



Students' Perception of Video Posted on Social Networks to Improve English Speaking Skills in EFL Students

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ABSTRACT

The objective of this study is to investigate students' perception towards the implementation of video posted on social networks in learning speaking and its experiences. This research used Mixed method. 30 students were used in the population. However, the sample of this research was thirty students of English Education Department, Muhammadiyah University of Bengkulu, Indonesia. Thus, total sampling was used by the sampling technique. To answer the research questions, the study employed a questionnaire and interviews. The questionnaire was administered to thirty students, while only five students participated in the interviews. The data were analyzed both quantitatively and qualitatively. For the quantitative analysis, simple calculations were used to determine percentages and mean scores. For the qualitative analysis, coding was applied to the interview data. The findings revealed that students responded positively to the implementation of videos shared on social media in the English speaking class. Interview results also indicated that social media videos provided engaging learning experiences and increased students' willingness to practice speaking English. Therefore, videos posted on social media platforms can be considered an effective supplementary medium for improving English speaking skills among EFL students.



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INTRODUCTION

Speaking is an essential Productive skills that students must possess for effective English communication because it is important for expressing ideas to the listener or audience in academic and non-academic settings. By speaking English, it would help students in communicating to other people, students and lecturer in the classroom (Syafryadin & Safnil, 2024). Besides that, "Speaking is the act of speaking to somebody about something using one's voice. In addition, speaking refers to the ability to use English in communication, including how to begin, develop, and end a conversation, as well as knowing appropriate topics and how to speak to different people in different statuses and situations (Zurianti & Efendi, 2025). English speaking skill is essential for university students' academic and professional achievement. This skills enhances students' ability to engage in meaningful communication, participate effectively in academic discourse, and improve their overall language proficiency (Fauzi, 2025).

Speaking skills is one of the essential language skills in study English. Speaking can show the ability of the students in study English (Kristiani & Pradnyadewi, 2021). Moreover, speaking is the common way to communication with others in order to express ideas, questions, and others. According to Brown (2000) in Sholah, (2025), foreign language learners are regarded as successful when they show efficient communication with other language speakers. However, speaking English fluently creates significant difficulties for non-native speakers, as it involves mastery of pronunciation, grammar, vocabulary, and fluency (Leong, 2017). Additionally, effective speaking need's sociolinguistic ability, knowing how and when to express ideas appropriately

However, many learners also have several obstacles in enhancing their speaking skills. According to Kristiani & Pradnyadewi, (2021) The obstacles commonly faced by students in improving their speaking skills include feeling shy and nervous when speaking in front of the class, lacking confidence in responding to teachers' questions, experiencing anxiety during presentations, and encountering difficulties with accurate vocabulary and grammar. Speaking is considered one of the most challenging skills because students tend to feel reluctant to speak English when they perceive that they have not yet mastered the language, even though they are enrolled in the English education

department. In addition, the researchers from [Herlisya & Wiratno, \(2022\)](#) also found the problem that the lack of vocabulary mastery and lack of practice also made speaking difficult for most students.

One of the alternative approaches to deal with the students' problems is providing technology as medium in speaking. Technology in teaching and learning is crucial for English teachers because it assists them in doing instruction. TikTok, YouTube, and Instagram are one of technology is used by students. However, using the modern social media apps such as TikTok, YouTube and Instagram help to fulfil the lack of the target language environment. Therefore, this paper points out that using social media is the way to improve our English oral communication skills ([Mustafa, 2018](#)). The social media engage students and have to be examined as entrepreneurs of understanding. The medium of internet is marketing with increase in its programs. The web sites are employed in many ways like developing metropolitan areas, speaking, blogging, etc. with everyday communication and entertainment characteristics such as visual literacy in smartphones, mobile games, computers, emails, televisions, social networking sites, chat rooms, and instant the use of technology can also support learning ([Lo et al., 2025](#)). In the classroom, tools such as videos, images, and software allow teachers to integrate real-world content into instruction. The development of mobile technology has contributed to the popularity of short video platforms, such as TikTok and YouTube Shorts, which have increasingly been adopted as educational media ([Sulistiani et al., 2025](#)). Applying theories in practice motivates students to engage more fully in language learning. Social networking sites (SNS), including Facebook, Twitter, YouTube, Instagram, and Myspace, have attracted millions of users, many integrating these platforms into their daily routines, allowing connections based on shared interests, political views, or activities ([Alnujaidi, 2017](#)). In recent years, there has been a huge attention in researching the use of YouTube in educational field, particularly in English language learning ([Muslem et al., 2022](#)). Since most students worldwide are familiar with online platforms, particularly YouTube, many researchers have investigated the effects of YouTube on English language teaching. YouTube is not only a repository of information but also allows registered users to share their work and interact with others. Additionally, it is considered motivating and engaging for learners.

YouTube was used to facilitates opportunities for students to listen clearly to the words and sentences from native speakers who pronounce the words properly and can get ideas for speaking. Also, YouTube was reported to facilitates free environment in which students can interact with their teachers and peers without anxiety and fear. [Abidin & Ngadiman, \(2022\)](#) believes that YouTube is an essential instructional tool for language teachers. It is a highly effective medium for developing language skills, including vocabulary building and presenting topics for debate and dialogue, covering diverse varieties of English used in EFL classrooms. Researcher Y (year) noted that the use of videos helps students organize ideas, select appropriate words, construct coherent sentences, and follow proper writing conventions, such as punctuation and spelling. As YouTube is one of the most widely used platforms worldwide, it can be utilized in EFL classrooms to enhance students' English proficiency, particularly in speaking and listening skills ([Saed et al., 2021](#)).

One of the instruction media that can be used in teaching speaking is TikTok application. TikTok is a social medium application that presents short videos combined with music. The TikTok application was designed to record and generate innovation and precious moments from users all over the world. The TikTok application has a significant chance to allow its users to become creators and encourage sharing of creative expression and content through short videos. Utilization of this application can attract students' interest in studying in the online learning system and can enhance students' ability in learning speaking ([Zurianti & Efendi, 2025](#)). It is suggested that you employ TikTok as an instrument for improving English skills, especially listening and speaking.

TikTok is fundamental a highly beneficial application for every user in this world. According to [Humairah et al., \(2025\)](#), TikTok has become as a popular source of information used repository of information, allowing users to acquire knowledge and understanding of popular culture as well as other topics, and as well as current information. People around the world use TikTok, means that all users user can interact with each other in foreign countries. Hence, every user or student communicative effectively with native speakers and can be used as a reference to study English. Putri et al. (2024) in [Astaño, \(2025\)](#) Investigated the impact of using TikTok in English language learning, based on data from 30 studies collected from Google Scholar, the Directory of Open Access Journals (DOAJ), and the Education Resources Information Centre (ERIC). Their results recommend that TikTok has a positive effect on students' speaking, listening, and writing skills by facilitating an interactive and motivating learning environment. The study demonstrates the potential of the platform an effective instrument in language learning and emphasizes the need for further investigation to maximize its effectiveness.

Based on previous studies, most previous studies focused on a single platform (e.g., only YouTube or This study integrates three platforms simultaneously into one learning program. Besides, some studies used quantitative descriptive and quantitative experimental research (pre-post-test) for language learning. this study has differed from previous research because it used a mixed method approach with explanatory sequential design. Then, the research of

video posted on social networks in English speaking skills is rare to be conducted. Therefore, this study has something different because it investigates on the learners' perception and experiences on the use of video posted on social networks in English speaking class. The research questions of this study are (1) What are the students' perception on the use of video posted on social networks Application in speaking class; (2) What are experiences of students in applying video posted on social networks in speaking English? Although several studies have explored the benefits of social networking platform for English speaking skills, including apps like TikTok, Instagram, & YouTube, research focusing specifically on Video Posted on Social Networks to Improve English Speaking Skills in EFL students remains limited, leaving a gap in understanding how students at Muhammadiyah university of Bengkulu perceive the efficacy of these tools, especially in developing English speaking skills. This study has been significance for several sides, including students, teacher or lecturer, and future researcher. For students, it can be beneficial for supporting their learning English, while for the lecturer, it can assist him or her in teaching English because it can as media for helping them to trigger students' speaking skill. For the future researcher, it can be as a reference to conduct the research with the same field

METHOD

Research design

The researchers used a mixed method approach using explanatory sequential design. Quantitative and qualitative research designs were combined in a mixed method (Creswell, 2017). It is suitable for this study because it could answer the research questions or objectives. The first objective is to investigate the learners' perception on the use of video posted on social networks that can be answered by using quantitative design through questionnaire, while the second one is able to be achieved by using qualitative via interview. The type of this design is explanatory sequential design due to the first datum was analyzed quantitatively then followed by the qualitative one from the result of the second research question. In the first phase, quantitative data were collected through questionnaires to identify students' perceptions regarding the use of social media video production activities in speaking classes. The questionnaire results were analyzed descriptively to determine the overall trends of students' responses. In the second phase, qualitative data were collected through semi-structured interviews. The interview participants were selected based on the questionnaire results to provide deeper explanations related to the quantitative findings. Therefore, the qualitative phase functioned to clarify and enrich the quantitative results. The integration between the quantitative and qualitative phases occurred during participant selection and interpretation of findings. The quantitative results informed the selection of interview participants and guided the development of interview questions

Population and sample

These researchers conducted this study in English speaking class at the sixth semester of English Department of Muhammadiyah University of Bengkulu. In the sixth semester, there are two classes namely Class A, B. Each class comprises 15 students, thus, the total population is 30 students. The research sample of this research is class A & B consisting of 30 students because class A and B that the lecturer used video posted on social networks in speaking class. The researchers used total sampling as sampling technique.

Instruments

The researchers used questionnaire and interview as an instrument in this study. The questionnaire was employed to access the students' perceptions of the implementation of the AI application in speaking class, while the interview was used to identify the challenges. The questionnaire was used based on the theory regarding the benefits of video posted on social networks in speaking classes. Then, researchers in this study have used likert scale from strongly agree, agree, disagree and strongly disagree. The questionnaire was validated through expert judgment and subsequently distributed to 30 students. Additionally, a semi-structured interview was conducted to explore the experiences of students and the lecturer in implementing videos posted on social networks in the speaking class. The researcher interviewed 5 students. The questionnaire was used to obtain quantitative data regarding students' perceptions of using social media video projects in English speaking classes. The questionnaire consisted of 20 items divided into several dimensions, including:

1. Speaking confidence
2. Motivation and engagement
3. Perceived improvement in speaking skills
4. Pronunciation and fluency development
5. Learning experiences through social media platforms

The questionnaire employed a five-point Likert scale with the following response categories: 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree. The questionnaire items were adapted from previous studies related to technology-assisted language learning and speaking perception.

Semi-structured interviews were conducted to explore students' experiences and perceptions in greater depth. The interview protocol focused on the following topics:

1. Students' experiences in creating speaking videos
2. Students' perceptions of using social media platforms
3. Benefits of social media video projects for speaking development
4. Difficulties encountered during the activities
5. Students' confidence and motivation in speaking English

The interviews were conducted individually and lasted approximately 15–20 minutes for each participant. The interviews were conducted in Indonesian to allow participants to express their opinions more comfortably and accurately

Method of Data Collection

The data collected through questionnaire and interview were used by the researchers. Data collection methods included (1) granting permission to the head of English education at Muhammadiyah University of Bengkulu's Faculty of Teacher Training and Education; (2) supplying a draft of the instruments; (3) validating the instruments; and (4) asking research participants if they would be willing to be the subject of the study. The findings indicated that they were willing to participate in the study; (4) delivering a Google Form questionnaire to thirty students; (5) interviewing five students; and (6) submitting the questionnaire and interview data.

Method of Data Analysis

The data were quantitatively and qualitatively analyzed by the researcher. The quantitative data were gathered through questionnaire. Then, the researchers analyzed the data using simple calculations to determine the mean score, percentage, and frequency. The researchers analyzed the interview transcripts using thematic analysis (Braun and Clarke, 2012). There were multiple steps in this section. The first, the researchers have to understand about the data. The outcomes of the interviews need to be interpreted and analyzed. Secondly, the researchers coded and labeled the interview transcripts to identify key information related to the research questions. Thirdly, the researcher identified and classified themes from the coding process. From these themes, the researcher was able to determine the answers to the research questions.

RESULTS

The findings indicate that the majority of students responded favourably to the application of video posted on social networks to improve English speaking skills in EFL students. Regarding EFL students' perceptions of video posted on social networks, Table 2 shows that the majority of students respondents agreed 17 (56,7%) and strongly agreed 6(20%) with the assertion that with the project of videos on social media and platforms, they have improved my speaking skills in English. Furthermore, video posted on social networks was used to improve English speaking skills and as a motivation to students, as well as to compare them. As can be seen in Table 2, the percentages for 'agree' and 'strongly agree' "with the project of videos on social media and platforms, I have improved my oral expression" was 10 (33,3%) and 10 (33,3%) respectively.

Students also reported improvements in their English grammar through the social media video project, with 18 respondents (60%) agreeing and 7 respondents (23.3%) strongly agreeing with the statement. The fourth statement, *"With the project of videos posted on social media platforms, my English pronunciation has improved,"* also received positive responses. Nearly half of the respondents (14; 46.7%) agreed that the video project contributed to improving their English pronunciation. Furthermore, 8 respondents (26.7%) strongly agreed that participating in the social media video project had enhanced their English fluency.

The next function is to students' creativity has increased by participating in the video project on social media and platforms. It was noted that a total percentage of 18(60%) and 4 (13,3%) of respondents agreed and strongly agreed students' creativity has increased by participating in the video project on social media and platforms when they use social media and platforms.

In response to the statement students' motivation has increased by participating in the video project on social media and platforms. the majority of respondents 13 (43,3%) agree and 8 (26,7%) strongly that when students use social media for watch video posted on social. Table 1 also shows the students' perspectives on Participating in the video posted on social media and platforms has increased my confidence in speaking in front of people. The majority of students respondents 18 (60%) believed that they can improve confidence when their speaking English to students

or other people. The percentages for 'agree' and 'strongly agree' for the statement "Participating in the video project on social media and platforms has increased my confidence in speaking in front of people" are 18 (60%) and 4 (13,3%), respectively. In response to the statement "My willingness to learn English has increased by participating in the project of videos on social media and platforms" the majority of respondents agree 11 (36,7%) and strongly agree 8 (26,7%). As per the findings of the respondents' opinions "of video posted on social networks to improve English speaking skills in EFL students" Table 1 displayed that 9 (30%) of respondents agreed or strongly agreed that My knowledge of English has increased by participating in the video project on social media and platforms. According to 13 (43,3%) of respondents agree that the comments made by outsiders have boosted my self-esteem. In addition, 17 (56,7%) of the respondents agree that My classmates' comments have helped me correct my mistakes and improve my performance in the English language. As can be noticed from the findings, 15 (50%) of respondents "agreed" or "strongly agreed" that I am no longer afraid of someone commenting on my videos because I designed them very well before uploading them. Furthermore, 18 (60%) of respondents "agreed" or "strongly agreed" that Comments are necessary as they allow you to understand what people think about them and to follow their advice for improvement. Furthermore, Table 1 also showed the respondents' perspectives on of video posted on social networks to improve English speaking skills in EFL students. The percentages of people who "agreed" or "strongly agreed" with the item All comments have something good in them, and you can learn from each one, were 17 (56,7%) and 5 (16,7%) respectively. According to the findings, 13 (43,3%) agreed and 9 (30%) strongly agreed that Negative comments are opportunities and part of my learning. In addition, 9 (30%) agreed and 4 (13,3%) strongly agreed that On Facebook, I have learned oral skills thanks to the video I shared. Concerning the item "I have learned oral skills on Instagram thanks to the video I shared," 16 (53,3%) agreed and 7 (23,3%) strongly agreed. Furthermore, 12 (40%) agreed and 8 (26,7%) strongly agreed that I have learned oral skills on Instagram thanks to the video I shared. Finally, the percentages for 'agree' and 'strongly agree' for the statement "Social media and platforms are spaces where we can learn English efficiently" are 15 (50%) and 27 (23,3%), respectively.

DISCUSSION

The students' experiences on video posted on social networks to improve English speaking skills in EFL students

Regarding the interview findings, it was found that the majority of the students are conscious of the video posted on social networks to improve English speaking skills in EFL students. students' perception of video posted on social networks to improve English speaking skills in EFL students. All students agreed with the belief that video posted on social networks to improve English Speaking Skills in EFL students. Analysis and interpretation of interview data revealed the following Video Posted on Social Networks can improve English speaking skills.

The first statement displayed that with the project of videos on social media and platforms, I have improved my speaking skills in English. Students can improve their English-speaking skills, especially they can improve pronunciation, vocabulary, and fluency. According to student 1 *"Creating and uploading videos on social media helps improve my English-speaking skills because I practice pronunciation, vocabulary, and fluency repeatedly before posting. It also trains me to speak more clearly and confidently"* and according to students 2 *"Creating and uploading videos helps improve my English-speaking skills because I practice speaking more often. I also learn new vocabulary and improve my pronunciation by repeating the recordings"*

The eight-statement displayed that Participating in the video project on social media and platforms has increased my confidence in speaking in front of people. According student 3 *"in video projects on social media has also increased my confidence when speaking English in front of others"* and also according student 4 *"Participating in video projects on social media has increased my confidence significantly. At first, I felt nervous and afraid of making mistakes, but after uploading several videos, I became more comfortable speaking English. Positive feedback from viewers also encouraged me to speak more confidently in front of others"*

The seventh and ninth statement displayed that the video project on social media increase your motivation and willingness to learn English. According student 2 *"Video projects on social media increase my motivation to learn English because they are fun, creative, and interactive. Seeing others' videos and feedback encourages me to improve my speaking skills"* and opinion of student 4 *"The video project on social media also increases my motivation and willingness to learn English. Making videos feels more interesting and enjoyable than traditional classroom activities because it allows me to be creative. I can choose topics that I like, such as daily life, hobbies, or trending issues, which makes learning more meaningful. In addition, knowing that my audience will watch my content encourages me to prepare better and improve my performance. This sense of purpose motivates me to practice English more often"*

The eleventh statement displayed that of the comments you receive on your videos (from classmates or outsiders), and help you improve your English-speaking skills. According to student 1 *"Comments from classmates or outsiders help me improve because they provide feedback, corrections, and encouragement. Positive comments boost my*

confidence, while constructive criticism helps me learn from my mistakes.” And also statement of student 4 “I see comments on my videos as useful feedback. Positive comments boost my confidence, and suggestions help me improve my speaking skills.”

The last interview question was Do you think social media platforms are effective spaces for learning English speaking skills? Please explain your reasons. According student 4 *“Yes, I believe social media platforms are effective spaces for learning English speaking skills. They provide opportunities for real practice, interaction, and feedback from a wider audience. Social media also creates a relaxed learning environment, which helps learners feel more confident and motivated to use English in real-life situations”* and also opinion of student 3 *“In my opinion, social media platforms are effective spaces for learning English speaking skills because they provide real opportunities to practice communication with a wide audience. They create an interactive and authentic learning environment where learners can speak, receive feedback, and improve continuously. Compared to learning only from textbooks, using social media feels more engaging and practical. For these reasons, I believe social media can be a powerful tool to support the development of English-speaking skills”*.

In terms of EFL students' perceptions of video posted on social networks to improve English speaking skills in EFL students, the findings revealed that the majority of students respondents felt that the video posted on social networks were employed successfully in EFL students. The findings for the first statement revealed that with the project of videos on social media and platforms, they have improved my speaking skills in English. This is congruent with the findings of [Qarajeh & Abdolmanafi-Rokni, \(2015\)](#), who revealed that the findings displayed that social networking had a positive impact on speaking ability of Iranian EFL students. This is in line with [Pianasari & Faruk, \(2025\)](#), who revealed that the findings displayed that the research The study demonstrated that 75% of participants showed growth in English vocabulary after regularly accessing TikTok, preferring song-, vlog-, and game-based educational materials. The platform enables learners to acquire contemporary and informal vocabulary, rarely encountered in formal curricula, through incidental learning.

Furthermore, respondents strongly agreed with the second statement that with the project of videos on social media and platforms, I have improved my oral expression. This is similar to the findings of [Van Anh & Dan, \(2024\)](#), who revealed that The findings indicated that students used social media as authentic learning materials to a significant extent and had positive perceptions of their speaking motivation. A moderate correlation was found between the extent to which social media served as authentic learning materials and students' perceptions of their involvement.

Similarly, the favorable reactions to the third statement they have improved my English grammar with the social media and platform video project. This is similar to the findings of [Abad-Dadayan et al., \(2024\)](#), who revealed that the findings displayed that the The study revealed that students perceived social media videos on English grammar as enabling them to apply lessons learned to both their academic and personal lives. Therefore, the researchers recommended developing educational videos that allow students to relate their learning experiences to academic and personal contexts, utilizing the interactive features of social media to support English grammar learning.

Moreover, the findings demonstrated that respondents agreed with the fourth statement that with the project of videos on social media and platforms, my English pronunciation has improved. This is similar to the findings of [Maulina & Sari, \(2022\)](#), who revealed that the findings displayed that popular research methods used in teaching and learning English pronunciation using social media and other technological tools. This is in line with [Yustita & Imaduddin, \(2025\)](#), who revealed that the findings displayed The results revealed that Instagram (97%), YouTube (80%), and TikTok (71%) were the most frequently utilized platforms for English learning, owing to their engaging content and accessibility. Most students reported that social media was engaging, flexible, and beneficial for vocabulary development, pronunciation, listening skills, and confidence-building. However, areas such as grammar learning, task motivation, anxiety reduction, and time management were less effectively supported by social media. These findings underscore the importance of integrating social media effectively into educational practices to maximize its benefits while addressing its limitations.

Concerning participants' positive responses to the fifth statement, with the project of videos on social media and platforms, my fluency in English has improved. This similar to the findings of [Rianyansa & Sujarwati, \(2024\)](#), who revealed that students became more enthusiastic and excited during the teaching and learning process by applying social media. Therefore, the researcher suggests that Islamic movies can be used as a supplement of teaching media, especially in order to improve speaking ability as well as students' interest in speaking. The findings also of [Rahmawati et al., \(2023\)](#), who revealed that the students' speaking skills, There are four components that must be measured, namely vocabulary, fluency, pronunciation, and comprehension. The students' scores were classified into five categories: very good, good, medium, low, and failed. After the treatment, the speaking skills of the experimental group improved. Vocabulary increased by 45.6%, fluency by 40.6%, pronunciation by 31.6%, and comprehension by

32.8% compared to the pre-test scores. TikTok proved to be a useful application that not only enhances speaking skills but also boosts students' creativity, motivation, and vocabulary.

For the sixth statement "My creativity has increased by participating in the video project on social media and platforms". The majority of respondents agree and strongly agree that when they use social media and their creativity has increased by participating in the video project on social media and platforms. This is similar to the findings of [Rahmawati et al., \(2023\)](#), who revealed that TikTok is a useful application that not only improves speaking ability but also improves the students' creativity, motivation, and vocabulary.

In terms of the seventh statement, the findings revealed that the majority of respondents believed that My motivation has increased by participating in the video project on social media and platforms. This is similar to the findings of [Rahmawati et al \(2023\)](#), who revealed that TikTok is a useful application that not only improves speaking ability but also improves the students' creativity, motivation, and vocabulary.

The results also revealed that for the eighth statement, the majority of students "strongly agreed" that Participating in the video project on social media and platforms has increased my confidence in speaking in front of people. This is similar to the findings [Kamal, \(2025\)](#), who revealed that this study illustrates positive perceptions toward this technique, where students find this technique easy to implement and benefit from boosting their speaking skills. Furthermore, this study shows that students demonstrated several activities in creating digital storytelling, such as preparing tools, recording videos, editing footage, and publishing videos.

Concerning the ninth question of the study displayed the findings of the respondents' opinions on My willingness to learn English has increased by participating in the project of videos on social media and platforms. This is similar to the findings [Nurarifah et al., \(2025\)](#), The study revealed that students face several problems in learning to speak English, including insufficient practice, limited vocabulary, inaccurate pronunciation, inadequate training, an unsupportive learning environment, and a lack of personalized learning. To improve English speaking skills, these difficulties can be addressed by: 1) memorizing vocabulary; 2) listening to English words and sentences; 3) engaging in repeated speech and speaking exercises; 4) increasing practice opportunities; 5) finding peers interested in English speaking; and 6) consistently practicing speaking in English.

In addition, the review results of tenth statement revealed that EFL students agree and strongly agree that My knowledge of English has increased by participating in the video project on social media and platforms. This is similar to the findings [Maulidiyah et al., \(2025\)](#), who revealed that study is that The findings indicate that students perceive TikTok daily vlogs as an engaging and effective tool for improving speaking skills, particularly in terms of confidence, fluency, and pronunciation. The study also highlights the role of TikTok's interactive features in enhancing motivation and reducing anxiety during speaking practice. However, students reported certain challenges, including platform distractions and technical issues. Overall, when used with clear guidelines and objectives, TikTok daily vlogs can serve as a valuable supplement for English language learning. Additionally, respondents strongly agreed that feedback from others boosted their self-esteem.

Moreover, the findings demonstrated that respondents agreed with the twelfth statement that My classmates' comments have helped me correct my mistakes and improve my performance in the English language. This is similar to the findings [Fadilah et al., \(2025\)](#), who revealed that study is that TikTok is a preferred platform for students to practice English, with 58.6% of students feeling comfortable using TikTok for pronunciation practice. Additionally, 63.8% of students stated the findings indicate that TikTok enhances students' self-confidence in practicing English pronunciation. The platform provides opportunities for learners to practice English in a relaxed, flexible, and engaging manner, thereby increasing motivation. However, the study also identified certain challenges, including distractions from entertainment content, which may reduce focus, and the absence of direct feedback for error correction. In conclusion, this research suggests that TikTok can serve as an effective tool for Generation Z to improve English pronunciation, provided that engaging and collaborative content is employed. It is expected that these findings will contribute to the development of more modern and interactive language learning approaches on digital platforms such as TikTok.

CONCLUSION

In conclusion, students exhibited positive perceptions of using social media videos in speaking classes and reported favorable experiences with this learning approach. they got benefits from it. However, several students had experiences in applying it in learning speaking, such as language skills, social media platforms are effective spaces for learning English speaking skills and creating and uploading videos on social media helps improve my English-speaking skills because I practice pronunciation, vocabulary, and fluency. It is concluded that the most suitable social network for this group of young people to learn English is TikTok, YouTube, and Instagram, as it is the most visited by them; likewise, they are not much affected by the comments made by specialists, and they perceive an improvement at the end of the

program, with psychological effects including an enhancement of their self-esteem, greater motivation, and confidence to learn English. The present study was limited to participants from the third semester, encompassing two classes. Moreover, it concentrated solely on students' perceptions and experiences, without addressing other factors influencing English learning outcomes. Therefore, several recommendations are needed for further researchers. Those are big sample size, complex instruments, and participants from different academic levels or institutions in order to obtain more comprehensive and generalizable results. Next, for lecturer, it is better to provide video posted on social networks which has complete features and it is easy to access by the students.

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