



Learning Factors in Informal Digital Spaces: A Study of English Learning Through TikTok Content by @englishramah

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Abstract

Social media has changed the way people learn languages outside of a classroom. TikTok specifically, as an interface of demand for English learning, with its amusing and accessible contents in short forms. However, research on learning factors that affect English acquisition in informal digital spaces is scarce particularly concerning educational content creators such as @englishramah. This research employed a qualitative descriptive design involving online semi-structured interviews with ten TikTok users and observations of selected videos. The data were analyzed thematically to identify patterns related to learner motivation, interaction, and content accessibility. This research argues to investigate these learning factors on English language development in the use of TikTok including learner motivation, interaction and content accessibility. With a view to explore the concepts and categories, data were gathered from ten TikTok users as key informants who actively consume @englishramah's content through online interviews for data collection and select videos for observations of their content. The findings reveal that delivery attractiveness is the most influential factor in sustaining learners' engagement, followed by clarity of explanations supported by real-life examples and an informal tutor delivery style. These factors contribute to increased motivation, comprehension, confidence, and perceived improvement in English ability.

Keywords: Informal learning; English language learning, TikTok, digital spaces, Student engagement

Introduction

Learning of languages has gone beyond the class- room “domain” and infiltrated non-formal digital set- tings such as social media. A TikTok (short-form video app) show has blossomed into a global phenomenon that is providing

informal learning in English through exciting videos! Research that indicates TikTok short vids, interactive challenges, and substrates on the offer learners with opportunities to learn English in real world context that enjoyable engagement and high motivated (Agustina & Dharmawan, 2024; Hasby & Angrum, 2023). A lot of work on the pedagogical has accumulated in language, including the promise of TikTok, English ramah. He has contributed to the learning of English in Indonesian context on TikTok platform. Previously, research has been conducted mainly on the broad learner perceptions/technological acceptance (Al-Emran et al., 2023; Rita & Subekti, 2023) rather than analyzing learning factors that make non-formal platforms a success. This is where our study comes in to fill the gap by exploring learning aspects such as learner motivation, access, and interaction of @englishramah's TikTok content. In understanding these factors, it will help to explain how informal spaces can complement formal instruction, enrich language development and promote independent, socially engaged learning.

Unlike traditional classroom instruction, informal digital learning environments allow learners to access language input anytime and anywhere, driven primarily by personal interest rather than curricular demands. This shift highlights the growing relevance of platforms such as TikTok as alternative spaces for language exposure, practice, and social interaction. The short-form nature of TikTok videos, combined with algorithm-driven personalization, enables learners to encounter repeated and meaningful English input that aligns with their preferences and proficiency levels.

Content creators like @englishramah play a crucial role in bridging this gap by presenting English in relatable, culturally relevant, and easily digestible formats. By using everyday expressions, humor, and bilingual explanations, @englishramah reduces learners' anxiety and makes English learning feel more approachable. This aligns with theories of affective learning, which emphasize that positive emotions and low anxiety enhance language acquisition.

Furthermore, TikTok supports a participatory learning culture where learners are not merely passive recipients of information but active contributors. Through features such as comments, likes, duets, and stitches, learners can interact with content, creators, and peers, fostering a sense of community and shared learning. Such interaction, although informal, may enhance learners' confidence and willingness to communicate in English, which is a key component of successful language learning.

Despite these advantages, empirical research examining how these learning processes unfold in authentic, non-formal digital environments remains limited. Many studies focus on outcomes or perceptions rather than exploring the underlying learning factors that sustain engagement and development. Therefore, by investigating motivation, access, and interaction in relation to @englishramah's TikTok content, this study seeks to provide deeper insight into how informal digital platforms contribute to English learning and how they may complement formal classroom instruction in contemporary EFL education.

How a TikTok took off on English learning. Agustina and Dharmawan (2024) examined students' attitudes toward TikTok with regard to the vocabulary, pronunciation, and learners' confidence it helps them create. The results indicate that TikTok, with its elements of accessibility, interactivity and affective engagement not only satisfies learners to learn while being entertained.

Just as Hasby and Angrum (2023) reported, that watching TikTok improves viewer's motivation and free association from exposure to unreferenced communication, such as authentic expressions & pronunciation practice. This is something that Sarkila, Islam, and Fatmawati (2024) further build on by underlining the speaking development value of TikTok as its duet and stitch features lower inhibitions and stimulate oral output. These works focus on motivation and affect of learning in informal spaces.

From a technology acceptance perspective, as applied by Al-Emran, Malik and Al-Kabi (2023), the UTAUT model was utilized to determine the effects of perceived usefulness, social influence, and ease of use on students' intention to adopt TikTok for educational purposes. Their results are in line with those of Mutmainnah & Yunita (2023), who reported that TikTok can improve EFL students' speaking fluency and pronunciation by using multimodal interaction if learners have self-discipline.

Pedagogically, Pandia and Sibarani (2024) reviewed teaching strategies utilized by basement of TikTok educators and that communicative ability, such as role play and situational dialogues, encourage higher engagement than grammar focused drills. It is important to note this difference, in order to further analyze how the content of @englishramah can engage Indonesian learners. Likewise, Tan et al. (2022) conducted a review of 60 studies and found that TikTok's features are facilitative for collaborative, experience learning while challenging such as distraction and unstructured pedagogy.

These findings are also supported by the quantitative study done by Rama, Hamdani and Prihatini (2023) where they found that there is a highly significant improvement in vocabulary learning through TikTok as students tend to enjoy it more and tend to remember better. Similar findings from Alfitri (2024), indicate that learning language of TikTok enhance multiple language skills such as listening, vocabulary and pronunciation that are related to avail genuine culturally enriched material.

Although these studies have already showcased the educational "promise of TikTok"8 (p. 1), none have investigated which learning variables come into play when using this app in informal digital environments. Also, the general focus on student perceptions or laboratory environment fails to capture learners' experiences with content contributors such as @englishramah. Therefore, this study fills that gap by providing a glimpse into how motivation, interaction and access come together to wield influence on english learning in such informal social contexts like TikTok.

Beyond the growing body of research highlighting TikTok's effectiveness in

enhancing discrete language skills, scholars have increasingly emphasized the importance of understanding informal digital learning environments as complex ecosystems rather than merely supplementary instructional tools. Informal learning through social media platforms such as TikTok differs significantly from classroom-based instruction, as it is voluntary, self-directed, and often driven by intrinsic motivation rather than institutional requirements (Benson, 2011). This distinction is crucial when examining how English learning occurs organically through content creators like @englishramah, where learners are not explicitly positioned as students but as participants in a shared digital culture.

From a sociocultural perspective, language learning in informal digital spaces aligns with Vygotsky's notion of socially mediated learning, where interaction and exposure play a central role in development. TikTok, as a participatory platform, enables learners to observe, imitate, and reproduce linguistic input through repeated exposure to short, engaging videos. According to Lantolf and Thorne (2006), such mediated interactions contribute to internalization processes that support second language acquisition. In this context, TikTok's duet and stitch features function as tools of mediation, allowing learners to co-construct meaning and practice language use without the pressure commonly associated with formal assessment.

Motivation remains one of the most frequently cited variables in studies on TikTok-based language learning. However, many studies conceptualize motivation primarily in terms of enjoyment or interest, without sufficiently unpacking its multidimensional nature. Drawing on Dörnyei's L2 Motivational Self System (2005), motivation in informal TikTok learning can be understood through the interaction of the Ideal L2 Self, the Ought-to L2 Self, and the Learning Experience. TikTok content often presents achievable and relatable language models, which may strengthen learners' Ideal L2 Self by allowing them to envision themselves as competent English users. Content creators such as @englishramah often employ casual language, humor, and real-life contexts, making English appear less intimidating and more attainable.

Furthermore, the affective dimension of learning plays a significant role in TikTok-based English acquisition. Krashen's Affective Filter Hypothesis (1982) posits that low anxiety, high motivation, and positive attitudes facilitate language acquisition. TikTok's informal and entertainment-oriented environment may lower learners' affective filters by reducing fear of making mistakes. Unlike traditional classrooms, where errors are often corrected explicitly, TikTok allows learners to engage passively at first, gradually building confidence before actively participating through comments or content creation. This gradual engagement supports what MacIntyre et al. (1998) describe as willingness to communicate, a key factor in second language development.

Interaction, although often limited in form, constitutes another essential variable in TikTok-based learning. While TikTok does not facilitate extended conversational exchanges comparable to synchronous communication platforms,

its comment sections, likes, shares, and collaborative features still provide meaningful interactional opportunities. According to Chapelle (2003), interaction in computer-assisted language learning does not need to mirror face-to-face conversation to be pedagogically valuable; rather, it must offer opportunities for noticing, feedback, and output. In this sense, TikTok comments can serve as spaces for clarification, peer correction, and encouragement, fostering a sense of community among learners.

In addition, TikTok's algorithmic personalization contributes significantly to sustained engagement and exposure. Unlike traditional learning platforms, TikTok curates content based on users' viewing habits, allowing learners to receive repeated exposure to English-related videos tailored to their interests. This aligns with Schmidt's Noticing Hypothesis (1990), which emphasizes the importance of attention in language learning. Recurrent exposure to similar vocabulary items, pronunciation patterns, and expressions increases the likelihood of noticing linguistic features, even in the absence of explicit instruction.

Accessibility, as highlighted in earlier studies, extends beyond mere ease of use. In the context of Indonesian learners, accessibility also includes affordability, linguistic relevance, and cultural familiarity. TikTok's mobile-based design allows learners from diverse socioeconomic backgrounds to access English learning content without the need for expensive materials or stable broadband connections. Moreover, content creators who use bilingual explanations or localized examples, such as @englishramah, bridge the gap between English input and learners' existing linguistic knowledge. This resonates with Cummins' theory of linguistic interdependence (2000), which suggests that learners draw on their first language as a cognitive resource when acquiring a second language.

Another critical yet underexplored aspect of TikTok-based learning is learner autonomy. Holec (1981) defines learner autonomy as the ability to take charge of one's own learning. TikTok encourages autonomy by allowing learners to choose what content to consume, when to engage, and how deeply to interact. Unlike structured curricula, TikTok learning paths are nonlinear and personalized, which may empower learners to develop self-regulation skills. However, as noted by Mutmainnah and Yunita (2023), the effectiveness of such autonomy depends heavily on learners' self-discipline, highlighting a potential limitation of informal learning environments.

Pedagogically, the instructional strategies employed by TikTok educators warrant closer examination. Microlearning, characterized by short and focused content, is a dominant approach on TikTok. Research by Hug (2015) suggests that microlearning can enhance retention by reducing cognitive overload. @englishramah's short videos often focus on specific language points, such as commonly mispronounced words or everyday expressions, making them suitable for quick consumption and repetition. This aligns with cognitive load theory, which emphasizes the importance of manageable information chunks in learning.

Nevertheless, the entertainment-driven nature of TikTok raises concerns

regarding the depth of learning. Critics argue that short-form videos may oversimplify language concepts or prioritize engagement over accuracy. Tan et al. (2022) note that without pedagogical structure, learners may develop fragmented knowledge or misconceptions. This highlights the importance of content quality and creator credibility in determining learning outcomes. Unlike random content, accounts like @englishramah that maintain consistency and pedagogical intent may mitigate these risks by providing coherent and reliable input over time.

The role of content creators as informal educators introduces a new dynamic in language learning research. Unlike certified teachers, TikTok creators often build authority through popularity, relatability, and perceived authenticity rather than formal qualifications. According to Wenger's concept of communities of practice (1998), learners engage more deeply when they feel part of a shared community with common goals and practices. @englishramah's interactive approach, including responding to comments and incorporating learner feedback into content, fosters such a community, encouraging sustained participation and learning.

Despite these findings, existing research predominantly focuses on learner perceptions, learning outcomes, or technology acceptance models, often within controlled or semi-formal settings. There is a lack of qualitative research that examines *how* learning occurs in authentic, non-formal digital environments and *which learning factors* sustain engagement over time. Moreover, few studies have explored the role of specific content creators, treating TikTok as a homogeneous platform rather than a diverse ecosystem shaped by individual pedagogical practices. As a result, the interaction between motivation, access, and learner-content creator engagement remains underexplored.

To address this gap, the present study investigates the learning factors underlying English learning through @englishramah's TikTok content, focusing on learner motivation, accessibility, and interaction. By examining learners' experiences in an authentic informal digital context, this study aims to provide deeper insight into how social media platforms can complement formal EFL instruction and support independent, socially engaged language learning.

Literature Review

TikTok as an Informal Language Learning Environment

Recent studies have increasingly recognized TikTok as a viable platform for informal English language learning due to its accessibility, short-form content, and interactive affordances. Unlike formal instructional settings, TikTok facilitates voluntary and self-directed learning, allowing learners to engage with English content based on personal interest rather than curricular requirements (Benson, 2011). Empirical evidence suggests that TikTok provides learners with exposure to authentic language use, particularly in vocabulary, pronunciation, and everyday expressions, which supports contextualized language learning (Agustina & Dharmawan, 2024; Alfitri, 2024).

However, while these studies demonstrate positive learning outcomes, they often emphasize *what* learners gain from TikTok rather than *how* learning processes are sustained within informal digital environments. This limitation highlights the need for a deeper examination of the learning mechanisms operating within TikTok-based English learning.

Motivation and Affective Factors in TikTok-Based Learning

Motivation has been identified as a central factor influencing learners' engagement with TikTok for English learning. Several studies report that TikTok's entertaining format enhances learner motivation and reduces anxiety, thereby fostering a positive affective learning environment (Hasby & Angrum, 2023; Rama et al., 2023). These findings align with Krashen's Affective Filter Hypothesis, which posits that low anxiety and high motivation facilitate language acquisition (Krashen, 1982).

From a theoretical perspective, Dörnyei's L2 Motivational Self System provides further insight into how TikTok content may strengthen learners' Ideal L2 Self by presenting attainable and relatable language models (Dörnyei, 2005). Content creators who employ humor, informal language, and culturally familiar contexts—such as @englishramah—may contribute to sustained motivation by making English learning feel less intimidating and more achievable. Nevertheless, existing research often treats motivation as a unidimensional construct, focusing primarily on enjoyment while overlooking its interaction with access and participation in informal learning spaces.

Interaction and Participatory Learning on TikTok

Interaction constitutes another key dimension of language learning on TikTok. Although the platform does not support extended synchronous communication, its features—such as comments, likes, duets, and stitches—enable forms of learner-content creator and peer interaction. Previous research indicates that these interactive elements can enhance learners' confidence and willingness to communicate in English, particularly in speaking-related activities (Sarkila et al., 2024; Mutmainnah & Yunita, 2023).

From a sociocultural perspective, such interaction aligns with Vygotsky's notion of socially mediated learning, where language development occurs through observation, imitation, and participation (Vygotsky, 1978). Lantolf and Thorne (2006) further argue that mediated interaction contributes to internalization processes in second language acquisition. However, many studies describe interaction only at a surface level, without examining how learners meaningfully engage with content creators or how interaction supports sustained learning beyond isolated activities.

Accessibility, Personalization, and Learner Autonomy

Accessibility is frequently cited as a key advantage of TikTok-based learning,

particularly for learners in contexts with limited access to formal English instruction. TikTok's mobile-based design, free access, and algorithm-driven personalization allow learners to receive repeated exposure to English content tailored to their interests and proficiency levels (Tan et al., 2022). This personalization supports Schmidt's Noticing Hypothesis, which emphasizes the role of attention and repeated exposure in language learning (Schmidt, 1990).

In addition, TikTok promotes learner autonomy by enabling users to select content, control engagement intensity, and determine learning trajectories independently. According to Holec (1981), such autonomy is essential for effective language learning. Nevertheless, studies also caution that the effectiveness of autonomous learning on TikTok depends on learners' self-discipline and content quality, as entertainment-oriented platforms may encourage distraction or fragmented knowledge if not pedagogically guided (Mutmainnah & Yunita, 2023).

Research Gap

Although prior studies have established TikTok's potential to support informal English learning in terms of motivation, interaction, and accessibility, most research relies on quantitative methods, self-reported perceptions, or controlled learning contexts. Furthermore, existing studies often treat TikTok as a uniform platform, overlooking the role of individual content creators and their pedagogical practices. Consequently, there is limited qualitative research examining how learning factors such as motivation, interaction, and access intersect within authentic learner-content creator engagement. Addressing this gap, the present study focuses on @englishramah's TikTok content to explore how these learning factors operate in a real-world informal digital learning environment.

Method

With the background and problems stated, this study researches such questions:

1. What learning factors influence English language development among TikTok users who engage with @englishramah's content in informal digital learning spaces?
2. How do learner motivation, interaction, and content accessibility in @englishramah's TikTok videos contribute to users' English language acquisition outside the classroom?

Research Methodology and Design

In this study, the researchers use a qualitative descriptive method to investigate learning factors that affect English learning through TikTok published by @englishramah. These designs can be used to undertake detailed examination of experiences and perceptions of the participants in a non-variable controlled condition and are suitable for explorations into naturalistic behaviors occurring

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Content by @englishramah
during informal learning.*

Participants

The research will include ten TikTok active users which usually interact with @englishramah's educational content in learning english. From these ten users, five tiktok users will be selected to complete the questionnaire. The purposive sampling is applied for the participant's selection leads to relevance and diverse learnings. All participants were university students or graduates with experience learning English through media-social.

Research Instruments

1. Semi Structured Interview Guide:

This study employed two main research instruments, namely a semi-structured interview guide and an observation checklist, to collect qualitative data related to learning factors influencing English language development through @englishramah's TikTok content. The semi-structured interview guide was designed to explore participants' perceptions and experiences regarding learner motivation, interactivity, and content accessibility in @englishramah's videos. The interview began with background questions to identify participants' length of engagement with @englishramah's TikTok account, frequency of content consumption, and their general purpose for using TikTok as a platform for learning English. These initial questions aimed to establish contextual understanding of the participants' exposure to informal digital English learning.

Subsequently, the interview questions focused on learner motivation by examining factors that encourage participants to watch @englishramah's videos regularly and sustain their interest in learning English outside a formal classroom setting. Participants were asked to describe how the presentation style, tone, and delivery of the content influenced their motivation and whether the videos encouraged them to practice English independently. This section sought to capture intrinsic and extrinsic motivational aspects emerging from the use of short-form educational videos.

The interview also investigated interactivity by exploring how participants engaged with the content, such as through commenting, liking, sharing, or saving videos. Participants were further asked about their perceptions of interactive elements embedded in the videos, including questions posed by the content creator, invitations to respond in the comment section, and direct interaction between the creator and viewers. These questions aimed to understand how interaction within TikTok's social environment supported participants' comprehension and active involvement in English learning.

In addition, content accessibility was examined by asking participants about the clarity and comprehensibility of the language used in @englishramah's videos. Particular attention was given to features such as subtitles, bilingual explanations,

pacing of speech, and the short duration of videos, which may facilitate easier access to learning content. Participants were also invited to reflect on whether TikTok as a platform made English learning more accessible compared to formal educational contexts and to identify any challenges they experienced in understanding or accessing the content.

Finally, the interview addressed participants' perceived English language development by inviting them to reflect on improvements in specific language skills, including vocabulary acquisition, pronunciation, grammar understanding, and speaking confidence. Participants were encouraged to provide examples of how they applied knowledge gained from the videos in real-life communication. The interview concluded with open-ended questions allowing participants to share their overall impressions of @englishramah's content and offer suggestions for improving English learning materials on TikTok.

In addition to interviews, an observation checklist was used to analyze selected @englishramah TikTok videos. The observation focused on the pedagogical approach employed in the videos, such as the presence of clear learning objectives, the use of examples, repetition, scaffolding, and encouragement of learner practice. The language focus of each video was also examined, including whether the content targeted vocabulary, grammar, pronunciation, functional expressions, listening, or speaking skills.

Furthermore, the observation assessed engagement strategies utilized in the videos, including the use of direct questions, calls to action, humor, relatable scenarios, visual and textual supports, and the integration of TikTok-specific features such as trends or sounds. Accessibility features were also observed, particularly the use of subtitles, bilingual explanations, clear pronunciation, appropriate pacing, and concise video length. Overall impressions of each video's effectiveness for English learning were documented to complement the interview data and provide triangulation for the study's findings.

Technique of Data Analysis

Data will be subjected to a thematic analysis process as per Braun and Clarke's (2006) framework: data familiarization, coding, generating themes, reviewing themes, defining and naming the themes, and finally producing an interpretive report. The themes that emerge will categorize around learning motivation, interaction, accessibility-the framework used in previous studies (Hasby & Angrum 2023; Pandia & Sibarani 2024).

Use Zoom or WhatsApp to conduct interviews with people online, asking them about their experiences and reflections. Analyze and watch 10 -15 TikTok videos in English with ramah account Downloaded materials www.iosrjournals.orgfrom the user to see learning elements of action, content and user interaction. Transcripts interview notes and observation field notes for analysis.

Several reasons warrant the importance of this study. First, it builds the burgeoning research on informal digital learning by pinpointing what learners, affordances facilitate English learning on TikTok. Second, it offers pedagogical guidance to teachers and e-trainers in terms of developing interactive human-oriented materials that integrate formal with informal learning strategies. Third it instructs content creators like English ramah on ways to improve their educational videos for accessibility and engagement. Lastly, the findings of this study also demonstrate how digital literacy and motivation are critical to enabling learners to self-direct their language learning in social media spaces.

Data Collection The research was conducted over a two-week period, in which data were collected through systematic observation and with an open-ended questionnaire to discover whether the English learning content was applicable on the TikTok account @englishramah. The research timeline has been clarified by specifying the overall duration of the study and detailing activities conducted within the two-week data collection period. The goal of this phase was to gain a rich understanding of how viewers experience, interact with, and value English-language learning content transmitted via SCSs in informal online settings.

The researchers systematically observed these videos to identify patterns related to instructional style, content structure, and linguistic focus. In addition, comments and user interactions under each video were reviewed to capture authentic viewer responses and attitudes toward the content. Following the observation phase, five TikTok users who actively follow and engage with @englishramah were purposively selected as participants for the questionnaire. The participants were categorized into three main types to ensure a balanced perspective: Learners who show positive engagement and enjoyment of English learning content on TikTok, Learners who express skepticism or rejection toward social media-based learning methods, Learners who critically evaluate the effectiveness and clarity of @englishramah's instructional delivery.

A free-text survey was then shared over direct TikTok messages and Google Forms. The purpose of the questionnaire was to hear participants' deeper reflections on their experiences and attitudes toward and learning outcomes related to using @englishramah's videos. The questions were in relation to the level of motivation, degree of interactivity, explanation clarity and perceived relevance for learning English goals. This strategy allowed individuals to convey their perspectives without being limited by prescribed response options. It also facilitated qualitative, deep insights that could be representative of the legitimate situation (learners in informal digital spaces) for researchers. The observational data and the open-end responses complemented each other, which facilitated to make a rich ground to explore whether or not English learning content represented (the category education) in TikTok was educational and had potential as an educational media.

Significance of study

The analytic process used a thematic analysis method informed by the framework designed by Braun and Clarke (2006) with modifications to suit data generated from responses to open-ended questionnaire items. The procedure was selected in an effort to methodically unpack, sort out and interpret meaning patterns which began to surface from the participants' written descriptions and field notes surrounding learning English on TikTok. The following were performed during the analysis stages:

Data Familiarization.

All responses from participants were carefully read and reread to gain a comprehensive understanding of the overall context and recurring patterns within their experiences of learning English through *@englishramah* videos. At this stage, the researchers made initial notes regarding keywords, phrases, and expressions that indicated participants' perceptions of motivation, engagement, and learning relevance.

Initial Coding

After familiarization, the researchers conducted open coding by highlighting and labeling meaningful excerpts that represented specific learning factors namely motivation, interaction, and effectiveness of content delivery. Each response was coded according to its conceptual relevance rather than its linguistic form, allowing flexibility in capturing implicit meanings within participants' reflections.

Theme Identification

The generated codes were then grouped into broader conceptual categories, from which three main themes were identified: Relevance and comfort in digital-based learning, Motivation and self-directed learning style, Effectiveness and delivery of educational content. These themes reflect the key dimensions of participants' experiences with *@englishramah*'s TikTok content and serve as the foundation for the subsequent interpretation process.

Theme Review and Refinement

The identified themes were reviewed and compared against the observational data gathered from the three selected TikTok videos. This comparison aimed to verify the consistency between participants' perceptions and the actual characteristics of *@englishramah*'s content, including teaching style, tone, and engagement techniques. Themes were refined and adjusted to ensure clarity, coherence, and accuracy in representing the data.

Interpretation

In the final stage, the researchers interpreted the findings by connecting the identified themes to the broader research objective namely, determining how learning factors such as motivation, interaction, and effectiveness contribute to the

relevance of English learning in informal digital contexts like TikTok. Through this interpretative process, the analysis highlights how @englishramah's content fosters meaningful engagement and supports language learning beyond traditional classroom settings.

These generated themes were compared with the observational data from the three chosen TikTok videos. We were interested to see whether a comparison of @englishramah content with participants' perceptions and expectations of the content (particularly, style of teaching; tone; & engagement) would reveal any mis-framing by the engineering community. Themes were subsequently refined and modified to ensure they captured the data clearly, coherently and accurately.

Results

Theme 1: Relevance and Comfort in Digital-Based Learning

Most of the participants felt that learning from @englishramah is very valuable for present day EFL-learners. The learning process was perceived to be more efficient and accessible due to the brief, condensed video format and explicit explanation of essentials.



Figure 1. comment

Observational data supported this perception. Videos which contained short descriptions along with visual or subtitle information were most popular in likes and comments overall. It shows that learners value e-learning as relevant to learning because it is flexible, contextual and made available at their convenience according to their own schedules and learning styles.

Theme 2 Motivation and Self-Directed Learning Style

The majority of the respondents said that @englishramah's content enhances learning motivation primarily because of its informal, friendly and communicative manner of delivery.

(comment)

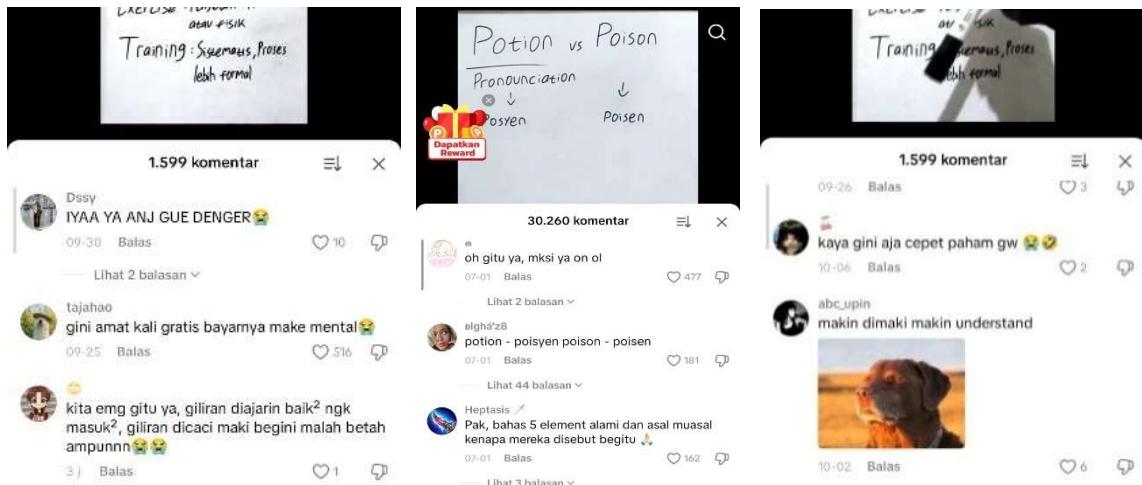


Figure 2. comment

One even reported that they were motivated to look further into the content after viewing the videos. But other respondents said it was hard for them to keep people engaged in the content, and some say their short videos are getting lost in all of the noise on TikTok. These results indicate that @englishramah's materials tend to promote intrinsic motivation, particularly in those people who enjoy flexible, self-organized and informal learning. Since the videos are funny but informative, it's actually fun to feel like you can understand more English.

Theme 3 Educational Content: Its Effectiveness and Delivery

As for effectiveness, participants rated the @englishramah version of cause-and-effect instruction as clear, easy to follow and tailored for a general population of English learners.



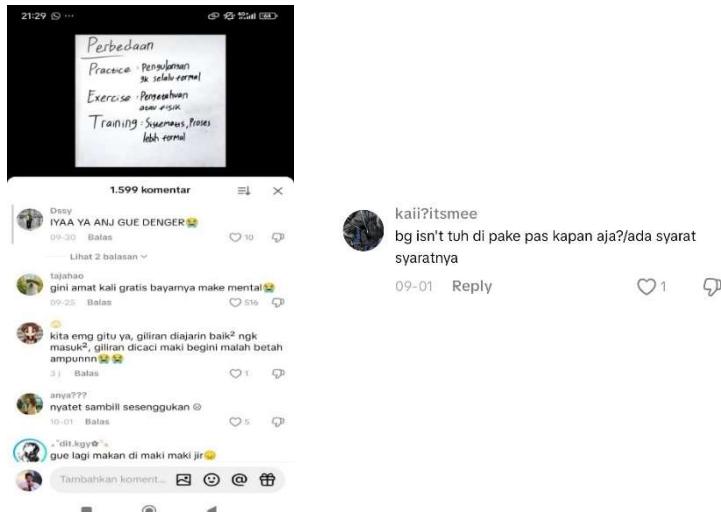


Figure 3. Comment

A number of participants also mentioned that visual content (e.g., text overlay, subtitles, and gestures) greatly assisted their comprehension of the contextual meaning of words and expressions. However, several participants which includes the “less engaged” learners complained that the short videos made explanation superficial especially for difficult grammar.

“Grammar is explained too quickly.

Below are the findings grouped according to the 10 G-Form items so you can easily connect them in your analysis or triangulation section.

Attractiveness of Material Delivery

There is a strong consensus among all informants that @englishramah’s delivery style is the key factor driving audience engagement. Mutia stated that @englishramah feels very different from other English-learning content because it does not resemble formal classroom teaching, making it highly relevant and easy to absorb for Gen Z audiences. Similarly, Agung emphasized that the explanations are easy to understand, go “straight into the brain,” and are not overwhelming, which helps learners process the material more effectively.

This positive perception is reinforced by Aziz, who described the content as innovative, funny, and highly relatable. According to him, the combination of delivery style and humor creates a relaxed learning atmosphere that reduces pressure and increases enjoyment. In line with this view, Robiyatul highlighted that the delivery is unique, concise, and directly to the point, with no wasted time. He also noted that both the visuals and the way the material is presented immediately convey the core message.

Moreover, Izzah described the delivery as “brain-friendly,” comparing it to being taught by a close friend rather than a formal instructor. She added that the

use of simple and accessible language makes the content easier to grasp. Adjie shared a similar perspective, stating that the delivery is light and easy to understand. Although he mentioned that the tone can sometimes feel slightly "toxic," he still considered it interesting and effective in maintaining attention.

Overall, the statements from them consistently indicate that the unique, relaxed, and informal delivery style is the main reason they enjoy @englishramah's content. This qualitative evidence strongly supports the G-Form findings, which identify material delivery as the most dominant factor influencing audience preference.

Increased Learning Motivation

Based on the data, most informants experienced an increase in learning motivation after engaging with @englishramah's content, which aligns with the G-Form result showing 80% agreement. Mutia reported feeling more motivated to learn because the delivery is unique and allows her to gain many new insights, making the learning process more engaging. Likewise, Agung stated that his motivation increased significantly; he now watches the content almost daily and has come to realize that English is "not that difficult," which reduces his learning anxiety.

This increase in motivation is also evident in Aziz, who mentioned being encouraged to further improve his grammar and pronunciation, specifically noting his awareness of correct pronunciation such as "better." He also expressed growing curiosity, indicating that the content stimulates deeper interest in learning English. Meanwhile, Robiyatul explained that although his overall motivation remains relatively stable, his interest has increased noticeably, as shown by his decision to follow the account and actively seek out more related videos.

A more substantial change was observed in Izzah, who experienced a significant shift in learning behavior. She previously learned English only, when necessary, but after watching @englishramah, she became more aware, more enthusiastic, and noticed clear progress in her learning. In contrast, Adjie reported a slight increase in motivation, which he attributed to the relevance of the material to everyday language use, making it practical and applicable.

Overall, the experiences them indicate that @englishramah's content generally contributes to increased learning motivation. Although the degree of change varies among individuals, the majority show positive motivational effects, reinforcing the G-Form finding that 80% of respondents agree that the content enhances learning motivation.

Clarity of Explanations & Real-Life Examples

Based on the G-Form results, all informants agreed that the clarity of explanations combined with real-life examples significantly supports their understanding of the material, which is consistent with the G-Form result showing

87.5% agreement. Mutia highlighted that @englishramah provides clear explanations of similar words, such as the distinction between *big* and *large*, as well as pronunciation guidance for difficult words like *queue*. She also emphasized that the use of simple and concrete examples makes the explanations easier to follow.

Similarly, Agung stated that grammar explanations are delivered clearly and are often supported by conversation examples that are closely related to everyday situations. This approach helps him understand how grammar is actually used in real life, rather than only in theory. Aziz shared a comparable view, noting that the combination of clear explanations and humor makes the material easier to understand, while the examples are immediately relatable and quickly grasped.

From a visual perspective, Robiyatul emphasized that grammar visuals play an important role in enhancing comprehension. He mentioned that grammatical concepts that previously felt difficult became much easier to understand when supported by visual explanations. Izzah also stressed that grammar is explained using simple language, which makes it easy to apply in practice. She appreciated that the content includes sentence examples, situations, context, and tone, allowing learners to understand not only the structure but also the appropriate usage.

In addition, Adjie pointed out that on-screen text visuals significantly help him understand grammar explanations. Overall, the consistent feedback from Mutia, Agung, Aziz, Robiyatul, Izzah, and Adjie indicates that short, clear explanations supported by real-life examples are a major strength of @englishramah. This qualitative evidence strongly supports the contextualization are key factors in effective learning.

Tutor's Delivery Style

The majority of informants agreed that a casual, humorous, and conversational delivery style strongly influences how the material is received, which aligns with the G-Form result of 82.5%. Mutia stated that the delivery is engaging and funny, and that it successfully sparks her curiosity, making her more interested in the content from the beginning.

In line with this, Agung described the delivery style as relaxed and friendly, comparable to being taught by a friend rather than a formal teacher. This informal approach reduces pressure and makes the learning experience more comfortable. Aziz also emphasized the role of humor, particularly in the opening phrases such as "sobat calon pidana," which he felt immediately created a relaxed atmosphere and captured attention.

Furthermore, Robiyatul noted that the somewhat rough but humorous style creates a "memorable spot," making the content stand out and easier to remember. Izzah shared a similar perspective, describing the delivery as casual and conversational, with no sense of pressure. She added that the speaker's tone and intonation often stay in her memory, helping reinforce the material over time.

Meanwhile, Adjie stated that the delivery is generally light and easy to follow, although he acknowledged that it can sometimes feel slightly “toxic.” Despite this, he still found the style effective in maintaining engagement. Overall, the consistent feedback from Mutia, Agung, Aziz, Robiyatul, Izzah, and Adjie indicates that a casual, humorous, and conversational delivery style plays a significant role in shaping positive material reception.

User Interaction

User interaction was perceived as helpful but less influential compared to other factors, which is consistent with the G-Form result showing the lowest score at 62.5%. Mutia explained that although the content is not delivered in a live or interactive format, the videos still feel as if they “invite the viewer to respond,” creating a sense of engagement through the delivery style itself. Similarly, Agung noted that user comments play an important role in supporting understanding, as they often contain explanations, clarifications, or additional perspectives from other viewers. Izzah shared this view, stating that comments frequently provide new insights that enhance her comprehension of the material. She also mentioned that the TikTok algorithm tends to repeatedly show similar videos, which creates a form of passive interaction and reinforces learning through repeated exposure.

In contrast, Adjie pointed out that the content is not highly interactive in a direct sense. However, he emphasized that the short video duration encourages continued watching, which indirectly maintains user engagement. Overall, the feedback from Mutia, Agung, Izzah, and Adjie suggests that interaction exists mainly in indirect forms, such as comment sections, algorithmic repetition, and perceived engagement through delivery style. Taken together, these findings indicate that while user interaction contributes positively to the learning experience, its impact is not as strong as other factors such as delivery style or clarity of explanations.

Comment Section Helps Learning

The comment section is perceived as an additional learning space that supports comprehension and engagement, which aligns with the G-Form result of 77.5%. Agung stated that comments help him better understand the context of the material, as other users often share explanations, examples, or clarifications that complement the main content. Similarly, Izzah emphasized that the comment section provides new insights while also offering entertainment, making the learning experience more enjoyable and less monotonous. This combination of informative and entertaining responses encourages her to explore the comments more actively. Mutia also noted that interactions within the comment section add learning value, as discussions among users can reinforce understanding and introduce alternative perspectives.

Overall, the feedback from Agung, Izzah, and Mutia indicates that the comment section functions as a supportive extension of the main content rather than merely a space for reactions. This qualitative evidence supports the relatively high G-Form percentage, confirming that comments play a meaningful role in enhancing the learning process.

Subtitles & Indonesian Explanations

Based on the interview results, subtitles and Indonesian explanations play a crucial role in supporting comprehension, which is consistent with the G-Form result showing mostly agreement. Mutia emphasized that visuals and on-screen text help her understand subtle differences in meaning, making the explanations clearer and easier to follow.

Similarly, Adjie stated that on-screen text significantly supports his comprehension, particularly when dealing with grammatical explanations. This visual reinforcement helps ensure that key points are not missed. Robiyatul also highlighted the importance of grammar visualization, noting that they are very helpful in simplifying complex structures and making abstract concepts more concrete.

Overall, the consistent feedback from Mutia, Adjie, and Robiyatul indicates that visuals and subtitles function as essential support tools in the learning process. This qualitative evidence aligns with the quantitative G-Form data, confirming that the use of subtitles and Indonesian explanations significantly enhances understanding and learning effectiveness.

Video Elements (Visuals, Humor, Short Duration)

Based on the interview findings, video elements such as visuals, humor, and short duration play a significant role in enhancing the effectiveness of the content, which aligns with the high G-Form score of 85%. Mutia emphasized that the short video duration prevents boredom and helps maintain attention, while the use of humor increases her curiosity and interest in the material.

Similarly, Agung stated that short videos make it easier for him to stay focused, as the material is delivered concisely without unnecessary elaboration. Aziz also highlighted the importance of humor, particularly in the opening, which helps capture attention and sets a positive tone for learning. In addition, Robiyatul noted that clear visuals are well aligned with the explanations, making the content easier to understand and follow.

From another perspective, Izzah pointed out that the editing style follows current trends, which makes the learning experience feel more enjoyable and relevant. Adjie shared a similar view, stating that the short duration makes the content easy to follow and prevents it from feeling boring. Overall, the consistent responses from Mutia, Agung, Aziz, Robiyatul, Izzah, and Adjie indicate that the

combination of short duration, humor, and clear visuals creates a highly effective learning format.

These qualitative findings strongly support the quantitative G-Form results, confirming that well-designed video elements significantly contribute to audience engagement and learning effectiveness.

Increased Confidence

Increasing of confidence emerged as a notable outcome of engaging with the content, which is Mutia stated that her improved understanding of grammar and vocabulary has made her feel more confident in her English ability, as she now has a clearer grasp of language structures and word usage. Similarly, Agung reported becoming more confident in practicing English independently. As his comprehension improved, he felt less hesitant and more capable of applying what he had learned without relying heavily on external guidance. Izzah also experienced a positive shift, explaining that she can clearly see her learning progress, which has made her braver and more willing to use English in practice.

Overall, the experiences of Mutia, Agung, and Izzah indicate that improved comprehension directly contributes to increased confidence in using English. This qualitative evidence supports the G-Form findings, confirming that the content positively influences learners' confidence levels, as reflected in the 75% agreement score.

Content Effectively Improves English Ability

increased confidence is a meaningful outcome of engaging with the content. Mutia explained that her better understanding of grammar and vocabulary has strengthened her confidence, as she now feels more secure in recognizing and using correct language forms.

Similarly, Agung stated that he has become more confident in practicing English independently. With clearer comprehension, he feels less dependent on others and more capable of applying what he has learned on his own. Izzah also reported a positive change, noting that she can clearly see her learning progress, which has encouraged her to be braver and more willing to use English in real situations.

Overall, the perspectives of Mutia, Agung, and Izzah indicate that improved comprehension plays a key role in increasing learners' confidence. This qualitative evidence supports the G-Form results, confirming that enhanced understanding contributes directly to higher confidence levels in using English. In spite of these limitations, most respondents noted that @englishramah is useful to share content for teaching and supplementing the basics of English language: vocabulary building, pronunciation training, and everyday conversation skills.

Based on the analysis of the three selected learning factors, the findings indicate that the most influential element in shaping learners' English learning

experience through TikTok content by @englishramah is the attractiveness of material delivery. Demonstrating that the way the content is organized, presented, and communicated plays a crucial role in facilitating effective learning. The high level of agreement shows that learners perceive the delivery as engaging, easy to follow, and able to capture their attention, which aligns with theories of media attractiveness and cognitive engagement.

When instructional materials are delivered in an appealing manner, supported by a clear flow, relatable explanations, and interesting visual and verbal cues, learners are more likely to stay focused, absorb information, and maintain motivation throughout the learning process. This suggests that the overall presentation style of @englishramah is a central component that significantly enhances the effectiveness of its educational content.

The second factor, the clarity of explanations supported by real-life examples, also demonstrates a strong level of influence, with most of respondents agreeing or strongly agreeing. This indicates that most learners benefit from the simple, concise, and practical explanations provided in the videos. The use of everyday examples helps students connect abstract grammar concepts to real communicative contexts, then Robiyatul improving comprehension and retention. This finding is consistent with the Cognitive Load Theory, which states that clear and well-structured instructional explanations help reduce unnecessary cognitive burden.

When learners encounter explanations that are easy to understand, they can process information more efficiently, focus better on key concepts, and develop a more accurate understanding of language structures. The high agreement rate for this factor reinforces the idea that pedagogical clarity is essential in digital learning environments, particularly on platforms like TikTok where content is brief and fast-paced.

The third factor examined is the tutor's delivery style, which received a high agreement level. Although it ranks below the other two factors, it still demonstrates a strong and meaningful impact on learners' engagement and emotional readiness to learn. Many respondents indicated that the tutor's communicative, expressive, and approachable style made them feel more enthusiastic and motivated to continue engaging with the content. This aligns with affective learning theories, which emphasize the importance of emotional connection, enthusiasm, and teacher personality in influencing learner motivation.

However, the slightly lower agreement percentage may be explained by the personal nature of motivational factors, learners differ in how much a tutor's personality influences their willingness to learn. Some learners may value clear explanations more than an energetic delivery style, while others may find the tutor's expressiveness highly motivating. Even so, the tutor's delivery style remains a significant factor that positively shapes the overall learning experience.

Taken together, the results show that the delivery-related aspects of the content, particularly attractiveness of presentation, clarity of explanation, and

tutor communication style, play a major role in enhancing the effectiveness of English learning through TikTok. These findings highlight that successful short-form educational content relies not only on accurate information but also on how the information is structured and conveyed. This suggests that well-designed, engaging, and clearly presented content can substantially improve learners' comprehension, motivation, and confidence in using English. Ultimately, the study demonstrates that the learning process on TikTok, especially through @englishramah, is strongly influenced by the quality of content delivery, making it a powerful platform for accessible and enjoyable English learning.

Conclusion

This discussion interprets the findings of the study by situating them within existing literature and relevant theoretical frameworks, with particular attention to motivation, interaction, and accessibility as interconnected learning factors in informal TikTok-based English learning. The findings indicate that delivery attractiveness emerged as the most influential factor in sustaining learner engagement with @englishramah's TikTok content. This result extends previous studies that emphasize enjoyment and entertainment as motivational drivers (Hasby & Angrum, 2023; Rama et al., 2023) by demonstrating that attractiveness is not merely a surface feature, but a pedagogical strategy that facilitates attention, comprehension, and sustained exposure. From the perspective of Schmidt's Noticing Hypothesis (1990), engaging delivery may enhance learners' attention to linguistic input, increasing the likelihood of noticing vocabulary, pronunciation patterns, and expressions even in the absence of explicit instruction.

The importance of clarity of explanation and communication style further supports Dörnyei's L2 Motivational Self System (2005), particularly the role of the Learning Experience in shaping motivation. Unlike studies that frame motivation primarily as enjoyment, the present findings suggest that motivation is strengthened when content is both engaging and cognitively accessible. This finding partially contrasts with technology acceptance studies (Al-Emran et al., 2023), which emphasize perceived usefulness and ease of use as primary determinants of adoption. While such factors may explain initial engagement, the current study indicates that sustained learning engagement depends more heavily on pedagogical delivery and interactional quality.

Interaction, although limited in form on TikTok, was found to support learners' confidence and willingness to engage with English. This aligns with sociocultural perspectives on language learning, which view interaction as a mediating process for development (Vygotsky, 1978; Lantolf & Thorne, 2006). However, unlike studies that highlight duet and stitch features as central interactional tools (Sarkila et al., 2024), participants in this study reported that comment-based interaction and perceived responsiveness of the content creator were more influential than direct language production. This suggests that interaction in informal digital spaces does not necessarily require active output to

be pedagogically meaningful, supporting Chapelle's (2003) argument that interaction in computer-assisted language learning can take multiple forms.

Importantly, the study also identified cases in which learners reported limited or no perceived benefit from the content. These participants noted difficulties in maintaining focus, differences in learning preferences, or a preference for more structured instruction. Such negative cases highlight the limitations of TikTok as a learning medium and support concerns raised by Tan et al. (2022) regarding distraction and fragmented learning. This finding underscores that informal digital learning is not universally effective and may depend on individual learner characteristics, including self-discipline and learning goals.

From an accessibility perspective, the findings confirm that TikTok's mobile-based design and free access lower barriers to participation, particularly in the Indonesian EFL context. However, accessibility alone did not guarantee learning effectiveness. Consistent with Mutmainnah and Yunita (2023), the study suggests that accessibility must be accompanied by learner autonomy and content quality to support meaningful learning. This reinforces the view that informal learning environments function as enabling conditions rather than deterministic learning tools.

The study offers several practical implications. For educators, the findings suggest that incorporating short, engaging, and contextually relevant materials into formal instruction may enhance learner motivation and reduce anxiety. For digital content creators, the results emphasize the importance of delivery attractiveness, clarity, and interactive communication in sustaining learner engagement. Content that balances entertainment with pedagogical intent is more likely to support language learning outcomes than content that prioritizes engagement alone.

Methodologically, this study is limited by its small sample size and reliance on self-reported learner experiences, which may not fully capture objective language development or long-term learning effects. Additionally, focusing on a single content creator limits the generalizability of the findings. These limitations suggest caution in interpreting the results as representative of all TikTok-based English learning experiences.

Future research should expand participant diversity, examine multiple content creators, and employ longitudinal or mixed-method approaches to explore long-term language development. Further studies may also investigate additional variables such as learner autonomy, self-regulation, and algorithmic content exposure to better understand how informal digital learning ecosystems shape language acquisition.

Overall, this study strengthens the theoretical understanding of informal digital language learning by demonstrating how motivation, interaction, and accessibility operate synergistically within TikTok-based learning. By foregrounding pedagogical delivery and learner experience, the findings contribute to ongoing discussions on reconceptualizing language learning beyond the classroom in contemporary EFL contexts.

Discussion

This study examined the learning factors influencing English learning through TikTok content produced by @englishramah. The findings reveal that English learning in this informal digital environment is shaped primarily by delivery-related factors, particularly the attractiveness of material delivery, clarity of explanations supported by real-life examples, and the tutor's delivery style. These factors collectively contribute to increased motivation, improved comprehension, higher confidence, and learners' perceptions of improved English ability.

The most influential factor identified in this study is the attractiveness of material delivery, which plays a central role in sustaining learner engagement in informal TikTok-based learning. In informal learning environments, delivery attractiveness functions as a gateway to learning by capturing attention and encouraging repeated exposure, which is essential for language development.

Closely connected to delivery attractiveness is the clarity of explanations supported by real-life examples, which enables learners to process linguistic input efficiently in short-form digital contexts. This aligns with findings from studies on contextual vocabulary learning and informal TikTok-based instruction, which show that learners benefit from explanations that connect linguistic forms to real communicative use (Mahmud, A., & Rahim, S. 2025; Nisa, K., & Fauzan, A. 2024). In short-form digital learning, clarity is particularly critical because learners must process information quickly without extended scaffolding. The consistent use of real-life examples enables learners to move beyond theoretical understanding and apply English meaningfully in daily contexts.

The tutor's delivery style reinforces learners' emotional readiness to learn by reducing perceived pressure and fostering a relaxed learning atmosphere. (Rahmawati, D., & Yusuf, M. 2024). Although a small number of participants noted that the tone could occasionally feel slightly "toxic," they still acknowledged its effectiveness in maintaining attention. This suggests that while delivery style is impactful, its reception may vary according to individual learner preferences.

Increased learning motivation emerged as a key outcome of sustained engagement with @englishramah's content, reflecting the voluntary and self-directed nature of informal digital learning. Some learners experienced a noticeable behavioral shift, moving from learning English only when required to learning voluntarily. This finding aligns with research on informal digital language learning, which highlights intrinsic motivation as a defining feature of learning beyond the classroom (Sari, M., & Pratama, H. 2022). TikTok's algorithmic repetition also reinforces motivation by repeatedly exposing learners to similar content, creating continuous engagement without deliberate effort.

Interaction plays a supportive but secondary role, functioning primarily through indirect and asynchronous engagement rather than sustained dialogue. Prior studies on TikTok and social media-assisted language learning

similarly note that learning interaction in such environments is often passive or asynchronous, yet still meaningful. In this study, the comment section functioned as an extension of the learning space, where users exchanged explanations, clarifications, and opinions that reinforced understanding.

Subtitles, Indonesian explanations, and visual elements function as essential cognitive supports that enhance accessibility for Indonesian EFL learners. This finding aligns with research on video-based and multimedia learning, which suggests that combining verbal explanations with visual support enhances comprehension and reduces learning difficulty. For Indonesian EFL learners, Indonesian explanations serve as an important cognitive bridge, allowing effective access to English input.

These multimodal and microlearning features further enhance accessibility by aligning linguistic input with learners' digital consumption habits. This supports studies indicating that microlearning through short videos is effective when content is well-structured and visually engaging. The findings suggest that brevity, when combined with clarity, does not hinder learning but instead facilitates it.

Learner confidence emerged as both an affective outcome and a catalyst for further independent English use. This confirms findings from previous studies showing that improved comprehension and reduced anxiety contribute to learners' confidence and willingness to use English in real contexts (Rahmawati, D., & Yusuf, M. 2024; Sari, M., & Pratama, H. 2022). Confidence, in this sense, emerges as both an affective outcome and a catalyst for further learning.

Taken together, the findings demonstrate that English learning through @englishramah on TikTok is strongly influenced by delivery-related factors, especially attractiveness of presentation, clarity of explanation, and tutor communication style. These elements work synergistically to enhance motivation, comprehension, confidence, and perceived language improvement. The study confirms that when short-form educational content is pedagogically designed and affectively engaging, TikTok can function as a powerful informal learning space that effectively complements formal English instruction.

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