

**EXPLORING THE EXPERIENCES OF EFL STUDENTS
IN DEVELOPING SPEAKING SKILLS THROUGH
CONTENT ON TIKTOK**

THESIS

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THESIS

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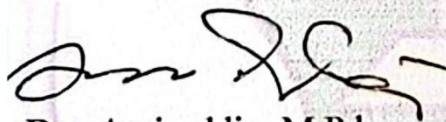
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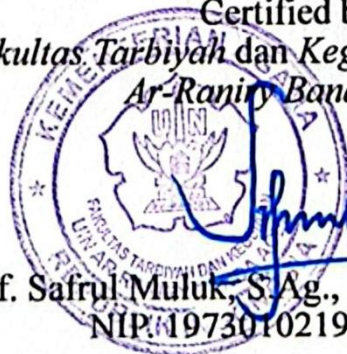
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TIKTOK**

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 19 Juni 2026

Saya yang membuat surat pernyataan



Shinta Damayanti Tanjung

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ABSTRACT

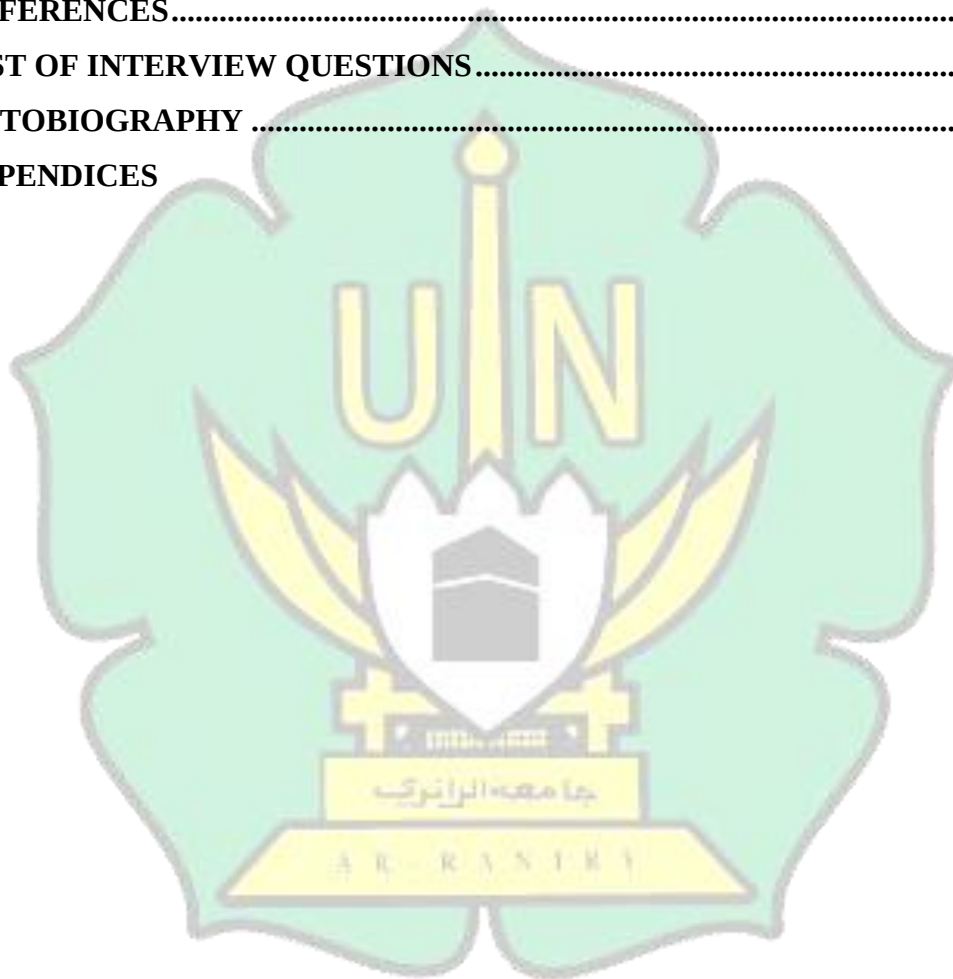
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This study explored the experiences of English as a Foreign Language (EFL) students in developing their speaking skills through English-learning content on TikTok and examined the challenges they encountered when using TikTok as an informal learning resource. Speaking was an important skill in English learning, but many EFL students faced difficulties due to limited opportunities for practice, lack of confidence, limited vocabulary, and insufficient exposure to authentic English communication. TikTok provided an accessible and flexible platform for students to encounter English-learning content beyond the classroom, such as pronunciation, shadowing, daily conversations, slang, and roleplays. This study employed a qualitative approach involving five EFL students from the Department of English Language Education at UIN Ar-Raniry Banda Aceh. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings revealed that participants used TikTok because its short-video format, personalized recommendations, and visual presentation made English learning accessible and enjoyable. They actively practiced speaking through repetition, imitation, shadowing, self-recording, self-evaluation, and simulated conversations. Participants perceived improvements in pronunciation, fluency, vocabulary, confidence, and communication skills.

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CHAPTER I

INTRODCTION

A. Background of the Study

English is widely recognized as an international language that plays an important role in global communication, education, technology, business, and cross-cultural interaction. As English continues to be used as a medium for accessing information and participating in international communities, the ability to communicate effectively in English has become increasingly important for students worldwide. In the context of English as a Foreign Language (EFL), learners are expected to develop four essential language skills, namely listening, speaking, reading, and writing. These skills are interconnected and contribute to learners' overall communicative competence (Burns, 2019; Nation & Newton, 2020).

Among these four skills, speaking is considered one of the most important skills because it allows learners to express their ideas, opinions, and feelings directly in communication. Speaking is a productive skill that requires learners to use vocabulary, grammar, pronunciation, and fluency simultaneously. Burns (2019) describes speaking as a complex skill involving linguistic and discourse features, the ability to process and produce speech, and communication strategies for managing spoken interaction. Furthermore, Nation and Newton (2020) emphasize the importance of meaningful input, meaningful output, language-focused learning, and fluency development in supporting learners' listening and speaking development. Speaking proficiency is also considered a

multidimensional construct involving linguistic knowledge, fluency, and the ability to communicate effectively in real time (Isaacs et al., 2022).

However, many EFL learners still face difficulties in developing their speaking skills. Students may experience problems such as lack of confidence, fear of making mistakes, limited vocabulary, pronunciation difficulties, and insufficient opportunities to practice speaking English in real-life situations. Wahyuningsih and Afandi (2020) found that Indonesian EFL students experienced difficulties related to vocabulary, grammar, pronunciation, and limited exposure to English outside the classroom. Similarly, Fathi et al. (2020) highlighted the importance of affective factors such as anxiety and self-efficacy in second-language learning. These linguistic and psychological difficulties may reduce learners' willingness to participate in English-speaking activities and limit their opportunities to develop oral communication skills. Therefore, students may require additional opportunities to practice English beyond formal classroom instruction.

To address these difficulties, students increasingly utilize digital technologies and online platforms as additional resources for practicing and improving their English-speaking skills beyond the classroom. Digital technologies can provide learners with opportunities to access English input, interact with others, and engage in language-learning activities outside formal classroom settings (Al-Jarf, 2021; Pitaloka et al., 2021). In recent years, the rapid development of digital technology has influenced the way students learn languages. Social media platforms have become an important part of students'

daily lives and have also started to play a role in language learning. Platforms such as YouTube, Instagram, and TikTok provide various types of content that can support informal learning outside the classroom. Through these platforms, students can access English-language materials, interact with other users, and observe how English is used in different communicative contexts. A systematic review by John and Yunus (2021) found that social media can provide valuable opportunities for teaching and learning speaking skills, particularly by increasing learners' access to interactive and communicative language activities.

One of the popular social media platforms used by young people is TikTok. TikTok is a short-video sharing platform that allows users to upload and watch videos covering a wide range of topics, including educational content. Montag et al. (2021) describe TikTok as a widely used social media application that has attracted a large number of users and supports activities such as viewing, creating, and interacting with short videos. Many content creators also produce educational materials on TikTok, including English-learning content such as pronunciation tips, daily expressions, vocabulary explanations, and speaking practice. The use of TikTok in language learning has received increasing attention because its short-video format can provide learners with accessible and engaging language materials. Hu and Du (2022) found that TikTok can support learners' perceptions of English proficiency, speaking motivation, and willingness to communicate. These characteristics make TikTok a potentially useful platform for EFL learners who need additional exposure to spoken English outside the classroom.

Watching English-learning content on TikTok can provide EFL students with opportunities to encounter spoken English beyond the classroom. Through these videos, students can listen to pronunciation, observe how language is used in different contexts, and imitate speakers' ways of expressing ideas. The short-video format can also provide learners with repeated exposure to spoken English and opportunities to engage with language content at their own pace. Nation and Newton (2020) emphasize the importance of meaningful input, output, and fluency development in speaking instruction, which can be relevant to the use of digital materials as supplementary opportunities for language practice. Furthermore, Hu and Du (2022) reported that TikTok use could support learners' speaking motivation and willingness to communicate. TikTok-based speaking activities may also encourage learners to participate in oral practice through imitation and performance. For example, Chuah and Ch'ng (2023) examined TikTok voice-over activities as an ESL speaking activity and demonstrated the potential of TikTok-based tasks to provide opportunities for oral English practice.

Despite these potential benefits, students may still face several challenges when using TikTok content to improve their speaking skills. For example, students may have difficulty understanding certain expressions, may not consistently practice what they learn from videos, or may rely more on passive viewing than active speaking practice. The availability of a large amount of content does not necessarily mean that learners will actively engage in speaking practice. Lin et al. (2022), who examined problems faced by EFL students when

implementing TikTok as a speaking-learning medium, highlighted that learners may experience difficulties in effectively using TikTok for speaking development. Therefore, it is important to explore how students actually experience the process of learning speaking through TikTok content, including how they use the platform, what activities they undertake, and what challenges they encounter during the learning process.

Several previous studies have investigated the use of TikTok and social media in English language learning. Pratiwi et al. (2023) found that TikTok contributed positively to students' speaking fluency, while Rahmadhani and Syayid (2024) reported that TikTok's For You Page (FYP) provided continuous exposure to English input. In addition, Sari and Utami (2025) revealed that TikTok's Duet feature helped reduce speaking anxiety among EFL learners. Other studies have also examined TikTok-based activities for developing English speaking and listening skills and have indicated that the platform can provide opportunities for learners to engage with English through different types of activities (Chuah & Ch'ng, 2023; Opas, 2023). These studies demonstrate that TikTok has potential as a supplementary resource for English language learning. However, most previous studies have mainly focused on learning outcomes, students' perceptions, or the effectiveness of specific TikTok features. Limited attention has been given to exploring students' actual experiences and challenges throughout the process of developing speaking skills through English-learning content on TikTok as an informal learning resource. In particular, there is still a need to understand how EFL students personally use TikTok to practice

speaking, what types of speaking activities they engage in, what improvements they perceive, and what challenges they experience while using the platform.

Considering the growing use of TikTok as a language-learning platform and the limited research exploring students' experiences and challenges in developing speaking skills through TikTok, this study aims to explore the experiences of EFL students in developing their speaking skills through English-learning content on TikTok. This study also seeks to identify the challenges encountered by students when using TikTok as an informal learning resource for improving their speaking ability. By focusing on students' experiences rather than only measuring learning outcomes, this study is expected to provide deeper insights into how TikTok is used as an informal English-speaking learning resource. The findings are also expected to contribute to a better understanding of the potential benefits and limitations of TikTok for supporting the development of English-speaking skills among EFL students.

B. Research Questions

This study is guided by the following research questions:

1. How do EFL students experience the development of their speaking skills through English learning content on TikTok?
2. What challenges do they face when using TikTok as an informal learning resource?

C. The Aims of study

1. To explore EFL students' experiences in developing their speaking skills through English learning content on TikTok.
2. To identify the challenges EFL students face when using TikTok as an informal learning resource.

D. Significance of the Study

1. Theoretically

The findings of this study are expected to support theories on the use of social media as an informal learning resource in developing speaking skills, particularly through English learning content on TikTok.

2. Practially

The results of this study are expected to provide a better understanding of how English Foreign Language students at UIN Ar-Raniry Banda Aceh use TikTok content to develop their speaking skills.

E. Data Collection

The data in this study were collected through semi-structured interviews. This method was used to explore the experiences of EFL students in developing their speaking skills through English learning content on TikTok. The semi-structured interview allowed the researcher to ask guiding questions while giving participants the opportunity to share their experiences in a narrative Inquiry approach.

F. Terminology

1. Speaking Skills

Speaking skills refer to the ability of individuals to express their ideas, thoughts, and feelings orally in order to communicate effectively with others. In language learning, speaking is considered one of the most important productive skills because it enables learners to use the language in real communication. Burns (2019) describes speaking as a complex and interactive skill that involves producing spoken language, processing meaning, and managing interaction. In addition, speaking skills require learners to use vocabulary, grammar, pronunciation, and fluency simultaneously in communication.

Furthermore, speaking development requires continuous practice and exposure to meaningful language use. Nation and Newton (2020) emphasize the importance of meaningful input, meaningful output, and fluency development in supporting learners' speaking development. Learners who have opportunities to practice speaking and engage with meaningful English input can develop their ability to communicate more effectively. Therefore, providing learners with opportunities to encounter and practice English through digital media and online content can serve as an additional resource for supporting the development of speaking ability.

2. TikTok Content

TikTok content refers to various short videos available on the TikTok platform that provide different types of information, including entertainment and educational materials. In the context of language learning, TikTok content may

include English-learning videos such as pronunciation tips, vocabulary explanations, grammar explanations, and daily English expressions that can provide learners with opportunities to encounter and practice English.

According to Montag et al. (2021), TikTok is a widely used short-video social media platform that allows users to view, create, and interact with short-form video content. The platform also provides users with personalized content recommendations based on their activities and interests. This feature allows users to encounter different types of content continuously, including educational materials. As a result, learners may repeatedly encounter English-language content that is relevant to their interests and learning needs.

Recent studies also highlight the potential of TikTok as a language-learning platform. Hu and Du (2022) found that TikTok can support learners' perceptions of English proficiency, speaking motivation, and willingness to communicate. Through short videos, learners can encounter spoken English, observe pronunciation and language use, and engage with English content in an accessible and engaging environment. Therefore, TikTok content in this study refers specifically to English-learning videos that students access and use as a supplementary resource for developing their speaking skills.

3. EFL Students

EFL students refer to learners who study English as a Foreign Language in countries where English is not the primary language of communication. These learners generally study English in educational institutions where the language is primarily used for instructional purposes rather than as the main language of

daily communication. EFL learners typically study English in classroom settings, where opportunities to use English outside the classroom may be limited.

Because of this limited exposure, many EFL students may experience difficulties in developing their communicative competence, particularly in speaking. Speaking requires learners to actively use language in real-time communication, which can be challenging when opportunities for practice are restricted. Wahyuningsih and Afandi (2020) found that Indonesian EFL students experienced difficulties related to vocabulary, grammar, pronunciation, and limited exposure to English outside the classroom. In addition, Fathi et al. (2020) highlighted the relevance of psychological factors, including anxiety and self-efficacy, in second-language learning.

More recent studies also highlight the importance of increasing language exposure through digital environments. Al-Jarf (2021) discusses how social media and digital resources can provide language learners with additional opportunities to encounter and practice English outside formal classroom settings. Therefore, digital platforms and social media can provide additional opportunities for EFL students to access English input and practice their speaking skills beyond the classroom.

4. Informal Learning

Informal learning refers to the learning process that occurs outside formal educational settings and often takes place through everyday activities and experiences. Unlike formal learning, which usually occurs in structured

classroom environments with specific curricula and learning objectives, informal learning can occur through activities such as watching videos, interacting with others, exploring online resources, and engaging with digital media.

Informal learning occurs when individuals acquire knowledge, skills, or attitudes through daily experiences rather than through structured formal instruction. This type of learning may be self-directed and influenced by learners' personal interests, experiences, and social interactions. In language learning, informal learning can provide opportunities for learners to encounter authentic language and practice language skills according to their individual interests and needs.

With the rapid development of technology, social media platforms have become potential environments for informal learning. Greenhow and Chapman (2020) highlight the potential of social media to support learning through participation, interaction, information sharing, and access to digital resources. Similarly, Al-Jarf (2021) discusses the role of social media and digital resources in providing learners with additional opportunities for language exposure and learning outside formal classroom settings.

In the context of this study, informal learning refers to the process through which students learn and practice English outside the classroom by watching and engaging with English-learning content on TikTok. Through repeated exposure to English expressions, pronunciation, vocabulary, and communication styles in short videos, students may use TikTok as a flexible supplementary resource for developing their speaking skills.

CHAPTER II

LITERATURE REVIEW

A. Speaking Skills

Speaking is one of the most essential skills in English as a Foreign Language (EFL) learning because it plays an important role in enabling learners to communicate meaningfully with others. Speaking involves not only producing language but also participating in interaction and responding appropriately to other speakers. Recent research views speaking proficiency as a multidimensional construct that includes linguistic and strategic competencies, as well as the ability to participate effectively in real-time interaction (Isaacs et al., 2022).

Speaking also requires learners to process and produce language in real time. They need to organize ideas, select appropriate vocabulary, use grammatical structures, and produce comprehensible pronunciation while maintaining the flow of communication. Fluency and accuracy are therefore important dimensions of speaking performance. Research on EFL learners has examined both fluency and accuracy as important aspects of successful oral communication (Safdari et al., 2020).

In contemporary language learning, speaking competence is also understood in relation to communicative and sociolinguistic competence. Effective speakers need to use language appropriately according to the social context, communicative purpose, and relationship between speakers. Recent research in EFL contexts highlights the importance of

sociolinguistic competence in helping learners communicate appropriately in different situations (Mujiono & Herawati, 2021). This perspective is particularly relevant in the digital era, where English communication increasingly occurs not only in formal classroom settings but also through informal online environments and social media.

1. Core Components of Speaking Skills

Speaking ability consists of several interrelated components that work together to support effective communication (Chou, 2021).

a. Pronunciation and Intonation

Pronunciation refers to the production of speech sounds, while suprasegmental features include aspects such as stress, rhythm, and intonation. These features play an important role in making spoken English comprehensible to listeners. Saito (2021) found that comprehensibility is influenced by a range of segmental, prosodic, and temporal features of L2 speech. Therefore, clear pronunciation and appropriate use of suprasegmental features are important for effective oral communication.

In modern digital learning environments, pronunciation learning can be supported not only through auditory input but also through visual information. Learners can observe visual speech cues, such as movements of the lips, mouth, tongue, and teeth, which can provide additional information about how speech sounds are produced (Wheeler & Saito, 2022). This visual input can be particularly useful when learners practice pronunciation by observing and imitating speakers in digital video content.

b. Grammar in Context

Grammar is the system of rules that governs sentence structure. However, in speaking, grammar is often used flexibly according to the communicative context rather than being applied rigidly. Lin (2020) explains that spoken grammar in L2 communication includes linguistic forms that serve particular pragmatic functions in real-life interaction. This suggests that effective spoken communication involves not only grammatical accuracy but also the ability to use grammatical forms appropriately to express meaning in context.

In digital communication contexts, such as social media, language use can also become more flexible and context-dependent. Social media provides opportunities for EFL learners to engage with language through interactive and informal learning activities. Recent research has shown that social media-based activities can support EFL learners' grammar development and provide opportunities for meaningful language practice (Bui et al., 2022).

c. Vocabulary

Vocabulary is essential for expressing ideas clearly and effectively. Vocabulary knowledge plays an important role in language learning because it enables learners to understand and express meaning during communication. Webb (2020) emphasizes the importance of vocabulary knowledge for second language development, particularly because learners need sufficient lexical knowledge to understand and produce language effectively. In the digital era, learners are also exposed to informal vocabulary, slang, and idiomatic expressions through online content, which can provide additional

opportunities to encounter language used in authentic and everyday contexts.

d. Fluency

Fluency refers to the ability to produce spoken language smoothly and efficiently, with appropriate speed, pausing, and hesitation. Segalowitz (2019) explains that fluency is closely related to the ability to access and produce language efficiently during real-time communication. Fluency can be developed through repeated practice, meaningful interaction, and continued exposure to spoken language. In technology-supported learning environments, frequent exposure to short and engaging English content can provide learners with additional opportunities to practice and develop greater automaticity in speaking.

2. Problems in Speaking Skills

Despite its importance, many EFL learners face difficulties in developing speaking skills. These difficulties may involve linguistic, psychological, and contextual factors, including limited vocabulary, insufficient grammatical knowledge, pronunciation problems, anxiety, lack of confidence, and limited opportunities to practice English. Research on Indonesian EFL learners has identified similar difficulties, particularly problems with vocabulary, grammar, pronunciation, confidence, and limited exposure to English outside the classroom (Pratolo et al., 2019; Wahyuningsih & Afandi, 2020).

a. Psychological Barriers

One of the most common challenges in developing speaking skills is lack of confidence, anxiety, and fear of making mistakes. Instead of using Krashen

(1982), which is too old based on your examiner's requirement, recent research shows that psychological factors can strongly influence EFL learners' willingness to communicate in English. Shen and Chiu (2019) found that nervousness, fear of making mistakes, and lack of confidence were among the main causes of English-speaking difficulties among EFL learners. Similarly, Basöz and Erten (2019) reported that fear of making mistakes, fear of being ridiculed, L2 anxiety, shyness, and self-perceived communication competence influenced learners' willingness to communicate in English.

b. Linguistic Limitations

Another important challenge is limited linguistic knowledge, particularly vocabulary and grammar. Learners who have insufficient vocabulary may find it difficult to express their ideas clearly, while limited grammatical knowledge can affect their ability to construct sentences during spontaneous communication. Wahyuningsih and Afandi (2020) found that Indonesian EFL students experienced difficulties related to vocabulary, grammar, pronunciation, and limited exposure to English outside the classroom. Similarly, Rahayu et al. (2020) reported that lack of vocabulary and weak grammar mastery were among the major speaking problems experienced by EFL college learners.

c. Overemphasis on Accuracy

Learners may also focus excessively on grammatical accuracy when speaking, which can lead to hesitation and interrupt the natural flow of communication. Rather than relying on Richards (2008), recent research

indicates that fluency and accuracy are closely related dimensions of speaking performance. Safdari et al. (2020) specifically examined speaking accuracy and fluency among EFL learners and highlighted both as important aspects of oral performance.

d. Lack of Practice Opportunities

Speaking is a productive skill that requires regular opportunities for practice and interaction. However, many EFL learners have limited opportunities to use English outside the classroom. Wahyuningsih and Afandi (2020) identified a lack of English input outside the classroom as one of the speaking problems experienced by Indonesian EFL students. In addition, Pratolo et al. (2019) found that limited speaking practice was one of the challenges experienced by Indonesian EFL learners, while learners also reported using media and interaction with friends as ways to obtain additional speaking practice.

e. Problems in the Digital Era

In the modern digital context, traditional speaking problems evolve into more complex challenges:

Digital Inhibition: Learners feel anxious about being judged in online environments.

Passive Consumption: Students tend to watch content without actively practicing speaking.

Cognitive Overload: Excessive exposure to information leads to difficulty in processing and organizing ideas.

These challenges indicate that while technology provides new opportunities, it also introduces new barriers that must be addressed in language learning.

B. Social Media

Social media has evolved from a simple communication tool into a dynamic digital learning environment. Initially, media in education was viewed as a one-way channel for delivering information (Arsyad, 2006; Sanjaya, 2014). However, in the modern era, social media functions as an interactive platform where users actively create, share, and engage with content.

According to Abbas et al. (2019), social media refers to internet-based applications that enable the creation and exchange of user-generated content. This transformation has made social media an important space for learning, where the boundaries between formal and informal education are increasingly blurred (Dwivedi et al., 2021).

In the context of English as a Foreign Language (EFL), social media provides opportunities for learners to engage in authentic communication and continuous language exposure.

1. Social Media for Language Learning

The use of social media in language learning is closely related to the concept of Mobile Assisted Language Learning (MALL), where learners use mobile platforms to support flexible and self-directed learning. Recent studies highlight several key benefits:

a. Authentic Language Exposure

Social media exposes learners to real-life language use rather than textbook-based examples. According to Jonathon Reinhardt (2020), social media creates an “ecological environment” where learners encounter natural and contextualized language.

b. Active Engagement and Social Interaction

Social media encourages interaction through comments, responses, and content creation. Emily Dixon et al. (2020) state that this interaction increases social presence, which helps learners feel more connected and confident.

c. Micro-Learning Opportunities

Short-form content allows learners to process information in small, manageable units. According to Sun Yu & Zhang Wei (2022), micro-learning improves retention and supports gradual skill development.

2. Opportunities and Challenges in Social Media Learning

a. Opportunity: Learner Autonomy

Social media provides significant opportunities for learner autonomy by enabling self-directed learning, where students have control over what, how, and when they learn. In this environment, learners can choose content that matches their interests, proficiency levels, and learning goals, allowing for a more personalized learning experience. According to Mubarak (2021), this sense of autonomy enhances learners’ motivation and engagement, as they become more responsible for their own learning process and are more actively involved in developing their language skills, particularly in speaking.

b. Challenges in Language Learning via Social Media

Despite its benefits, social media also presents several challenges in language learning, particularly in developing speaking skills. One major issue is digital distraction, where learners tend to focus more on entertainment content rather than educational purposes (Azizi et al., 2020). In addition, many students engage in passive consumption, meaning they only watch videos without actively practicing speaking, which limits skill development. Another significant challenge is the fluency versus accuracy dilemma; as noted by Gao et al. (2021), learners often prioritize speaking fluently over using correct grammar, which may lead to the persistence of language errors over time.

C. TikTok as a Digital Learning Platform

TikTok is a short-form video social media platform that allows users to create, share, discover, and interact with a wide range of video content. The platform provides users with various creative features, including music, filters, editing tools, comments, and content-sharing functions. TikTok has become particularly popular among younger users and has developed into a digital environment where users can participate in entertainment, social interaction, and educational activities. Montag et al. (2021) describe TikTok as a widely used social media application that enables users to consume, create, and interact with short-form video content. Its multimodal nature makes TikTok potentially relevant to language learning because learners can access spoken language together with visual and contextual information. Recent studies have

further demonstrated that students perceive TikTok as an engaging supplementary resource for English learning, particularly for developing pronunciation, vocabulary, fluency, confidence, and motivation (Jannah & Rizal, 2024; Setiawan et al., 2024).

TikTok was developed by ByteDance and was initially launched as Douyin in China in 2016 before being introduced internationally as TikTok. The platform subsequently expanded through its integration with Musical.ly, contributing to its development as a global short-video platform. Rather than functioning only as an entertainment application, TikTok has increasingly been used for educational purposes, including language learning. The availability of short, accessible, and user-generated videos allows learners to encounter language content beyond formal classroom settings. Research has indicated that TikTok can function as a supplementary learning medium because its short-video format provides students with accessible and engaging materials that can be integrated into English learning activities (Ningroom & Mandarani, 2024; Asyrofi & Wati, 2024).

1. The Mechanics of the "For You Page" (FYP) Algorithm

One of the central features of TikTok is its personalized recommendation system, commonly known as the For You Page (FYP). Unlike a feed that depends primarily on a user's existing social connections, the FYP recommends videos according to users' interactions and content preferences. TikTok explains that its recommendation system considers several signals, including users' likes, shares, comments, followed accounts, created content,

captions, sounds, and hashtags. The system also considers whether users watch videos until completion, with stronger indicators of interest receiving greater weight in recommendations. This personalized system allows users to continuously encounter content that corresponds to their demonstrated interests.

From a language-learning perspective, this recommendation system can potentially increase learners' exposure to English-language content when they regularly interact with such content. For example, when students repeatedly watch, like, save, or interact with English-learning videos, the platform may recommend additional videos related to their demonstrated interests. This may create repeated exposure to English pronunciation, vocabulary, expressions, and spoken interaction. Research on TikTok as an English-learning resource has indicated that students can use the platform to access English content beyond formal classroom settings and develop their language skills through repeated exposure and engagement (Fauziah & Pratolo, 2025; Ilmu et al., 2025).

TikTok hosts a diverse range of content, including entertainment, educational materials, tutorials, reviews, and other user-generated videos. Therefore, students may encounter English-learning materials either intentionally by searching for educational content or incidentally through personalized recommendations. This characteristic allows TikTok to function as a potential informal learning environment in which learners encounter English during their everyday use of social media. However, the large amount

of available content also means that students need to select learning materials carefully because not every video is designed for educational purposes (Jannah & Rizal, 2024)

2. TikTok in Developing Speaking Skills

In developing speaking skills, TikTok provides several features that can facilitate active language practice. Its short-video and multimodal format enables learners to observe how speakers pronounce words, produce sentences, use intonation, and express meaning through both verbal and visual information. Such features can be particularly useful for learners who need additional exposure to spoken English outside the classroom. Recent research has shown that EFL students perceive TikTok as useful for learning pronunciation, intonation, vocabulary, fluency, and confidence in speaking English (Setiawan et al., 2024; Jannah & Rizal, 2024).

One activity that can be supported through TikTok is imitation and shadowing. Learners can listen to a speaker and attempt to reproduce the speaker's pronunciation, rhythm, intonation, and delivery. TikTok's Duet feature can also be used to create speaking activities in which learners respond to or perform alongside an existing video. Chuah and Ch'ng (2023) investigated TikTok voice-over challenges as ESL speaking activities and found that students perceived these activities as useful for improving pronunciation and intonation, practicing turn-taking, and increasing their motivation to speak English. Research on TikTok Duet activities has similarly suggested that the feature can encourage students to practice spoken English

through interactive and performance-based activities.

In addition, recent research by Rolita and Eryansyah (2025) examined the use of TikTok Duet Challenges as a medium for English-speaking learning and highlighted the potential of this feature for creating more interactive speaking practice. These findings are relevant to the present study because students may use TikTok not only for watching English content but also for imitating speakers, recording themselves, responding to videos, and practicing spoken English.

TikTok can also expose learners to different varieties of English and informal expressions. Because content is produced by users from different linguistic and cultural backgrounds, learners may encounter different accents, pronunciation patterns, vocabulary choices, expressions, and communication styles. This exposure may help learners become familiar with English as it is used in a variety of everyday contexts. Setiawan et al. (2024), for example, reported that students perceived TikTok as useful for exposure to different accents, pronunciation, intonation, vocabulary, and fluency. However, exposure to diverse language forms also requires learners to evaluate content critically because not every video is produced by a qualified language teacher or language expert.

3. Strengths and Weaknesses of TikTok in Learning

TikTok has several strengths that can support informal and technology-mediated language learning. First, its short-video format allows learners to access small amounts of information within a relatively short period. This format can

make learning materials easy to access and revisit. Second, TikTok can increase learners' engagement because videos combine spoken language, text, images, music, and other visual elements. Third, the platform is accessible through mobile devices, allowing learners to engage with English content beyond the classroom. Jannah and Rizal (2024) found that students perceived TikTok as a valuable supplementary learning tool and reported improvements in pronunciation, vocabulary, fluency, and confidence.

Another advantage is that TikTok can support repeated practice. Learners can replay videos, imitate speakers, record their own responses, and repeat an activity until they feel more comfortable. This characteristic is relevant to speaking development because pronunciation, fluency, and intonation require repeated practice. Chuah and Ch'ng (2023) reported that TikTok voice-over activities provided opportunities for learners to practice pronunciation, intonation, turn-taking, and speaking motivation.

TikTok can also provide an engaging learning environment. Ningroom and Mandarani (2024) found that the use of TikTok was associated with improvement in students' speaking performance after a TikTok-based intervention. Similarly, Hongsa et al. (2023) reported that TikTok was effective in improving EFL students' English-speaking skills and that students generally had positive perceptions of the platform.

Despite these advantages, TikTok also has limitations. The short duration of videos may restrict the amount of explanation that creators can provide, which can result in simplified or incomplete explanations of complex linguistic

concepts. Furthermore, the large amount of entertainment content available on the platform may distract learners from their learning objectives. Jannah and Rizal (2024) specifically identified distractions from non-educational content, limited quality of learning materials, and difficulties in finding appropriate content as challenges experienced by students using TikTok for speaking development.

Another limitation concerns content reliability. Because TikTok contains large amounts of user-generated content, not all English-learning materials are necessarily produced or reviewed by language professionals. Students may therefore encounter different levels of accuracy in pronunciation, grammar, vocabulary, or explanations. This means that TikTok should be used critically and preferably as a supplementary learning resource rather than as the sole source of English instruction.

D. Challenges in TikTok-Based Speaking Learning

Although TikTok provides opportunities for developing speaking skills, EFL students may also encounter several challenges that influence their learning experiences. These challenges can be understood in terms of linguistic, psychological, behavioral, and instructional limitations. Previous research has identified both positive experiences and difficulties in TikTok-based English learning, suggesting that the effectiveness of the platform depends not only on its technological features but also on how students use and regulate their learning activities (Jannah & Rizal, 2024; Meinawati et al., 2025).

1. Linguistic Challenges

From a linguistic perspective, one important challenge is the possibility of encountering inaccurate or inappropriate language through user-generated content. Unlike formal educational materials, TikTok videos are created by users with different levels of linguistic expertise. As a result, learners may encounter differences in pronunciation, grammar, vocabulary, or language use that require critical evaluation.

Another challenge is the possibility of fragmented learning. Because TikTok videos are short, learners may receive individual expressions, pronunciation tips, vocabulary items, or grammar explanations without extensive contextual explanations. Although short-form content can make information accessible, learners may need additional materials or interaction to develop deeper understanding and connect individual language items into extended spoken discourse.

Learners may also experience difficulty balancing fluency and accuracy. When practicing through short videos, students may concentrate on reproducing the speed and delivery of the original speaker while paying less attention to grammatical accuracy. However, effective speaking development requires learners to develop both fluency and accuracy. TikTok-based speaking activities such as voice-over challenges can help learners practice pronunciation, intonation, and turn-taking, but they should be accompanied by appropriate guidance when accuracy is an important learning objective (Chuah & Ch'ng, 2023).

2. Psychological Challenges

Psychological factors can also influence students' experiences when practicing speaking through TikTok. Speaking in front of a camera may cause learners to feel nervous, embarrassed, or concerned about making mistakes. These feelings may become stronger when students are required to publish or share their speaking performances with other users.

At the same time, TikTok can provide a relatively flexible environment in which learners can record and repeat their performances before deciding whether to share them. Recent studies indicate that students perceive TikTok as capable of increasing speaking confidence and motivation. Jannah and Rizal (2024) reported that students perceived improvements in confidence and motivation when using TikTok for speaking development. Similarly, Annapis (2024) reported that TikTok-based learning was associated with increased confidence and reduced language anxiety among EFL learners. Thus, TikTok may function both as a potential source of psychological pressure and as a space that provides opportunities for repeated, self-paced speaking practice.

3. Behavioral Challenges

From a behavioral perspective, one potential problem is passive consumption. Students may spend considerable time watching English-language videos without actively producing English themselves. Watching videos can provide useful language input, but speaking development also requires learners to produce language through activities such as imitation,

repetition, recording, responding, or interacting with others.

Another challenge is algorithm-driven distraction. The FYP continuously recommends videos based on users' interests and interactions. While this can help learners discover relevant English-learning materials, it can also expose them to large amounts of entertainment content. Jannah and Rizal (2024) found that distraction from non-educational content was one of the challenges reported by students using TikTok for speaking development. Similarly, Meinawati et al. (2025) examined the advantages, disadvantages, and challenges of using TikTok for English speaking learning and highlighted the importance of considering the limitations of the platform when it is used as a learning medium.

4. Learning Limitations

Despite its interactive features, TikTok also has limitations as a learning platform. One important limitation is the lack of structured and individualized feedback. Speaking development often requires learners to receive feedback on pronunciation, grammar, fluency, vocabulary, and comprehensibility. TikTok users may receive comments or reactions from other users, but these responses may not provide systematic correction or explanations. Consequently, learners may need support from teachers, peers, or other reliable resources to evaluate their speaking performance.

Another limitation is the short duration of videos. Short videos are useful for presenting concise language points and encouraging repeated exposure, but they may not provide enough time to develop complex communication

skills such as extended conversation, argumentation, explanation, and coherent discourse. Therefore, TikTok is more appropriately viewed as a supplementary or informal learning resource rather than a complete replacement for structured speaking instruction.

Recent qualitative research also supports the importance of examining TikTok from the students' perspective rather than focusing only on measurable speaking outcomes. Asyrofi and Wati (2024) used qualitative research and thematic analysis with eight participants to investigate the integration of TikTok in EFL speaking learning, demonstrating the relevance of exploring learners' experiences and reasons for using TikTok as a speaking-learning medium. Similarly, Fauziah and Pratolo (2025) explored students' views of TikTok as an English-learning resource and reported positive perceptions regarding improvements in pronunciation, vocabulary, and speaking.

Overall, TikTok offers both opportunities and challenges for EFL speaking development. Its short-video format, multimodal content, personalized recommendations, and interactive features can provide learners with accessible opportunities to encounter and practice spoken English. Previous studies have reported potential improvements in pronunciation, vocabulary, fluency, confidence, motivation, and speaking performance through TikTok-based learning activities (Hongsa et al., 2023; Jannah & Rizal, 2024; Ningroom & Mandarani, 2024; Setiawan et al., 2024). However, learners may also encounter challenges involving content reliability, passive consumption,

distraction, psychological pressure, and limited structured feedback. Therefore, understanding how EFL students actually use TikTok, what speaking activities they engage in, what improvements they perceive, and what difficulties they encounter is important for examining TikTok's role as an informal resource for developing speaking skills.

E. Previous Studies

Several studies have explored the use of TikTok in language learning, particularly in developing English-speaking skills. Pratiwi et al. (2023) investigated the use of TikTok to improve students' speaking skills and found that TikTok-based activities could contribute to improvements in students' speaking performance. Similarly, Zebua et al. (2023) examined the use of the TikTok application to improve students' speaking skills and reported positive results following the implementation of TikTok-based learning activities. These findings suggest that TikTok can provide learners with opportunities to practice spoken English through short-video content and interactive activities. However, these studies primarily focused on speaking improvement and learning outcomes rather than examining students' detailed experiences and challenges throughout the learning process.

Other studies have examined particular features and affordances of TikTok for language learning. Rahmadhani and Syayid (2024) examined the role of TikTok's For You Page (FYP) and reported that personalized exposure to English-language content could provide learners with continuous access to English input. This characteristic is particularly relevant to informal learning

because students can encounter English content while using TikTok for everyday purposes. Similarly, Sari and Utami (2025) investigated the use of TikTok's Duet feature and reported its potential to provide students with a less formal environment for speaking practice. The interactive nature of the Duet feature may encourage learners to participate in speaking activities and become more comfortable producing English. These findings are consistent with Chuah and Ch'ng (2023), who found that TikTok voice-over activities could support pronunciation, intonation, turn-taking, and students' motivation to speak English.

In addition, recent studies have highlighted students' perceptions of TikTok as a resource for developing different aspects of English proficiency. Jannah and Rizal (2024) reported that students perceived TikTok as useful for improving pronunciation, vocabulary, fluency, and speaking confidence. However, the study also identified several challenges, including distractions from non-educational content, the quality of learning materials, and difficulties in finding appropriate English-learning content. These findings indicate that although TikTok provides accessible learning opportunities, students still need to regulate their use of the platform and critically select appropriate learning materials. This is particularly relevant to the present study because students' experiences may involve both perceived benefits and challenges when using TikTok as an informal learning resource.

Furthermore, Ningroom and Mandarani (2024) investigated the use of TikTok in English-speaking learning and reported improvements in students'

speaking performance following TikTok-based learning activities. The findings support the potential of TikTok as a supplementary medium for speaking development. Similarly, Setiawan et al. (2024) found that students perceived TikTok as useful for learning pronunciation, intonation, vocabulary, fluency, and different varieties of English. These findings demonstrate that TikTok may provide learners with multiple forms of spoken-language input and opportunities for repeated exposure. However, these studies mainly examined the usefulness or effectiveness of TikTok rather than providing an in-depth exploration of how students personally experience the process of developing speaking skills through English-learning content.

In addition to studies focusing specifically on TikTok, research has also examined the challenges faced by EFL students in developing speaking skills more generally. Robah and Anggrisia (2023) explored the challenges and strategies experienced by Indonesian university students in English speaking. Using a descriptive qualitative approach with questionnaires and interviews, the researchers found that students experienced linguistic problems involving grammar and vocabulary as well as psychological difficulties such as nervousness, lack of confidence, fear of making mistakes, and fear of being laughed at. Insufficient speaking practice was also identified as an important environmental factor. The students employed several strategies to overcome these difficulties, including memory, cognitive, metacognitive, affective, and social strategies. Although this study provides valuable insight into EFL speaking challenges, it did not specifically investigate the use of TikTok or

other short-video platforms as informal resources for speaking development.

Similarly, Diana et al. (2024) investigated factors contributing to EFL students' speaking anxiety and the strategies used to overcome it. The study found that speaking anxiety could be influenced by fear of making mistakes, lack of preparation, limited English proficiency, and concern about other people's responses. The researchers also identified coping strategies such as positive thinking, relaxation, confidence building, and speaking practice. These findings suggest that psychological factors play an important role in students' speaking development. However, the study focused primarily on speaking anxiety and coping strategies rather than students' experiences and challenges when developing speaking skills through TikTok.

Other research has also emphasized the importance of continuous exposure and practice in speaking development. Burns (2019) explains that speaking development involves interaction, meaning-making, and the ability to manage spoken communication, while Nation and Newton (2020) emphasize the importance of meaningful input, output, and repeated fluency practice. In the context of digital learning, these principles are relevant because TikTok can provide students with frequent exposure to spoken English and opportunities to imitate, repeat, record, and practice language independently. Nevertheless, exposure alone does not necessarily guarantee speaking development, particularly when learners primarily consume content without actively producing language.

Taken together, previous studies demonstrate that TikTok has considerable

potential as a supplementary resource for English language learning. Research has reported positive effects or perceptions related to speaking performance, pronunciation, vocabulary, fluency, confidence, motivation, and exposure to authentic English input (Chuah & Ch'ng, 2023; Jannah & Rizal, 2024; Ningroom & Mandarani, 2024; Setiawan et al., 2024; Zebua et al., 2023). At the same time, research on EFL speaking has demonstrated that learners continue to experience linguistic and psychological difficulties, including limited vocabulary, grammatical problems, lack of confidence, fear of making mistakes, and insufficient opportunities for practice (Robah & Anggrisia, 2023). These findings indicate that TikTok may provide useful opportunities for addressing some of the difficulties associated with speaking development, but further investigation is necessary to understand how learners actually experience these opportunities in their everyday learning.

F. Research Gap

Based on the review of previous studies, several research gaps can be identified. First, there is a methodological gap. Several previous studies examining TikTok in English language learning have focused on quantitative measurement of learning outcomes, such as speaking performance, fluency, pronunciation, or other aspects of language proficiency (Ningroom & Mandarani, 2024; Zebua et al., 2023). Although such studies provide valuable evidence regarding the potential effectiveness of TikTok, quantitative findings may not fully explain how students experience the learning process. In particular, they provide limited insight into students' personal experiences,

learning behaviors, perceived improvements, and difficulties while using TikTok. Therefore, the present study adopts a qualitative approach to obtain a deeper understanding of students' experiences in developing speaking skills through English-learning content on TikTok.

Second, there is a scope gap. Previous research has often focused on specific TikTok features or particular learning outcomes. For example, studies have examined the FYP, Duet, and voice-over activities as tools for providing English input and encouraging speaking practice (Chuah & Ch'ng, 2023; Rahmadhani & Syayid, 2024; Sari & Utami, 2025). While these studies provide useful information about individual TikTok features, less attention has been given to TikTok as a broader informal learning environment in which students may independently select content, imitate speakers, repeat expressions, practice pronunciation, record themselves, and engage with different types of English-learning videos.

Third, there is a challenge gap. Previous studies have identified several difficulties associated with speaking development, including limited vocabulary, grammar problems, lack of confidence, anxiety, fear of making mistakes, and insufficient practice opportunities (Diana et al., 2024; Robah & Anggrisia, 2023). Research focusing specifically on TikTok has also identified challenges such as distraction, difficulties in selecting appropriate content, and differences in the quality of learning materials (Jannah & Rizal, 2024). However, there remains limited research that examines these challenges together with students' actual experiences when using TikTok to

develop speaking skills. In particular, challenges related to distraction, limited corrective feedback, content credibility, passive consumption, and platform limitations require further exploration from the students' perspectives.

Fourth, there is a contextual gap. Although previous studies have examined TikTok for English learning and have investigated EFL students' speaking difficulties separately, limited research has specifically explored how EFL students experience the process of developing speaking skills through English-learning content on TikTok as an informal learning resource. Robah and Anggrisia (2023), for example, investigated speaking difficulties among Indonesian university students, but their study was not specifically concerned with TikTok or digital informal learning. Similarly, studies focusing on TikTok have generally examined effectiveness, specific features, or students' perceptions rather than simultaneously investigating students' experiences and challenges throughout the process of speaking development.

Therefore, this study aims to address these gaps by exploring the experiences and challenges of EFL students in developing speaking skills through English-learning content on TikTok as an informal learning resource. Unlike studies that primarily measure speaking outcomes or examine a single TikTok feature, the present study focuses on students' lived learning experiences, including how they use TikTok, what types of speaking activities they engage in, what improvements they perceive, and what challenges they encounter. The study is expected to contribute to the existing literature by providing a deeper understanding of how TikTok functions as an

informal learning resource for speaking development and how EFL students navigate both its opportunities and limitations.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study employed a qualitative research approach to explore the experiences and challenges of EFL students in developing their speaking skills through English-learning content on TikTok. A qualitative approach is appropriate when a study aims to understand participants' experiences, perspectives, interpretations, and meanings within a particular social or educational context. Rather than focusing on numerical measurement, qualitative research seeks to provide an in-depth understanding of how participants experience and interpret a phenomenon. Therefore, this approach was considered appropriate for the present study because the research focused on how EFL students experienced the use of TikTok as an informal learning resource for developing their speaking skills.

In qualitative research, participants' experiences are considered important sources of information because they allow researchers to understand a phenomenon from the participants' own perspectives. Stenfors et al. (2020) emphasize that qualitative research requires alignment among the research questions, data collection procedures, analysis, and interpretation to produce credible findings. In this study, the research questions focused on students' experiences and challenges rather than on measuring the effectiveness of TikTok through numerical scores. Consequently, obtaining detailed descriptions from students was considered more appropriate than using a quantitative design.

The study specifically focused on EFL students who had experience using

TikTok to access English-learning content and practice speaking. The qualitative approach allowed the researcher to explore how participants selected learning content, what speaking activities they practiced, what improvements they perceived, and what difficulties they experienced while using TikTok. This approach also provided opportunities for participants to explain their experiences in their own words, including experiences that might not be captured through structured questionnaires or numerical measurements.

To obtain detailed information, the researcher used semi-structured interviews as the primary data collection technique. The interview format provided a set of guiding questions while allowing the researcher to ask follow-up questions when participants provided interesting or relevant responses. The collected interview data were subsequently analyzed using reflexive thematic analysis. Braun and Clarke (2021) describe thematic analysis as a flexible qualitative analytical approach that can be used to identify and interpret patterns of meaning across a dataset. Therefore, the combination of qualitative research, semi-structured interviews, and thematic analysis was considered suitable for gaining a deeper understanding of participants' experiences and challenges in developing speaking skills through TikTok.

B. Research Sites and Participants

1. Research Sites

This research was conducted at the English Education Department of UIN Ar-Raniry Banda Aceh. The research site was selected purposively because

the department provides an appropriate educational context for investigating EFL students' experiences in developing English-speaking skills. Students in the department are involved in English language learning as part of their academic studies and are expected to develop communicative competence, including speaking ability.

The site was also considered relevant because the participants had access to digital and social-media platforms that could be used as additional resources for English learning. In particular, students who used TikTok to access English-learning content could provide relevant information regarding how the platform was used outside formal classroom instruction. Therefore, the selected research site was closely connected to the phenomenon investigated in this study.

2. Participants

The participants of this study consisted of five EFL students from the fourth to eighth semesters of the English Education Department at UIN Ar-Raniry Banda Aceh. The participants were selected using purposive sampling. Purposive sampling is appropriate in qualitative research when researchers intentionally select participants who have relevant knowledge, experience, or characteristics related to the phenomenon being investigated. In this study, participants were selected because they had direct experience using TikTok to access English-learning content and practice their speaking skills.

The participant selection criteria included students who actively used TikTok, had experience accessing English-learning content on the platform,

had used TikTok for activities related to speaking development such as pronunciation practice, vocabulary learning, shadowing, or daily conversation, and were willing to describe their experiences and challenges during the interview. These criteria were established to ensure that the participants could provide information directly related to the research questions.

The selection of five participants was considered appropriate for the qualitative nature of this study because the purpose was not to achieve statistical representation but to obtain detailed and meaningful accounts of participants' experiences. In qualitative research, the adequacy of participants is closely related to the depth and relevance of the information obtained rather than simply the size of the sample. Stenfors et al. (2020) note that qualitative research quality is related to the appropriateness of the sampling strategy, the depth of the data, and the alignment between the research questions and methodological procedures. Therefore, the five participants were considered suitable because they fulfilled the predetermined criteria and were able to provide detailed information concerning their experiences and challenges.

To protect participants' privacy and confidentiality, pseudonyms were used throughout the research. The participants were identified as P1, P2, P3, P4, and P5 rather than by their real names. This procedure was applied in the interview transcripts, data analysis, findings, and discussion sections.

C. Data Collection Technique

The data in this study were collected through semi-structured interviews.

This technique was selected because it provides a balance between predetermined research questions and flexibility during the interview process. Semi-structured interviews allow researchers to prepare guiding questions while giving participants sufficient opportunity to explain their experiences in detail and introduce information that may not have been anticipated by the researcher.

The use of semi-structured interviews was particularly appropriate for this study because the research focused on students' personal experiences of using TikTok for speaking development. Participants were encouraged to describe what types of English-learning content they watched, how they practiced speaking after watching the content, what improvements they perceived, and what challenges they encountered. The researcher could also ask follow-up questions to clarify participants' statements or obtain more detailed explanations.

The interview questions were developed based on the research questions and the main focus of the study. The questions covered several areas, including participants' experiences of using TikTok for English learning, types of English-speaking content they accessed, speaking activities they practiced, perceived changes in their speaking skills, and challenges encountered during the learning process. Follow-up questions were also used when necessary to encourage participants to provide examples and clarify their responses.

During the interviews, participants were encouraged to describe their experiences freely rather than providing only short answers. This allowed the

researcher to obtain detailed accounts of participants' learning processes, including their use of repetition, imitation, shadowing, self-recording, and other speaking activities. The flexible nature of semi-structured interviews also allowed the researcher to explore unexpected but relevant issues that emerged during the conversations.

With the participants' permission, each interview was digitally recorded to ensure that the participants' responses could be accurately preserved. The recordings were subsequently transcribed verbatim, meaning that the participants' spoken responses were converted into written transcripts as accurately as possible. The transcripts became the primary dataset for the subsequent thematic analysis. This procedure helped maintain the connection between the interpretations presented in the study and the participants' original statements.

D. Data Analysis Techniques

The interview data were analyzed using reflexive thematic analysis. Thematic analysis is a qualitative method used to identify and interpret patterns of meaning within qualitative data. Braun and Clarke (2021) explain that thematic analysis can be used to develop themes that capture important patterns within a dataset and provide an interpretation of the meanings associated with those patterns. Their more recent work emphasizes that thematic analysis should not be treated simply as a mechanical process of grouping similar statements; instead, researchers need to engage actively and reflexively with the data when developing and interpreting themes.

This analytical approach was considered appropriate because the present study aimed to identify patterns across participants' experiences and challenges in using TikTok for speaking development. Through thematic analysis, individual statements from the interviews could be organized into meaningful patterns related to the research questions. For example, participants' statements concerning repetition, imitation, and self-recording could be examined together to understand their active speaking-learning practices, while statements concerning distraction and lack of feedback could be interpreted as challenges in TikTok-based informal learning.

The analysis followed the general process of familiarizing the researcher with the dataset, generating codes, developing potential themes, reviewing and refining themes, defining the themes, and producing the final report. These stages are consistent with the contemporary development of Braun and Clarke's approach to thematic analysis.

First, the recorded interviews were transcribed verbatim. The researcher then repeatedly read the transcripts to become familiar with the content and gain an overall understanding of participants' experiences. During this stage, the researcher paid attention to statements that were relevant to the research questions.

Second, significant segments of the transcripts were assigned initial codes. The codes represented important ideas found in participants' responses, such as *pronunciation practice*, *shadowing*, *repetition*, *self-recording*, *increased confidence*, *distraction*, *lack of feedback*, and *limited explanation*. Third,

codes with related meanings were examined and grouped to develop potential themes.

Fourth, the potential themes were reviewed against the coded data and the entire dataset. This process was conducted to ensure that the themes represented meaningful patterns in participants' responses rather than isolated statements. Fifth, the researcher refined and defined the themes according to their central meanings and relationship to the research questions. Finally, the themes were interpreted and presented in the findings and discussion sections by relating them to relevant theories and previous studies.

Direct quotations from participants were also included in the findings to demonstrate how the interpretations were grounded in the interview data. The use of participant quotations helped maintain a clear connection between the themes and the participants' actual experiences.

E. Trustworthiness of the Data

Trustworthiness is an important consideration in qualitative research because qualitative findings are based on participants' accounts and the researcher's interpretation of those accounts. Rather than relying primarily on quantitative concepts such as statistical validity and reliability, qualitative research commonly evaluates research quality through criteria such as credibility, transferability, dependability, and confirmability. Stenfors et al. (2020) identify these four criteria as widely used dimensions for evaluating the quality of qualitative research.

In this study, credibility refers to the extent to which the findings

accurately represent participants' experiences and perspectives. Credibility was supported through careful interviewing, repeated engagement with the interview transcripts, and the use of direct quotations from participants. Where appropriate, participants were also given opportunities to clarify their responses or confirm the accuracy of the researcher's understanding of their statements. Member checking can help researchers determine whether interpretations adequately reflect participants' intended meanings.

Dependability refers to the consistency and transparency of the research process. In this study, dependability was supported by maintaining a clear record of the research procedures, including participant selection, interview procedures, transcription, coding, theme development, and interpretation. Documenting these procedures allows the research process to be followed and evaluated by others. Stenfors et al. (2020) emphasize that methodological transparency is an important aspect of demonstrating dependability in qualitative research.

Confirmability concerns the extent to which the findings are grounded in the participants' data rather than being based solely on the researcher's personal assumptions. In this study, confirmability was supported by maintaining interview recordings, verbatim transcripts, coding records, and participant quotations. These materials provided an evidential connection between the original data and the interpretations reported in the study. The researcher also remained aware of the possibility of personal assumptions during data interpretation and attempted to ensure that interpretations were

supported by participants' statements.

Transferability refers to the extent to which readers can determine whether the findings may be relevant to other contexts. Because qualitative research does not aim primarily for statistical generalization, the researcher provides detailed descriptions of the research setting, participants, learning context, and phenomenon under investigation. Such detailed contextual information allows readers to judge whether the findings may be applicable to similar EFL contexts. This principle is consistent with qualitative research guidance emphasizing the importance of contextual description when considering transferability.

F. Ethical Considerations

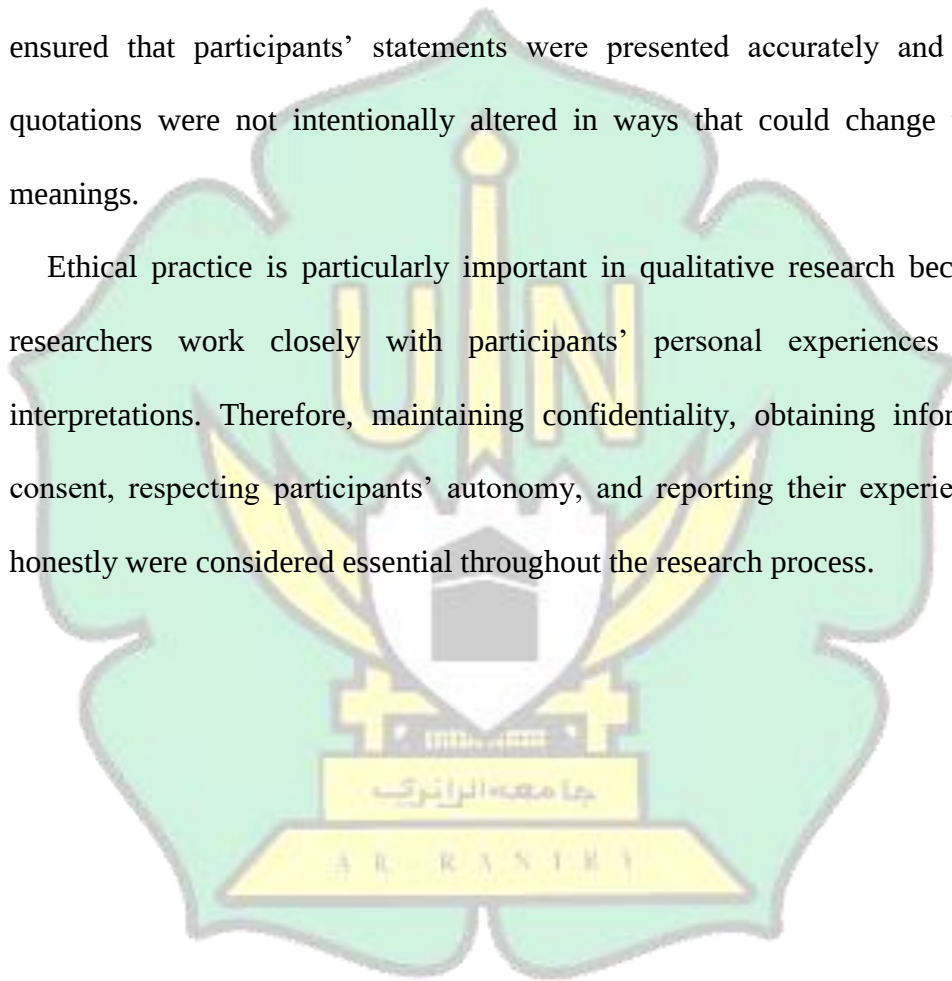
This study followed ethical principles to protect the rights, privacy, and dignity of all participants. Before the interviews were conducted, participants were informed about the purpose of the study, the procedures involved, the type of information that would be collected, and the intended academic use of the data. Participation was voluntary, and participants were informed that they had the right to refuse to answer particular questions or withdraw from the study without negative consequences.

Informed consent was obtained from all participants before the interviews began. Participants were also informed that the interviews would be recorded for research purposes and that the recordings would be transcribed for data analysis. The researcher explained that the information provided by participants would be treated confidentially and would only be used for the

purposes of the research.

To protect participants' identities, pseudonyms such as P1, P2, P3, P4, and P5 were used throughout the thesis instead of participants' real names. Audio recordings, transcripts, and other research materials were stored securely and were accessible only for academic research purposes. The researcher also ensured that participants' statements were presented accurately and that quotations were not intentionally altered in ways that could change their meanings.

Ethical practice is particularly important in qualitative research because researchers work closely with participants' personal experiences and interpretations. Therefore, maintaining confidentiality, obtaining informed consent, respecting participants' autonomy, and reporting their experiences honestly were considered essential throughout the research process.



CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This section presents the findings obtained from semi-structured interviews with five EFL students who actively use TikTok as an informal learning resource for developing their English-speaking skills. The interviews explored participants' experiences, learning activities, perceived improvements, and challenges encountered while using TikTok for speaking development.

The interview data were analyzed using thematic analysis to identify recurring patterns, similarities, and significant ideas across participants' responses. The analysis revealed that TikTok provided participants with various opportunities to engage in English-speaking practice through short videos, pronunciation exercises, shadowing, repetition, imitation, roleplays, self-recording, and simulated conversations. At the same time, participants reported several challenges, particularly difficulties in maintaining learning focus, limited corrective feedback, and platform-related limitations.

To answer the research questions, the findings are organized into two major areas. The first area concerns the experiences of EFL students in developing speaking skills through TikTok, including their reasons for using TikTok, preferred English-speaking learning content, active participation in speaking activities, and perceived development of

speaking abilities. The second area concerns the challenges encountered by EFL students when using TikTok as an informal learning resource, including difficulties in maintaining learning focus, lack of corrective feedback, and platform-related limitations.

1. The Experiences of EFL Students in Developing Speaking Skills Through TikTok

a. Reasons for Using TikTok

1). Short and Concise Videos

Many participants reported that the short-video format was one of the main reasons they preferred TikTok for learning English speaking. They explained that short videos allowed them to obtain useful information in a relatively short time without feeling overwhelmed by lengthy explanations. Compared to other learning platforms, TikTok was considered more practical and suitable for their daily schedules. Participants also felt that concise explanations helped them stay focused and motivated while learning.

Participant 4 explained:

“TikTok allows me to learn one new tip in only 30 seconds. This fits my busy schedule as a final-year student.”

Similarly, Participant 1 stated:

“On YouTube, I often feel tired watching 10–20 minute videos for a single topic. On TikTok, the explanations are much more concise.”

These responses indicate that the short-video format enabled participants to access speaking-related learning materials in a manageable way. This

finding is also consistent with recent research by Jannah and Rizal (2024), who found that students perceived TikTok as an accessible supplementary resource for developing speaking ability. Their study reported improvements in vocabulary, pronunciation, fluency, and confidence, although students also experienced distractions and difficulties in selecting appropriate learning materials.

The preference for short learning units can also be related to the concept of microlearning. Microlearning generally refers to learning through relatively small and focused units that allow learners to concentrate on specific information or skills. In the present study, participants' preference for concise videos suggests that short-form content may make speaking practice easier to incorporate into everyday routines. However, the short duration should not be interpreted as sufficient for learning all aspects of speaking. Complex skills still require extended practice, interaction, and feedback.

2) Personalized Content Recommendations

Participants also highlighted TikTok's recommendation system as an important feature that supported their learning activities. They explained that the platform continuously suggested English-learning content based on their viewing behavior and interests. This made it easier for them to discover new speaking materials without repeatedly searching for them. As a result, participants were exposed to English-speaking content more consistently and were encouraged to engage with learning materials more frequently.

Participant 2 stated:

“TikTok’s algorithm is very personal. Once I search for English speaking, similar videos keep appearing without me searching for them again.”

A similar experience was shared by Participant 3, who explained that *“after watching several English-learning videos, my For You Page started showing more content related to pronunciation and speaking practice.”* This continuous exposure allowed participants to encounter learning materials regularly as part of their daily social media use.

These findings suggest that TikTok's personalized recommendation system contributed to participants' repeated exposure to English-speaking materials. Recent research supports this observation. Rowiyah et al. (2025) found that EFL students perceived TikTok as providing opportunities for self-directed learning through accessible and authentic content. However, they also reported difficulties with distraction, self-discipline, and irrelevant content.

This finding is particularly relevant to the concept of informal learning, because participants did not necessarily access TikTok through a structured learning program. Instead, English-learning opportunities emerged as part of their everyday social-media use. The platform therefore functioned as an additional environment where learners could encounter English outside formal classroom instruction.

3) Visually Attractive Content

Another factor that encouraged participants to use TikTok was the visual presentation of its content. Participants explained that various visual features, such as captions, highlighted keywords, animations, and video transitions, made learning materials easier to understand and more enjoyable to watch. The combination of audio and visual elements helped participants maintain their attention and process information more effectively.

Participant 5 mentioned that *“the colorful texts and video transitions help me understand information faster than reading books.”* Likewise, Participant 4 explained that videos containing subtitles and visual examples made it easier to follow pronunciation and speaking explanations.

These findings suggest that TikTok's multimodal format supported participants' attention and understanding. This is particularly relevant to speaking learning because learners can simultaneously observe what speakers say and how they say it. For pronunciation and speaking practice, learners can observe mouth movements, facial expressions, gestures, intonation, and other aspects of spoken communication.

Recent research has similarly emphasized the potential of TikTok as a multimodal speaking-learning environment. Hankla (2024) found that students using TikTok for English-speaking development perceived the platform as providing useful experiences and opportunities, although they also encountered difficulties.

b. Preferred English-Speaking Learning Content

1) Pronunciation and Speaking Practice Content

Several participants reported that they frequently watched content related to pronunciation and speaking practice. They believed that this type of content helped them improve pronunciation accuracy, speaking fluency, and articulation through repetition and imitation. Participants explained that observing how creators pronounced words and expressions allowed them to practice speaking more actively and become more aware of their own pronunciation.

Participant 1 stated:

“I really enjoy Shadowing and Pronunciation Drills. Content that forces me to repeat words one by one is very effective because I can observe the creator’s mouth movements closely.”

A similar preference was expressed by Participant 4, who mentioned that *“roleplay-based speaking videos helped them improve their speaking performance and prepare for future communication needs.”* In addition, Participant 1 explained that *“they often repeated videos several times until they felt more comfortable producing the target sounds.”*

These responses indicate that participants did not simply consume pronunciation content; they transformed the videos into opportunities for active oral practice. This is consistent with recent research showing that TikTok can support pronunciation and speaking practice when learners actively engage with the content rather than simply watching it. Hidayah

(2024), for example, found that EFL students using TikTok for pronunciation self-regulated learning employed strategies involving independent planning, monitoring, and problem-solving.

2) Authentic Conversation Content

Participants also showed a strong interest in content that reflected authentic English conversations and everyday language use. They explained that this type of content exposed them to expressions commonly used in real communication rather than the formal language typically found in textbooks. Through these videos, participants learned how English is naturally spoken in different situations and became more familiar with conversational expressions.

Participant 2 explained:

“I focus on Daily Conversation and Slang. I want to sound like a native speaker who uses casual expressions, not like a robot reading a textbook.”

Similarly, Participant 3 stated that:

“I like Stitch content that invites viewers to have a dialogue. The creator says one sentence, then there is a text for me to answer. It really helps me simulate conversations.”

These findings demonstrate that participants valued English content that provided contextualized language input. Rather than learning isolated vocabulary items, they preferred expressions presented within communicative situations.

This can be connected to the concept of communicative competence, in which successful language use involves not only knowledge of linguistic forms but also the ability to use language appropriately in communicative contexts. In the present study, participants' preference for daily conversations, slang, roleplays, and dialogue-based content demonstrates their desire to move beyond grammatical knowledge toward practical communication.

Recent TikTok research also supports this pattern. Susanto and Suparmi (2024) found that students used TikTok for multiple aspects of English learning, including speaking, vocabulary, pronunciation, and grammar, while also noting concerns regarding accuracy and variation in content quality.

3) Communication-Oriented Learning Content

Another type of content preferred by participants focused on practical communication skills. Participants reported watching videos related to roleplays, idioms, common speaking mistakes, and advanced speaking expressions. They believed that such content helped them communicate more effectively by showing how English can be used appropriately in different contexts.

Participant 4 explained:

“I enjoy Roleplay and Idioms because I want to improve my speaking skills for future job interviews.”

Likewise, Participant 5 stated:

“I like videos about Common Mistakes in Speaking and content that shows the transition from basic to advanced expressions.”

c. Active Participation in Speaking Learning Activities

1) Speaking Practice Through Repetition and Imitation

One of the most common learning activities reported by participants was repeating and imitating the language used by content creators. Participants explained that they often practiced speaking by following pronunciation drills, shadowing exercises, and other speaking-focused videos. Through repetition, they were able to improve their pronunciation, fluency, and familiarity with spoken English.

Participant 1 stated:

“I never just watch silently. I always practice it out loud. If the creator says ‘Say it with me,’ I will pronounce it loudly, and sometimes I repeat one video many times until my tongue feels more flexible.”

Similarly, Participant 5 explained that *“I often write down unique sentences from TikTok and read them again while imitating the creators’ expressive speaking styles.”*

These findings indicate that repetition and imitation were important strategies used by participants to actively practice speaking and improve their oral production.

2) Self-Monitoring and Self-Evaluation Activities

The participants also reported evaluating their own speaking performance after practicing with TikTok content. They used different

strategies to monitor their progress, such as recording their voices and comparing them with the original videos. These activities allowed participants to identify differences in pronunciation, intonation, and speaking style.

Participant 2 explained:

“I save videos in a special folder called ‘Speaking Lab’. After watching them, I record my own voice using voice notes and compare it with the creator’s voice.”

Likewise, Participant 4 stated:

“I often make duet videos but keep them in drafts. I use them to see the differences between the creator’s facial expressions and my own when speaking.”

These behavior demonstrates elements of self-regulated learning. Learners independently set learning activities, monitor their performance, compare their performance with a model, and identify areas requiring improvement.

This interpretation is supported by Hidayah (2024), whose qualitative study found that EFL learners using TikTok for pronunciation learning employed self-regulated strategies such as planning, monitoring, and solving learning difficulties.

3) Interactive and Independent Speaking Practice

Participants also engaged in speaking activities that encouraged interaction and independent practice. Some participants practiced by

responding to dialogue prompts provided in videos, while others preferred practicing independently after watching content several times. These activities enabled participants to apply what they had learned and develop greater confidence in speaking English.

Participant 3 stated:

“I like Stitch content that invites viewers to have a dialogue. The creator says one sentence, then there is a text for me to answer. It really helps me simulate conversations.”

The same participant further explained that *“I usually watch the videos several times first, and when I am alone in my room, I practice speaking out loud.”*

These findings indicate that participants actively created opportunities to practice speaking, either through simulated interactions or independent speaking activities outside the platform.

d) The Perceived Development of Their Speaking Abilities

The interview data revealed that participants perceived several improvements in their speaking skills after regularly engaging with English-learning content on TikTok. These improvements were reflected not only in their linguistic abilities, such as pronunciation, fluency, and vocabulary, but also in their confidence and overall communication performance. Participants believed that the combination of frequent exposure to spoken English and active practice contributed to their speaking development.

1) Improvement in Language Performance

participants reported improvements in various aspects of their language performance, including pronunciation, fluency, vocabulary knowledge, and speaking spontaneity. They explained that repeated exposure to English-speaking content helped them become more familiar with pronunciation patterns, commonly used expressions, and natural ways of speaking.

Participant 1 stated:

“The most significant change is fluency and reduced accent. I do not feel as stiff anymore when pronouncing words containing th-sounds or R-controlled vowels because I practice frequently through TikTok.”

Similarly, Participant 2 explained that *“my vocabulary has become richer and more contextual. I now know when to use certain expressions in informal situations that I never learned at school.”* Participant 4 also reported increased spontaneity in speaking, explaining that *“I can respond to English questions more quickly without translating them into Indonesian first.”*

These responses indicate that TikTok provided participants with opportunities to strengthen different aspects of their speaking performance through continuous exposure and practice.

2) Increased Confidence and Communication Skills

In addition to linguistic improvements, participants also perceived positive changes in their confidence and communication abilities. They

explained that TikTok created a comfortable learning environment where they could practice without fear of making mistakes. This experience encouraged them to speak more confidently and pay greater attention to how messages are delivered during communication.

Participant 3 stated:

“Confidence is the biggest change. I used to be very afraid of speaking English because I felt my accent was too strong. After seeing many people on TikTok who were also learning English, I became more confident.”

Likewise, Participant 5 explained that *“speaking English is not only about producing sounds but also about using intonation, facial expressions, and body language to help others understand the message.”*

These findings are consistent with Jannah and Rizal (2024), who reported that students perceived improvements in vocabulary, pronunciation, fluency, and confidence when using TikTok for speaking development.

However, the wording “perceived improvement” is important. Because this study used semi-structured interviews, the findings represent participants’ own perceptions and experiences rather than objective pre-test and post-test measurements. Therefore, the researcher should avoid stating that TikTok *proved* or *caused* improvement. A more academically appropriate statement is that participants perceived that their speaking abilities improved through their engagement with TikTok.

2. Challenges Encountered by EFL Students in Using TikTok as an Informal Learning Resource

a. Difficulties in Maintaining Learning Focus

One of the most frequently mentioned challenges was maintaining focus while using TikTok for learning purposes. Participants explained that although they initially accessed the platform to watch English-learning content, they were often distracted by entertaining videos that appeared on their feeds. The endless stream of content sometimes encouraged participants to spend more time watching entertainment videos than engaging with educational materials.

Participant 1 stated:

“When I open TikTok to learn English, after a few minutes I end up watching comedy videos or other entertaining content.”

Similarly, Participant 3 explained:

“The biggest challenge is staying focused because there are so many interesting videos that are not related to learning English.”

Participant 5 also admitted that *“I often fail to resist the temptation. My intention is to study for five minutes, but I end up watching funny videos for thirty minutes.”*

This finding is strongly supported by Jannah and Rizal (2024), who identified distraction from non-educational content as one of the challenges students experienced when using TikTok for speaking development.

More recently, Rowiyah et al. (2025) also found that EFL learners experienced difficulty controlling their learning discipline and were frequently distracted by irrelevant content when using TikTok for self-directed learning.

Therefore, TikTok's personalized recommendation system can have a dual role: it can increase exposure to relevant English content, but it can also expose learners to entertainment that competes with their learning goals.

b. Limited Feedback and Information Verification

The interview data also revealed challenges related to evaluating speaking performance and ensuring the accuracy of learning materials. Participants explained that they often practiced independently without receiving direct feedback, while some also expressed concerns about the reliability of information provided by content creators.

1) Lack of Corrective Feedback

Several participants reported that the absence of corrective feedback made it difficult to determine whether their pronunciation, intonation, or speaking performance was accurate. Since learning activities were conducted independently, participants often lacked opportunities to receive immediate corrections from teachers or proficient speakers.

Participant 2 stated:

“Sometimes I am not sure whether my pronunciation is correct because there is no one to give feedback.”

Similarly, Participant 3 explained that *“sometimes I want to know whether my intonation sounds natural or still too stiff, but there is no one who can correct it instantly.”* Participant 4 also reported that *“without direct feedback, it is difficult to know whether my speaking is already good enough or not.”*

These responses show that TikTok provides opportunities for practice, but practice does not automatically guarantee accurate development. Learners may repeat a pronunciation or grammatical form without knowing whether it is correct.

This is why TikTok should be positioned as a supplementary learning resource rather than a replacement for teachers. Recent research by Amsiyah et al. (2026) specifically examined EFL students’ speaking difficulties through peer-feedback comments on TikTok videos and demonstrates the potential value of feedback mechanisms within TikTok-based speaking activities.

2) Platform-Related Limitations

In addition to distractions and feedback-related challenges, participants identified several limitations associated with TikTok as a learning platform. These limitations included the restricted depth of explanations in short videos and technical issues related to algorithms and platform performance.

Participants reported several technical and algorithm-related issues that occasionally disrupted their learning experience. These included

inconsistent content recommendations, internet connectivity problems, excessive data consumption, distracting background audio, and exposure to content that was not relevant to their learning goals.

Participant 2 stated:

“Sometimes educational videos stop appearing on my For You Page even though I usually watch English-learning content.”

Participant 1 similarly explained that educational content was sometimes replaced by entertainment videos on their feed despite their efforts to maintain a learning-focused algorithm. In addition, Participant 2 reported experiencing internet and synchronization issues, while Participant 4 mentioned that background music sometimes made pronunciation explanations difficult to hear clearly.

These findings demonstrate that the effectiveness of TikTok-based learning does not depend exclusively on learners' motivation. It is also influenced by technological and platform-related conditions.

Recent research supports this finding. Meinawati et al. (2025) reported both advantages and challenges in TikTok-based English-speaking learning, emphasizing that the platform's benefits need to be considered alongside its limitations.

B. Discussion

1. The Experiences of EFL Students in Developing Speaking Skills Through TikTok

The findings of this study indicate that TikTok provided participants

with a positive and flexible learning experience in developing their English-speaking skills. Based on the interview data, participants used TikTok not only for entertainment but also as an informal learning resource through which they could access English-speaking materials, observe language use, imitate speakers, and practice speaking independently. Three main characteristics of TikTok appeared to influence participants' learning experiences: the short-video format, personalized content recommendations, and visually engaging content. These features made English-learning materials relatively easy to access and allowed participants to incorporate speaking practice into their everyday activities.

a. Short and Concise Videos as a Form of Microlearning

One of the most frequently mentioned reasons for using TikTok was its short and concise video format. Participants explained that they preferred short videos because they could obtain specific information without spending a long time watching a complete lesson. This was particularly useful for participants who had other academic responsibilities and preferred learning activities that could be completed within a short period. The findings therefore suggest that the duration of TikTok videos influenced not only participants' preferences but also the way they organized their informal learning activities.

This finding can be related to Hug's (2005) concept of microlearning, which emphasizes learning through relatively small and

focused learning units. In the context of this study, TikTok videos functioned as small learning units that focused on particular aspects of speaking, such as pronunciation, vocabulary, expressions, or conversational patterns. Instead of learning speaking through one lengthy lesson, participants could learn one particular expression or pronunciation feature at a time and then repeat or practice it according to their individual needs.

The participants' experiences indicate that the short-video format may make English learning feel less demanding. A participant could watch a pronunciation explanation, repeat the target word several times, and then move to another video without having to complete a long lesson. This flexibility may encourage learners to engage with English more frequently because the learning activity does not require a large amount of time.

Recent research supports this finding. Jannah and Rizal (2024) found that EFL students perceived TikTok as a useful supplementary resource for speaking development because of its engaging and accessible content. Their participants reported improvements in vocabulary, pronunciation, fluency, and confidence, while also describing TikTok as a platform that could complement conventional learning. Similarly, Widagsa and Fokatea (2024) found that EFL learners using TikTok reported improvements in pronunciation, fluency, and comprehension and showed increased motivation and interest because of the platform's

interactive and entertaining characteristics.

However, the findings also suggest that the short-video format should not be understood as sufficient for developing all aspects of speaking ability. Although short videos are useful for introducing specific expressions or pronunciation features, complex speaking abilities require learners to produce longer utterances, organize ideas, maintain interaction, and receive feedback. Therefore, TikTok's short format is more appropriately understood as a supporting mechanism for focused and repeated practice, rather than a complete replacement for structured speaking instruction.

This interpretation is important because speaking is a complex productive skill that requires the integration of several components, including vocabulary, grammar, pronunciation, fluency, and the ability to construct meaning in real time. Therefore, short TikTok videos may provide useful learning opportunities, but learners still need additional activities to develop more comprehensive speaking competence.

b. Personalized Content Recommendations and Continuous Exposure

Another important finding was the role of TikTok's personalized recommendation system. Participants explained that after repeatedly watching English-learning videos, their For You Page (FYP) increasingly displayed similar content. Consequently, participants did not always need to search manually for English-learning materials

because relevant videos appeared automatically in their feeds.

This finding is significant because it shows how the platform's algorithm can influence learners' access to English input. When participants interacted repeatedly with English content, they encountered additional English videos, pronunciation materials, daily conversations, and speaking activities. This repeated exposure provided participants with opportunities to encounter similar expressions and pronunciation patterns more than once.

From a language-learning perspective, repeated exposure is important because learners may require multiple encounters with linguistic forms before they become familiar with them. In this study, repeated exposure appeared to encourage participants to move from simply recognizing language to actively practicing it. For example, participants could encounter an expression in one video, hear it again in another video, and eventually attempt to use or imitate it themselves.

The finding is supported by Susanto and Suparmi (2024), who found that EFL students used TikTok for various aspects of English learning, including speaking, vocabulary, pronunciation, grammar, and other language skills. Their qualitative findings also showed that students appreciated TikTok as a source of accessible learning materials, although they remained concerned about content accuracy and variations in content quality.

The personalized recommendation system therefore has a dual

function in language learning. On the positive side, it can increase learners' exposure to relevant English content. On the other hand, because the platform continuously recommends new content, learners may also encounter entertainment content that distracts them from their learning goals. Therefore, the usefulness of personalization depends partly on learners' ability to regulate their own use of the platform.

This finding also supports the idea that TikTok can function as an informal learning environment. Participants were not necessarily accessing TikTok because a teacher instructed them to do so. Instead, English-learning opportunities became integrated into their everyday social-media activities. Learning therefore occurred beyond the formal classroom and was influenced by learners' personal interests and online behavior.

c. Visually Engaging and Multimodal Content

The findings further revealed that participants valued the visual characteristics of TikTok content. Subtitles, highlighted words, facial expressions, gestures, demonstrations, and other visual elements helped participants understand and remember the English being presented.

This feature is particularly relevant to speaking and pronunciation learning because spoken communication is not only auditory. Learners can also obtain useful information from visual cues, such as the speaker's mouth movement, facial expression, gestures, and body language. Participants' descriptions indicate that these visual features

helped them observe how English was produced rather than merely listening to it.

For example, when learning pronunciation, participants could observe how a creator articulated particular sounds and then imitate the creator's mouth movement. Similarly, when learning conversational expressions, participants could observe facial expressions and intonation patterns that accompanied particular utterances.

Recent research provides similar evidence. Setiawan et al. (2024) reported that students perceived TikTok as useful for learning pronunciation and intonation, expanding vocabulary, increasing confidence, and becoming familiar with different English accents. In addition, Fatimah et al. found that TikTok videos could provide authentic and spontaneous examples of English speaking that learners could use as supplementary speaking models.

Therefore, the findings suggest that TikTok's value does not come only from the information contained in the videos but also from the multimodal way in which the information is presented. The combination of sound, visual information, captions, and demonstrations can provide learners with multiple sources of input simultaneously.

d. Preference for Pronunciation, Shadowing, Daily Conversation, and Roleplay

The findings revealed that participants preferred speaking content that could be directly practiced. The most frequently mentioned

materials included pronunciation drills, shadowing, daily conversations, slang expressions, roleplays, and communication-oriented videos.

This preference demonstrates that participants were more interested in practical and contextualized language use than in learning speaking solely through theoretical explanations. They wanted to learn English that could be used in everyday communication. Pronunciation videos helped them improve the production of sounds, shadowing allowed them to imitate rhythm and intonation, daily conversation videos introduced common expressions, and roleplays provided opportunities to simulate real communication.

The preference for such materials was also supported by recent research on TikTok and EFL speaking development. Sari et al. (2024) found that EFL students used English conversation content on TikTok to improve their speaking skills, particularly through exposure to practical and engaging language use. The study showed that most participants perceived TikTok content as helpful for developing their speaking abilities. However, the researchers also identified challenges, such as distraction from entertainment content and the need for more visually appealing learning materials. These findings suggest that TikTok can provide learners with opportunities to encounter and practice English in meaningful and authentic communicative contexts.

The participants' interest in slang and daily conversations particularly demonstrates this point. They were not simply interested in

whether an expression was grammatically correct; they also wanted to know whether the expression sounded natural and when it could appropriately be used.

This finding is supported by Susanto and Suparmi (2024), who found that students used TikTok to learn vocabulary, pronunciation, grammar, speaking, and other language components and valued its contextual learning potential. More recently, research on TikTok exposure among Indonesian learners has also linked exposure to the platform with informal vocabulary and slang/pragmatic comprehension, highlighting the role of TikTok in learners' exposure to informal English.

Therefore, TikTok may provide an important bridge between classroom English and everyday English. Classroom instruction often provides structured language knowledge, while TikTok exposes learners to informal expressions, conversational patterns, accents, and spontaneous speech. For EFL learners who have limited opportunities to interact with English speakers in their immediate environment, such exposure may be particularly valuable.

e. Active Speaking Practice Through Repetition and Imitation

An important finding of this study is that participants did not merely watch English-learning videos. They actively transformed the content into speaking practice through repetition, imitation, shadowing, and

speaking aloud.

This finding is important because passive exposure alone may not provide sufficient opportunities for developing a productive skill such as speaking. The participants demonstrated an awareness that they needed to produce the language themselves after watching the videos.

This behavior can be explained through the application of Social Cognitive Theory, particularly the processes of observation, modeling, and imitation. In this study, TikTok creators functioned as models from whom participants learned through observation. Participants observed how creators pronounced words, organized sentences, used expressions, and produced particular intonation patterns. They then attempted to reproduce these language behaviors through repeated practice. This observation–imitation process is consistent with the findings of Ilmiani et al. (2021), who demonstrated that speaking skills can be developed through a learning process involving observation, remembering, imitation, and subsequent practice. Similarly, Alshobramy (2019) found that the application of Social Learning Theory could support EFL students' English speaking development, particularly in improving fluency and confidence. More recent research also emphasizes that observing models and engaging in repeated practice can support learners' development of speaking performance and self-efficacy in technology-mediated learning environments.

The learning process can therefore be described as:

*Observation → Imitation → Repetition → Production → Self-
evaluation*

This process demonstrates that TikTok can function as more than a source of input. When learners actively imitate and reproduce the language, the platform can become a space for language production practice.

Recent research provides similar findings. Rakhmanina et al. (2025) found that TikTok-integrated speaking activities encouraged iterative speaking practice, peer rehearsal, reflection, and reduced speaking anxiety among tertiary EFL students. Likewise, Habibillah and Martriwati (2025) found that students perceived TikTok as a relaxed platform that supported vocabulary, pronunciation, and confidence in speaking.

Thus, the findings of the present study indicate that the educational value of TikTok depends partly on how learners use the content. Watching a video passively may provide exposure, but repeating, shadowing, recording, and practicing transform exposure into active learning.

f. Self-Recording and Self-Evaluation

Participants also reported recording their own voices or creating TikTok videos that were kept privately as drafts. They used these recordings to compare their own pronunciation, intonation, facial expressions, and speaking performance with those of the original

creators.

This behavior demonstrates elements of self-regulated learning. Instead of relying entirely on teachers, participants independently planned their practice, monitored their performance, and evaluated areas they needed to improve.

The process can be understood as:

Set a learning goal → select TikTok content → practice → record → compare → identify weaknesses → repeat

This is significant because informal digital learning requires learners to take greater responsibility for their own learning process. The platform provides materials, but the learner decides how those materials will be used.

Hidayah (2024), for example, found that EFL learners using TikTok for pronunciation learning demonstrated self-regulated learning strategies involving planning, monitoring, and problem-solving. This supports the interpretation that TikTok can facilitate learner autonomy when students actively manage their learning activities.

Therefore, participants' self-recording practices suggest that TikTok can support not only speaking practice but also metacognitive awareness, because learners become more conscious of how they speak and what aspects of their performance require improvement.

g. Perceived Improvements in Speaking Skills

Participants reported perceived improvements in several areas,

including pronunciation, fluency, vocabulary, confidence, spontaneity, and communication skills. These perceived improvements are important because they show that participants did not evaluate TikTok only in terms of entertainment; they recognized specific changes in their English-speaking abilities.

For pronunciation, participants reported becoming more familiar with difficult sounds through repeated imitation. For fluency, participants described becoming less hesitant and more comfortable producing English. For vocabulary, participants reported learning expressions that they had not encountered in formal classroom instruction. Some participants also stated that they could respond to English questions more quickly without translating every sentence into Indonesian.

These findings are consistent with Jannah and Rizal (2024), whose participants reported improvements in vocabulary, pronunciation, fluency, and confidence after using TikTok as a supplementary learning resource. Similarly, Widagsa and Fokatea (2024) reported perceived improvements in pronunciation, fluency, comprehension, motivation, and interest among EFL learners using TikTok.

However, it is important to emphasize that the improvements identified in this study are perceived improvements based on participants' self-reports. Because the study did not employ pre-tests, post-tests, or objective speaking assessments, the findings cannot

establish that TikTok directly caused the improvement. Instead, the findings indicate that participants perceived TikTok-based practice as contributing to their development.

This distinction is important for maintaining academic accuracy in qualitative research.

h. TikTok as a Relatively Comfortable Environment for Speaking Practice

Participants also described TikTok as a relatively comfortable environment for practicing English. They could repeat videos privately, record themselves without immediately publishing the recording, and practice without the pressure of speaking directly in front of classmates.

This finding can be related to Krashen's (1982) Affective Filter Hypothesis, which suggests that affective variables such as anxiety, motivation, and confidence can influence language learning. When learners experience lower anxiety and feel more comfortable, they may become more willing to engage with language input and participate in learning activities.

In the present study, TikTok appeared to provide participants with opportunities to practice at their own pace. They could repeat a difficult expression several times, pause a video, replay it, and record themselves privately. These characteristics may have contributed to participants' perception that speaking practice through TikTok was less intimidating than some formal speaking situations.

This finding is also consistent with recent research. Rakhmanina et al. (2025) found that TikTok-integrated speaking activities could create an engaging and relatively low-anxiety learning environment, while reflection helped learners recognize their communicative abilities.

However, this finding should be interpreted carefully. The present study does not demonstrate that TikTok automatically reduces speaking anxiety for all EFL learners. Rather, the five participants in this study perceived TikTok as a relatively comfortable environment for independent speaking practice.

2. The Challenges Experienced by EFL Students When Using TikTok as an Informal Learning Resource

Although the findings indicate that TikTok provided various benefits, participants also experienced several challenges. The major challenges identified in this study were difficulty maintaining learning focus, limited corrective feedback, and platform-related limitations. These challenges demonstrate that TikTok should not be viewed as an entirely positive learning environment. Instead, its effectiveness depends on how learners use the platform and how TikTok-based learning is combined with other learning resources.

a. Difficulty Maintaining Learning Focus

The most prominent challenge reported by participants was distraction. Participants explained that they sometimes opened TikTok with the intention of learning English but eventually watched

entertainment, comedy, or unrelated content.

This finding demonstrates a contradiction within TikTok's learning environment. The same platform that provides learners with easy access to English-learning materials also provides a continuous supply of entertainment. Consequently, learners may shift from intentional learning to unintentional entertainment consumption.

The endless-stream nature of short-video platforms may make this problem particularly significant. Unlike a textbook, where the learner generally follows a predetermined sequence, TikTok continuously presents new videos. Therefore, learners must actively control their attention and decide whether the next video contributes to their learning objective.

This finding is consistent with Jannah and Rizal (2024), who identified distraction from non-educational content as one of the challenges encountered by EFL students using TikTok. Recent research has similarly reported that students may appreciate TikTok's accessibility and entertainment value while simultaneously experiencing difficulty maintaining discipline and avoiding irrelevant content.

Therefore, the findings indicate that learner self-regulation is an important condition for successful informal learning through TikTok. Students need to establish clear learning goals, save useful videos, follow reliable educational creators, and control the amount of time

spent on unrelated content.

b. Lack of Immediate Corrective Feedback

Another important challenge was the lack of immediate and structured feedback. Participants could imitate creators and record themselves, but they were not always able to determine whether their pronunciation, grammar, intonation, or fluency was accurate.

This limitation is particularly important in speaking development because learners may unknowingly reproduce incorrect forms. If learners imitate an inaccurate pronunciation repeatedly without receiving correction, the error may become habitual.

Susanto and Suparmi (2024) similarly identified concerns about accuracy and variation in content quality among students using TikTok for English learning. This suggests that TikTok provides extensive exposure but does not automatically guarantee that all of the language learners encounter is accurate or pedagogically appropriate.

The findings therefore suggest that TikTok should be positioned as a supplementary learning resource rather than a substitute for teachers or structured speaking instruction. TikTok is particularly useful for exposure, modeling, repetition, and independent practice, whereas teachers and proficient peers can provide corrective feedback, clarification, and individualized guidance.

c. Limited Depth of Explanation

Participants also reported that the short duration of TikTok videos

could become a limitation when they needed more detailed explanations. While short videos were useful for simple pronunciation tips, vocabulary, or expressions, they were less suitable for complex language topics that required examples, explanations, and extended practice.

This finding demonstrates that the same feature that makes TikTok attractive—brevity—can also limit its educational depth.

For example, a short video may explain one grammatical expression, but learners may still need to understand exceptions, contextual differences, and how the expression functions in longer conversations. Similarly, a pronunciation video may demonstrate a sound but may not provide enough individualized practice to determine whether a learner has produced the sound correctly.

Thus, TikTok is particularly appropriate for focused microlearning, but it should be supplemented with longer instructional materials when learners need deeper explanations.

d. Algorithmic and Technical Limitations

Participants also reported occasional problems related to the recommendation system, internet connectivity, data consumption, and the availability of relevant English-learning materials.

The algorithmic issue is particularly interesting because the FYP was also identified as one of TikTok's strengths. This demonstrates that the algorithm has a dual role. When it recommends relevant English

content, it supports continuous exposure. However, when relevant content becomes less frequent, learners may have difficulty maintaining access to materials related to their learning objectives.

Therefore, participants' experiences suggest that learners cannot completely depend on the FYP to provide appropriate learning materials. They may need to actively search for educational creators, save useful videos, and organize their learning resources.

e. Content Credibility and Accuracy

Although content credibility was not one of the most dominant challenges in the interviews, it remains an important issue in interpreting the findings. TikTok is a user-generated platform, meaning that educational content may be created by individuals with different levels of English proficiency and pedagogical knowledge.

Susanto and Suparmi (2024) found that students appreciated TikTok as a source of English learning but also identified concerns related to content accuracy and variations in quality. Jannah and Rizal (2024) similarly reported that students encountered difficulties in finding appropriate and high-quality educational content.

Therefore, students need to develop digital and language-learning literacy when using TikTok. They should not automatically accept every pronunciation explanation, grammatical rule, or vocabulary definition presented in a video. Comparing information with dictionaries, textbooks, teachers, or other reliable sources can help

reduce the risk of learning inaccurate language.

f. Psychological Challenges Were Not Dominant in the Present Study

Interestingly, not all challenges identified in previous literature emerged as dominant themes in this study. Previous research has frequently discussed speaking anxiety, fear of making mistakes, fear of negative evaluation, and lack of confidence as barriers to EFL speaking. However, these issues were not strongly emphasized by the five participants.

Instead, participants generally described TikTok as a relatively comfortable environment for practicing English. They could practice privately, repeat videos, record themselves, and decide whether to publish their videos. This finding differs somewhat from research that emphasizes anxiety as a major barrier to EFL speaking.

This difference should not be interpreted as a contradiction. Rather, it suggests that the learning context may influence how learners experience speaking anxiety. Formal classroom speaking may require immediate performance in front of teachers or classmates, whereas TikTok allows learners to practice repeatedly and privately before deciding whether to share their performance.

Recent research similarly indicates that TikTok-based speaking activities can create relatively engaging and low-anxiety learning conditions when learners are provided with opportunities for rehearsal

and reflection.

Therefore, the present study contributes an interesting finding: although psychological barriers are widely recognized in EFL speaking research, they were not the dominant challenges experienced by these participants when using TikTok. Instead, behavioral and platform-related challenges—particularly distraction, lack of feedback, and limitations of short-form content—were more prominent.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussion of this study, it can be concluded that TikTok has the potential to serve as a useful informal learning resource for EFL students in developing their English-speaking skills. The participants perceived TikTok as an accessible, flexible, and engaging platform because of its short-video format, personalized content recommendations, and visually attractive presentation. These characteristics allowed participants to access English-learning materials according to their individual interests and learning needs. The findings are consistent with previous research showing that EFL learners perceive TikTok as a useful supplementary resource for improving different aspects of English, particularly pronunciation, vocabulary, fluency, comprehension, and speaking confidence (Jannah & Rizal, 2024; Setiawan et al., 2024; Widagsa & Fokatea, 2024).

The findings further show that participants preferred English-learning content that could be directly applied to speaking practice. The content included pronunciation exercises, shadowing activities, daily conversations, slang and informal expressions, roleplays, and other communication-oriented materials. These types of content provided participants with examples of how English is used in everyday communication rather than only presenting English as a set of grammatical rules. This finding indicates that participants were interested in practical and contextualized language use. In this respect,

TikTok provided opportunities for participants to encounter authentic or semi-authentic spoken English and to become familiar with expressions, pronunciation patterns, intonation, and communication styles that may not always be emphasized in formal classroom activities. Similar findings have been reported in previous studies, which found that learners used TikTok to support pronunciation, vocabulary, speaking, and other aspects of English language learning (Susanto & Suparmi, 2024; Setiawan et al., 2024).

Another important conclusion is that participants were not merely passive consumers of English-learning content. They actively engaged in speaking-related activities, including repetition, imitation, shadowing, self-recording, self-evaluation, and simulated conversations. These activities enabled participants to transform the English input they received from TikTok into active speaking practice. The process of observing English speakers, imitating their pronunciation and expressions, repeating the language, and evaluating their own performance demonstrates the importance of active learner involvement in informal digital learning. This finding is consistent with view that learning can occur through observation and imitation. More recent research has also indicated that TikTok-based speaking activities can encourage repeated speaking practice, reflection, and learner engagement (Rakhmanina et al., 2025).

The participants also perceived improvements in several aspects of their speaking skills, particularly pronunciation, fluency, vocabulary, confidence, and communication ability. Repeated exposure to English-speaking content

gave participants opportunities to become familiar with English sounds, expressions, conversational patterns, and different ways of communicating. At the same time, their active practice through repetition, imitation, and self-recording appeared to increase their familiarity and comfort with speaking English. Similar perceived improvements have been reported by previous studies involving EFL learners who used TikTok for English learning (Jannah & Rizal, 2024; Widagsa & Fokatea, 2024). However, because the present study relied on semi-structured interviews, these improvements represent participants' perceptions and self-reported experiences rather than objectively measured gains in speaking performance. Therefore, the findings should not be interpreted as evidence that TikTok directly caused an improvement in speaking proficiency.

Despite these positive experiences, the study also identified several challenges experienced by participants when using TikTok as an informal learning resource. The most prominent challenge was maintaining learning focus. Participants sometimes intended to use TikTok for learning English but became distracted by entertainment and other non-educational content available on the platform. This finding demonstrates that TikTok has a dual role in informal learning: its large amount of accessible content can provide valuable learning opportunities, but the same platform can also distract learners from their learning objectives. Therefore, effective use of TikTok requires learners to have self-regulation and clear learning goals.

Another challenge was the lack of immediate and structured corrective feedback. Although participants could observe English speakers and practice independently, they did not always receive feedback regarding the accuracy of their pronunciation, grammar, fluency, or other aspects of speaking performance. This limitation is important because learners may continue repeating inaccurate language forms when they do not have access to teachers or proficient speakers who can provide correction. Concerns about the quality and credibility of some user-generated English-learning content were also identified. Previous research similarly suggests that although TikTok can provide useful language-learning materials, learners need to be selective and critical because the quality and accuracy of content may vary (Susanto & Suparmi, 2024).

The study also found that the short-video format, while considered one of TikTok's main advantages, could become a limitation when participants needed more detailed explanations. Short videos were useful for learning individual words, expressions, pronunciation features, or simple conversational patterns, but they were not always sufficient for understanding more complex language concepts. In addition, technical and algorithm-related issues sometimes affected participants' access to relevant educational materials. These findings indicate that the advantages and limitations of TikTok are closely connected. The same features that make TikTok accessible and engaging may also restrict the depth and structure of learning.

Overall, the findings indicate that TikTok can function effectively as a supplementary informal learning resource for EFL students' speaking development rather than as a replacement for formal English instruction. TikTok can provide accessible language input, speaking models, opportunities for repetition and imitation, and flexible spaces for independent practice. However, learners still require structured learning materials, teacher guidance, and corrective feedback to develop speaking skills comprehensively. Therefore, the most appropriate use of TikTok is to combine its informal learning opportunities with formal instruction and other reliable learning resources.

Finally, this study has several limitations that should be considered when interpreting the findings. First, the study involved only five EFL students from one university. Therefore, the findings reflect the experiences of these particular participants and cannot be generalized to all EFL students or other educational contexts. Second, the data were collected through semi-structured interviews, meaning that the findings were based primarily on participants' self-reported experiences and perceptions. The study did not include objective speaking assessments, classroom observations, or analysis of participants' actual TikTok activities. Future research could address these limitations by involving a larger and more diverse group of participants and by combining interviews with other forms of data collection. Such approaches could provide a more comprehensive understanding of how TikTok contributes to the development of EFL students' speaking skills.

B. Suggestions

Based on the findings of this study, EFL students are encouraged to use TikTok as a supplementary informal learning resource for developing their speaking skills. Students can make use of English-learning content to practice pronunciation, shadowing, vocabulary, daily expressions, and communication skills. However, students should use TikTok purposefully by selecting relevant and reliable content, verifying language information when necessary, and actively practicing rather than only watching videos. They should also manage their time and learning goals to avoid being distracted by entertainment content.

For English teachers and lecturers, TikTok can be used as a supplementary tool to provide authentic and engaging English-speaking materials. Teachers can use selected TikTok videos for activities such as pronunciation practice, shadowing, discussions, and roleplays. Nevertheless, TikTok should complement rather than replace formal instruction, as students still need structured explanations, interaction, and corrective feedback from teachers.

For future researchers, it is recommended that further studies involve a larger and more diverse number of participants to obtain broader perspectives. Future research may also combine interviews with speaking tests, observations, or students' learning journals to provide more comprehensive evidence of speaking development.

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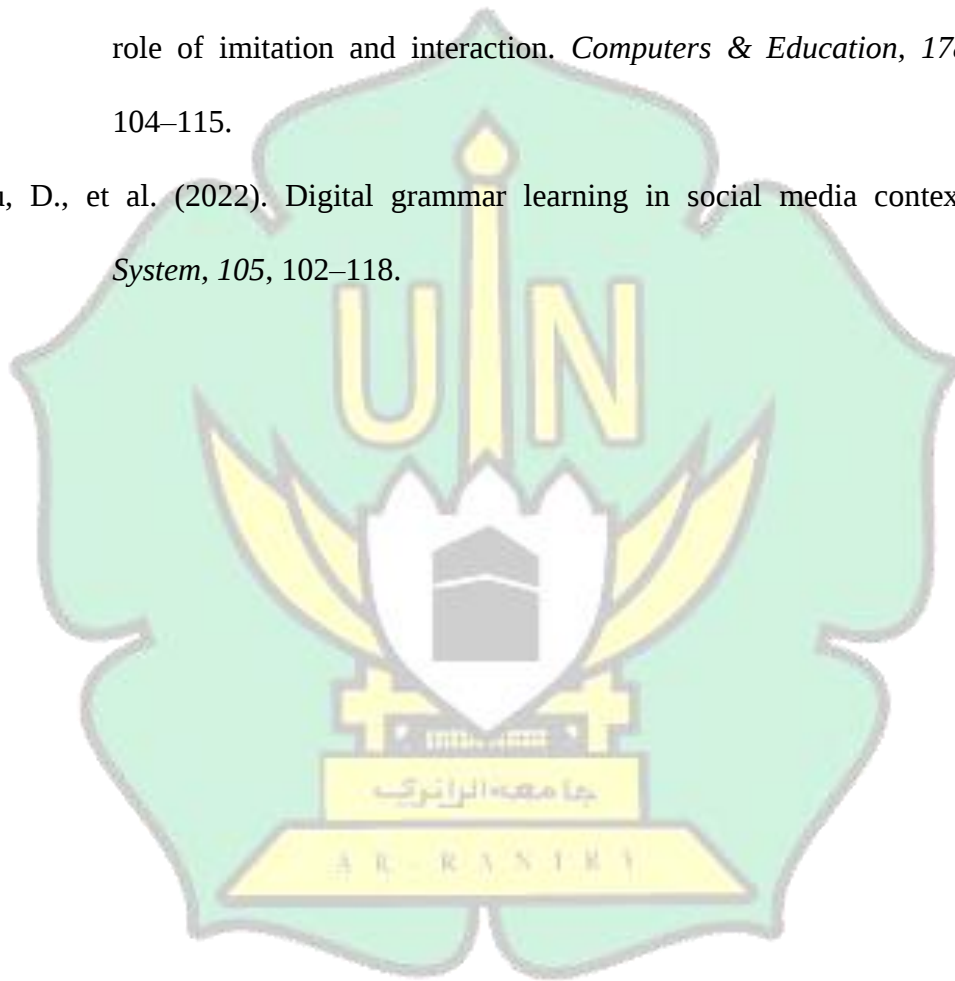
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Appendix 1 Interview questions

LIST OF INTERVIEW QUESTIONS

1. What motivated you to choose TikTok as a resource for learning speaking skills rather than other platforms such as YouTube or Instagram? How often do you use TikTok for this purpose?
2. What types of speaking-related content do you watch most frequently on TikTok?
3. How do you engage with this content? Do you only watch it, or do you also practice speaking by repeating or imitating the speech presented in the videos?
4. What changes have you noticed in your speaking abilities after regularly watching English-learning content on TikTok?
5. Does learning through TikTok make you feel more relaxed or more pressured compared to learning in a formal classroom setting? Why?
6. How do you deal with the temptation of non-educational or entertainment content when you intend to use TikTok for speaking practice?
7. Since TikTok is an open platform, have you ever felt uncertain about the accuracy of information, such as grammar rules or pronunciation, presented by content creators? If so, how do you verify the information?
8. As an informal learning resource, do you think the lack of direct interaction and immediate feedback is a challenge in improving your speaking skills? Why or why not?
9. Do you find the short duration of TikTok videos to be a limitation when learning more complex speaking-related materials? Why or why not?
10. Have you experienced any technical issues, such as internet connectivity problems or irrelevant algorithm recommendations, that interfere with your learning process? If so, please explain

Appendix 2 Interview Transcript

Participant 1: YM

1. Reasons for Choosing TikTok and Frequency of Use

I chose TikTok because of its micro-learning format. On YouTube, I often feel tired watching 10–20-minute videos just to learn one topic. On TikTok, the explanations are more concise and focused. I use TikTok every day, usually after waking up and before going to bed, for approximately one hour in total each day.

2. Types of Speaking Content

I particularly enjoy shadowing and pronunciation drill content. Videos that encourage me to repeat words one by one are very effective because I can clearly see the creator's mouth movements through close-up visuals.

3. Interaction with the Content

I never just watch the videos passively. I always practice the words aloud. When the creator says, "Say it with me," I repeat the words out loud. Sometimes, I repeat the same video several times until my pronunciation becomes more fluent and comfortable.

4. Changes in Speaking Ability

The most significant improvements I have experienced are in fluency and accent reduction. I no longer feel as stiff when pronouncing words containing the /θ/ sound or **r-controlled vowels** because I have practiced them frequently through TikTok.

5. Feeling While Learning through TikTok

Learning through TikTok feels much more relaxed. In formal classes, I am sometimes afraid of being judged by the lecturer or laughed at by my classmates if I make grammatical mistakes. On TikTok, I feel like I am learning independently, so I do not feel the same mental pressure.

6. Dealing with Non-Educational Content

Honestly, it is difficult to avoid distractions. I usually press the "**Not Interested**" button when entertainment content appears so that my algorithm continues to show English-learning content.

7. Verifying Information

If a pronunciation sounds unusual, I usually verify it using a digital dictionary application such as Merriam-Webster to listen to the official pronunciation audio.

8. Lack of Direct Feedback

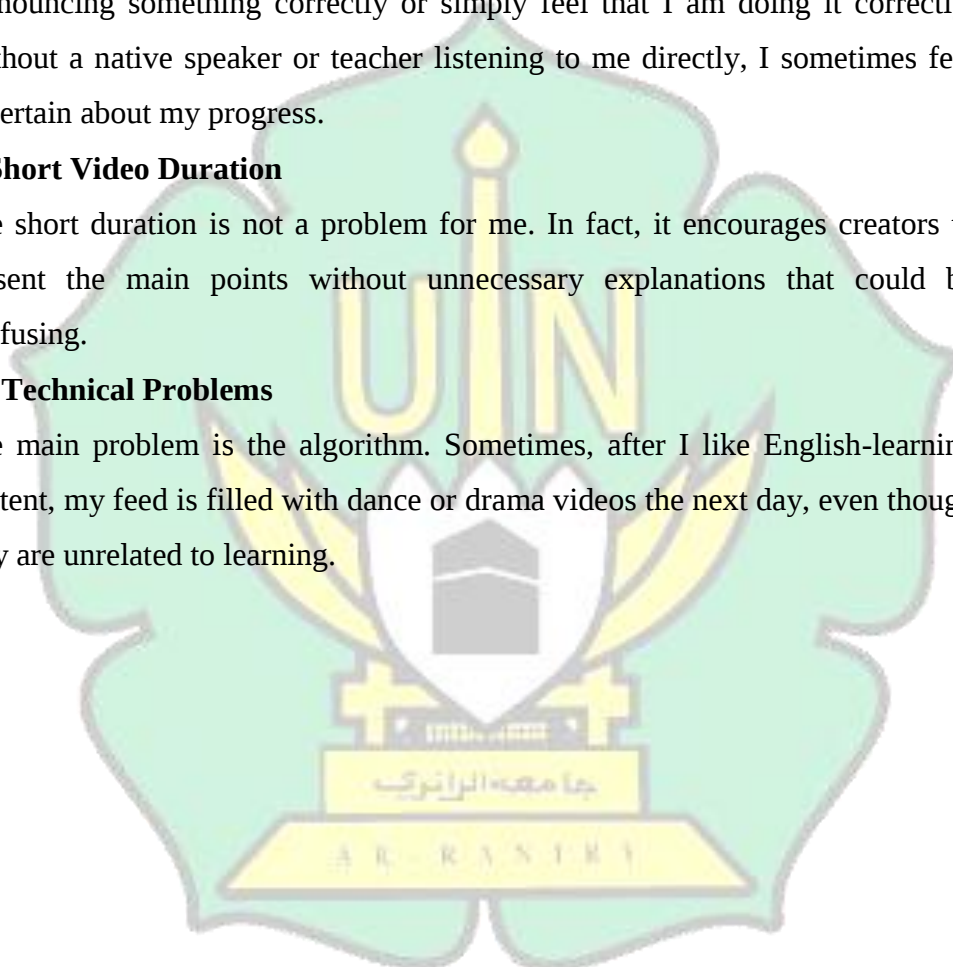
Yes, this is the biggest disadvantage. I do not know whether I am actually pronouncing something correctly or simply feel that I am doing it correctly. Without a native speaker or teacher listening to me directly, I sometimes feel uncertain about my progress.

9. Short Video Duration

The short duration is not a problem for me. In fact, it encourages creators to present the main points without unnecessary explanations that could be confusing.

10. Technical Problems

The main problem is the algorithm. Sometimes, after I like English-learning content, my feed is filled with dance or drama videos the next day, even though they are unrelated to learning.



AUTOBIOGRAPHY

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Appendix 3 Administration



**KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: 028 TAHUN 2026**

**TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA
DENGAN RAHMAT TUHAN YANG MAHA ESA**

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

- Menimbang** :
- bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;
 - bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;
 - bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
 - Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
 - Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
 - Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
 - Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
 - Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
 - Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

- Menetapkan** : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
- KESATU** : Menunjuk Saudari:
Fithriyah, S.Ag., M.Pd.
- Untuk membimbing Skripsi
- Nama : **Shinta Damayanti Tanjung**
NIM : **220203031**
Program Studi : **Pendidikan Bahasa Inggris**
Judul Skripsi : **Exploring EFL Students' Experiences in Developing Speaking Skills through TikTok Content**
- KEDUA** : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KETIGA** : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025;
- KEEMPAT** : Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
- KELIMA** : Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 6 Januari 2026
Dekan,


Saiful Muluk

Tembusan

- Sekjen Kementerian Agama RI di Jakarta;
- Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
- Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta;
- Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
- Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
- Yang bersangkutan;
- Arsip.

