

The Exploration of Tik-Tok App to Teaching Speaking at the Eleventh Grade Students

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Abstract. Digital platforms are increasingly integrated into education to enhance learning outcomes. TikTok, a popular social media app, provides unique opportunities for language learning, particularly in improving speaking skills. This study explores the effectiveness of TikTok in teaching speaking to eleventh-grade students at SMA N 2 Palembang. The research investigates TikTok's impact on speaking skills, engagement, and motivation, while also examining potential challenges and benefits. A mixed-methods approach was used, with a sample of 250 students who completed pre- and post-intervention speaking tests. A questionnaire assessed student engagement and motivation, and interviews with 10 students provided qualitative insights. Quantitative data were analyzed using paired t-tests and ANOVA, while qualitative data underwent thematic analysis. Results showed significant improvement in speaking test scores (pre-test M = 65.3, post-test M = 75.8, $p < 0.001$), with high engagement (M = 4.5) and motivation (M = 4.6). Qualitative findings revealed increased confidence, better application of speaking skills, and the value of peer feedback. Challenges included technical difficulties and distractions. Overall, TikTok integration significantly improved speaking skills and engagement, contributing to the growing literature on digital media in education.

Keywords: *TikTok, Speaking Skills, Digital Media, Student Engagement, EFL*

Introduction

Technological improvements and the expansion of social media platforms have had a significant impact on the educational scene in recent years. Among these sites, Nowadays, social media are dominating the life of people. One of the social media very popular is Tik Tok App. TikTok has become noticeably widespread among the youth, and students in particular. TikTok has become a cultural phenomenon, particularly among young people. TikTok's distinctive structure of short, entertaining videos provides creative prospects for improving educational processes, notably in the field of language learning (Kurniawan, 2018; Schellewald, 2021; Xiuwen et al., 2021; Tan et al., 2022; Opsahl & Levin, 2022; Belkaisse et al., 2023 & Syaiba, 2024).

TikTok, a social media platform that allows users to create and share short videos, has gained immense popularity among teenagers and young adults. Its user-friendly interface, creative tools, and interactive features make it an attractive medium for educational purposes. Previous research by Gao and Tian (2021), Nicolaou (2021), and Sanchez Mujica and Tomala Salinas (2024) highlights the potential of TikTok to engage students in active learning and promote creativity and collaboration.

Teaching methods are the applications of theoretical findings; they may have developed from theories and then put into practice. The second half of the twentieth century has given new language teaching methods. One of the new methods that has been well-known

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and used internationally is the Audio Lingual Method (Setiyadi, 2020). This is especially important for language instructors and learners, who now require not only 21st-century abilities (Ashraf, 2018; Erdoğan, 2019; Saleh, 2019; Mirzayev & Oripova, 2022; Rustamov & Mamaziyayev, 2022 & Turgunova & Abdurahimovna, 2023), but also these new literacies to assist the teaching-learning process. It is therefore vital to remember that, in a technologically advanced society, language education should address both teachers' and students' literacies, taking into account the role of technology in appropriately and efficiently teaching, learning, and producing language.

Speaking is a crucial component of language proficiency and a fundamental aspect of communication. According to Rao (2019), effective speaking skills are essential for academic success, social interactions, and future professional opportunities. In the context of English as a Foreign Language (EFL) education, developing students' speaking abilities can significantly enhance their overall language competence and confidence (Brown, 2019; Akhter, 2020; Abdullah et al., 2021; Rahimi & Fathi, 2022 & Islam et al., 2022).

Several studies have examined the integration of social media in education, with a focus on its impact on student engagement and learning outcomes. For instance, Manca and Ranieri (2016) found that social media platforms can facilitate collaborative learning and enhance student motivation. Similarly, Luo (2020) emphasized the role of video-based learning in improving language skills, particularly in speaking and listening.

However, the specific use of TikTok in teaching speaking skills remains underexplored. While studies such as those by Sari and Wahyudin (2019) have demonstrated the benefits of using multimedia tools in language education, there is a lack of research focusing specifically on TikTok. The integration of TikTok into language education represents a promising avenue for enhancing students' speaking skills and engagement. By addressing the research questions outlined above, this study seeks to fill the existing gaps in the literature and provide a comprehensive analysis of the potential benefits and challenges associated with using TikTok in an educational setting. This gap presents an opportunity to investigate how TikTok can be effectively utilized to improve speaking skills in an EFL context. This research explores the potential of using TikTok as a tool for teaching speaking skills to eleventh-grade students at SMA N 2 Palembang.

Theoretical Framework

Teaching Speaking

The development of speaking skills is a crucial aspect of language learning, encompassing elements such as fluency, accuracy, pronunciation, and communicative competence. These skills enable learners to articulate their ideas effectively, enhancing their overall communicative abilities (Alharbi, 2020; Syafi'i, 2021). Speaking is essential for language acquisition, as it reflects a learner's capacity to use language in real-world settings. By engaging in spoken communication, learners build confidence and gain practical experience in language use, which prepares them for interactions outside the classroom (Maharani, 2019; Alzeebaree & Hasan, 2020).

Communicative Language Teaching (CLT) has become central to teaching speaking skills, focusing on interaction and a learner-centered approach. CLT prepares students for authentic communication by promoting activities that reflect real-life language use. This method represents a shift from traditional, teacher-centered approaches toward interactive, student-centered practices, encouraging speaking skill development (Richards, 2020; Nguyen, 2021). Techniques such as role-playing, discussions, simulations, and task-based learning are key in CLT, providing learners with opportunities to practice speaking in a supportive environment that fosters engagement and active participation (Rahmawati & Atmowardoyo, 2019; Setiawan & Indriani, 2022).

Despite these advancements, teaching speaking still presents challenges, including student anxiety, lack of motivation, and limited practice opportunities. Addressing these issues requires strategies that build learner confidence and reduce speaking-related anxiety, such as incorporating collaborative tasks and personalized feedback (Budianto & Sitinjak, 2021; Zheng

& Cheng, 2023). Assessment also plays an integral role in the development of speaking skills, offering insights into learners' progress and areas for improvement. Oral exams, presentations, and interactive tasks are commonly used to evaluate fluency, coherence, and accuracy, providing a comprehensive picture of a learner's speaking abilities (Raharjo, 2019; Susilowati & Wulandari, 2023).

Tik-Tok Application

The TikTok application, a popular social media platform launched in 2016, allows users to create, share, and view short video clips. Initially designed for entertainment, TikTok has recently gained attention in educational contexts, especially for language learning, due to its multimedia and interactive features (Kumar, 2020; Rivers, 2021). TikTok's visual and audio elements support various modes of communication, making it a valuable tool for teaching speaking and listening skills in an engaging and culturally relevant way. As language learners engage with authentic content and user-generated videos, they can develop their linguistic and intercultural skills (Manca, 2021; Khalid & Usman, 2023).

TikTok's appeal in language education lies in its user-friendly design and the ability to tailor content to learners' needs. Educators can utilize TikTok to promote speaking practice, vocabulary acquisition, and pronunciation through interactive tasks like lip-syncing, role-playing, and storytelling (Elmas & Topal, 2022). These activities encourage students to actively produce language in a low-stakes, creative environment, which can enhance motivation and reduce language anxiety. Moreover, the brevity of TikTok videos (typically between 15 to 60 seconds) challenges learners to communicate effectively and concisely, aiding the development of spontaneous speaking skills (Martinez, 2021; Lu & Liu, 2023).

However, the use of TikTok in education is not without challenges. Concerns about privacy, distraction, and the platform's potentially addictive nature are significant considerations for teachers (Zhang, 2022). Additionally, not all content on TikTok is educational, which may require instructors to guide students on effective content curation. Despite these challenges, TikTok's popularity and its potential to connect learners globally offer exciting opportunities for integrating social media into language teaching, making it a valuable tool for fostering communicative competence and digital literacy (Wang & Chen, 2023; Alharbi, 2023).

Material and Method

Research Design

This study employs a mixed-methods approach to thoroughly examine the role of TikTok in teaching speaking skills to eleventh-grade students at SMA N 2 Palembang. The combination of quantitative and qualitative methods provides a well-rounded exploration of the research questions, enabling both measurable insights and a deeper understanding of students' experiences. The research design is exploratory, focusing on the initial integration of TikTok into language education and its potential impact on students' speaking proficiency and engagement. This design allows for the collection of both numerical data (quantitative) and detailed personal experiences (qualitative), which together offer a comprehensive perspective on TikTok's effectiveness in language teaching.

The study includes all 250 eleventh-grade students at SMA N 2 Palembang, ensuring a full-population sample that is both representative and statistically reliable. The school was chosen due to its diverse student body and willingness to engage in innovative research projects. By involving all students in the research, the study ensures that the findings reflect the experiences of the entire population and that the conclusions drawn are robust and valid. The data collection process incorporates multiple techniques to gather rich and varied data. First, pre- and post-speaking tests are administered to assess changes in students' speaking skills throughout the TikTok-based intervention. These tests focus on key speaking proficiency areas, such as fluency, accuracy, pronunciation, and coherence. By administering these tests before and after the intervention, the study can quantify the effect of using TikTok on students' speaking abilities.

The second data collection method involves the use of structured questionnaires to gather quantitative data regarding students' attitudes toward TikTok as a learning tool. These questionnaires incorporate Likert-scale items, which facilitate the measurement of key variables such as students' motivation, engagement, and overall perceptions of TikTok's effectiveness in enhancing speaking skills. By employing this approach, the study can generate robust statistical data that reflect how students view the role of TikTok in their language learning process. This aligns with established frameworks in educational research, such as those proposed by Dörnyei (2003) and Ferrer et al. (2022), which emphasize the importance of student perceptions in understanding the impact of digital tools on learning outcomes.

In addition to the quantitative data, semi-structured interviews are conducted with a select group of students and teachers, providing an opportunity for a more nuanced exploration of personal experiences, insights, and perspectives on the use of TikTok in language education. These interviews delve into specific areas, including the effectiveness of TikTok in engaging students, the ease with which it can be integrated into the curriculum, and any challenges encountered during its implementation. The qualitative data obtained from these interviews offer valuable context to the statistical findings, enriching the study's understanding of how TikTok influences student learning and helping to explain the underlying factors that contribute to its effectiveness or limitations in educational settings.

Finally, classroom observations are conducted to provide real-time, observational data on how TikTok is used in the classroom. These observations document how students interact with TikTok-based activities, how teachers facilitate the use of TikTok, and any challenges or successes encountered during the process. Using checklists and field notes, the observations offer a detailed understanding of the practical implementation of TikTok as a teaching tool.

Data analysis involves both quantitative and qualitative techniques. Quantitative analysis includes descriptive statistics (e.g., means, standard deviations) to summarize the data from the pre-and post-speaking tests and questionnaires. Paired t-tests are used to compare pre-and post-test scores to determine whether there is a statistically significant improvement in speaking proficiency. Additionally, correlation analysis helps to examine the relationships between students' perceptions of TikTok and their improvements in speaking skills. For qualitative analysis, the study uses thematic analysis to identify key themes and patterns from the interview transcripts and classroom observation notes. This method allows the researchers to interpret the data by recognizing recurring topics, such as student engagement, challenges in using TikTok, and perceptions of its educational value. A coding scheme is developed to systematically categorize the qualitative data according to these emerging themes, ensuring that the analysis is rigorous and consistent.

To enhance the validity and credibility of the research findings, triangulation is employed to cross-validate data collected from various sources, including tests, questionnaires, interviews, and observations. This method allows for a more comprehensive evaluation of the data by comparing and contrasting findings from multiple research methods. The use of triangulation ensures that the results are not only accurate but also reliable, as it helps to eliminate biases or inconsistencies that might arise from any single data source. By incorporating this approach, the study strengthens the overall trustworthiness of its conclusions.

Triangulation also allows the research to integrate both quantitative and qualitative data, providing a holistic perspective on the use of TikTok as an educational tool for enhancing speaking skills in an English as a Foreign Language (EFL) context. The combination of statistical rigor and rich contextual insights offers a balanced view, allowing the study to present a well-rounded analysis of TikTok's potential impact. This method of cross-validation ensures that the study's findings are not only statistically robust but also deeply informed by the practical realities of using TikTok in language instruction, contributing to a richer understanding of its effectiveness in educational settings.

Results and Discussion

Result

Result of Quantitative Analysis

The researchers gathered and analyzed data from pre- and post-intervention speaking tests, as well as answers to a student questionnaire, to assess the efficacy of utilizing TikTok as a teaching tool for improving speaking abilities among eleventh-grade students at SMA N 2 Palembang. The results of the quantitative data are shown in full below.

Pre- and Post-Speaking Test Results

Table 1.

Descriptive Statistics of Speaking Test Scores

Test	Mean	Standard Deviation	Minimum	Maximum
Pre-Test	65.3	10.4	45	85
Post-Test	75.8	8.7	55	95

The descriptive statistics from the speaking tests reveal a remarkable increase in students' performance after the TikTok intervention. The mean score improved significantly from 65.3 (SD = 10.4) in the pre-test to 75.8 (SD = 8.7) in the post-test. This 10.5-point increase highlights the intervention's effectiveness in enhancing students' speaking abilities. The standard deviation in the pre-test (10.4) was slightly higher than in the post-test (8.7), indicating that while students displayed a broader range of abilities initially, their performance became more consistent following the intervention. This trend reflects not only overall improvement but also a reduction in performance gaps among the students, suggesting that TikTok provided an equitable learning platform to address varying levels of proficiency. The results underscore the potential of incorporating innovative tools like TikTok to foster practical skill development in a language-learning context.

Paired t-Test Results

The statistical significance of the improvement in speaking test scores was determined using a paired t-test.

Table 2.

Paired t-Test for Speaking Test Scores

Pair	Mean Differences	Std. Deviation	t	df	Sig. (2-tailed)
Pre – Post-test	10.5	73	18.63	249	0.000

The paired t-test analysis highlights a statistically significant improvement in students' speaking test scores following the TikTok-based intervention. The results ($t(249) = 18.63$, $p < 0.001$) confirm that the observed changes are not due to random variation but are strongly associated with the intervention. The mean difference of 10.5 points between the pre-test and post-test scores further illustrates the substantial positive impact of using TikTok as a teaching tool for enhancing speaking skills. This improvement suggests that the platform's interactive and engaging nature effectively supports students in developing their abilities, likely by providing repeated opportunities for practice and self-assessment in a real-world communication context. The robust statistical significance ($p < 0.001$) reinforces the reliability of these findings, emphasizing TikTok's potential as a transformative tool in language education.

Questionnaire Results

In addition to the speaking tests, a questionnaire was administered to gauge student engagement, perceived improvement, and motivation related to the use of TikTok in learning speaking skills.

Table 3.
Descriptive Statistics of Questionnaire Responses

Item	Mean	Std. Deviation
Engagement with TikTok activities	4.5	0.6
Perceived improvement in speaking	4.3	0.7
Motivation to participate in speaking	4.6	0.5

The analysis of questionnaire responses demonstrates overwhelmingly positive feedback from students regarding the use of TikTok as a teaching tool. Students reported high engagement levels with TikTok-based activities ($M = 4.5$, $SD = 0.6$), indicating that the platform effectively captured their interest and participation in learning tasks. Additionally, the perceived improvement in speaking skills ($M = 4.3$, $SD = 0.7$) highlights the effectiveness of TikTok in supporting the development of practical language abilities. Furthermore, students exhibited a strong motivation to participate in speaking activities ($M = 4.6$, $SD = 0.5$), suggesting that the platform's interactive and creative features played a crucial role in maintaining their enthusiasm for language learning. These findings collectively underscore the suitability of TikTok as an innovative and engaging medium for enhancing student learning outcomes in speaking skills. The data strongly indicates that TikTok's integration into teaching strategies was not only well-received but also highly effective in fostering both skill development and motivation.

Analysis of Variance (ANOVA)

To examine the impact of TikTok on different student groups, an ANOVA was used to compare pre-and post-test scores across subgroups.

Table 4.
ANOVA Results

Source of Variation	Sum of Squares	f	Mean Square	Sig. (p-value)
Between Groups	540.2		2.701	.55
Within Groups	14705.8	47	59.5	0.012
Total	15246	49		

The ANOVA analysis reveals that the TikTok intervention significantly impacted different student subgroups, with results showing $F(2, 247) = 4.55$ and a p-value of 0.012, indicating statistical significance. This finding suggests that the improvement in speaking skills observed during the study was not limited to specific groups but was consistently experienced across diverse demographics within the sample. Whether students differed in terms of background, language proficiency levels, or other characteristics, the intervention provided an equitable and effective platform for enhancing speaking skills. This uniformity highlights TikTok's adaptability as a teaching tool, capable of addressing varied student needs while fostering measurable improvements in language learning outcomes.

Result of Qualitative Analysis

Qualitative interviews conducted with 10 eleventh-grade students at SMA N 2 Palembang provided valuable insights into their experiences and perceptions of using TikTok as a medium for teaching speaking skills. Thematic analysis of the interview data revealed several key themes and patterns that highlight both the benefits and challenges of integrating TikTok into language learning.

One of the prominent themes identified was the increased engagement and motivation among students. Many participants noted that TikTok made the learning process more enjoyable.

As one student expressed, "Using TikTok made the lessons more fun and engaging. I looked forward to the speaking activities because they were different from the usual classroom exercises."

Another student echoed this sentiment, stating, "I enjoyed making and watching videos. It didn't feel like a typical homework assignment."

These comments reflect how the novelty of TikTok and the creative opportunities it offers motivated students to engage more actively in speaking activities. The entertainment value of creating and sharing videos contributed significantly to their enthusiasm for learning. Additionally, students reported an enhancement in their confidence when speaking. They appreciated the opportunity to record and review their videos before posting them, which allowed them to refine their speaking skills in a low-pressure environment.

As one student noted, "Recording myself and watching it back helped me see where I needed to improve. It made me more confident to speak in front of others."

Another student mentioned, "I was less afraid of making mistakes because I could practice as many times as I needed before posting the video."

This iterative process of practicing, reviewing, and editing videos helped reduce anxiety and built students' confidence in speaking tasks.

The second major theme that emerged was the improvement in speaking skills, particularly in the practical application of these skills. Students felt that TikTok provided a platform for using English in meaningful and real-life contexts.

One student shared, "Creating TikTok videos required me to use English in a real context. It was more practical than just reading from a textbook."

Another commented, "I had to think about how to communicate my ideas clearly and effectively in the videos."

This practical application of language skills through video creation enhanced students' ability to organize and present their thoughts coherently, deepening their learning experience. Furthermore, students reported improvements in their pronunciation and fluency. The opportunity to practice speaking regularly, coupled with feedback from peers, contributed to noticeable progress in these areas.

One student remarked, "Watching other students' videos and getting feedback helped me improve my pronunciation."

Another stated, "I became more fluent because I practiced speaking more regularly through the videos."

The frequent practice and exposure to peer feedback through TikTok allowed students to refine their pronunciation and become more confident in their spoken English. Peer collaboration and feedback were also significant components of the learning experience. Students valued the ability to comment on each other's videos and offer constructive feedback.

As one student explained, "We would comment on each other's videos with suggestions and compliments. It was a great way to learn from each other."

Another student added, "Getting feedback from my friends was helpful because they pointed out things I didn't notice."

This collaborative environment fostered a sense of community among the students, creating a supportive learning atmosphere.

One student noted, "Knowing that we were all learning together made me feel more comfortable sharing my videos."

Another shared, "We encouraged each other to do better, which made the whole experience more positive."

These interactions contributed to a less intimidating and more collaborative learning environment. However, there were also challenges associated with using TikTok in language learning. Technical difficulties, such as issues with devices or internet connectivity, were mentioned by several students.

One participant stated, "Sometimes, it was hard to get the video right because of technical issues with my phone or the app."

Another noted, "Uploading videos could be frustrating when the internet connection was slow."

These technical barriers occasionally hindered students' ability to fully engage in TikTok activities. Additionally, students acknowledged the potential for distraction on the platform. Given the vast amount of non-educational content available on TikTok, some students struggled to stay focused on the educational aspects of the platform.

As one student admitted, "It was easy to get distracted by other TikTok videos that were not related to the lesson."

Another commented, "I had to discipline myself to focus on the educational content and not get side-tracked."

This suggests that while TikTok offers many educational benefits, it also requires students to exercise self-discipline to avoid distractions and ensure that time spent on the platform aligns with learning objectives. In summary, the interviews revealed that TikTok can be an effective tool for teaching speaking skills, and fostering engagement, confidence, and practical language use. However, technical challenges and the potential for distraction must be addressed to maximize the platform's educational benefits. Despite these challenges, the collaborative and supportive environment created by TikTok's peer feedback mechanisms was a valuable component of the learning experience.

Discussion

The findings of this study indicate a significant improvement in students' speaking skills, highlighting the effectiveness of TikTok as a tool for enhancing language proficiency. The substantial increase in speaking test scores suggests that TikTok's interactive and engaging nature played a key role in this development. By providing students with opportunities to practice speaking in an enjoyable and low-pressure environment, TikTok allowed them to refine their skills in a less intimidating setting. This aligns with Gao and Tian's (2021) research, which underscores the potential of short video platforms to improve language learning outcomes.

In addition to improvements in speaking skills, the study also revealed high levels of student engagement and motivation. Students reported that TikTok's creative features, along with its popularity among teenagers, made the learning process more appealing and enjoyable. This aligns with Manca and Ranieri's (2016) findings, which suggest that integrating familiar social media platforms into educational practices can significantly boost student

motivation. The platform's ability to maintain students' interest and encourage active participation is a key factor in enhancing language learning.

Thematic analysis of qualitative data further highlighted the importance of peer collaboration and feedback facilitated by TikTok. Students appreciated the opportunity to engage with their peers' content, which created a supportive and interactive learning environment. This collaborative approach aligns with Vygotsky's (1978) social constructivist theory, as well as Armstrong (2019) and Mohammed & Kinyó (2020), who emphasize the role of social interaction and collaboration in cognitive development. The peer feedback mechanism fostered a sense of community, which further contributed to the learning process.

However, the study also identified some challenges. Technical issues, such as difficulties in video creation and submission, were noted, along with potential distractions from non-educational content on TikTok. These challenges emphasize the importance of careful planning and structured implementation when integrating technology into the classroom. Addressing these issues is essential to maximize the educational benefits of TikTok, a concern also raised by Sari and Wahyudin (2019) in their research on the use of multimedia tools in education.

In terms of student engagement and confidence, TikTok's fun and interactive nature was found to significantly increase motivation. The ability to practice speaking in a low-pressure environment contributed to building students' confidence in their speaking abilities. This aligns with the findings of Luo (2020) and Lacey & Wall (2021), who emphasized that video-based learning enhances speaking skills through practical application and iterative practice. Furthermore, the practical application of speaking skills in a real-world context, facilitated by TikTok, led to noticeable improvements in pronunciation and fluency.

The study also observed the impact of peer collaboration and support in enhancing the learning experience. TikTok's feedback mechanism helped foster a sense of community, consistent with Vygotsky's (1978) and Mohammed & Kinyó's (2020) views on the role of social interaction in learning. However, the challenges identified such as technical difficulties and potential distractions highlight the need for adequate infrastructure and guidance to ensure effective integration of the platform into educational practices. Addressing these issues is crucial for maximizing the educational potential of TikTok and ensuring that its benefits outweigh its drawbacks.

Novelty

This study is among the first to explore the use of TikTok specifically for teaching speaking skills in an EFL context. While previous research has examined the use of social media and multimedia tools in education, the application of TikTok in this domain represents a novel approach. The study provides empirical evidence of the platform's effectiveness in enhancing speaking skills, offering new insights and practical recommendations for educators. Key Contributions, there were as follows:

1. **Empirical Evidence:** This study provides robust empirical evidence on the effectiveness of TikTok in improving speaking skills among EFL students, addressing a gap in the existing literature.
2. **Practical Insights:** The findings offer practical insights for educators on how to integrate TikTok into language teaching, highlighting both the benefits and potential challenges.
3. **Student-Centered Learning:** By demonstrating the platform's ability to increase engagement and motivation, this research supports the adoption of more student-centered and technologically integrated teaching practices.

Results should be presented in detail and discussed accordingly without any mix with other studies.

Conclusion

The findings from both quantitative and qualitative analyses highlight the effectiveness of utilizing TikTok as a teaching tool to enhance students' speaking skills. The quantitative results demonstrated a significant improvement in speaking proficiency, as evidenced by

increased test scores and statistically significant differences in performance before and after the intervention. Moreover, questionnaire responses indicated high levels of student engagement, motivation, and a positive perception of TikTok-based learning activities.

Qualitatively, thematic analysis revealed that TikTok activities fostered a fun and engaging learning environment, enhanced students' confidence in speaking, and provided practical applications of speaking skills in meaningful contexts. Peer collaboration and feedback further contributed to skill improvement, while the sense of community built through these activities made learning less intimidating.

Despite minor challenges such as technical difficulties and potential distractions, the study underscores TikTok's potential as an innovative and inclusive tool in language teaching. It not only improves speaking proficiency but also enhances student motivation and participation. These findings contribute to the growing exploration of digital media integration in education and encourage future research to refine and expand the application of such tools in diverse learning contexts.

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