

# Eighth Grade Students' Perceptions of Using TikTok for English Speaking Practice at SMP Negeri 10 Pontianak

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## ABSTRACT (10 PT)

This qualitative thematic study examined eighth-grade students' perceptions of TikTok for English speaking tasks at SMP Negeri 10 Pontianak. Class VIII H is described as comprising 26 students, of whom ten were interviewed; the sampling and observation counts require confirmation. Reported data came from observation and open-ended interviews and were organized into themes across participants. Students described teacher-assigned duet and video recording activities as engaging opportunities to practice speaking and encounter vocabulary and pronunciation examples. They also reported distraction by entertainment content, difficulty managing time, and smartphone lag. The findings concern perceived benefits and difficulties; speaking improvement was not measured. The study is limited to one class and a small interview group.

## I. Introduction

Learning English is highly essential, particularly for EFL (English as a Foreign Language learners, as it is beneficial for acquiring and comprehending global information. One of the major challenges in learning English is mastering speaking skills. Speaking is crucial language proficiency that is essential for students to acquire. Harmer (2004) stated that speaking is an important skill for English learners as well as for everyone who uses their first language. Therefore, speaking is essential for students when learning a foreign language.

A preliminary observation in March 2022 at SMP Negeri 10 Pontianak showed that an English teacher assigned students to create conversational videos on TikTok. Students expressed both interest in the activity and concern that the platform was primarily for entertainment. These differing views prompted an examination of how students experienced speaking tasks using the application. Perception here concerns how learners interpret their experiences (Qiong, 2017; Jaelani & Rahmah, 2019).

In this current digital era, students have gotten much exposure through social media. Specifically, one of the most popular platform which contains the entertainment video that is TikTok. In this rapidly developing era of technology, there are many ways to learn English. As TikTok develops, researcher interested in knowing more about students' perceptions of using TikTok for speaking in English skills. Therefore, this research is important to do because in this digital era students are very closely related to social media, especially the TikTok application. According to Ibrahim et al. (2023) TikTok users

may create videos that can be used to practice language skills which include speaking, pronunciation, and writing.

Many content creators who teach English on TikTok upload videos of their free English lessons, for example: turn-based dialogues, pronunciation exercises, and English-speaking tips. All of these practices can be achieved through watching videos on TikTok. As mentioned earlier, TikTok can also be a useful application for English learners who want to learn speaking skills from TikTok. According to Fiallos et al. (2021) TikTok provides users with a one-of-a-kind platform for sharing creative videos of themselves, their surroundings, or a collection of external audiovisual content. In fact, many content creators create their content about English language skills and most of the English learning videos uploaded on TikTok are mainly about improving the English skills that will benefit students in helping them learning English especially for speaking in English.

TikTok provides short videos and tools for recording, duetting, and sharing spoken responses. In this study, the relevant context is the teacher's speaking assignment and the students' own use of these features, rather than the popularity of unrelated accounts.

Prior studies have reported students' favorable and unfavorable views of TikTok for English learning (Syamsiani & Munfangti, 2022; Novitasari & Addinna, 2022). Manggo et al. (2022) also examined perceptions of TikTok for speaking. The present study focuses more specifically on eighth-grade students' accounts of teacher-assigned duet and video tasks at one school, including the practical difficulties they experienced.

Two questions guide the study: (1) How do eighth-grade students perceive TikTok features used for English speaking tasks? (2) What advantages and difficulties do they report when using TikTok for those tasks?

The aim is to describe students' reported experiences of speaking practice through TikTok. The findings concern perceptions and cannot establish measurable gains in speaking proficiency.

## II. Method

This study used a qualitative thematic approach to examine students' accounts of teacher-assigned TikTok speaking activities. The analysis grouped responses across participants by recurring experiences, rather than reconstructing the chronological story of each individual. The reported data sources were classroom observation and open-ended student interviews. The manuscript also mentions narrative frames, but does not describe their administration or analysis. Ten students were interviewed on [date(s)] using an interview guide with ten open-ended questions about their experiences of completing TikTok speaking tasks, perceived benefits, and difficulties. With the participants' permission, interviews were [audio-recorded and transcribed verbatim / documented through written notes]; [state the language used and whether excerpts were translated into English]. The interview guide and observation guide are provided in the appendices. Narrative frames were not used as a data source.

Interview responses were read and grouped into themes relating to platform features, perceived opportunities for practice, and reported difficulties. Interpretations below are tied to anonymized participant statements where codes are available. The interview transcripts and observation notes were analyzed thematically. First, the researcher read the data repeatedly and marked statements related to students' experiences with TikTok speaking tasks. These statements were assigned initial codes, which were then compared across interviewees and grouped into themes concerning platform features, perceived opportunities for speaking practice, and reported difficulties. The researcher checked each theme against the original statements and observation notes to ensure that the interpretation reflected the available data. Accounts that differed from the more favorable responses, including difficulties with time management and device performance, were retained and reported rather than excluded. Interview excerpts were originally given in language and translated into English by the researcher / reported in English as spoken. The translations, where applicable, were checked against the original transcripts by state who checked them and how. Participant codes were used in place of students' names.

Class VIII H of SMP Negeri 10 Pontianak was selected purposively because preliminary observation suggested that it had experience with TikTok speaking tasks. The results section identifies 26 students in the class and ten students interviewed. This selection may favor students already familiar with the application and limit the range of negative experiences captured. Class VIII H at SMP Negeri 10 Pontianak comprised 26 students. The class was selected purposively because its students had participated in teacher-assigned TikTok speaking activities identified during the preliminary observation. Of the 26 students, number were observed during number English lesson(s), and ten were interviewed. Interviewees were selected based on [state the actual criteria, such as participation in the TikTok assignment and willingness to share their experiences. The remaining students were not interviewed because state the documented reasons; distinguish students who were not selected from those who declined or were absent. Selecting a class already familiar with TikTok may have favored accounts from experienced users; therefore, the findings should be interpreted within this classroom context.

### III. Results and Discussion

The results concern Class VIII H, described as comprising 26 students, with interviews reported for ten students. The interview guide reportedly contained ten questions. The themes below are based on accounts attributed to the interviewees; the remaining students are not treated as interview informants.

#### The Students' Perception towards using TikTok for Speaking in English

Ten students were reported as interviewees. Their accounts were organized into experiences with duet, recording and sharing features, perceived learning opportunities, and difficulties. The phrase "deep connection with the interview" was removed because the basis for excluding or including participants was not documented.

#### The use of TikTok Based on the Features for learning speaking

TikTok has so many features that the students can use. One of the useful feature on TikTok for learning speaking is duet feature. There are features of TikTok such as duet features, uploading video, video editing, social sharing, likes and comment, reactions. One of the useful feature for the students for learning English is duet feature. With the duet feature, students can easily duet with videos that have been created by teachers on TikTok. The duet feature is a valuable resource for language learners. Students can practice pronunciation, intonation, and dialogue by dueting with native speakers or other learners. Use it to converse, respond to prompts, or simply mimic native speakers. As stated by the students:

"I was also once assigned to make a video by my teacher, where the feature used was a duet, where the teacher gave a video so that I could follow the teacher's video." (S1)

"TikTok are also quite fascinating, making learning enjoyable. TikTok questions are answered using the feature, and there is also a duet feature." (S2)

"I was instructed to duet the teacher's video. I thus acquired English speaking skills there." (S8)

"I duet with my teacher in order to be more creative and innovative." Participant code to verify

On the TikTok there is also uploading videos where the students can make their video and they can upload it on TikTok. Uploading video, which allows users to upload their own videos to the app. Users can upload any video on their account. This feature is also the most useful because it can increase user creativity. TikTok videos can be a great way to record the language learning process while also receiving feedback from other users of TikTok. As stated by the students:

“When I was given an assignment by my teacher, I once prepared a movie using TikTok in which I had an English-language.” (S4)

“When my teacher gave them assignments, I also created English-language videos.” (S5)

“My teacher had given me the assignment to create an English-language film about introductions, I discovered how to learn speaking on TikTok.” (S6)

“I was also able to create a video that my teacher had requested.” (S7)

The quoted accounts indicate that some students used the duet feature to respond to a teacher’s model and recorded videos for class assignments. These are examples of perceived opportunities for speaking practice; the interviews alone do not establish improved proficiency.

There is also sharing feature that student can use. This feature is for sharing their videos to the teacher. So, the teacher can directly watch the students’ videos. Students share the link to the teacher and also students can share their videos to others app like Instagram, Whatsapp, Facebook, etc. As stated by the students:

“However, the teacher was the only one who received the video through the customized TikTok video link. (S5)

“After the video was created, the teacher received the link.” (S6)

So, from the explanation above, it can be said that the sharing feature is useful feature that students can share their video to the other application. The teacher can be easier to find the students’ videos.

#### Language Skills

Based on the result of the interview, the researcher found there are language skills that students can learn on TikTok. One of the skill that really students did to practice on TikTok is speaking. Creating and uploading videos on TikTok allows students to practice speaking in the language they are learning. TikTok can be an evolving applications for students to strengthen their speaking skills in areas such as grammar, vocabulary, and pronunciation.

TikTok can be a platform for students to enhance their grammar. As stated by the students:

“I used TikTok to learn reading, grammar and speaking in English.” S1

Many TikTok creators create educational content, such as grammar explanations and strategies. Students can subscribe to these creators to receive short, easy-to-understand material covering many grammar rules. TikTok allows teachers and students to create grammar challenges and games. They might, for example, ask users to make a video using a specific grammar rule, or they might set up a duet or stitch challenge to practice grammar in context. TikTok also can be a platform to enhance students’ vocabularies. As stated by the students:

I utilized TikTok to practice my English vocabulary and speaking. S2

I use TikTok to study by seeking content producers who demonstrate proper word pronunciation. S8

By mimicking what is on the video, I can easily and quickly pick up new vocabulary and improve my English-speaking abilities.

Learning vocabulary through TikTok can be an engaging and effective way for students to expand their vocabularies. Teachers or students can initiate vocabulary challenges where participants create videos using a set of assigned words. This encourages creativity and active engagement with the new

vocabulary. Furthermore, TikTok also can be a platform to practice students' pronunciation. As stated by the students:

I utilize TikTok to look for native English speakers or content producers who make films about the language. S7

I use TikTok to study by seeking content producers who demonstrate proper word pronunciation. S8

From the students' stories above, it can be said that TikTok can be an application for learning English especially speaking and there are also terms of speaking such as grammar, vocabulary and pronunciation. The other skill that students can practice on TikTok is reading skill. Students can learn reading on TikTok. As stated by the students:

I used TikTok to learn reading, grammar and speaking in English. S1

TikTok's duet feature allows users to respond to videos. Students can use this feature to engage in book discussions, sharing their thoughts and opinions on specific books or literary themes. Students can also practice their reading skills, for example, find a video challenge on speed reading.

Recommended application for speaking in English

Interviewees described TikTok as engaging for class speaking tasks. The available quotations support several favorable individual accounts, but do not by themselves establish that all ten interviewees recommended the application.

I recommend TikTok for English language learning, particularly speaking.

Of course I also strongly agree that I can use TikTok to support my ability to speak English.

Based on the students' accounts above, they indicated that TikTok provides features conducive to learning English, particularly speaking skills. Specifically, TikTok's duet feature allows students to practice speaking effectively. This feature is highly accessible because the teacher created a challenge for the students to duet, simplifying the video creation process. The students expressed enthusiasm and enjoyment in using the application. Furthermore, the engaging nature of TikTok videos facilitates a dynamic learning experience, which the students found less monotonous than traditional textbook learning.

Students described recording and duetting as convenient ways to complete teacher-assigned speaking tasks. Their comments reflect enjoyment and perceived usefulness, not independently measured learning gains.

The interviews suggest that several students found the activities engaging and accessible. Claims about every student's view should be checked against the complete set of ten interview records.

Based on the results, it can be concluded that students had a favorable perception of utilizing TikTok to practice speaking English. In terms of the features of TikTok, the students applied duet, uploading features and sharing features. Meanwhile, for the language skill, the students used TikTok not only for speaking but also reading. Besides, they also used TikTok for learning the language features such as grammar, vocabulary, and pronunciation. In addition, the students also recommend the use of TikTok for learning English especially speaking. See the summary of the finding of RQ1 in the table.

Table 1. The summary of the finding Students' Perceptions

| Main RQ | Themes | Categories | Findings | Participants |
|---------|--------|------------|----------|--------------|
|---------|--------|------------|----------|--------------|

|         |                                                          |                |
|---------|----------------------------------------------------------|----------------|
| Sharing | Teacher video prompts enabled spoken responses           | S1, S2, S8     |
|         | Students recorded assignment responses                   | S4, S5, S6, S7 |
|         | Students sent video links to the teacher                 | S5, S6         |
|         | Students described vocabulary and pronunciation exposure | S1, S2, S7, S8 |

#### The Students' The advantages and disadvantages of using TikTok for speaking in English

Furthermore, to answer second research question only a few students had a deep connection with the interview. After getting data from participants. The researcher found students' opinions regarding the advantages and disadvantages of TikTok for learning English. The researcher divided it into two explanations, the first is the advantages of TikTok for speaking in English.

#### Advantages

TikTok is an application that is very easy to use by students. TikTok provides a platform for short, engaging and visually appealing content. This can make it more engaging and motivate students to practice their English skills. As stated by the students:

the reason I use TikTok to learn English is because the delivery of videos through TikTok is easier to understand, the learning videos are also interesting so it is fun and the application is easy to use (S2).

From the explanation above, TikTok videos are typically short, which makes them perfect for quick language practice. Students can watch a variety of content in just a few minutes, making it easy to fit into their daily routine. TikTok provides access to authentic, everyday conversations in English. Students can watch and listen to native speakers, which helps them understand how students actually talk, including slang, and regional accents. Beside it is fun application, after using TikTok, students feel that their skills become a little better and they become motivated to learn English. As stated by the students:

I felt that my English skills had improved quite a bit (S1, S2, S3)

my English skill improved after using TikTok to learn English, I can speak a little when making videos on TikTok (S4,S5)

When I tried to make the next video after using TikTok, I felt that my skills had significantly improved because I was enjoying myself and speaking pretty well. (S6)

I thought that my skills weren't awful after utilizing TikTok because my teacher gave good comments on my work. (S7, S8, S9)

I believe that learning English through the TikTok application improved my English- speaking skill rapidly, of course I also agree that I will be able to use TikTok in supporting my ability to speak English. (S10)

From the students' story above, the researcher concluded TikTok encourages users to be creative and expressive. Students can create their own content in English, such as informative videos, which can help them practice speaking and pronunciation. TikTok comments section allows users to engage with content creators and other viewers.

#### Disadvantages

Besides having advantages TikTok also has several disadvantages. Although only a few students said the disadvantages of TikTok. When using TikTok, students lose track of time and are easily influenced by videos that are not relevant. As stated by one of the student

I think, it is challenging when using TikTok to allocate time between watching for learning and watching for fun

Students find it difficult to allocate time to study through TikTok or just to watch videos for entertainment. Because there are many videos that are not only about learning English, it is easy for students to watch irrelevant videos. Another challenge that students face when learning to use TikTok is that TikTok can make smartphones lag. As stated by one of the student

The difficulty I encounter when using TikTok is trying to create a smartphone video lag (S2)

TikTok is the rich application that relies a lot on videos, animations, and graphics. Playing the videos and displaying animations may use up a lot of processing power and memory, slowing down the device.

Some students reported that entertainment videos distracted them from speaking practice and made it difficult to manage their time. Others mentioned that their smartphones lagged during video production. These are reported difficulties, not evidence of addiction or a measured technical failure rate.

Table 2. Advantages and Disadvantages

| Main RQ             | Themes              | Categories | Findings                                          | Participants               |
|---------------------|---------------------|------------|---------------------------------------------------|----------------------------|
|                     | Perceived advantage |            | Engaging duet and recording tasks                 | Individual codes to verify |
| Perceived advantage |                     |            | Entertainment content complicated time management | Individual codes to verify |
| Reported difficulty |                     |            |                                                   | Code to verify             |
|                     | Reported difficulty |            | Device lag during video creation                  | Code to verify             |

#### Discussion

The findings show favorable views of duet and video assignments alongside concerns about distraction and device performance. Such reports are consistent with the potential for engaging language practice discussed by Adhani et al. (2023), while remaining limited to students' perceptions.

Syamsiani and Munfangti (2022) likewise reported both favorable and unfavorable perceptions of TikTok for English learning. The present accounts specify how a teacher's duet prompt and submission links shaped students' experience of a speaking task in one eighth-grade class.

Novitasari and Addinna (2022) examined independent English learning with TikTok, whereas the present interviews center on teacher-assigned speaking videos. Manggo et al. (2022) also studied perceptions of speaking practice. The small interview group and selection of a class already experienced with TikTok limit transfer to other schools or students less comfortable with the application.

Students' reports of perceived improvement should not be interpreted as measured changes in speaking ability. Future studies could combine interviews with a speaking rubric, documented task outcomes, and a broader range of students.

#### **IV. Conclusion**

The interview accounts indicate that students perceived TikTok duet and recording features as useful and engaging for teacher-assigned English speaking practice. Some also described access to pronunciation and vocabulary examples. These findings describe their views rather than demonstrate the application's effectiveness or measurable speaking gains.

Reported difficulties included distraction by entertainment content, challenges managing study time, and lag on some devices. Because the study draws on one class and ten reported interviewees, its findings should be interpreted within that context. The participant counts and sampling procedure require confirmation against the original research records.

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Permission to conduct the study was obtained from. Before data collection, and. Participation in the interviews was voluntary, and students were identified in the analysis only by participant codes. Interview recordings, transcripts, and observation notes were accessible to and stored. If applicable: The study received ethical approval from, approval number, dated

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