

THE IMPLEMENTATION OF *TIKTOK* APPLICATION AS A MEDIUM FOR DEVELOPING STUDENTS' ENGLISH SPEAKING SKILLS

RESEARCH ARTICLE

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Abstract

This study investigates the implementation of the TikTok application as a media to develop students' English-speaking skills. This study employs a descriptive qualitative methodology to examine the utilization of TikTok by high school students in Medan for English language practice. The study aims to understand the benefits gained and the challenges encountered by these students. Four students were observed and interviewed over the 2023/2024 academic year to collect data. These results indicated that students use TikTok to create and share videos, enhancing their speaking skills through stages such as pre-recording activities, during-recording activities, and post-recording activities. TikTok provides various advantages, such as increased self-confidence, improved vocabulary, better pronunciation and grammar mastery, and access to relevant references and ideas. However, students also face challenges like difficulties with grammar, pronunciation, selecting appropriate vocabulary, device problems, and unfamiliarity with TikTok features. This study asserts that TikTok provides notable benefits for English-speaking practice; addressing these challenges can further enhance its effectiveness as a learning tool.

Keywords: educational technology, EFL students, English speaking skills, learning media, student engagement

Introduction

Technology has become an important aspect of English language teaching and learning. The teaching and learning process in the education sector is currently experiencing changes along with the development of technology, especially those used as learning media to improve speaking skills (Nasichah, 2023). According to Thornbury (2005), speaking itself is a component of daily life that many people take for granted. Whereas speaking is the active use of language to express meanings so that other people can make sense of them (Cameron, 2001). Many experts claim that speaking is a crucial talent that EFL students need to acquire. Speaking is not only regarded as an essential skill to master, but it also involves the ability to communicate, think, and learn (Gunawan & Rahman, 2022). Lazarton (2001) emphasizes that the difficulty of spoken English due to its reliance on interpersonal

connections. It entails amalgamating elements such as the knowledge and understanding of other speakers, thinking about their contributions, making contributions, and comprehending the effect (Pratolo et al., 2019).

Despite its significance, teaching speaking skills in English classes is often a challenge (Tuyen, 2021; Purwati et al., 2023; Putri & Nurjati, 2023). Many students encounter challenges in English speaking, such as a fear of communication, lack of confidence, inconsistent pronunciation, unstable grammar, limited vocabulary, and limited opportunities for practice in class (Tuyen, 2021). Most of the students are apprehensive about making mistakes, expressing incorrect thoughts, and lacking motivation for learning (Putri & Nurjati, 2023). Issues include students' insufficient vocabulary, inadequate pronunciation, low confidence and motivation, and limited vocabulary (Purwati et al., 2023).

TikTok is considered an appropriate media platform for enhancing speaking skills due to its recognized significance in this area (Nasichah, 2023). The TikTok app is a social networking platform and Chinese music video platform that was established in September 2016. The application, referred to as Douyin in its place of origin, was formally established in September 2016 (Dewi, 2023). From January 2018 to August 2020, the monthly active user base of the platform experienced an 800% growth, reaching a total of 100 million in the United States and 700 million worldwide (Olvera et al., 2021). TikTok is the fourth most downloaded social app after YouTube, Snapchat, and Instagram (Jaffar et al., 2019).

The majority of TikTok users are predominantly young individuals. TikTok's primary audience is mostly the younger generation of users (Dewi, 2023). TikTok allows anyone to become a creator and encourages users to share creative expression through a 15-second video, which can now be 10 minutes. TikTok is available for the user, and it features challenges, dance videos, duet features, and magic tricks that attract the youth to use this app (Jaffar et al., 2019). Meanwhile, the new features that TikTok has released are video editing features that can be used to adjust video clips, sound, images, text, overlays, video speed, frames, and sound effects. By providing more complete video editing features, TikTok users can now create more freely without the help of other applications. Apart from that, TikTok is also developing a Photo Mode feature, which is similar to Feed on Instagram. Through Photo Mode, we can also create favorite songs of our choice or write long descriptions of up to 2,200 characters so we can express deeper messages from uploaded photos. All these new features are designed to give TikTok users more freedom to create more interesting and creative videos (Wuri, 2022).

According to Hongsa et al. (2023), TikTok is a social media platform that incorporates short videos and has been used as a teaching tool to assist students in mastering speaking and other communication skills. The TikTok app allows users to produce and share a variety of short movies in a vertical style that can be viewed by everyone at any time (Dewi, 2023). In Indonesia, TikTok entered in September 2017 and immediately gained significant popularity. As of June 2018, the number of TikTok users in Indonesia reached 150 million. However, on July 3, 2018, the Indonesian Ministry of Communication and Information decided to block this application. This decision was taken after receiving around three thousand public complaints regarding negative content on TikTok, such as pornography, immorality, and religious harassment (Kementerian Komunikasi dan Informatika, 2018). As time goes by, the number of users in Indonesia grows every year. They use TikTok not only

as a platform for entertainment and business but also as a medium for learning. (Dewi, 2023; Rahmawati et al., 2023).

There are many advantages to using TikTok in the teaching and learning process. First, TikTok is a fun and interactive learning tool that is entertaining to use. Students are encouraged to actively participate and learn from the platform's vast community of content creators by giving them the flexibility to voice their opinions on the many prescribed (Hongsa et al., 2023). Second, the TikTok application makes students more creative in providing answers to assignments in the form of short videos that they make using templates that have been prepared by the TikTok application and redesigned by students according to their creativity (Alexandro et al., 2022). Next, using TikTok can help increase vocabulary learning opportunities. Through visual content, such as images and subtitles, TikTok helps students remember and practice new words. In addition, saved videos with songs or movie scenes make it easy to learn and thus contribute to effective vocabulary memorization because they can easily imitate the English sentences, conversations, and pronunciation of content creators who create educational content about learning English (Ahmad et al., 2023; Alghameeti, 2022).

Prior studies have been carried out by researchers, with a specific emphasis on the use of TikTok applications. Researchers have already carried out studies that centered on the TikTok application's utilization. Rahmawati et al. (2023) examined the enhancement of student's speaking abilities with the TikTok application as part of an initiative to use social media in higher education. The goal of their study is to help midwifery students improve their speaking abilities through TikTok. It was carried out as a quasi-experimental study with 32 students separated into two groups: 16 students were in the experimental group, and 16 students were in the control group. Their study concludes that TikTok acts as a social media platform that helps students communicate more effectively while still maintaining the fun aspect. Apart from improving students' communication skills, using TikTok can also increase their creativity, motivation, and vocabulary.

Another study by Zaitun et al. (2021) explored the use of TikTok as a tool to enhance the speaking skills of EFL students. Their study used a qualitative descriptive methodology, concentrating on stories told using the TikTok app and occurrences during online English instruction. Thirty-six students from SMP Negeri 164 Jakarta's class VIII H participated in their study, which used a qualitative descriptive methodology. According to their research, students' test scores increased significantly, indicating that using the TikTok app to learn English is incredibly interesting and beneficial for enhancing students' confidence and ability to speak the language.

Ferstephanie and Lady Pratiwi (2022) measured the effect of TikTok on developing students' speaking skills using Classroom Action Research. Students in SMA Kristen Kalam Kudus' tenth-grade science class participated in a study called Classroom Action Research. Their study findings indicated that students gave the TikTok app positive reviews on its ability to increase motivation. They were content and enjoyed using the TikTok learning resources to acquire the skill. Additionally, using TikTok to help students improve their speaking abilities was very participatory and successful, as evidenced by the students' positive test-taking attitudes and much higher test scores.

From several studies, it can be concluded that TikTok improved speaking abilities, creativity, motivation, and vocabulary, increased self-assurance, and improved students' test scores in English speaking skills. Unfortunately, the previous studies on the TikTok application did not go into detail about students' challenges or improvements in communication skills. Considering this, the researchers were motivated to conduct a study that incorporates the TikTok application in the speaking class of

students in Senior High School at Medan. Therefore, this research aims to understand the usage of the TikTok application to develop students' speaking skills. This study attempts to answer the following research questions:

- How do students apply TikTok application to practice their English-speaking skills?
- What benefits do students receive in the utilization of the TikTok application to practice their English-speaking skills?
- What challenges do students face when implementing the TikTok application as a media to practice their English-speaking skills?

In order to address the research questions, the present study attempted to achieve the following objectives:

- Investigate how students apply TikTok application to practice their English speaking skills.
- Explore the benefits students receive in the utilization of the TikTok application to practice their English speaking skills.
- Explore the challenges students face when implementing of TikTok application as a media to practice their English speaking skills.

Thus, this study can potentially make a significant contribution to the development of practical solutions for students to overcome challenges that may be encountered in implementing the TikTok application as a medium to improve their speaking skills.

Literature Review

Speaking

Speaking is an essential skill that must be imparted. Speaking skills are crucial in communication since they directly impact the effectiveness of the interaction between the speaker and listener. Proficiency in speaking is crucial for effective delivery of messages and information. When an individual speaks, they not only articulate individual letters but also convey a message or information (Suadi, 2019). Unfortunately, the skill of speaking is one of the most difficult qualities that students must acquire. Due to their perceived lack of proficiency, students frequently refrain from communicating in foreign languages. Moreover, the majority of pupils encountered difficulties in speaking as a result of insufficient opportunities for practice and inadequate fluency in language. This challenge diminishes the students' motivation and enthusiasm to persist in their efforts to achieve fluency in English (Dewi, 2023).

Based on Hormailis (2003), as mentioned in Prawiyata and Barus (2021), four characteristics have a substantial influence on speaking ability. These factors are (1) vocabulary, which plays a crucial role in facilitating speaking activities; task, which entails the process of comparing and aligning words; (2) grammar, where oral communication will be fluent if you can understand the grammar. Hence, speakers must be aware of the grammar they employ in their speech. In simpler terms, grammar refers to the set of rules that govern how we combine words and linguistic components to communicate an understandable message effectively; (3) fluency, speaking is the act of reproducing words verbally. This implies that there is a reciprocal exchange of ideas between the speaker and the listener. Hence, it is crucial to incorporate an additional element in one's speaking abilities, specifically fluidity; (4)

pronunciation, which refers to the act of producing spoken sounds in order to communicate effectively. It plays a crucial role in effective communication.

In addition, there are additional characteristics of speakers whose knowledge is effectively utilized in speaking activities. These include: (1) students engage in extensive speaking, maximizing their participation; learners actively embrace the duration of the activity by speaking frequently. This way, it seems obvious that often, teachers' talk takes up time; (2) participants are even, and a small number of talkative participants should not control the classroom discussion. All participants should have an opportunity to speak, and their contributions should be spread fairly and evenly; (3) motivation is high, as learners should be interested in the topic and have something new to say or contribute to the task objective; and (4) language is of an acceptable level, learners should be able to express themselves using language that is easily understood by others and at an adequate level of accuracy (Brown, 2000).

TikTok in learning media

According to Rama et al. (2023), Learning media can be defined as educational resources that are utilized to engage students' cognition, emotions, focus, or skills with the aim of facilitating the learning process. One of the learning media for practicing students' English speaking skills is the TikTok App. Using TikTok as a means to practice speaking skills not only stimulates students' creative thinking but also provides them with a fun learning experience (Hongsa et al., 2023). This fun learning experience can be obtained from the features provided by the TikTok application in the following table:

Table 1. *TikTok application features*

Features	Function
Record Sound	Record sound via device, then integrate it into a personal TikTok account.
Record Video	Record videos via device, then integrate them into your personal TikTok account.
Background (background sound)	Added background sound that can be downloaded from the TikTok Application storage media.
Edit	Repair and edit video drafts that have been created.
Share	Share existing videos.
Duet	Collaborate with other TikTok Application users.

(Aji et al., 2020)

One of TikTok's greatest features is that its videos are short, easy to create, and simple to share. With TikTok, students can make creative and enjoyable educational videos to practice their English speaking skills (Zulkifli et al., 2022). In the TikTok video, the students can retake and revise their videos as often as needed. They can also pause their speech, which serves as a drilling technique to improve fluency and vocabulary (Rahmawati et al., 2023). Additionally, posting videos on TikTok can motivate students to deliver their best performances since their content will be viewed by many people. If there are mistakes in their speech, they might face digital feedback from their followers on the app (Celeste, 2021). Thus, TikTok offers a solution for improving students' speaking abilities, serving as a

quick learning resource and fostering creativity in sharing their learning with the public (Zulkifli et al., 2022). The following is the procedure for making a learning video using the TikTok application.

Table 2. *Steps to make learning videos using the tiktok application*

No	Steps to make learning videos using the tiktok application
1	Download the TikTok app and create a new account
2	Create a script
3	Record video
4	Use illustrations, such as: tables, diagrams, animations, images and additional data
5	Editing interestingly
6	Using hashtags
7	Uploading videos

(Fitria, 2023)

Methodology

Research design and approach of the study

This study was carried out using a qualitative case study design to explore the usage of TikTok to develop students' English-speaking skills. This design was chosen to gain an in-depth understanding of students' experiences, benefits, and challenges associated with using TikTok. Baxter and Jack (2015) define a qualitative case study as a research approach designed to delve into a phenomenon within its contextual framework, employing a diverse range of data sources. This methodology ensures a comprehensive exploration of the issue, avoiding a narrow perspective and instead utilizing various lenses to uncover and comprehend multiple facets of the phenomenon. In this case, this approach was used to describe how the students developed their English-speaking skills along with how they felt about the use of the TikTok application.

Research site and participants

The participants involved in this study were students of Senior High School in Medan. The participants were selected using a purposive sampling technique. The student participants are four students in the 2023/2024 academic year. These students were chosen based on their existing competency in basic English-speaking skills as they already have sufficient basic English from their previous education level, allowing the study to focus on skill enhancement rather than initial language acquisition. Additionally, they are independent learners who meet TikTok's age requirements, ensuring they can effectively navigate and utilize the application without constant supervision. The selection of a small, diverse group of four participants enables an in-depth exploration of individual experiences, providing comprehensive insights into the use of TikTok for developing English-speaking skills. This purposive sampling approach allows the researchers to gather rich, relevant, and diverse data, making the findings robust and reflective of various student experiences.

Data collection and analysis

The data in this study were collected from multiple sources, such as: (1) observation, direct observation of students, as they created instructional videos on the TikTok app, which allowed the researcher to collect data about their behavior and its significance. Data on the activities and procedures students followed while creating instructional videos on the TikTok app will be collected through observations. Researchers observed participants while they were creating a video about recount text with a "Holiday" theme in TikTok. Observations focused on three stages in making learning videos on TikTok, namely, pre-record activities, during-record activities, and post-record activities. In pre-record video activities, the students are given 2 videos to increase their understanding of recount text; here are the links: <https://vt.tiktok.com/ZSFtcNXkX/>, <https://vt.tiktok.com/ZSFtcSbQ5/> then they have to create a script about recount text with a "Holiday" theme based on their respective holiday experiences. Next, during record video activities, the students have to record a video based on the script they have created. The last stage is post-record video activities; the students have to edit the videos they have made interestingly. They can also add hashtags on TikTok to increase the popularity of the video and upload their videos to their respective personal accounts. After students have finished making the video and uploading it to TikTok, they send a video link to researchers via WhatsApp. Next, (2) interview, students will be interviewed in more depth to gain a more comprehensive understanding of their preferences and experiences regarding the advantages and disadvantages of using the TikTok application as a tool for practicing speaking in English. This interview will use a semi-structured interview type, which allows the interviewer to follow a pre-prepared question guide but still provides flexibility to explore topics that arise during the conversation. It is hoped that this can elicit more information from students and provide richer insight into the effectiveness of TikTok in the context of learning English, especially in practicing speaking English.

The data obtained from the interview transcripts were analyzed qualitatively using thematic content analysis as proposed by Miles et al. (2014), which revolves around three key components: Data Condensation, Data Display, and Conclusion Drawing Verification. The first step, Data Condensation, involves the meticulous process of scrutinizing, concentrating, simplifying, abstracting, and transforming data present in various sources such as field notes, interview transcripts, and documents. The objective is to streamline and enhance the potency of the data. During this phase, the researcher makes strategic decisions to reduce information by eliminating irrelevant or unimportant data, ensuring a more focused and impactful dataset. Following this, interview results are transcribed and summarized, highlighting key elements pertinent to the research problem. Next, Data Display, the subsequent step encompasses the reduction of data, which involves summarizing and selecting the crucial aspects. In the context of this research, the data reduction process consists of selecting and summarizing information directly aligned with the research focus. Finally, in conclusion, the last step of data collection is the process of making conclusions and verifying them based on robust evidence that is in alignment with the conditions seen in the field. The preliminary findings successfully addressed the research topic by analyzing qualitative data obtained from observations and interviews. To ensure the trustworthiness of the findings, the study utilized triangulation by cross-referencing findings obtained from both observations and interviews. Member checking was performed by presenting initial findings to participants in order to verify the accuracy their experiences and perspectives.

Results

Students' apply in using the TikTok application to practice their english speaking skills

The primary objective of this study is to investigate how students use the TikTok application to develop their English language proficiency. Data from observations was gathered by closely monitoring the process of producing instructional films on TikTok to assess their execution. The process of creating an educational video on Recount Text using TikTok has three main stages: pre-record video activities, during video recording activities, and post-recording video activities.

Pre-record video activities, at the pre-record video activities, researchers instructed students to create TikTok videos focusing on recount text with the theme of "Holiday." To prepare, students were given two videos to watch. The first video explained what recount text is, accessible at the link (<https://vt.tiktok.com/ZSFtcNXkX/>). The second video served as an example of a recount text video about "holiday," accessible at the link (<https://vt.tiktok.com/ZSFtcSbQ5/>). Based on observations made by researchers, the first thing students do before recording a video is to download or ensure they have the TikTok application. Among the four students interviewed, three already have the TikTok application installed, while one student has a TikTok account but has not yet downloaded the TikTok application. Then, students start by creating a script for their recount text video on their handphones after learning about what recount text is and its grammar. They watch videos provided by the researcher and search online to understand the recount text better. They also watch other recount text videos for inspiration. When writing the script, three students emphasize pronouncing the content accurately, while one student focuses on using correct grammar. These steps show students' commitment to improving their English speaking skills through careful script preparation and attention to pronunciation and grammar.

Next, the students engaged in speaking practice, with all of them practicing their English speaking skills more than twice. They practiced by repeatedly reading the script they had created. If they encountered a word they didn't know how to pronounce, they searched on Google to learn the correct pronunciation. This diligent practice demonstrates their commitment to improving their spoken English proficiency and addressing pronunciation challenges effectively.

During video recording activities, during the video recording activities, two students used another handphone to display the script they were reading, allowing them to refer to it during recording. The other two students utilized the CapCut application, which includes a Teleprompter feature enabling them to read the script while recording their videos seamlessly. Additionally, one student employed tools such as a tripod and camera lighting to enhance the quality of their recording setup.

Post-record video activities, in the post-video recording activities, two students used the TikTok application to edit their videos. They both added automatic subtitles and corrected any inaccuracies in the text. Additionally, one student incorporated a video background to enhance the presentation. Meanwhile, the other two students opted for the CapCut application for editing, leveraging its familiarity. They crafted intro sequences, customized video backgrounds, and included illustrations like images, text, English subtitles, and additional music. Following editing, students applied hashtags to their videos. Two students utilized the hashtag #recounttext to boost visibility and

discoverability on TikTok. Lastly, all students uploaded their educational videos to their personal TikTok accounts for easy access and sharing with others. One student's video assignment can be viewed here: <https://vt.tiktok.com/ZSFTenffk/>.

The benefits students receive in the utilization of TikTok application to practice their English speaking skills

The second objective of this study is to assess the benefits that students gain from using the TikTok application to develop their English-speaking skills. Data was collected through interviews to identify the benefits. Students believe that TikTok can be an effective platform for practicing spoken English for various reasons, as follow:

Table 3. *The benefits students receive in the utilization of TikTok application to practice their English speaking skills*

No	Benefits
1	Increasing self-confidence
2	Gaining new vocabulary
3	Improved pronunciation and grammar mastery
4	Providing relevant references and ideas

Based on the table 3, it can be explained that there are several benefits in using TikTok. These findings were obtained from interviews with students, as follows:

Increasing self-confidence, some students expressed increased confidence when practicing speaking English independently using the TikTok application. They feel more relaxed and comfortable to speak English because they only interact with the camera.

I'm more confident, and it is easier for me to practice speaking. When I practice speaking on the TikTok application, I am alone in front of the camera. (student 1)

When I practice speaking English on TikTok, I'm more confident. Because I'm alone, I feel better practicing speaking English on TikTok. (student 2)

..... increasing self-confidence and many others. (student 3)

Gaining new vocabulary, the second benefit is the enhancement of their vocabulary; through TikTok, students can discover new words that they did not know before. They use Google Translate to find translations and understand the meanings of those words.

Sometimes, there are words that I didn't know before, so I translate them into Google Translate to get new vocabulary. (student 2)

Improved pronunciation and grammar mastery, by getting feedback from other users' comments on TikTok, students can learn how to pronounce English words correctly. Additionally, watching helpful tip videos on TikTok helps students improve their English pronunciation.

Of course, people have commented on it (TikTok), so we can introspect on how to read it or how to pronounce it properly and correctly. (student 3)

Because TikTok has lots of people uploading video tips about English pronunciation and grammar, TikTok is quite helpful in learning English. (student 4)

Providing relevant references and ideas, tikTok is a reference source for students to understand concepts or ideas for their English content. They look for video examples on TikTok for inspiration before creating their content.

I looked for videos on TikTok, and there are lots of videos on TikTok about learning English. So, I also looked for references (recount text) to make it easier. (student 4)

The challenges students face when implementing of TikTok application as a media to practice their english speaking skills

The final objective of this study is to ascertain the challenges encountered by students when utilizing the TikTok application to develop their English-speaking proficiency. To identify the concerns, data collection was carried out through interviews. Utilizing TikTok as a tool for enhancing English-speaking skills offers benefits to students, although it also poses specific challenges. However, students also face many limitations while engaging in English activities on the TikTok app, as follows.

Table 4. *The challenges students face when implementing of TikTok application as a media to practice their english speaking skills*

No Challenges	
1	Difficulty with grammar
2	Poor pronunciation
3	Choosing appropriate words
4	Device problems
5	Lack of knowledge of application features

Based on the table 4, it can be explained that there are several challenges in using TikTok. These findings were obtained from interviews with students, as follows:

Difficulty with grammar, two of the students found it challenging to use correct grammar, especially in recount text.

I'm confused about where to start making a script because I don't understand the grammar of the recount text. (student 1)

I had difficulty with the grammar of the recount text; I was a bit confused. (student 4)

Poor pronunciation, the next challenge faced by students is that students struggle with pronouncing words correctly. Two students find it difficult to enunciate a word, and one of them looks at Google Translate to learn how to pronounce it.

Sometimes, there are words that I don't know how to read. (student 2)

If I don't know how to read a word, I can see how to read it from Google Translate. (student 3)

Choosing appropriate words, another challenge faced by students is selecting suitable and effective vocabulary.

I'm confused about whether to use words that are good and appropriate or not. (student 3)

Device problems, some students experienced technical problems, such as full capacity on the device network interference or sound at home when recording videos.

My handphone doesn't have enough space, and there are lots of noise disturbances at home. (student 1)

My handphone space is full. (student 2)

There is network interference. (student 3)

Lack of knowledge of application features, students admitted that they were still not familiar with all the features of TikTok, especially those related to the video editing process. They feel they need more time to understand the features.

I still don't understand the features of the TikTok application. (student 1)

Discussion

Based on the results above, the use of TikTok is already familiar among high school students, which is consistent with previous research. TikTok is a platform that enables users to share their videos, with video lengths ranging from 15 seconds to 10 minutes. These videos cover a wide range of topics including everyday entertainment, talent showcases, knowledge sharing, and more. TikTok is a platform where millions of adolescents between the ages of 12 and 20 exchange their short videos. As more and more teenagers download this application, they begin recording videos at home, school, markets, and anywhere else (Guo, 2021). TikTok offers various features, such as video or image upload, voice recording, video recording, back sound, editing, sharing, and duet features (Ikhsanudin & Purnoko, 2022). TikTok is no longer just for enjoyment but can also be used as a learning tool; as stated by Safila et al. (2023), TikTok provides an enjoyable and engaging learning environment for

students, encouraging them to participate in speech communication with greater passion actively. This is in line with [Hartini et al. \(2023\)](#), who stated that TikTok can serve as an educational tool for students and teachers, particularly for enhancing students' proficiency in spoken English. If students experience discomfort while speaking directly in front of others, they can utilize TikTok as a platform to improve their speaking abilities. This can be achieved by recording themselves and sharing the videos with the general public. It can be concluded that TikTok can be an effective tool for students' English speaking practice. The process of creating and sharing educational videos on TikTok engages students in multiple aspects of language learning, from scriptwriting to pronunciation and presentation. The various stages of video production require students to apply their knowledge practically, thereby reinforcing their learning. Additionally, the use of technology and social media platforms aligns with modern educational practices, making learning more interactive and accessible. The study demonstrates that with the right guidance and resources, students can effectively use TikTok to improve their English-speaking skills, suggesting that integrating such digital tools into language learning curricula could be highly beneficial.

The use of TikTok as a learning medium to improve speaking skills in English as a foreign language (EFL) has been proven effective based on research conducted. [Manggo et al. \(2022\)](#) report that the majority of students feel that the TikTok application has a positive influence on users' English learning, particularly in terms of speaking. This is because the TikTok application enables students to showcase their creativity by creating videos. Based on the results above, the benefits felt by students are equivalent to what previous researchers have stated, that TikTok makes them more confident in practicing speaking English. Students highlighted increased self-confidence, which is an important factor in language learning, especially in speaking. Practicing alone in front of a camera allows students to practice their speech without direct pressure from an audience, reducing anxiety and creating a comfortable environment for self-expression. [Palupi et al. \(2020\)](#) noted that the use of the TikTok application significantly influences the level of self-confidence among these students. This is in line with [Yulita and Hertiki \(2023\)](#), who stated TikTok has a positive impact on pupils' speaking confidence. In this study, students also said that they could gain new vocabulary that they didn't know before. With using Google Translate helps students quickly find translations and meanings of unfamiliar words, which expands their vocabulary. This tool allows students to independently improve their language skills and easily incorporate new words into their speaking practice on TikTok. [Rahmawati and Anwar \(2022\)](#) recognized that the TikTok application effectively affects students' learning outcomes in mastering vocabulary. Likewise, [Simanungkalit and Katemba \(2023\)](#) revealed that using TikTok in learning English vocabulary for students helped them expand their English vocabulary. With feedback and guidance from others on TikTok, it allows for self-reflection and improvement of pronunciation skills in students. The comments sections on these platforms function as virtual classrooms, allowing students to engage in discussions, seek clarification, and learn from each other's experiences. Additionally, the diverse educational content available on TikTok, with users sharing tips and tutorials on pronunciation and grammar is very beneficial according to students. [Safila et al. \(2023\)](#) compared TikTok learners to those using traditional methods, noting significant improvements in pronunciation among TikTok users, supported by [Suwanda et al. \(2024\)](#), who reported students enjoy learning pronunciation with TikTok media and can improve students' English pronunciation skills. Additionally, TikTok is useful in learning grammar, as highlighted by [Revesencio et al. \(2022\)](#), who found TikTok videos with English grammar content advantageous in providing students with basic

and sufficient knowledge of sentence construction. Similarly, [Anumanthan and Hashim \(2022\)](#) demonstrated a significant improvement in students' ability to construct sentences using regular verbs following instruction on regular verbs through the use of TikTok. He found it efficient and exceedingly user-friendly when creating word movies of their work. Finally, students expressed that the TikTok application offers relevant references and ideas. There are many educational resources available on TikTok that can support English language learning. Students admitted that by searching for videos about certain topics such as recount text, they could access various examples and explanations, making it easier for them to understand and apply concepts in their own practice. In this case, [Rasyid et al. \(2023\)](#) stated that TikTok is very suitable for English learning, catering to the specific learning requirements and abilities of students. TikTok functions as a costless and readily available resource. Consequently, users or students can search for captivating and appealing information that fulfills their English learning requirements. The findings presented in this study confirm previous studies indicating that the utilization of TikTok yields substantial advantages for EFL learners in honing and improving their speaking skills.

Recent studies have identified various challenges hindering the effective use of TikTok in speaking classes. However, some have only recently been found. These are relevant findings. First, although TikTok provides many resources for learning English, especially to practicing speaking English. Students admitted that they still faced challenges with certain grammatical structures, such as those required for recount texts. This finding is in line with [Wulandari et al. \(2022\)](#), noted that many students find learning grammar complicated. Even those who have studied English for many years often struggle with grammar, a crucial aspect of language learning. Additionally, students experience difficulties in pronunciation. Students said that sometimes they come across words that are less familiar so they don't know how to read the words, and what they do is look at Google Translate so that students can hear the correct pronunciation of the words, as noted by [Handini et al. \(2021\)](#), who observed that students frequently mispronounce words and have difficulty speaking because they don't know how to pronounce them correctly. The next challenge is that students have difficulty choosing the appropriate meaning of words and are confused about the use of words based on context ([Surmanov & Azimova, 2020](#)). Because choosing the right words involves not only knowing their meaning but also understanding their use in different contexts, which can be very difficult for language learners. Further complicating this issue, [Rosyada-AS & Apoko, 2023](#) inferred that students face several difficulties with English vocabulary, including differences in sounds between English and Indonesian, mispronunciations, discrepancies between written and spoken words, similar words with different meanings, infrequent use of English in interactions, and difficulty remembering previously learned vocabulary. Some students also experienced technical problems. Students say limited storage space on their phones prevents them from storing educational content, while noise at home can create an unfavorable learning environment. In addition, network disruptions also make it increasingly difficult to access online resources and the quality of learning. This is in line with [Safitri \(2021\)](#), who reported that students experiencing poor internet connections and encountering inappropriate content. The last challenge faced by students is that they still do not understand all of the features of TikTok, especially the editing features. Meanwhile, mastering these features could further enhance students' learning experiences, allowing them to produce more creative and effective language-learning videos. Therefore, addressing this issue could lead to even greater educational benefits from the use of TikTok in language learning contexts. These findings collectively underscore the multifaceted

barriers that students face when integrating TikTok into speaking classes, pointing towards the need for targeted strategies to enhance language learning outcomes.

Conclusion and Implications

The implementation of the TikTok application as a medium for students to practice and improve their English-speaking skills, namely by making recount text videos, involves several key stages. These stages are (1) pre-record video activities; students engage in activities that require them to study retelling texts, create video scripts, and practice pronunciation and grammar; this preparation shows their commitment to improving their spoken English proficiency; (2) during the recording activities, students employed a diverse range of instruments and techniques, including Teleprompters, tripods, and lighting camera, to enhance the quality of their videos, (3) post-record video activities include editing their videos using apps like TikTok and CapCut, adding subtitles, incorporating interesting elements like backgrounds and music, and uploaded it to the TikTok platform in the hope of getting a good response from viewing.

The study identifies several significant benefits that students receive from using TikTok to practice their English-speaking skills. Firstly, this platform increases students' self-confidence, as they feel more comfortable speaking English when interacting with the camera alone. This less intimidating environment encourages them to practice more freely and frequently. Additionally, TikTok helps students expand their vocabulary by introducing new words and allowing them to use tools like Google Translate for better understanding. The interactive nature of TikTok, including feedback from viewers, also helps improve pronunciation and grammar. The availability of various educational videos on TikTok provides valuable references and ideas to students, enhancing their learning experience and creativity in producing English language content.

However, this study also highlights some of the challenges students face when using TikTok for English practice. Grammar difficulties, especially in composing recount texts, are a significant obstacle for some students. Pronunciation problems and challenges in choosing appropriate vocabulary further complicate their learning process. Technical issues, such as limited device storage, network interference, and unfamiliarity with TikTok's features, also hinder effective use of the app. It can be concluded that although TikTok has great potential as a language learning tool, students face several challenges that must be overcome. Therefore, the use of TikTok in learning must be complemented by additional resources and strategies so that students can overcome these challenges and gain maximum benefits.

Unfortunately, this study was conducted on a specific group of students that may not be representative of the broader population. The results may not be generalizable to all students or different learning contexts. Therefore, future research is recommended to cover a larger and more diverse population, explore long-term impacts, and consider other factors that might influence research results, such as student motivation, support from parents and teachers, and the learning environment at home.

Disclosure statement

No potential conflict of interest was reported by the authors

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