



**STUDENTS' PERSPECTIVES OF UTILIZING ENGLISH VIDEOS ON TIKTOK TO IMPROVE
SPEAKING ABILITY AT THE ELEVENTH GRADE OF STATE SENIOR HIGH SCHOOL 11
PALEMBANG**

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ABSTRACT

This research explores students' perspectives on the benefits of English videos on TikTok for improving speaking skills. Using a qualitative approach and case study method, data was collected through observation, questionnaires, and semi-structured interviews at SMA Negeri 11 Palembang. The findings indicate that TikTok videos significantly impact students' fluency in English. Observations revealed both strengths and weaknesses in school-based learning, while interviews with 20 respondents showed that watching English content on TikTok boosts students' confidence and speaking skills. 64% of respondents agreed that TikTok improves their speaking ability, while 34% sometimes felt it helped, and 2% disagreed. The study concludes that English videos on TikTok can be an effective tool for enhancing speaking fluency, though the level of impact varies among students.

Keyword: TikTok, English video, Speaking, Students' Perspective

1. INTRODUCTION

Language is a tool used by everyone to communicate with each other. By mastering a particular language, we can communicate with everyone in the world, including people who are fluent in English. English is an important part of human life because it is an international language. Indonesians learn English as a foreign language because it is needed in the modern world (Arochman & Hasani, 2023).

English is an important part of life, so English language abilities need to be

improved, one of which is speaking abilities. Speaking is a way of expressing our opinions and the words we want to say. By speaking, it is as if we are translating, which indirectly involves our brain in two processes. There are many ways to improve your English speaking abilities, one of which is by using the internet and social media (Sari & Lestari, 2019). Social media is quite affecting students academically and is very beneficial for language learning because students use social media a lot through laptops and cell phones. Even students have self-

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managed accounts where they can interact with their friends. Therefore, teachers can use it to improve students' language abilities.

The internet has the potential to facilitate its users. Technological developments continue to increase with the introduction of various applications. Many applications create video facilities to attract Internet users, one of which is the TikTok application (Helda & Ismail, 2023). TikTok, a Chinese music video and social networking platform, was launched in early September 2016. The app gives users access to create their short music videos. TikTok can be turned into an engaging and interactive learning medium for students (Wisnu Nugroho Aji, 2020). One example is how the app can be used to teach English. There are 4 abilities in English, namely listening, speaking, reading and writing.

Language ability is related to the ability to speak. The more able a person is to speak, the richer the language abilities, and the richer the language abilities, the more confident the child is to speak. Learners may have difficulty speaking when learning a language, especially English. Learners must be able to use vocabulary and use it correctly. The following factors can cause speaking difficulties: a) Difficulty

expressing ideas orally (speaking), b) limited vocabulary, c) limited grammar abilities, making it difficult to speak with the right rules, and d) limited pronunciation, making it difficult to pronounce words correctly (Sari & Lestari, 2019).

Below are some of the reasons why this research is important to conduct:

1. The use of social media, such as TikTok, is increasingly widespread among young people, especially in Indonesia. This research is relevant to understand how this technology can be positively utilized in the English learning process.
2. The importance of speaking skills in English education, the ability to communicate effectively is an important aspect that is often overlooked. This research can provide insight into how the use of social media can improve the ability to communicate with others.
3. Students' Perspectives Understanding students' perspectives when using TikTok can help them improve their ability to communicate effectively and create learning

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strategies relevant to their interests.

TikTok can be used to teach language, especially English, because learners are used to using it and many of them have TikTok accounts. Since most learners already have laptops and this software and use it frequently, learners do not need much cost and special training to use it. In this case, it can be concluded that TikTok is feasible to use to develop English speaking abilities. Therefore, this study aims to investigate the perceptions of secondary school students about the use of TikTok for English language learning, especially speaking abilities.

2. LITERATURE REVIEW**1. Perspectives**

According to Martono, perspective is the way a person sees a phenomenon or problem (Li & Teori, 2019). Perspective reflects each person's unique way of seeing and understanding something. These perspectives can be based on various backgrounds, education, experiences, and values. Perspectives can also influence a person in interpreting something.

2. Students' Perspective

Student perspectives are the views and experiences of students in various educational environments. This

involves understanding students' thoughts, opinions, and insights on topics such as online learning, problem-based learning, game-based learning and leadership development. Students' perspectives also provide valuable information on how effective various learning approaches are, the development of skills and competencies, and how educational experiences influence their growth and learning. Studyrs gather information through interviews and surveys to gain a better understanding of students' experiences, attitudes and perceptions. This can contribute to educational practice and policy (Bhanot, 2024).

3. The Concept of Speaking

Speaking is the way a person interacts and communicates with others by using language to express their ideas, feelings, and thoughts and to share information with others. Speaking is considered an important element in language learning (Marleni et al., 2021).

According to Ladouse, speaking is an act of explaining someone in a certain situation or reporting something, while Tarigan says that speaking is a way of communicating that has an impact on everyday life (Demuth, 2015). The three areas of knowledge that make up speaking ability are as follows:

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1. Mechanics (pronunciation, grammar, and vocabulary): Using words correctly and in the right order
2. Function (transaction and interaction): Understanding when clarity of message is important (Pragmatics, rules, and social and cultural norms (turn-taking, speed of speech, pauses between speakers, relative roles of participants))
3. Understanding how to consider who is talking to whom, in what situation, about what, and for what reason (Kürüm, 2016).

3.1 Speaking ability

An important factor in improving speaking ability is how teachers encourage speaking activities and connect them to their interests and daily life at school (Khan & Ali, 2010). Provide significant learning about improving English speaking abilities, so that teachers and students can know what methods and activities to use to improve English speaking abilities. Most of the difficulties students face in learning to speak English is the lack of sufficient time to improve their speaking abilities in class.

3.2 Component Speaking

According to Huges (2020); (in Silalahi & Naisa, 2021), there are 5 components of speaking, namely: pronunciation, grammar, vocabulary, and fluency.

a) Pronunciation

According to Aliaga (2007); (in Sari & Lestari, 2019), one of the most difficult abilities to learn is pronunciation, and learners need to spend a lot of time improving it. We say something about vocabulary by pronunciation. Pronunciation is the production of sounds that are used to produce meaning, which is how we pronounce words in English.

b) Grammar

Grammar is sentence structure. Grammar is fundamental for English learners because it is essential for all language abilities (Zuhriyah, 2017).

c) Vocabulary

Vocabulary is one of the essential parts of English language formation. It is the component that allows one to communicate, learn and think. Therefore, vocabulary learning is essential to help some students master English, due to their English proficiency.

Vol 8 No.1 (2025): ESTEEM**d) Fluently**

Fluency is about how we pronounce words when we speak English. If we never stop saying English words, we are called fluent English speakers. A person who can say words easily without interruption is also known as fluent. Rapid and confident use of language is known as fluent (Wulandari, 2017). Fluency has the ability to improve our speaking, in line with the statement that speaking well and fluently makes our English better, more fluent, more natural, and more impressive to the listener (Mairi, 2015).

4. The Concept of Video

According to Arsyad (2003); (in Sidik & Fahmi, 2021), Video media functions as a learning medium for various purposes, including attentional, affective, cognitive and compensatory.

1. Attention function

Which means they can attract attention and direct the audience's attention to the content being played.

2. Affective function

Video media has the ability to influence the feelings and attitudes of the audience.

3. Cognitive function

Video media can help students achieve learning goals to

understand and remember messages or information contained in images or symbols.

4. The compensatory function

To provide context to audiences who are less able to organize and recall information.

Because video can combine visuals (images) and audio, it makes the message conveyed easier to receive and understand by weak and slow audiences.

5. The Concept of Social Media

Social media is an incessant and persistent Internet-based mass-personal communication channel that allows people to interact with each other and derive value primarily from user-generated content. Social media are online tools that operate through the broader Internet; however, we also recognize that social media are not necessarily Web-based.

6. Tiktok

According to Kusuma (2020); (in Adawiyah, 2020), Tik Tok is one of the most popular and beloved apps in the world, and allows users to produce 15-second videos with music, filters and other creative features. ByteDance launched a short-form app, Douyin, first launched by Chinese company China; in just one year, Douyin had 100 million users and 1 billion video views daily.

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Douyin's high popularity led it to expand outside of China under the name Tik Tok. According to a report from Sensor Tower, the app was downloaded 700 million times throughout 2019. This suggests that Tik Tok could beat some Facebook Inc. owned apps, such as WhatsApp, which has 1.5 billion downloaders.

TikTok is a useful resource for language learning as it provides exposure to native language use and great practice opportunities. TikTok can help students learn English by teaching them how to use real-world language in various dialects and accents. It can also help them learn pronunciation in an engaging way. TikTok is popular and liked so it can attract millennials to be an interesting and interactive learning media (Taubah, 2020). Many content creators have posted scientific and educational videos, so TikTok can be used as an educational platform. This is supported by (Happy Sri Rezeki Purba, 2022) who provided positive comments and indicated that TikTok has the ability to encourage students' interest in learning English. TikTok is well known by students because they use it for entertainment and you can use it to watch videos that help learn English, such as short videos that discuss vocabulary, grammar, and common

mistakes in English, and also to listen to music to help them learn new words and find foreign words.

3. METHODS

This study was conducted at SMA Negeri 11 Palembang. SMA 11 was one of the schools that prioritized students' speaking abilities. However, there were obstacles in improving students' speaking abilities. The location of the school was on Jalan Inspektur Marzuki Palembang City. The researcher gave questionnaires, and interviews to informants simultaneously. In this study, the researcher used a qualitative approach. Qualitative study was a type of study that investigated and provided a deeper understanding of problems that existed in the real world. The population in this study were all grade XI students at SMA Negeri 11 Palembang in the 2024-2025 school year which amounted to 442 students. And the number of samples used in this study were class XI.12 students with 12 students and XI.13 students with 8 students.

4. RESULT AND DISCUSSION**1. Result from Interview**

Total questions for interview 10 questions. For the first question contains contains brief information about the

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names and some personal details of the students interviewed.

For the second question “How often do you watch English videos on TikTok to Improve your speaking skills?” the result answers showed varying levels of engagement in watching English content on TikTok, with most doing so regularly or even daily, while others do so less frequently or only occasionally.

For the question no. 3 showed students’ preferences for the types of videos they chose to improve their English speaking skills varied considerably. Some prefer educational or conversation-focused videos, while others prefer videos with music or movies. There are also those who seek inspiration from daily vlogs or other content on TikTok.

For question no. 4 showed the result felt that the videos they watched on TikTok in English helped them to improve their English speaking skills. They recognized the benefits in improving vocabulary, slang usage, and grammar understanding, as well as providing a boost in English learning in general.

For the question no. 5 showed that most respondents are active in listening and trying to follow the

conversations in English videos on TikTok. This reflects their efforts to practice their English listening and speaking skills in a way that interacts and engages directly with the material they consume. Some also noted that they made additional efforts such as translating or practicing how to speak according to what they heard.

For the question no. 6 showed that the majority of respondents had no difficulty in understanding the content in English videos on TikTok. However, some of them admitted to experiencing slight difficulties or occasional challenges in understanding certain accents or content. In general, their experience in understanding the content was quite positive, with most being able to follow and understand well.

For the question no. 7 showed that , the majority of respondents had no difficulty in understanding English videos on TikTok. However, some of them faced challenges, mainly related to the speaker's accent or some words that were difficult to understand. This shows that while most can follow along well, there are some aspects that still pose a challenge in understanding the English content presented in the videos.

For the question no. 8 showed the result almost all respondents felt more

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confident in speaking English after watching videos on TikTok. This shows that the videos gave them the encouragement and confidence to develop their English speaking skills. This reflects the importance of using social media such as TikTok in helping to increase confidence in communicating in English.

For the question no. 9 showed that most of the respondents try to apply or repeat the dialogs they learned from the videos in their daily conversations. This shows that they are active in practicing what they learn from social media like TikTok in real life, which can help them improve and enhance their English speaking skills actively.

For the question no. 10 showed the result of question most respondents would advise their friends who want to improve their English speaking skills to watch English conversation duet videos on TikTok. They see these videos as a useful and accessible resource to help improve English skills, especially for beginners or those looking for a new way to learn the language.

2. Result from Questionnaire

1. The statement 'You use TikTok frequently' resulted in out of 20 informants, there were 0 informants who chose 'never' for

the statement, 10 informants (50%) who chose 'sometimes' and 10 informants (50%) who chose 'always' for the statement.

2. The statement 'You access English content on TikTok' resulted in out of 20 informants, there were 0 informants who chose 'never' for the statement, 6 informants (30%) who chose 'sometimes' and 14 informants (70%) who chose 'always' for the statement.
3. The statement 'You spend more time using TikTok than any other app in a day' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 4 informants (20%) who chose 'sometimes' and 15 informants (75%) who chose 'always' for the statement.
4. The statement 'You are selective about the type of content you use on TikTok' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 6 informants (30%) who chose 'sometimes' and 13 informants

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- (65%) who chose 'always' for the statement.
5. The statement 'You know that there is a wide variety of English content on TikTok' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 7 informants (35%) who chose 'sometimes' and 12 informants (60%) who chose 'always' for the statement.
 6. The statement 'You often watch English videos on TikTok' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 8 informants (40%) who chose 'sometimes' and 11 informants (55%) who chose 'always' for the statement.
 7. The statement 'You feel that TikTok English videos help your speaking skills' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 9 informants (45%) who chose 'sometimes' and 10 informants (50%) who chose 'always' for the statement.
 8. The statement 'You have the goal improving your speaking skills when watching English videos on TikTok' resulted in out of 20 informants, there were 0 informants who chose 'never' for the statement, 6 informants (30%) who chose 'sometimes' and 14 informants (70%) who chose 'always' for the statement.
 9. The statement 'You use English videos on TikTok to improve your speaking skills' resulted in out of 40 informants, there were 1 informants (5%) who chose 'never' for the statement, 8 informants (40%) who chose 'sometimes' and 11 informants (55%) who chose 'always' for the statement.
 10. the statement 'You apply phrases/vocabulary from TikTok in speaking' resulted in out of 20 informants, there were 1 informants (5%) who chose 'never' for the statement, 13 informants (65%) who chose 'sometimes' and 6 informants (30%) who chose 'always' for the statement.

After given the questionnaire to students, the result of the questionnaire showed that 64% of respondents are agree tiktok improve their speaking

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ability, however 34% of respondents sometimes feltt that tiktok improve their speaking ability, in another hand 2% of respondents did not agree that tiktok improve their speaking ability.

5. CONCLUSION

From the results of the study, students agree that the use of English videos on TikTok increases students' fluency in speaking, this is shown from the results of the interview process and the results of student responses through questionnaires on each response.

After the researcher interviewed 20 students and the results of the interview showed that respondents have varying levels of engagement in watching English content on TikTok, with different preferences for video types. Most users find that watching English content on TikTok helps improve their English speaking skills. They actively engage with the material and feel more confident speaking English after watching the videos. Many apply what they learn in their daily conversations.

Furthermore, the researcher gave a questionnaire to 40 students and obtained average percentage results based on the results of the questionnaire the result of the questionnaire showed that 64% of respondents are agree tiktok

improve their speaking ability, however 34% of respondents sometimes feltt that tiktok improve their speaking ability, in another hand 2% of respondents did not agree that tiktok improve their speaking ability.

It can be seen from the results of interviews with students to find out their fluency in speaking English and through questionnaires that have been responded to by students, that the use of English videos on TikTok can improve English speaking skills.

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