

ONE DAY ONE MINUTE VLOG TRENDS' TIKTOK VIDEO PRODUCTION: ENHANCING STUDENTS' SPEAKING MOTIVATION

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ABSTRACT

Social media has become a popular platform for English language learning, allowing students to practice speaking through authentic digital content creation. This study investigates the motivational factors influencing students' English-speaking practices through the "One Day One Minute Vlog" (ODOMV) trend on TikTok. Employing a qualitative narrative inquiry approach, the study involved six purposively selected TikTok users who actively participated in the ODOMV trend. Participants shared their experiences through narrative stories after completing the vlog challenge. The data were analysed through coding, categorisation, and theme generation using a basic motivational framework focusing on participants' emotions and experiences. The findings revealed five key motivational themes: confidence, learning experiences, satisfaction, social and cultural influences, and personal and practical reasons. These factors encouraged students to engage consistently in English-speaking practice and enhanced their speaking performance. The study suggests that ODOMV provides an authentic, self-directed learning environment that promotes speaking motivation beyond the classroom. The findings offer practical implications for English teachers to integrate digital content creation into speaking instruction, supporting students' speaking development through meaningful and engaging out-of-classroom learning activities.

Keywords: motivation; one-day one-minute vlog; speaking performance; TikTok application

ABSTRAK

Media sosial telah menjadi platform yang populer untuk pembelajaran bahasa Inggris, memungkinkan mahasiswa mempraktikkan keterampilan berbicara melalui pembuatan konten digital yang autentik. Penelitian ini bertujuan untuk menginvestigasi faktor-faktor motivasi yang memengaruhi praktik berbicara bahasa Inggris mahasiswa melalui tren One Day One Minute Vlog (ODOMV) di TikTok. Penelitian ini menggunakan pendekatan kualitatif dengan metode narrative inquiry yang melibatkan enam pengguna TikTok yang dipilih secara purposif dan berpartisipasi aktif dalam tren ODOMV. Para partisipan membagikan pengalaman mereka melalui cerita naratif setelah menyelesaikan tantangan vlog tersebut. Data dianalisis melalui proses pengodean, kategorisasi, dan pembentukan tema menggunakan kerangka motivasi dasar yang berfokus pada emosi dan pengalaman partisipan. Hasil penelitian mengungkapkan lima tema utama motivasi, yaitu kepercayaan diri, pengalaman belajar, kepuasan, pengaruh sosial dan budaya, serta alasan personal dan praktis. Faktor-faktor tersebut mendorong mahasiswa untuk secara konsisten berlatih berbicara dalam bahasa Inggris sekaligus meningkatkan performa berbicara mereka. Penelitian ini menunjukkan bahwa ODOMV menyediakan lingkungan belajar yang autentik dan mandiri yang mampu meningkatkan motivasi berbicara di luar kelas. Temuan ini memberikan implikasi praktis bagi dosen dan guru bahasa Inggris untuk mengintegrasikan pembuatan konten digital ke dalam pembelajaran berbicara sehingga dapat mendukung pengembangan keterampilan berbicara mahasiswa melalui aktivitas belajar di luar kelas yang bermakna dan menarik.

Kata Kunci: aplikasi TikTok; motivasi; performa berbicara; satu hari satu menit vlog

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INTRODUCTION

The digitalisation era has created a new learning space for students and teachers in conducting the teaching and learning process. The flexibility of digitalisation has enabled more students to learn and acquire knowledge outside of the classroom. However, the digitalisation tools most students have proven to exist are social media platforms. One of the most popular platforms is TikTok. Since this application is built around various types of videos created by content creators, more users are focusing on specific types, such as learning English through video blogs (vlogs) to speak English for 1 minute every day. It has become a new trend in TikTok video production because it provides English learners with an opportunity to improve their speaking performance within a specific time frame for vlogs and topics. So, it attracts many active TikTok users to participate in this ODOMV trend. According to previous research, TikTok has increasingly offered accessible, understandable educational videos for viewers, whether intended for learning or not (Herlisya & Wiratno, 2022). In addition, another advantage of viewing TikTok videos, as reported in another study, is that students can gain new vocabulary as they watch TikTok videos on their accounts, which are commonly referred to as for-your-page (FYP) videos in the context of learning English (Nasichah, 2023). Thereby, the ODOMV trend contributes to two aspects: being part of the TikTok audience and becoming active users who also create English vlogs for practice opportunities.

Since students understand the new vocabulary, their desire to use it increases. Thus, they created the videos and used English vocabulary to train themselves to speak English (Huang, 2021). Unconsciously, the students' awareness of how to improve their speaking performance has been developing since they were motivated after watching the previous video, which featured the speaker speaking in English in a monologue (Kinasih & Nitsa, 2023). A previous study investigating the vlog type of TikTok also showed improvements in students' speaking performance and highlighted that using this type of media might be an effective way to build students' confidence (Huka et al., 2024). In the motivational context, the theory explained that there are two kinds of motivational experiences people should have to master a certain skill. The first is integrative motivation, which is acquired through people's awareness of engaging with the particular cultural society itself. The second is instrumental motivation, which arises when people aim for a specific outcome, such as achieving future professional goals (Dewi & Wilany, 2022).

The basic motivational model, based on previous research, explains that motivation arises when a person is in the initial stage of developing a desire to engage in a particular activity (Urhahne & Wijnia, 2023). TikTok trends support a focus on speaking skills. The trend is mentioned as One Day One Minute Vlog (ODOMV). The video is about a self-challenge to talk about anything for the duration of one minute per day. The speaker may discuss different topics in each video based on their daily experiences, or they might focus on one specific issue that happened during the day and the situation. When the situation supports the speaker, the self-willingness to create the video is shaped. Then, the students might consider setting goals, such as a 30-day challenge to improve their English. Thus, the action of producing the video occurs, and the outcome is that students may engage in self-evaluation and self-reflection on the video as a result of their practices (Sintayani & Adnyayanti, 2022). The consequence, as the final process in the basic motivational model, occurs immediately: when the video is uploaded to public access, other TikTok users may comment on their practices.

Research on the advancement of speaking performance through TikTok links indicates that several components of speaking performance have improved, including pronunciation, grammar, vocabulary, comprehension, and fluency. Those aspects were improved through speaking exercises, such as creating a TikTok video in the classroom (Rifai & Rahman, 2023). In addition, the video created by students and uploaded to TikTok was based on individual work and does not need to

be compared to another user's video, as they tend to focus more on the speaking challenge and the video should be completed. This is because the students have self-efficacy in English public speaking practice. A previous study that conducted interviews with university students found that one factor influencing lower self-efficacy is distraction from another speaker who performed well in their English-speaking practice during the classroom presentation (Zhang et al., 2020). This showed that learning to speak outside the classroom would allow students to develop their speaking performance without being influenced by other speakers with better capabilities, as they speak and discuss at the same time and place (Laoli, 2025).

Several aspects were considered in improving speaking performance through self-recording practices. The first aspect is the confidence that boosted the students' motivation to perform English-speaking in the social community. Previous research stated that self-confidence may help handle rejection from the surrounding environment, as the video was posted on social media (Yousefabadi et al., 2022). The next aspect is the importance of gaining experience, which can strengthen students' speaking performance after several practice sessions. It aligns with research conducted in Iraq, which explains that authentic communication experiences can foster students' motivation to learn speaking skills (Zanyar & Raheem, 2023). The satisfaction section also becomes an essential part in encouraging students to improve their speaking skills. Previous research, which focuses on English-medium instruction and students' treatment in the learning process, revealed that satisfaction motivation might increase students' willingness to develop their learning progress (Barrios et al., 2022). Another factor is social and cultural motivation, which explains how to build relationships through the broader community that shares an interest in learning English-speaking skills (Esteban et al., 2023). The last factor is personal and practical motivation in creating the ODOMV trends, indicating students' motivation to join them. The current study indicated that this kind of motivational factor can be the investment in seeking out future opportunities (Darvin & Norton, 2023).

Despite that, there is a gap in previous research. In the past, students used TikTok videos created by teachers or other creators as classroom learning materials. The students learned English by watching videos created by speakers who recorded them in English. As a result, the students' motivation to set goals for the speaking performance target was not achieved. The limited opportunities to develop speaking performance in the classroom inspired the students to focus on the TikTok video production. This phenomenon enabled students to gain greater benefits from using TikTok as a learning medium. To address this gap, this study identifies a new trend in TikTok videos on learning to speak as a challenge for students. In this sense, video creation is flexible, as it does not depend on the teaching and learning dimensions. Therefore, this study attempts to determine how students can be motivated by creating a TikTok video based on the ODOMV trends. It examines whether the ODOMV could boost the students' motivation in speaking performance.

METHOD

Research Design

This qualitative study has relied on narrative inquiry to elicit more personal statements from research participants. A narrative story framework was chosen to obtain further in-depth information on the ODOMV trend on TikTok experiences. This narrative inquiry study was based on self-reflection by a previous researcher who assigned the Journey Box assignment through students' activities to assess and improve students' learning experience quality (Wolff, 2025). In addition, it aimed to identify more knowledge about this ODOMV trend on students' experiences in learning speaking skills. This method was chosen because participants can acquire an individual perspective on this trend journey as a learning strategy and an out-of-classroom activity. Through narrative inquiry, students might freely express their emotions

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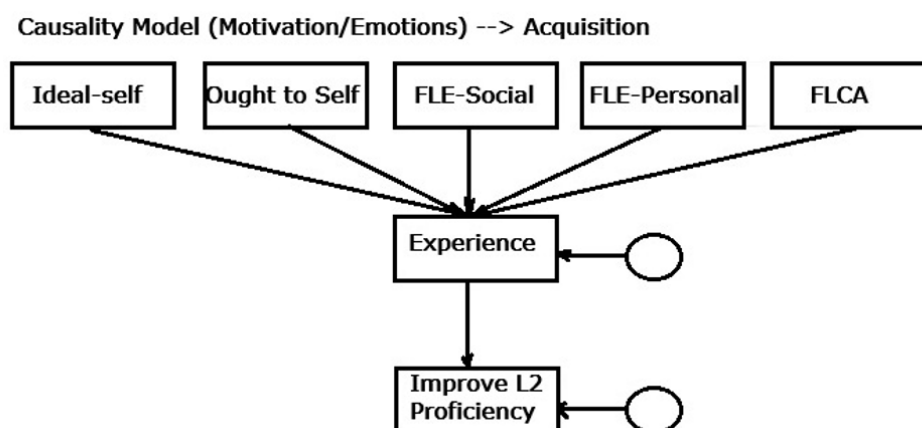
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during the ODOMV journey by providing detailed accounts of specific experiences. There are some aspects considered motivational for developing speaking performance throughout this ODOMV trend. Hence, the narrative story framework indicators are adapted from the L2 motivational self-system. The causality model in acquiring experience and foreign language proficiency, which is in line with this study's objective, explains how some emotions and motivations could boost the students' speaking performance in acquiring English as a second language, based on the adopted relation as shown in Figure 1 (Saito et al., 2025). The figure suggests that experience is influenced by the ideal-self, the ought-to self, foreign language enjoyment/FLE (social), foreign language enjoyment/FLE (personal), and foreign language classroom anxiety (FLCA). Other factors might affect the experience and the improvement in second language (L2) proficiency.

Figure 1. Causality model of motivation and emotions – leading to acquisition



However, since this ODOMV trend was conducted as an out-of-class activity, foreign language classroom anxiety was not incorporated into the narrative story framework. The ideal-self aspect was considered relevant to gaining confidence and experience, as the research instrument's indicators included students' emotions during the practice of speaking performance development. The ought-to-self was considered in the satisfaction aspect to assess students' learning satisfaction with the ODOMV trend. Despite that, the enjoyment of a foreign language was considered a positive aspect in the social and cultural context. Also, the personal and practical reasons for participating in the trend toward learning speaking skills are intrinsic motivation (Mendoza et al., 2023).

Research site and participants

There were 6 participants who dedicated themselves to sharing the experience of ODOMV trends through this study, which followed a purposive sampling strategy. These research participants were recruited by TikTok users who had experience participating in the ODOMV trends through their posted videos. The participants were chosen because they were TikTok users experienced in creating 30-day challenge video blogs in English and from various schools or institutions in Indonesia. The participants were informed that the narrative story framework would be recorded and anonymised, and that confidentiality would be ensured. In addition, the participants' involvement was entirely voluntary. Participants were identified based on their active engagement with the ODOMV trend. This approach ensured that each participant had firsthand experience with the practice being studied for a minimum of thirty days. There were five female and one male students from diverse educational backgrounds who participated in this study to share their perspectives on implementing this ODOMV trend. The six participants in

the sample were deemed sufficient, as the aim is to achieve richness and depth of understanding of the phenomenon (Cresswell, 2018). The participants' varied educational backgrounds and English skills captured a wide spectrum of perspectives on how ODOMV trends play a role in independent English-speaking development. They intended to explore their speaking performance in terms of independent learning, with no teacher or lecture exposure, in relation to academic achievement. Here is the detailed description of the participants:

Table 1. Demographic Data of Participants

No.	Gender	Age	Institutions
1.	Female	28 th years old	A student of a public university in Indonesia
2.	Female	22 th years old	A public senior high school graduate
3.	Female	26 th years old	A student of a private university in North Sumatra
4.	Female	18 th years old	A college student in Purwakarta, West Java
5.	Male	26 th years old	A public relations in one of the London Schools
6.	Female	20 th years old	A private senior high school student in West Java

The diversity among the six participants, spanning different ages, might offer varied perspectives on their experiences with ODOMV trends. The involvement of female and male students from different regions across Indonesia substantially enhances the analytical breadth of this study.

Data collection

Data collected covered several aspects of narrative inquiry, elicited through a narrative story framework and photo voice description. The narrative story framework developed by the journey box assignment in previous research, which uses storytelling to describe students' life journeys through specific activities. The instrument underwent expert validation through a multi-step review process, including the narrative story framework's structure, question prompts, and thematic alignment with the research objectives. So, it captured the expert's feedback and suggestions, which were carefully considered to enhance the data collection tool's relevance, appropriateness, and clarity. Prior to data collection, participants were provided with a written consent form detailing the research's aims, procedures, and participants' rights in contributing to the study. The narrative story framework is provided in a Word document to help participants share their perspectives by filling in the blank spaces in the form. The document was written in two languages and split into separate documents. The English text in a narrative story framework is written for participants who already have stronger English writing skills, to elicit their opinions in simple or complex ways.

Meanwhile, the Indonesian text was created for other participants who need more understandable ideas for each aspect in the narrative story framework exploration. Five aspects encouraged students' motivation to participate in ODOMV trends, as explored through the narrative story framework. Those are confidence, experience, satisfaction, social and cultural motivation, and personal and practical motivation aspects. Confidence describes students' feelings about their speaking ability, as reflected in their self-assessments and in personal growth from speaking skills development. For example, the prompt was written: *"When I decided to join the ODOMV trend on TikTok, I felt... about my ability to speak English fluently and clearly in front of a camera."* The experience aspect was also explored through a number of questions, focusing on students' engagement in the learning process and reflections on the ODOMV trends activities. For example, *"For each video, I decided by... and my favourite topic that I talked about was..."*. The

satisfaction aspect concerns the enjoyment students experience during their vlog creation activity, based on criteria such as speaking and learning progress. For example, *"I was particularly proud of my ... because"* In addition, the social and cultural motivations were to collect students' desire to socially engage and connect throughout cultural communities. For example, *"it helped me to see language learning as a way to"* The last aspect would be personal and practical motivation, which tends to align with students' achievement motivations in academic and career settings. For example, *"I am motivated to join this trend because"* and *"I believe after joining this trend, I can be"*. The participants tended to fill in the blank in the provided story framework, with a flexible time duration, to gain a more personal perspective for each experience in completing the ODOMV trends.

Data analysis

The narrative stories were analysed and coded using thick description, grounded in a meaningful and authentic miracle of narrative theory, drawing on previous research (Younas et al., 2023). The meaningful phase was capturing the participants' emotions, feelings, and meanings, as the narrative framework identified specific feelings of confidence and satisfaction. The authentic part was coded from participants' experiences, as well as their social and cultural, personal, and practical motivations for participating in the ODOMV trend to boost students' speaking performance. In addition, the thick description was supported by the participants' photovoice, which wraps meaningful and authentic stories. The analysis proceeded through several stages. During the coding stage, the raw narrative stories were repeatedly explored to identify initial codes that reflected the research participants' feelings, emotions, and experiences related to their participation in ODOMV trends. In the development stage, the initial codes were grouped into broader categories that relied on conceptual similarities and allowed systematic patterns across participants' narratives. In addition, the categories were synthesised to represent the motivational dimensions and the motivational themes reported in this research. The triangulation was also achieved by integrating photovoice documentation, video results of the ODOMV trends, as well as the written narrative stories. Triangulation was also conducted through peer debriefing, with ongoing discussions with a qualitative research colleague to interpret the conclusions. Despite that, reflexivity was explored through interactive and reflective journaling, in which positionality assumptions were critically acknowledged during the data collection process.

FINDINGS AND DISCUSSION

Findings

How the students are motivated by TikTok video production from the ODOMV trends

The results of this study were based on the narrative stories and photovoice activities, which were condensed into several aspects. The aspects include confidence, experience, satisfaction, socio-culture, as well as personal and practical motivation.

Confidence aspect: "I feel that I can be more communicative ..."

All participants were becoming more confident as they forced and challenged themselves by joining social media trends. However, in the beginning, feelings of their confidence were considered to be at the minimum stage, as stated by one of the participants:

"When I decided to join the 'One Day One Minute Vlog' trend on TikTok, I felt nervous but excited about my ability to speak English fluently and clearly in front of a camera."
(Participant 2)

This lack of confidence appeared because the participants tended to feel worried about making a mistake when they were talking in front of a camera. It happened since the participants had already set a target to speak fluently for the vlogs. Thus, when they started to make mistakes in mispronouncing words or grammatical errors, they needed to recreate that part of their statements in the vlogs. It reflects the successful motivational theory in terms of the ideal-self aspect, which builds confidence and experience, boosting students' excitement to learn better day by day. The participants identified with their feelings before and while progressing with their work, showing excitement but also nervousness because they had to speak English for about 60 seconds, explain anything on their mind, or decide on a specific theme or topics for each video they created. All participants also felt the same way, since they mentioned that their first feeling was too nervous during English-speaking practice. Moreover, the public also had the comment sections to criticise their work. Despite this, after several videos were posted and they continued working on the trend task, they showed greater confidence in creating the monologue based on the video production. A participant stated,

"However, as I continued making more vlogs, I gradually began to feel confident, realising that consistent practice helped me to improve my pronunciation, fluency, vocabulary mastery, and express my ideas more confidently." (Participant 4)

Another participant stated,

"However, as I continued making more vlogs, I gradually began to feel more natural and less anxious, realising that consistent practice helped me to improve my fluency and the natural flow of my speech and express my ideas more confidently." (Participant 5)

It shows that students' treatment of speaking exercises based on the ODOMV trends could boost their confidence and improve the consistency of vlog creation. Some speaking skills developed because speaking practice fostered their ability to explore more ideas and speak spontaneously. As a result, several speaking skills have advanced to the next level: fluency, pronunciation, and vocabulary mastery.

Experience aspect: "I decided each video topic based on my latest surroundings situation ..."

The second aspect was identified in students' experience during the ODOMV trend progress. Participants' track record in creating vlogs shapes the learning process. Participants who shared the video production content experience stated that their personal interest enriched the discussion of the topic. One participant stated,

"My favorite topic that I talked about was sharing personal reflections on my own journey and always ensuring I closed the segment with a constructive, takeaway message for viewers. I love to talk about that topic because it allowed me to practice introspective thinking while simultaneously focusing on clear, impactful communication to convey a lesson to an external audience." (Participant 3)

Participant 3 explained that the most favorite topic for English-speaking practice was personal reflections on one's own life journey. This is because it provides viewers with a message about life experience evaluations, which is both beneficial and informative in conveying moral values in today's situations. It engaged participants' organization of ideas in impactful ways and motivated others who watched the video. Other participants also stated the same reasons: they want to motivate and influence another student to practice speaking skills, which could also be done in a more flexible atmosphere. This experience occurred because the ODOMV results were uploaded to public social spaces, so it went beyond self-enjoyment and also aimed to promote good English-speaking performance, as it is an essential skill nowadays. Thus, it also represents the motivational theories of the ideal-self, the ought-to-self, and foreign-language enjoyment across personal and

social domains. Despite that, another participant did not do the same because this participant wanted to focus on sharing English-language knowledge with the targeted audience. The participant stated,

"For each video topic, I decided based on my interests and issues relevant to English learners, and my favorite topic that I talked about was the importance of prioritizing fluency over perfect grammar. I love to talk about that topic because I believe many people struggle with overcoming the fear of making mistakes." (Participant 5)

The statement indicates that the participant was dedicated to exploring more about relevant English learners who may have faced challenges in developing speaking skills, such as discussing the importance of speaking fluency over focusing on grammatical rules. This topic was interesting to talk about and thus led to more engagement from viewers.

Satisfaction aspect: "The feedback and encouragement ... made me feel more excited."

This section found that students' progress in terms of enjoyment in receiving feedback from viewers could satisfy their personal progress in creating more vlogs rather than focusing on self-assessment. Participants were appreciated by more people worldwide for the sense of enjoyment they brought to the video production process. One of the participants stated,

"The feedback and encouragement I received from my viewers made me feel more excited, which strengthened my satisfaction with my progress. Watching my own videos allowed me to notice my progress in speaking. I was particularly proud of my oral production structure because, actually, at the beginning of the process, it was difficult and disorganized, so I had to do a lot of editing on the video. However, as time went by, it was not that bad." (Participant 1)

The participant would like to highlight that the more practices were done, the more organised the idea could be shared orally with no hesitation. The satisfaction aspect was discovered from the students because the ODOMV trends inspire them to create more enjoyable speaking and learning practices. The participant emphasised that even on the first day of trial, videos were hard to overcome the structured idea, but after the participant found it easier after each day of the speaking challenge was conducted. This experience occurred since the participants were getting more viewers through the ODOMV uploaded video results. It engaged their personal motivation to create more videos on more interesting topics, which had been asked for by the viewers who had commented on their videos. This represents the motivational theory of the ought-to-self aspect because the participants showed their satisfaction in using the ODOMV trend as a tool of learning and connecting to more people, specifically those with the same interests as English learners.

Social and cultural motivation: "I wanted to motivate myself and even influence other viewers"

This section found that the participants' willingness to engage with people was socially based on the cultural community environment. The TikTok trending issue might be various, stemming from social activity, and so students might be motivated by the sociolinguistics aspect that supports their ideas of speaking practice topics for each ODOMV activity. A participant stated,

"I wanted to share my progress and connect with other English learners who have the same interest in learning English and improving their speaking skills to communicate with people and to understand better the cultural expressions shared through TikTok communities. Also, helped me to see language learning as a way to communicate with people." (Participant 2)

The statement above explained that the participant wondered how to socially engage with people who have the same interest in English speaking practice to communicate. It is shown that creating the same background knowledge of English learners might motivate the students to complete the ODOMV trends. While another participant explained another reason. He stated,

"From a social and cultural reason, I wanted to improve my English skills to be useful when I work at a company, and that will be a plus point to connect with people who come from various cultures and to understand better the cultural expressions shared through TikTok communities. Also, helped me to see language learning as a way to expand my knowledge and confidence." (Participant 4)

The participant has another point of view to reach the social and cultural motivation based on the future ambitions. He states that the reason to improve speaking skills is to work in a company that would highlight the values of the participant who acquires good English proficiency. It was also intended to reach more knowledgeable values, which could improve the participant's public relations. Those experiences occurred since each individual might see the TikTok platform in a similar view, but also from different and various angles. It happened because each student had a specific purpose in using the ODOMV trends. For example, one student used this activity as a platform to connect with the same English learners to improve speaking skills, while another student also viewed this trend as a tool to have more engagement with people with various backgrounds, so that it is connected socially and culturally. Therefore, this represents the foreign language enjoyment for the social aspect because even though the participants have different specific purposes through using the ODOMV trends, they still have the same vision to connect to other people in various dimensions.

Personal and practical motivation aspects: "I was also motivated by a personal goal...."

This last section was the essential key, as it was considered the main interest of participants in creating the ODOMV trends. There was the desire to achieve the three goals, which consist of academic, linguistic, and career. One of the participants stated,

"I wanted to prove to myself that I could be a charismatic and persuasive communicator. I believe that after joining this trend, I can be a confident and effective educational content creator who motivates students worldwide. Looking back, the "One Day One Minute Vlog" trend has made me bolder, more reflective, and highly motivated to continue learning as an English learner and communicator." (Participant 5)

It showed that the participant dedicated the practice to the contribution of an English-speaking practice influencer. This is because the participant mentioned that the ODOMV trends have made the participant motivated to be a charismatic and persuasive English communicator through TikTok communities. This experience occurred since the ODOMV trend was also first found by a TikTok active user who was motivated to learn more about English speaking, as they needed more opportunities to develop practically. The ODOMV trend has developed beyond the classroom activities, which represent how the foreign language classroom anxiety cannot be covered by only the same classroom speaking-based practices. Therefore, it represents the unique experience through the participants who decided to create more ODOMV creations. Finally, the participants realised their English-speaking proficiency after they did more practice through the ODOMV trends, which were conducted until the targeted goals were successfully achieved. A review of students' reflections in completing the ODOMV trends was explored through the photovoice. Participant 6's review of experience in participating in the ODOMV trends based on the picture, which describes the students' motivations. Before participating in the ODOMV, trends were described in the picture, as shown in Figure 2.

Figure 2. A view of the mountain and the forest (participant documentation)



The participant described the picture as follows:

"This photo depicts how I felt before joining the challenge. I felt flat, confused, and still unsure about starting. Like the calm but empty sky, I was also still afraid to speak in front of the camera and wasn't confident in my English." (Participant 6)

Another participant showed a picture in Figure 3.

Figure 3. A view of the mountain and the forest (participant documentation)



The participant illustrated the picture as follows:

"This photo captures how I felt after joining the challenge. The colors are warmer and brighter, just like my growing confidence. I'm bolder, more enthusiastic, and prouder of the little progress I'm making each day." (Participant 6)

The narrative story framework and photovoice were described clearly in a detailed explanation related to students' motivation in speaking performance experience in using ODOMV trends as extensive speaking skills activities.

Discussion

This study explores the students' motivation in creating video production, which uses the ODOMV trends to foster speaking performance. Based on the findings, there were five aspects of motivational factors that produced the oral language production. First of all is the confidence aspect, which tailored students' perspectives on acquiring more self-confidence in English speaking practice. However, self-confidence cannot be built without practicing more in learning speaking skills. All the participants stated that the beginning of their process in creating a video to practice English speaking was influenced by low confidence in trying to speak English with the surroundings, as they were not using English to communicate in daily life. This becomes a challenge for students in starting the process of implementing ODOMV trends. As a result, after some videos were posted on social media and students could find the pleasure of English-speaking learning, their self-confidence was shaped by creating more confidence videos. It aligns with previous research, which mentioned that students who had self-confidence could acquire language proficiency better than students who had low confidence in language learning (Huka et al., 2024). The previous research also stated that because confidence has a supportive role in language proficiency achievement, it might increase students' desire to improve speaking skills (Yousefabadi et al., 2022). In addition, it contributes to the enjoyment of using ODOMV trends as an informal digital language learning space. From the confidence dimension, students might develop their own willingness as the ideal self-aspect from the L2 motivational self-system outcomes.

The experience theme also has an important role in gaining more motivation to develop students' speaking performance. Several students have various experiences based on their favorite topic of vlog to discuss, which might show more effort to explain in structured and organised ideas. A previous study stated that experiencing topical knowledge in certain issues based on the surroundings might help students' oral production variations application (Zanyar & Raheem, 2023). The participants responded through the narrative story framework in terms of the most used topic to use in the ODOMV activity, which could boost students' emotional empathy in inviting more people to learn English speaking more effectively and joyfully by participating in the trend on social media. This phenomenon appeared after the students watched the previous video creator, who may use this trend to improve their speaking skills. Thus, it became the way to inspire more students in conducting extensive speaking practice through social media, specifically through the TikTok application (Herlisya & Wiratno, 2022). It contributes to the foreign language enjoyment from a personal view, which serves to create more experiences, and the more students might be motivated to improve their English-speaking performance, which aligns with the motivational self-system framework of the ideal-self aspect.

For the next aspect, satisfaction, all students from the participants were satisfied with the ODOMV trends to improve speaking performance. Satisfaction might be the role of how students could productively create and post their results of ODOMV on TikTok. It might be considered that the viewers' comment could support their practices. This atmosphere could

boost students' willingness to produce better and more interesting video practices. Moreover, it might provide positive results to the self-assessment effects after the posted videos capture good engagement from the viewers (Sintayani & Adnyayanti, 2022). Thus, it motivated students' excitement in creating more ODOMV trends to complete. This is supported by a previous study that highlights the satisfaction path might be an evaluation tool for students and teachers in revising the way of learning or fixing the process of learning in the classroom or vice versa (Barrios et al., 2022).

For the social and cultural aspect, the role of the community is emphasised in supporting or even challenging the students to explore their speaking practice. By focusing on the aim of learning to speak socially for the benefit of people around, students might be motivated to try to speak English consistently by using ODOMV. Another reason was the students' cultural expression that might be varied by their sociolinguistic background, involving their social motivation, such as starting to find out of their zone of learning space (Zhang et al., 2020). This is mentioned by a study from Thailand that highlights the efficiency of social motivation to reach more communicative skills to be culturally diverse in the community by reaching the future ambitions of education and career path (Esteban et al., 2023). So, social motivation aligns with the theoretical framework of foreign language enjoyment in the social aspect, which might boost students' awareness in promoting the importance of English-speaking performance for any diverse needs.

In the last key of motivation, personal and practical motivation could foster students' speaking performance. This highlighted the participants' personal branding on social media endeavors; students posted ODOMV trends positioned on the identity of a public speaker. The current study aligned with the finding that by acquiring personal motivation might discover "person in context" who promotes more engagement through creating more self-evaluation of their language performance (Darvin & Norton, 2023). One of the participants' statements that explained their personal motivation is to become an English learner who could motivate more students to learn in the same way. It can interact with their desire to focus on their development of speaking performance, which might be followed by other students who have the same goals (Laoli, 2025). The endeavors that demand students' motivation in fostering their speaking performance can be accomplished. Therefore, personal and practical motivation create more informal digital language learning spaces for more students to actively engage through the English-speaking performance advancement.

CONCLUSIONS AND SUGGESTIONS

This research reveals that there are some motivational factors that might increase students' speaking performance quality since they found more pleasure and an enjoyable idea of practicing speaking skills through ODOMV trends. Drawing on the L2 motivational self-system, we discovered that experiencing the suitable learning method of acquiring a foreign language might positively improve students' language level proficiency. The diverse backgrounds of participants motivated them to participate in ODOMV trends based on their own willingness. Thus, the participants viewed the strong emotions of interest and enthusiasm for English-speaking learning by using the ODOMV trends. Moreover, to contribute to the English language learning method and media, it can be noted that ODOMV trends hold significant pedagogical potential, such as a structured speaking practice medium for learning spaces beyond the classroom. It contributes meaningfully to the development of innovative English language learning media and methods.

However, the varied language proficiency levels of students need to be observed for future research. The future research should investigate the effectiveness of ODOMV trends by considering students' self-efficacy for speaking ability as well as exploring the perspective of

academic achievement outcomes. For example, expanding the digital storytelling activities in the form of ODOMV trends might correlate with formal academic performance in the English language learning dimension. This could lead to the exploration of how effective ODOMV trends are in improving students' academic speaking performance. In addition, future research might explore the ODOMV trends from students' perspectives in fostering their communicative competence. Thus, the ODOMV trends would be beneficial to encourage students' knowledge and skills in the global communication field.

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