

Integrating YouTube and TikTok in Task-Based Speaking Instruction: A Classroom Action Research with EFL Undergraduates

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Abstrak: This classroom action research investigated the implementation of a Task-Based Language Teaching (TBLT) instructional sequence integrating YouTube and TikTok as spoken-output platforms to support EFL learners' speaking development. The study involved 35 undergraduate EFL students who participated in a five-week intervention comprising a series of 60–120 second video-based speaking tasks produced and shared through YouTube and TikTok. Data were collected through speaking pre- and post-tests, classroom observations, weekly video-based speaking tasks, a post-intervention questionnaire, and learners' reflective notes. Quantitative data were analysed using descriptive statistics, while qualitative data were analysed thematically. The findings revealed consistent improvement across all assessed speaking subskills, with the overall mean score increasing from 2.54 to 3.39. The greatest improvement was observed in grammar (+1.00), followed by comprehension (+0.85), fluency (+0.83), pronunciation (+0.83), and vocabulary (+0.77). Classroom observations and weekly video tasks also demonstrated increased learner participation, engagement, confidence, and willingness to communicate, accompanied by reduced speaking anxiety throughout the intervention. Learners' reflections further indicated greater awareness of their speaking development and positive perceptions of using YouTube and TikTok for speaking practice. These findings suggest that systematically integrating familiar video-sharing platforms within a task-based instructional framework provides a supportive environment for improving EFL learners' speaking performance while simultaneously fostering learner engagement and confidence.

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INTRODUCTION

Speaking is widely recognized as one of the most challenging skills for learners of English as a Foreign Language (EFL) because it requires the integration of linguistic knowledge, cognitive processing, and real-time interaction (Leong & Ahmadi, 2017). Despite years of English instruction, many learners continue to experience difficulties in speaking with fluency, accuracy, and confidence. Previous studies have consistently reported problems related to hesitation, pronunciation, limited vocabulary use, and speaking anxiety, particularly in instructional contexts where oral performance is evaluated publicly and opportunities for authentic communication are limited (Afshar & Asakereh, 2016; Akkakoson, 2016; Talandis & Stout, 2014). These challenges suggest that conventional classroom speaking activities may not always provide sufficient support for learners to develop communicative competence effectively.

In addition to linguistic competence, successful speaking development is strongly influenced by learner engagement and willingness to communicate. Research has shown that learners who actively participate in meaningful speaking activities tend to demonstrate greater confidence and improved oral performance, whereas anxiety and fear of making mistakes often reduce their willingness to communicate in English (Sato, 2020; Uztosun et al., 2018). Consequently, speaking instruction should not only

focus on language forms but also create learning environments that encourage active participation, reduce anxiety, and support sustained oral practice.

Recent developments in digital technology have created new opportunities for supporting speaking instruction beyond traditional classroom boundaries. Among the most widely used platforms, YouTube and TikTok allow learners to engage with authentic spoken discourse while also producing their own spoken content in video format (Escamilla-Fajardo et al., 2021; Wang & Chen, 2020). Through video-based activities, learners can rehearse, monitor, and revise their oral performance, creating opportunities for repeated practice that are often unavailable in face-to-face classroom interaction (Boltiziar & Munková, 2023). Previous studies have also reported that video-sharing platforms can increase learner engagement, confidence, and motivation by providing opportunities for self-observation and extended speaking practice outside the classroom (Huang, 2021; Lee & Hsieh, 2019).

Within language education research, YouTube and TikTok have increasingly been explored as tools for supporting EFL speaking development. YouTube has been shown to facilitate learners' awareness of pronunciation, delivery, and audience-oriented communication, while TikTok and similar short-video platforms have been associated with increased participation and spoken language production among university students (Aristizábal-Jiménez, 2020; Pérez-Sabater et al., 2023). However, despite their pedagogical potential, previous studies have primarily investigated these platforms as stand-alone technological tools or supplementary classroom resources. Although these studies have reported positive outcomes in learners' speaking performance, participation, and motivation (Huang, 2021; Wang & Chen, 2020; Pérez-Sabater et al., 2023), they provide limited evidence regarding how YouTube and TikTok can be systematically integrated into a pedagogically grounded instructional framework that supports the sustained development of speaking skills. More importantly, little is known about how such an integration influences learners' speaking performance, engagement, and reflective learning throughout an extended instructional process.

One instructional approach that offers such a framework is Task-Based Language Teaching (TBLT). TBLT emphasizes meaningful communication, authentic language use, and task completion as central components of language learning (Ellis, 2009, 2017; Willis & Willis, 2007). Research has demonstrated that task modality, collaborative interaction, task repetition, and reflective learning can positively influence learners' speaking performance and engagement during oral activities (Aksoy-Pekacar, 2023; Azkarai & García Mayo, 2015; Róg, 2025). Nevertheless, relatively little research has examined how familiar digital platforms such as YouTube and TikTok can be integrated into a task-based instructional sequence that combines multimodal input, spoken output, rehearsal, and reflection within authentic classroom practice.

The selection of YouTube and TikTok in the present study was further justified by learners' existing digital practices. Preliminary observations conducted before the intervention revealed that students regularly used both platforms in their daily lives and perceived them as familiar, enjoyable, and accessible environments for consuming and creating content. Compared with conventional classroom speaking activities, learners reported feeling more comfortable producing short recorded videos than performing spontaneous oral tasks in front of their peers. This suggests that YouTube and TikTok may provide affectively supportive environments that reduce performance pressure while encouraging more frequent and sustained engagement in speaking activities.

Based on these considerations, the present study investigates the implementation of a task-based instructional sequence that integrates YouTube and TikTok as platforms for spoken-task output within a Classroom Action Research framework. The study aims to examine changes in learners' speaking performance, explore learner engagement during the implementation of video-based speaking tasks, and investigate learners' reflections on their speaking development after participating in the intervention. Accordingly, this study addresses the following research questions: (1)

How does a task-based instructional sequence using YouTube and TikTok as spoken-task platforms improve EFL learners' speaking performance? (2) How do learners engage with task-based speaking activities when YouTube and TikTok are integrated as spoken-task platforms during classroom instruction? and (3) How do learners reflect on their speaking development and learning experiences after participating in the task-based YouTube–TikTok intervention?

METHOD

This study employed Classroom Action Research (CAR) to improve students competence in speaking through the implementation of a task-based instructional and integrating YouTube and TikTok Platform as media. CAR was selected because it enables teacher-researchers to introduce instructional innovations, observe their effects in authentic classroom settings, and reflect on the outcomes for continuous improvement (Burns, 2010; Kemmis & McTaggart, 1988). The study followed the cyclical stages of planning, acting, observing, and reflecting. The participants were 35 undergraduate EFL students enrolled in a speaking course at a university in Banyuwangi. They were selected through purposive sampling because of their direct involvement in the instructional intervention. Participation was voluntary, and ethical principles concerning informed consent, confidentiality, and anonymity were observed throughout the study (Creswell & Creswell, 2018).

Prior to the intervention, preliminary classroom observations, a diagnostic questionnaire, and a speaking pre-test were conducted to identify learners' speaking difficulties, levels of confidence and anxiety, and familiarity with digital platforms. The intervention was designed for one cycle within a Task-Based Language Teaching (TBLT) framework in which YouTube functioned as a source of multimodal speaking input while TikTok served as a platform for spoken-task output. During the planning stage, the teacher selected short YouTube videos relevant to the weekly speaking topics and prepared supporting materials, including vocabulary lists, discourse markers, sentence starters, and pronunciation guidance. During the acting stage, learners completed five weekly speaking tasks focusing on Daily Routines, Hobbies and Interests, Asking and Giving Directions, Ordering Food and Drinks, and Talking About Family and Friends. For each task, students produced a spoken video of approximately 60–120 seconds and uploaded it to YouTube and TikTok. The post-task activities included teacher feedback, peer comments, and opportunities for learners to review and reflect on their own performances.

Data were collected through classroom observations, speaking pre-tests and post-tests, weekly video-based speaking tasks, post-intervention questionnaires, and written reflective notes. Classroom observations were conducted throughout the intervention to document learners' participation, engagement, confidence, anxiety, and willingness to communicate during speaking activities. The speaking tests were assessed using an analytic rubric adapted from Brown (2004), focusing on fluency, pronunciation, vocabulary use, grammar, and comprehension. Weekly video submissions served as performance artefacts that provided additional evidence of learners' speaking development across the instructional cycle. At the end of the intervention, learners completed a perception questionnaire and reflective notes to evaluate their experiences of participating in the YouTube–TikTok speaking activities.

The collected data were analysed using both quantitative and qualitative procedures. Quantitative data from the speaking pre-test and post-test were analysed descriptively to identify changes in learners' overall speaking performance and in individual speaking aspects. Qualitative data obtained from classroom observations, questionnaires, reflective notes, and video artefacts were analysed thematically following Braun and Clarke's (2006) framework. The analysis focused on identifying recurring patterns related to learner engagement, confidence development, anxiety reduction, and perceptions of the instructional intervention. To enhance the credibility

of the findings, data from multiple sources were triangulated and interpreted collectively.

The intervention was considered successful when at least 70% of the students demonstrated improvement in speaking performance from the pre-test to the post-test, improvements were evident across the majority of assessed speaking aspects, and most learners reported positive perceptions regarding engagement, confidence, and the usefulness of the YouTube–TikTok task-based speaking activities. These criteria were used to evaluate the effectiveness of the instructional intervention and to determine whether the action research objectives had been achieved.

RESULT AND DISCUSSION

This section reports the outcomes of the classroom action research by addressing each of the three research questions in turn. The presentation of the findings is structured to show, first, how learners' speaking performance changed over time (RQ1), then how their classroom engagement evolved during the YouTube–TikTok task sequence (RQ2), and finally how they later evaluated their own speaking development and learning experiences in this intervention (RQ3).

RQ1: Speaking Performance

The results related to RQ1 focus on changes in learners' speaking performance as reflected in the comparison between pre-test and post-test scores. Table presents a comparison of learners' mean scores across the five assessed speaking aspects fluency, pronunciation, vocabulary, grammar, and comprehension before and after the task-based instructional sequence in which YouTube and TikTok were used as spoken-task platforms. Overall, the table shows an increase in learners' speaking performance across all assessed aspects following the intervention.

Table 1. Comparison of Pre-test and Post-test Mean Scores

Aspect	Pre-test Mean	Post-test Mean	Gain
Fluency	2.46	3.29	+0.83
Pronunciation	2.40	3.23	+0.83
Vocabulary	2.83	3.60	+0.77
Grammar	2.14	3.14	+1.00
Comprehension	2.86	3.71	+0.85
Overall Mean	2.54	3.39	+0.85

At the preliminary stage, learners' speaking performance was generally at a low-to-moderate level. Lower mean scores were particularly evident in grammar and fluency, indicating that many learners experienced difficulty producing extended oral responses and maintaining grammatical accuracy during spoken interaction. Pronunciation scores also suggested inconsistent articulation, while vocabulary and comprehension, although relatively higher, still reflected limited control over spoken discourse.

Following the intervention, improvements were observed consistently across all five speaking aspects. Fluency increased from a pre-test mean of 2.46 to 3.29, suggesting that learners were able to sustain spoken production for longer stretches with fewer pauses. Pronunciation showed a comparable gain, rising from 2.40 to 3.23, indicating clearer articulation and improved intelligibility during spontaneous speech. These improvements may be associated with the opportunity to rehearse and re-record spoken performances before submission. Bygate (2018) argues that repeated task performance provides learners with opportunities to refine their spoken output and improve fluency over time. Likewise, Lascotte and Tarone (2022) found that repeated exposure to spoken models and opportunities for self-monitoring can contribute to improved intelligibility and pronunciation development.

Vocabulary and comprehension also demonstrated notable development. Vocabulary scores increased from 2.83 to 3.60, reflecting learners' ability to access a wider range of lexical items when responding to speaking tasks. Similarly, comprehension rose from 2.86 to 3.71, suggesting improved understanding of task prompts and greater responsiveness to communicative contexts. Grammar exhibited

the largest gain among the assessed aspects, increasing from 2.14 in the pre-test to 3.14 in the post-test, indicating greater control over sentence structures and more accurate grammatical use in oral production. These gains suggest that learners were increasingly able to use language forms meaningfully while completing communicative tasks. Similar improvements have been reported by Chen et al. (2021), who observed that speaking activities designed around meaningful communication can facilitate learners' active language use. In addition, Sarabi et al. (2024) reported that repeated speaking practice contributes to the development of grammatical accuracy and speaking subskills in EFL contexts.

Viewed across all assessment aspects, the overall mean score increased from 2.54 to 3.39, representing a measurable gain of 0.85. This pattern indicates consistent improvement in learners' speaking performance following the task-based instructional sequence that employed YouTube and TikTok as platforms for spoken-task production. The findings suggest that integrating familiar digital platforms within a task-based instructional framework can create meaningful opportunities for speaking practice, repeated performance, and reflective learning. Ellis (2017) emphasises that task-based language teaching promotes language development by engaging learners in purposeful communication rather than isolated language practice. Similarly, Tran et al. (2024) demonstrated that technology-mediated speaking activities can support learners' oral development when digital tools are integrated into a structured instructional sequence. The findings of the present study provide further evidence that YouTube and TikTok can function as effective platforms for supporting speaking development when implemented within a principled task-based learning framework.

From the perspective of Classroom Action Research, the magnitude of improvement was evaluated not only by the numerical differences between the pre-test and post-test scores but also by the extent to which the intervention achieved its predetermined instructional objectives. Educationally meaningful improvement was indicated by three complementary sources of evidence. First, positive gains were observed across all five assessed speaking aspects, suggesting that the improvement was comprehensive rather than limited to a single component of speaking. Second, the overall mean score increased from 2.54 to 3.39, reflecting consistent progress in learners' oral performance throughout the instructional sequence. Third, these quantitative improvements were supported by qualitative evidence obtained from classroom observations, weekly video-based speaking tasks, questionnaires, and learners' reflective notes, all of which indicated greater participation, confidence, willingness to communicate, and awareness of speaking development. The convergence of these findings suggests that the observed improvement represented meaningful pedagogical progress within the single-cycle Classroom Action Research rather than merely a numerical increase in test scores.

RQ2: Learner Engagement During the Intervention

Learner engagement during the intervention was examined through baseline classroom observations, systematic observations conducted throughout the instructional sequence, and evidence derived from learners' weekly video-based speaking tasks. These data sources were used to capture changes in participation, engagement, confidence, anxiety, and willingness to speak during the implementation of the task-based YouTube–TikTok activities. Prior to the intervention, classroom observations indicated generally low levels of participation and engagement, with mean scores of 2.49 for both indicators. Learners' speaking confidence was relatively low ($M = 2.09$), while speaking anxiety was notably high ($M = 4.03$). Willingness to speak recorded the lowest mean score ($M = 2.03$), suggesting that many learners were hesitant to engage in oral communication during conventional classroom speaking activities. These findings reflect challenges commonly reported in EFL speaking classrooms, where fear of making mistakes and concerns about evaluation often discourage learners from participating actively in speaking activities. Similar patterns have been identified by Talandis and Stout (2014) and later supported by Sato (2020),

who found that anxiety and limited willingness to communicate frequently constrain learners' oral participation.

During the implementation of the task-based instructional sequence, noticeable changes were observed across all engagement indicators. Participation increased to a mean score of 3.34, while engagement rose to 3.66, indicating more active involvement in speaking activities. Learners' speaking confidence also improved to 3.06, accompanied by a reduction in speaking anxiety to 2.89. Likewise, willingness to speak increased to 3.06, suggesting that learners became more prepared to participate in oral communication during the intervention. These improvements indicate a shift toward more active and confident engagement during speaking activities. The increase in participation and willingness to communicate may be related to the affordances of video-based speaking tasks, which allow learners to control the pace of production and reduce the pressure associated with immediate classroom performance. Uztosun et al. (2018) similarly reported that supportive speaking environments contribute to greater learner engagement, while Smith and González-Lloret (2021) emphasised that technology-mediated tasks can create conditions that encourage more active participation in language learning.

Additional evidence of learner engagement was obtained from the weekly video-based speaking tasks completed throughout the five-week intervention. Learners produced short spoken videos ranging from 60 to 120 seconds and submitted them through YouTube and TikTok. Analysis of weekly performance scores revealed a gradual increase in speaking performance over time, with the class mean score rising from 2.63 in Week 1 to 3.28 in Week 5. This progression suggests that learners became increasingly comfortable engaging in spoken production through the video-based task format. The opportunity to rehearse, re-record, and refine spoken responses appeared to encourage sustained participation and greater expressive confidence. Observable improvements in fluency, clarity, and delivery across successive task cycles further provided behavioural evidence of learners' growing engagement with the speaking activities.

The gradual improvement observed across the weekly tasks indicates that learner engagement was sustained throughout the intervention rather than being driven solely by the novelty of using digital platforms. Róg (2025) argues that repeated task participation can enhance learners' involvement and speaking performance by providing opportunities for continuous refinement of oral production. Similarly, Zainuddin and Yunus (2022) found that digital platforms can support long-term learner engagement when speaking activities are integrated into meaningful instructional practices. The positive engagement patterns identified in the present study suggest that the integration of YouTube and TikTok within a task-based instructional framework not only supported speaking development but also fostered greater participation, confidence, and willingness to communicate among EFL learners.

RQ3: Learners' Reflections After the Intervention

Learners' reflections after the intervention were examined through a post-intervention questionnaire and written reflective notes. Overall, the findings indicate that learners developed positive perceptions of the task-based YouTube–TikTok activities and reported noticeable changes in their speaking experiences. A majority of learners indicated increased confidence in speaking English, with 27 out of 35 students agreeing that their confidence had improved following the intervention. Similarly, 25 learners reported reduced speaking anxiety after participating in the video-based speaking tasks. These findings suggest that the opportunity to rehearse and review recorded performances may have reduced the pressure commonly associated with live classroom speaking. Similar improvements in learners' confidence and reductions in speaking anxiety have been reported by Lee and Hsieh (2019), while Park (2024) highlighted the value of video-mediated learning environments in supporting learners' confidence and self-expression.

Learners also reflected positively on their awareness of speaking development. Twenty-three students reported becoming more aware of their fluency development, while 21 learners indicated greater awareness of their pronunciation after completing the intervention. Similar patterns emerged in the reflective notes, where learners described speaking more smoothly, producing longer utterances, and recognising pronunciation errors that had previously gone unnoticed. This increased awareness may be related to learners' ability to observe and evaluate their own speaking performances through recorded videos. According to Lascotte and Tarone (2022), self-monitoring can contribute to improved oral intelligibility, while Ma et al. (2024) found that reflective observation helps learners identify areas requiring further improvement in pronunciation and speaking performance.

The instructional media used in the intervention also received positive evaluations from learners. Twenty-nine students reported that YouTube videos were useful for understanding pronunciation, pacing, and functional expressions before completing speaking tasks. In addition, 31 learners viewed the TikTok-style speaking tasks positively, and 28 students expressed willingness to participate in similar activities in the future. Reflective comments further revealed that learners perceived the short-video format as engaging, motivating, and relevant to their everyday digital practices. These findings suggest that familiar digital platforms can function as meaningful learning environments when integrated into structured speaking instruction. Similar conclusions were reached by Pérez-Sabater et al. (2023), who reported positive learner responses toward short-video platforms in higher education, while Zainuddin and Yunus (2022) highlighted the motivational potential of social media for sustaining language learning engagement.

Despite these positive reflections, some learners acknowledged continuing difficulties in grammatical accuracy and vocabulary retrieval during spontaneous speaking. Fourteen students reported that they occasionally struggled to construct grammatically accurate utterances or recall appropriate vocabulary while speaking. Although these challenges remained, learners generally perceived that their speaking abilities had improved over the course of the intervention. This finding suggests that speaking development is a gradual process in which affective gains, such as confidence and willingness to communicate, may emerge more quickly than improvements in linguistic accuracy. Similar patterns have been reported in task-based speaking research, where short-term interventions often produce stronger gains in fluency and confidence than in grammatical accuracy and lexical control (Chen et al., 2021; Sarabi et al., 2024).

CONCLUSION

This study examined a task-based instructional sequence in which YouTube and TikTok were used as platforms for spoken-task output to support EFL learners' speaking development. The findings indicate that repeated engagement in short video-based speaking tasks was associated with improvements in key speaking subskills, increased participation and engagement, lower speaking anxiety, and greater willingness to speak. Evidence from classroom observations and weekly video submissions suggests that producing spoken output on familiar digital platforms changed how learners approached speaking activities, encouraging more persistent effort, greater expressive risk-taking, and more sustained practice beyond the classroom. Post-intervention questionnaires and reflective notes further point to heightened confidence, more nuanced awareness of individual strengths and weaknesses, and a clearer sense of progress in speaking over the course of the intervention. Taken together, these results indicate that when YouTube and TikTok are deliberately integrated as spoken-output media within a task-based framework, short-video production can offer a supportive environment for fostering both speaking skills and learner engagement in EFL classrooms, particularly for learners who may feel constrained by the pressures of live, in-class speaking performance.

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