

The Effect of TikTok-Based Speaking Activities on Gen Alpha Students' English-Speaking Performance and Anxiety

Secondrina Lingua Fasihcha¹, Lusia Maryani Silitonga^{2*}, Entika Fani Prastikawati³
¹English Education Department, Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), Semarang, Indonesia
²English Education Department, Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), Semarang, Indonesia
³English Education Department, Universitas Persatuan Guru Republik Indonesia Semarang (UPGRIS), Semarang, Indonesia

secondrinalinguaasihcha@gmail.com¹, lusiamaryanisilitonga@gmail.com^{2*}, entikafaniprastikawati@upgris.ac.id³

Article History:

Submission
May 29th, 2026

Accepted
July 21st, 2026

Published
July 30th, 2026

ABSTRACT

Generation Alpha students, who have grown up immersed in digital environments, increasingly rely on social media platforms to learn English as a Foreign Language (EFL). However, many face persistent challenges in developing speaking proficiency due to limited authentic practice opportunities, low self-confidence, and elevated speaking anxiety, which inhibits classroom participation. While previous research has explored TikTok's potential for language learning, studies simultaneously examining both speaking performance and anxiety reduction remain scarce, particularly for junior high school students. This study investigated how TikTok-based speaking activities influence speaking anxiety reduction and speaking performance enhancement among Generation Alpha learners at SMP N 29, Semarang. The research employed a mixed-methods quasi-experimental design involving fifty eighth-grade students divided into experimental and control groups. The experimental group engaged in TikTok-based speaking activities, whereas the control group utilized conventional picture series activities. Quantitative data were collected through speaking performance assessments and anxiety questionnaires and analyzed using ANOVA and ANCOVA. Qualitative data from semi-structured interviews were processed using MAXQDA to capture the students' perceptions. The results demonstrated that TikTok-based practice significantly improved speaking performance and reduced anxiety. The experimental group achieved substantially higher performance scores than the control group. Anxiety levels decreased notably in the experimental group and increased in the control group. Qualitative findings revealed that TikTok enhanced pronunciation, vocabulary, grammar, and comprehension, with students recognizing the platform as an engaging and interactive medium for developing English-speaking skills. These findings highlight TikTok's transformative potential as a contextually relevant digital learning tool for digitally native learners in modern language education.

Keywords: EFL learning; generation alpha; speaking anxiety; speaking performance; TikTok

INTRODUCTION

The development of digital technology in the 21st century has fundamentally transformed educational practice. These changes enable the creation of interactive, flexible, adaptive learning environments tailored to individual students' needs (Hasumi & Chiu, 2024; Ydyrysbayev et al., 2022). Several studies have emphasized that schools' digital capacity and

the application of cutting-edge technology are crucial for driving innovation and digital transformation in education (Benaouag & Kharchi, 2024; Timotheou et al., 2023).

Previous studies have shown that intergenerational differences significantly influence students' engagement in digital technology-based learning (Miller, 2023; O'Farrell & Weaver, 2024). Generation Alpha, children born after 2010, is the first generation to grow up in a digital and phygital environment. In this era, physical and digital interactions are integrated, shaping perspectives, communication patterns, and learning preferences. Other studies have revealed that digital technology can expand interactions, increase flexibility, and enhance students' participation in the learning process (Abildina et al., 2025; Rzońca & Warchoń, 2024). Based on this, Generation Alpha students tend to be more interested in visual, interactive, and technology-driven learning environments (Tapp et al., 2024). Furthermore, recent studies also emphasize the importance of adaptive digital pedagogy tailored to students' technological habits and interactive learning preferences (Höfrová et al., 2024; Nwachukwu et al., 2025).

In the context of EFL, studies have revealed that the unique characteristics of Generation Alpha create both opportunities and challenges in developing students' speaking performance. This study also defines speaking performance as students' performance in communicating in English, including pronunciation, grammar, fluency, vocabulary, and comprehension by Brown (2004). Studies conducted by Sa'bandi & Sidabalok (2026) and Zuo (2024) emphasize that consistent speaking practice and engaging interactions are key to improving speaking performance. Activities that encourage interaction and communication, such as role-playing and think-pair-share techniques, are effective in improving speaking performance and involvement in EFL learning (Chen, 2024; Ghasemi & Mozaheb, 2021). Voice technology and artificial intelligence (AI) devices also make significant contributions to developing students' communicative competence and speaking performance (Celik et al., 2025; Guan et al., 2025). However, studies have also shown that EFL students often face significant obstacles in the form of limited opportunities to practice authentic speaking skills. An excessive focus on grammar rather than spontaneous communication can actually hinder the development of their communicative competence (Houn & Em, 2022).

Anxiety significantly hinders the development of English-speaking performance and negatively affects students' performance and participation in class discussions. Studies have demonstrated that students with elevated anxiety levels often avoid speaking tasks, show less willingness to engage in communication, and achieve lower language performance scores (Alqarni, 2021; Bhattacharaiyakorn & Phettakua, 2023). Additionally, language anxiety can undermine students' motivation and confidence during speaking activities (Alamer & Almulhim, 2021). According to Horwitz et al. (1986), foreign language anxiety includes communication apprehension, fear of negative evaluation, and test anxiety. Furthermore, social anxiety, worries about pronunciation, and the fear of making mistakes can deter students from participating in speaking exercises (Archbell & Coplan, 2022).

Maghanoy et al. (2025) revealed in their research that students' comfort in digital learning environments is influenced by their level of anxiety about technology and artificial intelligence (AI). This finding is supported by previous studies that demonstrated that AI-assisted learning effectively reduces speaking anxiety and improves students' speaking performance (El Shazly, 2021; Hapsari & Wu, 2022; Xin & Derakhshan, 2025). Based on this evidence, the studies concluded that creating a supportive learning environment is a crucial factor in improving students' speaking performance.

Recent studies have shown that digital technology has significant potential to support language learning, reduce students' communication anxiety, and provide personalized feedback to students. Bevan Jones et al. (2023) explained that digital technology can also help reduce students' anxiety during the learning process. For example, Arika Pusparini et al. (2025) found that AI-based Duolingo improved vocabulary, pronunciation, and fluency while

reducing speaking anxiety through speech recognition and instant feedback features that supported students' confidence in speaking English.

Furthermore, social media is increasingly used as an innovative approach to language learning. Social media platforms provide opportunities for interactive communication, collaborative learning, and creative expression. Among these platforms, TikTok has become popular among teenagers owing to its short-form video format and interactive features that encourage high levels of user engagement (Cheng & Li, 2024). These features also align with the communication patterns of Generation Alpha, which is highly digitally engaged. Previous studies have shown that TikTok has significant potential to increase EFL students' engagement in speaking activities and in interactive learning. This platform can also improve vocabulary mastery, broaden students' motivation to participate, and strengthen their confidence in English speaking (Alghameeti, 2022; Escamilla-Fajardo et al., 2021; Martí et al., 2025)

Although studies on technology-based language learning have made significant progress, several gaps in the literature require further attention. Numerous prior studies have explored how TikTok and digital media can enhance the speaking performance of EFL students (Alweldi et al., 2024; Xiuwen & Razali, 2021). However, existing research primarily focuses on speaking performance and anxiety separately. Consequently, studies examining both aspects simultaneously are rare. Additionally, the studies focusing on Generation Alpha students at the junior high school level are also scarce (Šramová & Pavelka, 2023).

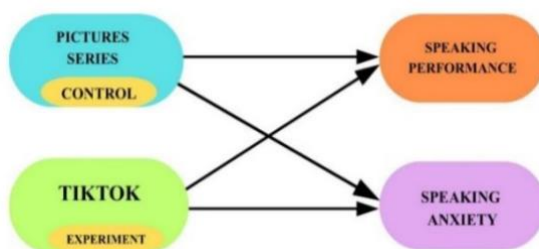
This study investigates how TikTok-based speaking exercises influence the reduction of speaking anxiety and the enhancement of speaking performance in Generation Alpha students at SMP N 29 Semarang, as discussed in several studies mentioned earlier. This study sought to answer three questions: (1) To what extent can TikTok-based speaking activities improve students' speaking performance? (2) How can TikTok-based speaking activities reduce students' speaking anxiety in EFL learning? (3) What are the Generation Alpha students' perceptions of using TikTok as a digital learning tool for English-speaking performance?

METHODOLOGY

This study used a mixed-methods design to analyze the impact of TikTok-based speaking activities on English speaking performance and anxiety among Generation Alpha students. This approach combined quantitative and qualitative methods in one study to gain a more comprehensive understanding of the research problem (Creswell & Creswell, 2017). Quantitative methods were the primary method, while qualitative methods complemented and strengthened quantitative findings.

For the quantitative component, this study used a quasi-experimental design with pre-test and post-test control groups. The experimental group underwent speaking learning through TikTok-based activities, whereas the control group learned through picture series activities. Quantitative data were collected through a speaking performance test and a speaking anxiety questionnaire. Qualitative data were obtained through semi-structured interviews with the participants.

FIGURE 1. Research Design

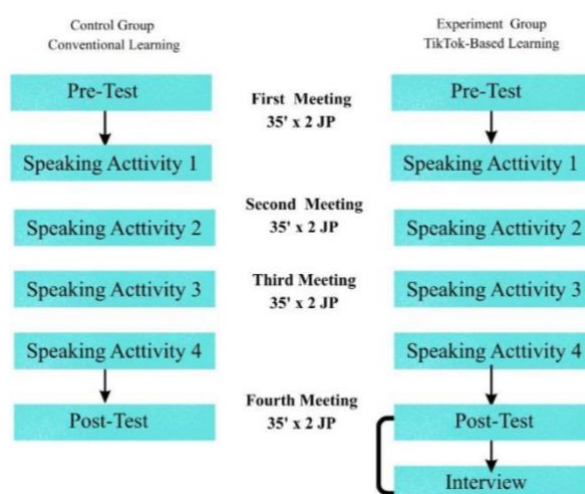


The mixed-methods quasi-experimental design used in this study is illustrated in Figure 1. This study involved two groups, an experimental group and a control group, to test the impact of TikTok-based speaking activities on students' speaking performance and anxiety. The experimental group engaged with TikTok, while the control group used a series of pictures. This study involved 50 students divided into two groups. The participants in this study were eighth-grade students from SMP N 29 Semarang. The experimental class consisted of 25 students, and the control class consisted of 25 students. Participants were categorized as Generation Alpha learners because they were born after 2010 and were accustomed to using digital technology in their daily learning activities. These classes were intentionally selected, considering that both classes had comparable levels of English language proficiency.

The research procedure consisted of four stages: pre-test, treatment, post-test, and interviews. In the initial stage, both groups underwent a pre-test to measure their initial speaking abilities and anxiety levels. Both groups were given the same speaking topics: self-introduction, daily activities, describing objects at school, and describing family. Students' speaking performance was assessed using a rubric adopted from Brown (2004), which covered pronunciation, grammar, vocabulary, fluency, and comprehension. In addition, students from both groups completed the Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire developed by Horwitz et al. (1986) to measure their speaking anxiety levels.

The experimental procedure, which included a pre-test, treatment, post-test, and interview, is shown in Figure 2. The experimental group participated in a TikTok-based speaking activity, while the control group used a series of images. A post-test was conducted after treatment.

FIGURE 2. Experimental procedure for control and Experimental Groups



In the treatment phase, the difference between the two groups was the media used for the speaking activities. The experimental groups used TikTok-based speaking activities to create short video clips, whereas the control groups used picture series as conventional learning media. Both groups engaged with identical speaking materials that covered the same topics and learning objectives. The treatment was conducted in four meetings. The TikTok-based speaking activities in the experimental group were conducted in four meetings. Each meeting discussed a different topic and included various learning activities tailored to the research objectives (Table 1).

As shown in Table 1, the treatment for the example group was conducted over four meetings, each with a 70-min time allocation session covering a different speaking topic and developed using TikTok-based learning activities in the experimental class. The learning process included material explanations, speaking practice, TikTok video production, and the

administration of a pre-test, post-test, speaking anxiety questionnaire, and semi-structured interviews to a non-random sample of six students.

After the treatment was completed, a post-test was administered to both groups using speaking topics, a speaking assessment rubric, and a speaking anxiety questionnaire identical to the pretest. The purpose of this procedure was to compare speaking performance and anxiety levels between the experimental and control groups.

TABLE 1. Treatment Procedures in the Experimental Class

Meeting	Time Allocation	Experiment Class Activities
1st Meeting	70 minutes	- Pre-test anxiety questionnaire (FLCAS) - Introduction, download, and use of the TikTok application, and how to record videos - Explanation of the self-introduction material. - Students make a TikTok video about self-introduction
2nd Meeting	70 minutes	- Explanation of Daily Activities. - The Students watched a sample TikTok video. - Students create TikTok videos of their daily activities.
3rd Meeting	70 minutes	- Explanation of the material: Describing Objects at School. - The Students watched a sample TikTok video. - Students created TikTok videos describing objects at school.
4th Meeting	70 minutes	- Explanation of the Describing Family material: (has/have and physical appearance). - Post-test speaking performance on the topic of Describing Family. - Post-test anxiety questionnaire (FLCAS). - Asks 6 students to participate in an interview session to assess their perceptions of using TikTok app and evaluation

To support the quantitative findings, this study collected qualitative data through semi-structured interviews with the students in the experimental group. Six students were purposively selected based on their speaking performance, level of participation, experience, and impressions of TikTok-based speaking activities in English learning.

In this study, the authors used three types of instruments: a speaking performance assessment rubric, a speaking anxiety questionnaire, and a semi-structured interview. The students' speaking performance was assessed using a rubric adapted from Brown (2004), which covers five aspects: pronunciation, grammar, vocabulary, fluency, and pronunciation. Brown (2004) states that evaluating speaking performance requires a comprehensive multicomponent approach to accurately depict students' communicative competence. Each aspect was assessed using a five-point scale, ranging from 1 (very limited skill) to (native-like skills). Higher scores represented better speaking performance. The assessment rubric used in this study is shown in Table 2.

This study used the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to measure speaking anxiety. The instruments consisted of 33 items on a five-point Likert scale. The questionnaire was tested for validity and reliability prior to use. Quantitative data analysis was conducted using the Statistical Package for the Social Sciences (SPSS). The researchers followed several steps. First, the Shapiro-Wilk test was applied to test the normality of the data distribution. Second, Levene's test was performed to assess the homogeneity of variance between groups. A descriptive test was then conducted to determine the mean, median, mode, minimum, and maximum scores, standard deviation, and frequency/percentage. After the assumptions were met, Analysis of Variance (ANOVA) was used to analyze the effect of TikTok-based speaking activities on students' speaking performance. Then, Analysis of Covariance (ANCOVA) was used to analyze the effect of these activities on students' speaking anxiety, controlling for pre-test scores.

Semi-structured interview data were analyzed using thematic analysis according to the stages proposed by Braun & Clarke (2006). The interview results were coded and grouped into several themes related to students' perceptions and improved speaking performance after using TikTok. For this qualitative analysis, the researchers used MAXQDA to systematically manage and interpret the interview data collected.

TABLE 2. Speaking Performance Scoring Rubric Adapted from Douglas Brown (2004)

Score	Grammar	Vocabulary	Comprehension	Fluency	Pronunciation
1	Grammatical errors are also common.	Speaking vocabulary is inadequate to express anything but the most elementary needs.	Can understand simple questions and statements if delivered with slow speech, repetition, or paraphrasing.	No specific fluency was reported.	Pronunciation errors are frequent.
2	Can usually handle elementary constructions quite accurately, but does not take confident control of grammar.	Has a speaking vocabulary sufficient to express himself simply	Can get the gist of most conversations.	Can handle social situations with confidence but not with facility.	The accent is intelligible, though often quite faulty.
3	The grammar control is good.	Vocabulary is broad enough that he rarely has to grope for a word	Comprehension is quite complete at a normal speech rate.	Can discuss particular interests of competence with reasonable ease.	Accents may be obviously foreign.
4	Grammatical errors are rare.	Can understand and participate in any conversation	Can understand any conversation	Able to use the language fluently.	Pronunciation errors are rare.
5	This is equivalent to that of an educated native speaker.	Speech at all levels is fully accepted by educated native speakers.	Equivalent to that of an educated native speaker.	Has complete fluency in the language.	Equivalent to that of an educated native speaker.

RESULT AND DISCUSSION

This section presents the findings on the effect of TikTok-based speaking activities on the speaking performance and anxiety of Generation Alpha students at SMP N 29 Semarang. The researchers analyzed the data using descriptive statistics, ANOVA, ANCOVA, and MAXQDA. The results showed that TikTok-based activities effectively improved students' performance. Especially in pronunciation and vocabulary mastery, while simultaneously reducing the speaking anxiety levels. These findings align with previous studies that suggest that short video platforms can increase learners' motivation, participation, and confidence in learning English speaking (Alharthy, 2025). Furthermore, students considered TikTok to be an engaging and interactive medium for repeated speaking practice and vocabulary expansion.

TABLE 3. The Assumption Test Result Speaking Performance

Variables	Levene		Shapiro-Wilk	
	Statistic	Sig.	Statistic	Sig.
Speaking Performance	2.062	0.158	0.928	0.079
P > 0.05				

The results of the Shapiro-Wilk normality test, Speaking Performance Assumption Test in Table 3, show a statistical value of 0.928 for the experimental group. Because this value was greater than 0.005, the students' speaking performance data were normally distributed. Thus, the normality assumption was met, and parametric analysis, such as ANOVA, could be continued to test the effect of TikTok use on students' speaking performance. Furthermore, the results of Levene's homogeneity test in the same table show a statistic of 2.062 with a p-value of 0.158. Because this significance value is also greater than 0.05, the data variance is homogeneously distributed. This condition proves that the data were evenly distributed and met the requirements for further statistical analysis.

TABLE 4. The Result Descriptive Test Speaking Performance

Variables	Experimental			Control		
	Sum	Mean	SD	Sum	Mean.	SD
Speaking Performance	1828	73.12	7.167	1326	53.04	5.264

As shown in Table 4, the experimental group achieved a higher average score (73.12) than the control group (53.04). This finding indicates that students who used TikTok for learning had better speaking performance than those who used conventional methods. Therefore, it can be concluded that TikTok has a positive effect on improving students' speaking performance.

TABLE 5. The Result of the ANOVA Test: Speaking Performance

Variables	SS	Df	Mean Square	F	p	Partial η^2
Speaking Performance	5040,080	1	5040,080	127,489	.001	.726

p < 0.05

Table 5 shows the results of the ANOVA test with an F-value of 127,489 and significance of 0.001 (p<0.05). These results prove that there is a significant difference in speaking performance between the control and experimental groups after treatment. The experimental group that used TikTok as a learning medium achieved a higher average score than the control group that used the conventional method. With a Partial Eta Squared value of 0.726, which is included in the very large category, most of the variation in students' speaking performance scores can be explained by the use of TikTok. These results answer the research question of whether TikTok can improve the English-speaking performance of Generation Alpha students at SMP N 29 Semarang. The results show that TikTok is effective in improving students' speaking performance and makes a significant contribution to learning outcomes, making it worthy of being an alternative learning medium for teaching speaking. The high effect size (0.726) indicates TikTok is more than a novelty; its multimodal interface aligns with Gen Alpha's 'phygital' habits, bridging the gap between social media use and academic performance better than static images. This finding is in line with that of Hongsa et al. (2023), who proved that TikTok improved the English-speaking performance of EFL students.

TABLE 6. The Assumption Test Result Speaking Anxiety

Variables	Validity	Reliability	Levene		Shapiro-Wilk	
			Statistic	Sig.	Statistic	Sig.
Speaking Anxiety	0.566**	0.846	2.078	0.108	0.975	0.776

p < 0.05

Based on the results of the speaking anxiety assumption test, Table 6 presents the results of the validity and reliability tests conducted to ensure the suitability of the questionnaire. The validity test showed a coefficient value of 0.566, indicating that the instruments were valid for

measuring students' speaking anxiety. Furthermore, the reliability test produced a Cronbach's alpha value of 0.846, indicating good reliability and consistency of measurement. The Shapiro-Wilk normality and Levene's homogeneity tests are presented. For the Shapiro-Wilk normality test, the statistical value was 0.975 with a significance of 0.776 in the experimental group. Because the significance value is greater than 0.05, the students' speaking anxiety data were normally distributed. The results of Levene's homogeneity test showed a statistic of 2.078 with a p-value of 0.108. Because the significance value is also greater than 0.05, the data variance is distributed homogeneously. These two test results prove that the assumptions for parametric analysis have been met, so the data is worthy of being continued to ANCOVA analysis.

The descriptive statistical results in Table 7 show that the control group had an increase in scores from 115.32 to 125.92. This indicates that conventional media are not effective in reducing anxiety. In contrast, the experimental group showed a decrease in the average score of speaking anxiety in the experimental group, from 101.92 to 80.20 after the use of TikTok.

TABLE 7. The Result Descriptive Test Speaking Anxiety

Variables	Control			Experimental								
	Pre-test			Post-test			Pre-Test			Post-test		
	Sum	Mean	SD	Sum	Mean	SD	Sum	Mean	SD	Sum	Mean	SD
Speaking Anxiety	2883	115.32	10.785	3148	125.92	9.656	2548	101.92	14.566	2005	80.20	10.528

The standard deviation also decreased from 14.566 to 10.528, indicating that students' anxiety levels were increasingly stable. Therefore, the results of this study prove the effectiveness of TikTok in reducing students' speaking anxiety.

TABLE 8. The Result ANCOVA Test Speaking Performance

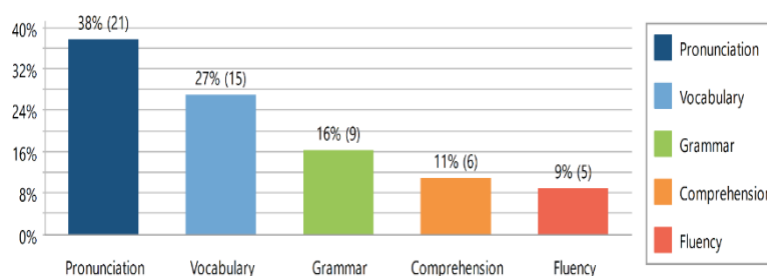
Variables	SS	Df	Mean Square	F	p	Partial η^2
Speaking Anxiety	15802,787	1	15802,787	205,824	.001	.814

p < 0.05

Based on the ANCOVA results in Table 8, the F value = 205.824 with a significance of p = 0.001 (p<0.05). This proves that there is a significant difference in speaking anxiety between the two groups after controlling for pretest scores. The partial eta squared value of 0.814 indicates a very large effect size. Thus, the experimental group showed a significant decrease in anxiety scores, while the control group experienced an increase. These data results answer the research question related to the effect of TikTok on English-speaking anxiety in Generation Alpha students at SMP N 29 Semarang. The use of TikTok has proven effective in reducing students' speaking anxiety, helping them become more confident, active, and comfortable using English during learning. The ANCOVA assumptions were met, and the analysis results were valid. Unlike conventional methods which saw anxiety rise, TikTok provided an 'asynchronous safety net.' By allowing students to edit and re-record, the platform lowered their 'affective filter,' turning a high-pressure speaking task into a manageable creative process. These results are in line with the research of Miao & Ma (2022).

To support the quantitative data results, qualitative data obtained from students' interviews were analyzed using MAXQDA. The qualitative analysis aimed to explore students' speaking improvements and perceptions of the implementation of TikTok-based speaking activities in EFL learning.

FIGURE 3. The result of MAXQDA for Speaking Improvement



As illustrated in Figure 3, the MAXQDA results show that TikTok positively affects students' English-speaking performance, especially in terms of pronunciation (38%) and vocabulary (27%). Repeated exposure to videos and pronunciation models helped students speak more accurately, while contextual content enriched their vocabulary. Improvements also occurred in grammar (16%) and comprehension (11%), although fluency (9%) remained the lowest aspect. The MAXQDA data results prove that video-based social media creates a more enjoyable learning experience and increases student engagement. TikTok has been shown to reduce speaking anxiety and help students become more confident in using English. Overall, the students considered TikTok useful for developing pronunciation, vocabulary, and fluency. These results are also in line with Nguyen & Diederich's (2023) study on smartphone-based collaborative vlog projects. However, students acknowledge that direct practice with teachers and friends is still necessary to achieve optimal communication. Theoretically, these findings redefine social media as a valid 'Community of Practice' rather than a distraction. Practically, it suggests that EFL pedagogy must evolve toward platform-mediated interaction to foster intrinsic motivation in digital-native learners.

CONCLUSION AND RECOMMENDATION

This study shows that integrating TikTok into English learning activities for Generation Alpha students significantly improves speaking performance and reduces anxiety among junior high school students. The TikTok app can improve pronunciation, fluency, vocabulary, grammar, and comprehension. Furthermore, its interactive features, such as stitch and duet, make the learning process more enjoyable while reducing speaking anxiety. The uniqueness of this study lies in the use of TikTok as a contextual learning medium for Generation Alpha students who are very familiar with digital technology. However, direct interaction with teachers and peers remains important for supporting real-life communication skills through activities such as role-playing and pair discussions.

The findings of this study recommend the following: First, English learning teachers can integrate TikTok as a learning medium to support students' speaking performance and maximize interactive features like stitch and duet. Second, schools should provide adequate technological facilities and conduct TikTok training for teachers. Future researchers can assess the long-term effects of TikTok use, integrate it with digital technology and social media, and expand the sample size for greater generalizability. Teachers should sequence instruction so TikTok-based discrete skills form foundations for peer-interactive speaking activities requiring automaticity and fluency.

REFERENCES

- Abildina, S. K., Mukhametzhanova, Zh. O., & Akhmetzhanova, Zh. B. (2025). Teaching generation alpha in the context of digital transformation of education. *Өрлеу Весті Непрерывного Образования*, 56–66. <https://doi.org/10.69927/KBYT2911>
- Alamer, A., & Almulhim, F. (2021). The interrelation between language anxiety and self-determined motivation: A mixed methods approach. *Frontiers in Education*, 6, 618655. <https://doi.org/10.3389/feduc.2021.618655>
- Alghameeti, A. A. (2022). Is TikTok an effective technology tool in English vocabulary expansion? *English Language Teaching*, 15(12), 14. <https://doi.org/10.5539/elt.v15n12p14>
- Alharthy, F. (2025). Exploring the impact of TikTok on second-language vocabulary acquisition: Benefits, challenges, and learner perceptions. *Journal of Humanities and Social Sciences Studies*, 7(3), 22–31. <https://doi.org/10.32996/jhss.2025.7.3.2>
- Alqarni, N. (2021). Language learners' willingness to communicate and speaking anxiety in online versus face-to-face learning contexts. *International Journal of Learning, Teaching and Educational Research*, 20(11), 57–77. <https://doi.org/10.26803/ijlter.20.11.4>
- Alweldi, S., Almalki, M. S., & Aljohani, A. (2024). Unleashing the potential of TikTok: Exploring the power of mobile in enhancing English speaking skills. *Sprin Journal of Arts, Humanities and Social Sciences*, 3(5), 40–44. <https://doi.org/10.55559/sjahss.v3i5.304>
- Archbell, K. A., & Coplan, R. J. (2022). Too anxious to talk: Social anxiety, academic communication, and students' experiences in higher education. *Journal of Emotional and Behavioral Disorders*, 30(4), 273–286. <https://doi.org/10.1177/10634266211060079>
- Arika Pusparini, L., Silitonga, L. M., & Senowarsito. (2025). Artificial intelligent supported Duolingo: enhancing students' speaking skills and reducing speaking anxiety in vocational education. *Jurnal VARIDIKA*, 37(1), 91–112. <https://doi.org/10.23917/varidika.v37i1.10431>
- Benaouag, C. E. A., & Kharchi, L. (2024). Technological innovation and its role in promoting the competitive advantage of the industrial enterprises. *Journal of Innovations and Sustainability*, 8(2), 12. <https://doi.org/10.51599/is.2024.08.02.12>
- Bevan Jones, R., Hussain, F., Agha, S. S., Weavers, B., Lucassen, M., Merry, S., Stallard, P., Simpson, S. A., & Rice, F. (2023). Digital technologies to support adolescents with depression and anxiety: review. *BJPsych Advances*, 29(4), 239–253. <https://doi.org/10.1192/bja.2022.3>
- Bhattachaiyakorn, S., & Phettakua, S. (2023). *English speaking anxiety among Northeastern Thai University students. Language education and acquisition research network*, <https://so04.tci-thaijo.org/index.php/LEARN/index>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in Psychology. *Qualitative Research in Psychology*, 3(2), 77–101. *Taylor & Francis Journal*, <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2004). *Language assessment: Principles and classroom practices*. Pearson/Longman.
- Celik, B., Yildiz, Y., & Kara, S. (2025). Using ChatGPT as a virtual speaking tutor to boost EFL learners' speaking self-efficacy. *Australian Journal of Applied Linguistics*, 8(1), 102418. <https://doi.org/10.29140/ajal.v8n1.102418>
- Chen, Q. (2024). The effectiveness of a role-play activity in practicing EFL learners' communicative skills. *Journal of Education and Educational Research*, 9(3), 306–309. <https://doi.org/10.54097/bd1act44>
- Cheng, Z., & Li, Y. (2024). Like, comment, and share on TikTok: Exploring the effect of sentiment and second-person view on the user engagement with TikTok news videos. *Social Science Computer Review*, 42(1), 201–223. <https://doi.org/10.1177/08944393231178603>
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- El Shazly, R. (2021). Effects of artificial intelligence on English speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3). <https://doi.org/10.1111/exsy.12667>
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>
- Ghasemi, A. A., & Mozaheb, M. A. (2021). Developing EFL learners' speaking fluency: Use of practical techniques. *Mextesol Journal*, 45(2), 1–13. <https://doi.org/10.61871/mj.v45n2-15>
- Guan, L., Lee, J. C.-K., Zhang, Y., & Gu, M. M. (2025). Investigating the tripartite interaction among teachers, students, and generative AI in EFL education: A mixed-methods study. *Computers and Education: Artificial Intelligence*, 8, 100384. <https://doi.org/10.1016/j.caeai.2025.100384>
- Hapsari, I. P., & Wu, T.-T. (2022). *AI Chatbots learning model in English speaking skill: Alleviating speaking anxiety, boosting enjoyment, and fostering critical thinking* (pp. 444–453). https://doi.org/10.1007/978-3-031-15273-3_49
- Hasumi, T., & Chiu, M.-S. (2024). Technology-enhanced language learning in English language education: Performance analysis, core publications, and emerging trends. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2346044>

- Höfrová, A., Balidemaj, V., & Small, M. A. (2024). A systematic literature review of education for Generation Alpha. *Discover Education*, 3(1), 125. <https://doi.org/10.1007/s44217-024-00218-3>
- Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023). The Effects of TikTok Application on the Improvement of EFL Students' English-speaking skills. *World Journal of English Language*, 13(7), 77. <https://doi.org/10.5430/wjel.v13n7p77>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. In *Source: The Modern Language Journal* (Vol. 70, Number 2).
- Houn, T., & Em, S. (2022). Common factors affecting grade-12 students' speaking fluency: A survey of Cambodian high school students. *Jurnal As-Salam*, 6(1), 11–24. <https://doi.org/10.37249/assalam.v6i1.360>
- Maghanoy, J., Tahil, M., Sulasula, J., Vallejo, R. G., Dumagay, A. H., & Alieto, E. O. (2025). *Gender and educational attainment dynamics on Artificial Intelligence anxiety among educators with emerging understanding* (pp. 513–522). https://doi.org/10.1007/978-3-031-98476-1_40
- Martí, P., Enguix, F., Nadal, S., & Jordán, J. (2025). *Engaging higher education students through TikTok: An approach to creative active learning*. 4199–4206. <https://doi.org/10.21125/inted.2025.1063>
- Miao, J., & Ma, L. (2022). Students' online interaction, self-regulation, and learning engagement in higher education: The importance of social presence to online learning. *Frontiers in Psychology*, 13, 815220. <https://doi.org/10.3389/fpsyg.2022.815220>
- Miller, D. (2023). Embracing the technological metamorphosis: Envisioning higher education for generation alpha in a shifting educational landscape. *International Journal Software Engineering and Computer Science (IJSECS)*, 3(2), 88–96. <https://doi.org/10.35870/ijsecs.v3i2.1492>
- Nguyen, H., & Diederich, M. (2023). Facilitating knowledge construction in informal learning: A study of TikTok scientific, educational videos. *Computers & Education*, 205, 104896. <https://doi.org/10.1016/j.compedu.2023.104896>
- Nwachukwu, E. L., Egbue, N. G., & Victor-Nwakaku, I. (2025). Adaptive learning systems: Bridging instructional technology and personalized pedagogy through design thinking. *Asian Journal of Early Childhood and Elementary Education*, 3(6), 498–520. <https://doi.org/10.58578/ajecee.v3i6.7610>
- O'Farrell, J., & Weaver, C. (2024). *Technology and transformation: Redefining higher education for generations Z and Alpha*. <https://doi.org/10.2139/ssrn.4833043>
- Rzońca, E., & Warchoń, T. (2024). Information and communication technologies as an element of the learning environment for Generation Alpha. *Forum Pedagogiczne*, 14(2.1), 75–85. <https://doi.org/10.21697/fp.2024.2.1.6>
- Sa'bandi, A., & Sidabalok, D. M. (2026). Enhancing critical thinking in speaking through Problem-Based Learning: A classroom action research. *Allure Journal*, 6(1), 73–83. <https://doi.org/10.26877/allure.v6i1.26319>
- Šramová, B., & Pavelka, J. (2023). Generation Alpha media consumption during covid-19 and teachers' standpoint. *Media and Communication*, 11(4), 227–238. <https://doi.org/10.17645/mac.v11i4.7158>
- Tapp, A., Soloway, E., Norris, C., & St.Clair, A. (2024). Using a Next-Gen Platform and Deeply Digital Curricula to support Alpha and iGen learners and their teachers. *International Journal on Engineering, Science and Technology*, 6(2), 216–225. <https://doi.org/10.46328/ijonest.206>
- Timotheou, S., Miliou, O., Dimitriadis, Y., Sobrino, S. V., Giannoutsou, N., Cachia, R., Monés, A. M., & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies*, 28(6), 6695–6726. <https://doi.org/10.1007/s10639-022-11431-8>
- Xin, Z., & Derakhshan, A. (2025). From excitement to anxiety: Exploring English as a Foreign Language Learners' emotional experiences in the Artificial Intelligence-Powered classrooms. *European Journal of Education*, 60(1). <https://doi.org/10.1111/ejed.12845>
- Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439–1451. <https://doi.org/10.13189/ujer.2021.090710>
- Ydyrysbaev, D., Kakimova, L. Sh., Gulnaz Sailaubaikyzy, B., Talgatbekovich, S. Y., Urmatova, A., & Orazbaev, E. (2022). Determining the digital transformation in education in the society 5.0 process. *International Journal of Emerging Technologies in Learning (IJET)*, 17(18), 136–145. <https://doi.org/10.3991/ijet.v17i18.32331>
- Zuo, X. (2024). Enhancing fluency through fun: The role of interactive activities in enhancing adult language proficiency. *Advances in Social Behavior Research*, 14(1), 57–62. <https://doi.org/10.54254/2753-7102/2024.20042>