# The Impact of Tiktok Videos in Enhancing English Speaking Skill among Secondary School Students in Malaysia

**Rus Shafrena Sapee @ Shafie[1,2], Nur Dayana Batrisya Mohd Kamal[1], Athirah Che Aziz[1], Siti Noor Azilah Abdullah[1,2] & Fasihah Raihani Abdul Rahman[2]**

**[1]Faculty of Education and Social Sciences, Universiti Selangor**

**[2]Faculty of Education, Universiti Kebangsaan Malaysia**

## ABSTRACT

TikTok is one of the most popular social media platforms for sharing short videos nowadays. There are so many relevant studies that have suggested TikTok as a potential platform for language acquisition due to its engaging, accessible and interactive features. Social media has become one of the most widely used platforms for secondary students in Malaysia. Therefore, this research aims to investigate how the use of TikTok, a widely popular social media platform, can positively impact English speaking skills of secondary students in Malaysia. The selected research design for this study is quantitative with the purpose to determine and measure the impacts of incorporating TikTok as an educational tool in improving students' language proficiency. The primary objective of this research is to investigate the impact of TikTok videos toward the secondary students in enhancing their English speaking skills. The data were collected through a questionnaire that was given to 100 secondary school students in Malaysia. According to the data, TikTok positively impacts secondary students' English speaking skills by enhancing pronunciation, fluency, and confidence through engaging, flexible, and accessible content. TikTok is preferred by students over traditional teaching techniques because it offers an engaging and interactive learning environment that facilitates communication with communities and people who speak varied English dialects. The platform facilitates the learning process, especially through the challenges and group interaction that make life and making the process of name learning more organic. Despite its advantages, however, the challenges around privacy, the absence of optimisation, structured learning, and distraction need to be resolved in order to ensure its educational potentials. As this data shows that TikTok can be used as an effective tool compared to conventional English language methods of learning to enhance speaking skills.

**Keywords:** TikTok, Enhance, Vocabulary, Effective, Speaking, Secondary Students

## INTRODUCTION

TikTok, as a popular app of social media for short videos, can be used as a part of student learning to enhance English speaking skills. TikTok can be a creative medium through which students can practice some speaking activities, as well as learn new vocabulary by watching and creating their own videos. Now, descriptions of how teachers teach with TikTok in classroom contexts for language learning are scarce. To fill this gap, this study aims to investigate TikTok's impact on students' speaking skills, advantages, and challenges. The evolution of digital technology in education today has moved away from the standards of traditional teaching and learning practices, and TikTok contributes to the potential of these technologies to engage students and create effective and efficient learning environments.

As stated by Jenni Ferstephanie & Theodesia Lady Pratiwi (2022), this study seeks to examine the impact of utilising TikTok on enhancing students' speaking abilities. By involving students with digital tools that are widely known nowadays it will make students show a positive attitude towards the use of TikTok in language learning. The TikTok app makes it easy for the classroom atmosphere to be fun and interesting. Social media platforms like TikTok provide so many opportunities for language learning and make classroom learning more effective.

According to Zhai Xiuwen, Abu Bakar Razali (2021), to explore the potential of TikTok use and how it affects the acquisition of English communication proficiency among Chinese international undergraduate students is to review such as Facebook, the latest social media and others. WeChat and so on. Several studies have contributed to TikTok as an effective and enhancing English learning tool for students. Thus, it can investigate the effectiveness of TikTok applications to enhance secondary students' speaking skills.

**Problem statement**

In an ideal scenario, this would emphasize the need for innovative and engaging methods to improve ESL students' speaking skills and recognize the potential of technology, such as the TikTok application, to revolutionize language and communication proficiency among students. Leveraging popular social media platforms for educational purposes is a promising idea. The captivating and short video format of TikTok might be a gamechanger for Malaysian secondary school students' English proficiency. The idea is to create a structured program that uses TikTok videos to teach and practice English in an interactive and fun way.

In reality, the problem statement highlights the existing challenges EFL students face in mastering English speaking skills despite traditional teaching methods, showing gaps in effective language learning strategies and limited integration of modern technologies such as TikTok in educational settings. Currently, high school students in Malaysia spend a lot of their time on their phones, especially on TikTok. This trend shows a shift in their learning habits and preferences towards more digital and visually appealing content. However, the current content on TikTok is mostly focused on entertainment, with little educational value. There is a lack of structured and effective English speaking educational content tailored to the needs of Malaysian secondary students.

Rina Lorraine D. Cagas (2022) has state that by exploring the possibility and effectiveness of combining TikTok as a learning tool to address weaknesses in the speaking abilities of EFL students to bridging the gap between traditional and contemporary language teaching bridging the gap between digital teaching and learning resources. communication skills. Integrating TikTok into the classroom can help in achieving the aforementioned goal by generating languagebased content in English targeted to your students, and encouraging them to join in and engage in challenges or activities that focus on speaking. This transformation of TikTok into a valuable educational resource could be beneficial for learning English as it can introduce such content in a more engaging manner that relates to students, and hence focusing on how they can improve their action on the English language. Furthermore, collaborating with educators and content creators guarantees that the content provided is indeed educational and engaging, effectively utilising the platform's capabilities.

The lack of studies looking at students' usage of TikTok to improve their public speaking abilities is the reason this study fills a need. Despite the fact that prior studies have examined the pros and cons of social media platforms, there is limited evidence which reflects the discussion of the effect of Tik Tok on students' English speaking skills. This research shrinks an important gap, contributing to the question of whether using social apps such as TikTok positively affects students' communication skills, creating an engaging, interactive opportunity for language students. According to Al Arif (2019), Students of foreign languages exhibit a positive disposition towards utilising social media as a tool for learning English. It would be beneficial for them to be more motivated, and to learn and master English.

The purpose of this research is to study the positive impact of the popular social media platform TikTok on the English language skills of secondary students in Malaysia. This research seeks to examine the role of using TikTok in language learning activities to enhance students in spoken English within this topic. In essence, the study seeks to investigate how TikTok has affected content on creating an active and playful learning atmosphere in which students easily practise speaking English with self-assurance. The purpose of this research is to contribute to the literature on language education by investigating whether or not students' oral communication abilities may be improved via the use of TikTok.

**Theoretical Framework**

This study's theoretical approach is grounded in three principal theories which are Social Cognitive Theory,

Constructivism Theory, and Multimedia Learning Theory. These theories are important to elucidate how TikTok can enhance English speaking skills among Malaysian high school students. The selection of these three theories was based on their relevance to digital learning and their alignment with the empirical findings of the study, which indicate a significant correlation between TikTok's flexibility, user enjoyment, enhanced pronunciation, exposure to diverse accents, and student engagement levels.

Bandura's Social Cognitive Theory (1989) underscores the significance of learning by observation, imitation of models, and the concept of self-efficacy. TikTok offers a diverse platform featuring linguistic models from multiple origins, enabling students to analyse pronunciation, intonation, lip movements, facial emotions, and communication tactics in authentic contexts. The study's findings demonstrate a significant correlation ($r = .544$) between enhanced pronunciation and exposure to diverse accents, thus illustrating the observational learning mechanism described by Bandura. The adaptability of TikTok, which correlates significantly with students' capacity to concentrate on the information ($r = .621$), aligns with the notion of self-regulation in learning, enabling students to replay, emulate, and practise the language at their own tempo.

The constructivism hypothesis (Mascolo & Fischer, 2005) posits that learning involves students constructing knowledge through experience, interaction, and meaning-making. TikTok serves not merely as a venue for video consumption, but as a platform for students to generate material, engage in challenges, collaborate through duets, and interact with other users. This engagement leads to genuine and dynamic learning. The discovery that pupils who take pleasure in utilising TikTok are more inclined to engage in speaking challenges Correlation coefficient ($r = .616$) demonstrates that creative activities on the platform enhance linguistic engagement, consistent with constructivist concepts that prioritise the building of meaning through action. Through video production, students assess language comprehension while simultaneously honing oral communication in an authentic social situation.

Mayer's Multimedia Learning Theory (1999) emphasises that the integration of visual and auditory cues enhances the efficacy of learning. TikTok inherently satisfies this need as its videos incorporate visual aspects like lip movements, facial emotions, and gestures, alongside auditory components such as pronunciation, intonation, and speech rhythm. The study's findings indicate that students predominantly concur that TikTok aids in their recognition of diverse accents (mean = 4.20). The integration of visual and auditory stimuli enhances pupils' phonological awareness, hence refining pronunciation precision and comprehension of speech changes. The dual coding process involved in viewing TikTok videos enhances learning and facilitates retention.

The integration of these three theories renders the theoretical framework of the study more comprehensive, coherent, and pertinent to the actual findings. Social Cognitive Theory elucidates the acquisition of pronunciation and intonation by students through observation; Constructivism Theory delineates the development of fluency via creative activities and interaction; whereas Multimedia Learning Theory endorses the efficacy of TikTok as a pedagogical medium that integrates visual and auditory information. The relationship between theory and findings indicates that TikTok functions not merely as an entertainment medium, but as a learning platform with significant potential for enhancing students' speaking abilities.

This theoretical framework enhances the comprehension of how TikTok might diminish affective obstacles, augment motivation, furnish authentic linguistic input, and offer possibilities for students to engage in language practice within real-world contexts. Consequently, these theories collectively provide a robust conceptual framework for assessing TikTok's potential as an educational instrument in enhancing English proficiency among high school students in Malaysia.

# LITERATURE REVIEW

Speaking is one of the most challenging skills to develop when acquiring a second language as it involves complex aspects that need to be considered at the same time, such as linguistic knowledge, cognitive processing and social relations (Bouzar, 2019; Rintaningrum et al., 2023). In ESL, speaking is more than just producing language sounds as it involves the ability to organize ideas and create an effective combination of organized words such as vocabulary choice, accurate grammatical structures, and manner that readily connect with the

speakers audience. The key elements of speaking skills, including pronunciation, vocabulary, grammar, fluency and coherence all directly influence clarity and meaningfulness of the oral presentation (Brown, 2004; Burns', 2016).

Speaking abilities are frequently cited as the most difficult component for Malaysian secondary school pupils. Many students struggle with self-confidence, vocabulary limitations, language anxiety, and the fear of making mistakes when communicating in English. These elements have an impact on their speech preparation, which in turn impedes the growth of language correctness and fluency (Bakar et al., 2020). According to research, students' speaking performance can be greatly enhanced by an interactive, encouraging learning environment that allows for frequent oral practice (Arjulayana et al., 2021). Oral presentations, storytelling, and group discussions have all been shown to boost students' self-esteem and communication abilities.

Because digital technology has made it possible to access more varied, multimodal, and authentic language input, it has altered the landscape of language acquisition. In addition to giving students the chance to engage with other speakers simultaneously and asynchronously, digital media like podcasts, videos, social media, and mobile applications enable them to be exposed to the target language in a range of real-world situations (Lam, 2018; Zainuddin, 2020). According to Krashen's (1982) concepts, this digital world offers opportunity for meaningful output and understandable input from the standpoint of language acquisition.

Furthermore, multimedia environments that include text, audio, visuals, and animations effectively diminish students' affective filters by enhancing motivation and alleviating fear (Mayer, 2020). Students experience greater freedom to experiment, err, and rectify their errors compared to structured classroom environments. Research indicates that the strategic implementation of digital media in oral instruction can enhance speaking skills by repeated exposure, language modelling, and adaptable practice opportunities (Novaliendry et al., 2020). Consequently, digital platforms and social media serve not only as entertainment resources but also possess significant potential as genuine and participatory language learning methods.

TikTok has become one of the most prevalent social media channels among adolescents, particularly high school students. The program centres on short videos, often ranging from a few seconds to several minutes, and includes features such as background music, filters, subtitles, and duet and stich functionalities. These attributes align TikTok with the microlearning paradigm, which emphasises the provision of content in brief, succinct, and easily assimilable segments, according to contemporary user attention spans (Khalif & Salha, 2021).

TikTok provides diverse content for English language learners, encompassing pronunciation, vocabulary, common expressions, idioms, situational phrases, and brief grammar sessions. Engagement with such material enhances students' vocabulary, facilitates comprehension of language in authentic circumstances, and allows for the imitation of intonation and pronunciation of other speakers (Bernard, 2021; Dewanta, 2020). The inherent design of TikTok enables users to film and publish their own videos, enabling opportunities for recurrent speaking practice. Students may rerecord until they achieve satisfaction, so enhancing their awareness of pronunciation, fluency, and nonverbal communication.

TikTok facilitates social learning via interactions such as comments, duets, stitched films, and languagethemed challenges. These interactions can foster microlearning communities in which students offer support, feedback, and language modelling to one another. This methodology aligns with the tenets of communication oriented pedagogy, which prioritises significant input, genuine output, and interaction as a driving force for language acquisition.

Numerous recent research have investigated TikTok's potential to enhance language skills, particularly speaking abilities. Alghameeti (2022) indicated that utilising TikTok aids pupils in enhancing their vocabulary and bolstering their confidence in employing English in casual settings. Rahman (2021) highlighted that exposure to vocabulary via TikTok content enhances students' awareness of the meanings and practical applications of words within communicative contexts, rather than solely relying on dictionary definitions.

Xiuwen and Razali (2021) proposed that TikTok may serve as an alternate assessment tool for language competencies, particularly in speaking skills. Educators can evaluate student performance through the videos created, focussing on fluency, pronunciation, intonation, and message delivery. The study's findings indicated that students experienced greater enjoyment and reduced stress when evaluated via video tasks rather than conventional oral examinations. Komariyah et al. (2022) discovered that incorporating TikTok into English instruction helps sustain student engagement and attention, hence enhancing their propensity to talk.

Safitri (2021) asserts that social media, particularly TikTok, offers an inexhaustible and readily available reservoir of English content, facilitating the enhancement of students' listening, vocabulary, and pronunciation skills. Rahmawati and Anwar (2022) elucidate that the replay, pause, and rewind functionalities in videos enable students to learn at their own pace and revisit challenging segments. This is highly advantageous for speaking skills, as pupils can copy, rehearse, and progressively enhance their pronunciation and sentence structure.

Nonetheless, other problems have also been recognised. Ovani et al. (2022) highlight that privacy problems, data security, and the risk of cyberbullying are significant challenges when students share content on open platforms like TikTok. Moreover, not all pupils possess adequate digital literacy and information literacy to discern unsuitable or inauthentic content. In the absence of guidance, students may utilise TikTok exclusively for entertainment rather than as an educational platform. Consequently, the function of educators as facilitators, overseers, and mentors is essential in optimising the educational potential of TikTok (Griffin, 2021; Warini et al., 2020).

The literature indicates that TikTok possesses significant potential as a microlearning platform that can enhance students' speaking skills through exposure to authentic information, opportunities for oral practice, and online social interactions. Nonetheless, there remain several deficiencies in the current studies. The majority of research has concentrated on tertiary level students or the broader context of language acquisition, but studies particularly targeting secondary school students in Malaysia remain scarce. The socio-educational background, language competency, and social media usage patterns of secondary school students may differ from those of university students. Secondly, the majority of studies focus on facets of student motivation, interest, and engagement, whereas research that systematically assesses tangible enhancements in speaking skills performance such as fluency, accuracy, and pronunciation remains insufficient. This prompts an inquiry into the degree to which TikTok usage influences the mastery of speaking skills, beyond merely enhancing fun and engagement. Third, there exists a constraint regarding studies that integrate student perspective data with quantifiable performance proof, especially within the context of secondary school ESL courses. Research that amalgamates these two characteristics can yield a more holistic understanding of TikTok's efficacy as a medium for enhancing oral learning. This study was undertaken to address this gap by analysing the influence of TikTok video consumption on English speaking proficiency among secondary school students in Malaysia, while also investigating their perspectives of utilising this platform within the language learning process.

## METHODOLOGY

The research design adopted a descriptive quantitative method. The purpose of this specific method is to determine and measure the incorporation of TikTok as an educational tool in improving students' language proficiency. The main objective of this research is to investigate the effect of TikTok videos on secondary students in Improving their English speaking skills. As stated by Anggi E Pratiwi, Naura N Ufairah and Riska S Sopiah., (2021), it is in keeping with what is studied which is to learn how the TikTok application can be a learning medium for students' pronunciation or pronunciation skills. It may be concluded that the TikTok application can be utilized as a medium for learning pronunciation in English because it has many benefits and is successful in helping students and teachers in teaching and learning activities in the 21st century.

Stratified random sampling is used to ensure that students from various demographic backgrounds, English language proficiency levels and schools are proportionally included in the sample, allowing for comparisons between different groups. Students who participated in this research has provided their consent to be included in the research. Therefore, this sampling method is needed to reflect the secondary who are using TikTok and are

closely responsible in learning these English skills as this will undoubtedly satisfy the criteria according to (Yayın, 2010) to generate initial data to inform future research in this area. A survey questionnaire was used as an instrument to gather data. The questionnaire was adapted from Shin and Yunus (2021) Technology Acceptance Model (TAM). The design of the questionnaire which has 24 items includes questions that capture students' perceptions, engagement with TikTok, impact on English language skills, challenges faced and overall feedback. The response for each items is collected by using 5-point Likert scale ranging from "Strongly Agree" to "Strongly Disagree".

# RESULTS

**Perceived Ease of Use**

Table I: Descriptive statistic

| No. | Item | Mean | Standard deviation |
|---|---|---|---|
| 1 | I would find English language content on TikTok easy to follow and focus on. | 4.01 | .745 |
| 2 | I would find TikTok to be flexible in English language learning anytime and anywhere. | 3.95 | .809 |
| 3 | I would find it easy to access TikTok which has English language learning content. | 4.02 | .765 |
| 4 | I would find TikTok easy to access to learn the English language. | 4.01 | .785 |
| 5 | My English language learning via TikTok would be clear and understandable. | 3.96 | .790 |
| 6 | It would be easy for me to become skilful at using TikTok in English language learning. | 4.00 | .829 |

The descriptive data reveal that all items under the Perceived Ease of Use construct had elevated mean values (3.95–4.02), signifying students saw TikTok as an exceptionally user-friendly learning tool. Nonetheless, beyond merely indicating elevated mean values, these findings possess significant implications for the learning process.

The elevated means for statements such as "I would find English language content on TikTok easy to follow and focus on" (Mean = 4.01) and "I would find TikTok easy to access to learn the English language" (Mean = 4.01–4.02) suggest that the ease-of-use factor significantly influences students' capacity to maintain focus during learning. These findings corroborate Krashen's Affective Filter Hypothesis, wherein a user-friendly platform diminishes stress and enhances the receptivity to language input. When students are not faced by technical issues, they can concentrate on the language subject more efficiently.

The elevated mean score for statements like "It would be easy for me to become skilled at using TikTok in English language learning" (Min = 4.00) indicates that students possess a significant level of self-efficacy. This aligns with Bandura's Social Cognitive Theory, wherein the platform's user-friendliness fosters students' confidence to attempt, replicate, and emulate language patterns via observational learning. TikTok offers instant access to language models, including pronunciation, intonation, and facial expressions, which may be studied and emulated repeatedly.

The findings align with Microlearning Theory, which posits that brief and readily accessible films facilitate students' processing of knowledge in manageable pieces, minimising cognitive burden. This elucidates why pupils find it simpler to concentrate and comprehend linguistic content via TikTok.

Table II: Correlations

| | | p1 | P2 |
|---|---|---|---|
| I would find TikTok to be flexible in English language learning anytime and anywhere. | Pearson Correlation | 1 | .621** |
| | Sig. (2tailed) | | .000 |
| | N | 100 | 100 |

| I would find English language content on TikTok easy to follow and focus on. | Pearson Correlation | .621** | 1 |
|---|---|---|---|
| | Sig. (2tailed) | .000 | |
| | N | 100 | 100 |

**. Correlation is significant at the 0.01 level (2tailed).

The strong positive correlation between the statements "TikTok is flexible for English language learning anytime and anywhere" and "English language content on TikTok is easy to follow and focus on" (r = .621, p < .01) offers a profound understanding of how platform flexibility affects students' learning behaviour. This relationship suggests that when students see TikTok as readily accessible at any time and place, they are more capable of concentrating on the language learning material presented. For high school students constrained by rigorous timetables and impromptu learning, this flexibility facilitates a more comfortable educational environment devoid of the formal pressures associated with traditional classrooms. This discovery aligns with Krashen's Affective Filter Hypothesis, which posits that a straightforward and adaptable platform might diminish affective barriers, hence making students to be calmer, more motivated, and more receptive to language input. This correlation supports Bandura's Observational Learning Theory, as TikTok's versatility enables students to repeatedly observe language models such as pronunciation, intonation, and facial expressions. Thereby enhancing the imitation process and improving oral proficiency. This conclusion aligns with Mayer's Dual Coding Theory, as TikTok content integrates visual and auditory aspects concurrently; when students may access this multimedia content flexibly, information processing through dual channels is enhanced and more profound. This correlation indicates that convenient access results in prolonged viewing time, subsequently enhancing interest, concentration, and the volume of language input acquired. Increased input results in greater linguistic exposure, ultimately enhancing speaking proficiency. Consequently, TikTok's adaptability serves not merely as a technological attribute, but as a stimulant for sustained and significant language acquisition.

**Perceived of Usefulness**

Table III: Descriptive statistics

| No. | Item | Mean | Standard deviation |
|---|---|---|---|
| 1 | TikTok can help learners develop their speaking skills in English. | 4.00 | .829 |
| 2 | TikTok can help learners improve their pronunciation in English. | 3.97 | .937 |
| 3 | TikTok can help learners become more familiar with different accents in English. | 4.20 | .725 |
| 4 | TikTok can help learners learn English in a more natural and authentic way. | 3.95 | .833 |
| 5 | TikTok can help learners overcome language barriers and connect with Englishspeaking. | 3.97 | .784 |

According to the results presented in Table III, the statement "TikTok can help learners become more familiar with different accents in English" achieved the highest mean score of 4.20, accompanied with the lowest standard deviation of 0.725. This indicates that most students are exposed to diverse accents via TikTok, and they consistently evaluate this exposure as beneficial to their learning process. Exposure to diverse dialects enhances students' comprehension of the global diversity of English, ultimately diminishing the notion that just one pronunciation is deemed right. This pertains directly to the development of linguistic self-assurance, since students gain increased confidence in speaking, regardless of whether they emulate the "standard" accent.

Additional items, like "TikTok can assist learners in enhancing their speaking skills" (Mean = 4.00) and "TikTok can aid learners in refining their pronunciation" (Mean = 3.97), also indicate a strong perception of the advantages of this program. Despite the mean value being inferior to the accent item, this indicates that students perceive TikTok not merely as an entertainment platform, but as a resource for pronunciation instruction via brief

videos that illustrate lip shape, mouth movement, syllable stress, and intonation. This discovery aligns with Mayer's Dual Coding Theory, which asserts that the integration of auditory and visual information improves memory retention and understanding. TikTok offers diverse multimodal input, enabling students to acquire pronunciation more effectively than through text or audio alone.

The elevated mean score of 3.95 for the statement "TikTok can help learners learn English in a more natural and authentic way" indicates that students perceive interactions on TikTok as more akin to real-life language usage, in contrast to formal classroom tasks. Authentic content, encompassing spontaneous dialogue, quotidian discussions, brief narratives, and unscripted speech models, aids students in comprehending the practical application of language within a global community. This reinforces the notion of situated learning, wherein students acquire language through genuine contextual experiences.

Table IV: Correlations

| | | P2 | P3 |
|---|---|---|---|
| TikTok can help learners improve their pronunciation in English. | Pearson Correlation | 1 | .544** |
| | Sig. (2tailed) | | .000 |
| | N | 100 | 100 |
| TikTok can help learners become more familiar with different accents in English. | Pearson Correlation | .544** | 1 |
| | Sig. (2tailed) | .000 | |
| | N | 100 | 100 |

**. Correlation is significant at the 0.01 level (2tailed).

The correlation between "TikTok helps improve pronunciation" and "TikTok helps learners become more familiar with different accents" (r = .544, p < .01) suggests important pedagogical implications beyond a mere linear relationship. This finding indicates that pronunciation improvement is not independent of exposure to accent diversity; rather, these two processes mutually reinforce one another. Students who frequently engage with content showcasing accent variations, including British, American, Australian, Filipino, and Malaysian English, tend to enhance their pronunciation more rapidly. This improvement is attributed to the development of phonological awareness, which encompasses sensitivity to differences in sound, intonation, and articulatory movements as observed in the video. This relationship aligns with Bandura's Observational Learning Theory, which posits that learning occurs through the observation of models. TikTok offers access to numerous speech models including language teachers, influencers, and non-native speakers that can be observed, imitated, and practiced until students achieve greater accuracy in speech production. This correlation finding aligns with Mayer's Dual Coding Theory, as TikTok provides auditory (speech sounds) and visual (lip movements, facial expressions) input concurrently, thereby engaging two processing channels that enhance long-term memory storage and support accurate pronunciation reproduction. The identified correlation does not merely indicate perceptual similarity between the two constructs; rather, it demonstrates that multimodal exposure serves as the primary catalyst in pronunciation learning. This correlation indicates that students who engage with languagerelated TikTok videos: (i) encounter a broader range of sounds, (ii) spontaneously imitate pronunciation, (iii) experience reduced speaking anxiety upon recognising the natural diversity of English, and (iv) enhance their pronunciation through a consistent "see-hear-imitate" mechanism. TikTok functions as both an entertainment platform and a space for phonological acquisition through continuous global observation, repetition, and exposure.

**Attitudes**

Table V: Descriptive Statistics

| No. | Item | Mean | Standard deviation |
|---|---|---|---|
| 1 | Learning English speaking skills via TikTok is a wise idea. | 3.85 | .833 |
| 2 | Learning English speaking skills via TikTok is enjoyable. | 4.11 | .764 |

| 3 | Sometimes I feel interested in joining the challenges that content creators give to their audience related to speaking English. | 4.18 | .730 |
|---|---|---|---|
| 4 | I am enthusiastic about using TikTok to continue improving my English-speaking abilities. | 3.90 | .810 |
| 5 | I like using TikTok to learn and improve my Englishspeaking skills | 3.89 | .737 |

The results in Table V indicate that students exhibit a highly favourable disposition towards utilising TikTok for enhancing English speaking skills, with mean item values spanning from 3.85 to 4.18. The statement "Sometimes I feel interested in joining the challenges that content creators give related to speaking English" achieved the highest mean score of 4.18 and the lowest standard deviation of 0.730, indicating that students not only appreciate learning via TikTok but are also significantly motivated to participate in language challenges presented by content creators. This discovery underscores the influence of the gamification aspect inherent in the TikTok challenge, wherein an enjoyable learning atmosphere fosters students' motivation to experiment, practise, and enhance their vocal proficiency. The statement "Learning English speaking skills via TikTok is enjoyable" (Mean = 4.11) demonstrates a significant amount of satisfaction, suggesting that this platform effectively reduces students' affective pressure, consistent with Krashen's Affective Filter Hypothesis. When students experience happiness and a lack of anxiety, they have a greater propensity for language production and increased engagement in speaking practice.

Table VI: Correlations

| | | a2 | a3 |
|---|---|---|---|
| Learning English speaking skills via TikTok is enjoyable. | Pearson Correlation | 1 | .616** |
| | Sig. (2tailed) | | .000 |
| | N | 100 | 100 |
| Sometimes I feel interested in joining the challenges that content creators give to their audience related to speaking English. | Pearson Correlation | .616** | 1 |
| | Sig. (2tailed) | .000 | |
| | N | 100 | 100 |
| **. Correlation is significant at the 0.01 level (2tailed). | | | |

Table VI further substantiates the strength of this association, demonstrating a substantial correlation (r = .616, p < .01) between enjoyment of TikTok usage and interest in engaging in speech challenges. This association not only indicates a statistical relationship but elucidates the psychological mechanism involved: students who derive pleasure from using TikTok are more inclined to participate in interactive activities that necessitate language creation. This discovery aligns with Bandura's Social Cognitive Theory, particularly the notions of self-efficacy and observational learning. Students' confidence to emulate linguistic behaviours is heightened when they observe content providers engaging in speaking challenges. Participation in the challenge functions as a "mastery experience," a little achievement that bolsters confidence in continuing to communicate in the target language. These phenomena can be elucidated through Mayer's Dual Coding Theory, wherein visual stimuli (lip movements, facial emotions, situational context) are integrated with aural stimuli (pronunciation and intonation), resulting in a more enriched and meaningful learning experience. When students appreciate this multimodal input, they are incentivized to generate spoken output through challenges.

The correlation between enjoyment and engagement indicates that students who find pleasure in learning via TikTok will: (i) allocate more time to viewing language content, (ii) frequently attempt to create speaking videos, (iii) exhibit greater willingness to utilise authentic language through challenges, and (iv) enhance their fluency and confidence more rapidly. This demonstrates that TikTok is not merely an entertainment medium, but a platform that may stimulate intrinsic motivation and promote active learning through interaction, observation, and social engagement. Consequently, students' favourable perceptions of TikTok significantly contributed to linguistic engagement, corroborating the assertion that enjoyment is essential for enhancing speaking abilities among high school students.

**Preferences**

Table VII: Descriptive Statistics

| No. | Item | Mean | Standard deviation |
|---|---|---|---|
| 1 | I believe TikTok is a better way to improve my speaking skills than traditional learning methods. | 3.79 | .832 |
| 2 | Compared to other social media, you favor TikTok. | 3.92 | .929 |
| 3 | Using TikTok in language learning allows me to communicate in a suitable environment. | 4.00 | .778 |
| 4 | I'm motivated when I learn from different users in one group via TikTok. | 3.90 | .823 |
| 5 | It is convenient for me to improve my speaking skills by using TikTok | 3.99 | .810 |

The results presented in Table VII indicate that students exhibit a favourable attitude towards utilising TikTok as a tool for enhancing their English speaking skills, with mean values spanning from 3.79 to 4.00. The statement "Using TikTok in language learning allows me to communicate in a suitable environment" achieved the highest mean score of 4.00 and the lowest standard deviation of .778, indicating a strong and consistent consensus that TikTok offers a more comfortable and less intimidating communication setting compared to traditional methods. This demonstrates that students perceive TikTok as a relaxed learning environment, consistent with Krashen's Affective Filter Hypothesis, which posits that a comfortable atmosphere reduces the affective filter and enhances the language acquisition process. The statement "It is convenient for me to improve my speaking skills by using TikTok" received a notable mean score of 3.99, reflecting students' recognition of TikTok's convenience and flexibility as a self-learning tool that facilitates speaking practice at any time. Simultaneously, the statement "I'm motivated when I learn from different users in one group via TikTok" (Mean = 3.90) indicates that students draw inspiration from the varied perspectives and social engagement present on the platform, aligning with the principles of community-based learning as outlined in Situated Learning Theory. While the statement "I believe TikTok is a better way to improve speaking skills than traditional learning methods" has the lowest mean score of 3.79, this figure remains in the positive range, indicating that students tend to favour a digital and interactive approach over conventional learning methods. The findings indicate that students recognise TikTok as a valuable learning tool, noting that the platform's features enhance their comfort, motivation, and ease in developing speaking skills.

Table VIII: Correlations

| | | p1 | p3 |
|---|---|---|---|
| I believe TikTok is a better way to improve my speaking skills than traditional learning methods. | Pearson Correlation | 1 | .639** |
| | Sig. (2tailed) | | .000 |
| | N | 100 | 100 |
| Using TikTok in language learning allows me to communicate in a suitable environment. | Pearson Correlation | .639** | 1 |
| | Sig. (2tailed) | .000 | |
| | N | 100 | 100 |
| **. Correlation is significant at the 0.01 level (2tailed). | | | |

Table VIII illustrates a robust and statistically significant positive correlation ($r = .639$, $p < .01$) between the statements "I believe TikTok is a better way to improve my speaking skills than traditional learning methods" and "Using TikTok in language learning allows me to communicate in a suitable environment". The observed correlation indicates that students who believe in TikTok's effectiveness as a learning tool also perceive the platform as a supportive environment for practicing their speaking skills. This indicates a mutual connection between the confidence in the platform's efficacy and the favourable experience of engaging with TikTok as a genuine communication environment. This finding can be associated with Bandura's Social Cognitive Theory, highlighting the connection between belief, environment, and behaviour. When students perceive that TikTok

can enhance their skills, this belief boosts their confidence in communication, thereby rendering the environment more "suitable" in their view. This finding aligns with Communicative Language Teaching (CLT), as TikTok offers authentic communication opportunities through dialogues, duets, stitched videos, and social interaction in the comment section all of which enhance a vibrant and meaningful communication experience. Moreover, the multimodal content of TikTok, which combines visual, audio, and social elements, enhances language processing in accordance with Mayer's Dual Coding Theory. This theory suggests that students are able to comprehend and reproduce language more effectively when both processing channels are engaged. From a practical standpoint, this robust correlation indicates that as students' belief in TikTok's effectiveness grows, so does their inclination to utilise this platform in real communication scenarios, thereby enhancing their speaking fluency and confidence. Consequently, TikTok is perceived not merely as a learning option, but as a communication framework that intertwines confidence, motivation, and genuine language use.

## DISCUSSION

The integration of social media in education has transformed the realm of language learning, particularly regarding speaking skills. TikTok has developed into a highly dynamic platform, characterised by its visual, audio, and interactive content, aligning well with the requirements of contemporary students in the 21st century. The findings of this study indicate that students demonstrated a strong perception regarding the ease of use, effectiveness, and potential of TikTok as a platform for language learning. To gain a deeper understanding of this finding, this discussion connects the results of the analysis to key theoretical frameworks, including Bandura's Observational Learning Theory, Krashen's Affective Filter Hypothesis, Mayer's Dual Coding Theory, and the Communicative Language Teaching (CLT) approach. The systematic application of theory in elucidating the findings facilitates a deeper comprehension of the impact TikTok has on students' behaviour, motivation, and the enhancement of their speaking skills.

The results indicate that students perceive TikTok as a highly accessible platform, achieving a notable mean score of 4.02. The significant relationship between the flexibility of utilising TikTok and the clarity of the content ($r = .621$, $p < .01$) carries substantial educational implications. Specifically, when learners have complete autonomy over the timing, location, and conditions of their learning, they demonstrate increased focus and a greater willingness to engage with language input. This scenario aligns with Krashen's Affective Filter Hypothesis, which posits that learning becomes more effective when emotional stress is minimised. TikTok creates a comfortable and self-sufficient setting that reduces emotional barriers, encouraging students to be more receptive to language input. This finding aligns with Bandura's Social Cognitive Theory, highlighting selfefficacy as a crucial factor in the learning process. TikTok provides students with the chance to observe, revisit, and replicate content at their own speed, thereby enhancing self-assurance and fostering the capacity for independent language acquisition.

Furthermore, the examination of TikTok's utilisation reveals that students regard this platform as a valuable tool for familiarising themselves with variations in English accents. The item indicating that TikTok aids students in recognising various accents achieved the highest mean score (4.20). Additionally, the modest yet significant correlation between pronunciation improvement and exposure to accents ($r = .544$, $p < .01$) suggests that the process of learning pronunciation is interconnected rather than occurring in isolation. Instead, it is influenced by ongoing interaction with diverse speech patterns. This explanation aligns with the principles of Observational Learning Theory, highlighting how students acquire language by observing and imitating models. TikTok showcases speakers from various regions, providing students with exposure to diverse intonations, speech rhythms, and articulation styles. The integration of audio and visual elements in TikTok videos aligns with the principle of Dual Coding Theory, wherein visual cues like lip movements and facial expressions work in tandem with audio to enhance cognitive processing. Adapting to various accents equips students to navigate the complexities of real-world communication, which is increasingly global and multicultural.

The attitudes of students regarding the incorporation of TikTok into their learning experiences demonstrate a notably strong positive inclination. The elevated mean value regarding interest in language challenges on TikTok (4.18), along with the notable correlation between enjoyment of learning and participation in challenges ($r =$

.616, p < .01), indicates that entertainment can serve as a driving force for linguistic engagement. Students demonstrate a greater willingness to engage in conversation when the environment is relaxed, creative, and enjoyable. This finding aligns with the perspective of Constructivism, which posits that learning gains significance when students engage actively in the process of meaning-making through genuine activities. TikTok offers a unique learning experience that intertwines creativity, identity, and communication, allowing for a more spontaneous speaking process that transcends the rigid formalities of traditional classroom settings. In this context, the TikTok challenge transcends mere entertainment, functioning as a low-risk environment for oral practice that indirectly aids students in alleviating the anxiety associated with public speaking.

The findings indicate that students view TikTok as an effective platform for speaking practice, evidenced by a high mean score of 4.00 and a significant correlation between their confidence in TikTok's effectiveness and their perception of its suitability as a communication space (r =.639, p .01). This demonstrates that students perceive TikTok not merely as a source of input material, but also as a significant platform for output. This finding aligns with the principle of Communicative Language Teaching (CLT), which underscores the importance of learning language through genuine interaction. TikTok provides students with the platform to create videos, interact with other users, participate in discussions, and hone their language skills in an authentic setting. This scenario enables learners to progressively enhance their fluency by engaging with language in the context of authentic situations that they observe and create independently.

This study makes a significant contribution by extending beyond earlier investigations that primarily emphasise elements of passive learning, including vocabulary and comprehension. This study demonstrates that TikTok functions as a dynamic communication platform, enabling students to engage in receiving information while also interacting, imitating, creating, and negotiating meaning. This enhances the modelling component within Social Cognitive Theory and demonstrates the significant potential of TikTok as a genuine medium for linguistic learning.

The study's findings indicate that students are highly open to utilising TikTok as a modern educational resource, believing that the platform can enhance their speaking abilities. TikTok offers language input while fostering an engaging, genuine, and relaxed environment for students to enhance their speaking skills. This scenario positions TikTok as a valuable supplementary resource to traditional teaching methods, particularly in an environment where established approaches no longer align with the digital habits of contemporary learners.

In an educational setting, educators might view TikTok as a connection between the classroom and real-life experiences, offering insights into diverse accents, cultural expressions, and genuine communication scenarios. It is advisable to pursue longitudinal studies in future investigations to assess long-term effectiveness, compare TikTok with alternative platforms, and explore its application across diverse demographic groups to gain insights into the potential and actual challenges of TikTok as a tool for language learning.

This study possesses several significant limitations. The data were acquired via self-report, which may be subject to perceptual bias or a propensity to provide favourable responses. The study sample was restricted to 100 students from a single location. Thus the results cannot be extrapolated to the entire population of high school students. The duration and extent of students' actual exposure to TikTok were not quantified, complicating the accurate assessment of learning effects. The cross-sectional study design precludes the establishment of causal relationships, and reliance solely on questionnaires fails to objectively assess oral attributes such as fluency and intonation.

This study suggests that TikTok serves as a pertinent and effective educational support tool, particularly in alleviating speaking anxiety and enhancing students' confidence. Educators can utilise TikTok's interactive functionalities, including duets and speaking challenges, to facilitate genuine, low-pressure oral practice. Exposure to accent variations on TikTok underscores the necessity of incorporating global communication elements into the curriculum. The findings underscore the significance of self-directed learning via digital platforms and establish a foundation for future research to assess the long-term efficacy of TikTok in developing speaking skills.

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