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STUDENTS PERCEPTION ON TIKTOK AS A MEDIA FOR LEARNING ENGLISH SPEAKING SKILLS

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ABSTRACT

This study aims to analyze students' perceptions of TikTok as a medium for learning English speaking skills. This research employed a quantitative approach with a descriptive design. The data were collected through a questionnaire distributed to 100 students of UIN Sultan Maulana Hasanuddin Banten using a five-point Likert scale. The findings reveal that students generally have positive perceptions of TikTok in supporting their speaking development. TikTok is considered helpful in improving speaking comprehension, vocabulary acquisition, pronunciation, imitation, and intonation. Among these aspects, vocabulary acquisition and intonation received the highest mean scores, indicating that TikTok effectively exposes students to authentic language use and natural speech patterns. Additionally, students tend to use imitation as a strategy to enhance their speaking skills through repeated exposure to video content. However, some neutral responses suggest that not all students fully utilize TikTok as a learning tool, as it is often used for entertainment purposes. In conclusion, TikTok has strong potential as an alternative and engaging learning medium for improving English speaking skills. Therefore, educators are encouraged to integrate TikTok into language learning activities to support more interactive and autonomous learning experiences.

Keywords: *TikTok; English speaking skills; students' perception; vocabulary acquisition; pronunciation.*

INTRODUCTION

(Rivera-lozada et al., 2022) In the current era of globalization, the development of information and communication technology has brought significant transformations in various sectors of life, including education. The advancement of Web 2.0 technology and the massive use of mobile devices have opened new opportunities for the emergence of various social media applications that now play an important (Darwin, 1895) role in the language learning process. The integration of technology into language learning is no longer just an option, but has become a popular and effective method for educators worldwide to increase student engagement both inside and outside the classroom.(Elaish et al., 2017)

One of the most prominent technological phenomena in this millennial era is the TikTok application, a short-video sharing platform that allows users to create and distribute creative content in a vertical format. TikTok has achieved extraordinary popularity with billions of downloads worldwide, making it one of the most influential social media platforms today. Its ability to present information

visually and interactively in a short time makes TikTok not only used for entertainment purposes but also increasingly utilized as an innovative learning medium.(Bennett et al., 2012)

As a learning medium, TikTok offers high accessibility and a wide variety of content, ranging from grammar tips to pronunciation practice delivered by various content creators. The advantage of this platform lies in its ability to provide fresh and up-to-date learning materials, making it highly attractive to the younger generation or EFL (English as a Foreign Language) students. With features that support interaction and creativity, TikTok has the potential to be an effective self-directed learning tool that helps students explore English language knowledge in a more enjoyable and less boring way.(Bhumika et al., 2022)

In the context of mastering the English language, speaking skills are often considered one of the most challenging aspects for students. Many students face obstacles in terms of self-confidence, limited vocabulary, and a lack of opportunities to practice their speaking skills in real situations. The use of video media like TikTok provides visual and auditory stimulation that can help students improve their speaking fluency, pronunciation accuracy, and courage in expressing ideas using English. Furthermore, the utilization of TikTok as a learning medium has proven to have a positive impact on students' speaking activities and their ability to convey diverse vocabulary. Through interactive short videos, students can imitate pronunciation from native speakers or content creators, which gradually builds their confidence to communicate orally. Therefore, understanding students' perceptions of using TikTok is crucial for identifying the effectiveness, challenges, and the great potential of this application in supporting the improvement of English speaking skills in the digital age.(Abugohar et al., 2019)

Given the increasingly dominant role of TikTok in the daily lives of Generation Z, it is essential to delve deeper into how they perceive this application as a formal and informal educational instrument. Students' perception is a key indicator in determining the success of technology integration in the classroom; if students have a positive view, their learning motivation tends to increase naturally.(Fiallos et al., 2021) Conversely, identifying negative perceptions or obstacles felt by students such as unfiltered content or distractions will provide an objective picture for educators in designing safer and more structured learning strategies through social media.(Williams, 2012)

Ultimately, this research aims to analyze in depth students' perceptions of the effectiveness of TikTok as a media for honing English speaking skills. By understanding their point of view, it is expected that a correlation can be found between TikTok's creative features and the increase in students' self-confidence and independence in communicating. The results of this perception analysis are expected not only to be a theoretical reference but also a practical guide for teachers

to utilize digital trends wisely to achieve better speaking competence in the 21st-century learning era.(Elisa, 2023)

Research questions: 1). How do students perceive the use of TikTok as a supporting medium for learning to speak English? 2). Which TikTok features do students consider most effective for improving their pronunciation and fluency? 3). What are the main obstacles students experience when using TikTok as a resource for independent speaking skills learning?(Seferoglu & Cagiltay, 2012)

METHODS

This study employs a quantitative approach with a descriptive design to analyze students' perceptions of using TikTok as a media for learning English speaking skills. The quantitative approach was chosen because this study focuses on collecting numerical data obtained from questionnaires, which are then analyzed statistically. Meanwhile, a descriptive design is used to systematically and factually describe the phenomena observed specifically how students perceive TikTok's effectiveness based on the data obtained without manipulating the research variables. Through this design, the researcher aims to obtain a clear picture of whether students view TikTok as a helpful and engaging tool for improving their oral communication in English.(Azevedo, 2022)

Sample / Participants

The participants in this study were 100 students from various majors across UIN Sultan Maulana Hasanuddin Banten. Participants were selected using convenience sampling, which is based on the researcher's ease of access to respondents relevant to the study. This mix of students from different departments was chosen to provide a broader perspective on how TikTok is utilized as a learning tool outside of a specific English-only curriculum. The selected students were those who use the TikTok application and have experience using its content to support their English speaking practice. Participation was voluntary, and all respondents were provided with an explanation of the study's objectives before completing the questionnaire.(Ghanad, 2023)

Instrument(s)

The instrument used in this study was a questionnaire designed to collect data on students' perceptions of TikTok in three main areas: perceived usefulness, ease of use, and its impact on speaking confidence. The questionnaire consisted of several items measured using a five-point Likert scale: Strongly Disagree (1),

Disagree (2), Neutral (3), Agree (4), and Strongly Agree (5). The instrument was created as a Google Form to allow respondents to easily access it online. Before being used in the study, the instrument's validity and reliability were tested to ensure that the statements were suitable for collecting accurate research data from a diverse group of students.(Taherdoost, 2019)

Data Collection Procedure

The data collection procedure in this study was carried out systematically in several stages. First, the researcher developed a research instrument in the form of a questionnaire containing statements specifically related to the use of TikTok for English speaking practice. Next, the questionnaire was created in an online format using the Google Forms platform to ensure easy access for respondents from different majors. In the subsequent stage, the questionnaire link was distributed to students at UIN Sultan Maulana Hasanuddin Banten via various online communication channels. Before completing the questionnaire, respondents were provided with a brief explanation of the study's objectives and instructions for filling it out. Once 100 responses were collected, the researcher then downloaded and organized the data for further analysis.(Minnaar & Heystek, 2016)

Data Analysis

The data collected in this study were analyzed using descriptive statistical analysis techniques. After all respondents completed the questionnaire via Google Forms, the collected data were automatically compiled into a spreadsheet and then downloaded by the researcher for further analysis. Each respondent's answer was classified based on a five-point Likert scale. Subsequently, the data was analyzed by calculating frequencies and percentages to determine the general trends in respondents' answers. Additionally, the researcher calculated descriptive statistics such as the mean score to provide a detailed picture of the students' perceptions. The results of the analysis were then presented in the form of tables and narrative descriptions to explain the influence of TikTok as a media for learning English speaking clearly and systematically.(Berghoff et al., 2016)

RESULT/FINDING AND DISCUSSION

The findings of this study present students' perceptions of the use of TikTok as a medium for improving English speaking skills, focusing on several aspects

such as speaking comprehension, vocabulary acquisition, pronunciation, imitation, and intonation.(Baruchson-Arbib & Yaari, 2004)

1. TikTok Helps Me Understand How to Speak English Better (N = 103)

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	Tiktok helps me understand how to speak english better	6 (5,8%)	5 (4.9%)	38 (36,9%)	43 (41.7%)	22 (21.4%)	3.68

Interpretation

Based on Table 2, the results show that the majority of respondents have a positive perception of TikTok in helping them understand how to speak English better. This is reflected in the high percentage of respondents who selected “agree” (41.7%) and “strongly agree” (21.4%). These findings indicate that TikTok provides accessible and engaging content that supports students in understanding spoken English more effectively.(Zainal & Rahmat, 2020)

Although a considerable proportion of respondents chose “neutral” (36.9%), this may suggest that some students have not fully utilized TikTok as a learning tool or have varied experiences in using it for improving speaking skills. Meanwhile, only a small percentage of respondents expressed disagreement, indicating that negative perceptions are minimal.(Iswara et al., 2025)

The mean score of 3.68 further confirms that respondents tend to agree with the statement. Overall, these findings suggest that TikTok can be considered a supportive medium in enhancing students’ comprehension of English speaking, particularly through exposure to authentic and diverse language use.(Holley & King, 1971)

2. Gain New Vocabulary from Tiktok Content

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	I gain new vocabulary from tiktok content	2 (1.9 %)	1 (1 %)	22 (21.4%)	39 (37.9%)	39 (37.9%)	4.08

Interpretation

Based on Table 3, the findings indicate that most respondents strongly perceive TikTok as an effective platform for acquiring new vocabulary. This is evidenced by the equal and high percentages of respondents selecting “agree” (37.9%) and “strongly agree” (37.9%). This suggests that TikTok exposes students to a wide range of vocabulary in authentic contexts, making it easier for them to learn new words. (Ining, 2021)

The relatively low percentage of respondents who selected “disagree” or “strongly disagree” indicates that almost all participants acknowledge the benefits of TikTok in vocabulary development. Additionally, the presence of some neutral responses (21.4%) may reflect differences in individual engagement or learning preferences. (Alghameeti, 2022)

With a mean score of 4.08, this statement has the highest level of agreement among all items, indicating that vocabulary acquisition is one of the most significant benefits of using TikTok. Therefore, it can be concluded that TikTok plays a crucial role in enriching students’ English vocabulary. (Elsa Dwipa et al., 2024)

3. TikTok Helps Me Improve My Pronunciation

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1.	Tiktok helps me improve my pronunciation	2 (1.9%)	2 (1.9%)	32 (31.1%)	49 (47.6%)	24 (23.3%)	3.88

Interpretation

Based on Table 4, the results demonstrate that TikTok is perceived as a helpful tool for improving pronunciation. The majority of respondents selected “agree” (47.6%) and “strongly agree” (23.3%), indicating that students benefit from listening to native or fluent speakers on the platform. (Cahyani et al., 2025)

The relatively high percentage of neutral responses (31.1%) suggests that some students may not consistently focus on pronunciation while using TikTok, or they may use the platform more for entertainment purposes rather than structured learning. (Merizawati et al., 2024)

The mean score of 3.88 indicates a generally positive evaluation. These findings imply that TikTok can support pronunciation improvement by providing

exposure to correct pronunciation models, repetition opportunities, and audio-visual learning experiences. (Simaremare et al., 2023)

4. I Often Imitate How People Speak from TikTok Videos

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
1	I Often Imitate How People Speak from TikTok Videos	1 (1%)	9 (8.7%)	28 (27.2%)	48(46.6%)	20 (19.4%)	3.75

Interpretation

Based on Table , the findings indicate that imitation is a common strategy used by students when learning speaking through TikTok. The majority of respondents agreed (46.6%) and strongly agreed (19.4%) that they imitate how people speak in TikTok videos. (Cover, 2026)

The presence of neutral responses (27.2%) suggests that not all students actively engage in imitation, possibly due to differences in learning styles or confidence levels. Meanwhile, a small percentage of respondents disagreed, indicating that imitation is not universally preferred. (Shaw, 2023)

The mean score of 3.75 shows a positive tendency toward this behavior. This suggests that TikTok not only provides input but also encourages active learning through imitation, which is an important aspect of language acquisition. (Kåhlman, 2023)

5. TikTok Helps Me Understand Intonation in Speaking English

No	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
	TikTok Helps Me Understand Intonation in Speaking English	2 (1.9%)	1(1%)	22 (21.4%)	51(49.5%)	31(30.1%)	4.04

Interpretation

Based on Table , the results show that most respondents have a strong positive perception of TikTok in helping them understand intonation. This is reflected in the high percentage of “agree” (49.5%) and “strongly agree” (30.1%) responses. (Shaw, 2023)

The relatively low percentage of disagreement indicates that TikTok is widely recognized as an effective tool for learning intonation. The presence of neutral responses (21.4%) may suggest varying levels of attention to intonation among students. (Herring & Dainas, 2024)

With a mean score of 4.04, this statement indicates a high level of agreement. These findings suggest that TikTok is particularly effective in exposing students to natural speech patterns, including rhythm and intonation, which are essential components of speaking proficiency. (Barta & Andalibi, 2021)

DISCUSSION

(Rivera-lozada et al., 2022) Based on the research results presented in Tables 1 to 5, it can be concluded that TikTok plays a significant role in supporting the development of English speaking skills in students. These findings indicate that social media, particularly TikTok, serves not only as a means of entertainment but also has the potential to be an effective language learning tool. (Zahra, 2025)

In Table 1, the majority of respondents expressed a positive perception of TikTok's role in helping them learn how to speak English, with a mean score of 3.68. This indicates that exposure to authentic content available on TikTok can improve students' understanding of English use in real-life communication contexts. However, a significant proportion of neutral responses indicates variation in the level of TikTok's use as a learning medium. (Jessop et al., 2007)

Furthermore, Table 2 shows that TikTok contributed the most to vocabulary acquisition, with the highest mean score of 4.08. The majority of respondents agreed or strongly agreed that they acquired new vocabulary through TikTok. This finding indicates that repeated exposure to various types of content allows students to recognize and understand vocabulary in broader and more meaningful contexts. (Firdaus & Utama, 2025)

Table 3 shows that TikTok also plays a role in improving pronunciation, with a mean score of 3.88. The majority of respondents agreed that they can improve their pronunciation through video content, particularly through exposure to native or fluent speakers. However, the relatively high percentage of neutral responses indicates that not all students actively use TikTok to practice this aspect. (Adam et al., 2010)

Table 4 shows that imitation is one of the most frequently used approaches by students when learning through TikTok, with a mean score of 3.75. The majority of respondents admitted to imitating the speech patterns displayed in the videos. This aligns with language acquisition theory, which emphasizes the importance of imitation as a mechanism in the language learning process. (Of & Reviews, 2020)

Finally, based on Table 5, TikTok also proved effective in helping students understand intonation in English, with a mean score of 4.04. The high level of respondent agreement indicates that TikTok's audio-visual features enable students to more comprehensively recognize intonation, rhythm, and stress patterns in English. (Li, 2017)

Overall, the findings of this study indicate that TikTok has significant potential as an English language learning medium, particularly in improving vocabulary and intonation. (Ibrahim et al., 2023) However, the effectiveness of TikTok's use depends heavily on the level of engagement and learning strategies employed by students. Therefore, more targeted use is needed to optimize TikTok's use as a supporting medium for English language learning. (Ismail et al., 2021)

CONCLUSION

Based on the results of the research and discussion, it can be concluded that TikTok has a positive and significant role as a learning medium in improving students' English speaking skills. In general, the majority of respondents showed a good perception of using TikTok, especially in the aspects of vocabulary acquisition and intonation comprehension, which received the highest average scores. In addition, TikTok has also been proven to help students understand how to speak, improve pronunciation, and encourage the use of imitation strategies as part of the learning process. These findings indicate that TikTok can provide authentic, engaging, and easily accessible language exposure, thereby increasing learning motivation and student engagement in independent English learning. However, the presence of neutral responses in some aspects indicates that not all students utilize TikTok optimally as a learning medium, so its effectiveness still depends on the level of awareness and the usage strategy of each individual. (Studies & Perceptions, 2025)

Thus, TikTok can be recommended as a supporting media in speaking learning, both formally and informally. Therefore, educators are expected to be able to integrate the use of TikTok more purposefully in the learning process, and guide students to be able to utilize this platform more effectively and productively in improving their English speaking skills. (Dewi, 2023)

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