EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

The Improvement of Students' Speaking and Listening Skills Through TikTok Native Speakers' Videos of the Eleventh Grade of F Senior High School 1 Girimarto in the Academic Year of 2025/2026

Suwati[1], Hersulastuti[2], Endang Eko Djati[3]
[1,2,3]Universitas Widya Dharma Klaten
suwati90@guru.sma.belajar.id[1], hersulastuti@unwidha.ac.id[2], edang1@gmail.com[3]

ABSTRACT

This research aimed to improve students' learning outcomes through the implementation of TikTok-based learning. The research was conducted using Classroom Action Research (CAR) involving 35 students as the participants. The study was carried out in two main stages, namely the pre-test and the implementation of the learning treatment followed by the post-test. The purpose of the pre-test was to identify the students' initial ability before the implementation of TikTok-based learning, while the post-test was conducted to measure the improvement in students' learning outcomes after the treatment. The results of the pre-test showed that the students' mean score was 71, which indicates that students' understanding of the learning material was still relatively moderate. Although some students achieved the Minimum Mastery Criterion (KKM) of 70, several students still obtained scores below the required standard. This condition showed that students still needed improvement in their learning outcomes. After the implementation of TikTok-based learning in the learning process, the post-test results showed a significant improvement in students' achievement. The mean score increased to 86.57, which indicates a considerable improvement compared to the pre-test results. In addition, most students were able to achieve scores above the Minimum Mastery Criterion, indicating that the learning objectives were successfully achieved. Based on the findings of this research, it can be concluded that the implementation of TikTok-based learning can effectively improve students' learning outcomes. The use of short and engaging educational videos helps increase students' motivation, engagement, and understanding of the learning material.

Keywords: TikTok-based learning, learning outcomes, digital learning media, classroom action research

INTRODUCTION

Along with the rapid development of information and communication technology, the learning process in schools has experienced significant changes. Technology is no longer used only as a supporting tool, but has become an important part of teaching and learning activities, including in English language instruction. The use of digital media allows teachers to present learning materials in more varied and engaging ways, which can support students' understanding and motivation in the classroom.

At the senior high school level, English learning is expected to equip students with the ability to communicate effectively. This ability involves mastering four language skills: listening, speaking, reading, and writing. Among these skills, listening and speaking play a crucial role because they are directly related to oral

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

communication in real-life situations. Students need to be able to understand spoken English and express their ideas clearly when communicating with others.

Ideally, English instruction should provide students with sufficient exposure to authentic spoken English, opportunities to practice speaking actively, and learning situations that reflect real communication contexts. Through these conditions, students can develop better pronunciation, fluency, and confidence in using English. However, based on the real conditions found in schools, these ideal expectations have not been fully achieved.

Based on preliminary classroom observation and informal communication with the English teacher at Senior High School 1 Girimarto, several problems were identified, especially related to students' listening and speaking skills. Many eleventh-grade students experienced difficulty understanding spoken English, particularly when it was delivered naturally by native speakers. They often struggled to follow the speech because of fast tempo, unfamiliar pronunciation, and different intonation patterns. As a result, students frequently missed the main ideas and important information during listening activities.

In addition, students' speaking ability was relatively low. Many students were hesitant to speak English in class and showed a lack of confidence. They tended to rely on memorized expressions and were afraid of making mistakes when speaking spontaneously. This condition caused limited student participation during speaking activities and reduced opportunities for meaningful oral practice. These problems indicate that students' listening and speaking skills had not developed optimally.

One factor contributing to these conditions is the limited use of authentic learning media in English instruction. Teaching activities are still dominated by textbooks and scripted audio materials, which do not fully represent natural language use. Such materials rarely expose students to real pronunciation, natural rhythm, and everyday expressions used by native speakers. Consequently, students have limited experience with authentic spoken English, which affects both their listening comprehension and speaking performance. Moreover, learning activities tend to be teacher-centered, resulting in low student engagement and motivation.

Considering these problems, the use of digital media that provide authentic language input is necessary. One potential medium is TikTok, a short-video platform that is widely used by students and offers a variety of English content created by native speakers. TikTok videos present authentic pronunciation, intonation, and contextual language use in a short and engaging format. This format is suitable for senior high school students because it helps maintain attention and reduces boredom during the learning process.

In this study, the use of TikTok videos is limited specifically to content produced by native English speakers. This limitation is applied to ensure that students receive accurate and authentic language models. The videos are carefully selected based on their relevance to the curriculum, suitability for students' proficiency levels, clarity of spoken language, and short duration to support effective learning.

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

Therefore, this study proposes the integration of native-speaker TikTok videos as an alternative learning medium to improve students' listening and speaking skills through Classroom Action Research (CAR). Through this approach, the researcher aims to improve classroom practice by providing authentic language exposure, increasing student engagement, and supporting the development of students' oral communication skills in a gradual and reflective manner.

REASERCH METHOD

This research employs a Classroom Action Research (CAR) approach aimed at improving students' speaking and listening skills through TikTok native-speaker videos as authentic learning media. The study is conducted in two cycles, each consisting of four stages: planning, acting, observing, and reflecting.

The implementation focuses on integrating short TikTok videos (30–60 seconds) to provide authentic spoken input and support students' pronunciation, fluency, and comprehension. Through iterative cycles, the researcher continuously refines instructional strategies to achieve measurable improvement in students' performance and engagement.

Subject and Time of the Study

The subjects of this study are the students of Class XI F (eleventh grade) at Senior High School 1 Girimarto, consisting of approximately 30–35 students aged 16–17 years old. The class is selected based on students' low performance and confidence in speaking and listening, limited exposure to media-based English learning, and the teacher's willingness to collaborate. The research is conducted during the second semester of the academic year 2025/2026 at Senior High School 1 Girimarto, Wonogiri, Central Java. The implementation lasts approximately three months, including preparation, Cycle I, reflection, Cycle II, and final evaluation. The object of this study is the improvement of students' speaking and listening skills through TikTok native-speaker videos as authentic learning media.

Types and Techniques of Data Collection

This study uses both quantitative and qualitative data to ensure comprehensive analysis. Quantitative data are obtained from students' speaking and listening tests, including pre-test and post-tests conducted in each cycle. These data are used to measure students' improvement in performance. Qualitative data are collected through classroom observation, field notes, and questionnaires. Observation is used to record students' participation, engagement, and confidence during learning activities. Questionnaires are distributed at the end of Cycle II to gather students' perceptions of TikTok-based learning.

Research Instruments

The study uses both test and observation instruments to collect quantitative and qualitative data. Tests, including a pre-test and two post-tests, are used to

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

measure students' speaking and listening skills, assessing aspects such as pronunciation, fluency, vocabulary, grammar, and comprehension, with scoring based on Brown's rubric for consistency. Meanwhile, observation instruments, including observation sheets and field notes, are used to monitor the implementation of TikTok-based learning and students' participation, engagement, confidence, behaviour, and progress throughout each cycle.

Technique of Analyzing Data

This research applies both quantitative and qualitative data analysis to measure students' improvement in speaking and listening skills. Quantitative data from pre-test and post-test scores are analyzed to determine students' progress after the implementation of TikTok-based learning. Meanwhile, qualitative data obtained from observations, field notes, and questionnaires are analyzed descriptively through data condensation, data display, and drawing conclusions to identify students' behavioral changes, engagement, and responses. By combining both analyses, the study provides comprehensive results reflecting students' performance improvement as well as increased motivation and confidence.

RESULT AND DISCUSSION

Pre-Cycle Condition

Before conducting Cycle I, the researcher first observed the initial condition of the students in the classroom, which is referred to as the pre-cycle stage. This stage aimed to identify the real condition of students' listening and speaking abilities before any specific instructional treatment was implemented. During this stage, the researcher also introduced short native-speaker TikTok videos on a limited basis to observe students' initial responses to authentic audio-visual materials (https://vt.tiktok.com/ZSmqEjcs7/ and https://vt.tiktok.com/ZSmgeMxKV/). However, the use of these videos was not yet integrated into a structured instructional strategy, and the learning process still relied on conventional methods.

Based on the classroom observation, it was found that students' listening and speaking skills were still relatively low. Most students had difficulty understanding spoken English, especially from native speakers, and showed limited ability in expressing ideas orally. They also tended to be passive and lacked confidence during classroom activities. The teaching process relied mainly on textbooks and verbal explanations, resulting in low motivation and participation. An initial informal assessment showed that many students had not yet achieved the Minimum Mastery Criterion (KKM) of 70, with an average score of approximately 65. Therefore, it can be concluded that improvement in teaching strategy was necessary, which became the basis for implementing Classroom Action Research using TikTok-based learning.

EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

Figure 1. Pre-Cycle

The pre-cycle data consisted of 35 students from Class XI F, including both male and female students. Based on the results, the highest score achieved was 75, while the lowest score was 20. Several students obtained scores equal to or above 70, such as Anggita Nala Kirana Nurjanah, Evrin Cantika Utami, Fahri Zesa Wardhana, Handita Ajeng Librya, Kirania Suci Ramdani, and Rayna Vindy Balqista Caesarani, who scored 75. However, many students still obtained scores below 70, such as 20, 35, 40, 50, 60, and 65, indicating that a large number of students had not yet reached the expected level of mastery.

Based on the results, it can be seen that students' scores were still relatively low, ranging from 20 to 75, with a total score of 2275 and a mean score of 65. This average indicates that students' initial ability in speaking and listening was still below the Minimum Mastery Criterion (KKM), which is set at 70. Most students experienced difficulties in understanding the material, particularly in listening and speaking skills, and showed limited confidence as well as lack of exposure to authentic English input. Therefore, it can be concluded that students' initial ability before the implementation of the instructional treatment was still low, and this condition became the basis for conducting Classroom Action Research through TikTok-based learning.

Students Pre-Test Results

In Cycle I, the researcher began to introduce TikTok-based learning as an instructional medium to support the teaching and learning process. Before implementing the full instructional treatment, a pre-test was administered to measure students' initial listening and speaking abilities. The pre-test was conducted using short native-speaker TikTok videos taken from the following links: https://vt.tiktok.com/ZSmgeWVDU/ and https://vt.tiktok.com/ZSmpKYSwj/. These videos were selected to provide authentic language input, including natural pronunciation, intonation, and real-life expressions.

During the pre-test activity, students were asked to watch the selected videos and complete tasks related to listening comprehension and speaking responses. The listening task required students to identify key information, while the speaking task asked them to express their understanding orally. However, the use of TikTok videos at this stage had not yet been implemented as a structured instructional strategy, as the activity was still limited to measuring students' initial ability. Therefore, the pre-

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

test aimed to capture students' baseline performance before the full implementation of TikTok-based learning in the next cycles.

Figure 2. Cycle I

The pre-test data consisted of 35 students from Class XI F, including both male and female students. Based on the results, the highest score achieved was 85, while the lowest score was 25. Several students obtained relatively high scores, such as Anggita Nala Kirana Nurjanah, Evrin Cantika Utami, Fahri Zesa Wardhana, Handita Ajeng Librya, Kirania Suci Ramdani, and Rayna Vindy Balqista Caesarani, who scored 85. In addition, a number of students also achieved scores of 80 and above, indicating that they already had a certain level of understanding of the material. However, some students still obtained lower scores, such as 25, 40, and 45, which shows that they experienced difficulties in comprehending the material.

Based on the results, it can be seen that the students obtained varying scores in the pre-test, ranging from 25 to 85, which reflects differences in their initial abilities in understanding the learning material through TikTok-based media. The class obtained a mean score of 71, which slightly exceeded the Minimum Mastery Criterion (KKM) of 70. However, this does not indicate that all students achieved mastery, as several students still scored below the KKM. This variation suggests that students' abilities were not evenly distributed, and some still needed additional support, particularly in understanding authentic language input from native speakers.

Furthermore, although the average score has surpassed the KKM, the presence of students with low scores indicates that the overall learning achievement has not yet reached the expected level of completeness. This condition shows that improvements in the teaching and learning process are still necessary to help more students achieve the required standard. Therefore, the pre-test results serve as baseline data to compare students' progress in Cycle I and Cycle II, and to determine the effectiveness of the implemented TikTok-based learning in improving students' learning outcomes.

To obtain the students' initial ability before the implementation of the action, a pre-test was administered to the students. The test was followed by 35 students. The results of the pre-test show the variation of students' scores in the class. The distribution of the students' scores can be seen in Table 1.

EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

Table 1. Distributions of The Students Pre-Test Scores

Score Interval	Frequency	Percentage
20–29	1	2.86%
30–39	0	0%
40–49	3	8.57%
50–59	1	2.86%
60–69	9	25.71%
70–79	9	25.71%
80–89	12	34.29%
Total	**35**	**100%**

Based on Table 1, it can be seen that most students obtained scores in the interval of 80–89, with 12 students (34.29%). Meanwhile, 9 students (25.71%) obtained scores in the interval of 70–79, and another 9 students (25.71%) scored between 60–69. However, several students still obtained low scores, such as those in the intervals of 40–49 and 20–29. This result indicates that the students' initial ability was still varied and not evenly distributed.

Students Post-Test Results

After the implementation of TikTok-based learning as the instructional treatment in Cycle II, a post-test was administered to measure students' learning progress. The purpose of this post-test was to determine whether the use of TikTok-based learning could improve students' learning outcomes compared to the pre-test results. The post-test was conducted after the teaching and learning activities had been fully implemented using selected TikTok videos from the following links: https://vt.tiktok.com/ZSmpoqr61/ and https://vt.tiktok.com/ZSmpobaPn/. These videos provided authentic language input, including natural pronunciation, intonation, and contextual expressions to support students' understanding.

During Cycle II, TikTok videos were integrated into a more structured instructional strategy, where students were actively involved in tasks such as identifying key information, answering comprehension questions, and performing speaking activities based on the video content. This approach allowed students to engage more deeply and practice their listening and speaking skills more effectively. Through this post-test, the researcher evaluated students' improvement and compared the results with the pre-test to determine the effectiveness of TikTok-based

EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

learning, as well as to assess whether students had achieved the Minimum Mastery Criterion (KKM) of 70.

Figure 3. Cycle II

The students' post-test results show that they obtained relatively high scores after the implementation of TikTok-based learning. A total of 35 students participated in the post-test, with most scores ranging from 80 to 95, indicating a considerable improvement in their learning outcomes. The majority of students achieved scores of 85, 90, and 95, which suggests that they were able to understand the learning material effectively after engaging in TikTok-based learning activities. Considering that the Minimum Mastery Criterion (KKM) is 70, almost all students successfully achieved the expected level of mastery, showing that the instructional activities contributed positively to their understanding.

Furthermore, the results reflect increased student engagement during the learning process. The integration of TikTok-based learning provided more contextual and authentic learning experiences through short videos, allowing students to observe real examples of language use, including pronunciation, intonation, and expressions. This approach helped students better comprehend the material and participate more actively in classroom activities. The use of digital media also created a more interactive and motivating learning environment, which supported students' confidence and involvement.

The total score of all students in the post-test was 3030, resulting in a mean score of 86.57, which shows a substantial improvement compared to the pre-test mean score of 71. This increase indicates that students performed better after participating in TikTok-based learning activities. Since the mean score exceeds the KKM, it can be concluded that the implementation of TikTok-based learning had a significant positive impact on students' learning achievement and effectively improved their understanding and mastery of the material.

To provide a clearer description of the students' score distribution in the post-test, the scores were grouped into several score intervals. The distribution of the students' post-test scores is presented in Table 2.

EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

Table 2. Distributions of The Students Post-Tese Scores

Score Interval	Frequency	Percentage
70 – 79	4	11.43%
80 – 89	15	42.86%
90 – 99	16	45.71%
Total	**35**	**100%**

Based on the results, it can be observed that the distribution of students' post-test scores shows a generally high level of achievement. The majority of students obtained scores in the intervals of 80–89 and 90–99, indicating strong performance after the implementation of TikTok-based learning. Specifically, 16 students (45.71%) achieved scores within the interval of 90–99, representing the highest proportion, while 15 students (42.86%) obtained scores in the interval of 80–89. In contrast, only 4 students (11.43%) scored within the interval of 70–79, which is the lowest range, although these scores still meet the Minimum Mastery Criterion (KKM) of 70.

Overall, the distribution shows that all students achieved scores above the KKM, indicating a significant improvement compared to the pre-test results. The concentration of scores in the higher intervals reflects that TikTok-based learning contributed positively to students' understanding and learning outcomes. The use of engaging and authentic video materials increased students' motivation and participation, enabling them to comprehend the material more effectively. This result also confirms that the performance indicator established in Chapter III has been successfully achieved.

Students Mastery of the Minimum Mastery Criterion (KKM)

To determine whether students achieved the expected level of learning mastery, the post-test scores were analyzed based on the Minimum Mastery Criterion (KKM) of 70. The results show that all students obtained scores equal to or higher than the KKM, indicating that they successfully achieved the required level of mastery after participating in TikTok-based learning activities. The level of students' mastery based on the KKM can be seen in Table 3 below.

Table 3. Students Mastery of the Minimum Mastery Criterion (KKM)

Category	Number of Students	Percentage
Achieved KKM (≥70)	35	100%
Not Achieved KKM (<70)	0	0%

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

Total	**35**	**100%**

Based on Table 3, it can be seen that all 35 students (100%) successfully achieved the Minimum Mastery Criterion (KKM), while no students scored below the required standard. This result indicates that the students demonstrated a satisfactory level of learning mastery after the implementation of TikTok-based learning. The achievement of 100% mastery suggests that the instructional strategy was highly effective in supporting students' understanding, as the use of TikTok-based learning provided engaging and contextual experiences that increased students' motivation and participation. As a result, all students were able to meet the expected learning standards, showing a significant positive impact on their learning outcomes.

Comparison of Pre-Test and Post-Test Results

To determine the effectiveness of the implemented learning strategy, the researcher compared the results of the pre-test and the post-test. This comparison aims to identify whether there was an improvement in students' learning outcomes after the implementation of TikTok-based learning during the teaching and learning process.The comparison between the mean scores of the pre-test and post-test is presented in Table 4.

Table 4. Comparison Table

Test	Mean Score	Improvement
Pre-Test	71	–
Post-Test	86.57	**+15.57**

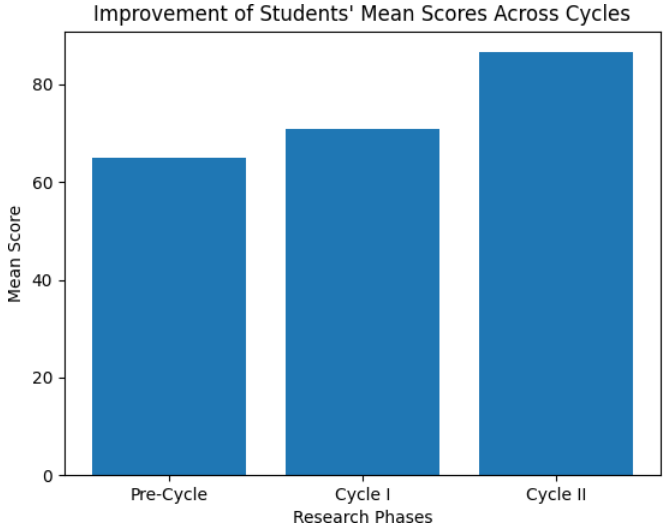
Table 4 shows the improvement in students' learning outcomes from the pre-test to the post-test. The mean score of the pre-test was 71, reflecting students' initial ability before the implementation of the instructional treatment, while the mean score of the post-test increased to 86.57 after the use of TikTok-based learning. The difference of 15.57 points indicates a significant improvement in students' understanding of the learning material. This result suggests that the use of TikTok as a learning medium provided a positive contribution, as students were able to observe authentic language usage, including pronunciation, expressions, and contextual communication.

In addition, TikTok-based learning created a more engaging and interactive learning environment, which increased students' motivation and participation during classroom activities. The integration of visual and auditory elements in the videos helped students process and retain the material more effectively. As a result, students were able to perform better in the post-test compared to the pre-test. Overall, this

EduInovasi: Journal of Basic Educational Studies
Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

improvement clearly indicates that the implementation of TikTok-based learning had a significant positive impact on students' learning achievement.

Table 5. Histogram of Students' Score Improvement



The histogram presented in Figure illustrates the improvement of students' mean scores across the three research phases, namely the pre-cycle, Cycle I, and Cycle II, with mean scores of 65, 71, and 86.57 respectively. In the pre-cycle stage, the mean score of 65 indicates that students' listening and speaking abilities were still below the Minimum Mastery Criterion (KKM) of 70, showing difficulties in understanding spoken English and expressing ideas. After Cycle I, the mean score increased to 71, indicating that the introduction of TikTok-based learning began to positively influence students' learning outcomes, although the improvement was still limited.

A more significant improvement can be seen in Cycle II, where the mean score increased to 86.57. This result indicates that the refined and more structured instructional strategy was highly effective in improving students' performance. Students became more actively engaged in listening and speaking activities, enabling them to better understand, imitate, and express ideas using English. Overall, the upward trend shown in the histogram confirms that TikTok-based learning had a significant positive impact on improving students' listening and speaking skills.

Reflection

Based on the results obtained from the implementation of TikTok-based learning in the teaching and learning process, it can be observed that there was a significant improvement in students' learning outcomes. This is reflected in the increase in the mean score from 71 in the pre-test to 86.57 in the post-test, indicating a notable development in students' understanding of the learning material. In addition, all 35 students (100%) successfully achieved scores equal to or higher than the Minimum Mastery Criterion (KKM) of 70, showing that the learning objectives were fully accomplished. During the implementation, students appeared more

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

engaged, motivated, and active in participating in classroom activities, as the use of short and interactive TikTok videos provided authentic language input and a more enjoyable learning experience. The integration of TikTok also created a more dynamic classroom atmosphere, encouraging students to practice listening and speaking with greater confidence. Therefore, it can be concluded that TikTok-based learning is an effective and innovative instructional strategy that successfully improves students' learning outcomes, particularly in listening and speaking skills.

DISCUSSION

This research was conducted to examine whether the implementation of TikTok-based learning could improve students' listening and speaking skills. Based on the findings presented in the previous section, there was a significant improvement in students' learning outcomes, as indicated by the increase in the mean score from 71 in the pre-test to 86.57 in the post-test. This result indicates that TikTok-based learning had a positive impact on students' achievement, particularly in listening and speaking skills.

The findings of this study are consistent with several previous studies that highlight the effectiveness of digital media in language learning. For example, Sari (2022) found that TikTok videos significantly improved students' speaking skills because students were more engaged and motivated during the learning process. Similarly, Rahmawati (2021) reported that the use of social media in learning enhanced students' listening comprehension due to exposure to authentic language input. These findings support the result of the present study, where students showed improvement after being exposed to native-speaker TikTok videos.

In addition, the findings of this study are also supported by the study conducted by Nasution (2021), which revealed that short video-based learning could improve students' understanding because the materials were delivered in a concise and engaging format. Likewise, Amalia (2022) found that audio-visual media helped students improve both listening comprehension and speaking performance, as it provided contextualized language input. This is in line with the present study, where TikTok videos provided both visual and auditory input that facilitated students' comprehension.

Furthermore, the improvement in students' motivation and participation observed in this study is supported by the findings of Putri and Refnaldi (2020), who stated that digital media could increase students' interest in learning English. Similarly, Yusuf (2021) found that students who learned using social media platforms were more active and confident in expressing their ideas. In the present study, students were more enthusiastic and actively participated in classroom activities, which contributed to their improved learning outcomes.

The findings of this study are also in line with the theory of multimedia learning proposed by Mayer (2009), which states that learning becomes more effective when information is presented through both visual and auditory channels. TikTok videos, which combine images, sound, and text, allowed students to process

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

information more effectively and retain it better. In addition, this study also supports the theory of communicative language teaching proposed by Harmer (2007), which emphasizes the importance of meaningful communication and authentic language use in language learning.

However, the findings of this study also differ from some previous research. For example, Pratama (2020) found that video-based learning did not significantly improve students' speaking skills. This difference may be due to the lack of structured instructional design in Pratama's study. In contrast, the present study implemented TikTok-based learning through structured stages, including watching, identifying, discussing, and practicing. This indicates that the effectiveness of digital media depends not only on the media itself but also on how it is implemented in the learning process.

Similarly, Wulandari (2019) found that the use of video media was less effective when students were not guided during the learning process. This contrasts with the findings of the present study, where guided activities played an important role in improving students' understanding and performance. Therefore, it can be argued that teacher guidance and instructional design are crucial factors in determining the success of technology-based learning.

Moreover, this study also highlights that the use of TikTok-based learning supports both cognitive and affective aspects of learning. Cognitively, students improved their listening and speaking skills, while affectively, they showed increased motivation, confidence, and interest in learning. This finding is supported by Krashen (1982), who emphasized the importance of affective factors, such as motivation and confidence, in language acquisition.

In addition, the ability of students to replay TikTok videos contributed to their learning improvement. This finding is in line with the study conducted by Fauzi (2020), which found that the flexibility of digital media allows students to learn at their own pace, leading to better comprehension. In the present study, students could rewatch the videos to better understand the material, which supported their learning process.

Overall, the findings of this study confirm that TikTok-based learning is an effective instructional strategy for improving students' listening and speaking skills. The significant improvement in students' scores, along with increased motivation and engagement, indicates that integrating social media into language learning can create a more meaningful and effective learning experience. This study not only supports previous research but also strengthens the argument that well-structured and properly implemented digital learning can significantly enhance students' language proficiency.

CONCLUSION

Based on the findings of this research, the conclusions are formulated in accordance with the research questions. First, the implementation of TikTok-based learning using native-speaker videos was carried out through several structured

Vol 6 No 1 (2026) 472–485 P-ISSN 2774-5058 E-ISSN 2775-7269
DOI: 47467/eduinovasi.v6i1.11919

stages, including watching videos, identifying key information, discussing vocabulary and expressions, and practicing speaking through pair work and oral responses. This learning process provided students with authentic language input, such as natural pronunciation, intonation, and real-life expressions. As a result, students' listening and speaking skills improved significantly, as indicated by the increase in the mean score from 71 in the pre-test to 86.57 in the post-test.

Second, students showed positive perceptions toward the use of native-speaker TikTok videos in learning listening and speaking skills. The use of TikTok videos made the learning process more interesting, engaging, and enjoyable. Students were more motivated to participate actively in classroom activities, and they felt more confident in expressing their ideas orally. The visual and audio features of TikTok videos helped students better understand the material and supported their learning process. Therefore, it can be concluded that the implementation of TikTok-based learning is effective not only in improving students' learning outcomes but also in creating positive learning experiences for students.

BIBLIOGRAPHY

Fauzi, A. (2020). The Effect of Digital Media on Students' Learning Autonomy. *Journal of Educational Technology,* 8(2), 30–38.

Harmer, J. (2007). How to Teach English. Longman.

Mayer, R. E. (2009). Multimedia learning (2nd ed.). Cambridge University Press.

Pratama, A. (2020). The Effect of Video-Based Learning on Students' Speaking Skills. *Journal of English Education,* 5(2), 45–52.

Pratama, R. (2020). The use of video-based learning in improving students' speaking skills*. Journal of English Language Teaching,* 5(2), 120–130.

Putri, N., & Refnaldi. (2020). The Use of Digital Media in Teaching English. *Journal of English Language Teaching,* 9(1), 23–30.

Rahmawati, A. (2021). The effectiveness of social media in enhancing students' listening comprehension. *Journal of Language and Education Research,* 6(1), 45–55.

Rahmawati, D. (2021). Social Media in Enhancing Listening Skills. *Journal of Language Learning,* 6(1), 15–22.

Sari, D. (2022). The use of TikTok videos to improve students' speaking ability. *Journal of English Teaching and Learning,* 7(1), 67–78.

Sari, M. (2022). The Effect of TikTok on Speaking Ability. *Journal of English Language Education,* 10(2), 100–110.

Wulandari, S. (2019). The Effectiveness of Video Media in Language Learning. *Journal of Education Research,* 4(1), 1–9.

Yusuf, M. (2021). Social Media and Students' Speaking Confidence. *Journal of English Teaching,* 8(2), 67–75.