



Teaching Speaking Using Task-Based Learning Integrated with TikTok Videos for Tenth-Grade Students in SMAN 1 Barat

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ABSTRACT

This study investigated how Task-Based Learning (TBL) integrated with TikTok videos was implemented to teach speaking to tenth-grade students at SMAN 1 Barat and identified the challenges and solutions that emerged. A qualitative design was employed with 31 students and an English teacher. Data were collected through classroom observation, semi-structured interviews, and documentation, then analyzed through data condensation, data display, and conclusion drawing. The instruction followed pre-activity, whilst-activity, and post-activity phases; the whilst-activity incorporated the TBL stages of pre-task, task cycle, and language focus. TikTok videos provided contextual models for self-introduction, pronunciation, vocabulary, and delivery. Most students participated actively, and the supporting speaking assessment showed mean scores of 3.9 for grammar, 4.2 for vocabulary, 4.0 for fluency, and 4.1 for pronunciation on a five-point scale. The main difficulties were limited vocabulary, pronunciation problems, low confidence, and speaking anxiety. Staged guidance, repeated practice, vocabulary support, imitation of model pronunciation, and constructive feedback helped students complete the tasks. The findings indicated that TBL supported by carefully selected TikTok videos created an engaging and communicative environment for speaking practice.



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1. INTRODUCTION

Speaking is a central productive skill in English language learning because it enables learners to express ideas, respond to others, and participate in academic and social communication. It involves more than producing grammatically acceptable sentences; learners must coordinate vocabulary, pronunciation, fluency, grammar, and interaction in real time (Brown, 2004; Ninsiana et al., 2024). In the Indonesian EFL context, however, many students still hesitate to speak because they have limited vocabulary, experience difficulty with pronunciation and grammar, and fear making mistakes in front of their classmates (Alfaron et al., 2025). Students may consequently depend on written scripts and read their ideas aloud, making their delivery rigid and reducing opportunities for spontaneous communication (Siswanto, 2024).

These difficulties indicate that speaking instruction needs to provide frequent, purposeful, and supportive language use. Task-Based Learning (TBL) offers such an orientation by organizing instruction around meaningful tasks rather than isolated language items. Learners use English to achieve an outcome, for example introducing themselves, completing a role-play, discussing a problem, or presenting information. The task becomes the main unit of learning, while explicit attention to language is connected to learners' performance needs (Ellis, 2003). Studies in EFL classrooms have reported that task-based instruction can expand opportunities for interaction, support fluency, and strengthen confidence because learners practice language for a recognizable communicative purpose (Afifah & Devana, 2020; Hibatulloh et al., 2024; Sabil, 2020).

A commonly used TBL sequence consists of a pre-task, a task cycle, and language focus. During the pre-task, the teacher introduces the topic, activates relevant knowledge, presents useful expressions, and provides a model. In the task cycle, learners plan and complete the communicative task individually or collaboratively while the teacher facilitates rather than dominates the interaction. During language focus, learners examine vocabulary, pronunciation,

grammar, and expressions that emerged from the task, receive feedback, and revise their performance. This progression balances meaning-focused communication with attention to linguistic accuracy (Ellis, 2003).

The effectiveness of a task also depends on the input and media that frame it. Short-form video is highly relevant to students who are familiar with mobile and social media environments. TikTok combines moving images, speech, captions, music, and brief demonstrations, enabling students to observe not only what speakers say but also how pronunciation, intonation, facial expression, and gesture contribute to meaning. Research has shown that TikTok can serve as a source of authentic or semi-authentic language models and can increase learners' attention to speaking practice (Mujayanah et al., 2023; Zaitun et al., 2021). Its short duration also allows learners to replay a model, notice expressions, imitate pronunciation, record their own performance, and revise it.

The pedagogical use of TikTok should nevertheless be distinguished from unrestricted social media use. A teacher needs to select videos that match the learning topic, students' proficiency level, and the intended communicative outcome. Clear pronunciation, an understandable speaking rate, appropriate content, and manageable vocabulary are necessary selection criteria. When these conditions are met, video can support rather than distract from the task. Previous studies have linked TikTok-based activities with vocabulary learning, confidence, participation, and creative oral production (Amalia et al., 2024; Awang et al., 2023; Tirtayasa et al., 2024).

Integrating TBL with TikTok therefore brings together a communicative pedagogy and a familiar audiovisual medium. The task provides a clear language purpose, while the video provides a contextual model and a product format. For example, a self-introduction task requires students to select relevant personal information, organize it into a coherent sequence, practice key expressions, deliver the message clearly, and review their recorded or live performance. Such an activity can increase opportunities for repeated oral rehearsal while keeping language use connected to a realistic communicative situation (Alvarez et al., 2024; Safitri et al., 2019).

Although TBL and TikTok have each been studied in speaking instruction, classroom-level evidence is still needed on how the two are sequenced in a real lesson, how learners respond, and what obstacles emerge during implementation. A description of the process is especially important because attractive media alone does not guarantee meaningful learning. The teacher's scaffolding, the design of the task, opportunities for practice and revision, and the quality of feedback may determine whether the activity develops oral communication or merely produces a video.

Accordingly, this study examined the use of TBL integrated with TikTok videos for tenth-grade students at SMAN 1 Barat. It addressed two questions: (1) How was TBL integrated with TikTok videos used to teach speaking? and (2) What challenges and solutions emerged during its implementation? The study contributes a process-based account of the pre-task, task cycle, and language-focus stages, supported by observation, interview, documentation, and speaking assessment data. Its value lies in showing how a popular digital medium can be placed within a structured communicative pedagogy while acknowledging linguistic and affective barriers experienced by learners.

2. RESEARCH METHOD

This study used a qualitative research design to obtain an in-depth description of the teaching and learning process. A qualitative approach was appropriate because the research focused on classroom interactions, participant experiences, responses to the instructional strategy, and the solutions applied during implementation rather than on testing a causal effect through statistical comparison (Abdussamad, 2021; Waruwu, 2024). The study was conducted at SMAN 1 Barat, Magetan, East Java, from February to June 2026.

The classroom participants were 31 tenth-grade students and their English teacher. All 31 students were observed during the lesson, while the teacher and three students who had directly participated in the activities were interviewed to obtain more detailed perspectives. The focal lesson addressed self-introduction and was allocated 2 × 45 minutes. The learning materials included a lesson plan, selected TikTok examples, a speaking task, and a speaking assessment rubric adapted from Brown (2004).

Data were collected through classroom observation, semi-structured interviews, and documentation. The observation recorded the sequence of activities, teacher-student interaction, student participation, the use of TikTok videos, and the forms of guidance provided during the task. Interviews with the English teacher and three students explored their experiences, perceptions of the learning process, speaking difficulties, and strategies for overcoming those difficulties. Documentation included the lesson plan, learning materials, student work, classroom photographs, and speaking scores. The use of several sources enabled the researcher to compare what was planned, what occurred in the classroom, and how the participants interpreted the experience.

The TikTok videos were selected using three principal criteria: direct relevance to the self-introduction topic, language appropriate to tenth-grade learners, and clear pronunciation delivered at an understandable pace. During the activity, the videos functioned as learning resources and performance models. Students identified expressions from the examples, prepared key personal information, drafted or outlined a short self-introduction, practiced it, and then presented or recorded the task. The teacher provided support with vocabulary, grammar, pronunciation, and organization.

The qualitative data were analyzed using the interactive procedures of data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Observation notes, interview responses, and documents were selected and grouped according to the two research questions. The data were displayed as descriptions and thematic tables covering the implementation sequence, student responses, challenges, and solutions. Interpretations were repeatedly checked against the source data before conclusions were drawn.

Credibility was strengthened through source and technique triangulation, member checking, and sustained researcher involvement. Information from the teacher, students, and documents was compared, as were observation, interview, and documentation findings. Participants were given an opportunity to confirm summaries of their interview responses. The speaking scores were used as supporting descriptive evidence of performance during the observed task, not as a pre-test/post-test measure or proof of a causal learning gain.

3. RESULTS AND ANALYSIS

3.1 Implementation of Task-Based Learning Integrated with TikTok Videos

The observed lesson was organized into pre-activity, whilst-activity, and post-activity phases. The core whilst-activity followed the TBL sequence of pre-task, task cycle, and language focus. This structure connected the lesson opening and closing with a communicative task in which students produced a self-introduction based on the models provided through TikTok.

In the pre-activity, the teacher greeted the class, checked attendance, explained the learning objectives, and asked brief questions about students' experience of introducing themselves in English. These actions prepared learners cognitively and affectively. The teacher also established that the videos would be used for academic purposes and directed students' attention to the expressions, pronunciation, and delivery relevant to the task.

Table 1. Instructional sequence observed in the speaking lesson

Phase	Main Activities	Pedagogical Function
Pre-activity	Greeting, attendance, learning objectives, and activation of prior knowledge.	Prepared students and established the purpose of the lesson.
Pre-task	Watched selected TikTok self-introduction videos; identified expressions, sequence, pronunciation, and delivery.	Provided contextual language input and a performance model.
Task cycle	Planned personal information, drafted key points, rehearsed, consulted the teacher or peers, and presented or recorded the self-introduction.	Created meaningful and repeated speaking practice.
Language focus	Reviewed vocabulary, grammar, pronunciation, fluency, and organization; received feedback and revised.	Connected task performance with linguistic accuracy.
Post-activity	Reflected on difficulties and learning, summarized key points, and received follow-up encouragement.	Consolidated learning and supported independent practice.

During the pre-task stage, students watched selected TikTok videos that demonstrated self-introduction. The content included names, ages, schools, hobbies, and interesting personal facts. The class identified useful opening and closing expressions, the order in which information was presented, vocabulary, pronunciation, intonation, and non-verbal features. The short video format allowed replay and focused noticing. Rather than asking students to copy a creator, the teacher used the videos as models from which students could select and adapt language to their own information.

The task cycle required students to plan and deliver a self-introduction. They first organized key information and prepared a brief script or set of notes. They then rehearsed individually and, where needed, consulted classmates or the teacher. The teacher circulated as a facilitator, supplying vocabulary, clarifying sentence patterns, and modelling difficult pronunciation. Students subsequently presented in class or produced a short video. This cycle gave them a defined communicative outcome while preserving some freedom in content and delivery.

During language focus, the teacher revisited expressions and language problems that had appeared in students' performances. Feedback addressed pronunciation, grammar, vocabulary choice, fluency, and the organization of the self-introduction. Students were allowed to practice or revise, turning correction into preparation for a better performance rather than a final judgment. The post-activity consisted of reflection, a summary of the lesson, and encouragement to continue using short English videos as models for independent practice.

3.2 Student Participation and Speaking Performance

Observation data showed that most students paid attention to the videos, joined the discussion, completed the task, and participated in speaking activities. Twenty-nine of the 31 students displayed good enthusiasm and active involvement. Two students participated less actively, but the teacher continued to invite them through questions, individual guidance, and motivation. Their lower engagement did not prevent the overall sequence from being implemented.

Table 2. Mean scores for the self-introduction speaking task

Speaking Aspect	Mean Score (1-5)
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Speaking Aspect	Mean Score (1-5)
Grammar	3.9
Vocabulary	4.2
Fluency	4.0
Pronunciation	4.1

Students interviewed after the lesson described the videos as engaging and easier to understand than decontextualized examples. They reported that repeated viewing helped them notice how English words and expressions were pronounced and that the opportunity to rehearse reduced hesitation. They also considered the self-introduction task relevant because it required language that could be used in everyday communication. These responses suggest that familiarity with the medium supported attention, while the task gave that attention a specific learning purpose.

The speaking assessment offered descriptive support for the observation and interview findings. The rubric assessed grammar, vocabulary, fluency, and pronunciation on a five-point scale. Vocabulary received the highest mean score (4.2), followed by pronunciation (4.1), fluency (4.0), and grammar (3.9). All four means were in the good range used in the classroom assessment. Students generally selected appropriate words and expressions, pronounced their messages intelligibly, and completed the task with manageable pauses. Minor errors in sentence construction and verb use explain why grammar was the lowest of the four means, although the errors usually did not obscure meaning.

The scores should be interpreted as a profile of performance during one task. Because the study did not compare baseline and post-intervention scores, they do not independently demonstrate improvement caused by the method. Their value lies in showing that students were able to perform the assigned self-introduction while observation and interview data documented how the task, video models, rehearsal, and feedback supported that performance.

3.3 Challenges and Solutions

Four recurring challenges emerged: low self-confidence and fear of making mistakes, limited vocabulary, pronunciation difficulty, and disrupted fluency. Some students knew the ideas they wanted to express but could not immediately find suitable English words. Others paused to organize sentences or worried that classmates would notice errors in grammar and pronunciation. These linguistic and affective difficulties were interrelated: limited language resources increased pauses, and frequent pauses or errors increased anxiety.

Table 3. Challenges identified during implementation and the corresponding solutions

Challenge	Evidence in the Learning Process	Solutions Applied
Low confidence and speaking anxiety	Fear of pronunciation or grammar mistakes made some students hesitant.	Private rehearsal, repeated practice, manageable task stages, encouragement, and revision.
Limited vocabulary	Students knew the intended idea but could not immediately find suitable English words.	Vocabulary lists, dictionaries or translation tools, teacher support, and notes of new words.
Pronunciation difficulty	Students were unsure how to pronounce particular words and expressions.	Replay and imitation of clear TikTok models, teacher modelling, and direct corrective feedback.
Interrupted fluency	Pauses occurred while recalling vocabulary or organizing sentences.	Preparation of key points, repeated oral rehearsal, and opportunities to re-record or revise.

The use of video did not automatically remove these barriers. Instead, it supplied resources that could be combined with teacher scaffolding and student effort. Students replayed the model, imitated pronunciation and intonation, recorded or rehearsed several times, looked up unfamiliar vocabulary in dictionaries or translation tools, and prepared key points before speaking. The teacher divided the assignment into manageable stages, provided vocabulary and sentence patterns, demonstrated pronunciation, monitored practice, and offered constructive feedback. Allowing revision was particularly important because it positioned mistakes as part of learning.

The solutions reflect the central logic of TBL. Learners first received comprehensible input and planning support, then used language to complete a meaningful task, and finally examined the language that required improvement. Task staging reduced cognitive load, while repeated practice helped learners move from controlled preparation toward more fluent delivery. Similar benefits of communication-oriented tasks have been reported in task-based speaking research (Adzani et al., 2024; Ilyas & Yulianto, 2019; Safitri et al., 2019).

3.4 Integrated Discussion

The findings demonstrate the importance of integrating pedagogy and media. TikTok was useful not because it was popular by itself, but because it was placed within a sequence that required noticing, planning, speaking, feedback, and revision. This interpretation is consistent with research showing that short-video media can provide contextual language examples and encourage participation (Amalia et al., 2024; Awang et al., 2023; Mujayanah et

al., 2023; Zaitun et al., 2021). The familiar format attracted attention, while the TBL structure converted that attention into purposeful language use.

The task also increased the amount of student talk compared with a teacher-dominated explanation. Students discussed expressions, asked for vocabulary, rehearsed, and delivered an individual product. Such activity reflects the communicative orientation of TBL, in which language is learned through use to achieve an outcome (Ellis, 2003). The teacher's role shifted toward modelling, monitoring, and feedback, but remained essential. Students with weaker vocabulary or confidence required more explicit scaffolding, which means that a digital task should not be treated as entirely self-directed.

The observed pattern also supports the idea that video can contribute to both linguistic and affective dimensions of speaking. Students could replay pronunciation, observe intonation and expression, and compare their performance with a model. Rehearsal and recording provided a lower-risk space before public delivery. Studies of TikTok-supported speaking have similarly associated the medium with greater willingness to practice, vocabulary exposure, and learner confidence (Alfaron et al., 2025; Zaitun et al., 2021). Nevertheless, the two less-active students show that familiarity with a platform does not produce uniform engagement. Individual preferences, language proficiency, anxiety, and access to devices remain relevant.

Video selection was therefore a substantive instructional decision. The examples used in this study were directly related to self-introduction, contained manageable language, and modelled clear speech. These criteria limited distraction and made the videos usable as input for the task. Teachers applying the approach should also consider digital safety, privacy, and alternatives to public uploading. A TikTok-style product can be recorded and shared only with the teacher or class when public posting is unnecessary. The learning objective is oral communication, not visibility on a social platform.

The combined evidence supports a cautious conclusion. TBL integrated with selected TikTok videos created an engaging environment, expanded opportunities for speaking practice, and helped students demonstrate generally good performance in the observed task. Students perceived gains in confidence, vocabulary, pronunciation, and fluency, but the study did not measure change through an experimental comparison. Future research should examine longer sequences of tasks, include pre- and post-performance measures, and compare different types of short-video media to determine which design features most strongly support speaking development.

4. CONCLUSION

Task-Based Learning integrated with TikTok videos was implemented through pre-activity, whilst-activity, and post-activity phases. Within the whilst-activity, the teacher used the TBL stages of pre-task, task cycle, and language focus. Selected TikTok videos introduced contextual models of self-introduction; students identified useful language, planned and rehearsed their messages, presented or recorded the task, and then received feedback on vocabulary, pronunciation, grammar, and fluency. Most students participated actively, and the speaking assessment indicated generally good performance, with mean scores of 3.9 for grammar, 4.2 for vocabulary, 4.0 for fluency, and 4.1 for pronunciation.

The main barriers were limited vocabulary, pronunciation difficulty, interrupted fluency, low confidence, and anxiety about making mistakes. These challenges were addressed through staged tasks, relevant video models, teacher guidance, vocabulary support, repeated rehearsal, imitation of pronunciation, preparation of key points, revision, and constructive feedback. The findings show that the value of TikTok depended on instructional design: the medium became useful when it was linked to a meaningful task and supported by scaffolding.

English teachers may adapt this sequence while selecting age-appropriate videos, protecting students' privacy, and providing non-public submission options. Because the research involved one class, one topic, a short implementation period, and qualitative data, the findings are context-specific. Future studies should involve more classes and topics, longer implementation, mixed methods, and pre- and post-speaking measures to examine development more objectively.

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