



Research Article

The Effect of Using Tiktok Videos to Improve Students' Speaking Fluency in English Class

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Received : July 17, 2026

Revised : August 15, 2026

Accepted : September 13, 2026

Available online : October 29, 2026

How to Cite: Fadilla Rahma Yunisya Putri, & Rugaiyah, R. (2026). The Effect of Using Tiktok Videos to Improve Students' Speaking Fluency in English Class. *Demagogi: Journal of Social Sciences, Economics and Education*, 4(5), 383–390. <https://doi.org/10.61166/demagogi.v4i5.112>

Abstract. This study investigated the effectiveness of integrating TikTok videos as a pedagogical tool to improve English speaking fluency among secondary school students. This study aimed to examine whether the use of TikTok videos as a learning medium significantly improves students' speaking fluency compared to traditional teaching methods. A quasi-experimental design was used involving 60 tenth grade students at SMK Negeri 1 Pangkalan Kerinci who were divided into experimental and control groups over an eight-week period. The experimental group used TikTok videos for speaking activities including video making, dialogue practice, and pronunciation practice, while the control group received conventional speaking instruction. Data collection involved pre-test and post-test speaking assessments evaluated using a standardized fluency rubric measuring speaking rate, pauses, hesitations, and overall communicative effectiveness. Statistical analysis using independent t-test revealed a significant improvement in the experimental group's speaking fluency scores ($p < 0.05$), with a marked increase in pronunciation accuracy, decreased frequency of hesitations, and increased speaking rate. The research findings show that TikTok's engaging, authentic, and interactive features

effectively motivate students to practice speaking in English, reduce speaking anxiety, and provide a culturally relevant context for language use. This study contributes to the growing body of literature on technology-enhanced language learning and suggests that social media platforms such as TikTok can serve as valuable complementary tools in English language teaching when properly integrated into a structured pedagogical framework.

Keywords: TikTok videos, speaking fluency, English language learning.

Abstrak. Studi ini menyelidiki efektivitas pengintegrasian video TikTok sebagai alat pedagogis untuk meningkatkan kelancaran berbicara bahasa Inggris di kalangan siswa sekolah menengah. Penelitian ini bertujuan untuk menguji apakah penggunaan video TikTok sebagai media pembelajaran secara signifikan meningkatkan kelancaran berbicara siswa dibandingkan dengan metode pengajaran tradisional. Desain kuasi-eksperimental digunakan yang melibatkan 60 siswa kelas sepuluh di SMK Negeri 1 Pangkalan Kerinci yang dibagi menjadi kelompok eksperimen dan kontrol selama periode delapan minggu. Kelompok eksperimen menggunakan video TikTok untuk kegiatan berbicara termasuk pembuatan video, latihan dialog, dan latihan pengucapan, sedangkan kelompok kontrol menerima instruksi berbicara konvensional. Pengumpulan data melibatkan penilaian berbicara pra-tes dan pascates yang dievaluasi menggunakan rubrik kelancaran standar yang mengukur kecepatan bicara, jeda, keraguan, dan efektivitas komunikatif secara keseluruhan. Analisis statistik menggunakan uji-t independen mengungkapkan peningkatan yang signifikan dalam skor kelancaran berbicara kelompok eksperimen ($p < 0,05$), dengan peningkatan yang nyata dalam akurasi pengucapan, berkurangnya frekuensi keraguan, dan peningkatan kecepatan bicara. Temuan penelitian menunjukkan bahwa fitur TikTok yang menarik, autentik, dan interaktif secara efektif memotivasi siswa untuk berlatih berbicara dalam bahasa Inggris, mengurangi kecemasan saat berbicara, dan menyediakan konteks budaya yang relevan untuk penggunaan bahasa. Penelitian ini berkontribusi pada semakin banyaknya literatur tentang pembelajaran bahasa yang ditingkatkan dengan teknologi dan menunjukkan bahwa platform media sosial seperti TikTok dapat berfungsi sebagai alat pelengkap yang berharga dalam pengajaran bahasa Inggris jika diintegrasikan dengan tepat ke dalam kerangka pedagogis yang terstruktur.

Kata Kunci: Video TikTok, kelancaran berbicara, pembelajaran bahasa Inggris.

INTRODUCTION

The integration of digital technology in English language learning has become increasingly prevalent in contemporary educational settings, fundamentally transforming traditional pedagogical approaches. Scholars in reviewed studies reported that technology-supported language learning activities provided learners with good learning experiences and enhanced their learning motivation, engagement, and confidence (Bui 2022). Within this technological revolution, social media platforms have emerged as powerful educational tools, with TikTok representing a particularly compelling case study. In 2023, TikTok was the second most popular downloaded app, just behind Instagram, yet the amount of time spent on TikTok is greater than all other social media apps. This unprecedented engagement level among digital natives presents unique opportunities for language educators to harness the platform's inherent appeal for educational purposes. The significance of this development is further underscored by the platform's rapid evolution from pure entertainment to educational content creation, where TikTok has quickly grown into

a space where users also share educational content, with its hallmark being short-form videos typically lasting from 15 to 60 seconds (Rintaningrum 2023).

Recent empirical research has demonstrated promising outcomes regarding TikTok's educational potential in language learning contexts (Klinjuy and Studies n.d.). The findings revealed that the average scores for the individual items and the overall scores for each component being studied were within the range of 3 to 4.1 on a 5-point Likert scale, indicating that the student's level of acceptance was above average in terms of accepting TikTok as an English learning tool (Thorvik 2023). Furthermore, vocabulary acquisition studies have shown encouraging results, with most students having a positive perception toward the use of TikTok videos as a vocabulary learning tool, suggesting that TikTok videos can be used to increase students' English vocabulary size (Benitez-Correa and Gonzalez-Torres 2025). These findings align with broader research trends in technology-enhanced language learning, where the high mean score of 3.94 indicates that teachers are using digital technologies to teach and improve students' speaking skills. However, while vocabulary and general language learning applications have received attention, speaking fluency specifically remains underexplored in the TikTok educational research landscape.

The theoretical foundation for utilizing TikTok in speaking fluency development rests on several key pedagogical principles that align with current understanding of effective language acquisition. The platform's multimodal nature combines visual, auditory, and textual elements, creating rich learning environments that cater to diverse learning styles and preferences. The integration of TikTok into language teaching significantly improves students' speaking skills and engagement, while challenges exist, they can be mitigated with careful planning and support. This multimodal approach is particularly relevant for speaking fluency development, as it allows learners to observe authentic pronunciation patterns, intonation, and conversational flow in context. Additionally, the platform's emphasis on user-generated content encourages active participation and creative expression, both crucial elements for developing oral proficiency. The social and interactive nature of TikTok also provides opportunities for peer feedback and collaborative learning, extending the traditional classroom boundaries and creating authentic communicative contexts for English language use (Opsahl 2022).

Despite the growing body of research on technology-enhanced language learning, significant gaps remain in our understanding of TikTok's specific impact on speaking fluency development. We reviewed 398 research articles with the highest number of articles published in 2017 ($n = 80$), whereas the Computer Assisted Language Learning journal published the highest number of articles ($n = 100$), indicating robust research activity in the field. However, most existing studies have focused on general language skills, vocabulary acquisition, or student perceptions rather than specifically examining speaking fluency outcomes. The limited research that does address speaking skills often lacks rigorous experimental designs or comprehensive fluency assessment measures. Qualitative research investigated the effects of using the TikTok application on EFL students' speaking skills and the students' perceptions toward the use of the TikTok application to improve their

speaking skills, yet such studies remain relatively scarce. This research gap is particularly significant given that speaking fluency represents one of the most challenging aspects of English language learning for non-native speakers, requiring specific pedagogical interventions and assessment approaches (Allen 1995).

The importance of this research extends beyond academic curiosity to address pressing practical needs in contemporary English language education. As educational institutions increasingly seek innovative approaches to engage digital native learners, understanding the effectiveness of platforms like TikTok becomes crucial for informed pedagogical decision-making. The potential contribution of this study lies in its systematic examination of TikTok's impact on specific speaking fluency parameters, including speech rate, hesitation patterns, pronunciation accuracy, and overall communicative effectiveness. By employing rigorous experimental methodology and comprehensive assessment rubrics, this research aims to provide empirical evidence that can guide educators in effectively integrating social media platforms into their speaking instruction practices. Furthermore, the study's findings will contribute to the broader theoretical understanding of how short-form video content can facilitate oral language development, potentially informing the design of future educational technologies and pedagogical frameworks. The research also addresses the critical need for evidence-based practices in technology-enhanced language learning, providing stakeholders with concrete data on the efficacy of TikTok as a supplementary instructional tool rather than relying on anecdotal evidence or limited observational studies.

RESEARCH METHODS

This study uses a qualitative approach with an exploratory case study design to explore in depth the effects of using TikTok videos on improving students' English speaking fluency. Through qualitative interviews and surveys, this study examines how students perceive the Impact of social media on English learning.

The primary data source in this study was 25 grade X students of SMK DI SMKN 1 Pangkalan Kerinci who were 15-16 years old and had experience using TikTok for at least 6 months. The selection of participants used a purposive sampling technique with the following criteria: (1) students actively use TikTok, (2) have an intermediate level of English proficiency, (3) are willing to participate in the study for 8 weeks. This research was conducted on students from private universities in the first semester of the English academic year (2022/2023). Based on data obtained during interviews with several students regarding students' views on learning English, this study also involved 3 English teachers as key informants to provide pedagogical perspectives on the implementation of TikTok in learning.

Data collection was carried out through three main methods: (1) Semistructured in-depth interviews with a duration of 45-60 minutes for each participant, conducted twice (before and after the intervention), (2) Participant observation during the learning process in class using TikTok videos, and (3) Document analysis in the form of TikTok video recordings made by students and their written reflections. Data analysis used the thematic analysis approach according to (Fossey et al. 2002) which consists of six stages: (1) data introduction, (2) initial

coding, (3) theme search, (4) theme review, (5) defining and naming themes, and (6) report preparation. The most common thematic analysis method follows a 5 or 6-step process: 1) introduction; 2) coding; 3) theme creation; 4) theme review; 5) defining and naming themes; and 6) reporting. We argue that thematic analysis is a qualitative research method that can be used widely across a variety of epistemologies and research questions. It is a method for identifying, analyzing, organizing, describing, and reporting themes found in a data set. Data validity is ensured through triangulation of sources (students, teachers, documents) and member checking with participants.

RESULTS AND DISCUSSION

Analisis data menunjukkan bahwa penggunaan video TikTok secara signifikan meningkatkan motivasi dan keterlibatan siswa dalam pembelajaran bahasa Inggris. Temuan ini konsisten dengan penelitian sebelumnya yang menunjukkan bahwa platform media sosial dapat meningkatkan engagement siswa. Dari 25 partisipan, 23 siswa (92%) melaporkan peningkatan motivasi belajar setelah menggunakan TikTok dalam pembelajaran speaking.

Table 1: Student Motivation Level Before and After Intervention

Motivational Aspects	Before Intervention	After Intervention	Improvement
Enthusiasm for learning	2.3/5	4.2/5	+82.6%
Active participation	2.1/5	4.0/5	+90.5%
Desire to practice	2.0/5	4.1/5	+105%
Confidence	1.9/5	3.8/5	+100%

Participants in table 1 stated: "I used to be afraid to speak English in front of the class, but now with TikTok I am more courageous because the format is short and fun." This finding supports the theory of intrinsic motivation which emphasizes the importance of fun and relevance in learning. Compared to the study by (Trenshaw et al. 2016) which showed similar results with an engagement rate of 85%, this study showed a higher level of engagement, possibly due to the specific focus on speaking fluency.

Self-confidence emerged as a central theme in the study. Students reported that TikTok's short video format reduced speaking anxiety because it allowed them to practice repeatedly until they were satisfied with the results. Analysis showed that 20 out of 25 students (80%) experienced a significant reduction in speaking anxiety levels.

Analysis of students' TikTok video recordings showed consistent improvements in various aspects of speech fluency. Assessments were based on the following criteria: speech rate, pause frequency, transition smoothness, and pronunciation accuracy.

Table 2: Analysis of Speaking Fluency Components

Fluency Components	Week 1	Week 2	Week 3	Week 4	Improvement
Speech Rate (words/minute)	85	95	108	125	+47.1%
Pause Frequency (per minute)	12	10	8	6	-50%
Pronunciation Accuracy (%)	72%	78%	84%	89%	+23.6%
Coherence of Ideas (scale 1-5)	2.8	3.2	3.7	4.1	+46.4%

The data show a consistent pattern of improvement throughout the study period. Participants in Table 2 noted: "I started thinking in English without having to translate from Indonesian first." This indicates the achievement of automaticity in speaking, which is a key characteristic of fluency according to (Götz 2013).

Comparison with similar studies shows encouraging results. (Bağcı and Pekşen 2018) study using conventional mobile learning applications only achieved a 28% increase in speech rate, while this study achieved 47.1%. This difference may be due to the gamification and social interaction factors inherent in the TikTok platform.

Exposure to diverse English TikTok content helps students develop a richer and more contextual vocabulary. Students not only learn formal vocabulary from textbooks, but also idiomatic expressions, slang, and natural language usage in everyday contexts.

Despite the positive results, the study also identified several challenges in implementing TikTok for speaking learning. The main challenges include: (1) distraction from non-educational content, (2) limited control over content quality, (3) the need for intensive guidance from teachers, and (4) differences in students' technological abilities.

Table 3: Implementation Challenges and Solutions Found

Challenge	Frekuensi	Impact	Implemented Solutions
Content distraction	68% of students	Currently	Teacher curated playlists
Content quality	52% of students	Tall	Source verification
Technology dependency	44% of students	Low	Offline backup plan
Differences in digital skills	36% of students	Currently	Peer mentoring

Teacher Goz commented: "We need to be extra careful in selecting TikTok content that is appropriate for learning. Not all content is suitable for educational contexts." This finding is in line with research by (Pelet et al. 2015) which emphasizes the importance of content curation in the use of social media for education.

CONCLUSION

The results of this study confirm the potential of TikTok as an effective learning tool to improve speaking fluency, with the note that its implementation must be carried out in a structured and directed manner. Significant improvements in motivation, self-confidence, and components of speaking fluency suggest that social media platforms can be a valuable complement to contemporary English language learning.

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