

The Influence of TikTok Duet Conversation Videos on Students' English Speaking Ability

Zhyelomitha Leticia Mamusung¹, Nihta Vera Frelly Liando^{2*}, Ismail Ismail³

¹⁻³ English Education Department, Faculty of Language and Arts, Universitas Negeri Manado, Tondano, Sulawesi Utara 95618, Indonesia

ARTICLE INFO	ABSTRACT
Received: 08 March 2026	Speaking ability is an essential component of English language learning, particularly for vocational high school students who need effective communication skills for future academic and workplace contexts. However, students at SMK Negeri 1 Tombulu experienced difficulties in speaking English, including limited vocabulary, grammatical errors, pronunciation problems, and low fluency. This study investigated the effect of using TikTok Duet Conversation Videos on the English speaking ability of eleventh-grade students at SMK Negeri 1 Tombulu. A quantitative approach with a pre-experimental one-group pretest-posttest design was employed. The sample consisted of 15 eleventh-grade students selected through purposive sampling. The treatment was conducted in six sessions using TikTok Duet Conversation Videos. Students' speaking ability was assessed through individual pre-test and post-test speaking performances using an adapted rubric based on Brown's oral proficiency scoring categories, covering grammar, vocabulary, pronunciation, and fluency. The data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test because the gain scores were not normally distributed. The results showed an increase in the mean speaking score from 8.87 (SD = 3.021) in the pre-test to 11.33 (SD = 3.754) in the post-test, with a mean gain of 2.47 points. All 15 students demonstrated improvement, with gains ranging from 1 to 4 points. Among the assessed components, vocabulary and fluency showed the greatest improvement, followed by pronunciation and grammar. The Wilcoxon test yielded a significant result ($Z = -3.453$, $p = 0.001$), indicating a statistically significant improvement in students' speaking ability after the intervention. Therefore, TikTok Duet Conversation Videos can serve as a supplementary medium for developing English speaking skills, particularly vocabulary and fluency, when supported by appropriate teacher guidance.
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* Corresponding Author: nihtaliando@unima.ac.id

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1. Introduction

English, as an international language, plays a vital role in global communication, education, and professional sectors. In Indonesia, English is taught as a Foreign Language (EFL) from secondary to tertiary levels. Among the four language skills, speaking is often considered the most challenging for Indonesian EFL learners. Unlike reading or writing, speaking requires real-time processing, accurate pronunciation, adequate vocabulary, correct grammar, and fluency all while managing the anxiety of direct interaction. Richards (2008) emphasizes that speaking is a productive skill that demands mastery of linguistic components as well as the ability to use language meaningfully in communicative contexts.

Despite its importance, the speaking ability of Indonesian EFL students, particularly those in Vocational High Schools (SMK), remains low. Based on preliminary observations conducted at SMK Negeri 1 Tombulu, eleventh-grade students struggle to express themselves orally in English. Common problems include limited vocabulary, poor pronunciation, frequent grammatical errors, and a lack of fluency (Sana & Latif Nizamani, 2025). Furthermore, students appear hesitant and anxious when asked to speak, often remaining silent or responding in Bahasa Indonesia. Liando et al. (2005) found that Indonesian students' motivation to learn English is strongly influenced by teaching methods. When instruction is teacher-centered and lacks authentic interaction, students' engagement and opportunities for active speaking practice become severely limited.

To address this problem, innovative and engaging learning media are needed, especially media that align with students' daily digital habits. One such platform is TikTok, a short-form video social media app that is extremely popular among Indonesian teenagers. TikTok offers a "duet" feature, which allows users to create split-screen videos and respond to others (Bondy & Kaye, 2023). This feature has the ability to simulate a conversation: a speaker appears on one side of the screen, and the student responds on the other. This format provides a structured yet flexible speaking practice framework that allows students to practice pronunciation, vocabulary, and fluency in a safe environment where they can re-record their responses until they are satisfied.

Recent studies have investigated the potential of TikTok duet videos to improve speaking skills. Arochman et al. (2024) found that conversation techniques developed in pairs on TikTok had a significant impact on the speaking skills of junior high school students, particularly in terms of fluency and pronunciation. Similarly, Mujayanah et al. (2023) found that vocational high school students achieved better speaking scores after learning from TikTok. Gunawan et al. (2023) reported that high school students improved their fluency and accuracy.

However, there are two important limitations in this previous research. First, those studies did not specifically examine vocational high school (SMK) students but mostly focused on junior high school or general high school students. Second, none of these studies specifically isolated and examined the duet conversation aspect as the primary intervention in the vocational school context. This gap is significant because vocational high school students have distinct characteristics and needs they are being prepared to enter the workforce directly, where basic English communication skills are increasingly required by employers. Therefore, empirical evidence specifically targeting SMK students is necessary before recommending TikTok duet videos as a learning medium in vocational education. Based on this background, the present study addresses the following research question: Does the use of TikTok duet conversation videos have an effect on improving English speaking ability of vocational high school students? The objective is to determine the effect of using TikTok duet conversation videos on improving the English speaking ability of vocational high school students.

2. Theoretical Framework

Speaking ability is one of the four main skills in language learning. Richards (2008) explains that speaking ability involves a combination of linguistic competence (grammar and vocabulary), discourse competence, strategic competence, and sociolinguistic competence. Brown (2004) outlines five important components of speaking: pronunciation, grammar, vocabulary, fluency, and comprehension. Pronunciation involves clear sound production, word stress, intonation, and appropriate speech rhythm. Good pronunciation does not mean speaking like a native speaker, but rather being understood by listeners (Celce-Murcia et al., 2010). Derwing and Munro (2015) emphasize that the main goal in teaching pronunciation is clarity and comprehension. Gilakjani (2016) shows that technology-based pronunciation exercises can increase students' awareness of intonation and stress patterns. Grammar encompasses the accuracy and diversity of language structures. Thornbury (2005) states that grammar functions as a framework for forming coherent utterances. Ellis (2006) distinguishes grammatical knowledge from procedural knowledge—the ability to use structures spontaneously in real-life communication. Vocabulary refers to the number and variety of words speakers use. Nation (2001) points out that effective vocabulary learning should balance breadth and depth. Cameron (2001) adds that vocabulary in speaking is closely related to lexical chunks, and Schmitt (2010) emphasizes productive vocabulary. Fluency refers to the ability to speak at a reasonable speed without excessive pauses or hesitations (Nation, 2011). Thornbury (2005) notes that fluency does not mean speaking quickly without stopping, but rather speaking naturally with appropriate pauses. Tavakoli and Hunter (2018) confirm that fluency can be measured through speaking rate, pauses, and corrections. Comprehension refers to the ability to understand questions, statements, or instructions in a conversation and respond appropriately. Brown (2004) explains that comprehension involves both passive listening and interpreting meaning in interactions. Rost (2011) emphasizes that comprehension is influenced by listening skills, and Vandergrift and Goh (2012) add that it involves metacognitive strategies.

Beyond linguistic aspects, psychological factors also play a significant role. Kansil et al. (2022) emphasize that self-confidence is one of the factors that determines learners' willingness to communicate in speaking, as it provides motivation, courage, and encouragement. Swain's Output Hypothesis (1985) asserts that being compelled to produce comprehensible output encourages reflection on linguistic forms and helps develop speaking skills. From a pedagogical perspective, Communicative Language Teaching (CLT) and Task-Based Language Teaching (TBLT) prioritize meaningful communication and authentic tasks (Richards, 2008). As an example of student-centered approach, Ali and Ismail (2023) demonstrate that the Student Talking Time (STT) strategy is effective in improving students' speaking skills, particularly in participation, self-confidence, pronunciation, and fluency.

Regarding learning media, Gerlach and Ely (1980) define instructional media as channels that convey information between teacher and student. Heinich et al. (1993) define media as tools to convey instructional content. Kemp and Dayton (1985) emphasize that audiovisual media are effective for teaching speaking. Video brings authentic contexts into the classroom, providing visual stimuli and paralinguistic features such as facial expressions and body language (Canning-Wilson, 2000) and (Harmer, 2007). Mayer's (2005) Cognitive Theory of Multimedia Learning explains that combining auditory and visual channels enhances comprehension. TikTok's Duet feature allows split-screen response videos, simulating conversation while reducing speaking anxiety (Putra et al., 2024). Empirical evidence regarding the effectiveness of short-form videos like TikTok in speaking instruction is provided by Manggo et al. (2022), who found that students enjoy using TikTok as a medium for learning speaking skills and consider it quite effective.

Conversation is something we engage in every day. When two or more people talk, they share ideas, information, emotions, and feelings with one another. In language learning,

conversation is crucial because it provides students with a real-world reason to speak. Several studies have demonstrated how conversation helps people learn a foreign language. Tran et al. (2024) found that when students participate in authentic online conversations, their speaking and listening skills improve. They noted that conversation gives learners the opportunity to hear real-life language, express their own ideas, and receive feedback from others. This differs from simply memorizing dialogues from textbooks. In Indonesia, a study conducted by Syaripuddin (2022) examined topic-based pair conversations with high school students. The students discussed everyday topics with a classmate. The study found that this type of activity significantly improved their speaking skills. This is important because it shows that even simple conversation practice has proven effective for students in Indonesia. In short, conversation is not just about practicing grammar or pronunciation. It is about learning to communicate with others naturally. The studies mentioned above support the idea that regular conversation practice, especially with the help of technology or structured activities, can truly help students improve their English speaking skills.

Vocational high schools (SMK) in Indonesia prepare students for direct workforce entry. Sugiarto et al. (2024) emphasize that English instruction in SMK is crucial and should emphasize communicative skills and vocational contexts. However, challenges include low student motivation, limited exposure to English, ineffective teaching methods, and inadequate facilities. Jurendi (2025) demonstrates that TikTok can boost SMK students' motivation in speaking English. Several previous studies have examined TikTok for speaking improvement. Setiowati et al. (2024) found that TikTok videos improve speaking skills and motivation. Gunawan, Taslim, and Sartika (2023) found improvements in fluency and accuracy. Arochman et al. (2024) specifically tested duet conversation strategy on junior high students, finding significant effects on pronunciation and fluency. Most importantly, Bunga et al. (2024) conducted a study at SMK Kristen Imanuel Laikit and proved that TikTok Duet Conversation significantly improves speaking skills of vocational high school students, with a significance value of 0.000 ($p < 0.05$). However, their assessment rubric focused only on fluency, pronunciation, non-verbal communication, and content, without evaluating grammar and vocabulary as separate components. Therefore, this study is designed to address that gap by investigating the effect of TikTok duet conversation videos on English speaking ability of vocational high school students, with a more detailed rubric covering grammar, vocabulary, pronunciation, and fluency.

3. Method

3.1 Research Design

This study utilized a quantitative approach with a pre-experimental one-group pretest-posttest design (Sperling & Gay, 2012). The design involved a single group measured before (pre-test) and after (post-test) a treatment. The treatment consisted of six sessions using TikTok Duet Conversation Videos. The design can be represented as $O_1 \rightarrow X \rightarrow O_2$, where O_1 is the pre-test measurement of students' speaking ability before the treatment, X is the implementation of TikTok Duet Conversation Videos as the learning intervention, and O_2 is the post-test measurement of students' speaking ability after the treatment.

3.2 Population and Sample

The population of this study comprised all eleventh-grade students at SMK Negeri 1 Tombulu from three study programs: Visual Communication Design, Office Management and Business Services, and Hospitality, with a total of 23 students. From this population, 15 students were selected as the research sample using purposive sampling technique. The remaining 8 students participated in a pilot test conducted prior to the main data collection. The sampling criteria included ownership of a personal smartphone for accessing the TikTok platform, an active TikTok account to ensure smooth intervention implementation, and

willingness to participate until study completion.

3.3 Research Instrument

This study used one main research instrument: a speaking test. The test was used for pre-test and post-test measurements. The speaking test was conducted individually, with each student entering a separate room to participate in a two-minute mock interview. Each student answered two questions in a single session. The pre-test questions were: "Tell me about yourself" and "Explain your educational background and what you have learned at vocational school." The post-test used different but similar questions: "Describe your strengths and weaknesses" and "What skills are you currently developing that you consider most valuable for your future workplace?" All 15 students completed their tests within 30 minutes to ensure consistency in testing conditions. Each test session was audio-recorded using a smartphone for accurate assessment later.

The study employed an assessment rubric adapted from Brown's (2004, pp. 172-173) Oral Proficiency Scoring Categories, which originally consists of six aspects: grammar, vocabulary, pronunciation, fluency, comprehension, and task. Of these six aspects, the researcher retained four aspects (grammar, vocabulary, pronunciation, and fluency) while the comprehension and task aspects were excluded. The comprehension aspect was removed because it is most appropriately measured in two-way interactions where negotiation of meaning occurs between speaker and interlocutor; however, the pre-test and post-test in this study were one-way interview simulations where students only answered questions without back-and-forth interaction. The task aspect was not included because it describes general real-world tasks that were not the specific focus in this study's speaking test.

The scoring scale (1-5) was retained from the original rubric. The descriptive criteria for each of the four retained aspects were adapted to fit the context of vocational high school students and the monologue-based interview test format. Each aspect was rated on a 1-5 scale, with a maximum total score of 20 and minimum of 4. Assessment outcomes are categorized as: Excellent (17-20), Good (13-16), Fair (9-12), Needs Guidance (5-8), and Very Poor (4).

Prior to the main data collection, a pilot test was administered to validate the research instruments, particularly the speaking assessment rubric. This pilot test involved the researcher and an English teacher who taught at the school where the research was conducted. They independently assessed sample student recordings using the adapted Brown (2004) rubric. The results of the pilot test showed an Intraclass Correlation Coefficient (ICC) of 0.615, which falls into the moderate category according to Koo and Li (2016), and a Cronbach's Alpha of 0.933, indicating very high internal consistency.

The inter-rater reliability was significant ($p = 0.001$), confirming that the instrument was reliable and suitable for use in the main study. For the main data collection, the speaking assessments were rated solely by the researcher, which is acceptable because the assessment instrument and rubric had already been validated through the pilot test.

3.4 Data Collection

The data collection procedure followed a one-group pretest-posttest design conducted systematically over eight meetings. The first meeting was dedicated to the pre-test administration. Each student entered a separate room in turn to take a 2-minute speaking test, and their responses were recorded in audio format.

The following six sessions constituted the treatment phase using TikTok Duet Conversation Videos. Each treatment session lasted approximately 60 minutes and followed a structured pattern: the researcher presented introductory material and showed two sample TikTok Duet videos on the screen; all students practiced simultaneously with the video demonstration in the classroom. After the class session, students received individual assignments to respond to TikTok Duet videos provided by the researcher. Over the six

sessions, three video assignments were given. These videos were submitted via Google Drive, allowing the researcher to monitor participation and ensure that students practiced using the assigned duet videos.

The final session involved administering a post-intervention test using the same procedure as the pre-intervention test, but with different questions of the same difficulty level to prevent a practice effect. The post-test was also audio-recorded for assessment using the same validated rubric. All quantitative data from the pre-test and post-test scores were compiled for statistical analysis.

3.5 Data Analysis

The data were analyzed using SPSS software version 27. Before conducting the main analysis, the pre-test and post-test scores were tested for normality using the Shapiro-Wilk test to determine whether the data distribution met the assumptions for parametric testing. The difference between pre-test and post-test scores was to be examined using a paired sample t-test if the data proved to be normally distributed. However, because the gain scores were not normally distributed ($p = 0.029 < 0.05$), the non-parametric Wilcoxon Signed-Rank Test was used at $\alpha = 0.05$.

4. Results and Discussion

Table 1. Students' Pre-test and Post-test Scores

Name	Pre-Test (O ₁)	Post-Test (O ₂)	Gained Score
M.K.	14	18	4
G.N.	13	16	3
R.K.	12	16	4
N.W.	10	14	4
J.K.	11	13	2
C.S.	10	12	2
E.L	11	14	3
R.R.	8	10	2
C.G.	8	10	2
B.R.	7	8	1
G.N.	8	10	2
S.W.	7	9	2
N.T.	5	7	2
S.U.	5	8	3
M.L.	4	5	1

Source : Primay data, 2026

The analysis began by comparing students' speaking scores before and after the treatment using an adapted rubric from Brown (2004). As shown in table 1, every student achieved a higher post-test score. Gains ranged from 1 to 4 points, with two students (M.K. and R.K.) improving by 4 points each, and two students (B.R. and M.L.) improving by only 1 point each

Table 2. Descriptive Statistic of Pre-test and Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Total_pre	15	4	14	8.87	3.021
Total_post	15	5	18	11.33	3.754
Valid N (listwise)	15				

Source : SPSS output,2026

Descriptive statistics for the total scores are provided in Table 2. The mean pre-test score

was 8.87 (SD = 3.021), while the mean post-test score rose to 11.33 (SD = 3.754). The minimum score increased from 4 to 5, and the maximum from 14 to 18. Table 2. Descriptive Statistics of Pre-test and Post-test Scores.

Table 3. Descriptive Statistics of Gain Scores

			Statistic	Std. Error
Gain	Mean		2.47	.256
	95% Confidence Interval for Mean	Lower Bound	1.92	
		Upper Bound	3.02	
	5% Trimmed Mean		2.46	
	Median		2.00	
	Variance		.981	
	Std. Deviation		.990	
	Minimum		1	
	Maximum		4	
	Range		3	
	Interquartile Range		1	
	Skewness		.360	.580
	Kurtosis		-.753	1.121

Source : SPSS output, 2026

Further analysis of the gain scores shows a mean gain of 2.47 (SD = 0.990) with a median of 2.00. The 95% confidence interval for the mean gain ranges from 1.92 to 3.02

Table 4. Descriptive Statistics each Assessment Aspect

	N	Minimum	Maximum	Mean	Std. Deviation
G_pre	15	1	4	2.80	.862
V_pre	15	1	4	2.40	.986
P_pre	15	1	3	1.80	.862
F_pre	15	1	3	1.87	.743
G_post	15	1	4	3.13	.990
V_post	15	2	5	3.20	1.207
P_post	15	1	4	2.33	.976
F_Post	15	1	5	2.67	1.047
Valid N (listwise)	15				

Source : SPSS Output, 2026

To identify which aspects of speaking improved most, mean scores for grammar, vocabulary, pronunciation, and fluency were calculated separately. Vocabulary and fluency showed the largest gains (+0.80 each), followed by pronunciation (+0.53), while grammar improved the least (+0.33).

Table 5. Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Gain	.281	15	.002	.865	15	.029

Source : SPSS Output, 2026

The significance value was 0.029 (< 0.05), indicating that the data were not normally distributed. Therefore, the non-parametric Wilcoxon Signed-Rank Test was used.

Table 6. Wilcoxon Signed Ranks Test

		Ranks		Test Statistics ^a
		N	Mean Rank	
Total_post - Total_pre	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	15 ^b	8.00	120.00
	Ties	0 ^c		
	Total	15		

Z	-3.453 ^b
Asymp. Sig. (2-tailed)	.001

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Source : SPSS Output, 2026

Table 6 shows the ranks from the Wilcoxon test that All 15 students had positive ranks with a sum of positive ranks of 120.00. The test statistics (Table 7) produced a Z value of -3.453 and an asymptotic significance of 0.001 ($p < 0.05$).

The statistical results confirm that the use of TikTok Duet Conversation Videos significantly improves English speaking ability among vocational high school students. The p-value of 0.001 ($p < 0.05$) and the absence of any student with a decreased score provide strong evidence that the intervention was effective for all participants. The mean gain of 2.47 points, though modest in absolute terms, represents meaningful progress considering the short six-session treatment period.

These findings are consistent with previous research. These findings are in line with several previous studies that also reported positive effects of TikTok on speaking skills. Bunga et al. (2024), who also used a pre-experimental design at SMK Kristen Imanuel Laikit, found a significant improvement after using TikTok Duet Conversation. The alignment of these results confirms that TikTok Duet Conversation is effective across school contexts. Arochman et al. (2024) reported that the duet conversation strategy using TikTok had a significant impact on the speaking skills of junior high school students, particularly in the aspects of pronunciation and fluency. Mujayanah et al. (2023) in a classroom action research at SMK Wijaya Putra Surabaya found a significant improvement in students' speaking scores after using TikTok. Gunawan et al. (2023) reported an improvement in high school students' speaking skills, particularly in accuracy and fluency. Setiowati et al. (2024) added that TikTok enhances both learning motivation and speaking skills. The consistency of findings across various educational levels strengthens the argument that TikTok Duet Conversation Videos are effective for speaking practice.

However, several studies identify factors that can limit the effectiveness of TikTok as a language learning medium, and this is also reflected in this research. Herring & Dainas (2025) state that real-time reciprocal interaction is technically impossible in TikTok duets, as users only record themselves over existing videos, making genuine conversation a logical impossibility. These findings explain why, in this study, students tend to memorise sentences rather than actively produce language, because TikTok duets only provide structured sentences or sentences that need to be completed. As a result, the improvement in grammar aspects is much lower (only +0.33) compared to vocabulary and fluency (+0.80). Suwantoro & Susilowati (2024) also identified similar challenges, such as the potential distraction from irrelevant content, limited access to technology, and the finding that TikTok has a greater impact on motivation and speaking fluency than on complex grammatical structures. Even Arochman et al. (2024), who reported significant positive effects, acknowledged students' difficulties with unfamiliar words. These factors, combined with technical challenges in the field such as students having to enter and exit the recording feature to listen to the correct

pronunciation, explain why the improvement in pronunciation only reached +0.53.

During the implementation of the research, it was found that not all students fully participated. Some students did not submit their individual assignments, which were supposed to show participation through the TikTok duet videos they made. The exact reasons are not yet clear, but they may include lack of motivation, limited internet access, or other technical issues. Future researchers are advised to investigate this matter further. Despite these constraints, field observations indicate that students who are usually quiet and reluctant to speak in class become willing to talk after practicing with TikTok. A low pressure learning environment allows students to re-record their answers until they are satisfied, without the fear of making mistakes in front of their peers. This supports Abarquez's (2025) statement about reducing anxiety and practicing in a safe space.

Therefore, TikTok Duet Conversation Videos should be used as an additional to complement the role of teachers, not to replace them. Teachers are still needed to provide explicit explanations of grammar and direct pronunciation corrections, while TikTok can be utilised to offer intensive and enjoyable speaking practice. For future researchers, it is recommended to investigate the factors influencing student participation in submitting duet video assignments, as well as to address the technical limitations of TikTok's duet feature to make it more optimal for pronunciation learning.

5. Conclusion

Based on the results of the data analysis and discussion, it can be concluded that the use of TikTok Duet Conversation Videos has a significant effect on improving the English speaking skills of students at SMK Negeri 1 Tombulu. This is evidenced by a significance value of $p = 0.001$ ($p < 0.05$) in the Wilcoxon Signed-Rank test, as well as an increase in students' average scores from 8.87 on the pre-test to 11.33 on the post-test.

The use of TikTok Duet Conversation Videos is recommended as a supplementary medium in speaking instruction, particularly to enhance vocabulary and fluency. Teachers should continue to provide explicit explanations regarding grammar and pronunciation corrections, while students are encouraged to utilize this feature independently outside of class hours. Schools are encouraged to support the use of digital platforms as innovative learning tools by providing adequate internet access and devices. For future researchers, it is recommended to investigate the factors causing low student participation in submitting duet video assignments, address the technical limitations of TikTok's duet feature for pronunciation learning, and extend the treatment duration to optimize improvements in grammar and pronunciation.

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Conflict of Interest

The author declares no conflict of interest. The research was not affiliated with or sponsored

by any company or organization. The study arose solely from the researcher's original interest in improving students' English speaking ability at SMK Negeri 1 Tombulu and a genuine desire to contribute to educational practice. The completion of this research was motivated by academic requirements and a personal commitment to advancing teaching methods in vocational high schools.

Authors' Contribution

Zhyelomitha Leticia Mamusung: Conceptualization, Data curation, Formal analysis, Investigation, Methodology, Writing & Editing

Prof. Nihta V. F. Liando: Supervision, Validation, Writing – review & editing.

Ismail: Supervision, Methodology, Validation, Writing – review & editing.

Statement of the Use of AI

During the preparation of this manuscript, the author used generative AI tools solely to improve academic grammar, refine sentence structure, and enhance readability. Additionally, AI-assisted in exploring and understanding new terminologies relevant to the research process. However, all research data, analysis, interpretations, findings, and the intellectual content of this manuscript were generated, verified, and fully owned by the author under the guidance of the supervisors. The AI was not used to produce or fabricate any data, results, or conclusions. The author takes full responsibility for the originality and accuracy of the work.

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Appendix

Table 7. Adapted Assessment Rubric Brown 2004

Aspect	5 (Excellent)	4 (Good)	3 (Fair)	2 (Needs Guidance)	1 (Very Poor)
Grammar	• Uses different sentence types • Very few mistakes (0-2) • Easy to understand	• Employs some complex structures with good accuracy • Occasional errors don't hinder comprehension.	• Uses some complex sentences • Some mistakes (3-4) • Still clear	• Mostly simple sentences • Several mistakes (5-6) • Sometimes confusing.	• Sentences not complete • Too many mistakes • Cannot understand
Vocabulary	• Uses many different words • Uses technical words correctly • No repetition.	• Uses enough words • Uses some technical words • Little repetition	• Uses basic words only • No technical words • Some repetition	• Limited words • Wrong words sometimes • Much repetition	• Very few words • Cannot express ideas • Always repeats.
Pronunciation	• Very clear • Sounds natural • Easy to understand	• Mostly clear • Some words unclear • Still understandable	• Some parts unclear • Need to concentrate • Sometimes hard	• Often unclear • Many wrong sounds • Hard to understand	• Very unclear • Cannot understand words • Sounds confusing.
Fluency	• Speaks fluently with natural flow • Few pauses (under 3 sec) • Like normal talk	• Speaks quite smoothly • Some pauses (3-5 sec) • Some repetition	• Many pauses • Long stops (5-7 sec) • Often repeats.	• Speaks with difficulty • Very long pauses (>7 sec) • Cannot continue	• Cannot speak continuously • Too many stops • Cannot finish sentences

AUDIO TRANSCRIPT AND ASSESSMENT

Student Name : Miracle Kaparang
 Study Program : Visual Communication Design

A. Pre-Test Transcript Audio (57 Second)		
Researcher	:	Miracle Kaparang, are you ready for the pre-test?
Miracle	:	Yes, I'm ready.
Researcher	:	The first question is, tell me about yourself.
Miracle	:	My name is Miracle Jonas Kaparang. I was born in Rumengkor.
Researcher	:	That's all?
Miracle	:	That's all.
Researcher	:	Next question is, explain your educational background and what you have learned at vocational school.
Miracle	:	I studied at SMKN 1 Tombulu, and I joined the Visual Communication Design major. I learned how to edit videos and photos, and remove film background, crop photos, and take photos properly, including choosing the right angles to take a photo.
Researcher	:	Are you done?
Miracle	:	Yes
Researcher	:	Thank you so much, Miracle Kaparang
Assessment Breakdown		
Aspect	Score	Justification
Grammar	4	Sentences are mostly correct. One error: "remove film background" (should be "remove background from videos"). Simple structures are used effectively.
Vocabulary	4	Appropriate technical terms for Visual Communication Design: "edit videos and photos", "crop photos", "angles". Limited range but relevant.
Pronunciation	3	Some words are unclear. Local accent is noticeable but does not severely hinder understanding. intonation are inconsistent.
Fluency	3	Answer to question 1 is very short (only name and birthplace) with a stop. There is a pause after researcher asked "That's all?". Answer to question 2 is better but still hesitant.
Total Score	: 14 (Good)	

B. Post-Test Transcript Audio (1 Minute 11 Second)		
Researcher	:	Miracle Kaparang, are you ready?
Miracle	:	Yes, I'm ready.
Researcher	:	Okay, so describe your strengths and weaknesses!
Miracle	:	My strength is my ability in editing and visual design, especially in using colors, visual balance, and detail to make the design look neat and visually appealing. And my weakness is that I sometimes focus too much on detail during the editing process, which can take more time. However, I'm learning to manage my time better and work more efficiently.
Researcher	:	Okay, so what skill are you currently developing that you consider most valuable for your future workplace?
Miracle	:	The skill that I want to improve for my future is my editing skill and digital design ability, especially my mastery of design software such as Adobe Photoshop, as well as my understanding of color grading and visual concept.
Researcher	:	Okay, that's all??

Miracle	: That's all.	
Researcher	: Okay thank you, Miracle Kaparang	
Assessment Breakdown		
Aspect	Score	Justification
Grammar	4	Sentence structures are more varied. Minor repetition ("the skill that I want to improve for my future is my editing skill..."). No fatal errors.
Vocabulary	5	Rich and varied technical vocabulary: "visual balance", "detail", "visually appealing", "color grading", "visual concept", "mastery of design software". One minor imprecision ("mastery of design of software") but does not affect overall quality.
Pronunciation	4	Improved from pre-test. Most words are pronounced clearly ("strengths", "weaknesses", "efficiently", "concept"). Local accent is still present but does not interfere with understanding
Fluency	3	Both answers flow naturally without long pauses. The student elaborates ideas well and speaks continuously. Duration is longer with substantial content.
Total Score	: 18 (Excellent)	

C. Summary of Scores

Test	Total score	Category
Pre-Test	14	Good
Post-Test	18	Excellent
Gain	+4	Improved