

The Effect of TikTok-Supported Learning Activities on Students' English Speaking Performance at SMA Negeri 2 Sigi

 <https://doi.org/10.31004/jele.v11i5.3294>

*Rifat, Konder Manurung, Sukmawati Sadilia 

¹²³English Education Study Program, Department of Language and Art Education, Faculty of Teacher Training and Education, Tadulako University, Central Sulawesi, Indonesia

Corresponding Author: rifatkatili@gmail.com

ABSTRACT

This study aimed to examine the effect of TikTok-supported learning activities on the English-speaking performance of eleventh-grade students at SMA Negeri 2 Sigi. An explanatory sequential mixed-methods design was employed, consisting of a quantitative quasi-experimental phase followed by a qualitative phase. The quantitative phase involved 72 eleventh-grade students from two intact classes, with 36 students assigned to the experimental group and 36 to the control group. The classes were selected through cluster random sampling. Both groups completed speaking pre-tests and post-tests, while the experimental group participated in six instructional sessions in which educational TikTok videos were integrated into structured speaking activities. These activities included vocabulary development, pronunciation and intonation practice, grammar-focused speaking practice, storytelling and retelling, pair-speaking activities, and integrated speaking performances. Students' speaking performance was assessed using a five-point rubric focusing on fluency and accuracy, with accuracy represented by pronunciation, grammar, and vocabulary. Because the post-test data were not normally distributed, the Mann-Whitney U test was used to compare the two groups. The experimental group obtained a higher post-test mean score ($M = 80.4$) than the control group ($M = 60.8$), with a statistically significant difference, $U = 18.0$, $p < .001$. Based on the reported U statistic and sample size, the estimated effect size was $r = .84$. The qualitative findings further indicated that students perceived the TikTok-supported activities as useful because they provided accessible language input, pronunciation models, vocabulary, speaking ideas, and opportunities for repeated practice. Students also reported greater willingness to participate in speaking activities and less concern about making mistakes. These findings suggest that TikTok can function as a supplementary digital resource for EFL speaking instruction when educational videos are carefully selected and integrated with structured classroom activities and teacher guidance.

Keywords: *Tiktok, English Speaking Skills, EFL, Speaking Performance, Digital Learning*

Article History:

Received 15th September 2026

Accepted 10th October 2026

Published 19th October 2026



INTRODUCTION

English speaking ability is an important component of language learning because it enables learners to communicate ideas, express opinions, and participate in academic and interpersonal interactions. In English as a Foreign Language (EFL) context, speaking can be particularly challenging because learners are required to coordinate several aspects of language use simultaneously. They need to organize ideas, select appropriate vocabulary, construct understandable sentences, and produce speech with adequate fluency and pronunciation. Consequently, the development of speaking performance requires not only knowledge of linguistic forms but also regular opportunities to use English orally in meaningful situations (Abdul Rahman et al., 2025; Akhter et al., 2020).

In Indonesian EFL classrooms, students may have limited opportunities to use English for authentic oral communication. Classroom learning can sometimes provide more opportunities for written exercises, teacher explanation, and memorization than for sustained oral production. As a result, students may hesitate to speak because they are concerned about grammatical errors, pronunciation, limited vocabulary, or difficulty expressing their ideas.

Such conditions indicate the importance of instructional activities that provide accessible language input while also creating opportunities for students to actively practice speaking.

Digital technology has expanded the range of materials that can be incorporated into language instruction. Short-form audiovisual media can expose learners to spoken English through examples of vocabulary, pronunciation, expressions, conversations, and storytelling. Among the digital platforms available to students, TikTok provides short videos that can be selected and incorporated into classroom activities. When used pedagogically, these videos can function as language models that students observe, discuss, imitate, and subsequently use in guided speaking activities. Thus, the instructional value of TikTok in this study refers to the use of selected educational TikTok videos as classroom learning materials rather than unrestricted use of the social-media platform.

Previous research has reported several potential educational uses of TikTok in English learning. [Imam Nur Aziz \(2021\)](#), for example, reported that TikTok could be used as a medium for English learning among senior high school students. [Ningsih et al. \(2023\)](#) also examined TikTok learning videos as instructional materials and reported their potential to engage students in speaking-related learning activities. Similarly, [Asyrofi & Wati \(2024\)](#) discussed the use of TikTok for supporting EFL students' speaking development. [Abdul Rahman et al. \(2025\)](#) further examined the use of TikTok in speaking instruction and highlighted its potential for supporting students' speaking performance. These studies indicate that short-form video content can provide useful resources for language learning when connected to instructional purposes.

The educational potential of TikTok has also been discussed beyond speaking instruction alone. [Escamilla-Fajardo et al. \(2021\)](#) described TikTok as an interactive digital platform that can support learner engagement and creativity in educational settings. [Herdiana et al. \(2025\)](#) examined TikTok in relation to English conversation learning and showed its relevance to classroom language activities. [Maulia \(2025\)](#) investigated students' perceptions of a TikTok-based speaking activity and reported its potential to create an engaging learning environment. [Setiowati et al. \(2024\)](#) similarly reported that TikTok videos could support students' motivation and speaking-related learning outcomes.

Although these studies provide useful evidence, the existing literature does not fully explain how structured TikTok-supported classroom activities relate to measurable English speaking performance among Indonesian secondary-school students. Some previous studies have focused primarily on students' perceptions, motivation, engagement, or general learning experiences. [Farisca Adhani et al. \(2023\)](#), for instance, examined EFL students' perceptions of using TikTok to improve speaking. Other research has investigated speaking development through classroom interventions but has not necessarily combined quantitative evidence of speaking performance with qualitative explanations of students' experiences. [Mujayanah et al. \(2023\)](#), for example, explored TikTok's contribution to speaking development through classroom action research. The present study therefore extends previous research by combining quantitative comparison of speaking performance with qualitative information explaining students' experiences during the instructional process.

The relevance of this investigation is particularly evident in the context of SMA Negeri 2 Sigi. The present study focused on eleventh-grade students in an Indonesian EFL secondary-school setting and examined the use of TikTok videos within structured classroom speaking activities. TikTok was not used as a student content-production project. Students were not required to create or upload videos to TikTok. Instead, selected educational videos were used as supplementary instructional materials for vocabulary development, pronunciation practice, repetition, storytelling, retelling, pair-speaking, and other guided oral activities.

The study also adopts an explanatory sequential mixed-methods approach. The quantitative phase was conducted first to determine whether there was a difference in speaking performance between students receiving TikTok-supported activities and those receiving conventional instruction. The qualitative phase then explored students' experiences to provide further explanation of the quantitative findings. This approach was considered relevant because numerical differences in speaking performance alone do not necessarily

explain how students experienced the instructional process or which aspects of the activities they perceived as useful. The qualitative evidence therefore served as explanatory information rather than as a second statistically tested dependent variable.

The theoretical relevance of the study is also related to the development of speaking performance. Brown (2004) explains that speaking assessment involves several aspects of oral production, including fluency, pronunciation, vocabulary, and grammatical accuracy. In addition, Li & Zhang (2023) demonstrated the relevance of accuracy, fluency, and self-efficacy-related factors in the development of L2 speaking. These perspectives support the use of structured speaking activities in which students receive language input and then have opportunities to produce spoken English.

Based on this background, the present study aimed to examine the effect of TikTok-supported learning activities on the English speaking performance of eleventh-grade students at SMA Negeri 2 Sigi.

The research question was:

"Is there a significant difference in English speaking performance between eleventh-grade students who participate in TikTok-supported learning activities and those who receive conventional classroom instruction at SMA Negeri 2 Sigi?"

The qualitative phase subsequently addressed the supporting question of how students experienced the TikTok-supported activities and how their experiences could help explain the quantitative findings.

METHOD

Research Design

This study employed an explanatory sequential mixed-methods design. The design consisted of two consecutive phases: a quantitative phase followed by a qualitative phase. The quantitative phase was conducted first to examine differences in students' English speaking performance, while the qualitative phase was conducted afterward to provide additional explanations for the quantitative findings.

The quantitative phase adopted a quasi-experimental non-equivalent control group design. This design was appropriate because the study involved intact classroom groups rather than individual random assignment of students. Two existing classes participated in the quantitative phase. One class served as the experimental group and received TikTok-supported speaking activities, whereas the other served as the control group and received conventional English speaking instruction.

Both groups completed a speaking pre-test before the instructional period and a speaking post-test after six instructional sessions. Following the quantitative analysis, selected students from the experimental group participated in semi-structured interviews. The qualitative findings were subsequently integrated with the quantitative findings during interpretation.

The use of a mixed-methods design was intended to provide both evidence of differences in speaking performance and contextual information concerning students' experiences of the instructional process. The research design was therefore not intended to treat students' confidence as a separate quantitative dependent variable.

Respondents

The study was conducted at SMA Negeri 2 Sigi, located in Sigi Regency, Central Sulawesi, Indonesia, during the 2026/2027 academic year. The target population comprised approximately 150 eleventh-grade students distributed across several existing classes. The participants were Indonesian secondary-school students learning English as a foreign language (EFL) as part of the school curriculum. They had received English instruction through the regular school program before the study was conducted. The students followed the same general curriculum and had relatively similar access to smartphones and internet

connectivity, which supported the implementation of digital learning activities in the research setting.

The quantitative participants were selected through cluster random sampling at the classroom level. Because the students had already been organized into intact classes by the school, the sampling process was conducted at the classroom level rather than by individually assigning students. Two intact classes were selected to participate in the study. The selected classes were then designated as the experimental and control groups according to the existing classroom arrangement. No individual students were randomly assigned to either condition.

For the qualitative phase, six students were selected purposively from the experimental group after the quantitative analysis. The selection considered students with high, medium, and low speaking-performance gains so that the interviews could capture different learning experiences. The qualitative participants therefore served to provide explanatory information about how students experienced the TikTok-supported activities and how these experiences could help explain the quantitative findings.

Instruments

Two main instruments were used: an individual speaking test and a semi-structured interview guide.

Speaking Test

The speaking test was administered as both a pre-test and a post-test. Each student completed an individual English-speaking task lasting approximately two to three minutes. The pre-test was administered before the instructional intervention, while the post-test was administered after the six instructional sessions.

Students' performances were assessed using a five-point speaking rubric. The assessment focused on two broader dimensions: **fluency and accuracy**. Fluency referred to students' ability to produce spoken English smoothly and continuously with limited hesitation. Accuracy was represented through **pronunciation, grammar, and vocabulary**. Thus, the four observable scoring indicators were fluency, grammar, pronunciation, and vocabulary. Each indicator was scored from 1 to 5, with higher scores representing stronger performance. The post-test topics included "My Future Dream," "The Importance of Social Media in Learning English," and "How TikTok Helps Me Learn English."

Interview

The qualitative instrument was a semi-structured interview guide containing seven questions. The questions explored students' experiences before and after participating in the TikTok-supported activities, their perceptions of the usefulness of TikTok-supported materials for speaking practice, their ability to express ideas, their feelings toward learning English through the activities, their concerns about making mistakes, and the benefits they perceived.

The interview guide was informed by the discussion of speaking accuracy, fluency, and self-efficacy in Li & Zhang (2023) and supported by the speaking-related classroom perspective of Mujayanah et al. (2023). Importantly, students' comments about confidence, anxiety, and willingness to speak were treated as **qualitative explanatory evidence**. They were not analyzed as an independently measured quantitative dependent variable.

Procedures

The data collection was conducted sequentially through four main stages: pre-test, instructional treatment, post-test, and qualitative interview.

Pre-Test

Before the instructional intervention, students in both groups completed the speaking pre-test. Each student performed an individual speaking task for approximately two to three minutes. The performances were assessed using the predetermined speaking rubric. The

purpose of the pre-test was to obtain information about students' initial speaking performance before the two groups received different instructional conditions.

TikTok-Supported Instruction

After the pre-test, the experimental group participated in six instructional sessions over three weeks. Educational TikTok videos were incorporated as supplementary materials into structured English speaking activities. The videos were not used merely for entertainment. Students watched selected educational videos, identified useful language, discussed vocabulary and expressions, practiced pronunciation, worked with peers, and completed speaking tasks based on the language models presented in the videos.

Table 1. Six-Session Treatment

Session	Main Focus	TikTok-Supported Activity
1	Vocabulary enrichment	Students watched short descriptive-text videos, identified useful vocabulary, discussed meanings, and practiced pronunciation.
2	Pronunciation and intonation	Students observed pronunciation models, repeated selected expressions, practiced in pairs, and performed short dialogues.
3	Grammar and sentence accuracy	Students examined grammatical examples and practiced constructing and orally producing sentences and short dialogues.
4	Fluency through storytelling	Students observed storytelling examples, retold content, participated in discussions, and practiced self-correction.
5	Pair-speaking and interaction	Students observed short conversational examples and practiced starting, maintaining, and ending conversations with partners.
6	Integrated speaking performance	Students prepared and delivered individual or collaborative speaking performances using language and speaking strategies developed during the previous sessions.

Throughout the treatment, the teacher/researcher provided feedback related to pronunciation, grammar, vocabulary, and fluency. Importantly, **students were not required to create or upload TikTok videos**. TikTok functioned exclusively as a source of audiovisual language input and speaking models.

Control Group

The control group received regular English speaking instruction without the use of TikTok as a learning medium. The instruction followed the same general learning objectives and speaking content as the experimental group so that both groups worked toward comparable speaking outcomes. However, the control group did not receive the TikTok-supported activities, audiovisual language models, or TikTok-based speaking practice used in the experimental group. The students participated in the regular classroom speaking activities provided by the teacher and practiced the target English materials through classroom-based instruction. Thus, the main difference between the two groups was the integration of selected educational TikTok videos and the related structured speaking activities in the experimental group. This arrangement allowed the study to compare TikTok-supported speaking instruction with the regular classroom approach used at the school rather than comparing TikTok use with the absence of English instruction.

Post-Test

After the six instructional sessions, both groups completed the speaking post-test. The same general assessment criteria used in the pre-test were maintained for the post-test. This allowed the researcher to compare students' speaking performance following the instructional period.

Qualitative Interview

After the quantitative data had been analyzed, selected students from the experimental group participated in semi-structured interviews. The interviews focused on students'

experiences with language input, pronunciation, vocabulary, speaking ideas, repeated practice, willingness to communicate, and concerns about making mistakes.

Data Analysis

The quantitative data obtained from the speaking tests were processed using Jamovi statistical software. The analysis consisted of descriptive and inferential procedures. Descriptive statistics were used to summarize students' speaking performance and included the number of participants, mean, median, standard deviation, minimum score, and maximum score. These statistics provided an overall description of the post-test performance of the experimental and control groups before inferential analysis was conducted.

Before selecting the appropriate inferential test, the distribution and variance characteristics of the post-test scores were examined. The Shapiro-Wilk test was employed to determine whether the scores followed a normal distribution, while Levene's test was used to examine the homogeneity of variances between the two groups. The normality results indicated that the post-test data did not satisfy the assumption of normality. Consequently, a non-parametric statistical procedure was selected for the comparison of the two independent groups.

The difference between the experimental and control groups was examined using the Mann-Whitney U test. This test was selected because it is appropriate for comparing two independent groups when the assumptions required for a parametric independent-samples comparison are not satisfied. The analysis focused on the post-test speaking scores of the two groups to determine whether a statistically significant difference existed after the instructional treatment. The level of significance was set at 0.05. A p-value below 0.05 was interpreted as evidence of a statistically significant difference between the groups.

The qualitative interview data were analyzed thematically. First, the interview responses were reviewed to obtain an overall understanding of students' statements. Responses containing similar meanings were then grouped together. The researcher subsequently identified recurring patterns and organized them into broader themes related to students' experiences with TikTok-supported speaking activities. The analysis focused on issues such as enjoyment of learning, exposure to language models, pronunciation and vocabulary support, opportunities for speaking practice, willingness to communicate, and concerns about making mistakes.

The qualitative analysis was conducted after the quantitative analysis in accordance with the explanatory sequential design. The interview findings were not entered into the statistical hypothesis test. Instead, they were used to explain and contextualize the quantitative results. The integration of the two forms of evidence was carried out during interpretation by comparing the quantitative pattern of speaking performance with the themes emerging from the students' interviews. A joint-display approach was used to connect the statistical findings with the qualitative explanations and to provide a more comprehensive interpretation of the effect of TikTok-supported learning activities.

Validity, Reliability, and Trustworthiness

The speaking assessment instrument was examined empirically before being used for the main data collection. The four indicators of the rubric – fluency, grammar, pronunciation, and vocabulary – were evaluated using corrected item-total or Item-Rest Correlation. The obtained coefficients were 0.646 for fluency, 0.531 for grammar, 0.568 for pronunciation, and 0.581 for vocabulary. Each coefficient exceeded the critical value of 0.361. Therefore, all four indicators were retained and considered valid for assessing students' speaking performance.

The internal consistency of the speaking assessment was examined using Cronbach's alpha. The four-item scale produced a Cronbach's alpha coefficient of 0.763, exceeding the minimum benchmark of 0.70 used in the instrument evaluation. The result indicated an acceptable level of internal consistency and supported the use of the rubric for the main research data collection. To maintain consistency in the quantitative assessment, the same general speaking criteria were applied to the pre-test and post-test performances of both

groups. The assessment focused on the same four indicators and used the same five-point scoring scale. This procedure was intended to ensure that differences in students' scores reflected their speaking performance rather than changes in the assessment criteria.

For the qualitative component, the semi-structured interview questions were adapted to the research context and reviewed for relevance and comprehensibility before their use with the selected students. The qualitative data were analyzed systematically by reviewing responses, grouping similar statements, identifying recurring patterns, and developing themes. The interview findings were subsequently compared with the quantitative results to strengthen the interpretation of the study. Importantly, the qualitative evidence concerning students' confidence, anxiety, and willingness to speak was treated as explanatory information and was not interpreted as a separately measured or statistically tested outcome.

FINDINGS AND DISCUSSION

The study was conducted at SMA Negeri 2 Sigi during the 2026/2027 academic year and involved 72 eleventh-grade students from two intact classes. Thirty-six students participated in the experimental group and 36 students participated in the control group. The experimental group received English speaking instruction supported by selected educational TikTok videos, whereas the control group received conventional classroom instruction without TikTok as the instructional medium. Both groups followed the same general learning objectives and speaking materials, but the instructional media and classroom activities differed. Before the instructional treatment, both groups completed a speaking pre-test. The experimental group then participated in six instructional sessions over three weeks, after which both groups completed a speaking post-test. The speaking assessment focused on fluency and accuracy, with accuracy represented through pronunciation, grammar, and vocabulary.

Students' Speaking Performance Before the Treatment

The pre-test was administered before the instructional treatment to obtain information about the students' initial speaking performance. The assessment used the same speaking rubric that was subsequently applied to the post-test. The rubric included four indicators: fluency, grammar, pronunciation, and vocabulary. The experimental group obtained a total pre-test score of 1,750, resulting in a mean score of **48.61** for the 36 students. The control group obtained a total score of 1,475, resulting in a mean score of **40.97**.

Table 2. Pre-Test Speaking Performance

Group	N	Total Score	Mean
Experimental	36	1,750	48.61
Control	36	1,475	40.97

The pre-test results showed that the experimental group obtained a total score of 1,750, with a mean score of 48.61, while the control group obtained a total score of 1,475, with a mean score of 40.97. These results indicate that the two groups did not have exactly the same mean performance before the treatment. Therefore, the groups were not assumed to have identical starting levels. This difference was taken into consideration when interpreting the post-test results. Since the study used intact classes rather than individual random assignment, the pre-test results provide important information about the initial condition of the two groups.

The difference between the groups at the pre-test stage also reinforces the importance of interpreting the findings cautiously. The higher post-test performance of the experimental group cannot simply be described as the direct result of TikTok without considering the initial difference between the groups and the non-equivalent nature of the classroom groups.

Students' Speaking Performance After the Treatment

Following the six instructional sessions, both groups completed the post-test using the same speaking assessment criteria. The descriptive statistics are presented in Table 3.

Table 3. Post-Test Speaking Performance

Group	N	Mean	Median	SD	Minimum	Maximum
Experimental	36	80.4	80.0	7.69	65	100
Control	36	60.8	60.0	6.15	50	70

The post-test results showed a clear difference in speaking performance between the two groups. The experimental group obtained a mean score of 80.4, with a median of 80.0, while the control group obtained a mean score of 60.8, with a median of 60.0. Thus, the difference in mean scores between the two groups was 19.6 points. The experimental group also showed a wider range of scores, from 65 to 100, compared with the control group, whose scores ranged from 50 to 70. These results indicate that the experimental group achieved higher speaking performance after the instructional period. However, the difference should be interpreted together with the pre-test results and the statistical test because the study used intact classes rather than individual random assignment.

These scores represent students' performance across the four speaking indicators included in the rubric: fluency, grammar, pronunciation, and vocabulary. Therefore, the difference of 19.6 points represents a difference in the students' overall assessed speaking performance, rather than evidence concerning only one aspect of speaking. The results indicate that the students in the experimental group demonstrated higher post-test speaking performance than those in the control group after the instructional period. However, this result should be interpreted as an outcome associated with the TikTok-supported instructional treatment, not as evidence that TikTok itself independently caused the difference.

The treatment involved several interconnected instructional elements. Students were exposed to selected educational TikTok videos and then engaged in vocabulary activities, pronunciation and intonation practice, grammar-focused speaking activities, storytelling and retelling, pair-speaking activities, and integrated speaking performances. Consequently, the observed difference reflects the combination of digital language input and structured classroom practice. This interpretation is important because the intervention did not involve unrestricted TikTok use. Students were not instructed simply to browse TikTok independently. They also were not required to create or upload TikTok videos. Instead, TikTok functioned as a supplementary source of audiovisual English input within teacher-guided classroom activities.

Normality Test

Before conducting the inferential analysis, the post-test scores were examined using the Shapiro-Wilk test to determine whether the data met the assumption of normality.

Table 4. Shapiro-Wilk Normality Test

Group	W	p	Interpretation
Experimental	0.917	.011	Not normally distributed
Control	0.911	.007	Not normally distributed

The experimental group produced a Shapiro-Wilk significance value of **.011**, while the control group produced **.007**. Both values were below the .05 significance level. Therefore, the post-test scores in both groups did not satisfy the assumption of normality. This result influenced the selection of the inferential statistical procedure. Because the data were not normally distributed, the Mann-Whitney U test was selected to compare the post-test performance of the two independent groups.

Homogeneity of Variance

Levene's test was subsequently conducted to determine whether the variances of the experimental and control groups were comparable.

Table 5. Levene's Test of Homogeneity of Variance

Test	F	df	p	Interpretation
Levene's Test	0.200	70	.656	Homogeneous

The result produced $F = 0.200$, $df = 70$, $p = .656$. Because the significance value was greater than .05, the null assumption of equal variances was maintained. Thus, the two groups had statistically comparable score variability.

Although the variances were homogeneous, the normality assumption was not satisfied. Therefore, the Mann-Whitney U test remained the appropriate primary inferential procedure for comparing the two independent groups.

Hypothesis Testing

The Mann-Whitney U test was conducted to determine whether the post-test speaking performance differed significantly between students who participated in the TikTok-supported learning activities and those who received conventional classroom instruction.

Table 6. Mann-Whitney U Test

Test	U	p	Estimated Effect Size
Mann-Whitney U	18.0	< .001	$r = .84$

The analysis produced a **Mann-Whitney U value of 18.0 with $p < .001$** . Since the p-value was lower than the predetermined significance level of .05, the null hypothesis was rejected. The result indicates a statistically significant difference in post-test speaking performance between the experimental and control groups. The direction of the difference can be understood from the descriptive statistics. The experimental group obtained a mean of **80.4**, compared with **60.8** for the control group. Therefore, students who participated in the TikTok-supported activities obtained higher post-test speaking scores within the context of this study.

The Mann-Whitney U test indicated a statistically significant difference in post-test speaking performance between the experimental and control groups, $U = 18.0$, $p < .001$. Based on the U statistic and the total sample size, the estimated effect size was large ($r = .84$), indicating a substantial difference in the distribution of post-test scores between the two groups.

The statistical findings therefore answer the quantitative research question by showing that there was a statistically significant difference in speaking performance between the two groups after the instructional period. Nevertheless, the result should not be interpreted as evidence that unrestricted TikTok use independently produced the difference. The intervention consisted of TikTok-supported activities combined with teacher guidance, structured practice, peer interaction, and speaking performances.

Interpretation of the Difference in Relation to the Speaking Rubric

The difference between the post-test mean scores also has practical meaning in relation to the speaking assessment rubric. The experimental group obtained a mean score of 80.4, whereas the control group obtained 60.8, representing a difference of 19.6 points. The speaking assessment focused on fluency and accuracy, with accuracy represented through pronunciation, grammar, and vocabulary. Therefore, the higher post-test performance of the experimental group indicates that, as a group, students demonstrated stronger performance across the assessed speaking dimensions after the instructional period. The result should not be interpreted as evidence that TikTok alone caused the improvement. Rather, the difference reflects the implementation of TikTok-supported classroom instruction, in which selected educational videos were combined with teacher guidance, language modeling, repetition, pair-speaking activities, vocabulary development, and structured speaking practice.

The qualitative findings provide further explanation for this quantitative difference. Students described the TikTok-supported activities as useful because the videos provided accessible English input, pronunciation models, vocabulary, and ideas that could be used during speaking practice. Repeated exposure to spoken English and opportunities to imitate and practice the language may also have supported students' participation in classroom speaking activities. These findings help explain why the experimental group achieved higher post-test performance, while also emphasizing that the learning benefits were associated with the structured instructional use of TikTok rather than unrestricted use of the platform.

Six Instructional Sessions and Their Contribution to Speaking Practice

The quantitative findings should also be interpreted in relation to what students actually experienced during the six instructional sessions. The experimental intervention was not a single activity but a sequence of connected speaking-learning activities.

Session 1: Vocabulary Enrichment

The first session focused on vocabulary enrichment through short descriptive-text TikTok videos. Students identified useful vocabulary, discussed meanings and uses, and practiced pronunciation. This activity provided students with language resources that could subsequently be used during oral production.

Session 2: Pronunciation and Intonation

The second session focused on pronunciation and intonation. Students observed pronunciation models from selected videos, repeated expressions, practiced with partners, and performed short dialogues. The activity therefore transformed audiovisual input into direct pronunciation practice.

Session 3: Grammar and Sentence Accuracy

The third session addressed grammar and sentence accuracy through recount-text materials. Students examined grammatical examples and practiced constructing and producing sentences and short dialogues. This activity was intended to help students use grammatical forms during oral communication rather than only recognize them in written exercises.

Session 4: Fluency Through Storytelling and Retelling

The fourth session focused on fluency through storytelling and retelling. Students observed examples, retold content, participated in discussion, and practiced self-correction. This provided opportunities to produce connected speech and organize ideas orally.

Session 5: Pair-Speaking and Conversation

The fifth session used conversational examples to support pair-speaking. Students practiced starting, continuing, and ending conversations with partners. The activity provided opportunities for interaction rather than limiting students to individual repetition.

Session 6: Integrated Speaking Performance

The sixth session integrated the previous learning activities into speaking performances. Students completed individual or collaborative oral performances and received feedback concerning pronunciation, grammar, vocabulary, and fluency. The six-session structure is important when interpreting the findings because it demonstrates that the intervention involved **pedagogically structured use of TikTok**, rather than simple exposure to social-media videos.

Students' Experiences with TikTok-Supported Activities

The qualitative phase was conducted after the quantitative analysis to provide further explanation of the students' experiences. The interview responses revealed several recurring

themes related to the usefulness of the instructional activities. Students generally described the learning activities as enjoyable and less monotonous than some conventional classroom activities. They also reported that the videos provided accessible examples of English pronunciation, vocabulary, expressions, and speaking performance.

The availability of audiovisual models appeared to give students concrete examples of how English could be pronounced and used. Instead of encountering language only through written text, students could listen to spoken examples and observe how expressions were delivered. This finding is consistent with previous research examining TikTok in language-learning contexts. [Ningsih et al. \(2023\)](#) discussed TikTok learning videos as instructional media that could engage students in speaking-related activities. [Asyrofi & Wati \(2024\)](#) similarly examined the integration of TikTok for EFL speaking. [Abdul Rahman et al. \(2025\)](#) also investigated the use of TikTok in relation to students' speaking performance.

The present study extends these findings by showing that the videos were not used independently. Students received the videos as input and then participated in classroom activities designed to encourage oral production.

Pronunciation, Vocabulary, and Speaking Models

One recurring theme from the interviews was the usefulness of pronunciation and vocabulary examples. Students could listen to words and expressions in context and then repeat or apply them in subsequent activities. This is relevant to the assessment framework because pronunciation and vocabulary were two of the four indicators included in the speaking rubric. [Brown \(2004\)](#) emphasizes that speaking assessment needs to consider multiple dimensions of oral performance rather than focusing exclusively on grammatical knowledge.

The findings suggest that the videos may have helped students obtain language resources before attempting to speak. This may have been particularly useful for students who experienced difficulty deciding which words or expressions to use. The videos also provided examples of speaking performances that students could observe before producing their own speech. Thus, the TikTok material served as a form of audiovisual scaffolding within the classroom.

Repeated Exposure and Speaking Practice

Another important theme was repeated exposure. Students could watch short videos more than once, listen again to pronunciation, observe expressions, and prepare their own oral responses. Repeated exposure alone, however, does not constitute speaking practice. In this study, repeated viewing was connected to activities requiring students to repeat expressions, practice with peers, retell information, participate in conversations, and perform orally.

This distinction is important because it explains why the intervention should be understood as **TikTok-supported instruction** rather than simply TikTok exposure. The videos supplied language input, while the classroom activities created opportunities for students to transform that input into spoken production. This interpretation is also compatible with the findings of [Li & Zhang \(2023\)](#), who examined the development of L2 speaking accuracy and fluency in relation to online scaffolding and self-efficacy. Although the technological context differs, their findings support the importance of structured support around speaking development.

Students' Willingness to Participate in Speaking

The qualitative findings were obtained from semi-structured interviews with selected students from the experimental group after the quantitative phase. The interview data were not included in the statistical hypothesis testing; instead, they were used to explain and contextualize the quantitative findings by exploring how students experienced the TikTok-supported speaking activities.

The interview responses revealed several recurring themes concerning the usefulness of the TikTok-supported activities for speaking practice. First, students perceived the selected

TikTok videos as providing accessible and contextualized English language input. Rather than learning English only from written materials or teacher explanations, students were able to observe examples of spoken English through short educational videos. The videos exposed students to English expressions and speaking performances that could be used as references during classroom activities.

Second, students identified pronunciation models as one of the useful features of the videos. By listening to speakers in the videos, students could observe how English words and expressions were pronounced and then imitate them during classroom practice. This was particularly relevant to the pronunciation component of speaking performance because students received an oral model before producing the language themselves.

Third, the videos were perceived as useful sources of vocabulary and expressions. Students reported that they could identify new words and expressions from the videos and subsequently use them during speaking activities. The availability of vocabulary from the videos also helped students when they needed to formulate spoken responses. In this sense, the videos did not function only as material for viewing but also as a source of language resources for oral production.

Another recurring theme was the contribution of the videos to students' speaking ideas. Students sometimes experienced difficulty deciding what to say when they were asked to speak in English. The short videos provided examples, topics, expressions, or content that could help students develop ideas before performing speaking tasks. This was especially relevant during activities such as storytelling, retelling, pair speaking, and integrated speaking performances, in which students were required to produce spoken English based on a particular topic.

Finally, students highlighted the opportunity for repeated practice. Because the videos were short, students could listen to or watch the language models more than once before attempting to speak. Repeated exposure allowed them to listen again to pronunciation, review vocabulary and expressions, and prepare their oral responses. The students' descriptions therefore suggest that the value of the TikTok-supported activities was not simply the use of a digital platform, but the combination of accessible language input, observable speaking models, repeated exposure, and opportunities to apply the language through structured classroom practice.

The interviews also indicated changes in students' willingness to participate in speaking activities. Several students described feeling nervous, embarrassed, or afraid of making mistakes when speaking English in front of their classmates. After participating in the TikTok-supported activities, they reported feeling more comfortable and more willing to participate. Some students also described mistakes as something that could be corrected through continued practice rather than as a reason to avoid speaking. These responses provide supporting qualitative evidence for understanding students' learning experiences. However, confidence and willingness to speak were not treated as separate quantitative dependent variables in this study.

Overall, the qualitative findings help explain the quantitative difference between the two groups. The experimental group achieved a higher post-test mean score than the control group, while the interviews indicated that students experienced several features of the TikTok-supported activities as useful for speaking practice. In particular, accessible language input, pronunciation models, vocabulary and expressions, support for developing speaking ideas, and repeated opportunities to listen and practice provided students with resources that could be applied during structured oral activities. Thus, the qualitative findings support an interpretation in which TikTok functioned as a supplementary source of language input within teacher-guided speaking instruction rather than as an independent cause of improvement.

Integration of Quantitative and Qualitative Findings

The integration of the quantitative and qualitative findings provides a more comprehensive explanation of the effect of TikTok-supported learning activities on students' English speaking performance. The quantitative results showed that the experimental group

obtained a higher post-test mean score ($M = 80.4$) than the control group ($M = 60.8$). The Mann-Whitney U test also indicated a statistically significant difference between the two groups, $U = 18.0$, $p < .001$, with an estimated large effect size ($r = .84$). These results indicate that the two groups differed substantially in their post-test speaking performance after the instructional period.

The qualitative findings help explain how students experienced the instructional activities that accompanied the quantitative improvement. Students described the selected TikTok videos as useful sources of accessible English input, pronunciation models, vocabulary, expressions, and speaking ideas. They also valued the opportunity to watch and listen to the language models repeatedly before applying the language in classroom speaking tasks. These features were combined with teacher guidance, pair-speaking activities, repetition, storytelling, retelling, and other structured opportunities for spoken production.

The qualitative findings therefore provide explanatory support for the quantitative results rather than constituting a separate measure of the statistical effect. In particular, students' reports suggest that the learning activities provided them with language resources and repeated opportunities to practice speaking. Students' greater willingness to participate and reduced concern about making mistakes also appeared in the interview responses, although confidence and willingness were not analyzed as separate quantitative outcomes. Taken together, the findings suggest that the observed difference between the groups is associated with the implementation of TikTok-supported classroom instruction rather than with TikTok use in isolation. The educational videos served as supplementary language input, while the structured classroom activities and teacher guidance provided opportunities for students to transform that input into spoken English practice. Therefore, the findings concern the use of selected TikTok materials within structured EFL speaking instruction, rather than unrestricted or independent use of TikTok.

TikTok Should Not Be Interpreted as Automatically Beneficial

Although the findings indicate positive outcomes from the TikTok-supported learning activities, the results should not be interpreted as evidence that TikTok is automatically beneficial for English speaking instruction. The usefulness of the platform depends on how its content is selected and how it is incorporated into classroom learning. In this study, TikTok was used as a supplementary source of educational language input within teacher-guided activities rather than as an independent learning environment.

One potential limitation of short-form video platforms is distraction. Students may encounter videos that are unrelated to the learning objectives or content that does not provide appropriate language models. If students use the platform only for passive viewing, the exposure to English may not necessarily lead to meaningful speaking practice. Similarly, videos that are too difficult, linguistically inappropriate, or unrelated to the students' learning level may provide limited instructional value.

For these reasons, the positive learning experience observed in this study should be understood in relation to the instructional structure provided by the teacher. The selected videos were connected to specific speaking objectives and were followed by activities such as vocabulary practice, pronunciation and intonation practice, repetition, pair speaking, storytelling, retelling, and speaking performances. This structure required students to move beyond watching the videos and use the language through oral production.

The findings therefore support the use of TikTok as a **supplementary digital resource** for EFL speaking instruction when it is integrated with clear learning objectives, appropriate content selection, teacher guidance, and opportunities for active speaking practice. They do not suggest that unrestricted TikTok use will automatically improve students' speaking performance. The effectiveness observed in this study is more appropriately understood as the result of a structured TikTok-supported instructional approach implemented in the classroom.

Pedagogical Implications

The findings have several implications for EFL speaking instruction at the secondary-school level. First, TikTok can be considered a supplementary digital resource for providing accessible English language input in speaking lessons. Short educational videos can provide students with examples of pronunciation, vocabulary, expressions, and spoken language that can be used as models before students perform speaking tasks.

Second, the findings suggest that the instructional value of TikTok depends on how the videos are integrated into classroom activities. Teachers may select short and relevant educational videos that correspond to the learning objectives and students' proficiency levels. The videos can then be followed by structured activities such as repetition, pronunciation practice, vocabulary development, pair speaking, storytelling, retelling, and individual speaking performances. In this way, students are encouraged to move from watching and listening to actively producing spoken English.

Third, teacher guidance remains important when short-form video platforms are incorporated into EFL instruction. Teachers need to select appropriate content, provide clear instructions, monitor students' engagement, and connect video materials with meaningful speaking practice. This can help reduce the possibility of distraction, passive viewing, or exposure to content that is not relevant to the learning objectives.

Therefore, the findings do not suggest that TikTok should replace regular English instruction or that unrestricted use of the platform will automatically improve speaking performance. Rather, TikTok may be used as a supplementary digital resource when combined with structured classroom activities, teacher guidance, and opportunities for active oral practice. This approach may be particularly useful for providing additional language models and practice opportunities in EFL contexts such as Indonesian secondary schools.

Limitations of the Study

This study has several limitations that should be considered when interpreting the findings. First, the study was conducted at only one secondary school, SMA Negeri 2 Sigi, with 72 eleventh-grade students. Therefore, the findings should not be generalized directly to students in other schools or educational contexts without further investigation.

Second, the study used two intact classes rather than randomly assigning individual students to the experimental and control conditions. Although cluster random sampling was used to select the participating classes, individual random assignment was not conducted. The pre-test results also showed that the two groups did not have exactly the same mean performance before the instructional period. Therefore, the difference observed in the post-test should be interpreted in relation to the initial condition of the groups and the quasi-experimental nature of the study.

Third, the intervention consisted of six instructional sessions over a limited period. The findings therefore reflect students' speaking performance following a relatively short period of TikTok-supported instruction and do not establish whether similar outcomes would be maintained over a longer period.

Fourth, the quantitative assessment focused on students' overall speaking performance based on fluency and accuracy, with accuracy represented through pronunciation, grammar, and vocabulary. The study did not statistically examine the separate effects of the intervention on each speaking component. The qualitative interviews were also conducted with selected students from the experimental group and were used to explain the quantitative findings rather than to provide a separate quantitative measure of confidence or other affective variables.

Finally, the intervention examined the use of selected educational TikTok videos within structured classroom activities. Therefore, the findings should not be interpreted as evidence about unrestricted or independent use of TikTok. The observed outcomes were associated with a combination of selected digital content, teacher guidance, repeated exposure, and structured speaking practice. Future studies could examine the approach across multiple schools, with larger samples, longer intervention periods, and more detailed analysis of individual speaking components.

Overall Interpretation

Overall, the findings indicate that students who participated in the TikTok-supported learning activities demonstrated higher post-test English speaking performance than students who received conventional classroom instruction. The experimental group obtained a mean post-test score of 80.4, compared with 60.8 in the control group, and the difference was statistically significant according to the Mann-Whitney U test ($U = 18.0, p < .001$). This finding is consistent with [Asratie et al. \(2023\)](#), who reported that educational technology tools could enhance EFL students' speaking performance compared with conventional learning approaches.

The estimated effect size of $r = .84$ further provides information about the magnitude of the observed difference. Nevertheless, because the study involved intact classes in a single school, this result should be interpreted within the boundaries of the quasi-experimental design. The qualitative findings help explain the quantitative pattern. Students described the TikTok-supported activities as useful because they provided accessible language input, pronunciation models, vocabulary, expressions, speaking ideas, and opportunities for repeated practice. Students also reported greater willingness to participate in speaking activities and less fear of making mistakes. These findings are in line with [Menggo et al. \(2022\)](#), who found that video-based speaking tasks could strengthen EFL learners' speaking skills while supporting independent practice and self-evaluation.

Taken together, the results suggest that the potential value of TikTok in this study came from its integration into structured EFL speaking instruction. The videos provided language input, while teacher guidance, peer interaction, repetition, feedback, and speaking performances provided opportunities for students to use the input actively. Similarly, [Menggo et al. \(2023\)](#) reported that video calls through WhatsApp supported learners' speaking competence, illustrating the potential of digital media when incorporated into purposeful language-learning activities. Therefore, the findings support the use of TikTok as a supplementary digital resource for EFL speaking instruction, rather than as a replacement for classroom teaching or as an automatically beneficial social-media platform.

CONCLUSIONS

This study examined the effect of TikTok-supported learning activities on the English speaking performance of eleventh-grade students at SMA Negeri 2 Sigi. The experimental group achieved a higher post-test mean score ($M = 80.4$) than the control group ($M = 60.8$), with the Mann-Whitney U test indicating a statistically significant difference ($U = 18.0, p < .001$) and a large effect size ($r = .84$). Qualitative findings revealed that educational TikTok videos provided accessible English input, pronunciation models, vocabulary, expressions, speaking ideas, and opportunities for repeated practice. Students also reported greater willingness to participate and reduced anxiety about making mistakes. However, these outcomes cannot be attributed to TikTok alone because the intervention incorporated teacher guidance, language modeling, repetition, pair-speaking activities, and structured oral practice. Therefore, TikTok is best considered a supplementary resource within structured EFL speaking instruction. Given the single-school setting and use of intact classes, further research involving larger samples, multiple schools, longer interventions, and detailed assessments of speaking components is needed to establish the transferability of these findings.

ACKNOWLEDGEMENTS

The author would like to express sincere gratitude to the principal, English teachers, and students of SMA Negeri 2 Sigi for their valuable support, cooperation, and participation throughout the research process. Appreciation is also extended to the individuals who provided assistance and constructive feedback during the preparation of this manuscript. This research received no specific funding from any public, commercial, or non-profit organization.

REFERENCES

- Abdul Rahman, A., Mohd Radzuan, N. R., & Ngah, E. (2025). Improving matriculation students' speaking performances through utilisation of tiktok application. *International Journal of Research in Education and Science*, 11(2), 303–318. <https://doi.org/10.46328/ijres.1293>
- Akhter, S., Haidov, R., Rana, A. M., & Qureshi, A. H. (2020). Exploring the significance of speaking skill for EFL learners | palarch's journal of archaeology of egypt / egyptology. *PalArch's Journal of Archaeology of Egypt*, 17(9), 6019–6030. <https://doi.org/10.558/5149>
- Asratie, M. G., Wale, B. D., & Aylet, Y. T. (2023). Effects of using educational technology tools to enhance EFL students' speaking performance. *Education and Information Technologies*, 28, 10031–10051. <https://doi.org/10.1007/s10639-022-11562-y>
- Asyrofi, S., & Wati, N. S. (2024). A comprehensive analysis of integrating tiktok for enhancing EFL students' speaking skills. *Journal of Nusantara Education*, 3(2), 60–68. <https://doi.org/10.57176/jn.v3i2.98>
- Brown, H. D. (2004). Language assessment: Principles and classroom practices. In Pearson Education <https://doi.org/10.1017/cbo9781139524834.005>
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>
- Farisca Adhani, O., Nur Fadhilah, A., Auliya Yahya, R., & Wintolo, T. (2023). EFL Students' perceptions on the use of TikTok in improving speaking skill. *English Education:Journal of English Teaching and Research*, 8(2), 180–188. <https://doi.org/10.29407/jetar.v8i2.21005>
- Herdiana, H. A., Rohayati, D., & Faridah, D. (2025). Tiktok for assisting low motivated EFL students in English conversation (a case study at one of private vocational schools in ciamis). *Jurnal Wahana Pendidikan*, 12(1), 81. <https://doi.org/10.25157/jwp.v12i1.17044>
- Imam Nur Aziz, R. H. S. (2021). Available online at : ISSN : 2721-3811 (media online) TikTok as Media of Learning English (Experimental research on the third class of senior high). 02(02), 408–419 <https://doi.org/10.30587/innovation.v2i2.3007>
- Li, C., & Zhang, L. J. (2023). The development of accuracy and fluency in second language (l2) speaking related to self-efficacy through online scaffolding: A latent growth curve modeling analysis. *Journal of Psycholinguistic Research*, 52(5), 1371–1395. <https://doi.org/10.1007/s10936-023-09950-7>
- Maulia, V. C. T. (2025). English education students' perceptions of the use of tiktok's speak fast challenge for improving speaking skills (a case study on the-8th semester students). *Jurnal Pendidikan Indonesia*, 6(6), 2856–2864. <https://doi.org/10.59141/japendi.v6i6.7896>
- Menggo, S., Basir, A., & Halum, Y. S. (2022). Video-based tasks in strengthening speaking skills of EFL college students. *Indonesian Journal of EFL and Linguistics*, 279–297. <https://doi.org/10.21462/ijefl.v7i2.510>
- Menggo, S., Jem, Y. H., Guna, S., & Beda, R. (2023). Watch and practice: Effectiveness of using whatsapp as a multimedia tool in boosting speaking competence during the COVID-19 pandemic in Indonesia. *International Journal of Information and Education Technology*, 13(1), 143–150. <https://doi.org/10.18178/ijiet.2023.13.1.1789>
- Mujayanah, S., Maruf, N., & Asari, S. (2023). Exploring tiktok's impact on enhancing speaking skills in language learning: A classroom action research. *Jet Adi Buana*, 8(02), 123–136. <https://doi.org/10.36456/jet.v8.n02.2023.8356>
- Ningsih, S. A. J., Yuliana, Y. G. S., & Ikhsanudin, I. (2023). Developing tiktok learning videos as instructional media to engage students' speaking skills. *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP*, 10(1), 101. <https://doi.org/10.33394/jo-elt.v10i1.7277>
- Setiowati, Yuliasri, I., & Faridi, A. (2024). The effectiveness of tiktok videos to enhance students' motivation and speaking skills. *English Education Journal*, 14(2), 284–292. <https://doi.org/10.15294/9p2r4t73>