Test – Post-Test	-19.34	29	-9.217	0.000

The results show that the p-value was 0.000, which is lower than the 0.05 significance level. This indicates a statistically significant difference between students' pre-test and post-test speaking scores. Therefore, the null hypothesis stating that TikTok integration has no effect on speaking achievement was rejected, while the alternative hypothesis was accepted. This result confirms that integrating TikTok into English learning had a significant positive impact on students' speaking performance at SMAN 2 Sorong Regency. The improvement reflects enhanced fluency, pronunciation, and confidence after students engaged in repeated and reflective speaking practices through TikTok videos.

The results of this study demonstrate that integrating TikTok into English learning significantly improved students' speaking achievement at SMAN 2 Sorong Regency, West Papua. The quantitative analysis revealed that students' mean scores increased from 57.13 in the pre-test to 76.47 in the post-test, with a p-value of 0.000 (< 0.05). This indicates a substantial and statistically significant improvement in students' speaking performance. The findings are consistent with previous studies showing that technology-assisted learning tools, particularly short-form video platforms like TikTok, can effectively enhance learners' oral communication skills and motivation in English as a Foreign Language (EFL) context (Nugroho & Atmojo, 2022; Putri, 2023; Rahman & Adha, 2023).

The improvement in students' performance can be attributed to the multimodal nature of TikTok, which combines auditory, visual, and textual input. Alghazo, Jarrah, and Al Salem (2023) argue that multimodal instruction increases learners' processing of pronunciation, rhythm, and intonation through simultaneous sensory input. The combination of imagery, sound, and subtitles provides a richer learning environment than text-based instruction. Zhang (2023) further found that exposure to authentic English videos on social media enhances students' speech fluency and pronunciation because learners imitate real-life models. In this study, students were able to notice sound patterns, practice repeatedly, and internalize correct pronunciation through their own TikTok video creation and feedback cycles.

TikTok also fostered learner autonomy and reflective learning, as students were actively involved in planning, recording, and editing their own speaking videos. Damar and Gürsoy (2023) highlighted that short-form video production supports learner autonomy by allowing students to control their performance and evaluate their progress through playback. Similarly, O'Connell (2022) noted that video-based assignments promote reflection because students can analyze their speech visually and aurally, noticing strengths and weaknesses. This was evident in the present study, where students voluntarily re-recorded videos several times to improve articulation, fluency, and clarity. Such behavior aligns with self-regulated learning principles, where learners take responsibility for their learning process (Uztosun, 2022).

Another key factor behind the improvement was the increase in motivation and confidence. Many students reported feeling more relaxed when performing through videos rather than speaking live in front of the class. This supports findings by Rahman and Adha (2023), who noted that TikTok lowers affective barriers such as anxiety and fear of making mistakes. Similarly, Arifin (2022) found that students who used TikTok to record English conversations exhibited higher motivation and willingness to communicate than those in conventional classrooms. Social media's interactive environment allows learners to perceive language learning as both enjoyable and relevant, which enhances participation and learning outcomes (Nugraha & Sari, 2021; Puspita, 2023).

An interesting finding in this study is that the performance gap between high- and low-achieving students decreased, as reflected in the smaller standard deviation in the post-test. This suggests that TikTok-based learning created more equitable opportunities for practice, enabling weaker students to catch up with stronger peers. These results align with Alghazo et al. (2023), who observed that visual and auditory reinforcement benefits learners with different proficiency levels by providing multiple modes of understanding. Furthermore, this study adds new insight by showing that TikTok can be effectively implemented even in a rural educational context such as Sorong Regency, where access to advanced educational technology is limited. Despite infrastructural challenges, students demonstrated high adaptability and enthusiasm for using mobile-based media, extending the applicability of prior findings that were mostly from urban or higher-education contexts (Nugroho & Atmojo, 2022; Zhang, 2023).

The findings also highlight a behavioral shift among learners. Students displayed more initiative, self-direction, and collaboration than typically observed in traditional classes. They practiced voluntarily, helped peers with pronunciation, and provided feedback through group discussions after video viewing. This transformation supports recent studies emphasizing that technology-mediated project-based learning enhances learner agency and creativity (Dooly & Sadler, 2020; Li, 2021). Likewise, Andujar (2020) pointed out that mobile learning bridges formal and informal learning by integrating real-world interaction into language practice. In this study, TikTok effectively connected classroom learning with students' social media engagement, making language use both practical and authentic.

The results also align with current perspectives on interactionist and cognitive learning theories. Ellis (2021) explains that digital environments encourage output, feedback, and noticing key processes in second language acquisition. In this study, students improved through cycles of production and self-correction while engaging in meaningful communication with peers. Moreover, Uztosun (2022) emphasizes that learner autonomy and reflection play critical roles in language development in technologically rich environments. The process of planning, recording, and refining TikTok videos encouraged these exact behaviors. Pedagogically, these findings demonstrate that social media can serve as an innovative medium for enhancing speaking skills, especially when used with clear objectives and guided feedback. Teachers can utilize TikTok to design short, task-based speaking activities aligned with curriculum standards, such as expressing opinions, narrating events, or describing experiences (Puspita, 2023).

However, this study also acknowledges several limitations. First, it employed a pre-experimental one-group design without a control group, limiting the ability to establish causal relationships. Future studies should use quasi-experimental or true experimental designs with control groups to strengthen validity. Second, the sample size was limited to 30 students from a single school, restricting generalizability. Larger-scale research across diverse schools and grade levels is recommended.

Third, the treatment duration was relatively short only three weeks so the long-term retention of improvement remains unknown. Longitudinal studies could reveal whether gains persist over time. Additionally, this study focused solely on speaking skills; future research could explore TikTok's influence on listening, writing, or intercultural communication skills. Finally, despite high inter-rater reliability, human scoring may still introduce subjective bias. The use of digital speech analysis tools could enhance objectivity in future evaluations.

In terms of implications, this study demonstrates that TikTok can serve as an effective, low-cost, and engaging platform for improving speaking ability in EFL contexts. For teachers, it provides a practical way to integrate familiar digital media into lesson plans, promoting communication, creativity, and collaboration. For students, it offers autonomy and motivation to use English authentically in a digital environment. For educational institutions, especially in regions like West Papua, integrating platforms like TikTok into English instruction can modernize language learning and increase relevance to students' daily digital experiences. Overall, this study highlights how technology, when guided by sound pedagogy, can transform traditional classrooms into interactive learning spaces that promote confidence, fluency, and communicative competence in English.

CONCLUSIONS

This study investigated the impact of TikTok integration on students' speaking achievement at SMAN 2 Sorong Regency, West Papua. The results showed a significant improvement in students' speaking performance after the implementation of TikTok-based learning activities. The mean score increased from 57.13 in the pre-test to 76.47 in the post-test, indicating a substantial gain in speaking proficiency. These results demonstrate that using TikTok as a learning medium effectively enhanced students' fluency, pronunciation, and confidence in speaking English. The improvement can be attributed to the interactive and engaging nature of TikTok, which encouraged students to practice speaking in a creative and enjoyable way. By recording and reviewing their own videos, students became more aware of their pronunciation, articulation, and delivery. The process also allowed them to self-correct and develop greater confidence in expressing their ideas. In addition, the use of a familiar digital platform increased motivation and reduced anxiety, creating a supportive environment where students felt comfortable using English. This study also found that TikTok can be effectively used in a rural educational context such as Sorong Regency, where opportunities for authentic English communication are limited. The activities helped bridge the gap between formal classroom learning and students' real-life digital experiences. Even students who were initially hesitant to speak became more active and enthusiastic when participating in TikTok-based speaking tasks. Although the study produced positive outcomes, several limitations must be acknowledged. The research involved only one class and did not include a control group, so the findings cannot be generalized to all contexts. The short duration of the treatment also limited observation of long-

term effects. Future research should involve larger and more diverse samples, include comparison groups, and explore the use of TikTok for other language skills. In conclusion, TikTok integration provides an effective and engaging way to enhance students' speaking skills. It promotes learner confidence, creativity, and autonomy while making English learning more relevant to students' digital lifestyles. With proper guidance, TikTok can be a valuable tool to create dynamic, student-centered, and enjoyable English-speaking activities in the classroom.

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