STUDENTS' PERCEPTION OF ENGLISH LANGUAGE LEARNING THROUGH TIKTOK SOCIAL MEDIA

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ABSTRACT

This study was conducted to explore students' perceptions of using TikTok as a medium for learning English. As the use of social media in education continues to grow, TikTok has become one of the platforms frequently utilized by students to access learning materials that are engaging, interactive, and easy to understand. Using a descriptive qualitative approach, data were collected through semi-structured interviews with five English Language Education students at Muhammadiyah University of Palopo who actively use TikTok for learning. The findings reveal that students respond positively to TikTok as a learning tool. They perceive features such as Duet, Stitch, subtitles, and trend-based videos as helpful in improving vocabulary, pronunciation, listening skills, and speaking confidence. TikTok is also considered capable of boosting learning motivation due to its appealing content, easy accessibility, and alignment with the learning preferences of young users. Nevertheless, students still encounter several challenges, including inaccurate information, distractions from non-educational content, limited interaction, and short video duration that often lacks in-depth explanations. Despite these limitations, TikTok is viewed as an effective supplementary medium when used selectively and combined with formal instruction. Overall, the study concludes that TikTok holds strong potential as a creative and flexible additional learning tool that can enhance students' English language proficiency.

Keywords: *tiktok, english language learning, student perceptions*

A. Introduction

English is now the most commonly used foreign language in modern society and is widely accepted across the world. Language itself is fundamental to human life because it allows people to communicate; without it, interaction would simply not happen. In this regard, (O'ktamovna, 2023) explains that English has grown in importance across economic, social, and cultural fields, making it the key language for international communication. It is also an essential tool for anyone who wants to progress in science and technology today.

Therefore, developing the ability to communicate in English especially by learning it as a second language has become necessary for everyone.

Research on English language learning has expanded over the years, giving rise to numerous teaching methods and approaches (Zein et al., 2020). Recently, task-based teaching has gained attention because it focuses on using language in meaningful, real-world situations (Nguyen & Dao, 2021) Technological advancements such as digital learning platforms, apps, and artificial intelligence have also transformed modern education, making learning more flexible and personalized (Lei et al., 2022) As globalization continues to influence education and professional life, English proficiency has become an increasingly essential skill, motivating researchers to find more effective ways to support language learning.

Social media is widely used, especially among young people, and has become a platform for sharing information and discussing many topics, including language learning. Because of its large user base, social media plays an important role in meeting both social and educational

needs in the digital era. These platforms also create new opportunities for language learners to develop their skills and engage with global learning communities. TikTok is one platform that has grown rapidly in popularity. According to (Herlisya & Wiratno, 2022) TikTok aunched in China in 2016 and available on both the App Store and Google Play Store allows users to produce and share short videos. Although primarily known as an entertainment platform, it has also become a useful tool for language learning thanks to its exposure to authentic, everyday language use. By watching content from native speakers, learners can enhance their listening comprehension, expand their vocabulary, and learn natural expressions.

Generally, social media serves four main purposes: entertainment, communication, information sharing, and education (Yang, 2020). As teachers increasingly incorporate social media into English instruction, its educational value has grown. TikTok, in particular, has shaped students' perceptions that learning through short videos is more engaging and helps them grasp English

concepts more easily. On this platform, creators of English-language content act as informal instructors who deliver lessons and motivational messages through their videos (Brouwer & McDonnell, 2019) Since 2022, TikTok has continued to gain recognition as an effective and appealing medium for learning English.

Exploring students' perceptions of learning English through TikTok is crucial, as the platform is becoming a common learning support tool in the digital age. Students tend to prefer interactive, visually rich learning experiences, making TikTok a compelling alternative to traditional approaches. Such research can help determine how TikTok contributes to students' understanding, motivation, and skill development, as well as evaluate the quality and credibility of the educational content available. TikTok's short and accessible video format offers valuable support for developing listening and speaking skills. Findings from this type of research can also guide educators in designing innovative teaching strategies that align with students' preferences. According to (Maya Agustina & Yanuarius Yanu

Dharmawan, 2025) TikTok's engaging nature and accessibility significantly enhance the way students perceive its usefulness in improving English proficiency.

Differences also exist between this study and previous research, such as the work of (Yélamos-Guerra & García-Gámez, 2022) The two studies differ in methodology, objectives, and data analysis. While the present study uses a descriptive qualitative approach including interviews and observations to explore students' experiences with TikTok as a learning tool, the University of Málaga study employs a quantitative method using questionnaires to measure motivation. Furthermore, this research focuses on students' perceptions, challenges, and the overall effectiveness of TikTok for English learning, while the Málaga study emphasizes motivation through the CLIL framework. The data analysis methods also differ: this study uses thematic analysis, whereas the Málaga study uses statistical and correlation analyses. Although both studies examine TikTok in educational contexts, their analytical focus is distinct this research offers a deeper look into students' lived experiences, whereas the Málaga study provides

numerical evidence on TikTok's impact on motivation.

In today's digital landscape, social media has changed how students learn, with TikTok becoming one of the most widely used platforms for informal education. Many university students use TikTok not only for entertainment but also as a resource to enrich their knowledge, including English learning. Despite this growing trend, research on students' perceptions of TikTok's effectiveness in improving English proficiency is still limited. Questions arise about how well TikTok supports formal learning, how effectively it engages students, and how much it contributes to language development. Findings from (Rasyid et al., 2023) show that most students have positive perceptions of English-related content on TikTok, noting that it enhances their skills through engaging, relevant, and motivating videos.

However, concerns remain regarding the credibility of content, the risk of distraction, and the absence of structured learning materials. While many students find TikTok enjoyable and inspiring, others struggle with its informal nature and the abundance of non-educational content. These issues highlight the need to investigate students' perceptions of TikTok more thoroughly, considering both its advantages and limitations. Therefore, this study aims to address this gap by exploring students' experiences, attitudes, and challenges when using TikTok as an additional resource to strengthen their English language skills.

B. Research Methodology

The study applied a descriptive qualitative method. As explained by (Moleong & Surjaman, 2019) qualitative research produces descriptive data in the form of spoken or written narratives based on individuals' experiences and observable actions. This method was used to describe and better understand how students view TikTok as a platform for learning English in their everyday lives. Through this approach, the researcher aimed to reveal who was involved, what occurred, and the factors that shaped participants' experiences from their personal perspectives. Data for this research were collected through interviews, observations, and documentation. These sources were

then analyzed to highlight key points that emerged from the participants' experiences, which served as valuable evidence in the study (Fadilla & Wulandari, 2023).

This study employed purposive sampling, in which participants were selected based on the objectives of the research. The participants were first- to third-semester students of the English Language Education Program at Muhammadiyah University of Palopo who actively used TikTok as a medium for learning English. They were chosen according to several criteria: being actively enrolled in the English Language Education Program, having a TikTok account and using it regularly, frequently accessing English-learning content such as vocabulary, pronunciation, speaking, and listening materials, following creators who provide educational English content, and being willing to participate in the study and share their learning experiences openly and honestly.

Interviews were used as the primary technique for data collection. The information obtained consisted of both spoken and written data gathered through direct interaction between the researcher and the participants. A list of questions was prepared in advance to ensure that participants' responses remained focused on the research topic. Among the three types of interviews structured, unstructured, and semi-structured this study employed structured interviews. A structured interview is an approach in which all questions are predetermined and asked to each participant in the same order, allowing for more consistent and comparable data across respondents. This approach helps minimize researcher bias and ensures that the data collected remain aligned with the objectives of the study.

Data were gathered through structured, face-to-face interviews. The researcher used a list of guiding questions but allowed participants the freedom to elaborate and discuss their experiences more openly. The questions addressed key areas such as how students used TikTok for learning English, their views on the usefulness of educational content, and the difficulties they encountered while using the platform. During each interview, the researcher took notes and recorded important information shared by the participants. All

interview data were later analyzed to identify patterns that reflected students' overall perceptions.

Before conducting the interviews, the researcher selected five participants and showed them an example of an English-learning TikTok account to provide a common reference point. The interviews were analyzed using thematic analysis, which involved grouping the data according to themes that appeared in participants' responses. All interviews were recorded, then transcribed carefully to ensure accuracy, including relevant nonverbal cues when necessary. The researcher read through the transcripts multiple times to fully understand the context.

Next, the data were coded to categorize information into specific topics such as learning motivation, positive attitudes, challenges in using TikTok, educational content, and independent learning experiences. The identified themes were then interpreted in relation to the research questions. This thorough and systematic process ensured that the findings accurately reflected students' perceptions and experiences in using TikTok as a medium for learning English.

C. Results & Discussion

Results

This section presents the research findings related to the research questions, categorized into key themes. This analysis is structured to discuss students' general perceptions of TikTok,

1. Characteristics of Respondents Based on Their Level of Engagement in Using TikTok

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

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Respondent	Age	Gender	Semester	Years Using TikTok	Daily use (hours)	Mein Reason for Using Tiktok
Respondent 1	19	Female	3	6 years	7-8 hours	Learning English & Entertainment
Respondent 2	18	Male	1	4 years	5 hours	Entertainment & Learning
Respondent 3	19	Female	3	5 years	varies	Exploring creative content
Respondent 4	19	Female	3	7 years	3-4 hours	Social & educational Content
Respondent 5	18	Male	1	6 years	4 hours	Learning & Entertaiment

From the table above, it can be seen that each respondent has a different frequency of using TikTok as a medium for learning English. The detailed explanation is as follows:

Respondent 1 (RQ)

The first respondent has been active on TikTok for six years and typically spends 7–8 hours a day on the app. She finds TikTok both enjoyable and highly informative. For her, TikTok is not only a place for entertainment but also a platform where she can discover educational content that supports her English learning. She views TikTok as one of the most relaxed and interactive ways to study.

Respondent 2 (R)

The second respondent has used TikTok for around four years, with an average daily use of five hours. He believes TikTok can be fun and entertaining when used wisely. Even so, he emphasizes the importance of being selective because misinformation and hoaxes can spread easily on the platform.

Respondent 3 (S)

The third respondent has been using TikTok for nearly five years and interacts with it regularly, either daily or weekly. She thinks TikTok is suitable for everyday life because it offers engaging content such as cafe recommendations, OOTD inspirations, and other helpful information.

Respondent 4 (SY)

The fourth respondent began using TikTok in junior high school. The amount of time she spends on the app varies depending on her needs sometimes 3–4 hours a day, and at other times about 2 hours. She often uses TikTok during her free time and feels that the platform is becoming increasingly creative in both entertainment and educational content. She frequently watches English-learning videos, including live lessons and short educational clips made by content creators.

Respondent 5 (TRY)

The fifth respondent has been using TikTok since 2020 and currently used it mainly for entertainment. He typically spends about four hours per

day on the application. He considers TikTok one of the most popular social media platforms and enjoys the wide range of creative content offered on the FYP page. TikTok has helped him build confidence, although he often comes across negative comments on creators' videos, which he finds uncomfortable.

Based on their backgrounds and general impressions, it is clear that students' engagement with TikTok is shaped by their needs for entertainment, their interest in learning, and their attraction to creative content. They have been using TikTok for 4–7 years, with daily use ranging from 2 to 8 hours showing that the platform is familiar and deeply embedded in their daily routines.

Overall, the students' views of TikTok are positive. They see the app as enjoyable, informative, and closely connected to their everyday lives. Apart from entertainment, several respondents also rely on TikTok for English learning through educational videos and interactive features. However, they are aware of challenges such as misleading information and negative comments that can affect users' comfort.

In conclusion, the students regard TikTok as a flexible and beneficial platform that meets both entertainment and learning needs. Their high level of engagement and positive attitudes suggest that TikTok has strong potential to be used as an additional learning tool especially for increasing motivation and strengthening English language skills.

1.1 Students' Perspectives on TikTok as a Medium for Learning English

The researcher asked the students about their views on TikTok as a medium for learning English. Respondents 1, 3, and 5 stated that TikTok provides several features that support English learning, such as Stitch and Duet. According to them, these features allow users to learn interactively by combining videos from other creators who discuss specific topics for example, duet songs in which each user has their own part or role in the video.

Fitur duet dan stitchingnya kak sangat menarik karena memungkinkan saya berinteraksi dengan orang lain dan berlatih dengan cara yang kreatif dalam mengasah kemampuan saya.

" The duet and stitching features are very interesting because they allow

me to interact with others and practice creatively to improve my skills."

Based on this explanation, Respondent 1 uses TikTok features as tools to expand vocabulary and enhance speaking skills. One method she uses is watching English song videos that include lyrics in each section, which creators compile to help viewers improve their pronunciation.

Meanwhile, to practice listening skills, users can listen to popular English songs frequently used by Indonesian creators. Additionally, Respondents 3 and 4 believe that accounts such as *Kampung Inggris*, *Jago Bahasa*, and *English Media* help them learn English. They noted that these creators routinely produce short English-learning videos that follow trends and showcase creativity, making viewers consistently interested and unlikely to skip their content. Respondent 4 added:

Cara saya menggunakan TikTok untuk belajar bahasa Inggris yaitu dengan memilih konten yang sesuai seperti mencari konten edukasi 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 kalau kreator kontennya menarik saya akan mengikuti akun tersebut misalnya akun kampung english dari makassar, pare atau dari daerah lain.

"The way I use TikTok to learn English is by selecting suitable content, such as educational videos related to English learning like grammar tutorials, vocabulary, or English dialogues. I keep watching them so they will appear more frequently on my FYP. Sometimes, if the creator is interesting, I follow their account, such as Kampung English from Makassar, Pare, or other regions."

The creative videos uploaded on TikTok make students perceive TikTok as an effective tool for learning English. According to Respondent 3:

Menurut saya, TikTok adalah aplikasi yang bagus untuk belajar bahasa Inggris karena banyak video yang menarik dan mudah dipahami. Melalui aplikasi ini, saya bisa mempelajari hal-hal baru seperti kosakata dan tata bahasa dengan cara yang lebih sederhana dan menyenangkan.

"In my opinion, TikTok is a good application for learning English because there are many interesting and easy-to-understand videos.

Through this app, I can learn new things like vocabulary and grammar in a simpler and more enjoyable way." These statements indicate that TikTok is a social media platform that serves as an effective tool for improving students' English proficiency due to its easy accessibility. Students also prefer short videos as they help keep them motivated while learning English.

1. Students' Motivation in Using TikTok as a Medium for Learning English

Respondents 1, 2, and 5 shared their experiences that TikTok can motivate them to learn English. Respondent 2 explained that learning English through TikTok motivates him because he can watch artists or influential creators making fun and engaging videos. As stated by the respondent 2:

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

"Using TikTok increases my motivation to learn English because it makes me want to know more English vocabulary. I also usually like the content creators such as their personality shown through their teaching style or how fluently they use English so I feel motivated by that as well."

The large number of accounts on TikTok makes him even more interested in learning English. He can choose the creators he wants to watch and adjust his learning to the things he enjoys. He believes that learning English through social media provides opportunities to develop various skills needed for his personal growth.

Regarding the comparison between traditional methods and TikTok, Respondent 2 stated that he prefers learning through social media rather than using books or classical learning methods. Respondent 1 added:

Menurutku kak TikTok lebih interaktif dan menarik dibandingkan metode tradisional seperti buku teks dan penggunaan video pendek membuat pembelajaran terasa lebih menyenangkan dan tidak membosankan.

"In my opinion, TikTok is more interactive and engaging compared to traditional methods like textbooks, and the use of short videos makes learning feel more enjoyable and less boring."

Everyone has a different learning style. Respondent 1 enjoys learning through social media because she finds it more creative and accessible anywhere. She also stated that it suits her well because she enjoys learning independently.

2. Challenges and Limitations Faced by Students Using TikTok as a Medium for Learning English

Respondent 1, a student who has been using TikTok since 2020, explained the challenges of using the platform for learning English. These challenges encouraged the respondent to practice more by watching educational content on TikTok, as stated below:

Tantangan dalam menggunakan TikTok adalah ee saya harus pastikan bahwa konten yang saya nonton akurat dan tidak mengandung informasi yang salah saya juga harus pilih-pilih konten yang benar benar edukatif.

"The challenge in using TikTok is that I have to make sure the content I watch is accurate and does not contain misleading information. I also need to be selective and choose content that is truly educational."

Due to TikTok's diverse For You Page (FYP) algorithm, many videos can distract learners during study sessions. The types of videos that appear are also influenced by how frequently certain content is viewed. For example, if someone often watches grammar-related videos, then grammar videos will appear more frequently on their FYP.

Not all videos on TikTok use formal English, so students need to pay attention to the type of language used. Respondents 3 and 2 expressed that many videos still use informal vocabulary or slang. From this, they realized that English learning content on TikTok should ideally come from accounts that use proper English. However, they believe that for academic purposes, English should be learned from sources that use formal language. Respondent 3 stated:

Salah satu kekurangan dalam menggunakan TikTok untuk belajar bahasa yaitu kualitas bahasanya yang berbeda-beda. Banyak pengguna menggunakan bahasa tidak formal

atau bahasa gaul, jadi kurang tepat kalau dijadikan sumber untuk pembelajaran bahasa Inggris yang bersifat formal. Selain itu, interaksi di TikTok juga terbatas. Walaupun ada beberapa video yang memancing komentar atau diskusi, hal itu tidak selalu terjadi, jadi peluang untuk berkomunikasi langsung dengan sesama pembelajar atau pengajar menjadi terbatas.

"One of the drawbacks of using TikTok to learn English is the varying language quality. Many users use informal or slang expressions, so it's not appropriate if the content is used as a source for learning formal English. In addition, interaction on TikTok is limited. Although some videos encourage comments or discussion, it does not always happen, so the opportunity to directly communicate with fellow learners or teachers becomes restricted."

Respondent 3 further explained that limited interaction is also a challenge when learning English. Although discussions sometimes occur in the comment section, such interactions are rare. The large number of comments from various users often makes conversations between students buried or overshadowed, hindering meaningful discussion.

Respondents 4 and 5 stated that another limitation of learning English through TikTok is the short video duration. Students often need deeper explanations but must search for additional videos on similar topics either from the same creator or from others. Respondent 5 said:

Salah satu kendalanya yaitu keterbatasan durasi video yang singkat, biasanya hanya 1-3 menit sehingga yang disampaikan bisa jadi kurang mendalam, jadi saya harus mencari penjelasan dari video lain baik dari kreator yang sama maupun yang berbeda. Tapi hal ini justru membuat saya agak terganggu dan kurang fokus dalam belajar bahasa inggris.

"One of the limitations is the short video duration, usually only 1–3 minutes, so the explanations may not be in-depth. I have to look for other videos, either from the same creator or different ones. But this actually distracts me and makes it harder to stay focused when learning English."

Differences in individual learning styles also make the experience vary among students. Some find learning English through TikTok more

engaging because the videos are creative and concise. However, others feel that the short duration becomes a barrier to effective English learning on the platform.

3. Benefits of Using TikTok as a Medium for Learning English

Respondents 3 and 4 reported noticeable improvements when using TikTok as a medium for learning English. This progress is evident in several videos they created using English. Respondent 3 mentioned that their English pronunciation became more fluent and their vocabulary became more varied. As stated by Respondent 3:

Iya saya memperhatikan ada peningkatan dalam kemampuan berbahasa inggris saya sejak saya mulai menggunakan Tiktok, yaitu bidang kosakata dan pengucapan.

"Yes, I noticed an improvement in my English abilities since I started using TikTok, especially in vocabulary and pronunciation."

Respondent 3 observed that their pronunciation became smoother and more developed since TikTok became one of their learning platforms for English. In the videos uploaded on TikTok, many trends use English audio or voiceovers from content creators that are easier to understand, which helps improve students' vocabulary and pronunciation.

Respondents 1 and 2 mentioned several examples of how TikTok has enhanced their English skills. This method is often used to practice various English language skills and has influenced their abilities in grammar, listening, and speaking. Respondent 2 stated:

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.

"I often join pronunciation challenges and try to imitate how native speakers pronounce words when their videos appear on my TikTok FYP. This method helps me improve my accent and intonation. I think one example that improves my listening skills is when there are viral English sounds or songs that I like. I keep replaying them until I memorize the sound.

Similarly, Respondent 1 also explained:

Contohnya ketika ada lagu viral di TikTok dan say belajar mendengarkan dan berusaha menghafal sound itu. Saya juga belajar artinya dari sub title dan belajar bagaimana cara pengucapan dari kosakata di dalam lagu itu.

"For example, when there is a viral song on TikTok, I learn by listening and trying to memorize the sound. I also learn the meaning from the subtitles and practice pronouncing the vocabulary from the song."

4. Students' Suggestions on Using TikTok as a Medium for Learning English

Respondents 3 and 4 provided several suggestions for improving TikTok's educational quality. They believe that TikTok can become a valuable educational platform due to its increasing popularity and easy accessibility each year. As stated by Respondent 4:

Menurut saya, untuk lebih mendukung pembelajaran bahasa Inggris, TikTok harus lebih banyak memasukkan konten pendidikan. Mungkin ada konten yang lebih teratur 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 lewat fitur-fitur ini.

"In my opinion, to better support English learning, TikTok should include more educational content. There could be more organized materials specifically designed for learning English, such as grammar lessons, vocabulary, or practical tips to improve speaking skills. In the future, content creators might even design quiz-filter features that could help anyone with a TikTok account learn English through these tools."

As a student, Respondent 4 explained that filters designed by creative content creators in the field of education could allow students with TikTok accounts to learn English or other subjects. Several videos also show teachers frequently livestreaming and teaching English through TikTok. Retired lecturers and professors are also known to host live sessions with different themes in each schedule to support English learning on the platform.

Meanwhile, as explained by Respondents 1, 2, and 3, lecturers can also learn English through TikTok. Lecturers may participate directly or through assignments given to students and uploaded to TikTok. This also helps build students' confidence, as stated by Respondents 1 and 2:

Dosen dapat menggunakan TikTok untuk memberikan tugas yang menantang seperti membuat video pendek tentang topik tertentu, membuat pelajaran bahasa Inggris lebih menarik dan sesuai bagi mahasiswa. Salah satu saran bagi dosen adalah membuat akun khusus di mana mahasiswa dapat belajar dari rumah, atau untuk berpartisipasi dengan memperkenalkan teknologi kepada mahasiswanya.

"Lecturers can use TikTok to assign challenging tasks, such as creating short videos on specific topics, making English lessons more engaging and suitable for students."

One suggestion for lecturers is to create a dedicated account where students can learn from home or participate by introducing technology to their students.

Respondents 1 and 2 added that lecturers can serve as a bridge for students to explore technology as a tool to enrich their learning methods, especially for learning English. Creative video-based assignments can positively impact students' confidence levels and become an effective way to improve their speaking and grammar skills. Several student videos completing assignments on TikTok such as daily routine explanations or presentations have already been uploaded to their TikTok accounts.

From the interviews with the students, it was found that all respondents had a positive perception of using TikTok for learning English and considered it a useful platform for improving their English skills. They believe TikTok motivates them to learn English. The researcher found no negative perceptions regarding the use of TikTok as a medium for learning English. TikTok is an effective learning tool that can be accessed and used anytime and anywhere. Therefore, TikTok may become an essential platform for English lecturers to integrate into their teaching, as it has the potential to support English learning and increase student motivation in their studies.

Discussion

Students consider TikTok to be an effective platform for learning English. Respondents 1, 3, and 5 explained that features such as Duet and Stitch allow them to practice in a more interactive and creative way. They also frequently watch videos containing song lyrics, vocabulary, and pronunciation examples to improve their speaking and listening skills. Meanwhile, Respondents 3 and 4 follow educational accounts like Kampung Inggris and Jago Bahasa because the content is short, engaging, and easy to understand, making it appear frequently on their FYP. Overall, students view TikTok as an accessible learning medium that boosts their motivation through creative and informative short videos. This is supported by (Mooy et al., 2025) research stating that on TikTok, there are various forms of English learning that have been experienced and used by youngsters such as short-form videos, language challenges, native speaker videos, and interactive learning features. The use of TikTok as an English learning medium has been shown to influence the development of youngsters' English proficiency, including its impact on communication competence, creativity, critical thinking, self-directed learning, as well as serving as a tool for learning and teaching English.

Students' Motivation in Using TikTok as a Medium for Learning English

Respondents 1, 2, and 5 stated that TikTok helps increase their motivation to learn English. Respondent 2 feels more eager to learn because he enjoys creative videos from content creators whose teaching style and fluency inspire him to explore more vocabulary. The large number of learning accounts on TikTok also allows him to choose content that matches his interests. (Maya Agustina & Yanuarius Yanu Dharmawan, 2025). He added that he prefers learning through social media rather than traditional methods like textbooks. Respondent 1 agreed, saying that TikTok feels more interactive, enjoyable, and less boring. She also thinks that this method suits her well because it is creative, easy to access, and supports independent learning. (Bahri et al., 2022)

Challenges and Limitations Faced by Students Using TikTok as a Medium for Learning English

Respondent 1 shared that learning through TikTok can be challenging because they must carefully choose content that is accurate and educational, while the FYP often shows distracting videos. Respondents 2 and 3 noted that many creators use informal language or slang, making the platform less suitable for learning formal English, and interactions in the comment section are limited. Respondents 4 and 5 added that the short video duration often leads to shallow explanations, forcing them to search for more videos, which disrupts their focus. Overall, some students find TikTok helpful because of its creative content, while others see the short duration as a barrier to effective learning.This is supported by (Oktavena et al., 2025), stated that students address the challenges of using TikTok by employing strategies such as following credible content, combining it with formal learning, and using the platform as a supplement. A critical approach in selecting videos and seeking feedback helps improve EFL skills while minimizing the risks of informal content. TikTok is effective as a learning supplement when used alongside structured teaching methods.

Benefits of Using TikTok as a Medium for Learning English

Students generally view TikTok as an effective tool for learning English. Respondents 1, 3, and 5 explained that features like Duet and Stitch help them practice more interactively and creatively. They also often watch videos with song lyrics, vocabulary, and pronunciation examples to improve their speaking and listening skills.This is supported by (Annapis et al., 2024), who states that TikTok improves students' speaking skills, vocabulary, pronunciation, and confidence, while reducing anxiety and fostering creativity. TikTok has the potential to serve as a supportive tool for language learning, enhancing motivation and engagement, although attention is needed regarding content curation and screen time management.

Students' Suggestions on Using TikTok as a Medium for Learning English

Respondents 3 and 4 believe TikTok could become a more effective learning platform if it offered more structured educational content and

interactive features such as quizzes. They also noted that many teachers and lecturers now use TikTok Live to teach English.Meanwhile, Respondents 1, 2, and 3 suggested that lecturers assign video-based tasks to make learning more engaging. This approach can boost students' confidence and improve their speaking and grammar skills. Overall, all respondents expressed positive views. They found TikTok accessible, motivating, and helpful for improving their English abilities. No negative perceptions were reported, indicating that TikTok has strong potential to support English learning.his is supported by (Khoirun, 2017), who states that teachers can collaborate with students to create task guidelines and rubrics, as well as use model videos as examples. Well-designed tasks not only improve speaking fluency and accuracy but also develop students' digital literacy, self-reflection, and learner autonomy.

Overall, this study concludes that TikTok can be an effective, creative, and motivating tool for learning English, provided that its use aligns with academic goals and is supported by strong digital literacy skills. TikTok does not replace formal learning but can function as a complementary medium that enhances students' English proficiency through more engaging, multimodal, and contextual learning experiences.

D. Conclusion

Students have diverse views on using TikTok for learning English. In general, they find TikTok engaging, enjoyable, and helpful for developing vocabulary, pronunciation, listening skills, and speaking confidence. Interactive features such as Duet, Stitch, FYP, and subtitles make learning more creative and multimodal.

However, TikTok also has limitations, such as content that is not always accurate, distractions from non-educational videos, the platform's informal nature, and a lack of structured learning materials. Therefore, its effectiveness depends on proper use, integration with formal teaching methods, and students' ability to select relevant content. When used wisely, TikTok can serve as a supportive tool that enriches English learning but does not replace conventional methods.

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