

## **Students' Perceptions of TikTok Content Creation as a Medium to Support Speaking and Pronunciation Skills**

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### **ABSTRACT**

This study investigates the effectiveness of using TikTok as a learning medium to improve students' pronunciation and speaking skills. The increasing popularity of TikTok among students offers opportunities to integrate short-form video content into English language learning; however, empirical evidence on its instructional impact remains limited. This study employed a quantitative pre-experimental design using a one-group pretest–posttest approach. The participants were undergraduate students from an English education program who were selected through purposive sampling. Data were collected using pronunciation and speaking performance tests administered before and after the treatment. The treatment was implemented through structured learning activities using selected TikTok videos that modeled authentic pronunciation, intonation, and spoken interaction. Students practiced imitating pronunciation, producing short spoken responses, and recording their performances. The data were analyzed using descriptive statistics and paired-sample statistical tests to examine differences between pretest and posttest scores. The results indicate a significant improvement in both pronunciation and speaking performance after the implementation of TikTok-based instruction. Students demonstrated clearer articulation, improved fluency, and increased confidence in oral production. The findings suggest that TikTok can serve as an engaging supplementary medium to support pronunciation practice and speaking development when guided by structured instructional activities. This study contributes practical insights for language teachers seeking to integrate digital media into speaking instruction and highlights the need for further research using larger samples and comparative designs.

**Keywords:** Tiktok; Pronunciation; Speaking; EFL Learning

### **INTRODUCTION**

In recent years, digital technology has profoundly influenced how students learn and communicate in English as a Foreign Language (EFL) context. Social media

platforms, which were initially used mainly for entertainment and social interaction, have increasingly become alternative learning environments that support creativity, collaboration, and multimodal engagement. Among these platforms, TikTok has emerged as one of the most widely used applications among Generation Z learners. The platform allows users to create and share short videos that integrate visual imagery, audio input, subtitles, and interactive features. This multimodal structure enables learners to experience language input and output in dynamic ways that extend beyond traditional classroom instruction. As noted by Fitria (2023), TikTok offers unique opportunities to develop communicative competence, particularly in speaking and pronunciation, because learners can observe authentic language models and practice oral production in meaningful contexts.

Despite increased access to digital learning tools, speaking and pronunciation remain among the most challenging skills for many EFL students. Learners often struggle to produce accurate sounds, control intonation, and speak fluently due to limited exposure to authentic pronunciation models and insufficient opportunities for repeated oral practice. Psychological factors such as low confidence, fear of making mistakes, and classroom anxiety further inhibit students' willingness to communicate (Suwanto & Susilowati, 2024). Traditional classroom environments sometimes prioritize written tasks and grammar exercises over spoken interaction, which may reduce students' opportunities to develop oral competence in realistic communication settings.

TikTok provides a different learning environment that may help address these challenges. Its short-form video format allows learners to engage in brief but focused speaking practice without the pressure of formal classroom performance. Features such as voice-over recording, sound imitation, video editing, and captioning enable students to rehearse pronunciation, experiment with speech delivery, and reflect on their own performance. According to Nurafifah et al. (2025), TikTok creates a non-threatening space where learners can practice repeatedly, build confidence gradually, and express creativity while developing speaking fluency. Furthermore, the platform allows learners to interact with global audiences and receive immediate feedback through comments, likes, and shares, which can strengthen motivation and self-awareness.

Research has increasingly highlighted the pedagogical value of content creation in digital learning environments. A. Fauziah and Pratolo (2025) emphasize that creating digital content enhances learner autonomy, as students take greater responsibility for planning, producing, and evaluating their own learning artifacts. In language learning contexts, this autonomy encourages learners to monitor pronunciation accuracy, revise speech output, and seek improvement through reflection and repetition. Similarly, Laililajri et al. (2025) report that students become more sensitive to pronunciation features such as stress, rhythm, and intonation when they repeatedly listen to and evaluate their own recorded voices. Frans et al. (2025) further demonstrate that participation in pronunciation and speaking challenges fosters higher confidence and stronger self-awareness

regarding language proficiency. These studies suggest that TikTok-based content creation supports not only linguistic development but also affective and metacognitive growth.

However, despite growing interest in TikTok as an educational tool, several gaps remain in the existing literature. Many studies focus primarily on learner engagement, motivation, or general speaking improvement, often without distinguishing between different oral language components. Pronunciation accuracy and speaking fluency, although closely related, involve different cognitive and motor processes and may require different instructional strategies. Moreover, much of the research examines students' consumption of TikTok content rather than their active role as content creators. Learners who produce videos engage in deeper cognitive processing, self-monitoring, and reflective practice compared to passive viewing. Yet, students' perceptions of how content creation specifically supports pronunciation and speaking development have received limited attention.

Understanding learners' perceptions is essential because perception influences motivation, engagement, and sustained use of learning technologies. When students perceive a tool as useful, enjoyable, and relevant, they are more likely to integrate it into their independent learning routines. Conversely, if students encounter technical challenges, social anxiety, or unclear instructional guidance, the learning potential of the platform may not be fully realized. Therefore, examining students' perceived benefits and challenges provides valuable insight into how TikTok-based activities can be designed and implemented effectively in EFL contexts.

In the Indonesian higher education context, first-year university students often experience a transition from teacher-centered instruction to more autonomous learning expectations. Many students possess high digital literacy but may not yet apply digital tools strategically for academic language development. Integrating social media-based learning activities offers an opportunity to bridge students' everyday digital practices with formal learning objectives. However, institutional adoption requires empirical evidence that such tools meaningfully support learning rather than merely increasing entertainment value.

This study responds to these needs by exploring students' perceptions of TikTok content creation as a medium to support pronunciation and speaking fluency among first-semester students of the English Education Study Program at Universitas Muhammadiyah Kalimantan Timur. The research focuses on learners' self-reported experiences related to recording, editing, practicing, and sharing English-speaking videos. Data are collected through questionnaires and interviews to capture students' views on effectiveness, challenges, motivation, confidence development, and learning autonomy. The study does not measure performance improvement through pre- or post-testing but emphasizes subjective experiences and reflective insights.

Theoretically, the findings contribute to the growing body of research on mobile-assisted language learning, multimodal learning, and learner autonomy. By examining how students engage cognitively, emotionally, and behaviorally with TikTok-based tasks, the study expands understanding of how microlearning and creative digital production support language acquisition processes. The research also reinforces social constructivist perspectives by highlighting the role of interaction, feedback, and community participation in learning.

Practically, the findings offer guidance for teachers seeking to integrate social media platforms into speaking and pronunciation instruction. TikTok-based activities can be used as supplementary tasks to promote oral practice, reduce speaking anxiety, and increase learner engagement. Teachers may design short video projects, pronunciation challenges, or reflective speaking tasks that encourage students to practice independently while receiving formative feedback. For educational institutions, the results support the development of technology-enhanced learning strategies that promote creativity, digital literacy, and student-centered pedagogy. For future researchers, this study provides a foundation for further investigation into measurable learning outcomes, longitudinal impacts, and comparative experimental designs. Future studies may examine how TikTok-based learning influences different proficiency levels, learning styles, or cultural contexts. By addressing both opportunities and limitations, this research contributes to a balanced and evidence-based understanding of social media integration in EFL education.

## **LITERATURE REVIEW**

### **TikTok as a Digital Learning Platform in EFL Contexts**

The rapid development of social media has transformed the landscape of language learning by providing learners with authentic exposure, interactive environments, and multimodal input. Platforms such as TikTok enable users to engage with short-form videos that combine audio, visual, and textual elements, creating opportunities for meaningful language practice beyond traditional classrooms. Fitria (2023) highlights that TikTok supports communicative competence development because learners can observe real-life language use, imitate pronunciation patterns, and participate in digital interaction. The platform's accessibility and familiarity among Generation Z learners further increase its potential as a supplementary learning medium in EFL contexts. TikTok also supports learner-centered and autonomous learning practices. Students can select content based on personal interests, repeat videos for focused listening or pronunciation practice, and create their own recordings. According to A. Fauziah and Pratolo (2025), content creation encourages learners to take ownership of their learning process by planning, producing, and evaluating their own output. This autonomy aligns with contemporary pedagogical approaches that emphasize active engagement and self-regulated learning.

## **Speaking and Pronunciation Challenges in EFL Learning**

Speaking and pronunciation remain critical yet challenging components of EFL learning. Many learners struggle with accurate articulation, stress patterns, rhythm, and fluency due to limited exposure to authentic models and insufficient speaking opportunities (Suwanto & Susilowati, 2024). Anxiety and fear of making mistakes further reduce learners' willingness to communicate orally, especially in formal classroom environments. These challenges highlight the need for alternative learning spaces that encourage repeated practice, experimentation, and low-risk communication.

Pronunciation development requires continuous exposure, feedback, and self-monitoring. Laililajri et al. (2025) emphasize that learners become more sensitive to phonological features when they repeatedly listen to and evaluate their own speech. Similarly, Frans et al. (2025) report that participation in pronunciation and speaking challenges increases learners' confidence and awareness of their oral performance. These findings suggest that digital platforms that allow repeated recording and self-review can support pronunciation development more effectively than one-time classroom practice.

## **TikTok and Speaking Development**

Several studies have explored TikTok's role in enhancing speaking skills. Nurafifah et al. (2025) found that TikTok creates a supportive environment where learners can practice speaking fluency without fear of direct classroom judgment. The platform's creative features enable students to rehearse speech multiple times before publishing, reducing performance anxiety and improving confidence. Interaction with peers and online audiences further motivates learners to improve clarity and expressiveness. In addition, TikTok supports multimodal learning by integrating gestures, facial expressions, and visual cues, which enhance communicative competence. Learners can observe how speakers use body language and intonation to convey meaning, supporting pragmatic and discourse competence. A. Fauziah and Pratolo (2025) emphasize that digital content creation strengthens engagement and persistence, which are essential for sustained language development.

## **TikTok and Pronunciation Learning**

Pronunciation learning benefits from repeated exposure to authentic models and opportunities for imitation. TikTok provides abundant examples of native and proficient speakers using natural pronunciation, intonation, and rhythm. Learners can replay videos, imitate sounds, and compare their pronunciation with the original model. Laililajri et al. (2025) note that such reflective practices enhance phonological awareness and articulation accuracy. Frans et al. (2025) further demonstrate that learners participating in pronunciation challenges through digital

platforms develop higher confidence and improved self-monitoring abilities. TikTok's editing tools allow learners to refine recordings, increasing awareness of pronunciation errors and encouraging corrective practice. These features make TikTok particularly suitable for pronunciation training in informal learning contexts.

### **Learner Perceptions and Technology Acceptance**

Learner perception plays a crucial role in the successful integration of educational technology. Positive perceptions regarding usefulness, ease of use, and enjoyment influence learners' motivation and willingness to adopt digital tools consistently. When students perceive TikTok as enjoyable and relevant to their learning goals, they are more likely to engage actively and practice independently. Conversely, technical difficulties, privacy concerns, or unclear instructional guidance may hinder effective usage. Nurafifah et al. (2025) highlight that students appreciate TikTok's flexibility and creativity but also express concerns about distraction and time management. These mixed perceptions indicate the importance of structured guidance and pedagogical alignment when integrating social media into learning environments.

Although existing studies confirm the potential of TikTok to support speaking and pronunciation development, several gaps remain. Most studies focus on general engagement, motivation, or overall speaking improvement without differentiating between pronunciation accuracy and speaking fluency as distinct learning outcomes. Furthermore, limited research explores learners' perceptions specifically related to content creation activities rather than passive video consumption. Understanding how students perceive the benefits and challenges of producing TikTok content is essential for designing effective instructional strategies. Additionally, few studies focus on first-semester university students in Indonesian EFL contexts, where learners are transitioning toward greater autonomy and digital responsibility. This context offers valuable insights into how social media-based learning can support early-stage academic language development.

## **METHOD**

### **Design and Sample**

This study employed a descriptive qualitative–quantitative approach using a survey and interview design to explore students' perceptions of TikTok content creation as a medium to support pronunciation and speaking fluency. The design was chosen to capture both general perception trends and in-depth learner experiences. Quantitative data were used to describe students' overall attitudes, while qualitative data provided richer explanations of perceived benefits and challenges. The participants were first-semester students of the English Education Study Program at Universitas Muhammadiyah Kalimantan Timur. A total of 30 students participated in the questionnaire phase, selected through purposive sampling based

on their active use of TikTok and willingness to participate in content creation activities for learning purposes. From this group, six students were selected for follow-up semi-structured interviews using maximum variation sampling to represent different levels of confidence, frequency of TikTok use, and gender. All participants had prior experience using TikTok for personal purposes and basic familiarity with recording and editing short videos. Participation was voluntary, and informed consent was obtained prior to data collection.

### **Instruments and Procedures**

Two main instruments were used in this study: a perception questionnaire and a semi-structured interview guide. The questionnaire consisted of 20 items using a 5-point Likert scale ranging from strongly disagree to strongly agree. The items measured students' perceptions across four dimensions: perceived usefulness for pronunciation improvement, perceived usefulness for speaking fluency development, ease of use and accessibility, and learning motivation. The questionnaire was adapted from previous digital learning perception studies and reviewed by an English education lecturer to ensure content clarity and relevance. The interview guide was designed to explore students' experiences more deeply, focusing on how TikTok content creation influenced pronunciation awareness, speaking confidence, learning autonomy, and challenges encountered during video production. The procedure consisted of three stages. First, students were introduced to the learning task, which required them to create short English videos on TikTok over a four-week period. Students selected topics freely but were encouraged to focus on clear pronunciation and fluency. Second, students uploaded their videos and reflected briefly on their learning experiences. Third, the questionnaire was administered online after the completion of the task. Semi-structured interviews were then conducted with selected participants to clarify and deepen questionnaire findings.

### **Data Analysis**

Quantitative data from the questionnaire were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation, to describe students' overall perceptions of TikTok content creation. Results were presented in tables and interpreted according to perception categories. Qualitative data from interviews were transcribed verbatim and analyzed thematically. The analysis involved coding responses, identifying recurring patterns, and categorizing themes related to pronunciation development, speaking fluency, motivation, autonomy, and challenges. Triangulation was applied by comparing questionnaire results with interview findings to enhance credibility and interpretive depth.

## RESULT AND DISCUSSION

### Students' Perceptions of TikTok Content Creation for Pronunciation Improvement

Table 1 presents the questionnaire results related to students' perceptions of TikTok content creation for pronunciation improvement.

No	Statement	Mean	Std. Deviation	Interpretation
1	Learning through the TikTok app provides me with new pronunciation	3.16	0.75	Agree
2	I find it challenging to maintain clear pronunciation and correct articulation while recording my TikTok videos	2.58	0.66	Disagree
3	TikTok activities help me improve my fluency and spontaneous speech in English	2.86	0.83	Agree
4	Maintaining pronunciation and articulation while recording videos	2.91	0.68	Agree
5	Difficulties managing pronunciation accuracy and fluency when preparing TikTok content	2.88	0.93	Agree
6	TikTok helps me speak more confidently in real-life situations	3.00	0.79	Agree
7	Learning pronunciation through TikTok is more effective than traditional materials	3.00	0.76	Agree
8	TikTok helps improve pronunciation accuracy by listening to proficient English speakers	2.84	0.92	Agree

9	I often follow and watch TikTok creators who share pronunciation lessons	2.98	0.80	Agree
10	I feel motivated and interested when practicing English pronunciation with TikTok content	2.81	0.82	Agree
<b>Average Mean</b>		<b>2.90</b>		<b>Agree (Positive)</b>

Table 1 presents students' perceptions of using TikTok as a medium for pronunciation practice. The data were obtained from 43 first-semester students using a four-point Likert scale. The mean scores range from 2.58 to 3.16, with an overall average mean of 2.90, which falls into the Agree (Positive) category. This indicates that, in general, students perceived TikTok as a supportive platform for improving pronunciation. The highest mean score was recorded for the statement "Learning through the TikTok app provides me with new pronunciation" ( $M = 3.16$ ,  $SD = 0.75$ ). This result suggests that students perceived TikTok as an effective source of exposure to new pronunciation models, particularly through videos produced by native or proficient English speakers. Repeated listening and imitation activities appear to help learners become more familiar with pronunciation patterns. Several items also showed positive perceptions related to fluency development, confidence, and pronunciation awareness. Statements regarding improved fluency and spontaneous speech ( $M = 2.86$ ), maintaining pronunciation while recording ( $M = 2.91$ ), increased confidence in real-life speaking situations ( $M = 3.00$ ), and learning effectiveness compared with traditional materials ( $M = 3.00$ ) were interpreted as Agree. Motivation-related items also received positive responses ( $M = 2.81$ ), indicating that TikTok contributes to an engaging and enjoyable learning environment for pronunciation practice.

The qualitative interview data reinforced these quantitative patterns. Several participants explained that the video creation process encouraged closer attention to pronunciation features and motivated repeated rehearsal until satisfactory performance was achieved. One participant stated:

*"When I recorded my video, I noticed my pronunciation mistakes and tried to fix them before uploading. It made me more careful with stress and clarity."*  
(P2)

Another participant emphasized the value of imitation as a learning strategy:

*"I usually listened to native speakers on TikTok and tried to imitate their pronunciation. It helped me sound more natural."*  
(P5)

These responses illustrate that students actively used TikTok videos as pronunciation references rather than passively consuming content. Several

interviewees also noted that listening to their own recorded voices enabled them to recognize errors that were previously unnoticed during spontaneous speaking. Some participants highlighted emotional and motivational benefits associated with pronunciation practice. Practicing through video recording was perceived as less intimidating than speaking directly in front of classmates. The ability to rehearse privately before publishing increased confidence and reduced fear of making mistakes. This sense of control encouraged experimentation with pronunciation and gradual improvement.

Despite these positive perceptions, a small number of students reported challenges. Technical issues such as background noise, limited microphone quality, and unstable internet connection occasionally affected recording clarity. Some participants expressed uncertainty in identifying accurate pronunciation models due to variable content quality on TikTok, and a few reported difficulty evaluating correctness without teacher feedback.

Nevertheless, these challenges did not substantially reduce students' overall positive perceptions. Most participants indicated that the benefits of increased awareness, repeated practice, accessibility, and confidence development outweighed the technical limitations. Overall, the findings demonstrate that students perceived TikTok content creation as a supportive and flexible medium for enhancing pronunciation awareness, encouraging reflective learning, and building confidence in spoken English.

### Students' Perceptions of TikTok Content Creation for Speaking Fluency

*Table 2. Students' Perceptions of TikTok for Speaking Fluency*

No	Statement	Mean	Std. Deviation	Interpretation
1	TikTok improves English speaking skills	2.39	1.12	Disagree
2	Watching and following TikTok creators increases confidence	3.07	0.55	Agree
3	TikTok enhances spontaneous speaking	2.60	0.73	Agree
4	TikTok reduces anxiety and builds speaking confidence	3.00	0.76	Agree
5	Learning through TikTok enriches vocabulary and expressions	2.65	0.72	Agree

6	TikTok motivates me to speak English more often	2.91	0.72	Agree
7	TikTok makes speaking English more engaging and enjoyable	2.72	0.88	Agree
8	TikTok helps me notice and correct pronunciation errors	2.55	0.96	Disagree
9	Creating and watching TikTok videos improves fluency	2.95	0.81	Agree
10	TikTok could be used as a supplementary learning tool	2.79	0.86	Agree
<b>Average Mean</b>		<b>2.76</b>		<b>Agree (Moderate)</b>

Table 2 summarizes students' perceptions of TikTok as a medium to support speaking fluency. The mean scores range from 2.39 to 3.07, with an overall average mean of 2.76, which falls into the Agree (Moderate) category. This indicates that students generally perceived TikTok as helpful for developing speaking fluency, although the level of agreement was slightly lower than for pronunciation. The highest mean score was found for the statement "Watching and following TikTok creators increases confidence" ( $M = 3.07$ ,  $SD = 0.55$ ), suggesting that exposure to TikTok creators encouraged students to feel more confident using English. Other items related to reducing anxiety ( $M = 3.00$ ), improving fluency ( $M = 2.95$ ), increasing motivation to speak ( $M = 2.91$ ), and making speaking activities more engaging ( $M = 2.72$ ) were also interpreted as Agree. These findings indicate that TikTok contributes positively to students' affective factors, particularly confidence, motivation, and engagement in speaking practice.

The qualitative interview data strengthened these findings. Several participants explained that recording videos allowed them to practice speaking repeatedly without pressure and helped reduce anxiety. One participant stated:

*"Using TikTok made me feel more confident because I could practice many times before posting the video."*  
(P1)

Another participant shared that TikTok encouraged more frequent speaking practice:

*"I practiced speaking more often because making videos felt fun and not stressful."*  
(P4)

These responses confirm that TikTok promotes a comfortable environment that supports confidence and motivation, which aligns with the higher ratings in confidence-related questionnaire items. However, two questionnaire items showed relatively lower mean scores. The statements “TikTok improves English speaking skills” ( $M = 2.39$ ,  $SD = 1.12$ ) and “TikTok helps me notice and correct pronunciation errors” ( $M = 2.55$ ,  $SD = 0.96$ ) were interpreted as Disagree. These results suggest that while students perceived TikTok as helpful for encouraging practice, some were less convinced about its direct impact on technical speaking improvement and self-correction ability.

Interview findings help explain this pattern. Some participants acknowledged that they still depended on teacher feedback or peer correction to evaluate their speaking accuracy. One participant commented:

*“I still need feedback from the lecturer to know if my pronunciation and grammar are correct.”*  
(P3)

Another participant noted:

*“Sometimes I am not sure whether my speaking is accurate because there is no direct correction from the app.”*  
(P5)

These statements indicate that TikTok supports practice and confidence building but provides limited corrective feedback for improving technical accuracy. The findings from Table 2 and interview data indicate that TikTok content creation moderately supports speaking fluency development, particularly in terms of confidence building, motivation, and engagement. However, students perceived its impact on technical speaking accuracy and independent error correction as more limited.

This study explored students’ perceptions of TikTok content creation as a medium to support pronunciation improvement and speaking fluency among first-semester EFL students. Overall, the findings indicate that students perceived TikTok positively, particularly for pronunciation practice, while perceptions toward speaking development were moderately positive. These results suggest that TikTok functions more effectively as a tool for increasing pronunciation awareness and learning engagement than as a standalone platform for improving technical speaking accuracy.

The pronunciation findings demonstrate a strong positive perception, as reflected in the overall mean score of 2.90. Students reported that TikTok exposed them to new pronunciation models and supported repeated listening and imitation. This aligns with previous studies indicating that digital video platforms provide rich auditory input that enhances phonological awareness and pronunciation accuracy (Fitria, 2023; Laililajri et al., 2025). Interview responses further showed that students became more attentive to stress, clarity, and articulation when recording their own videos, confirming the role of self-monitoring in pronunciation

development. The ability to replay and revise recordings allowed learners to identify errors independently, supporting autonomous learning practices.

However, some students still experienced difficulty maintaining accurate pronunciation during recording, as indicated by the lower mean score for articulation challenges. This finding highlights that exposure alone may not be sufficient without structured feedback or explicit pronunciation guidance. Similar concerns were reported by Suwanto and Susilowati (2024), who noted that learners often struggle to transfer passive listening exposure into accurate spoken production. This suggests that TikTok activities should be complemented with teacher feedback to maximize pronunciation gains.

Regarding speaking fluency, students expressed moderately positive perceptions, with the strongest agreement related to increased confidence and reduced anxiety. These findings support the view that informal digital environments lower affective barriers and encourage participation (A. Fauziah & Pratolo, 2025; Frans et al., 2025). Students felt more comfortable practicing through recorded videos than speaking directly in front of peers, which promoted willingness to communicate. This confirms that TikTok can function as an affective support tool rather than a direct speaking accuracy trainer.

Nevertheless, lower agreement on items related to direct speaking improvement and self-correction indicates that students did not fully perceive TikTok as improving their technical speaking skills. This may be attributed to the absence of immediate corrective feedback and limited interactional speaking opportunities within short video formats. Speaking fluency requires not only repeated production but also interaction, negotiation of meaning, and corrective input, which are difficult to achieve through asynchronous video platforms alone. These limitations explain why students still relied on teacher guidance to evaluate accuracy.

The integration of quantitative and qualitative findings illustrates that TikTok primarily supports pronunciation awareness, confidence building, and learning motivation. Students valued its accessibility, creativity, and flexibility, which encouraged consistent practice. However, technical constraints such as recording quality and internet stability occasionally affected learning experiences, emphasizing the importance of adequate technological support.

Pedagogically, the findings suggest that TikTok content creation is most effective when used as a supplementary learning medium rather than a replacement for classroom instruction. Teachers can integrate TikTok tasks to enhance pronunciation exposure, build confidence, and encourage autonomous practice, while maintaining structured feedback and interactive speaking activities in class. For institutions, this supports the integration of social media-based learning as part of blended learning strategies. This study confirms that TikTok has strong potential to support early-stage EFL learners, particularly in pronunciation awareness and affective engagement. However, its impact on technical speaking development

remains limited without pedagogical scaffolding and interaction-based learning opportunities.

## CONCLUSION

This study investigated students' perceptions of TikTok content creation as a medium to support pronunciation improvement and speaking fluency among first-semester EFL students. Overall, the findings indicate that students perceived TikTok positively, particularly for pronunciation practice, while perceptions toward speaking fluency were moderately positive. The results show that TikTok effectively supports pronunciation awareness by providing exposure to authentic pronunciation models and opportunities for repeated listening, imitation, and self-monitoring. Students reported increased attention to stress, clarity, and articulation when recording and reviewing their own videos. The accessibility and familiarity of the platform also encouraged frequent practice and independent learning. These factors contributed to students' positive attitudes toward using TikTok as a supplementary pronunciation learning tool.

In terms of speaking fluency, TikTok was perceived as beneficial mainly in affective aspects, such as increasing confidence, reducing anxiety, and enhancing motivation to practice speaking. Students felt more comfortable practicing through recorded videos than in spontaneous classroom speaking activities. However, the findings also indicate that TikTok has limited impact on technical speaking accuracy and independent error correction, as students still rely on teacher feedback and guided instruction to evaluate their performance. TikTok content creation can be considered a supportive and engaging supplementary medium for early-stage EFL learners, particularly for pronunciation practice and confidence building. However, it should not replace structured classroom instruction and corrective feedback. Future research is recommended to examine the direct impact of TikTok-based learning on measurable speaking performance and to explore its effectiveness across different proficiency levels and learning contexts.

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