Students' Perspectives on using TikTok for Attention-Getter Videos in Oral Presentations

Nadia Anuar[1*], Nur Husna Serip Mohamad[2], Nurizah Md Ngadiran[3], Nor Eleyana Abdullah[4], Safra Liyana Sukiman[5]

[1,3,4]Academy of Language Studies, Universiti Teknologi MARA Shah Alam, Malaysia
[2]Academy of Language Studies, Universiti Teknologi MARA Permatang Pauh, Malaysia
[5]Centre for Language Studies, Universiti Tun Hussein Onn Malaysia, Malaysia
**Corresponding author: Nadia Anuar (nadiaanuar@uitm.edu.my)*

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ABSTRACT

Amid rapid technological advancement and the increasing adoption of student-centred pedagogical practices, short-video platforms such as TikTok have gained growing attention in language education, particularly for speaking-related activities. Previous studies have largely examined TikTok for vocabulary learning and learner motivation, yet limited research has explored its use in structured oral presentation tasks, particularly attention-getter activities. This study explores undergraduates' perspectives on using TikTok to produce an attention-getter video for an oral presentation task in a higher education context. Adopting a qualitative exploratory design, data were collected from 33 undergraduates selected through purposive sampling using an open-ended survey administered one day after task completion. The responses were analysed thematically using multimodal theory and social learning theory as the analytical frameworks to interpret how participants engaged with visual, auditory, and linguistic elements on the platform. The findings indicate that students generally perceived TikTok as supportive of oral presentation preparation, particularly in enhancing confidence, generating ideas for attention-getter strategies, and enabling rehearsal through repeated recording. Participants also valued the platform's multimodal affordances, including editing tools, music, and visual effects. However, several challenges were reported, including technical constraints such as internet connectivity and data usage, limited editing skills, difficulties in content creation, and affective concerns related to self-recording and peer judgement. Overall, the study suggests that TikTok can function as a meaningful supplementary instructional tool for oral presentation preparation when supported by clear pedagogical design and instructional scaffolding.

Keywords:
TikTok; Oral presentation; Social media; Multimodal learning; Attention-getter video

Introduction

In recent years, rapid advancement in global technology has led to the diversification of teaching methods. In response to these evolving trends, researchers have increasingly determined students' perspectives on the use of digital and social media platforms in learning contexts (Çakmak, 2023; Kaban, 2023). These social media platforms have continued to play a significant role in young people's lives by providing new platforms for social interaction (Zernov & Shalyutina, 2024). Research conducted across various educational levels, ranging from early childhood education to tertiary institutions, has demonstrated the significant benefits of integrating social media into classroom practices (Findyartini et al., 2024). Apoko and Waluyo (2025) emphasise that social media offers innovative learning content and effectively enhances learner engagement and learning outcomes through various online platforms, including Instagram, Facebook, and Tiktok.

Among various social media platforms, TikTok has emerged as a prominent educational tool due to its popularity among young learners and its interactive, video-based features. Its features allow students to engage in creative and communicative tasks, making it a potentially effective platform for oral presentation activities. Ibrahim et al. (2023) also highlight the role of TikTok in the learning environment, noting that the platform extends beyond entertainment

and can support English language learning through authentic language exposure and active learner participation. Similarly, Simanungkalit and Katemba (2023) focused on university students' perspectives regarding the use of TikTok in learning English vocabulary. The study found that students perceived TikTok as beneficial in expanding their vocabulary and expressed positive feedback towards its use in English language learning.

Although previous studies have examined the effects of TikTok on learners' engagement, motivation, and general English learning outcomes (Gao et al., 2023; Hongsa et al., 2023; Putra, 2024), limited research has focused on students' perspectives regarding the use of TikTok for developing oral proficiency, particularly in oral presentation tasks. Oral presentation tasks remain a challenging component of English language learning at the tertiary level. Although TikTok has gained increasing attention in language education, students' perspectives on its use for specific oral presentation tasks, such as producing attention-getter videos, remain underexplored. Therefore, this study investigates undergraduates' perspectives on using TikTok to support an oral presentation task in a higher education context.

Technological innovation has been increasingly influencing different aspects of English language learning, especially in writing and speaking components. Findings from numerous studies have also shown the positive impact of social media usage in improving English language proficiency among university students (for instance Al-Arif, 2019; Khan at al., 2016; Kitchakarn, 2016; Tri & Nguyen, 2014; Ubaedillah et al., 2021). This study concurs with the view of Bahrani (2011) that social media platforms in this case, Tik Tok, plays a dominant role in learning since it provides "...exposure as a type of language input in EFL context to enhance language learning" (p. 163) and therefore has become the new site for potential research in English language learning. Such exposure is particularly relevant for speaking development as learners benefit from repeated access to authentic spoken input and opportunities for oral practice.

A majority of non-English speaking countries, including Malaysia, have implemented information and communication technology (ICT henceforth) in the learning process to support language learning. In fact, Malaysian educators are encouraged to utilise ICT such as internet and social media platforms in the teaching and learning of English (Kabilan et al., 2010). Accordingly, contemporary social media platforms such as Facebook, Instagram, and TikTok have been increasingly explored as alternative spaces for language learning, particularly for speaking-related activities.

Use of TikTok for Language Learning

Recent empirical studies have examined TikTok as a pedagogical tool for language learning, particularly in supporting speaking-related skills such as pronunciation, vocabulary use, oral fluency, and listening comprehension (e.g., Alharthy, 2025; Condoy et al., 2024). The short-video format of TikTok allows learners to engage with authentic spoken language, observe diverse speaking styles, and participate in interactive features such as duets, challenges, and content creation (Tan et al., 2022). These affordances have been found to encourage repeated oral practice, self-expression, and learner engagement which underlines TikTok as a potentially valuable supplementary tool in language learning contexts.

Previous research has also highlighted several ways in which TikTok may support language learning. These include exposure to authentic spoken input, opportunities for repeated and rehearsed oral production, and the use of multiple semiotic resources (Rowiyah et al., 2025). From a multimodal learning perspective, meaning-making on TikTok extends beyond speech alone, as learners draw on gestures, facial expressions, background music, visual effects, and on-screen text (Hongsa et al., 2023; Lee, 2022). These multimodal affordances may contribute to more engaging learning experiences, particularly in speaking-oriented tasks.

Despite these potential benefits, the literature has also reported a number of concerns regarding the use of TikTok for language learning. One commonly cited issue relates to the platform's entertainment-driven nature, which may lead to distraction and reduced focus during learning activities (Anser & Ullah, 2025; Oanh, 2025). The largely informal and unstructured content on TikTok has also been viewed as a limitation for developing formal language skills, especially in academic contexts (Alfitri, 2025; Alharthy, 2025). In addition, learners have raised concerns about the reliability and accuracy of language input, as content creators may not necessarily have linguistic or pedagogical expertise

(Sihombing & Damanik, 2025; Susanto & Suparmi, 2025). The wide variation in English accents across videos has further been noted as a potential source of difficulty for some learners (Rowiyah et al., 2025).

Beyond pedagogical concerns, ethical and practical issues have also been discussed in the literature. These include data privacy, algorithmic bias, exposure to inappropriate or misleading content, and limited transparency in content moderation (Scalvini, 2023). TikTok's short video duration has likewise been identified as a constraint when tasks are intended for formal assessment, as it may affect task validity and reliability (Sari et al., 2025). Taken together, these concerns suggest that while TikTok offers promising opportunities for language practice, its integration into structured academic speaking tasks requires careful pedagogical planning.

Although the use of TikTok in language learning has attracted growing research interest, existing studies have tended to focus on vocabulary learning, pronunciation practice, and informal speaking or listening activities (for instance Alshreef & Khadawardi, 2023; Chuah & Ch'ng, 2023). Comparatively little attention has been given to its application in structured oral presentation tasks, particularly attention-getter activities in higher education contexts. Furthermore, few studies (for instance Lee, 2022; Zhang et al., 2022) have examined students' perceptions of such tasks through a multimodal learning lens that considers the interaction of visual, auditory, and performative elements. To address these gaps, the present study explores students' perceptions of using TikTok to produce an attention-getter video for an oral presentation task in a higher education setting.

Theoretical Framework

This study draws primarily on Multimodal Theory, which conceptualises communication as the interaction of multiple semiotic modes rather than language alone. From a multimodal perspective, meaning is constructed through the integration of modes such as speech, visuals, sound, gesture, and bodily movement (Kress, 2010; Sankey et al., 2010). In digital learning environments, these modes often operate simultaneously, shaping how learners interpret information and express ideas. Multimodal theory has therefore been widely used to examine communication processes in technology-mediated contexts where learners function both as consumers and producers of multimodal content (Rahmanu & Molnár, 2024).

In language learning, particularly in speaking and oral communication, multimodality is closely connected to how meaning is conveyed. Oral presentation tasks require learners to attend not only to linguistic content but also to delivery features such as voice quality, facial expressions, gestures, and overall performance (Tsang, 2020). When these tasks are carried out using digital platforms such as TikTok, the multimodal nature of communication becomes even more pronounced. TikTok enables learners to combine spoken language with visual effects, background music, captions, and video editing features, which together influence how messages are designed and delivered (Kaban, 2023; Moreira-Ganchozo & Ramírez-Lozada, 2025). A multimodal perspective therefore provides an appropriate analytical lens for examining how students construct attention-getter messages by integrating multiple communicative modes within the platform.

At the same time, the ways in which learners develop their ideas and presentation strategies within social media environments can also be understood through Social Learning Theory, which explains how individuals acquire behaviours and skills through observation, imitation, and modelling in social contexts (Thompson, 2008). According to this theory, learning occurs through four interrelated processes: attention, retention, reproduction, and motivation (Bandura, 2019). Learners first attend to the behaviour of a model, retain the observed information, reproduce the behaviour through practice, and are motivated to perform the behaviour based on anticipated outcomes.

In social media environments such as TikTok, learners are frequently exposed to examples of communication created by other users that may serve as models for their own presentation strategies. Previous research has also suggested that TikTok-based activities can support speaking development by providing accessible models of pronunciation, fluency, and delivery that learners observe and adapt in their own presentations (see for instance Shafie et al., 2025). Through observational learning processes, learners may attend to these examples, retain ideas for structuring attention-getters, reproduce similar techniques in their own recordings, and become motivated to refine their performance through repeated practice.

Other theoretical perspectives such as constructivism and Connectivism have been used to examine technology-enhanced learning environments (see for instance Apoko & Waluyo, 2025), yet these frameworks primarily focus on how learners construct knowledge through interaction and participation within digital networks. Although such perspectives are useful for explaining collaborative knowledge-building processes, the present study focuses more specifically on how students design and perform attention-getter messages within a short-video platform. A multimodal perspective therefore provides a more suitable analytical lens because it allows the study to examine how spoken language, visuals, music, captions, and bodily performance interact in shaping the presentation task. At the same time, students' engagement with existing TikTok content also reflects processes of observational learning, where learners attend to examples, retain ideas, reproduce similar strategies, and refine their performance through repeated practice. These processes align with Social Learning Theory, which explains how individuals acquire skills through observation and modelling in social contexts. By integrating these perspectives, the study is able to account for both the multimodal construction of presentation content and the social learning processes through which students develop their presentation strategies.

Research Objectives

The research objectives of this study are:

1. To examine students' perceptions of using TikTok to produce attention-getter videos for attention-getter videos for oral presentations.
2. To explore how TikTok supports students' oral presentation preparation through observational learning and multimodal affordances.
3. To identify the technical, production-related, and affective challenges students encounter when using TikTok for attention-getter videos.

Methods

This section describes the research design, participants, task implementation, data collection procedures, and data analysis. The study explored students' perceptions of using TikTok to produce an attention-getter video for an oral presentation task. Data were collected through an open-ended survey administered after task completion and analysed using thematic analysis.

Research Design

This study employed a qualitative exploratory research design to investigate students' perceptions of using TikTok for an oral presentation attention-getter task in a higher education context. A qualitative approach was considered appropriate as the study sought to explore students' experiences, perceptions, and challenges in depth rather than to measure outcomes or test hypotheses (Busetto et al., 2020). The study was situated within an interpretivist paradigm, which emphasises participants' subjective meanings and interpretations of their learning experiences when using TikTok.

Participants

Participants were undergraduate students enrolled in an English language course that included an oral presentation assessment. All participants were engineering students taking the course as part of their programme requirements. Participants were selected using purposive sampling whereby the inclusion criteria required is that participants must be undergraduates enrolled in the oral presentation course at the time of the study. These criteria ensured that all participants had direct and relevant experience with the TikTok attention-getter task examined in this study.

The study initially targeted 35 students. However, two students submitted their TikTok oral presentation tasks after the deadline, and their responses were therefore excluded from the analysis. As a result, the final sample comprised 33 participants. Of the 33 participants, 23 were male and 10 were female students. All participants were enrolled in engineering programmes. Based on self-reported results from the Malaysian University English Test (MUET), most participants indicated proficiency levels ranging from Band 3 to Band 3.5, which corresponds to an intermediate level

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of English proficiency. The final sample also represented the full cohort of students who completed the task within the submission deadline.

Ethical considerations were observed throughout the study. Participation was voluntary, and students were informed that their responses would be used solely for research purposes and would not affect their course assessment. All responses were anonymised, and participants were identified using pseudonyms (P1–P33) in the reporting of findings. No personal or sensitive data were collected, and all data were handled confidentially.

Task Implementation and Data Collection

In this study, the participants were required to produce a short TikTok video functioning as an attention-getter for an oral presentation task. Prior to the task, instructional input on attention-getter strategies was provided during class sessions two weeks before the task instructions were given, ensuring that students had sufficient conceptual understanding before completing the assignment. The task focused on capturing audience attention within a limited time frame using verbal and non-verbal communication strategies. Students were allowed to utilise TikTok's built-in features, including music, visual effects, captions, and in-app editing tools, to support their presentation (Figure 1).

Figure 1
Anonymised Screenshots of Student-produced TikTok Presentation Videos



Following submission of the TikTok attention-getter video, data were collected using an open-ended survey designed to capture students' perceptions and experiences of using TikTok for the oral presentation task. The survey was administered one day after the participants completed their oral presentation tasks to allow for immediate reflection. The survey consisted of two demographic questions (gender and programme of study) and four open-ended questions. The open-ended questions focused on students' perceptions of how TikTok supported their oral presentation skills and task completion, as well as the challenges they experienced when using the platform (e.g., "How has TikTok helped improve your oral presentation skills?").

Data Analysis and Trustworthiness

The data were analysed using thematic analysis following the procedures outlined by Braun and Clarke (2006). Analysis began with familiarisation through repeated reading of all responses. Initial codes were generated inductively to capture meaningful units related to students' perceptions, experiences, and challenges when using TikTok for the oral presentation attention-getter task. These codes were then reviewed and grouped into sub-themes, which were subsequently organised into broader themes through an iterative process. While the coding process was primarily

inductive and grounded in participants' responses, the interpretation of the themes was later informed by two complementary theoretical perspectives. Multimodal Theory was used to interpret references to visual, auditory, linguistic, and performative elements involved in the TikTok-based task, while Social Learning Theory helped explain patterns related to observation, imitation, and modelling described by participants. In this way, the theoretical frameworks were used to support interpretation of the themes rather than to impose predetermined coding categories.

The open-ended survey was administered in English; however, participants were allowed to respond in either English or Malay to ensure that they could express their views comfortably. During analysis, all responses were first coded in their original language to preserve the meaning of participants' statements. Responses written in Malay were subsequently translated into English by the researchers for reporting purposes. To ensure translation accuracy, the translated excerpts were reviewed by the second coder, and any ambiguities in meaning were discussed and resolved through consensus. During thematic analysis, recurring patterns were observed across responses, and no substantially new themes emerged in the later stages of coding, indicating that sufficient depth had been reached for the exploratory aims of the study.

To enhance the trustworthiness of the analysis, a second researcher independently reviewed the coded responses and the preliminary theme structure. The comparison of coding results indicated a high level of agreement between the two researchers (98.5%), with only one discrepancy identified. This difference occurred in the interpretation of a response initially coded as technical constraint, which the second coder interpreted as production skill challenge. The researchers discussed the context of the response and agreed that the difficulty described by the participant related more closely to limited editing skills rather than platform functionality. The code was therefore revised and incorporated under the sub-theme production skill challenges. This consensus-based process ensured that the coding accurately reflected participants' responses.

Findings

This section presents the findings of the study based on a thematic analysis of students' open-ended responses regarding their experiences using TikTok to complete an oral presentation attention-getter task. The analysis identified three main themes that reflect how students engaged with the platform and how it influenced their presentation preparation. The first theme focuses on students' perceived development of oral presentation skills, particularly in terms of confidence and speaking performance. The second theme highlights how students used TikTok as a source of ideas and models when designing their attention-getter videos. The third theme examines the multimodal affordances of the platform and the challenges students encountered when producing their videos.

Theme 1: Development of Oral Presentation Skills

A majority of the participants in this study perceived TikTok as beneficial in supporting the development of their oral presentation skills, particularly in terms of confidence and delivery. Several participants reported that producing short videos for the attention-getter task helped them become more comfortable speaking and expressing their ideas.

> "Make me confident to speak in public." (P1)
> "It helps me to be confident when presenting." (P21)
> "…help to overcome my fear to speak to public." (P17)

Rather than merely reflecting general confidence gains, these responses suggest that TikTok's technological affordances play a role in lowering learners' psychological barriers to speaking. One key affordance is the ability to record and re-record videos before uploading. This feature allows students to rehearse their speech multiple times, refine their delivery, and correct errors before presenting to an audience. Similar benefits of recording technology have been observed by Ong and Chew (2024), who found that university students used mobile phone audio-recording applications to practise pronunciation by repeatedly recording and listening to their own speech. Their study showed that this function enabled learners to monitor their pronunciation, identify mistakes, and gradually improve through repeated practice. In addition, students could replay their recordings using built-in media players or applications such as VLC, allowing them to reflect on their performance while taking notes. These practices suggest that recording

technologies provide learners with opportunities for self-monitoring and iterative practice, which can contribute to improved oral performance.

From a second language acquisition perspective, such repeated rehearsal may also reduce learners' affective filter (Krashen, 1982), enabling them to engage with speaking tasks in a less anxiety-provoking environment. Unlike traditional classroom presentations, where speaking occurs in real time and errors are immediately exposed, TikTok allows learners to practise privately until they feel satisfied with their performance. This process may explain why students reported increased confidence when presenting their ideas.

While the ability to rehearse privately supports confidence building, the awareness of a potential public audience also appears to shape how students approach their presentations. One participant further explained that the process of recording a video created a sense of audience awareness, which encouraged more careful preparation and improved delivery.

> "When I recorded my oral presentation skills, I felt like there are so many people looking at me. So by hook or by crook I have to be prepared before recording the video. So, I become more confident and eloquent in the video." (P10)

This extract highlights another important affordance of TikTok which is the presence of an imagined or potential audience. Even though students record their presentations individually, the awareness that the video may be viewed by others creates a sense of authentic communication. Previous research suggests that authentic audiences can increase learners' motivation to produce more accurate and well-structured speech (Lee & Liu., 2022). In this study, the perceived public visibility of TikTok appears to encourage students to engage in greater preparation and rehearsal, which in turn contributes to improved fluency and delivery. Participants also indicated that watching other TikTok creators helped them learn how to structure and deliver their presentations. Exposure to examples on the platform allowed students to observe how speakers organised their attention-getters and communicated their ideas.

> "I can learn to speak when I see the example." (P6)
> "I can mimick the phrases or sentences spoke by the creators." (P29)

In addition to observing delivery strategies, several participants reported that watching English-language videos helped them improve aspects of language use such as pronunciation, vocabulary, and fluency.

> "It can help me to improve my pronunciation and accent." (P25)
> "…learn how to pronounce with the right one." (P26)
> "I take vocabulary, accent, and anything from video. Then I use it in my video." (P31)

These responses indicate that TikTok functioned as a source of authentic spoken input, enabling students to observe language use and presentation strategies before applying them in their own recordings. Such experiences reflect processes associated with observational learning, where learners develop skills by watching and modelling examples from others, a key concept in Social Learning Theory. Overall, the findings suggest that participants perceived TikTok as supportive of their oral presentation development through increased confidence, improved preparation, and opportunities to observe and adapt speaking strategies from existing content.

Theme 2: Observational Learning and Idea Generation

Participants perceived TikTok as helpful in completing the attention-getter task by providing ideas, inspiration, and observable examples of how to capture audience attention. Several students reported that browsing videos on the platform exposed them to different ways of structuring short presentation openings.

> "TikTok give me some idea." (P1)
> "There are so many ideas and references that I can get from TikTok." (P9)

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These responses suggest that TikTok functions as an informal learning repository where students gather rhetorical strategies for structuring presentation openings. Unlike traditional instructional materials, TikTok provides a continuous stream of short, user-generated content that demonstrates how speakers quickly capture viewers' attention. The platform's short-video format, typically lasting between 15 seconds and one minute, naturally emphasises concise and engaging openings. As a result, students are repeatedly exposed to attention-grabbing techniques such as questions, surprising facts, humour, or storytelling, which are commonly used to attract viewer engagement on social media platforms. Through this repeated exposure, learners become familiar with practical strategies for initiating their own presentations. Exposure to examples from both students and educators enabled participants to notice different strategies used to engage an audience.

> "There were examples from students and educators on TikTok about types of attention getter." (P4)
> "There are many types of attention getter to get audience attention about their content when I scroll TikTok." (P26)

The participants' statements indicate that learning occurred through observation and comparison of multiple examples. From a socio-cognitive learning perspective, observing how others perform a task allows learners to identify patterns and strategies that can be adapted to their own performance (Bandura, 1986). TikTok's algorithm-based feed further facilitates this process by continuously recommending related content, thereby increasing learners' exposure to similar presentation styles and techniques. This repeated exposure enables students to notice structural patterns in effective presentation openings, such as how speakers introduce topics, pose questions, or create suspense to capture audience attention. After observing these examples, students appeared to retain useful ideas and presentation strategies from the videos they watched. Several participants indicated that the platform provided a repository of references that they could draw upon when designing their own presentations.

> "There are so many ideas and references that I can get from TikTok." (P9)

Participants then described how they reproduced or adapted these observed strategies when creating their own attention-getter videos.

> "See others video to make mine." (P25)
> "I searched for the person that has created video about the products promotion, about religion, about presentation and anything. Then I follow how to do the same." (P30)

Finally, the process of observing and adapting examples appeared to motivate students to refine their own presentation videos, as they attempted to produce engaging and effective attention-getter clips.

The ability to record and revise videos further encourages iterative practice, allowing students to refine their presentation techniques based on the examples they observe. Together, these responses illustrate how students engaged with TikTok not only as a source of ideas but also as a space for observational learning, where they attended to existing examples, retained useful strategies, reproduced similar techniques, and refined their own presentations through repeated attempts.

Theme 3: Multimodal Affordances and Platform-Related Challenges

Participants frequently described TikTok's built-in features as helpful for producing their attention-getter videos. Many students perceived the platform as easy to use and suitable for creating short presentation clips.

> "Easy and fast." (P24)
> "By making 1 minute video." (P23)
> "TikTok helped me making it easier to make a video and deliver it." (P27)

These responses suggest that TikTok's user-friendly interface and short-video format make it accessible for students to create presentation content with minimal technical barriers. The platform's emphasis on brief videos also encourages students to communicate ideas concisely, which aligns with the purpose of an attention-getter that aims to capture

audience interest within a short time frame. Several participants highlighted the usefulness of TikTok's editing tools and visual features. Functions such as music integration, captions, filters, and visual effects allowed students to design their videos in ways that enhanced audience engagement.

> "I can edit video immediately on TikTok." (P18)
> "Easier to edit videos on TikTok than other apps." (P33)
> "Assignments will be more interesting if we could use features on TikTok." (P13)

Students also emphasised the value of being able to record and re-record their videos multiple times. This feature allowed them to rehearse their speech while simultaneously refining visual and performative elements of the presentation.

> "I can record and re-record my video many times until I am happy." (P16)
> "…revise and read the scripts on camera many times till I am fluent." (P22)

These responses indicate that students were not only focusing on spoken delivery but were also coordinating multiple communicative resources when constructing their attention-getter videos. In this context, meaning-making extends beyond verbal expression to include visual presentation, auditory elements, and performance on camera. Such practices reflect the principles of multimodal communication, where different semiotic modes interact to shape how messages are designed and interpreted within digital environments.

However, while TikTok's multimodal affordances supported creative presentation design, they also introduced several challenges for some participants. One of the most frequently reported issues involved technical constraints related to internet connectivity and uploading processes.

> "Internet connection." (P6)
> "…slow line when need to upload..." (P4)
> "Internet line is quite slow which causes longer time to upload the video." (P18)

Some students also noted that producing the videos required sufficient mobile data or compatible devices.

> "Used some data." (P1)
> "Device not supported." (P27)

In addition to these technical issues, several participants reported difficulties related to editing and content creation. Although TikTok offers a range of visual and editing tools, some students indicated that they lacked the technical skills or creative strategies needed to effectively use these features.

> "Tidak tahu cara penggunaan elemen yang ada di TikTok." (P7)
> "*Cara untuk mengeditnya saya kurang mahir* (I am not proficient in editing*)*." (P32)
> "*Saya tidak tahu untuk edit video dengan baik* (I don't know how to edit videos well*)*." (P21)

Other students explained that mistakes during recording often required them to restart the entire video, which increased the time and effort required to complete the task.

> "You cannot cut the video and have to retake it if something is wrong about the video." (P8)
> "Have to repeat many times to get good quality." (P15)

Finally, several participants reported affective challenges when recording themselves. Some students felt uncomfortable performing in front of the camera or worried about how their videos might be evaluated by others.

> "Fear to speak to public." (P15)
> "Not used to record myself." (P16)
> "Judged by my friends." (P20)

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Collectively, these findings suggest that while TikTok's multimodal affordances enabled students to combine speech, visual elements, and editing features to design engaging attention-getter videos, the coordination of these modes also created technical, production-related, and affective demands for some learners.

Discussions

The objective of this study was to explore students' perspectives on using TikTok for an oral presentation attention-getter task and to identify the challenges encountered when using the platform. The findings indicate that participants generally perceived TikTok as a supportive platform for completing the task. Three key themes emerged from the analysis: (1) development of oral presentation skills through observation and rehearsal, (2) support for task completion through idea generation and modelling, and (3) multimodal affordances alongside platform-related challenges.

The findings for the first research objective indicate that TikTok supported students' oral presentation development primarily through increased confidence, reduced fear of speaking in public, and opportunities for repeated practice. Participants frequently described feeling more prepared and confident after recording their videos multiple times before submission. One of TikTok's key affordances is the ability to record and re-record performances, which allows students to rehearse their delivery and refine their speech before finalising their videos. This iterative process appears to have reduced performance pressure compared with live presentations and enabled students to gradually improve their fluency and delivery. From the perspective of social learning theory, these experiences reflect the processes of observational learning (Bandura, 1986). Students first attended to examples of presentation styles available on the platform, retained ideas for structuring attention-getters, and subsequently reproduced these strategies through repeated recording. The opportunity to rehearse and refine their recordings also provided a form of self-regulated practice that strengthened their confidence in delivering spoken content. These processes suggest that the platform's affordances supported speaking development by combining observation, imitation, and repeated performance.

The findings align with earlier research suggesting that social media environments can support speaking development by providing learners with exposure to authentic language input and opportunities for oral practice (Al-Arif, 2019; Bahrani, 2011; Kitchakarn, 2016). Exposure to authentic spoken input has long been recognised as a key factor in language learning (Bahrani, 2011), and participants in this study appeared to benefit from repeated access to spoken examples through TikTok. These findings also support previous studies identifying TikTok as a platform capable of supporting speaking-related skills such as pronunciation, fluency, and oral expression (Alharthy, 2025; Condoy et al., 2024). Importantly, the short-video format of TikTok appeared particularly suitable for attention-getter tasks, which require speakers to capture audience interest quickly and concisely. The need to deliver an engaging opening within a limited timeframe encouraged students to focus on concise and purposeful speech. In this way, TikTok's format appeared to support the development of presentation openings that are clear, focused, and engaging.

Another important finding relates to the role of TikTok as a source of ideas and models for completing the attention-getter task, answering the second research objective. Participants frequently reported browsing existing videos on the platform to observe how other creators structured their content and captured audience attention. These observations helped students conceptualise their own presentation openings and provided concrete examples of how attention-getters could be designed. From a social learning theory perspective, these experiences illustrate the process of learning through modelling. Observing examples of presentation styles enabled students to identify effective strategies for introducing topics and engaging viewers. Through this process, learners were able to adapt observed techniques and apply them when producing their own videos. Previous research has similarly emphasised the importance of modelling and exposure to examples in language learning environments (Rowiyah et al., 2025; Tan et al., 2022).

The availability of diverse examples on TikTok also appeared to support idea generation and creative thinking. Students reported gaining inspiration from different presentation styles, formats, and approaches used by other creators. These findings highlight the potential of short-video platforms to function as informal learning spaces where students can explore different communicative strategies before applying them to their own tasks. However, the findings also suggest that pedagogical guidance remains important when integrating social media into academic tasks. Without clear instructional guidance, students may rely heavily on imitation rather than critically evaluating the effectiveness of different presentation strategies (Yeduen, 2025). Previous research has similarly noted that social media environments

may prioritise creativity and entertainment over learning outcomes if activities are not carefully structured (Alfitri, 2025). This highlights the importance of instructional scaffolding to ensure that observational learning supports the intended learning objectives.

The third theme highlights both the multimodal affordances of TikTok and the challenges associated with its use in academic contexts. From a multimodal learning perspective, participants' positive perceptions of TikTok were closely related to the platform's ability to combine multiple semiotic modes, including speech, visual effects, music, captions, and gestures. Multimodal learning theory suggests that meaning is constructed through the interaction of these modes rather than through language alone (Sankey et al., 2010). Oral presentations themselves are inherently multimodal performances involving both verbal and non-verbal communication (Tsang, 2020), and TikTok appears to amplify this multimodality by allowing students to integrate visual and auditory elements when designing their presentation openings (Hongsa et al., 2023).

In the context of attention-getter presentations, the interaction of these modes appeared to support students in capturing audience attention within a short time frame. Participants frequently described using music, visual effects, captions, and gestures alongside speech when creating their videos. These multimodal elements worked together to produce engaging openings that could immediately attract viewers' interest before the main presentation content began. For instance, background music and visual transitions were often used to create an engaging introduction, while captions and gestures helped emphasise key points delivered through speech. In this way, multimodal elements did not substitute verbal expression but instead reinforced and highlighted the spoken message. The ability to synchronise visual cues, sound, and speech therefore appears particularly relevant for attention-getter tasks, where the primary objective is to capture audience attention quickly. By combining multiple communicative resources, students were able to design presentation openings that extended beyond traditional verbal introductions. These findings suggest that TikTok can function as a multimodal learning environment where students experiment with different semiotic resources while developing their presentation skills.

Despite these affordances, several practical challenges were also reported. Technical constraints such as unstable internet connectivity, data usage, and device compatibility affected some students' experiences, reflecting broader ICT-related challenges commonly reported in digital learning contexts (Kabilan et al., 2010). In addition, participants reported limited skills in video editing and content creation. These findings suggest that familiarity with social media platforms for personal use does not necessarily translate into competence in producing academic video content. The primary limitations observed in this study therefore appear to be related to technical barriers and production skill gaps, rather than distraction caused by the platform's entertainment features.

Affective and social challenges were also evident. Some participants reported discomfort with self-recording and concerns about peer judgement, indicating that the public and shareable nature of social media platforms may introduce new forms of performance anxiety. These mixed experiences reflect broader discussions regarding the pressures associated with visibility and evaluation in social media environments (Sihombing & Damanik, 2025; Susanto & Suparmi, 2025). A small number of responses also hinted at practical concerns related to account management. For example, one participant mentioned the need to create a separate TikTok account to avoid mixing academic and personal content. Although such concerns were not widely reported in the dataset, they reflect broader discussions in the literature regarding privacy, data security, and content visibility on social media platforms (Sari et al., 2025; Scalvini, 2023). These issues highlight the importance of careful pedagogical planning when integrating commercial social media platforms into academic tasks.

Overall, the findings suggest that TikTok can function as a meaningful supplementary platform for oral presentation preparation when integrated with clear instructional intent and appropriate pedagogical scaffolding. The platform's affordances support confidence development through repeated rehearsal, provide opportunities for observational learning, and enable students to combine multiple communicative modes when designing attention-getter presentations. At the same time, the challenges identified in this study demonstrate that technology alone does not guarantee effective learning outcomes. Technical barriers, production skill gaps, and affective concerns must be addressed through structured guidance and support.

By examining TikTok within the context of a structured oral presentation task, this study extends existing research that has largely focused on vocabulary learning and informal speaking activities. The findings contribute to the growing literature on digital language learning by highlighting how short-video platforms can function as multimodal learning environments that support observational learning and speaking development in higher education contexts.

Conclusion

This study explored undergraduate students' perspectives of using TikTok to produce an attention-getter video for an oral presentation task in a higher education context. Guided by the theory of multimodal learning, the findings suggest that students generally viewed TikTok as a supportive platform for oral presentation preparation, particularly in terms of confidence building, idea generation, and opportunities for rehearsal. The multimodal affordances of the platform, including the integration of visual, auditory, linguistic, and performative elements, were perceived as helpful in making the task more engaging and manageable for students.

At the same time, the study highlights that the use of TikTok in academic speaking tasks is not without challenges. Technical constraints, limited production skills, and affective concerns related to self-recording and public visibility influenced some students' experiences. These findings underscore the importance of careful task design and instructional support when integrating short-video platforms into oral presentation pedagogy, particularly to ensure that technological demands do not overshadow learning objectives.
Overall, this study adds to the growing body of research on social media use in language education by offering insight into students' experiences of a structured, multimodal oral presentation task using TikTok. By foregrounding students' perceptions, the study provides pedagogical implications for educators seeking to incorporate short-video platforms into speaking instruction while maintaining alignment with academic communication goals.

Limitations and Future Studies

This study has several limitations that should be acknowledged. First, the study involved a relatively small sample of undergraduate students from a single institution, which limits the generalisability of the findings beyond similar higher education contexts. Second, the data were based on students' self-reported perspectives collected through an open-ended survey and excluded analysis of students' video performances or longitudinal measures of skill development. As such, the findings reflect how students experienced and perceived the TikTok-based task rather than objective changes in oral presentation competence. Future research could address these limitations by involving larger and more diverse samples, incorporating multimodal analysis of students' presentation videos, or examining the impact of TikTok-based tasks over a longer instructional period. Further studies may also explore comparisons between TikTok and other digital platforms, as well as investigate instructors' perspectives on integrating short-video platforms into oral presentation pedagogy.

Conflict of Interest

The authors declare that there is no conflict of interest regarding the publication of this paper.

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