

The Effect of TikTok on English Pronunciation of EFL Secondary School Learners

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ABSTRACT

As technology evolves, its potential to enhance language learning methodologies, particularly in terms of pronunciation, is becoming increasingly apparent. This study investigated whether students taught using TikTok achieved better pronunciation accuracy compared to those taught using YouTube Shorts. A quasi-experimental design with a pretest-posttest approach was employed, involving 46 9th-grade students from a private Islamic high school in Palangka Raya City, Central Kalimantan Province, Indonesia. Students were divided into two groups: one group received a TikTok-based intervention, while the other group used YouTube Shorts as a comparison tool. The results showed that students exposed to TikTok experienced a significant improvement in pronunciation accuracy ($p = 0.001$, $p < 0.05$) compared to the group using YouTube Shorts. This finding suggests that TikTok, with its interactive and engaging short video format, is more effective in improving pronunciation accuracy and intonation among EFL learners.

Keywords: *TikTok, English Pronunciation, EFL Learners, Quasi-Experimental Study, Language Learning Technology.***Article History:**

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INTRODUCTION

Speaking skills are key in language learning processes and outcomes as they serve as a meaningful form of output (Kukulska-Hulme, 2020). Since the 1990s, in pronunciation teaching, the focus has shifted from achieving native-like competence to emphasizing intelligibility, especially with the increasing use of English as a lingua franca (Wang & Wen, 2023). However, pronunciation remains one of the most difficult skills for learners, which has a direct impact on their speaking and writing abilities (Nguyen et al., 2021). To solve this challenge, mobile technology is emerging as an innovative solution that makes language learning more accessible and flexible (Guzman et al., 2022). With the development of mobile technology and social media, short videos have emerged as a new form of communication that attracts wide attention (Duan et al., 2024).

The development of mobile technology has contributed to the popularity of short video content on platforms such as TikTok and YouTube Shorts, which are now being utilized as learning media (Duan et al., 2024). These formats not only suit the media consumption habits of younger generations but also provide authentic and engaging language learning materials (Duan et al., 2024). The results of previous research show that TikTok (www.tiktok.com), one of the most popular mobile technology platforms among us, has proven to be effective in improving English communication competence as it presents English content among youngsters (Xiuwen & Razali, 2021). TikTok is considered a valuable tool for improving English language skills and encouraging creativity, critical thinking, and understanding of concepts. (Salazar-Rosas et al., 2023). Similar findings were reinforced by (Alvarez et al., 2024) who reported that six percent more social media users have stated that they have learned more from scrolling through social platforms than from attending university. Nearly half (47%) of undergraduate students use TikTok daily, according to a recent survey from (Intelligent, 2023),

a college resource website. Of those who regularly use the app, 75% reported using it to help with schoolwork, and 30% stated that their grades would worsen if it were banned.

The introduction of YouTube Shorts in 2021 marked a significant development in the short-form video platform, which provides users with better visibility for short video content (Violot et al., 2024). While this format offers potential benefits for English language learning through concise and repeatable video segments, empirical research has yet to establish the optimal video duration for effective language acquisition (Seidel, 2024).

Findings indicate that TikTok is more effective than YouTube Shorts in enhancing students' pronunciation skills. This is primarily due to its highly interactive and engaging video-based learning environment, which corresponds with the behavioral tendencies of the younger generation, who tend to spend more time on social media platforms than in face-to-face social interactions. Unlike YouTube Shorts, TikTok offers features such as duets and dubbing that enable students to actively imitate native speakers' pronunciation, intonation, and rhythm in real time. These features encourage learners to engage in more active language practice, resulting in improved pronunciation accuracy and fluency. Moreover, TikTok's algorithm offers personalized and repetitive exposure to authentic language input, enabling learners to internalize pronunciation patterns more effectively. This dynamic and participatory learning experience positions TikTok as a more advantageous platform for pronunciation development compared to the relatively passive content consumption typically associated with YouTube Shorts.

Literature Review

The Use of ICT in the English Language Classroom

Information and Communication Technology (ICT) is one of the fundamental pillars of modern society and has become an essential component of education. Integrating ICT into the teaching and learning process is crucial, requiring educators to combine traditional methods with modern tools and be well-prepared to achieve educational goals. (Marchlik et al., 2021). One form of ICT integration today is through the TikTok application, which has rapidly gained global popularity within just seven years. With its continuously evolving features and updates, TikTok attracts widespread interest and offers potential as a modern educational tool. (Putri et al., 2023).

Integrating Pronunciation in Language Learning for Effective Communication

Teaching pronunciation is essential in developing students' speaking skills and achieving effective communication. As one of the micro-speaking skills, pronunciation enhances speech fluency, making learners sound more natural and impressive to listeners while also reducing communication breakdowns. However, pronunciation remains one of the most challenging skills to acquire and often receives less attention in classroom instruction and language curricula worldwide (Ferstephanie & Pratiwi, 2022). Effective pronunciation teaching involves guiding learners to accurately produce sounds, intonation, stress patterns, and rhythm, which contributes significantly to overall language proficiency and communication success.

The findings of previous research also show that Tik Tok Video has a positive effect when applied in the English teaching and learning process. Research conducted by Yang, (2020) shows that the findings reveal that secondary school students have a positive response to the introduction of TikTok as a video tool into EFL teaching in the classroom and also use it as an English learning strategy outside the classroom. Furthermore, research was carried out by Rachmawati & Cahyani, (2020). The conclusion that can be drawn from this study is that the use of YouTube videos as media has an effect on improving the pronunciation skills of non-English students. YouTube videos are chosen as a medium for learning pronunciation, better taught directly by native English speakers. YouTube not only functions as a source of entertainment but can also be used as a learning medium in learning English pronunciation, especially for non-English students in the Higher Education environment. Research conducted by (Putri et al., 2023) stated that the results showed that the majority thought that the use of the TikTok application in the college environment was in great demand and had many positive

impacts in increasing competence. The use of the TikTok application by students provides a lot of useful teaching for its users. TikTok also creates an active and creative attitude that a person has to be used to improve their competence.

The development of short video-based social media platforms, such as TikTok and YouTube Shorts, has opened up new opportunities in English language learning, particularly in practicing pronunciation skills. Both platforms offer short, interactive and accessible content, making them potential tools for language learners. However, the extent of TikTok's effectiveness compared to YouTube Shorts in improving English pronunciation still requires further exploration. (Chen & Kang, 2023) explicitly mentioned that more than 70% of the students thought that utilizing TikTok could help solve the problems. Therefore, teachers are advised to incorporate useful short videos on TikTok with speaking missions in English classes.

In light of the above literature, there are still few studies that compare TikTok and YouTube Shorts as media for enhancing the pronunciation skills of secondary school students. This study makes an important contribution in filling that research gap by systematically comparing the impact of the two platforms, based on their unique features, algorithms, and user engagement levels. Furthermore, this analysis extends beyond previous studies such as (Hu & Li, 2023) that only evaluated TikTok in isolation, with questionnaires without comparing the two platforms. Therefore, this research aims to explore the potential of utilizing TikTok applications as a medium for learning pronunciation skills and to investigate their impact on the improvement of students' pronunciation.

Drawing from the above literature, the research question is stated as follows: Do the students taught by TikTok achieve better pronunciation accuracy and intonation than those taught by YouTube Shorts? This study was organized in the following sections. First, the researcher presents some of the most essential concepts of experimental design. Second, the researcher explains the most common methods for determining statistical efficiency in experimental design. The researcher then statistically processed the data to evaluate the efficiency of TikTok media. Finally, some conclusions and possibilities for further research were presented.

METHOD

This study employed a quasi-experimental design, a type of empirical study in which the experimental treatment is applied in a natural setting without the random assignment of subjects, approach allows researchers to estimate the causal impact of an intervention on the target population. (Miller et al., 2020). The population in this study were grade IX students at one of the Private Islamic Secondary Schools in the 2024/2025 school year in Palangka Raya, Central Kalimantan, Indonesia, totaling 150 students. In determining these two classes as samples was based on the recommendation of the partner school teacher and the English subject of the two classes was taught by the same teacher (Rianti et al., 2022).

Respondents

In this study, the author used the G*Power 3.1.9.7 program to calculate the sample size, sample selection is done purposively (non-random) with consideration of population limitations and the need for statistical analysis that meets the calculation of G*Power adjusted to the availability of real classes in partner schools. G*Power helps calculate the optimal sample size for the study, ensuring it has sufficient data to detect a significant effect without oversampling or undersampling. (Faul et al., 2020).

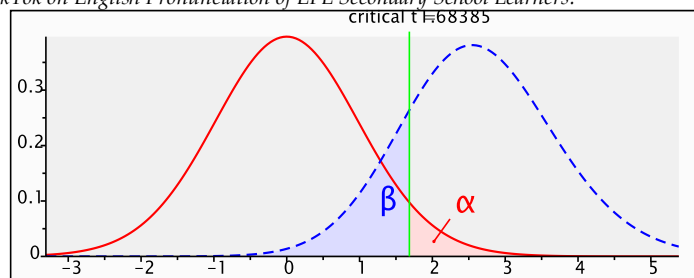


Figure 1. Central and Noncentral Distributions Statistical Test With G*Power 3.1.9.7

Protocol of Power Analyses

The sample size calculation in this study was conducted using a *t*-test to examine the difference between two independent means (two groups). An *a priori* analysis was carried out to determine the required sample size. The parameters used included a one-tailed test, an effect size of 0.8, a significance level (α) of 0.05, and a statistical power of 0.8, with an equal allocation ratio of 1:1 between groups. Based on the calculation results, the noncentrality parameter (δ) was 2.592, the critical *t* value was 1.684, and the degrees of freedom (df) were 40. Accordingly, the required sample size for each group was 21 participants, resulting in a total sample size of 42 participants. The actual power of this design was 0.817, indicating that the study design has sufficient power to detect significant differences between the two groups. A total of 46 students out of a targeted population of 115 were sampled for the study.

Instruments

In this study, the researcher employed a test as the primary research instrument. Specifically, an oral proficiency test was used to measure the impact of TikTok as a learning medium on the pronunciation accuracy and proficiency of 9th-grade secondary school students (Gao et al., 2023). Each participant was required to pronounce a set of words presented in a chart, allowing the researcher to assess their pronunciation performance. A similar approach was previously implemented by Juswandi and Saiful (in their study on pronunciation errors among junior high school students. The test instrument consisted of vocabulary items that emphasized pronunciation features, which were adapted from the pronunciation resources developed by Christopher Pell through IELTS Advantage (Pell, 2024). Pronunciation accuracy was assessed based on the criteria of the English Language Screening Test - Pronunciation and Comprehensibility Rubric from the University of Colorado.

Table 1. English Language Screening Test - Pronunciation and Comprehensibility Rubric

Score	Pronunciation Description
5	Excellent Pronunciation - Native-like pronunciation of individual sounds, word stress, word endings, intonation, and rhythm - Native-like fluency; speaks smoothly without hesitation and with ease - Pronunciation does not impede communication
4	Good Pronunciation - Accurate pronunciation of individual sounds, word stress, word endings, intonation, and rhythm - Occasional non-native pauses and/or hesitations which do not interfere with comprehensibility. - Pronunciation rarely impedes communication
3	Satisfactory Pronunciation - Fairly accurate pronunciation of individual sounds, word stress, word endings intonation, and rhythm - Some non-native pauses and/or hesitations, which sometimes interfere with comprehensibility. - Pronunciation occasionally impedes communication

2	Partially Effective Pronunciation
	- Inaccurate pronunciation of some individual sounds, word stress, word ending intonation, and rhythm, which interfere with comprehensibility - Many non-native pauses and/or hesitations which can interfere with comprehensibility. - Pronunciation impedes communication
1	Ineffective Pronunciation
	- Major inaccuracies with pronunciation of individual sounds, word stress, word ending intonation, and rhythm, which causes significant problems in intelligibility - Significant pausing, hesitations, and/or short phrases that interfere significantly with comprehensibility. - Pronunciation severely impedes communication
NS	No response

This assessment rubric has been simplified to suit the evaluation of secondary school students' pronunciation, focusing on five key aspects: accuracy, intonation, fluency, clarity, and comprehensibility. Each aspect is assessed on a scale from 1 to 5. Accuracy refers to the correct articulation of sounds, word stress, and word endings, rated from Ineffective (1) to Excellent (5). Intonation evaluates the appropriate use of pitch variation and sentence stress in speech, also measured from Ineffective to Excellent. Fluency considers the smoothness of speech, including the absence of unnatural pauses or hesitations, following the same rating scale. Clarity assesses how clearly the listener can understand the student's pronunciation, ranging from Unclear (1) to Very Clear (5). Lastly, comprehensibility measures the overall ease with which the speaker's pronunciation can be understood, rated from Hard to Understand (1) to Easy to Understand (5). A qualified subject teacher has validated this rubric, ensuring its proper function as a consistent assessment tool through testing for both validity and reliability.

Procedures

This study employed a research procedure that was conducted in several stages. First, the researcher identified the research problem and objectives and then designed a suitable research design that involved an experimental group and a control group, although complete randomization was not employed. Next, the researcher determined the population and sample based on the calculation results of the G*Power 3.1.9.7 program and compiled research instruments in the form of valid and reliable pronunciation tests. The next stage was the pretest, which was the initial measurement administered to both groups to assess the condition before treatment. After that, the experimental group received treatment, specifically a special intervention using TikTok, while the control group did not receive the same treatment but used YouTube Shorts as a benchmark to compare whether the changes that occurred were more significant than those in normal conditions.

In the experimental group, learning sessions were held three times a week for approximately 40 minutes each over a four-week period. TikTok videos were carefully selected based on specific criteria, including pronunciation tutorials by native speakers, with a focus on clarity and rhythm through duet challenges and short interactive content. These videos served as authentic pronunciation models, offering engaging and suitable materials for entry-level learners. Students received clear instructions on how to integrate TikTok into their learning process: they were required to watch the selected videos attentively with a focus on pronunciation and intonation, repeat the words or phrases aloud while mimicking the speaker's pronunciation, and upload their practice recordings to a class group to receive feedback from both peers and teachers.

This study applied strict control of external factors through three main approaches. First, time was controlled by limiting the duration of platform use to a maximum of 30 minutes per day, which was monitored through participants' daily digital activity logs. Second, various confounding variables such as the use of other platforms, and internet connection. Third, procedural controls were applied by ensuring the standardization of learning materials, the use of the same teacher for both groups, and the conduct of learning sessions in a uniformly conditioned environment.

After the treatment was completed, a post-test was conducted to measure the changes that occurred in both groups. The use of this design allowed the researcher to observe the causal effect of the TikTok-based learning approach on students' pronunciation improvement (Ardiana & Ananda, 2022). The data obtained were analyzed using the descriptive statistical method, specifically the t-test, in the JASP 0.18.3.0 program. (JASP Team, 2023) To compare the results of the pretest and posttest and determine the significance of the treatment effect (Mishra et al., 2019). The results of this analysis were then used to conclude the effectiveness of the treatment given, which was presented systematically.

Data analysis

Data analysis in this study was conducted to evaluate the effectiveness of the treatment by comparing the pre-test and post-test results between the experimental and control groups. The first step is to perform descriptive statistical analysis to gain an overview of the data, including the mean, standard deviation, and percentage change in scores before and after treatment. Furthermore, if the data meet the assumptions of normality and homogeneity, the T-test, a parametric inferential statistical test, is used to compare student learning outcomes from the post-test results between the experimental and control groups. (Alshawish et al., 2021).

When there are exactly two groups of unnormalized data to be compared, the statistical tests that can be selected are the Mann-Whitney U test and the Wilcoxon signed-rank test. (Damian Riina et al., 2023). The results of these analyses were compared with a significance level of $\alpha = 0.05$ to determine if there was a statistically significant difference. If the p-value was less than 0.05, the treatment was considered to have a statistically significant effect; otherwise, if the p-value was greater than 0.05, the treatment was not considered to have a statistically significant effect. Thus, these data analyses provide a strong basis for concluding the effectiveness of the treatment in quasi-experimental research.

The research findings showing the effectiveness of TikTok in improving English pronunciation are supported by rigorous quantitative data analysis. The analysis process began with descriptive statistics to compare the pre-test and post-test scores between the experimental group (who were taught TikTok) and the control group (who were taught YouTube Shorts). The results of this analysis showed an increase in mean and a decrease in standard deviation in the experimental group, indicating that the use of TikTok not only improved pronunciation but also reduced variation in ability between students. Furthermore, inferential statistical tests (T-test or Mann-Whitney U test, depending on the data distribution) confirmed that the difference in post-test results between the two groups was statistically significant ($p < 0.05$). This reinforces the practical implication that TikTok does have a measurable impact on pronunciation learning. The significant improvement in the experimental group supports the recommendation to integrate TikTok as an innovative learning medium. Thus, the data analysis not only confirmed the effectiveness of TikTok as a tool to improve learning achievement, but also provided scientific legitimacy for the proposed practical implications (Saputri et al., 2025). However, this finding also confirms the need for further research to ensure the consistency of TikTok's positive effects in the long term, as indicated by the limitations in the generalizability of the experimental results.

FINDINGS AND DISCUSSION

The results showed a significant improvement in the English pronunciation skills of Grade 9 students after the intervention with TikTok (t-value = 0.001, $p < 0.05$). This finding suggests that using TikTok as a learning medium can be an effective method for improving the English pronunciation skills of Grade 9 students at the secondary school level. The implications of this study suggest that teachers can utilize popular digital platforms, such as TikTok, as an interactive and engaging learning tool. TikTok can help students hone their pronunciation skills more independently and attract their interest in the foreign language learning process. Future researchers are advised to explore the influence of other variables,

such as the longer duration of intervention or the impact of specific TikTok content on certain aspects of English pronunciation.

The Results of the Pre-test Score

Table 2. Result Score Pre-test Control and Experimental Class

No	Subject	Score in	Score in
		Control	Experimental
		Class	Class
Total	863	1512	77
Average	41,10	60,48	41
Max	72	125	47
Min	26	37	

From the table above, it could be observed that in the control class, which consisted of 21 students, the total score accumulated was 863. The average score for these students fell within the range of 40 to 42. The highest individual score achieved in this class was 72, while the lowest score recorded was 26. This range reflected the variability in performance among the students in the control group.

In contrast, the experimental class, comprising 25 students, had a significantly higher total score of 1512 in the pre-test. The average score for students in this class was 60.48, indicating a generally higher level of performance compared to the control class. The highest score achieved by students in the experimental class was 125, which notably exceeded the score of 100, while the lowest score recorded was 37. These results highlighted a broader range of scores and suggested a higher overall performance level among the students in the experimental group before the intervention.

The Results of the Post-test Score

Table 3. Result Score Post-test Control and Experimental Class

No	Subject	Score in	Score in
		Control	Experimental
		Class	Class
Total	2115	2384	77
Average	100,71	95,36	41
Max	138	125	47
Min	77	60	

From the table above, which displayed the results of the post-test following the treatment, it could be observed that in the control class, consisting of 21 students, the total score accumulated was 2115. The average score for these students ranged from 99 to 101. The highest individual score achieved in this class was 138, while the lowest score recorded was 77. This range reflected the variability in performance among the students in the control group after the treatment.

In contrast, the experimental class, comprising 25 students, achieved a significantly higher total score of 2,384 on the post-test. The average score for students in this class was 95.36, indicating a generally higher level of performance compared to the control class following the treatment. The highest score achieved by students in the experimental class was 125, which exceeded a score of 100, while the lowest score recorded was 60. These results highlighted a broader range of scores. They suggested a higher overall performance level among the students in the experimental group after the TikTok intervention compared to the control group.

Table 4. Data Descriptive Control and Experimental Class

Descriptive Statistics				
	Pretest of Control Class	Post-test of Control Class	Pretest of Experiment	Post-test Experiment
Valid	21	21	25	25
Missing	4	4	0	0
Median	36.00	99.00	53.00	97.00
Mean	41.10	100.71	60.48	95.36
Std. Deviation	13.75	16.81	20.60	17.77
Minimum	26.00	77.00	37.00	60.00
Maximum	72.00	138.00	125.00	125.00

^a The mode is computed assuming that variables are discreet.

The descriptive statistics in Table 4 showed that the results of the analysis after the intervention showed that the mean score for the control class was 41.10 on the pretest and increased significantly to 100.71 on the post-test. In contrast, the experimental class had an average score of 60.48 on the pretest and 95.36 on the post-test. These results showed a significant improvement between the two groups after the intervention.

Testing Normality and Homogeneity Using JASP 0.18.3.0 Program

Table 5. Test of Normality

Descriptive Statistics				
	Pretest of Control Class	Post-test of Control Class	Pretest of Experiment	Post-test Experiment
Shapiro-Wilk	0.82	0.92	0.80	0.97
P-value of Shapiro-Wilk	1.19×10^{-3}	0.09	< .001	0.73

The Shapiro-Wilk test showed the control pre-test was 1.19×10^{-3} , which translates to an actual value of 0.000119 significantly < 0.05, which is below the normality threshold of the Shapiro-Wilk test. In contrast, the post-test value for the control class was 0.09 > 0.05, indicating that the post-test value for the control class was normally distributed. For the experimental class, the pre-test value was < 0.001, which was also < 0.05, indicating that the experimental class pre-test was not normally distributed. In contrast, the post-test value for the experimental class was 0.73, > 0.05, indicating that the post-test value for the experimental class was normally distributed.

Testing Hypothesis

Wilcoxon Signed Test

Table 6. Testing Hypothesis of Wilcoxon

Paired Samples T-Test					
Measure 1	Measure 2	W	z	df	p
Pretest control	- Post-test control	0.00	-4.01	< .001	
Pretest experiment	- Post-test experiment	1.00	-4.26	< .001	

Note. Wilcoxon signed-rank test.

The Wilcoxon test for the experimental class resulted in a W value of 0.00, accompanied by a Z-score of -4.01 and a p-value of less than 0.001. A p-value of less than 0.001 indicates that the intervention had a significant effect on improving grades. In the case of the control class, the Wilcoxon test yielded a W value of 1.00, a Z-score of -4.26, and a p-value of less than 0.001. The p-value was very small, reinforcing the significance of the observed difference, leading to the rejection of the hypothesis. These results indicate that, despite the YouTube Short intervention, there was no significant change in the control class scores.

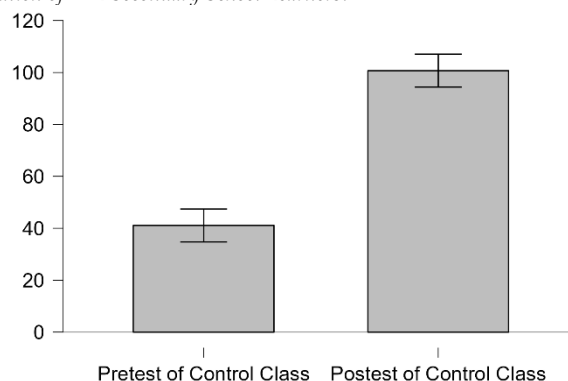


Figure 2. Pretest of control – posttest control

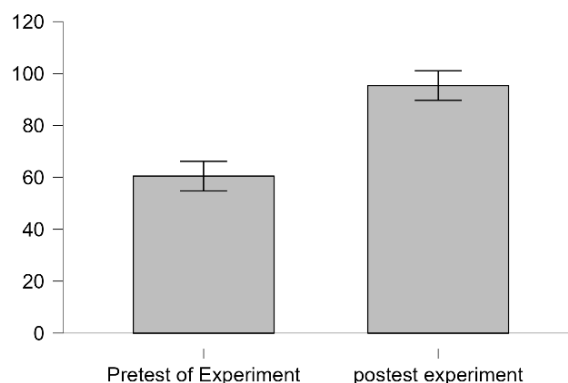


Figure 3. Pretest of experiment – posttest experiment

Mann Whitney U Test

Table 7. Testing Hypothesis of Mann Whitney U

Independent Samples T-Test

	W	df	p
Score	292.00		< .001

Note. Mann-Whitney U test.

Mann-Whitney test showed that the W value was 292.00, $p < .001$. Since the Mann-Whitney U test is a nonparametric test, degrees of freedom (df) are not relevant and are not calculated. The very small p-value of less than 0.001 showed that the difference between the two groups was statistically significant. Thus, the Mann-Whitney U test results indicate a significant difference between the two independent samples analyzed.

Discussion

The results show that the use of TikTok is more effective than YouTube Shorts in improving students' pronunciation skills. Data from 25 experimental class students and 21 control class students revealed that those who learned using TikTok experienced a significantly more pronounced improvement in their pronunciation. The effectiveness of TikTok is supported by the interactive pronunciation content, which enables students to imitate pronunciation and engage in active practice directly. The materials employed included pronunciation tutorials by native speakers, duet challenges, and interactive content selected based on pronunciation clarity and appropriateness to students' proficiency levels.

This finding aligns with Vygotsky's sociocultural theory (Vygotsky, 1978), which emphasizes that social interaction and tools, including digital media, mediate learning. TikTok, with its interactive features and opportunities for learner collaboration, functions as a mediational tool that supports language acquisition through authentic exposure and peer

engagement. Furthermore, Mayer's Cognitive Theory of Multimedia Learning suggests that students learn more effectively when verbal and visual information are combined (Mayer, 2009). The TikTok-based intervention reflects this principle by presenting pronunciation input in both visual and auditory modes, enhancing students' cognitive processing and retention.

The congruence between these theoretical foundations and empirical findings reinforces the notion that TikTok can be effectively integrated into educational practices, providing a compelling case for its use as a tool to enhance language skills and increase learner motivation. These findings collectively support the integration of TikTok and similar digital platforms into educational strategies to capitalize on their potential for enhancing learning outcomes. Moreover, the significantly better results achieved by the TikTok group compared to the YouTube Shorts group indicate that TikTok offers a more engaging and pedagogically impactful medium for developing pronunciation skills in the EFL classroom.

Limitations and future research directions

This study has several limitations that should be taken into account when interpreting the results. First, the sample size used was still close to the minimum limit suggested by G*Power, so the results of this study may not fully represent the wider population. Second, the relatively short duration of the study, four weeks, was not sufficient to evaluate the long-term impact of TikTok use on students' pronunciation skills. A longer-term study is necessary to determine whether the improvements achieved can be sustained over a more extended period. Third, there were variations in students' engagement with TikTok, such as the duration of use and types of content accessed, which could affect the consistency of the results. Fourth, potential bias in the pronunciation assessment must be anticipated, particularly if the assessment is not conducted objectively. Additionally, it is crucial to ensure that the experimental and control groups have an equal level of initial experience with TikTok, thereby making the comparison results more valid.

CONCLUSIONS

This research makes a significant contribution to the field of English language teaching, particularly in the utilization of short-form video-based social media platforms to improve students' pronunciation. The results of the statistical analysis showed that the intervention using TikTok resulted in significant improvement ($p = 0.001$) compared to YouTube Shorts, despite both offering similar educational content formats. The findings indicate that factors such as TikTok's personalization algorithm, interactive features, and higher engagement levels may be instrumental in creating a more effective learning environment. The theoretical implications of this study enrich the discussion on digital language learning by emphasizing that not all short-form video platforms have equal impact, despite their similar formats. Factors such as the user interface, feedback mechanism, and participatory culture on TikTok may be key differentiators. Practically, these results provide guidance for educators and learning material developers to choose platforms that not only provide content, but also encourage active practice and student motivation. This study also opens up further research opportunities to explore the optimal combination of platform features (e.g. duets on TikTok vs. remixes on YouTube Shorts) and pedagogical approaches in the context of language learning. As such, these findings not only confirm the effectiveness of TikTok as an intervention medium, but also offer an evaluative framework for comparing the impact of digital platforms in education.

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