



Students' Views of TikTok as English Language Learning Resource: A Qualitative Approach

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Abstract

This study explored students' perceptions of using TikTok as a resource for learning English. The research design utilized was qualitative research with a case study approach, and the data were collected through interview transcripts and documents. The participants in this study were students from SMKN 1 Bantul and Universitas Ahmad Dahlan, who were selected purposely. The results of the descriptive analysis showed that most students had positive perceptions of using TikTok to learn English. TikTok improved students' English language skills, particularly pronunciation, vocabulary, and speaking. Students noted that TikTok provides diverse English content, allowing them to learn interactively through features such as duets and stitches. Additionally, TikTok's format of short, engaging videos helps maintain attention and makes learning enjoyable. However, challenges such as content accuracy and informal language usage were identified. Overall, TikTok has the potential to be a valuable tool in English language education, complementing traditional methods and engaging students in a dynamic learning process.

Keywords: *Students View; TikTok; English Language*

Introduction

In the digital age, TikTok has emerged as a significant social media platform, captivating millions of users worldwide with its short-form, engaging videos. The platform is particularly popular among younger audiences, who are proficient in both creating and consuming digital content. Recent studies suggest that TikTok has the potential to function as a nano-learning platform, providing opportunities for learning various subjects, including English language skills (Garcia et al., 2022). The video format is favored by youth due to its ease of perception, memorability, and effectiveness in presenting educational content (Druzhba & Khan, 2022).

Educators and students have started to recognize TikTok's potential beyond entertainment. Research indicates that TikTok can facilitate English language learning by improving pronunciation skills, literacy, and speaking abilities (Pratiwi et al., 2021). Teachers are increasingly utilizing the platform to create educational content, while students leverage it to access information and develop language skills. TikTok's algorithm, which personalizes content based on user preferences (Boeker & Urman, 2022), further enhances the learning experience by continually presenting relevant and engaging content.

Despite the growing interest in TikTok as a learning tool, most studies have focused on vocabulary acquisition and receptive skills (listening and reading), rather than productive skills (speaking and writing). This study aims to provide a more comprehensive perspective by analyzing students' perceptions of TikTok as a tool for English language learning, covering various language skills such as listening, reading, writing, and speaking.

Several studies have explored the role of social media, particularly TikTok, in English language learning. Pratami and Syafryadin (2023) investigated student responses to using TikTok as a medium for learning English at Dehasen University, Bengkulu. Their qualitative descriptive study revealed that students strongly agreed with TikTok's effectiveness as a learning tool, highlighting its popularity, creativity, and ability to enhance English proficiency through short videos. Similarly, Hairul and Nurhayati (2023) conducted a case study at Tadulako University, which found that most students held positive perceptions of using social media for English learning, particularly in listening, speaking, vocabulary, and pronunciation. However, platforms such as YouTube and Instagram were found to be more commonly used for receptive skills like listening and reading.

Additionally, research by Hamad (2017) demonstrated that social media, including TikTok, enhances students' learning motivation, self-confidence, and linguistic skills. It was particularly effective in improving vocabulary and oral communication, as students could learn from native English speakers and professional educators through video content. Pereira and Hitotuzi (2023) further emphasized that TikTok can improve speaking skills, expand vocabulary, and maintain student focus in English as an Additional Language (EAL) classrooms.

Most of these studies indicate that TikTok can be a valuable supplementary tool for English learning. However, existing research has largely focused on vocabulary acquisition and pronunciation, with limited exploration of writing and reading skills. Furthermore, few studies have examined the interactive and community-building aspects of TikTok in language learning. Addressing this gap, the present study will explore students' overall perceptions of TikTok as a language learning tool, including its impact on various English language skills and its potential to create an interactive, student-centered learning environment.

This study is grounded in Social Constructivist Learning Theory (Vygotsky, 1978), which emphasizes that learning occurs through social interaction and collaboration. TikTok, as a highly interactive platform, aligns with this theory by enabling peer-to-peer engagement, content sharing, and community-driven learning experiences. Through comments, duets, and collaborative videos, learners can actively participate in language learning, reflecting Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners improve their skills with the support of more knowledgeable peers.

Additionally, Multimodal Learning Theory (Mayer, 2001) suggests that individuals learn more effectively when presented with a combination of visual and auditory stimuli. TikTok's short video format, captions, sound effects, and real-time feedback mechanisms create an immersive environment that caters to diverse learning styles, making it particularly beneficial for second language acquisition.

Moreover, the Noticing Hypothesis (Schmidt, 1990) argues that language learning improves when learners consciously notice linguistic elements in input. TikTok's bite-sized, repetitive, and engaging content can enhance learners' awareness of pronunciation, vocabulary, and grammar structures through repeated exposure to authentic language use in real-world contexts.

By integrating these theoretical perspectives, this study aims to examine how TikTok facilitates English language learning from a cognitive, social, and multimodal perspective. The findings will provide insights into how TikTok's unique features support language acquisition and enhance students' motivation and engagement in learning English.

Method

In general, this section describes how the study was conducted.

1. Research Design

This study employs a qualitative research method with a case study approach. According to Seers (2011), qualitative research is a systematic and rigorous approach that seeks to answer questions about experiences, perceptions, and underlying reasons behind a phenomenon. Bryman (2006) states that while quantitative research often involves structured interviews and questionnaires in cross-sectional designs, qualitative research predominantly uses semi-structured interviews to gather in-depth insights.

2. Population and Sample

The population in this study consists of senior high school and university students. The sample includes students from SMKN 1 Bantul and Universitas Ahmad Dahlan, selected through purposive sampling to ensure relevance to the research objectives. Andrade (2020) defines purposive sampling as selecting participants based on specific characteristics aligned with the study's goals. In this case, the participants were students who actively use TikTok and have an interest

in learning English through the platform.

3. Instruments and Data Collection

The primary data collection instruments were interview guides and documents. The semi-structured interview guides included open-ended questions designed to explore students' perceptions of TikTok as an English language learning resource. Additionally, documents related to students' TikTok usage for English learning were collected as supplementary data.

Interviews were conducted virtually via a secure online platform, each lasting between 30 to 45 minutes. The sessions were recorded with participants' consent, ensuring data accuracy and reliability. In total, six students participated in the study. Relevant documents describing the use of TikTok in English learning were collected digitally.

4. Data Collection and Analysis

Data were analyzed using the interactive analysis model proposed by Miles and Huberman (1994), which consists of three main stages:

a. Data Reduction

Data reduction involves selecting, focusing, simplifying, and transforming raw data. Interview transcripts were carefully reviewed, and only relevant information related to students' perceptions of TikTok in English learning was retained for analysis.

b. Data Display

Data were organized in a structured format to facilitate interpretation. Findings were presented in narrative text and summarized in thematic categories to enhance clarity.

c. Drawing Conclusion

The final step involved identifying key patterns and drawing conclusions based on the collected evidence. To ensure the validity and reliability of findings, the researchers engaged in continuous comparison, triangulation, and peer debriefing to confirm the consistency of the interpretations.

This study adhered to ethical research principles. Informed consent was obtained from all participants before data collection. Confidentiality and anonymity were strictly maintained, and all data were securely stored to protect participants' privacy.

Results

This section presents the research findings in relation to the research questions, categorized into key themes. The analysis is structured to address students' general perceptions of TikTok, its role in English language learning, motivational aspects, challenges, and benefits.

Students' Background and General Perception of TikTok

A total of six students participated in this study, selected through purposive sampling based on their active use of TikTok and interest in learning English via the platform. The selection ensured that participants represented both high school and university students, with varying levels of engagement with TikTok. Table 1 provides an overview of the participants' demographic characteristics.

Table 1. Participant Demographics

Responde nt	Ag e	Gender	Education Level	Years Using TikTok	Daily Usage (Hours)	Primary Reason for Using TikTok
K	18	Male	High School	4 years	4-6	Entertainment & Learning
N	17	Male	High School	2 years	3	Learning & Entertainment
RA	20	Female	University	3 years	Varies	Social & Educational Content
IR	22	Male	University	2 years	2-4	Learning English & Mathematics
DAK	17	Female	High School	2 years	1-2	Exploring Creative Content
SN	20	Female	University	4 years	4	Entertainment & Learning

Respondent 1 (K)

Respondent 1 is 18 years old and has used the TikTok application for four years. He often uses the application, spending around 4-6 hours daily. K thinks that his experience using TikTok is fun and very informative. According to him, besides being an entertainment application, TikTok also allows him to find educational content to help him learn English. He says learning through the TikTok application is one of the most relaxed and interactive ways to learn.

Respondent 2 (N)

The second respondent is 17 years old. He has been using TikTok since 2022, with an average daily usage time of three hours. His general perception of TikTok is that if users are wise in using it, then TikTok can provide a fun and entertaining experience. However, users must also be careful when filtering information on TikTok because there is also much hoax information or news that irresponsible parties can freely disseminate through the TikTok application.

Respondent 3 (RA)

RA is 20 years old and has been using TikTok for almost three years. She uses TikTok quite often per day or week. According to RA, TikTok is a sufficient application for everyday life because it contains engaging content, such as cafe recommendations, OOTD inspirations, and many other valuable things.

Respondent 4 (IR)

Respondent 4 is 22 years old. IR started using TikTok in 2022. According to IR, using TikTok depends on the needs; it can be 3-4 hours per day, and sometimes it can only be 2 hours per day depending on the needs. For now, he feels that using TikTok is quite frequent. IR's view of TikTok is that it is an increasingly creative application both in terms of entertainment and education, where he often watches videos that contain how to learn English and mathematics through live or short videos made by content creators.

Respondent 5 (DAK)

Respondent 5 is 17 years old. D has been using TikTok since 2022. He uses TikTok 1-2 times a day. DAK believes that TikTok is one of the most popular social media platforms. She likes FYP Fitur because many creative things can be found there. During her time using TikTok, DAK felt that it could help her appear confident. However, he often sees many negative comments in a video uploaded by content creators that make him insecure.

Respondent 6 (SN)

Respondent 6, 20 years old, SN, has been using TikTok since 2019, and recently, she has been accessing TikTok as her entertainment media. SN usually spends 4 hours a day using TikTok. Her view of TikTok is that TikTok is something

that can be easily accessed. As long as she uses it, she feels that more and more things will make TikTok more creative, not only as an entertainment platform but also as a valuable tool for helping students earn money. Moreover, that can inspire her to use TikTok more wisely in entertainment, earning income, or learning new things.

Students' Views on TikTok for Learning English.

The researchers asked students about their views on TikTok and English learning. DAK, RA, and K stated that TikTok has a feature that can be used in learning English, namely Stitch or Duet. They argue that with this feature, anyone can actively learn by stitching videos from other content creators who have created topics such as song duets, with each person having their part. K stated:

The duet and stitching features are really interesting because they allow me to interact with others and practice in a creative way to hone my skills.

(fitur duet dan stitching sangat menarik karena memungkinkan saya berinteraksi dengan orang lain dan berlatih dengan cara yg kreatif dalam mengasah kemampuan saya)

From the explanation above, respondent 1 uses the features of TikTok as a tool to enrich vocabulary and improve his speaking skills. This is one way to learn English, namely by accessing English song videos with song lyrics arranged in each part by the content creator to improve the pronunciation of content lovers.

Meanwhile, to enhance Listening skills, you can also listen to trending English songs generally used by creators from Indonesia. In addition, N, IR, and SN believe the examples of videos that can help them learn English are Kampung Inggris, Jago Bahasa, and English Media. They stated that the content creators always make short videos that focus on learning English by following trends and creativity, making them not miss the videos they make. IR stated:

The way I use TikTok to learn English is by choosing relevant content such as looking for content related to learning English such as grammar tutorials, vocabulary, or dialogues in English. I will keep watching so that later, it will often appear in my FYP. Sometimes if I think the content creator is interesting, I will follow the account.

(cara saya menggunakan TikTok untuk belajar bahasa Inggris ialah dengan memilih konten yang relevan seperti mencari konten konten yang berhubungan dengan belajar bahasa Inggris seperti tutorial grammar, kosa kata atau dialog dalam bahasa Inggris. Saya kan terus menonton sehingga nanti akan sering muncul di FYP saya. Kadang juga jika kreator kontennya menurut saya menarik saya akan mengikuti akun tersebut)

Creative videos uploaded on TikTok make students think that TikTok is an effective tool for learning English. According to N:

In my opinion, TikTok is one of the most effective applications for learning English because there are many videos on the application that are very interesting and easy to understand in terms of learning new things, such as vocabulary or grammar in English.

(menurut aku pribadi Tiktok merupakan salah satu aplikasi yang efektif untuk belajar bahasa Inggris karena banyak video yang ada di aplikasi tersebut yang sangat menarik dan mudah dipahami dalam hal mempelajari hal baru seperti belajar kosakata atau tata bahasa dalam bahasa Inggris)

The statement above shows that TikTok is a social media platform that is an effective tool for improving students' English because it can be accessed easily. Students also like short videos so they stay energized when learning English.

Students' Motivation in Using TikTok to Learn English.

Students K, N, and DAK shared their experiences that TikTok can motivate them to learn English. N explained that learning English from TikTok can motivate him because he can watch artists or great people make exciting videos to learn. As in DAK's statement:

Using TikTok can increase my motivation to learn English because I want to know more about English. I also usually like the content creators. For example, their personality can be seen in how they teach or their fluency in using English language, so I am usually motivated by that too.

(menggunakan TikTok dapat meningkatkan motivasi ku belajar bahasa Inggris karena aku jadi ingin tahu kosakata dalam bahasa Inggris lebih banyak lagi. Aku juga biasanya suka dengan para konten kreatornya misalnya pribadinya terlihat pada cara mengajarnya atau bagaimana dia bisa lancar menggunakan bahasa Inggris jadi aku biasanya termotivasi dari hal itu juga)

The many accounts on TikTok have piqued her interest in learning English. She can choose which content creators she wants to watch and learn English according to what she likes. Students stated that learning English from social media allows them to learn various skills needed for their progress.

Regarding engagement or comparing traditional methods and TikTok, K explained that she prefers learning with social media rather than books or conventional methods. K stated:

I think TikTok is more interactive and interesting than traditional methods such as textbooks, and the use of short videos makes learning more fun and not boring.

(Menurut saya TikTok lebih interaktif dan menarik dibandingkan metode tradisional seperti buku teks dan penggunaan video pendek membuat pembelajaran terasa lebih menyenangkan dan tidak membosankan)

Each person's learning style is very diverse. K likes learning about social media because she thinks it is more creative and accessible anywhere. She also stated that it suits her as she likes to learn independently.

Challenges and Limitations of Students Using TikTok to Learn English.

K, a student using TikTok since 2020, explained the challenges of using the TikTok application in learning English. This challenge makes him practice more in consuming content on TikTok, as in K's statement:

My main challenge in using TikTok is ensuring that the content I consume is accurate and does not contain false information. I also have to make sure to choose something truly educational.

(Tantangan utamanya saya dalam menggunakan TikTok adalah saya harus memastikan bahwa konten yang saya konsumsi akurat dan tidak mengandung informasi yang salah saya juga harus selektif selektif dalam memilih konten yang benar benar edukatif)

Because the TikTok FYP system is diverse, many videos can interfere with concentration while studying. The videos shown can also be influenced by how often they are consumed. For example, if you usually watch grammar videos, then videos about grammar will most often appear on the TikTok FYP page.

Not all videos uploaded on TikTok use informal language, which makes students have to consider the use of language. RA and N stated that videos still use informal or slang words. This allows them to learn that English on TikTok must be from accounts that use informal words. They assume that learning English for academic purposes must be learned from parties that use formal language. RA stated:

The limitations or disadvantages of using TikTok for language learning are the varying quality of language, such as many TikTok users who use informal language or Slank, which makes it unsuitable for formal English learning, but limited interaction, although some videos may invite comments and discussions, this does not always happen so direct interaction with other learners or instructors is limited.

(batasan atau kerugian dalam menggunakan TikTok untuk pembelajaran bahasa ialah kualitas bahasa yang bervariasi seperti banyak pengguna TikTok yang menggunakan bahasa informal atau Slank yang membuat tidak cocok untuk pembelajaran formal bahasa Inggris namun keterbatasan interaksi meskipun beberapa video mungkin mengundang komentar serta diskusi ini tidak selalu terjadi sehingga interaksi langsung dengan pembelajaran lain atau instruktur terbatas)

RA explained that limited interaction was also a problem when he was learning English. Sometimes, there was further discussion in the comment's column on the video, but that didn't happen often. This can be seen from the many people who can comment on one video, which can delay the discussion that the students made because it was covered by other comments.

SN, IR, and DAK stated that the limitation of learning English on TikTok is the duration of the video, which sometimes needs to be longer. Students want further explanation but must search for the topic again on the same or different accounts. As in DAK's statement, namely:

One of the limitations is the video duration limitation, which is only up to 3 minutes or sometimes no more than 1-2 minutes, so what is conveyed can be less in-depth, so I need to take action to find the topic which is sometimes conveyed by the same or different parties. But that distracted me from learning English.

(Salah satu batasannya adalah keterbatasan durasi video yang hanya sampai 3 menit bahkan kadang tidak lebih dari 1-2 menit, sehingga yang disampaikan bisa jadi kurang mendalam jadi perlu tindakan dari saya untuk mencari topik tersebut yang kadang ada disampaikan oleh pihak yang sama atau berbeda. Tapi hal itu membuat saya jadi terganggu dalam belajar bahasa Inggris)

Different individual learning ways make some students view that some can learn English more interestingly because the videos are creative and not too long, but there are also those who consider the time duration to be something that limits learning English on Tiktok.

Benefits of Using TikTok in Learning English

SN, RA, and IR noted an improvement when using TikTok to learn English. This was evident from several videos they created using English sounds. RA mentioned that her English pronunciation became more fluent and her vocabulary richer. As RA stated:

Yes, I noticed an improvement in my English skills since I started using TikTok, particularly in vocabulary and pronunciation.

(iya saya memperhatikan adanya peningkatan dalam kemampuan bahasa Inggris saya sejak saya mulai menggunakan TikTok, yaitu di bidang kosakata serta pengucapan)

RA observed that her pronunciation became more fluent and her vocabulary expanded since TikTok became one of her learning tools for English. In videos uploaded to TikTok, many trends use English sounds or content creators' speech that is easier to understand, which helps improve students' vocabulary and pronunciation.

N, K, and D mentioned several examples that enhanced their English skills using TikTok. These methods are often used to practice various English skills and impact their English abilities in grammar, listening, and speaking. K made the following statement:

I often follow pronunciation challenges and try to imitate the way native speakers pronounce words that appear on my TikTok FYP. This method helps me improve my accent and intonation. I think an example that impacts my listening is the English sounds or songs that are trending and that I like. I keep repeating the sound until I memorize it.

(saya sering mengikuti tantangan pengucapan dan mencoba meniru cara pengucapan native speaker yang lewat di fyp tiktok cara ini membantu saya memperbaiki aksen dan intonasi saya. Saya rasa contoh yang mempengaruhi saya dalam listening yaitu sound atau lagu bahasa Inggris yang sedang viral yang menurut saya bagus, saya selalu terus menerus mengulang sound tersebut hingga saya menghafalnya)

Similarly, N also stated:

For example, when there's a viral song on TikTok, I learn to listen to and memorize the sound. I also learn the meaning from the subtitles and practice pronouncing the vocabulary in the song.

(contohnya saat ada lagu viral di TikTok dan aku belajar mendengarkan dan berusaha menghafal sound itu. Aku juga belajar artinya dari sub title dan belajar bagaimana cara pengucapan dari kosakata di dalam lagu itu)

The students use TikTok to learn English by leveraging trends or viral content, such as songs in videos uploaded by content creators. Sounds they understand and like motivate them to memorise and use these sounds in their videos, allowing them to follow the ongoing video trends.

Suggestions from Students about Tiktok for Learn English

The students RA, SN, and IR provided suggestions for TikTok to enhance its quality of education. They believe TikTok could become a beneficial educational medium due to its growing popularity each year and easy accessibility, as SN stated:

To better support English learning, TikTok should include more educational content. More structured and specifically designed content could include grammar lessons, vocabulary, or practical tips to improve speaking skills. Perhaps in the future, content creators will develop ideas to design quiz filter features that help anyone with a TikTok account learn English through these features.

(Menurut saya, untuk lebih mendukung pembelajaran bahasa Inggris, TikTok harus lebih banyak memasukkan konten pendidikan. Mungkin ada konten yang lebih terstruktur dan dirancang khusus untuk belajar bahasa Inggris, seperti pelajaran tata bahasa, kosa kata, atau tips praktis untuk meningkatkan keterampilan berbicara. Mungkin di masa depan, pembuat konten akan memberikan ide untuk merancang fitur filter kuis yang membantu siapa pun yang memiliki akun TikTok belajar bahasa Inggris melalui fitur-fitur ini)

As a university student, SN explained that filter features designed by creative content creators related to education could enable students with TikTok accounts to learn English or other subjects. Several videos show that teachers often livestream and teach English through TikTok, and retired lecturers and professors frequently conduct live streams with different themes in each schedule to support English learning on TikTok.

Meanwhile, as high school students K, N, and DAK explained, teachers could participate in learning English using TikTok. Teachers could engage directly or through assignments given to students and uploaded to TikTok. This would also train students' confidence, as K and N stated:

Teachers can use TikTok to assign challenging tasks like creating short videos on specific topics, making English lessons more engaging and relevant for students.

(Guru dapat menggunakan TikTok untuk memberikan tugas yang menantang seperti membuat video pendek tentang topik tertentu, membuat pelajaran bahasa Inggris lebih menarik dan relevan bagi siswa)

One suggestion for teachers is to create a content creator account where students can learn from at home, or to participate by introducing technology to their students.

(Salah satu saran bagi guru adalah membuat akun pembuat konten di mana siswa dapat belajar dari rumah, atau untuk berpartisipasi dengan memperkenalkan teknologi kepada siswanya).

Students K and N explained that teachers could act as a bridge for students to get to know technology as a tool to enrich their learning methods, especially for learning English. Creative video assignments could positively impact students' confidence levels and be an effective way to improve their speaking skills and grammar. Several videos of students completing assignments on TikTok, such as daily routine explanations or presentations, have been uploaded to students' TikTok accounts.

From the interviews with the students, it was found that all students positively perceive using TikTok to learn English and consider it a good platform for improving their English skills. They believe TikTok motivates them to learn English. The researcher found no negative perceptions regarding using TikTok as a medium for learning English. TikTok is an effective learning tool that can be accessed and used anytime and anywhere. Thus, TikTok might become a necessity for English teachers to implement in their teaching as it has the potential to be useful for English learning and to motivate students in their studies.

Discussion

The findings of this study reveal that TikTok holds significant potential as a tool for learning English among the younger generation. The results indicate that student motivation for learning can be enhanced through using TikTok's interactive

features, such as duet and stitch. These features allow students to actively participate in learning, aligning with constructivist theory, which emphasizes the importance of learning through direct experience (Vygotsky, 1978). The study also supports Krashen's Input Hypothesis, where exposure to comprehensible input slightly above the learners' current level ($i+1$) facilitates language acquisition (Krashen, 1985). Furthermore, the Cognitive Load Theory (Sweller, 1988) suggests that the short-duration videos on TikTok reduce cognitive overload, making learning more manageable and engaging for students.

The ease of access and flexibility offered by TikTok are also crucial advantages. Students can access educational content anytime and anywhere, supporting the modern need for flexible learning in terms of time and place. The short duration of videos helps maintain student attention, which is often a challenge in traditional teaching methods (Garcia et al., 2022). Additionally, TikTok provides authentic content produced by native English speakers or experienced educators. Exposure to language use in diverse contexts is essential for effective language acquisition, supporting Krashen's input hypothesis, which posits that exposure to language slightly above the learners' current level ($i+1$) can drive language learning (Krashen, 1985).

However, this study also identifies several challenges and limitations. The varying quality of content and the short video duration can limit the depth of material learned. Moreover, the use of informal language in some content can hinder the learning of formal English. Therefore, better content curation by educators is necessary to ensure students access relevant and high-quality materials (Pratiwi et al., 2021).

Social interaction and collaboration facilitated by TikTok's comment and collaboration features also create a supportive learning environment. This can enhance students' communication skills and deepen their understanding of the material. Educators can leverage TikTok as a supplementary tool in teaching English by creating educational accounts that provide structured learning content. Assignments involving students creating short videos can also increase engagement and speaking skills.

Comparisons with previous studies show consistent findings that social media can be an effective learning tool. For instance, a study by Pratami and Syafryadin (2023) at Dehasen University, Bengkulu, showed that students strongly agreed with using TikTok as a learning medium. A study by Hairul and Nurhayati (2023) at Tadulako University found that social media platforms like YouTube and Instagram enhanced students' English skills. These results are consistent with this study's findings, indicating that TikTok can boost students' motivation and English skills.

This study highlights that TikTok fosters student-centered learning, allowing learners to engage in interactive, self-directed educational experiences. Educators can leverage social learning theories (Bandura, 1977) by encouraging students to learn from peers through collaborative video creation. Additionally, the multimodal nature of TikTok content, which integrates text, audio, and video, aligns with Mayer's Cognitive Theory of Multimedia Learning (Mayer, 2001), which argues that combining visual and auditory stimuli enhances retention and comprehension.

From a pedagogical perspective, TikTok can be integrated into formal education through structured assignments, such as:

1. Encouraging students to create videos explaining grammar concepts or vocabulary usage.
2. Using TikTok for pronunciation practice through interactive challenges.
3. Assigning students to follow and analyze educational TikTok accounts.
4. Implementing TikTok-based discussions where students critique content and verify language accuracy.

Additionally, incorporating TikTok into classroom activities aligns with Flipped Learning Models, where students engage with educational material outside class and apply it through interactive discussions and activities in class (Bergmann & Sams, 2012).

Implementing TikTok in English learning can facilitate students' more engaging and relevant learning. Educators can use this platform to provide supplementary materials that support classroom learning and to encourage students to participate in content creation that supports their speaking and writing skills. Additionally, teachers can curate and recommend high-quality content to students to ensure adequate and relevant learning.

Using TikTok can also promote a more student-centered learning approach, where students are more active in the learning process. Assignments that involve creating short videos increase their engagement and provide opportunities to practice speaking skills in authentic contexts. Educators can also utilise TikTok's comment and collaboration features to create a supportive and collaborative learning environment.

Conclusion

This study demonstrates that TikTok has significant potential as an effective English learning tool. The findings indicate that using TikTok can enhance students' motivation to learn, provide easy access and flexibility, and offer authentic content that supports language learning. However, several challenges need to be addressed, such as varying content quality and the use of informal language. With the right approach and educator supervision, TikTok can become a helpful learning tool.

Educators and educational institutions are encouraged to adopt more innovative and technology-centric approaches to teaching English, which are relevant in this digital age and more engaging and effective for students.

This study opens several areas for further research. One area that needs deeper exploration is the effectiveness of TikTok in enhancing more specific English language skills, such as academic writing or critical reading. Additionally, longitudinal studies can be conducted to examine the long-term impact of using TikTok as an English learning tool. Further research can also explore how TikTok can teach other aspects of English, such as grammar or phonetics, and how this platform can be integrated with traditional learning methods to create a more holistic learning experience.

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