

## Exploring Student's Perspectives and Practices: Using TikTok in the Context of Sophomore EFL Speaking 4 Learning at Van Lang University

Nguyen Thi Thanh Van<sup>1</sup>, Tran Thi Thanh Mai<sup>2\*</sup>

<sup>1</sup>Mercury Education and Training Joint Stock Company, Vietnam

<sup>2</sup>Faculty of Foreign Languages, Van Lang University, Ho Chi Minh City, Vietnam

\*Corresponding author's email: [mai.ttt@vlu.edu.vn](mailto:mai.ttt@vlu.edu.vn)

 <https://orcid.org/0000-0001-8190-7592>

 <https://doi.org/10.54855/ijte.24429>

© Copyright (c) 2024 Nguyen Thi Thanh Van, Tran Thi Thanh Mai

Received: 02/10/2023

Revision: 13/05/2024

Accepted: 15/05/2024

Online: 17/05/2024

### ABSTRACT

**Keywords:** TikTok, perceptions, speaking skills, benefits, drawbacks

Nowadays, TikTok is one of the most popular online applications. TikTok has recently been a helpful tool in facilitating teaching speaking skills. More researchers are exploring the teaching application of TikTok in speaking classes. This study is designed as mixed-method research that explores VLU second-year English-major students' perceptions of using TikTok to learn speaking skills. With the help of two research instruments: interviews and questionnaires, the results showed that students agree that TikTok positively impacts speaking skills. Furthermore, TikTok can be implemented in Speaking 4 classes as an additional tool to facilitate students' speaking skills outside the classroom.

### Introduction

#### *Background of the study*

Speaking skills are highly important in today's sophisticated society. Speaking is the key to socialization, professional success, and business (Bygate, 2020). In other words, effective communication is critical for career success (Rao, 2019). English speaking also has a significant impact in academic success. Speaking English is the most critical ability for EFL students in terms of their school performance as it promotes efficient interaction and language learning (Komariyah et al., 2022).

However, most EFL students have difficulty speaking English. Research at Van Lang University (Pham et al., 2022) indicated that Speaking-4 provides a challenge, especially for second-year English majors who are speaking to the class for the first time. They acknowledge that they were quite nervous during their first public speeches. Moreover, the Speaking-4 course requires the linguistic performance of students as well as careful preparation and confidence to present ideas successfully. If students lack knowledge, they can face a great number of struggles regarding confusion and embarrassment (Pham et al., 2022). As a result, this causes a bad

experience for them. Moreover, students often feel anxious and stumble during their first presentation in front of a large audience (Muhamad, 2022). According to Sompakdee et al. (2021), 84% of students prefer online English presentations due to feeling more confident, less worried, and having more practice opportunities. Harina (2020) notes that students struggle to speak clearly, feel uneasy, and lack vocabulary, often avoiding speaking in front of friends and fearing mistakes.

Thankfully, TikTok becomes a useful educational tool for helping students overcome speech-related challenges (Herlisya and Wiratno, 2022). Learning media appeared to provide students with a first small step before they give a presentation in front of the class. Students may minimize their apprehension and shyness when making their first presentations. (Jung and C, 2019). Moreover, TikTok is an English language learning strategy to help enhance literacy and speaking skills (Pratiwi et al., (2021).

Learning speaking skills through a media application at first sounds questionable and innovative. However, many researchers have applied media applications in their teaching. Particularly, Herlisya & Alfiawati (2019) applied Instagram in their writing teaching course; Nurmy (2017) utilized Facebook as a language learning tool; Sah (2015) used Twitter as a learning tool in an English learning course, and Pratiwi et al. (2021) chose TikTok to support their pronunciation learning. Mahdi (2022) studied the correlation between speaking competency and multimedia environment and concluded that multimedia environment positively impacted students' presentation and speaking skills. Multimedia can act as a supportive means in the classroom (Miller, 2018).

But prior research on the integration of TikTok into speaking instructions, like those by Fadda (2020), Herlisya and Wiranto (2022), Herwanto (2022), Komariyah et al. (2022), Muhammad (2022), and others, have not dived deeply into the perspectives and habits of students when it comes to using the app for speaking practice. Besides, the limitation of some previous studies is that their sample is not large enough and the experiments are insufficient to verify the effects of TikTok. Therefore, an in-depth investigation into students' perspectives and practices in utilizing TikTok to enhance speaking skills becomes essential. In response to this research gap, this paper explores students' perspectives on using TikTok to improve speaking learning and outlines the specific practices students have to improve their speaking ability through TikTok.

### *Significance of the study*

Learning through media, particularly TikTok, is helpful for English learners. For EFL self-directed learners, academic advisers, and teachers instructing Speaking-4, it is critical to investigate students' Tiktok application and their perspectives on speaking performance improvement. The study contributes to existing research in this field and is an asset for future researchers interested in TikTok's educational value.

### *Scope of the study*

The main aim of this study is to determine how students utilize TikTok to learn speaking skills. Specifically, the paper aims to investigate the views and TikTok usage habits of sophomores in the Speaking-4 course at Van Lang University. The scope of the study was narrowed down to

eighty second-year English majors who were randomly selected from Speaking-4 classes on campus 1 located at 45 Nguyen Khac Nhu Street, District 1, Ho Chi Minh City, Vietnam.

## Literature Review

### *EFL speaking skills*

According to Herwanto (2022), “speaking skills are the ability students have to be able to communicate effectively by delivering the right message and not causing misunderstanding.” According to Qureshi (2007), Muhammad (2022), speaking is the numerous circumstances in which linguistic and nonlinguistic symbols are used. According to Lestari (2019), speaking abilities are defined as the ability to produce, receive, and comprehend information in English. Additionally, Nunan (2001) states that speaking is typically a skill that needs to be learned and developed.

In comparison, they all highlight the importance of effective communication and emphasize various elements such as clarity, comprehension, and development over time. However, they offer different perspectives on the nature and components of effective spoken communication. Herwanto (2022) focuses on the practical aspect of speaking skills. Otherwise, Qureshi (2007) and Muhammad (2022) emphasizes speaking using symbols. Lestari (2019) characterizes speaking abilities as multifaceted. Nunan (2001) views speaking as a skill that requires learning and development over time.

Concerning this study, both Nunan (2001) and Lestari (2019) offer the best viewpoints and relate to this research, focusing on various elements contributing to speaking improvements and developing speaking skills over time through practice. Although they do not go into the detail needed for the study's TikTok focus, these definitions highlight the importance of practice and improvement. Herwanto (2022) defines communication as the capacity to convey ideas concisely and effectively. This objective is consistent with TikTok's ability to improve speaking abilities. It still has to be modified, though, in order to handle issues specific to TikTok. According to Qureshi (2007) and Muhammad (2022), speaking involves the use of oral utterances to deliver meaning. It's crucial to include details relevant to TikTok's digital and visual traits while adjusting these elements for the research.

### *The significance of EFL speaking skills*

Regarding academic performance, speaking English is the most important skill in terms of their academic success for EFL learners as it facilitates effective communication and language acquisition (Komariyah et al., 2022). According to Rao (2019), with good speaking skills, EFL learners can participate in pair or group activities in class, give impressive speeches, debate in group discussions, develop critical thinking, and pursue higher studies.

Sharing the same ideas with Bygate (2002) states that the ability to communicate English effectively is crucial today, and success in a person's chosen field depends on the ability to do so. EFL learners can get better employment opportunities all over the world. (Rao, 2019) Moreover, Namaziandost and Nasri (2019) state that speaking is critical in teaching and learning a second or foreign language. It has had a significant and prominent position

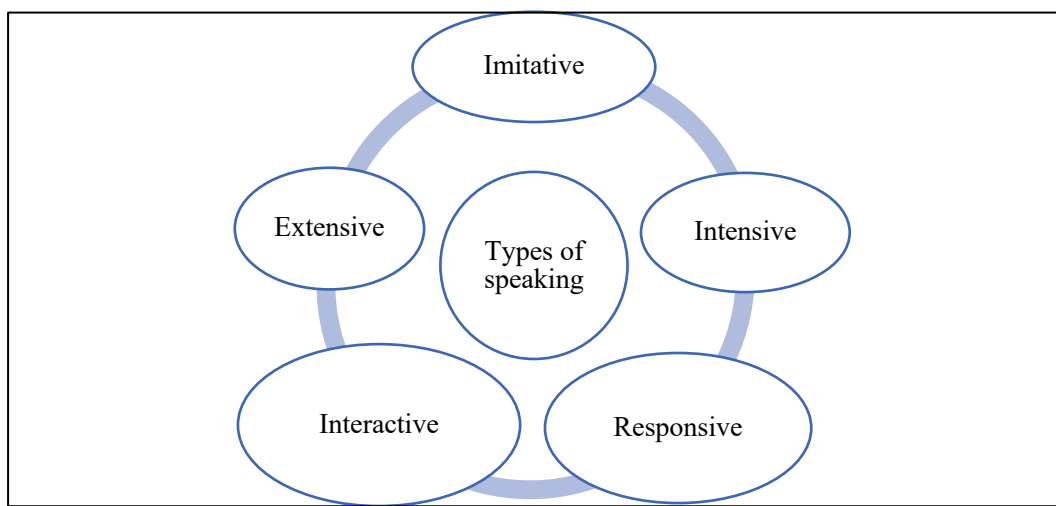
throughout the history of language teaching. Similarly, Qureshi (2007) said that EFL learners can acquire more knowledge, learn about different cultures around the world, and travel to foreign countries.

### *Types of Speaking*

There are 5 main types of speaking, according to Brown (2004), namely imitative, intensive, responsive, interactive, and extensive as follows.

#### **Figure 1**

Five types of speaking skills (Adapted from Brown, 2004)



Based on Brown's (2004) approach, this study presents an approachable categorization of spoken language competency levels, dividing language learning into five distinct stages: (1) imitative, (2) intensive, (3) responsive, (4) interactive, and (5) extensive. (1) Imitative speaking and focuses on word repetition. For instance, "repeat after me" in the classroom. (2) Intensive speaking which involves oral tasks to demonstrate grammar, vocabulary, and intonation. Examples include tasks involving a directed response or reading aloud. (3) Responsive speaking, which is a brief conversation and request (Brown, 2004). (4) Interactive speaking which is a complicated conversation that involves many participants and/or multiple exchanges (Brown, 2004). At this level, speakers must be aware of slang, comedy, etc. (5) Extensive speaking is any type of monologue. For instance, speeches, oral presentations, and storytelling (Brown, 2004).

Although Brown's (2004) concept describes many kinds of speaking, this study is the first to focus specifically on extended speaking, particularly speeches, presentations, and narratives.

### *Barrier when speaking*

Students frequently fear criticism from their teachers and peers when studying a foreign language because they are the only speakers in the classroom. Moreover, Horwitz (2017) said that "language anxiety as an individual set of self-awareness, beliefs, emotions, and behaviors associated with classroom language learning stems from the uniqueness of the language learning process". Students face palpitations, get distracted, feel nervous or even feel dreadful.

They show avoidance by delaying their schoolwork and missing class, particularly when it comes to speaking and listening work, leading to confusion in role-play tasks.

According to Muhamad (2022), students admitted that they get quite anxious and stumble over their words when they make their first presentation in front of a large audience. Additionally, the speaking course evaluates students' proficiency in language and demands careful planning and self-assurance for a successful presentation. Lack of information causes students to suffer mentally, which can lead to confusion and embarrassment while they stand onstage. They, therefore, have a bad experience. Students often find themselves in a less interactive or unengaged presentations. Anxiety and uneasiness might occur while speaking in front of large crowds.

Students do not often have opportunities to interact and practice their English when taking classes. Students eventually become hesitant to speak English in class and pay less attention to the teacher. Moreover, students are distracted by several factors (John, 2020). In addition, students' barriers to speaking include the program and curriculum, teaching strategies, and students' motivation and reticence (Alhmadi, 2014). According to Sompakdee et al. (2021), 84% of students prefer online English presentations to in-class English presentations due to various reasons such as more confidence, less worry, more opportunities to practice, more natural speech, convenience, interest in learning, self-assessment, assertion, new experience, and self-perseverance.

According to Al-Khotaba et al. (2020), there are many types of anxieties such as personal and interpersonal anxiety, and classroom anxiety. In terms of personal anxiety, students feel shy and nervous, afraid of being laughed at, which results in making more mistakes. Besides, regarding foreign language classroom testing anxiety, students are afraid of being asked to speak English in class. Furthermore, there are learners' beliefs about language learning anxiety, such as they perceive that they are not good at English and make mistakes. As a result, they stop trying to learn difficult things.

#### *Using TikTok as a means of self-study app*

Fortunately, learning media appeared to offer students an initial opportunity to prepare before they give a presentation in front of the class. Students may minimize their apprehension and shyness when making their first presentations. TikTok is one of the learning media that can help students with this issue.

With the ownership and development of the ByteDance company, TikTok has recently become one of the most popular social media apps. It promotes creativity in ideas, increases speaking engagement, provides a comfortable speaking experience, and encourages interaction with viewers. According to Luke (2022), its key utilities lie in its main design to create lip-sync, dance, and comedy shorts, but users can create a variety of speaking videos. Unlike other social media, this app saves time when it only allows users to make and edit short speaking videos (three to fifteen seconds) and longer (up to sixty seconds). According to Griffin (2021), the simple and appealing videos on TikTok can be utilized by teachers to inspire students to finish their speaking assignments and motivate them to learn speaking ideas. Sharing the same ideas, Luke (2022) says that students can use the app to create videos as part of presentation tasks.

According to Pratiwi et al. (2021), TikTok is an English language learning strategy to help enhance literacy and speaking skills. In the same year, Yolanda (2021) also indicated that many students get better scores in speaking using the TikTok application. Herlisya and Wiratno (2022) said that using TikTok improves students' speaking skills. TikTok can be used to foster interest in English speaking, improve speaking skills, increase creativity in speaking, and provide speaking ideas. Besides, TikTok makes it easier to absorb vocabulary, helps students become interactive, and creates a fun learning environment where EFL learners can feel free to give their speech.

According to Jung and C (2019), the implementation of videos in speaking practice helps students perceive English speaking as a positive experience. Firstly, videos make the speaking experience appealing and comfortable. Secondly, video is the best way for students to learn body language in speaking based on the gestures and actions in the video (Rahmawati et al., 2023). Thirdly, posting a public speaking video encourages students to give their best speech.

#### *Drawbacks of using TikTok in language learning*

According to Pham et al. (2023), learners were easily distracted using the app. TikTok displays videos posted from other users so if students do not focus, it will distract students from practicing their speaking skills (Putri, 2022). Moreover, in a research study about the benefits and drawbacks of TikTok in learning to speak, Herwanto (2022) stated that students lack feedback as TikTok does not have a feature to check speaking elements such as pronunciation, fluency, ideas, etc. so students do not have efficient feedback for their practice (Putri, 2022).

In addition, EFL learners also have technical problems while using TikTok for their speaking (Herwanto, 2022). It could make the speaking video did not appear well as expected. According to Mango and Wungow (2022), since the presentation of the video is quite short, not all subject matter is appropriate for the video format. Additionally, not all students find the concept of combining short videos with speaking to be comfortable. In conclusion, some drawbacks of TikTok that students face are the distracting tendency, lack of speaking feedback, technical problems during speaking and the short endure of speaking video.

#### *Related research*

Much previous research related to the topic of this research has been found. Specifically, using TikTok to improve speaking skills is a new interest to many researchers and educators such as Yang (2020), Putri (2022), Manggo et al. (2022), etc.

In the study titled "Secondary-school Students' Perspectives of Utilizing TikTok for English Learning in and Beyond the EFL Classroom", Yang (2020) conducted a study with the aim of exploring students' perspectives on using TikTok in learning English in and beyond the EFL classroom. Using a quantitative survey, the study was conducted on 187 secondary school students from China. The findings reported that TikTok provided a great amount of English content material, positively engaged students in learning, offered many exposures to English, helped them get access to authentic video materials, made words practical and pragmatic, and developed autonomous learning. Moreover, students agreed that TikTok and EFL textbooks could complement and support one another.

According to the research in Ecuador carried out by Bastidas Silva and Valarezo Gaspar (2022), the research aimed to study the importance of the use of TikTok in speech production as well as how TikTok contributes to helping students in their oral communication. The research used a mixed method including a survey and interview. The study was conducted on 42 participants who were 9<sup>th</sup> grade A2 level students and one teacher. The findings claimed that students tended to use TikTok for entertainment purposes rather than learning. However, students recognized that TikTok was available for education due to its learning features and factors. In terms of linguistic aspects, students lacked vocabulary, coherence, cohesion of ideas, and even confidence to make oral content. Therefore, they agreed that the modernity and entertainment of TikTok help enhance their speech skills. Besides, the study reported that teachers were aware that digital tools such as websites, online platforms, and social media could be really helpful in supporting students' speech production.

In a study titled "Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University", Pham et al. (2023) explored students' attitudes toward using social media to improve vocabulary acquisition. The study used a mixed method, including surveys for 154 students and semi-interviews for 15 students. The results revealed that students were aware of the benefits of social media such as active learning environments, increasing English practices, vocabulary knowledge expansion, word memory, learning engagement, freedom to express, learning autonomy, and global interaction. Moreover, the study gave a deep insight into students' perspectives on using social media to teach vocabulary. The study showed that students recognized the benefits regarding more opportunities to practice, creative learning, convenience, vocabulary development as well and role models. However, learners were easily distracted and felt unmotivated to learn.

According to the research in Indonesia conducted by Herwanto (2022), the study aimed to study the benefits and difficulties students faced while using TikTok as a learning medium. The study used a qualitative method which included interviews and questionnaires to be conducted on ten ESL students from grade 10 in a secondary school. The findings indicated that students agreed that TikTok could increase the opportunities to practice speaking, develop vocabulary and pronoun knowledge, improve confidence, and enhance word usage as well. However, students encountered problems such as doubts, lack of confidence, confusion, technical matters, inappropriate content, and video quality.

With the same purpose of finding out students' perspectives on using TikTok as a teaching tool, Manggo et al. (2022) had the same finding result as Yang (2020) in investigating the use of TikTok by eighteen grade eight students in Indonesia. The research implemented the quantitative descriptive methodology. The findings showed that students liked the use of TikTok as a medium for speaking learning. The students agreed that TikTok could affect a person's self-confidence, help students learn how to speak, compose sentences, learn new slang words, make learning interesting, develop students' creativity, and help them express themselves by making videos. Particularly, 83% of participants agreed and strongly agreed that they liked to explore or watch videos on TikTok as material for them to study.

According to Putri (2022), the study aimed to explore the enhancement of students' speaking skills by utilizing TikTok. The finding reported that TikTok helped students learn how to speak

English, motivated them to develop their speaking ability, helped students choose what kind of speaking style they wanted, provided a comfortable learning environment without restraint, and promoted confidence. Moreover, TikTok made learning enjoyable and engaging, motivated the students to participate in speaking English, facilitated easy access to materials, and helped students easily relate to their daily lives.

As far as previous research is concerned, TikTok enhances speaking skills by providing a great amount of English content material, positively engaging students in learning, offering many exposures to English, helping them get access to authentic video materials, making words practical and pragmatic, and developing autonomous learning. However, the drawbacks of TikTok are the fragmented knowledge framework, lack of systematic, learning distractions, and difficulty distinguishing qualified videos. Besides, the limitation of some previous studies is the sample data is not large enough and lacks experiments to verify the effects of TikTok. Based on the description above, this research adopts a model from Yang's (2020) and expands the number of participants by surveying them at Van Lang University.

### *Research gaps*

Previous research, such as Yang (2020), focused on the perceptions of Chinese students about TikTok as a resource for learning English. However, research conducted in Ecuador (Bastidas Silva & Valarezo Gaspar, 2022) highlighted the challenges associated with utilizing social media for education. Studies carried out in Indonesia (Herwanto, 2022; Manggo et al., 2022; Putri, 2022) studied the benefits and challenges of TikTok and found negative and positive results. Although previous studies focused on students' general viewpoints and habits, a more thorough investigation is needed to find the elements influencing TikTok's success or failure in the Vietnamese context. This includes a thorough examination of the perspectives and approaches used by EFL sophomores to improve their English-speaking skills on TikTok. Our research seeks to offer focused and useful insights for enhancing speaking abilities using TikTok in a local context by focusing on these specific aspects.

## **Methods**

### *Purposes of the study*

This research is conducted with two main aims: (1) to investigate EFL university students' perspectives on the use of TikTok to learn Speaking-4 and (2) to explore how they apply TikTok to improve their speaking ability.

### *Research questions*

To obtain the above purposes, the research addresses the following research questions:

1. What are EFL university students' perspectives on using TikTok to learn the Speaking-4 module?
2. What are EFL university students' practices on using TikTok to learn the Speaking-4 module?



### *Pedagogical Setting & Participants*

The main goal of the Faculty of Foreign Languages of Van Lang University is to train qualified sources of linguistic students. Among the mandatory subjects, the Speaking-4 course is the advanced speaking course for second-year English majors. This module is compulsory for sophomores in the second semester. In Speaking-4 courses, students study a book called *Speaking 4. Selected and Compiled. For Internal Use Only. 2019*. This course has 2 parts which combine 20 theory sessions and 25 practice sessions. The general requirement consists of 20% of joining class and participating in activities (contributing in class, giving presentations, doing teamwork, finishing homework), 30% of the midterm test and 50% of the final test. On the final test, the students are expected to give a speech fluently using PowerPoint slides within 5 minutes. This study studied homework session and self-study time in which students can use TikTok to make speaking videos.

The research participants were 80 VLU second-year English majors who had studied Speaking-4 in the second semester of the school year 2022-2023. They were selected from 2 classes taught by 1 lecturer, based on their availability and willingness to participate in the survey. Regardless of gender, their age ranged from the age of 19 to 21. The main target of this study is to find out students' perspectives and practices on using TikTok to enhance their speaking skills. Therefore, the second-year English majors were obviously the subjects.

### *Design of the Study*

The paper was designed as descriptive qualitative research. Therefore, mixed methods were used, including quantitative and qualitative research instruments. Questionnaires were administered to investigate students' perspectives on TikTok usage to improve speaking skills, and interviews were conducted to gather the practices used on TikTok to improve speaking skills. These are effective instruments for gathering information about attitudes, perceptions, and beliefs in second-language classroom research (Cresswell, 2007).

### *Data collection*

Questionnaires were designed through Google Forms. The questionnaire was first delivered to participants via the official Fanpage Facebook such as the Students' Association of Van Lang University. After 2 weeks, the online survey only had 20 participants responded. Since the online survey did not reach enough participants, the researcher decided to conduct the survey offline in 2 classes with 60 sophomores who already finished the Speaking-4 course in the previous semester. The participants were given paper and assigned to complete the questionnaires in 10 minutes. Each student averagely marked their answers in 6-7 minutes. Meanwhile, the researcher observed the situation carefully and explained it if necessary. In sum, the researcher gathered a total of 80 quantitative data after one month of conducting online and offline surveys. For the interview, the researcher contacted 11 participants from the online survey and invited them to interview through Ms Teams. The interviewees openly engaged in five-to-ten-minute interviews.

### *The questionnaire*

Following the five-point Likert scale, the answer part of the questionnaire was designed to five degrees of affirmation from the lowest degree “strongly disagree” to the highest degree “strongly agree” (1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree). In addition, the questionnaire was divided into two sections. The first section referred to the individual’s attitudes towards the benefits of using TikTok in facilitating their speaking ability. The second section is related to the downside of TikTok's use in improving their speaking outcomes. The questionnaire included 15 items.

The researchers used Cronbach's Alpha, Exploratory Factor Analysis (EFA), KMO, and Bartlett's Test on the data from the questionnaire to determine the validity of the data. Table 3.4.1 shows that the questionnaire's Cronbach's Alpha score is 0.990. In Table 3.4.2, the KMO value is .934 (>0.5). The significant level of Bartlett’s test is .000. The data in Tables 3 and 4 were regarded as being valid for the research.

**Table 1**

Cronbach’s Alpha (N=80)

Cronbach’s Alpha (N=80)	N of items
0.990	15

**Table 2**

KMO and Bartlett’s Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.934
Barlett’s Test of Sphericity	Approx. Chi-Square	2906.849
	df	105
	Sig.	.000

### *The interview*

Together with the questionnaires, the interview was conducted online through Microsoft Team for the sake of the interviewees’ convenience. Specifically, 11 random students who took the Speaking-4 course were asked questions relating to their practices of using TikTok in their speaking learning.

The students were asked to answer two following questions:

- 1) *In what ways does TikTok help you improve your speaking ability? (Or what problems of yours has TikTok improved?)*
- 2) *How can you use TikTok as a means of self-study tool to enhance your speaking skills?*

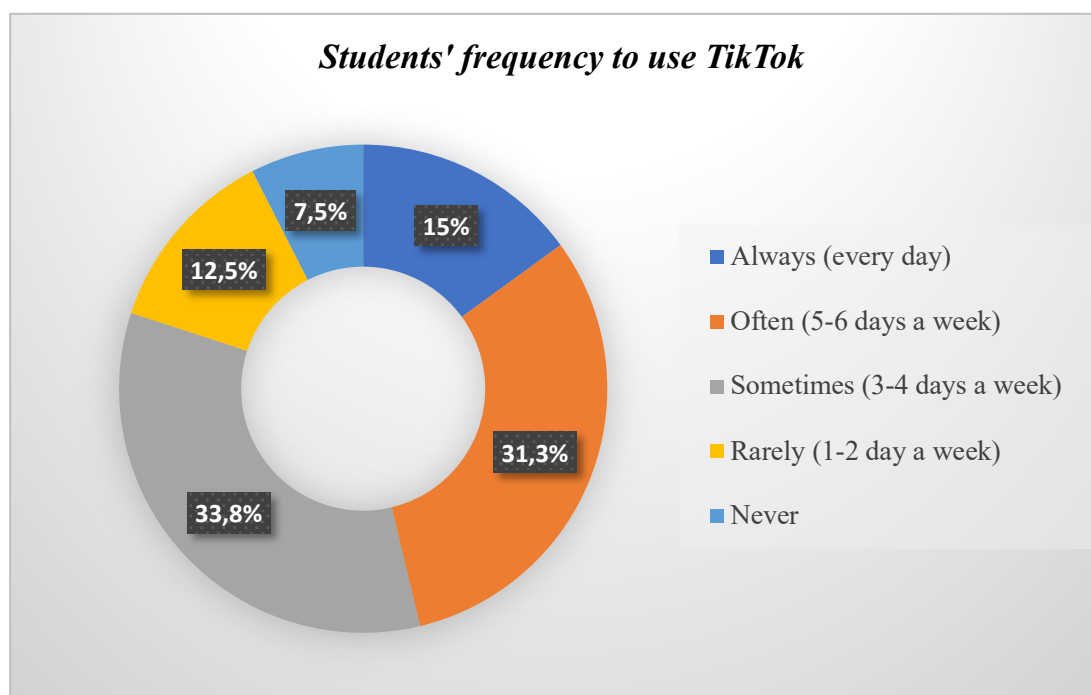
## Results/Findings

*Research question 1: What are EFL university students' perspectives on using TikTok to learn Speaking-4?*

*Students' frequency of using TikTok*

**Figure 2**

Students' frequency of using TikTok



As can be seen in Figure 2, almost all of the participants are regular TikTok users, with students using the app in the range of 3 to 6 days per week. To be more precise, 33.8% of students used TikTok three to four days a week, compared to 31.3% who used it five to six days a week.

*Students' perceptions toward the use of TikTok*

Table 3 showed TikTok's impact on students' speaking skills. One perceived benefit of TikTok is improving speaking proficiency, with 85% acknowledging its positive effect on speaking, 78.8% on vocabulary expansion, and 90% on speaking ideas. The next perceived benefit is providing an engaging environment, with 80% feeling free to make errors, 71,3% felt inspired to improve their speaking skills, while 70% have their language confidence increased by TikTok.

The positive attitudes towards TikTok are highlighted in three out of ten items. The mean score of item 1 (M=4.0500) indicates TikTok as a favored platform for speaking skill enhancement. Similarly, item 3 (M=4.0250) showed TikTok provides students comfort with making mistakes, while item 7 (M=4.2000) demonstrated how TikTok makes it easier to update popular subjects, improving ideas in speaking context.

**Table 3**

Student's perspective on the effectiveness of TikTok

No.	Items	SD	D	N	A	SA	Mean
1	TikTok helps me improve my speaking skills.	2.5%	3.8%	8.7%	56.3%	28.7%	4.0500
2	TikTok motivates me to enhance my communication skills.	7.5%	10%	11.2%	43.75%	27.5%	3.7375
3	TikTok is just for fun, so I don't worry about making mistakes there.	2.5%	5%	12.5%	47.5%	32.5%	4.0250
5	I believe using TikTok helps me speak more confidently.	6.3%	10%	13.7%	48.8%	21.2%	3.6875
6	I can do a duet (sing, debate, discuss, role-play) in English on TikTok.	5%	6.2%	12.5%	46.3%	30%	3.9000
7	TikTok's exposure to popular subjects helps create an environment in which to practice speaking English.	1.2%	2.5%	6.2%	55%	35%	4.2000
8	My vocabulary has improved thanks to TikTok.	3.7%	6.2%	11.3%	52.5%	26.3%	3.9125

(Notes: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree)

**Table 4**

Student's perspective on the drawbacks of TikTok

No.	Items	SD	D	N	A	SA	Mean
14	I waste time on TikTok and neglect to complete other tasks.	3.7%	6.3%	8.7%	53.8%	27.5%	3.950
15	I have difficulty distinguishing between educational and entertaining content creators to follow.	3.7%	8.7%	16.3%	45%	26.3%	1.0445

(Notes: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree)

Table 4 shows the perceptive drawbacks of TikTok on speaking practice. With 81.3%, the most prevalent problem was students used TikTok regularly and postponed doing other assignments. Additionally, 71.3% of students find it difficult to decide between educational videos on TikTok and entertained content. The significant mean score on item 14 (M=3.9500) indicated students to be addicted to TikTok and neglecting other work.

*Research question 2: What are EFL university students' practices on using TikTok to learn Speaking-4?*

To answer research question 2: “*What are EFL university students' practices on using TikTok to learn Speaking-4?*”, this study conducted semi-structured interviews with 11 participants. Then, the researcher presented the data with encoded keywords based on student's perspectives.

*Interview question 1: In what ways does TikTok help you improve your speaking ability?*

When asked about TikTok's role in improving speaking skills, most students confirmed TikTok's positive impact, addressed as (1) promoting interactivity, (2) enhancing English knowledge, (3) developing ideas for communication. Firstly, TikTok greatly improved EFL students' speaking by exposing them to English videos. Secondly, TikTok fosters interactive engagement. Lastly, TikTok provides creative content to enrich speaking ideas.

*Promoting interactivity*

*It has a duet feature that helps me practice with other users. (Student 2, interview extract)*

*TikTok has a duet mode with others. (Student 6, interview extract)*

*Funny videos help motivate me to improve my speaking ability. Owners of TikTok accounts created many inspiring and creative things, making me love studying and practicing. (Student 3, interview extract)*

*There are times when I use TikTok to both study and have fun by listening to them, pronouncing everyday words, or communicating with foreigners. (Student 4, interview extract)*

When asked about the way TikTok improved their speaking skills, 2 interviewees stated that the duet mode in TikTok allowed them to pair with other people's videos to answer, discuss, debate, argue, or even react. The mode allowed users to interact and create creative content, which they enjoyed using to practice speaking skills. Moreover, students felt relaxed speaking on TikTok. Students gained motivation by following creative, funny content about English. As a result, they were keen on watching and practicing English speaking.

*Enhancing English knowledge*

*It makes my speaking skills become more natural when using phrases, slang in native and some tricks to speak smoothly. (Student 1, interview extract)*

*TikTok has many accounts containing funny videos regarding English education. (Student 3, interview extract)*

*TikTok has a lot of videos of creators talking about pronunciation, and new phrases. (Student 5, interview extract)*

*Since then, I have improved my speaking ability from pronunciation as well as common sayings in life that native speakers often use. (Student 6, interview extract)*

*TikTok helps improve my speaking by showing English videos (I follow a lot of TikTokers about English and use English in their videos). I can learn new things. context, situations that they apply to life to learn more. (Student 7, interview extract)*

*I overcome mistakes in grammar or the use of tenses. (Student 8, interview extract)*

*Some teachers from TikTok gave me a lot of knowledge, such as daily vocabulary, grammar, and pronunciation, and they are foreigners or Vietnamese. (Student 9, interview extract)*

*Some ways that TikTok can help me improve speaking skills or know more about idioms, slang, synonyms, antonyms, intonation, pronunciation, and basic communication, etc. (Student 10, interview extract)*

*I can learn a lot of new vocabulary on many topics, which helps me have a variety of words to express myself and things around me... I've been more confident in terms of speaking and pronunciation. TikTok helps me to know more about slang in English, which makes my utterances/ words/ speeches more natural. (Student 11, interview extract)*

When asked about the way TikTok improved their speaking skills, four interviewees reported that they get benefited from being exposure frequently to English videos on TikTok, encountering a variety of content creators, teachers, and native speakers who share language tips and funny educational content. This constant exposure to linguistic knowledge facilitated their speaking improvement. Additionally, half of the interviewees noted TikTok's role in enhancing vocabulary, pronunciation, grammar, idioms, slang, and common phrases.

#### *Providing ideas for communication.*

*TikTok provides phrases and vocabulary that help me develop ideas when communicating. (Student 2, interview extract)*

*TikTok has helped me improve my speaking and communication. (Student 5, interview extract)*

*I have more ideas in communication. (Student 8, interview extract)*

*I've got so many new ideas for talking about particular issues, which helps me speak more fluently and smoothly. (Student 11, interview extract)*

Regarding how TikTok improved EFL learners' speaking skills, four interviewees suggested that TikTok helped them develop their speaking ability by offering them a variety of ideas and topics for communication. Students could get updated or attain various ideas from TikTok. As a result, TikTok contributed to developing EFL learners' communication and speaking skills.

*Interview question 2: How can you use TikTok as a means of self-study tool to enhance your speaking skills?*

To suggest a reference for lecturers to create a new instructional model, the researcher examined students' TikTok practices for self-study in speaking. Participants shared some practical ways

to improve their speaking ability, including (1) managing the content, (2) establishing study and rest schedule, (3) engaging in varied interactive practices.

### *Managing the content*

*We must be selective when using TikTok as a self-study tool; if it's not, then you're going to be distracted by other content that is not suitable for learning. (Student 1, interview extracted)*

*I follow many accounts about English content to make my newsfeed contain as many videos about English as possible. Thanks to this, I can watch videos about English every day. (Student 3, interview extracted)*

*I search for keywords in English on TikTok and watch videos in English to improve my listening and speaking skills. I tend to watch videos of common and advanced vocabulary shared by reputable TikTokers. (Student 4, interview extracted)*

*I follow the teachers on TikTok. (Student 5, interview extracted)*

*To use TikTok as a tool to help us learn, we must follow reputable people, foreign TikTokers to learn. In addition, we must unfollow entertainment channels from the watch list so as not to be distracted. (Student 7, interview extracted)*

*If there is something attractive [about English] I will follow it to study English. (Student 9, interview extracted)*

*I followed many English teacher accounts on TikTok and learned new words, ideas, and pronunciations from them. (Student 11, interview extracted)*

Regarding how students use TikTok to improve speaking, most students intentionally increased exposure to English videos, searching for keywords or skills to fill their newsfeed. They followed accounts of experienced teachers, foreigners, or content creators for advanced knowledge. Two students advised unfollowing unnecessary accounts to avoid distraction. Being selective in video choices is crucial, as TikTok offers numerous entertaining but potentially irrelevant videos.

### *Establish study and rest schedule*

*Pronunciation training clips help me practice every day without being boring. (Student 2, interview extracted)*

*I can watch videos about English every day. (Student 3, interview extracted)*

*Watch videos on a topic you are interested in today and practice speaking along, taking notes of vocabulary words to learn more. (Student 7, interview extracted)*

*I will ... set up a specific time to balance the time of relaxing and learning. (Student 10, interview extracted)*

*I've been using TikTok for an hour per day. (Student 11, interview extracted)*

Regarding how TikTok helped EFL students enhance their speaking skills, some students said that they practiced speaking on TikTok on a daily level. They claimed that they practiced their

English-speaking skills for about one hour per day on the online platform. Besides, one interviewee also emphasizes the importance of balancing time for study and rest.

### *Engage in varied interactive practices*

*I will open a chat with people on TikTok to improve my speaking skills. (Student 4, interview extracted)*

*TikTok has interactive games in English such as answering quick questions and guessing words. Or duet with other creators. In addition, there are livestreams and many friends, teachers, and siblings who share a lot of good tips on how to improve their speaking skills. (Student 6, interview extracted)*

*Watch videos on a topic you are interested in today and practice speaking along, taking notes of vocabulary words to learn more. (Student 7, interview extracted)*

*Duet the conversations uploaded by TikToker (continuous reading, swallowing...).* (Student 8, interview extracted)

*I will search and watch the skills that I want to practice and improve, repeat and imitate what I hear or what I see. (Student 10, interview extracted)*

*My effective way of improving my speaking skills is to mimic what the native English speakers say – the shadowing method. (Student 11, interview extracted)*

In terms of which practices EFL students applied on TikTok to improve their speaking skills, students utilized a variety of TikTok activities to develop speaking learning, including duets and interactive games. They engaged in answering quick questions, doing activities such as guessing games, chatting, reading continuously, or swallowing. Additionally, they practiced speaking alongside or mimicking native speakers, while also noting down new words for further speaking improvement.

## **Discussion**

According to Figure 4.1, the student's frequency use of TikTok was consistent with Yaqub's (2023) study, which provided data on the average amount of time spent on TikTok in 2023. Accordingly, 60% of users used the app for more than 10 hours a week, with an average TikTok user logging in for 10.85 minutes each time. TikTok consequently gained a lot of popularity among students.

The research investigated the attitudes of EFL students toward using TikTok to improve Speaking-4 learning. The results showed that the students' perspectives on TikTok were quite positive regarding improving speaking proficiency. Students recognized that their speaking skills and vocabulary had been enhanced by using TikTok.

The results above were similar to those of previous studies in the literature review such as Herwanto (2022), and Yang (2020). To be more specific, the TikTok algorithm would offer users constant exposure related to their interests, which include English speaking skills. The study also revealed that TikTok made words practical and pragmatic so learners could easily



learn new slang words. Students can gain new presentation knowledge by using TikTok to learn the material for the Speaking-4 course. Additionally, TikTok allows students to study at their own speed by giving them opportunities to practice speaking in front of online audiences when they fall behind in class. Students learn from both their teachers and the huge amount of linguistic knowledge available on the platform.

In terms of providing an engaging environment, the results showed that students did not worry about making mistakes in their speaking as they perceived TikTok merely as a platform for entertainment. This finding was compatible with the study of Putri (2022). Particularly, TikTok provided a comfortable learning environment without any restraint for learners. Students can use TikTok outside the Speaking-4 class as an open platform to practice speaking in front of an audience and responding to questions. Moreover, EFL students could duet with other people, as supported by Pratiwi et al. (2021). The duet mode made it easier to practice speaking and become interactive (Herwanto, 2022). Additionally, students could access various popular topics and were likely to share them with others. In this way, students could increase their interaction with other people, as supported by the research of Pratiwi et al. (2021). Students can use online modes including chatting, live streaming, and dueting to complete assignments when utilizing TikTok to master the Speaking-4 course (Luke, 2022).

However, when it came to TikTok's drawbacks, students experienced one problem, i.e. spending a lot of time on TikTok and forgetting to do other tasks, as supported by Putri (2022). Specifically, young adults or students were addicted to dynamic visuals and audio, so they were prone to keep watching and procrastinating on other tasks. TikTok constantly provided videos that were in the interest of users, and it caused them to keep watching.

## Conclusion

In conclusion, using the qualitative method, the study investigated students' perspectives and their practices to improve their speaking skills by using TikTok. Regarding students' perspectives, the findings of students' perspectives were divided into three aspects, including the benefits and drawbacks of TikTok, the way TikTok improves speaking skills, and the practices applied to use TikTok as a self-study tool. The first one was related to students' attitudes toward the benefits and drawbacks of TikTok, supported by the following findings, namely (1) improving speaking proficiency, (2) providing engaging environment, (3) neglecting to do other tasks, (4) recognizing qualified content. The second one was about the way TikTok improves speaking skills, which was supported by the findings, including (1) Promoting interactivity, (2) Enhancing English knowledge, (3) Providing ideas for communication. The last one was linked with students' perspectives towards the practices they use on TikTok as a self-study tool to improve speaking learning. The results showed that students shared some practices, including (1) Managing the content, (2) Establishing study and rest schedules, (3) Engaging in varied interactive practices. Based on the results, the researcher suggested that English lecturers could gain a deep insight into EFL students' perceptions and practices and consider how to implement TikTok as a supportive learning medium to teach speaking skills or English knowledge.

### *Recommendations*

After devoting considerable effort and time, the researcher, to some degree, accumulates relevant expertise in the use of TikTok for speaking learning. The researcher therefore is willing to offer some useful advice for specific kinds of aspects with the desire of building up a better foundation for learning and teaching speaking skills through TikTok in years to come.

#### *To the lecturers*

Recommendations for lecturers are shaped by linguistic sophomores and researchers' conception as a seniors who accomplished the Speaking-4 course at Van Lang University. Overall, students expect to feel confident and fully prepared before giving their official presentation in front of the class. Students often end up standing still and panicking when being assessed by a sizeable group during their presentation. They desire a learning media tool to provide them with a first small step before giving their main presentation. This learning media is not only an assessing learning tool for learning outcomes but also a learning tool outside class to motivate them.

#### *To the students*

Speaking-4 course is compulsory for all English majors and it is the highest-level speaking course. Perhaps second-year English majors should keep themselves in strong determination and practice utilizing online mediums to assist in their speaking skills whether they are good at speaking or not. Therefore, crucial steps need to be carried out by students' efforts. The first approach is to follow the desired content creators. It is also important to set up a specific time for learning and relaxing. Being constantly exposed to English is one of the best ways to improve English learning. Students should simultaneously remove irrelevant videos from sight by unfollowing distracted content, which could attract learners outside of their learning goal. According to the results, students should consider these practices when using TikTok as a self-regulated tool. Firstly, follow English content that they are interested in as much as possible to have an English environment. Secondly, set a specific time to practice the desired skills. They should build a habit of practicing speaking daily and regularly. They must be disciplined to maintain the habit consistently to enhance their skill. Finally, it is suggested that students should utilize different interactive activities on TikTok. This also varies from imitating to duetting, livestreaming, and playing interactive games.

### *Limitations*

As far as limitations are concerned, shortcomings found in this paper are unavoidable since this is the first time the researcher has conducted such a paramount study herself. As a senior from the Faculty of Foreign Languages at Van Lang University, the researcher acknowledges that the social media and speaking field is new for her to gather deep insight into it. Therefore, statements from questionnaires and explanations are not actually sufficient or professional. For adequate argument, the thesis should have been strengthened by a larger size of participants, the researcher's sufficient practical experience, a specialized design for the questionnaire, better design for interview questions. Furthermore, these assessments intend to reinforce the researcher's ability to execute other studies flawlessly in the upcoming years.

## Acknowledgments

The author of this article acknowledged the support of Van Lang University at 69/68Dang Thuy Tram St. Ward 13, Binh Thanh Dist., Ho Chi Minh City, Vietnam.

## References

- Alhmadi, N. S. (2014). English speaking learning barriers in Saudi Arabia: A case study of Tibah University. *Arab World English Journal*, 5(2), 38-53.  
<https://awej.org/english-speaking-learning-barriers-in-saudi-arabia-a-case-study-of-tibah-university/>
- Al-Khotaba, H. H. A., Alkhataba, E. H. A., Abdul-Hamid, S., & Bashir, I. (2020). Foreign language speaking anxiety: A psycholinguistic barrier affecting speaking achievement of Saudi EFL learners. *Arab World English Journal (AWEJ)*, 10(4), 313-329.  
<https://dx.doi.org/10.24093/awej/vol10no4.23>
- Bastidas Silva, M. A., & Valarezo Gaspar, G. S. (2022). *The use of TikTok to improve speech production*. (Bachelor's thesis, University of Guayaquil, Guayaquil)
- Brown, G., Gillian, B., Brown, G. D., & Yule, G. (1983). *Teaching the spoken language*. UK: Cambridge University Press.
- Brown, H. Douglas. (2004). *Language Assessment: Principles and Classroom Practice*. USA: State University Press.
- Bygate, M. (2002). Speaking. In R. Carter & D. Nunan (Eds.), *The Cambridge guide to teaching English to speakers of other languages* (pp. 14–20). UK: Cambridge University Press.
- Cao, C., & Meng, Q. (2020). Exploring personality traits as predictors of English achievement and global competence among Chinese university students: English learning motivation as the moderator. *Learning and Individual Differences*, 77(6), 1-10.  
<http://dx.doi.org/10.1016/j.lindif.2019.101814>
- Chakuzira, W., & Kadyamatimba, A. (2017). The perceived benefits and barriers to the application of mobile and social networking technologies in Higher Learning Institutions. *Problems and Perspectives in Management*, 15(3), 343-351.  
[http://dx.doi.org/10.21511/ppm.15\(3-2\).2017.04](http://dx.doi.org/10.21511/ppm.15(3-2).2017.04)
- Cresswell, J. W., & Plano Clark, V. L. (2007). *Designing and conducting mixed methods research*. USA: SAGE.
- Dai, L., & Chen, P. (2019). Reasons for the popularity of TikTok, the shortages and the ways forward. *2019 3rd International Seminar on Education, Management and Social Sciences (ISEMSS 2019), Changsha, 2019*, (pp. 544-548). China: Atlantis Press.
- Fadda, H. A. A. (2020). Determining how social media affects learning English: An investigation of mobile applications instagram and snap chat in TESOL classroom.

- Arab World English Journal (AWEJ)*, 11(1), 3-11.  
<http://dx.doi.org/10.24093/awej/vol11no1.1>
- Faryadi, Q. (2017). Effectiveness of Facebook in English Language Learning: A Case Study. *Open Access Library Journal*, 4(11), 1-11. <https://doi.org/10.4236/oalib.1104017>
- Griffin, G. (2021). From Nuisance to Learning Platform - How Teachers are Transforming TikTok into an Edtech Tool. *SpacesEDU*. <https://spacesedu.com/en/tiktok-as-a-teaching-tool/>
- Harina, T. (2020). *An Analysis of Students' Barriers In Speaking English Fluently (A Case Study at Department of English Language Education of Ar-Raniry State Islamic University)* (Doctoral dissertation, Ar-Raniry State Islamic University, Indonesia).
- Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198. <https://doi.org/10.54012/jcell.v1i3.35>
- Herwanto, W. H. (2022). Exploring Tiktok App In Learning Speaking Using Role-Play Activities For ESL Learners In Secondary School. *Research on English Language Teaching in Indonesia (e-Journal)*, 10(1), 76-85. <https://ejournal.unesa.ac.id/index.php/retain/article/view/46135/39297>
- Horwitz, E. K. (2017). 3. On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance Anxiety research and the experiences of anxious language learners. In Gkonou, C., Daubney, M., & Dewaele J. -M. (Eds.), *New insights into language anxiety* (pp. 31-48). UK: Multilingual Matters.
- John, A. (2020). The prominent barriers to speaking in English: A study conducted among youngsters. *International Journal of English Linguistics*, 10(5), 190-202. <https://doi.org/10.5539/ijel.v10n5p190>
- Jung, H., & C. (2019). Learning and Sharing Creative Skills with Short Videos: A Case Study of User Behavior in TikTok and Bilibili. *International Association of Societies of Design Research Conference 2019*, Manchester, 2019, (pp. 25–50). UK: Manchester Metropolitan University.
- Komariyah, T., Sulistiowati, W., Fajri, L. A., & Allatif, N. (2022, June). The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT). In *Conference on English Language Teaching* (Vol. 2, pp. 142-154). <https://doi.org/10.24090/celti.v2.43>
- Kranjec, K. (2020). Speaking subskills in EFL coursebooks. *Journal for Foreign Languages*, 12(1), 113-133. <https://doi.org/10.4312/vestnik.12.113-133>
- Lavanya, S., & Raju, M. (2020) Critical Thinking (CT): Improving Speaking Skills in English Language Labs and Classrooms. *Waffen-und Kostumkunde Journal*, 11(4), 41-46. <https://druckhaus-hofmann.de/gallery/5-wj-april-2020.pdf>

- Lestari, N. (2019). Improving the Speaking Skill by Vlog (video blog) as Learning Media: The EFL Students Perspective. *International Journal of Academic Research in Business and Social Sciences*, 9(1), 915-925. <http://dx.doi.org/10.6007/IJARBSS/v9-i1/5490>
- Liu, N., Lin, C. K., & Wiley, T. G. (2016). Learner views on English and English language teaching in China. *International Multilingual Research Journal*, 10(2), 137-157. <https://doi.org/10.1080/19313152.2016.1147308>
- Luke, E. (2022, October 21). How Can TikTok Be Used in the Classroom?. *Tech Learning*. <https://www.techlearning.com/how-to/how-can-tiktok-be-used-in-the-classroom>
- Mahdi, D. A. (2022). Improving speaking and presentation skills through interactive multimedia environment for non-native speakers of English. *SAGE Open*, 12(1), 1-12. <https://doi.org/10.1177/21582440221079811>
- Manggo, I., Liando, N., & Wungow, T. (2022). Students' perception Toward Tiktok Media To Improve Their Speaking Ability. *JoTELL: Journal of Teaching English, Linguistics, and Literature*, 1(10), 1086-1113
- Marleni, L., Sari, N., & Hardi, V. A. (2021). *Improving the Students' Speaking Skill by Using Tik Tok Application*. <http://clausiuspress.com/conferences/AETP/ETSS%202020/G7605.pdf>
- McLoughlin, C., & Lee, M. J. W. (2010). Personalised and self-regulated learning in the Web 2.0 era: International exemplars of innovative pedagogy using social software. *Australasian Journal of Educational Technology*, 26(1), 12-15. <http://dx.doi.org/10.14742/ajet.1100>
- Miller, G. J. (2018). Technologies in the classroom: Advancing English language acquisition. *Kappa Delta Pi Record*, 54(4), 176-181. <https://doi.org/10.1080/00228958.2018.1515546>
- Muhammad, F. (2022). *The Effect of Implementing TikTok Application with Project-Based Learning on Student's Speaking Skills (A Quasi-experimental of English Department students at UIN Fatmawati Sukarno Bengkulu in Academic Year 2021/2022)* (Doctoral dissertation, Fatmawati Sukarno Bengkulu State Islamic University, Indonesia)
- Nabilah, A., M.P, D. L., Lazuardiyah, F., Syaifuddin, S., & Abdi, W. M. (2021). Students' perception toward the use of TikTok video in learning writing descriptive text at MAN 1 Gresik. *Journal of Research on English and Language Learning (J-REaLL)*, 2(1), 164-177. <http://dx.doi.org/10.33474/j-reall.v2i1.9017>
- Namaziandost, E., & Nasri, M. (2019). The impact of social media on EFL learners' speaking skill: a survey study involving EFL teachers and students. *Journal of Applied Linguistics and Language Research*, 6(3), 199-215. <https://www.jallr.com/index.php/JALLR/article/view/1031/pdf1031>
- Nunan, D. (2001). Is language teaching a profession?. *TESOL in Context*, 11(1), 4-8. <https://search.informit.org/doi/epdf/10.3316/ielapa.628502474533375>

- Nurmy, A. R. (2017). Facebook as a Medium in English Learning as Foreign Language at IAIN Pontianak. *Jurnal IAIN Pontianak*, 11(1), 48-57. <https://doi.org/10.24260/at-turats.v11i1.869>
- Pham, M. T., Luu, T. T. U., Mai, T. H. U., Thai, T. T. T., & Ngo, T. C. T. (2022). EFL Students' Challenges of Online Courses at Van Lang University during the COVID-19 Pandemic. *International Journal of TESOL & Education*, 2(2), 1-26. <https://doi.org/10.54855/ijte.22221>
- Pham, M. T., Nguyen, D. N. Q., Nguyen, T. K. C., Nguyen, H. N. M., Hoang, T. A. T., & Pham, V. P. H. (2022). The Reality of English Presentation Skills of English-Majored Students in Vietnam: A Case Study at Van Lang University. *International Journal of TESOL & Education*, 2(2), 27-46. <https://doi.org/10.54855/ijte.22222>
- Pham, M. T., Nguyen, T. T. V., & Cao T. X. T. (2023). Vietnamese Students' Perceptions of Utilizing Social Media to Enhance English Vocabulary: A Case Study at Van Lang University. *International Journal of TESOL & Education*, 3(1), 79-111. <https://doi.org/10.54855/ijte.23316>
- Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021, March). Utilizing TikTok application as media for learning English pronunciation. *International Conference on Education of Suryakencana (IConnects Proceedings)*, Cianjur, 2021, (pp. 372-382). Indonesia: Suryakencana University.
- Putri, S. M. D. (2022). The Effectiveness Of Using Tiktok To Improve Efl Learners' speaking Ability. *Mimesis*, 3(2), 101-110. <https://doi.org/10.12928/mms.v3i2.6096>
- Qureshi, I. A. (2007). *The importance of speaking skills for EFL learners*. [https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking\\_Skills.pdf](https://upload.wikimedia.org/wikipedia/commons/e/e3/Speaking_Skills.pdf)
- Rahmawati, A., Syafei, M., & Prasetyanto, M. A. (2023). Improving Speaking Skills through Tiktok Application: An Endeavour of Utilizing Social Media in Higher Education. *Journal of Languages and Language Teaching*, 11(1), 137-143. <http://dx.doi.org/10.33394/jollt.v11i1.6633>
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), 6-18.
- Sah, P. K. (2015). Let' s Tweet to Learn English': Using Twitter as a Language Tool in the ESL/EFL Classroom. *LangLit*, 2(1), 10-17. [https://www.researchgate.net/publication/316754417\\_'Lets\\_Tweet\\_to\\_learn\\_English'\\_using\\_Twitter\\_as\\_a\\_language\\_tool\\_in\\_the\\_ESLEFL\\_classrooms](https://www.researchgate.net/publication/316754417_'Lets_Tweet_to_learn_English'_using_Twitter_as_a_language_tool_in_the_ESLEFL_classrooms)
- Tri, P. M., Van, N. T. T., & Tu, C. T. X. (2023, April). EFL Students' Perceptions and Challenges of Computer-Mediated Collaborative Writing in Academic Writing Courses at Van Lang University. In *19th International Conference of the Asia Association of Computer-Assisted Language Learning (AsiaCALL 2022)* (pp. 34-54). Atlantis Press. [https://doi.org/10.2991/978-2-38476-042-8\\_5](https://doi.org/10.2991/978-2-38476-042-8_5)

- Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439-1451.  
<http://dx.doi.org/10.13189/ujer.2021.090710>
- Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020), China, 2020*, (pp. 163-183). China: Clausius Scientific Press.
- Yaqub, M. (2023, April 7). 9 Stats About Average Time Spent On Tiktok 2023 (New data). *BusinessDIT*. <https://www.businessdit.com/average-time-spent-on-tiktok/#:~:text=Across%20the%20world%2C%20the%20average,billion%20active%20users%20every%20month>.
- Yolanda, F. (2021). *The effect of TikTok application on students' speaking skills (experimental research on cause effect material at the eleventh grade of SMA Negeri 2 Kuok)* (Doctoral dissertation, University of Pahlawan Tuanku Tambusai, Indonesia).
- Yükselir, C., & Kömür, S. (2017). Using Online Videos to Improve Speaking Abilities of EFL Learners. *Online Submission*, 3(5), 255-266.  
<https://zenodo.org/badge/DOI/10.5281/zenodo.495750.svg>
- Zaitun, Z., Hadi, M. S., & Emma Dwi Indriani. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.  
Retrieved from <https://www.e-journal.my.id/jsgp/article/view/525>

## Biodata

Nguyen Thi Thanh Van is graduated from the Faculty of Foreign Languages of Van Lang University in Ho Chi Minh City, Vietnam. Her research interests are collaborative writing and social media use to enhance English vocabulary. Nguyen Thi Thanh Van is now working for Mercury Education and Training Joint Stock Company, Vietnam.

Tran Thi Thanh Mai, an EFL lecturer at Van Lang University, has been teaching English for more than twelve years. As an EFL lecturer and material writer, she has published extensively on various EFL issues both nationally and internationally. Her current professional interests include techniques and approaches in teaching, literature learning, and play activities.