



The Effect of TikTok Usage on English Language Proficiency: A Survey-Based Correlational Study

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Abstract

This study aims to analyze the effect of using TikTok as a learning medium on students' English language skills in higher education. Using a quantitative approach and descriptive-correlational survey design, data was collected from 124 active university students from various study programs who use TikTok in their English learning process. The instrument used was a closed-ended questionnaire based on a five-point Likert scale, which measured the intensity of TikTok use (X) and English language skills (Y), including vocabulary acquisition, pronunciation, listening comprehension, and speaking fluency. The statistical analysis showed a very strong correlation between TikTok usage and English language skills, with a correlation coefficient (R) of 0.935. The R Square value of 0.875 indicates that 87.5% of the variability of English skills can be explained by the use of TikTok, while the remaining 12.5% is influenced by other factors. Each one-unit increase in TikTok usage increased English skills by 0.861 units ($p < 0.001$). The findings suggest that TikTok can be an effective learning media in improving English language skills, especially in vocabulary and listening skills. The practical implication is that educators can utilize this digital platform to support more contextualized and engaging learning.

Keywords: *TikTok; English Learning; English Language Skills, Correlational Study.*

Introduction

TikTok has become one of the most popular social media platforms used by the younger generation. The app allows users to create, share and watch short videos that are creative and interactive (Yang, 2020). In education, TikTok is starting to be utilized as an innovative learning medium, including in English language learning. The short video format on TikTok provides opportunities for students to access language materials visually and audibly in a short and fun time (Faradis and Reksiana, 2022).

English language skills taught in higher education include listening, speaking, reading, and writing (Xiuwen and Razali, 2021). TikTok allows students to practice pronunciation, enrich vocabulary, and understand language context through authentic content (Al-Marroof et al., 2021). Activities such as creating videos in English or responding to others' videos provide contextualized and communicative learning experiences. These experiences support active learning and language production (Fira et al., 2024).

The benefits of utilizing TikTok in learning can be explained through several learning theories. Social Constructivism Theory by Vygotsky, 1978 (Mustikasari et al., 2023; Liu & Matthews, 2005) emphasizes the importance of social interaction in building knowledge, including through digital media such as TikTok. In addition, Multimodal Learning Theory (Mayer, 2006) explains that the combination of text, images and sound can increase the absorption of information. TikTok, as a multimodal platform, fits this theory as it presents materials in various formats that support a thorough understanding of language.

Recent research has shown that TikTok can increase students' motivation and engagement in English language learning. Ardiana Ananda (2022) found that visually and audibly appealing TikTok video content encouraged active participation. Ian et al. (2024) stated that short videos help students practice natural speaking and listening skills. Dasoo (2022) also added that interactive features such as comments and duets encourage collaboration and more authentic language use.

Although it has potential, the use of TikTok in learning faces challenges. Some of the obstacles that arise include difficulties in controlling inappropriate content, potential distractions from entertainment features, and the lack of training for lecturers in designing digital learning content (Mulyanah et al., 2024). Tan et al. (2022) emphasized that the effectiveness of TikTok as a learning medium is highly dependent on the instructor's strategy in designing content that is directed and relevant to the learning outcomes.

Most of the recent studies have focused on the general benefits of TikTok such as increased learning motivation and language skills, but not many have addressed

the systematic integration of TikTok in the college curriculum (Sajonia, 2024). In addition, there is a lack of studies on how the use of TikTok can be adapted to students' digital literacy levels, learning styles, and access to technology (Jessica & Katemba, 2023). This gap leaves room for further exploration in the context of higher education.

This study aims to analyse the effect of using TikTok on students' English language skills in higher education and identify challenges in its use. The main focus of the research is on improving students' learning motivation, language skills and active participation. To this end, the research questions were: (1) Does the use of TikTok affect college students' English skills? (2) What are the challenges in integrating TikTok as a learning medium?

Method

This study used a quantitative approach with a descriptive and correlational survey design. This design was used to identify the relationship between the use of TikTok as a learning medium (variable X) and students' English language skills (variable Y) in higher education. Correlational design was chosen because it is able to objectively measure the relationship between independent and dependent variables through numerical data. The population in this study were students of the English Education study program in one of the universities, with a total of 26 participants, consisting of 18 women and 8 men, aged between 18 and 24 years and from semester 2 to semester 8. The purposive sampling technique was used to select relevant participants, namely those who actively use TikTok in English learning activities.

The instrument used was a closed-ended questionnaire with a Likert scale of 1-5. This questionnaire consists of two main parts, namely TikTok usage indicators and English language skills indicators. TikTok indicators include aspects of convenience, motivation, ease of access, and challenges of use, while English skills indicators include listening, speaking, reading, writing, vocabulary acquisition, grammar, and pronunciation. This questionnaire was adapted from the article "Exploring EFL Students' Perspectives: The Role of TikTok in Enhancing English Language Skills" by Susanto & Suparmi (2024). Since this instrument has been tested for validity and reliability in previous studies, no validity test was conducted again in this study.

Table 1. Research Indicators

Variable	Questionnary	Reference
Using Tiktok (X)	I find that the interactive features of TikTok allow me to practice real-life communication.	(Sarah et al., 2024)
	I feel it is convenient to learn English when using TikTok.	(Agustina & Putra, 2022)
	I find TikTok to be user-friendly and easy to use for learning English.	(Gusmareky & Tambusai, 2023)
	I find TikTok content makes it accessible to all English levels of learners.	(Agustini, 2023)
	I can easily find relevant English learning materials on TikTok.	(Meiliasari et al., 2024)
	I feel motivated to learn English when using TikTok.	(Tuhuteru et al., 2021)
	I believe that using TikTok makes learning more engaging and enjoyable.	(Arochman & Hasani, 2023)
	I believe that TikTok can be a valuable and innovative platform for learning English.	(Zulfebriges & Zahra, 2023)
	I find that short videos on TikTok make it difficult to understand the content.	(Fitrian et al., 2023)
	I find the limited interaction opportunities on TikTok.	(Kolin et al., 2023)
	I find that the informal language on TikTok may not always align with formal English learning objectives.	(Yuliana, 2024)
Students' English Skills (Y)	My English listening comprehension has improved after using TikTok.	(Fitria, 2022)
	My speaking abilities improved when I used TikTok to learn English.	(Solomon, 2021)
	My reading abilities in English have improved because of TikTok	(Natasya et al., 2023)
	My English writing gets better when I interact with other users on TikTok	(Tam, 2024)
	My English vocabulary has grown after using TikTok.	(M Jirana Nurul, 2023)
	My English grammar mastery has improved because of TikTok's visual content.	(Rahman et al., 2024)

	My English Pronunciation has improved accurately because of TikTok.	(Pratama & Hastuti, 2023)
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Data collection was conducted online using the Google Form platform over a period of 1 month. Prior to filling out the questionnaire, participants were given information regarding the purpose and benefits of the study, and were asked to agree to an informed consent form. The collected data were analyzed descriptively to describe the respondents' profiles and the distribution of answers, and analyzed using Pearson correlation and simple linear regression techniques to test the relationship between TikTok usage and students' English language skills. This analysis aims to evaluate the extent to which the use of TikTok can contribute to the improvement of English language skills in the context of higher education.

Results

This chapter presents the research results obtained from data analysis, complemented by discussions to provide a deeper understanding. The findings are organized systematically to answer the research questions and support achieving the predetermined objectives. The discussion relates the research results to relevant theories, previous research, and their implications in the context of this study. In addition, the strengths and limitations of the findings are also discussed to provide a comprehensive and in-depth picture of the topic under study. This discussion also includes the relationship between the influence of variable X and variable Y, which will be critically analyzed to see the extent to which the relationship affects the results found in this study.

1. Descriptive Statistics

Table 2. Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Mean	Std. Deviation	Variance
Using TikTok (X)	26	20	100	71.00	18.668	348.480
Students' English Skills (y)	26	22	100	68.31	17.183	295.262

Table descriptive statistical analysis results show that variables X (Use of TikTok) and Y (Students' English Language Proficiency) were analyzed using 26 valid data. Variable x has a minimum value of 20 and a maximum of 100 with an average (mean) of 71.00, indicating that the value of this variable tends to be high. The spread of data on variable x is quite large, as seen from the standard deviation of 18.668 and variance of 348.480. Meanwhile, the y variable has a minimum value of 22 and a maximum of 100, with an average of 68.31, slightly lower than the x variable. The spread of data on variable y is smaller, with a standard deviation of

17.183 and a variance of 295.262. Although both variables have almost the same range of values, the x variable shows a higher average and greater degree of data dispersion, indicating that the values in the x variable are more varied than those in the y variable.

2. Visual Representation of Descriptive Data

Table 3. Students' Perceived Improvement in English Skills via TikTok

English Skill	Mean Score
Listening	75
Speaking	88
Reading	65
Writing	60
Vocabulary	85
Grammar	70
Pronunciation	80

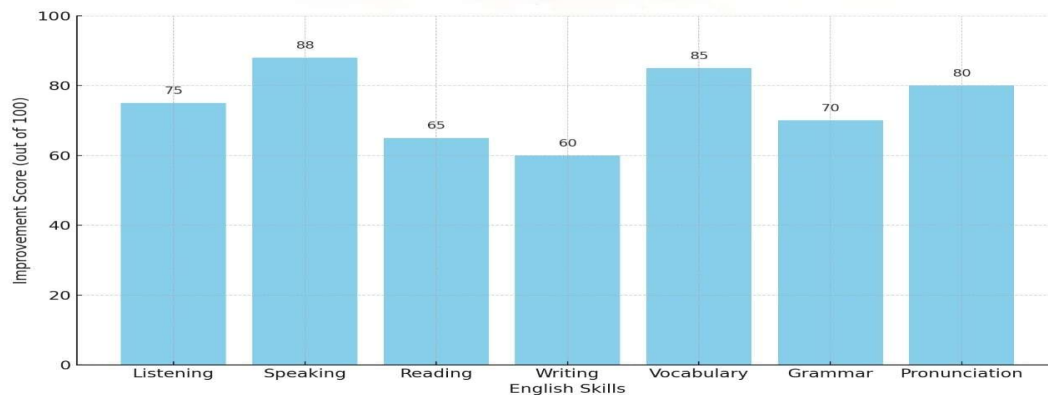


Figure 1. Perceived Improvement in English Skills Through TikTok

Figure 1 illustrates the students' English skills improvement scores based on seven aspects of skills, with a score range from 0 to 100. This data represents students' perceptions of the impact of using TikTok in improving their English skills. The highest score was in Speaking (88), followed by Vocabulary (85) and Pronunciation (80). This finding shows that the use of TikTok significantly contributes to the development of students' speaking, vocabulary acquisition, and pronunciation skills. In contrast, the lowest scores were seen in Writing skills (60), followed by Reading (65), and Grammar (70). The low scores on writing and reading skills may indicate that TikTok content, which is generally audio-visual and communicative,

has not optimally supported aspects of academic literacy. The Listening skill obtained a score of 75, which is quite high. This can be explained by the characteristics of TikTok content which contains a lot of audio in the form of conversations, storytelling, or other narratives, which support the development of students' receptive listening skills.

3. Regression Model Summary

Table 4. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.935 ^a	.875	.869	6.208
a. Predictors: (Constant), X				

Table Model Summary showed the simple linear regression analysis results that examine the effect of TikTok usage (X) on students' English skills. The R-value of 0.935 indicates a robust relationship between TikTok usage and students' English skills. Furthermore, the R Square value of 0.875 suggests that using TikTok can explain 87.5% of the variation in English skills. In contrast, the Adjusted R Square value of 0.869 shows that the adjustment is still excellent even though only one predictor exists in the model. Std. The error of the Estimate of 6.208 shows that this model has a relatively low prediction error rate, indicating that this regression model is accurate in predicting TikTok usage's effect on students' English skills.

4. ANOVA Test

Table 5. Anova

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6456.612	1	6456.612	167.536	<,001 ^b
	Residual	924.927	24	38.539		
	Total	7381.538	25			
a. Dependent Variable: (Students' English Skills) Y						
b. Predictors: (Constant), (Using Tiktok) X						

Table ANOVA showed that the regression model used to predict the dependent variable y based on the independent variable x is statistically significant. The total variation in the dependent variable y is 7381,538, of which the regression model can explain 6456,612, while the remainder, 924,927, cannot be explained by the model (residuals). The mean square for the regression is 6456.612, while the mean square for the residual is 38.539. With an F value of 167.536 and a p-value <0.001, this model shows that the relationship between variables x and y is significant at the 99% confidence level. This indicates that the x variable significantly influences the y variable.

5. Coefficients and Effect Size

Table 6. Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.185	4.877		1.473	.154
	x	.861	.067	.935	12.944	<.001

a. Dependent Variable: (Students' English Skills) Y

Table Coefficients regression analysis results show that the independent variable X significantly influences dependent Y. The unstandardized regression coefficient (B) for x is 0.861, which means that every one-unit increase in X will increase the value of Y by 0.861 units, assuming other variables remain constant. The standard error value of 0.067 indicates this estimate's uncertainty level. Still, with a t-value of 12.944 and significance $p < 0.001$, this coefficient is statistically significant at the 99% confidence level. The standardized coefficient (Beta) of 0.935 indicates that X strongly influences y. Meanwhile, the constant value of 7.185 suggests that when X is zero, the average value of Y is estimated at 7.185. However, this constant is not statistically significant, as noted in the t-value of 1.473 and significance of 0.154. Overall, the X variable proved to be a substantial and strong predictor in this regression model.

6. Response Patterns and Questionnaire Detail

The questionnaire items target English language skills such as listening, speaking, reading, writing, vocabulary, grammar and pronunciation. The students reported the highest improvement in listening and speaking due to exposure to real-life conversations in TikTok videos. However, challenges such as the short duration of the videos and informal language were noted as limitations for the development of formal grammar and writing (Gusmareky & Tambusai, 2023)

Discussion

The results of this study show that the use of TikTok has a very significant influence on students' English skills, as shown by the correlation value ($R = 0.935$) and the coefficient of determination ($R^2 = 0.875$). This means that 87.5% of the variation in students' English skills can be explained by the intensity of TikTok

usage. This finding directly answers the research question that the higher the use of TikTok, the higher the level of students' English skills, especially in the aspects of speaking, vocabulary, and pronunciation. This is in line with the theory of authentic content-based learning which states that exposure to authentic English materials, such as those found in TikTok videos, can strengthen language competence naturally and contextually (Arochman & Hasani, 2023).

Based on specific language skill aspects, speaking ability showed the highest improvement (mean = 88), followed by vocabulary (85) and pronunciation (80). This is in line with the findings of Solomon (2021), who stated that short-duration audiovisual content such as TikTok effectively improves aspects of oral communication. In contrast, writing (60) and reading (65) skills obtained the lowest scores, indicating that the use of TikTok has not fully supported the development of academic literacy. This could be due to the more informal, fast-paced and unstructured nature of TikTok content and the lack of complex written text models. Listening skills (75) are in the middle and quite high, reflecting that TikTok content also supports the development of oral comprehension through authentic audio exposure.

However, there is still 12.5% variation in English proficiency that is not explained by the use of TikTok. This could come from other factors such as learning motivation, access to other learning resources, educational background, or English-speaking environment outside TikTok. In addition, although the regression coefficients are statistically significant, the constant value (7.185) is not significant, which suggests that the role of TikTok becomes meaningful only if it is actively and consistently used. These findings emphasize the importance of consciously using social media as a learning tool, as well as the need to develop TikTok-based educational content that is not only visually appealing, but can also support academic skills such as writing and grammar.

Conclusion

Based on the results of data analysis, this study shows that there is a very strong and significant relationship between the use of TikTok and the improvement of students' English language skills. Students benefited the most from using TikTok in speaking, vocabulary acquisition, and pronunciation, indicating that the app is effective in supporting oral and communicative language skills. In contrast, reading and writing showed lower results, indicating that TikTok has not optimally supported the development of text-based academic skills.

Theoretically, these findings reinforce the view that short video-based social media can be a potential support tool in English language learning, especially in the context of communicative skills. However, to maximize its benefits in formal learning, the use of TikTok needs to be supported by appropriate pedagogical

approaches and planned learning strategies. Thus, this application is not only an entertainment medium, but can also function as an effective learning tool in improving various aspects of students' language skills.

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