



TIKTOK MEETS TBLT: STUDENT PERSPECTIVES ON SOCIAL MEDIA-INTEGRATED TASK-BASED SPEAKING CHALLENGES IN ADVANCED EFL LEARNING

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ABSTRACT

This study explores advanced EFL (English as a Foreign Language) learners' perceptions of using TikTok within Task-Based Language Teaching (TBLT) in a speaking task context. TBLT is an approach to language teaching that enables learners to communicate in the real world via meaningful tasks; TikTok is a perfect platform for creating authentic content and engaging in meaningful tasks. This study employed a mixed-methods data collection approach and obtained data from 85 undergraduate English major students from a university in Indonesia. The data collection instruments included structured questionnaires in which students rated Likert-scale items and offered follow-up semi-structured interviews. The participants completed speaking activities where they created TikTok videos related to storytelling, discussion, and instructional content using the English language. Quantitative data were analyzed using descriptive statistics and qualitative data responses were coded using thematic analysis. The findings indicated that TBLT tasks that utilized TikTok increased student engagement, provided opportunities to develop speaking confidence and fluency as students were given repeating opportunities to see and perform, and, as well, students appreciated the flexibility to be creative, the multimodal nature of the content (audio, video, caption), the ability to re-watch and self-reflect their speaking performance, and reduced speaking anxiety. The students described that TikTok's format being asynchronous, and not requiring real-time oral performance allowed them to operate in a lower pressure environment associated with real-time events.

Keywords: Digital Learning, EFL, Speaking Skills, Students Perception TikTok, Task-Based Language Teaching

A. INTRODUCTION

Conversing in English remains one of the most continuous problems English as a Foreign Language (EFL) learners face especially at the advanced level. In a real-time context, spoken communication requires vocabulary and grammar correctness, fluency, and confidence. An advanced speaker must have a repertoire of vocabulary and grammar and codeswitch appropriately among them to be appropriate ((Bygate, 2018; Goh & Burns, 2012) Growing the

required language skills through typically teacher-directed methods of instruction (like production drills or memorization) is virtually impossible. Therefore, it will be necessary to investigate methods that allow real, meaningful communication between students. Task-Based Language Teaching (TBLT) has been found to be a productive way to develop authentic, communicative tasks like role-play, project-based learning, and creating videos that promote fluency and engagement among students, especially when there is teacher support and contextual flexibility.

Task-Based Language Teaching or TBLT is based on the use of authentic communicative tasks that make use of language similar to that which would be encountered in real-world situations. TBLT promotes learner completion of problem-solving, information-sharing, or creative-acquisition tasks in a target language context. In order to elicit production and communicate meaning, TBLT relies on students completing some task instead of using passive or form focussed activities (Shadiev et al., 2020).

At the same time, digital technology - specifically the proliferation of social media - has changed the landscape of education today, giving a whole host of new ways to integrate student-generated material into instructional practices. Specifically, among the vast types of social media, TikTok has emerged as a quickly growing app for holding the attention of Generation Z students who are quite familiar with creating short-form. Recent meta-analyses have suggested short-form video platforms such as TikTok can positively impact language learning, especially vocabulary learning, motivation and pronunciation (Alghameeti, 2022; Mei & Aziz, 2022).

These results indicate social media provides engaging and less intimidating opportunities for EFL learners. However, these studies have concentrated more on passive exposure to content/ vocabulary memorization as per minimal levels of engagement, and not on speaking instruction, or, in particular, structured speaking instruction with task-based learning to support engagement. Multiple meta-analyses have confirmed the potential of social media in EFL learning and teaching (Alghameeti, 2022; Y. Liu, 2023), but little research has been directed to how TikTok, as a SIT, is conceived in a task-based way to develop an aspect of speaking education.

Further, most research on TikTok in education has focused on motivation in a general sense or in terms of vocabulary recall and has not focused on student-led speaking tasks within pedagogy, which guides students in what they should be accomplishing. Therefore, to fill the gap between passive engagement through video creation and the process of pedagogical task theory in support of speaking, this study is to explore the perceptions and/or experiences of advanced EFL learners when participating in TikTok-integrated speaking tasks, which have roots in TBLT. Specifically, the study will explore learner perceptions of opportunities and limitations, and challenges posed by the use of TikTok in developing their oral proficiency to an advanced level. By focusing on student experiences in real classroom contexts, this research will assist the legions of teachers who teach English as a foreign language as part of the fast-expanding field of technology-enhanced language learning (TELL).

Moreover, the findings will provide the first empirical evidence on the feasibility and consequences of incorporating TikTok into advanced EFL speaking instruction. A persistent problem in EFL contexts is the development of advanced speaking skills. Authentic speech importantly exists as fluent, spontaneous, and confident performances - competencies which traditional form-focused instruction neglect (Bygate, 2018; Goh & Burns, 2012). Task-Based Language Teaching (TBLT) has gained traction in recent years by encouraging autonomy and fluency in both real-life and communicative ability by way of real-world tasks (Shadiev et al., 2020). At the same time, the use of digital and social media tools has produced new opportunities for authentic and multimodal learner engagement. In particular, TikTok, the short-form video platform particularly popular among GenZ learners, has appeared as an exciting medium for language learning. The affordances of creativity, repetition, and asynchronous expression are closely situated within TBLT styles of pedagogy.

Recent empirical evidence within the last five years has begun to establish TikTok as a viable resource to support EFL speaking development. For example, (Annapis, 2024) describe significant post-test advancements in vocabulary, pronunciation, fluency, and motivation among EFL students who engaged with TikTok based discussions and assignments. Scholars (Julianti & Pratiwi, 2023) analysed classroom project functions and found improvements in speaking scores and confidence that were achieved through structured video tasks. The UIN Palopo researchers (Sari, 2023) also found that often-conversational content on TikTok



improved learner-engagement and perceived speaking capability even when it diverted their attention. Nevertheless, the majority of extant research focuses simply on vocabulary

Task-Based Language Teaching (TBLT) in Speaking Instruction

More authentic communicative competence in EFL contexts. As a pedagogical framework, TBLT moves learning from a focus on form to a focus on meaning, which happens through authentic activities (Shadiev et al., 2020). Traditional speaking activities focused on repetition and memorization in the second language (L2) and did not encourage learners to engage in authentic language use, a key aspect in promoting fluency and confidence in speaking. TBLT promotes goal-gaining language tasks, that require learners to express their thoughts, ideas, negotiate and consider language use, all key features in the development of speaking fluency. Research has indicated TBLT is able to support L2 learners' oral proficiency through purposefully built and context-driven engagement (Akshaya & Meena Rani, 2024; Bygate, 2018).

The TBLT model typically consists of three key steps; the pre-task phase prepares the learners with the topic sequences what vocabulary might be needed, then the task phase provides students an authentic communicative goal in the target language and a post-task phase, reflects on their task experience, provides feedback from the instructor and the possibility to repeat their intervention. Employed in TBLT, these steps are aligned with project based tasks, or digital content creation and a necessary example in the context of TikTok content sharing (Shadiev et al., 2020)). The main task requires the use of authentic language, such as storytelling or problem-solving, with peers or digital devices mediating the interaction (Bygate, 2018).

Especially, technology-enhanced TBLT through platforms like wikis, vlogs, or TikTok increases speaking engagement by offering a multimodal and asynchronous environment for learners to plan, produce, and refine their outcomes (Akshaya & Meena Rani, 2024). A recent systematic review found that these digital TBLT formats significantly enhance learners' autonomy, interaction, and communicative competence, provided that educators receive adequate training and institutional support (Mudinillah et al., 2024).



Social Media and TikTok in Language Education

Social media platforms have transformed language learning opportunities through user-generated, multimodal content. TikTok in particular has gained fame for its popularity and short video format as well as interactivity with duets, stitches, and hashtags. Recent studies indicate that TikTok allows for an engaged user, vocabulary building, and phonological practice through fun and dynamic video content (Alauddin, 2023; Mei & Aziz, 2022; Nouri, 2020). (Wang, 2022) describes TikTok as a "digital playground" for Gen Z learners that allows for a low stakes interaction with English through memes, TikTok story telling, and trend based challenges.

Additionally, (Wang, 2022) points out that because TikTok utilizes multimedia, learners have the opportunity for dual coding from visual and auditory input thus retaining vocabulary in memory better because as are stimulating the auditory and visual pathways associated with the lexical items through mimicry of pronunciation. The ease of creating, sharing, and completing TikTok content fosters learner agency and autonomy, however, two things that must be noted: most research on TikTok in EFL has emphasized vocabulary learning and learner motivation (Y. Liu, 2023), and that there is very little emphasis on structured speaking skill development in pedagogical frameworks like TBLT.

Previous Studies on TikTok and Language Skills

Numerous studies conducted in the past few years have demonstrated the usefulness of TikTok for vocabulary development and student motivation. (Alghameeti, 2022), for example, conducted a meta-analysis and found that using TikTok significantly improves vocabulary acquisition when compared to traditional tools (Alghameeti, 2022). Similarly, (Alauddin, 2023). claims that junior high school students showed increased enthusiasm and retention when using TikTok to learn tenses (Alauddin, 2023). (Nouri, 2020) also found that TikTok and other social media applications address issues with accessing English language learning during COVID.

Research has also connected TikTok's use in other informal language learning pedagogy contexts, such as offering recommendations with social interaction (Alghameeti, 2022) Although these types of studies under score TikTok's usefulness in EFL, there is no evidence



to suggest TikTok-based speaking tasks were structured using systematic pedagogical models. Additionally, there has been little research into using TikTok-based speaking tasks framed in TBLT research contexts. The existing research has studied TikTok as an informal tool without discussing the performance-based outcomes.

It has either focused on motivation for using TikTok based on self-reports of motivation without examining if such tasks improved performance. The gap in research into the ways TikTok-based speaking tasks could be pedagogy structured and perceived by learners is significant. Previous Studies on TikTok and Language Skills.

Gen Z Learners and Digital Engagement

Generation Z learners are digital natives, visual learners, and content creators (McCrindle & Fell, 2020). Generation Z learners are more likely to value platforms that promote creative expression and allow for more immediate feedback (McCrindle & Fell, 2020). In language education, Generation Z students interact with digital tools that offer them agency, personalization, and multimodal learning (Shadiev et al., 2020; Wang, 2022).

As a platform that offers the native context for Generation Z learners, TikTok provides opportunities to engage with language, if learners are supported and integrated, in multiple ways: learners can rehearse and edit their spoken language output, receive feedback from peers, and share their output with others; these all afford willingness to communicate (WTC) and speaking confidence. Given the possibilities for language development and leaning, there is a clear rationale and opportunity for using TikTok as part of TBLT pedagogies as a means to promote engagement with the language, and develop oral language skills.

C. METHOD

Research Design

Mixed-methods design was used in this study; quantitative and qualitative approaches were adopted to present an overview of students' attitudes towards TikTok-assisted Task-Based Language Teaching (TBLT) speaking tasks. The use of a mixed-methods model was chosen



for the potential to use quantitative trends that are supported and complemented by qualitative results (Creswell & Plano Clark, 2018). Quantitative data were obtained through a questionnaire, while qualitative data were obtained through semi-structured interviews and classroom-based lesson observations.

The model was a convergent parallel mixed-methods model where the quantitative and qualitative data were collected in the same phase of the study, and, analyzed separately then merged together to interpret findings. This model allows researchers to support findings and cross check findings across both types of data which supplement and support findings and enhance the quality and breadth of findings (Fetters et al., 2013). This model is well-suited to educational studies, in which learner attitudes, behaviours, and perceptions are often complex or multifaceted - consequently this complexity cannot be captured through number data alone.

Furthermore, mixed-methods inquiry has been described as particularly effective in technology-enhanced language learning (TELL) studies and in exploring questions of students' emotional, cognitive, and behavioural engagement with digital tools like TikTok (Yang, 2021). Hence, the study captures not just what.

Participants

Participants of the current research were 85 English Education undergraduate students from an Indonesian East Java state university. The participants were in their 6th to 8th semesters, having already taken some intermediate courses in speaking and being categorized as advanced EFL learners. The participants were selected by using purposive sampling with an interest in students who were actively enrolled in a speaking course that involved project-based learning features and access to digital media.

This group was chosen because they were students with sufficient linguistic capacity to carry out reflective and creative speaking tasks, along with the technological know-how to manage social media-based activities. The decision to target advanced learners was also informed by a body of research pointing to the fact that students at this level are more likely to productively interact with autonomous, multimodal learning environments and are better able to evaluate the pedagogical value of emerging technologies (Goh & Burns, 2012; Yang, 2021). They all had frequent access to smartphones and internet connections, and over 90% of them had already

used TikTok for entertainment or educational reasons. All these made them ideal to exploring perceptions about the integration of TikTok into structured TBLT speaking teaching.

Instruments and Procedures

a. Questionnaire:

A structured questionnaire was designed to gather data from 85 advanced EFL learners regarding their perceptions of using TikTok-integrated speaking tasks in a Task-Based Language Teaching (TBLT) context. The questionnaire contained 20 Likert-scale items (1 = strongly disagree to 5 = strongly agree) in four broad categories:

- Engagement (e.g., “I felt more involved in speaking activities when using TikTok.”)
- Usefulness (e.g., “TikTok helped me improve my speaking fluency.”)
- Anxiety Reduction (e.g., “Speaking through video reduced my anxiety compared to speaking live.”)
- Motivation (e.g., “Creating TikTok videos made me become a more motivated English speaker.”)

Before distributing the questionnaire, two TEFL lecturers with a background in instructional technology and speaking pedagogy reviewed the questionnaire for content validity values. The questionnaire were administered to a separate group of 15 students who were not participants, but students from the same department in order to conduct a pilot test. The purpose of the pilot test was to assess the clarity of each of the questionnaire items, the wording of the items, and for technical reliability. The instrument produced a Cronbach’s Alpha coefficient of 0.84, suggesting a good level of internal reliability.

The questionnaire items were quantitatively analysed to identify general trends in perceptions and to identify any patterns related to the four broader categories. Descriptive statistics (means, standard deviations, and frequency percentages) were calculated to demonstrate strength of agreement among the 85 respondents.

b. Semi-Structured Interviews:

To add depth and meaning to the questionnaire data, twelve participants were intentionally selected for semi-structured interviews among the original 85 respondents. The twelve participants were chosen using stratified sampling based on their questionnaire scores: six were purposively selected because they had relatively high perceived effectiveness of TikTok-based

speaking tasks; and the other six representing participants with moderate-to-low perceived effectiveness of TikTok-based speaking tasks.

The interviews were based on three areas of focus:

- Students' individual experiences and feelings about completing TikTok-based speaking tasks;
- Difficulties engaging in the creation of the video and content preparation; and
- Comparisons of traditional speaking tasks with TikTok-based speaking tasks with regards to comfort, fluency and engagement.

The interviews lasted approximately 20 - 30 minutes each, were conducted in a flexible bilingual mode (English and Bahasa Indonesia), depending on the language preference of participants, were audio-recorded, transcribed in full, and thematically analyzed for emerging patterns, unique insights, and illustrative quotes. Participants were identified with participant codes (e.g., Student 1, Student 2) to protect anonymity and confidentiality, fulfilling ethical and research standards.

c. Observation of Task Implementation:

The researcher also completed non-participant classroom observations while the TikTok-based speaking tasks were implemented. Each speaking task involved roleplay, storytelling, and the creation of an instructional video, which could be done independently or in pairs. Students were given 3–5 days to write their script, record, and submit their TikTok videos via a class learning platform. The observation notes were focused on task engagement, collaboration, and technology issues.

All 85 students completed the questionnaire, and 12 participants consented to complete in-depth interviews and to submit open-ended reflective writing about their TikTok-based speaking experience. The participants included a variety of perceived task effectiveness levels based on the questionnaire data, as they were purposively chosen to include and represent extremes of effectiveness as perceived by the participants.

Each of the qualitative data sources interview transcript, their reflection, and the observation notes have been assigned anonymized student code (for instance, Student 1, etc. to Student 12). These anonymized student codes were used consistently through the analysis and data presentation tables (see Table 2).

This study includes direct quotes from participants when findings demonstrate emerging themes regarding perceived benefits, coping with anxiety, and teaching and learning expectation patterns. Using participant coded notes assists with transparency and adds credence to the qualitative analysis.

Data Analysis

Quantitative data collected from the questionnaire were first analyzed using descriptive statistics (means, standard deviations, and frequencies), using SPSS. For the qualitative data collected from the semi-structured interviews and observations there was a thematic analysis, that followed the coding procedures of (Braun & Clarke, 2019). The themes were generated inductively, and represent the recurring ideas and meaningful patterns in the one-to-one sessions of the students' responses.

To enhance the trustworthiness of the qualitative analysis, the researcher read the transcripts and observation notes several times throughout the process of coding. The researcher employed manual coding and subsequently fine-tuned themes through debriefs with two peer researchers who had experience in qualitative inquiry of ELT. Discrepancies in codes between the researchers were examined collaboratively until consensus was reached. The process contributed to strengthen intersubjective agreement for the themes and also supported that the emerging themes actually illustrated the students' perceptions and experiences during the TikTok speaking tasks.

Table 1. provides a summary of research instruments and analysis strategies

No.	Instrument	Purpose	Format	Analysis technique
1.	Questionnaire	To measure students' perceptions on TikTok-integrated TBLT tasks	20 Likert-scale items (1–5)	Descriptive statistics (SPSS)
2.	Semi structured Interview	To understanding students' personal experiences and difficulties.	6 open-ended core questions	Thematic analysis (Braun & Clarke, 2019)
3.	Observation Sheet	To record engagement and behavior in during	Field notes (non-participant)	Thematic coding and

C. FINDINGS AND DISCUSSION

Student Engagement with TikTok and Speaking

Qualitative interview data indicated that TikTok's unique features (especially its brevity, rewatchability, and asynchronous recording) were significant temporal variables contributing to student engagement in speaking tasks. Many students indicated that they felt comfortable and less pressure due to TikTok's flexible recording option. Rather than being in the live, face-to-face 'performance' mode, students could record their video, even if it took a few takes in the end, and then submit it as the official performance. One student commented, "I recorded five times before submitting because I wanted it to sound smooth, but I didn't feel stressed like in class." (Student 5). Students were able to concentrate on clarity, pronunciation, and creativity without the immediacy of their classmates or their teacher judging them for their performance.

This is in line with (Y. Liu, 2023) who reported that short-form video platforms like TikTok foster low-stakes practice contexts where learners are more likely to take linguistic risks. Students in (Y. Liu, 2023) study also stated that TikTok tasks involve informal, non-threatening, enjoyable tasks, that resulted in consistent participation and increased output in speaking tasks. The asynchronous nature of the task removed the performance anxiety of a live presentation or spontaneous speaking in class. In addition, several participants expressed the value.

Perceived Benefits of TikTok-Integrated TBLT

Students recognized a range of benefits to their engagement in TBLT based speaking tasks with the inclusion of TikTok. First, the creative aspect of content creation encouraged learners to be creative with their language use, visual storytelling, and bodily references. In one instance, a participant responded, "I was using facial expressions and hand gestures because I wanted my video to look fun and real." (Student 14). Another participant wrote, "with filters and editing I had to think even harder about how to convey my message clearly." (Student 22).

These results corroborated (Mei & Aziz, 2022), who illustrated student development in learner linguistic and paralinguistic competencies during TikTok video engagements in their study. Secondly, student participants noted improvements to their fluency as they practiced expressing themselves and engaging in speaking for different TikTok tasks (e.g., storytelling, tutorials). There was some attribution of fluency development to practice or rehearsal, consideration for recording, and revisions before uploading -- this cycle is somewhat familiar to task repetition, which is reported to lead to fluency development (Bygate, 2018).

Third, the interactive aspects of TikTok, such as duet or challenge features allowed for peer interaction. Several participants engaged with one another by simultaneously responding to or commenting on one another's videos, thus creating a social learning environment outside of the classroom. This corresponds to (Alauddin, 2023) observations of TikTok challenges that facilitated students willingness to communicate (WTC) and community building.

Challenges and Concerns

While comprehending a few upsides to using TikTok for structured speaking tasks, students did also articulate a number of challenges as well. The first and for many a major concern was the potential to become distracted while engaging in non-academic TikTok content. With entertainment overflowing, many students admitted there was a challenge to sustain focus on just their learning tasks, replicating the distractions from theoreticians on the cognitive load of open platforms (Shadiev et al., 2020).

The second challenge students reported was that their access to digital tools was not equal and that their digital literacy levels were disparate. Most students reported feeling comfortable using basic TikTok functions, though others struggled with editing and some did not have reliable internet. This unequal access relates to (Y. Liu, 2023) noted that educators should be careful not to presume their learners can all take advantage of mobile technologies equally or possess equal levels of digital skills in the context of moving forward with pedagogy.

Finally, the anxiety caused by expert exposure remained a looming challenge. Some students found it difficult to show their face on camera and/or share videos in an open, public place. A



few students reported personal privacy concerns as well as the fear of being judged publicly encouraged them to not fully participate; this relates to (McCrindle & Fell, 2020) noting, that Gen Z learners, are digitally fluent though they still require a safe, low hostility environment to risk self-expression.

Pedagogical Implications

Results indicate that TikTok must be seen as an additional learning platform rather than a substitute for direct instruction. The use of this digital tool with TBLT must be executed with purposeful teaching and scaffolding in place to meet the intended outcome for students (Shadiev et al., 2020). It is recommended that the teacher use a clear rubric, examples of content, and task instructions to reduce teacher ambiguity and direct students toward their plan for success.

Secondly, the teacher must try to limit what content students are exposed to or, for some students, provide them with information related to digital literacy. A full digital literacy workshop would benefit students with low technological skills. Reflective tasks such as video feedback, peer review, or language logs all promote skill development and assist learners in evaluating their speaking progress critically. The potential pedagogical benefits identified in the implications show that digital tools like TikTok can potentially change how speaking skills are taught and developed in the EFL classroom if executed with current models of teaching such as TBLT.

Finally, we must remember that students' responses to TikTok-based speaking tasks, may vary. Individual differences such as learner autonomy, language anxiety, and experience utilizing digital tools are the most influential factors regarding how students will engage with such tasks. Therefore, while implementing TikTok speaking tasks, teachers should be ready to adapt to student feedback. Ultimately, by providing a supportive environment that balances constraints with creative opportunity, teachers can allow students to treat TikTok as an extension of classroom learning rather than distraction, or an obstacle.

Table 2. Overview of Major Findings from TBLT Tasks Incorporating TikTok

Theme	Findings	Supporting Data / Quotes
Platform Usage	92% of students had TikTok accounts; 78% used the app to engage with the language	“I often watch creators that present in English, especially tutorials and storytelling.” (Student 17)
Anxiety About Speaking	Decreasing because of the less stressful asynchronous format and option to re-record Asynchronous	““I ended up feeling less anxious, because I could try a million times before I submitted my video.” (Student 42)
Perceived Positive Productivities	Improved creativity, fluency, motivation and confidence	“It helped me speak more naturally; I was able to detach myself from feeling anxious about making mistakes.” (Student 8)
Interaction with Peers	Students collaborated using the Duet and Challenge features	“It was able to make to a video and respond to a friend’s video using the duet feature, it was fun!” (Student 33)
Barriers to Success	Distractions from their devices, limited editing ability, fear of someone outside the classroom seeing the videos.	“I was worried that someone outside of the class would see my video.” (Student 58)
Pedagogical Implications.	Required explicit guidance, rubrics, scaffolding, and content curation	“I needed more direction about the type of video, and how long it was supposed to be.” (Student 10)

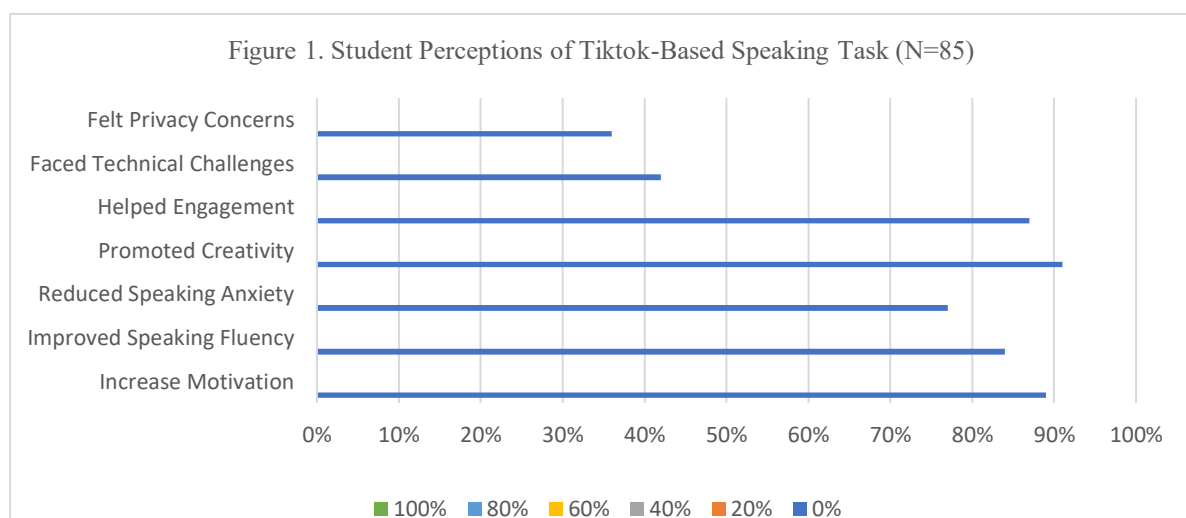


Figure 1. Student Perceptions of Tiktok Based Speaking Task



Note: The data were obtained from a Likert-scale questionnaire (1–5) and analyzed as the percentage of respondents who selected agree or strongly agree.

TikTok Task-Based Speaking: Student Reflection and Agency

Reflective learning behaviors emerged as a common theme from the interview data. Students perceived that planning, recording, and reviewing their TikTok videos allowed them to be more aware of their pronunciation, fluency, and pacing. One student stated, "When I recorded, I noticed how fast I talk. So I rehearsed talking slower and clearer." (Student 4). This performance and self-review cyclic process encouraged learners to self-monitored actively and adjust their speaking skills.

These results validate those of (Dwivedi & Pandey, 2021), who argue that activities based on videos have the ability to develop metacognitive awareness in second language learners. In this study, the opportunity to practice and edit gave the students the possibility not only to practice speaking, but also to reflect on the way they are speaking transforming the exercise from mere task into learning activity that they could control and guide. TikTok's features (editing, visual feedback, rehearsal) contributed to the students' sense of agency. The students felt more in control of how they presented their social projection, which increased their engagement and sense of ownership in their performance. Student 7 expressed, "After a few takes, I just changed my script to make it sound more natural."

The movement towards autonomy is supported by (Yang, 2021), who argues that digital tools like TikTok enhance learner engagement and self-directedness in language task. TikTok allowed students to creatively present themselves and manage

D. CONCLUSION

The results of the study illustrate the ability of integrating TikTok into TBLT-based speaking activities to enhance learner motivation, speaking fluency, engagement, and confidence of advanced EFL learners. More specifically, students clearly indicated they preferred tasks allowing for creative expression, multimodal communication, and asynchronous practice, all



features evident in TikTok's design. The task repetition that video creation allows and the opportunity to revise their performance before submission were particularly positive advancements for students who generally tend to experience anxiety while speaking live. These developments are in line with recent work emphasizing the motivational and cognitive affordances of language learning through mobile-assisted learning and social media (Alauddin, 2023; M. Liu, 2023; Mei & Aziz, 2022).

While these results are encouraging, and the implementation of TikTok in pedagogical contexts has been considered, TikTok must be applied pedagogically intentionally. They may have disadvantages that should be considered: when students use TikTok, they may need to consider digital equity, distraction caused by digital technologies, and student privacy. Teachers need to be prepared for this. When using mobile-based learning tools, (Shadiev et al., 2020) suggested having clear guidelines, scaffolding the content, and addressing digital literacy components.

Future practices involving TikTok as the focal point of TBLT tasks should not only allow students to utilize speaking strategies but also provide experience in video production and the ethics of communication in a digital format. Many of the students in the current study expressed difficulties with editing, background set up, and being publicly exposed on TikTok.

In order to create shared expectations and understanding, teachers may want to work with students to create task guidelines and rubrics in the future. Students can develop internalized communicative goals and reduce task ambiguity by following scaffolded steps like brainstorming, script writing, and peer review of similar work. Curated sets of model videos from previous terms or peer work to illustrate the level of output that would be acceptable could also support students with specific examples. When thoughtfully designed, tasks not only target speaking fluency and accuracy but also foster students' digital literacy, self-reflection, and learner autonomy, all of which are critical skills for surviving in today's 21st century language classrooms.

In short, use of social media sites, such as TikTok in a TBLT language course is a good step towards learner-centered, technology-aided pedagogy. Designed and taught correctly, it not only provides linguistic affordances, but also allows learner agency in the learning process. As digital communication becomes increasingly dominant in global interactions, we can no



longer see providing EFL learners with skills to navigate, create, and assess language in multimodal contexts as an optional aspect of their education. Teachers and curriculum developers must continue to imaginatively and culturally relevantly conceptualize ethically, engagingly, and pedagogically sound uses of social media to bolster second language instruction.

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