

## Students' Perspectives on Using TikTok Videos as a Medium for Learning English

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### ABSTRACT

This research investigated the students' perspectives on using TikTok as a medium for learning English. This research article employed a qualitative research method with an inductive approach to explore the phenomenon of using the TikTok video as a tool for learning English. The respondents were 47 students of Sekolah Tinggi Ilmu Kesehatan (STIKes) Banyuwangi who are taking English subjects in the even semester of the 2022/2023 academic year from 4 study programs, namely D3 Nursing, D4 of Medical Laboratory Technology, Bachelor of Nursing, and Bachelor of Midwifery. The data collection used an observation sheet, a questionnaire, and an in-depth interview. Semi-structured interviews were conducted with participants to gather detailed insights into their motivations, experiences, and strategies for using TikTok videos for English acquisition. Thematic analysis techniques were used to identify patterns, themes, and categories that emerged regarding using TikTok videos. The results showed that students used TikTok for various language learning purposes, including improving listening, speaking, reading, writing, and pronunciation skills. Additionally, most students admit that TikTok helps them expand their vocabulary and understand grammatical structures in context. Despite challenges such as distraction from non-educational content and variations in the quality of educational content, many students recommend using TikTok for learning English. The research findings provide valuable insights into the specific language skills and components students focus on while using TikTok for English learning.

**Keywords:** *Students' Perspectives; TikTok Video, Learning English*

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### A. Introduction

The rapid advancement of technology has significantly impacted various sectors, including education. Integrating social media into educational practices has emerged as a significant trend in recent years. This technological revolution has led to the emergence of new teaching and learning methods, one of which involves the use of social media platforms. TikTok, a video-sharing social networking service known for its short-form videos, has gained immense popularity among these platforms. Initially designed for entertainment, TikTok is now recognized as a potential educational tool due to its interactive nature and global reach. The platform allows users to create and share brief videos on any topic, providing a unique avenue for learning that is

interactive and engaging. This feature could be particularly beneficial in language learning, where exposure to authentic language use and practice opportunities are crucial. In the context of English language education, TikTok can provide learners with access to real-world language usage across different dialects and accents. It can also enable them to practice their listening comprehension and pronunciation skills engagingly.

The fact states that the number of TikTok users in Indonesia has reached more than 10 million, and the majority are students. The TikTok application is currently a popular favorite, attracting the millennial generation's interest so that TikTok can be used as an exciting and interactive learning media for students (Taubah, 2020). As time progresses, numerous TikTok content creators have posted educational and scientific videos, among other creative content. Consequently, TikTok can be an educational platform if it is utilized appropriately. It is supported by (Purba & Khairunnisah, 2022), who responded positively and showed that TikTok can increase students' interest in learning English. University students are familiar with TikTok. They use it for entertainment, and nowadays, it can be used to watch educational videos for learning English, such as short videos about vocabulary, grammar, and common mistakes in English, and listen to music so they will get new knowledge and find the unfamiliar words that have never been heard.

Several studies on the use of the TikTok application in English language learning have been conducted, such as a study (Simanungkalit & Katemba, 2023) in their research which shows that the students have responded positively to the use of TikTok for enhancing their English vocabulary skills. Employing TikTok as a tool for learning English vocabulary among university students aids in broadening their lexicon. Research by (Novitasari & Addinna, 2022) revealed that Utilizing TikTok for English learning can enhance students' language abilities due to its enjoyable and stress-free. TikTok is fun for many students because TikTok's short, engaging videos make learning more interactive and less monotonous than traditional methods, and TikTok videos often use English in real-world, relatable contexts, which can make language learning more meaningful and enjoyable. Another study by (Rama et al., 2023) mentioned that

employing TikTok in language learning enhances students' eagerness to learn and effectively aids in acquiring English vocabulary.

Moreover (Yang, 2020) identified that students demonstrated positive attitudes towards using TikTok as a platform for English learning. They believed that TikTok could be leveraged to broaden their English learning strategies and boost their motivation to learn. (Ferstephanie & Pratiwi, 2022) Proved that the TikTok application encourages students to enjoy learning, particularly stimulating their speaking skills. It provides a platform where students can articulate their thoughts while creating content. According to (Hastomo et al., 2022), TikTok assists students in expanding their English vocabulary. The application's accessibility enables them to learn English vocabulary anytime and anywhere. TikTok videos offer the flexibility for students to select specific vocabulary topics they wish to enhance, and students concur that TikTok facilitates easier memorization of new English words.

(Afidah et al., 2021) Mention several benefits of using the TikTok application in the educational process. Firstly, it can be an engaging, interactive, and innovative learning platform when paired with appropriate methods. Secondly, thanks to a range of features within the app, all four language skills can be accommodated. Additionally, TikTok is user-friendly and easy to implement in teaching settings. With its vast user base predominantly consisting of younger generations, it has the potential to become an effective educational tool for future generations.

Moreover, TikTok offers numerous appealing features that resonate with millennials' preferences, making it an ideal platform for students to express their ideas positively and educationally through activities like research video tasks, language learning, and public speaking. Lastly, despite some public perception viewing TikTok negatively due to misuse by specific users, it can offer significant advantages in education when used correctly and responsibly. In the field of English language learning, TikTok's potential is particularly intriguing. The platform allows users to create and share videos encompassing various aspects of language learning, such as pronunciation practice, vocabulary expansion, grammar exercises, and cultural exchanges. Moreover, learners can interact with native English speakers worldwide through this platform.

However, despite these potential benefits in language education and its growing popularity among students, there is limited research on how effective TikTok can be as an English learning tool from the student's perspective. Understanding how students perceive this innovative approach could provide valuable insights into whether or not it can be effectively integrated into English language instruction. This study aims to investigate student perspectives on using TikTok as a medium for learning English. It will explore their attitudes towards this unconventional educational tool and assess their perceptions about its effectiveness in enhancing their English language skills. This comprehensive approach distinguishes it from previous studies focusing mainly on one or two language skills. Moreover, this study will also aim to identify best practices for integrating TikTok into English language instruction based on students' experiences and preferences.

## **B. Research Method**

This research article employs a qualitative research method with an inductive approach to explore the phenomenon of using the TikTok video as a tool for learning English. According to (Creswell & Creswell, 2018), Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex, holistic picture, analyzes words rather than numbers, and conducts the study naturally. The qualitative approach allows for a comprehensive understanding of the underlying meanings, perspectives, and experiences of the phenomenon under investigation. The study adopts an inductive approach, allowing for an in-depth understanding of how individuals utilize TikTok for language learning purposes. (Creswell, 2014) stated that the inductive approach is one where the researcher begins with detailed observations of the world and moves toward more abstract generalizations and ideas. The researcher starts with data collection, then generates themes or patterns from that data, develops categories from those themes, and finally generates a theory."By employing qualitative methods, we can explore users' experiences, perceptions, and strategies to enhance their English language skills through this popular social media platform. By adopting an inductive approach,

this study aims to generate new insights and theories from the data collected rather than starting with preconceived hypotheses or theories.

The population in this study was the students of Sekolah Tinggi Ilmu Kesehatan (STIKes) Banyuwangi who are taking English subjects in the even semester of the 2022/2023 academic year from 4 study programs, namely D3 Nursing, D4 of Medical Laboratory Technology, Bachelor of Nursing, and Bachelor of Midwifery. The sampling technique was purposive sampling by selecting students who actively use TikTok to learn English, as many as 50 students. According to (Polit & Beck, 2017) purposive sampling involves selecting a sample of individuals who possess certain characteristics or qualities that will provide insight into the research question. The researcher carefully chooses participants who can provide rich and meaningful data, ensuring that they are representative of the target population or have expertise in the area under investigation.

Data collection used an observation sheet, a questionnaire, and an in-depth interview. The observation sheets comprise inquiries about whether the respondents use TikTok to learn English. A questionnaire on Google Forms is a straightforward and efficient way to gather information from respondents. It is flexible and user-friendly for designing questionnaires tailored to research needs. It simplifies data collection by streamlining response gathering and automating data storage in real time through integration with Google Sheets. The research questionnaires encompass queries that delve into students' perspectives on using TikTok for English language learning. Lastly, the In-depth Interviews: Semi-structured interviews were conducted with participants to gather detailed insights into their motivations, experiences, and strategies for using TikTok to learn English.

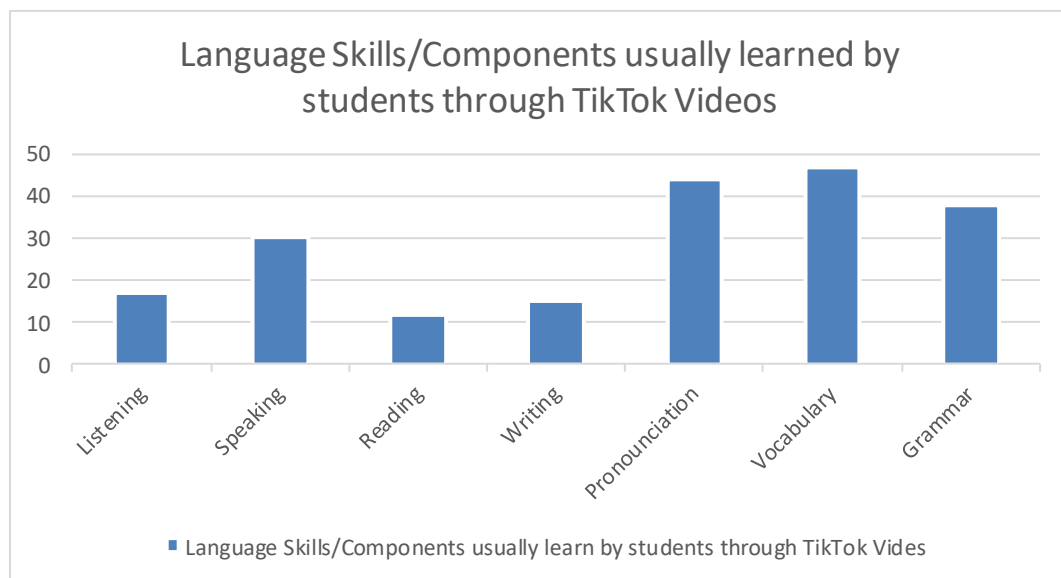
The observation sheets were analyzed quantitatively by calculating the frequencies and percentages of respondents who use TikTok to learn English. Qualitative analysis involves identifying common themes or patterns in respondents' observations and experiences related to using TikTok for language learning. Quantitative analysis of questionnaire responses summarizes students' perceptions of using TikTok for English language learning. Open-ended questions in the questionnaire were analyzed qualitatively by coding and categorizing responses into themes. For in-

depth interviews, the collected data was analyzed using thematic analysis techniques to identify patterns, articles, and categories that emerged regarding the use of TikTok for learning English.

### C. Research Finding and Discussion

Observation sheet results regarding whether students use TikTok videos to learn English among 140 students found that 47 of them utilize TikTok videos as a tool for learning English. It indicates that approximately one-third of the surveyed students have embraced TikTok as a platform to enhance their English language skills. Using TikTok videos for learning English showcases digital media's growing popularity and effectiveness in education. Students actively seek innovative and engaging methods to supplement their language learning journey. The research findings highlight the potential benefits of using TikTok videos for English acquisition.

Then, the questionnaire results related to the students' perspectives on using TikTok Videos for learning English. First question: "What language skills do you usually learn in TikTok videos?"



The research results above provide valuable insights into the specific language skills and components students have focused on while using TikTok videos to learn English. Among the 47 participants, it was found that a considerable number of students utilized TikTok for various language-learning purposes. Firstly, 17 students reported

using TikTok videos to enhance their listening skills. Secondly, a significant majority of 30 students used TikTok to improve their speaking skills. Furthermore, 12 students focused on using TikTok videos to enhance their reading skills. Similarly, 15 students utilized TikTok to improve their writing skills. Interestingly, most 44 participants emphasized using TikTok videos to improve pronunciation. Moreover, vocabulary improvement was highlighted by 48 students who recognized the value of utilizing TikTok videos to expand their linguistic knowledge. Lastly, grammar/structure improvement was identified as a focus area by 38 participants who acknowledged how incorporating TikTok into their language learning routine helped them gain a better understanding and application of grammar rules within context.

Table 1. The students' Perception of English Skills Enhanced through Learning with TikTok Videos

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Using TikTok has improved my listening skills in English.	7 (15%)	34 (72%)	6 (13%)	-	-
2	Using TikTok for learning English enhances my speaking skills.	12 (26%)	35 (74%)	-	-	-
3	My reading comprehension in English has improved due to using TikTok for learning.	2 (4%)	20 (43%)	11 (23%)	9 (19%)	5 (11%)
4	Interacting with other users on TikTok improves my writing skills in English.	4 (8%)	21 (45%)	9 (19%)	7 (15%)	6 (13%)
5	Using visual content on TikTok has helped me understand grammar rules and sentence structures better.	17 (36%)	28 (60%)	2 (4%)	-	-
6	TikTok makes me better to pronounce English words.	27 (57%)	20 (43%)	-	-	-
7	Using TikTok has helped me expand my vocabulary and improve word usage in English.	39 (83%)	8 (17%)	-	-	-

Among the 47 participants, 7 (15%) students strongly agree, 34 ((72%) agree, and 6 (13%) are neutral if Using TikTok videos has improved their listening skills in English. This high percentage indicates a consensus among these learners about the positive impact that TikTok can have on developing listening skills. Then 12 (26%) students strongly agree, and 35 (74%) agree that TikTok can improve their speaking



skills. This substantial percentage indicates widespread recognition among these learners about the positive impact of TikTok videos on developing spoken language proficiency. The interactive nature of TikTok allows users to create and share videos where they can practice speaking English, engage in conversations, or participate in language challenges. This finding highlights the platform's potential for fostering oral communication abilities.

The research results offer a nuanced understanding of how students perceive the impact of TikTok videos on their English reading abilities. Among the 47 participants, 2 (4%) students strongly agreed, and 20 (43%) students agreed that using TikTok videos has improved their reading skills. Many learners recognized some improvement in their reading skills through exposure to written text in video captions and comments on TikTok. However, 11 students, or approximately 23%, remained neutral on this matter. There were also negative responses, with 9 students, or around 19%, disagreeing and another group of 5 students, or roughly 11%, strongly disagree that using TikTok videos has improved their English reading ability.

The research results present a comprehensive view of the student's perceptions regarding the impact of TikTok videos on their English writing skills. 4 (8%) students strongly agree, and 21 (45%) agree that using TikTok can improve their writing skills. Nearly half of the learners acknowledged some improvement in their writing skills through activities like creating captions or comments on TikTok. However, there were also mixed responses. Nine students, or approximately 19%, remained neutral on this matter. Moreover, there were negative responses: seven students, or around 15%, disagreed, and six students, or roughly 13%, strongly disagreed that using TikTok videos has improved their English writing ability.

Additionally, from the 47 participants, 27 (57%) students strongly agree, and 20 (44%) agree that TikTok videos improve their English pronunciation. This substantial percentage further reinforces these learners' recognition of the positive impact that listening and mimicking speech in TikTok videos can have on developing proper English pronunciation. Furthermore, 39 (83%) students strongly agree, and 8 (17%) agree that TikTok videos can expand their English vocabulary. It further reinforces recognition among these learners about the positive impact of exposure to diverse



language content in TikTok videos on vocabulary acquisition. These results aligned with those (Herwanto, 2022) regarding the benefits gained from using TikTok videos for learning English, including the ease of practicing speaking skills, acquiring new vocabulary, improving pronunciation, boosting self-confidence, gaining insights into grammar usage, and understanding appropriate gestures, expressions, and intonation. The research results by (Warini et al., 2020) showed five types of English learning online TikTok videos often made by content creators: vocabulary, grammar, pronunciation, common mistakes, and English facts (English mistakes).

In the subsequent section of the questionnaire, students were asked to express their emotions and feelings regarding using TikTok for English language learning. The outcomes are presented in the table provided below:

Table 2. The Students' Feeling of Using TikTok Videos for Learning English

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel enjoy and relax when learning English by using TikTok.	28 (60%)	19 (40%)	-	-	-
2	I am motivated to learn English when using TikTok.	25 (53%)	20 (43%)	2 (4%)	-	-
3	I can easily find relevant English learning content on TikTok.	31 (66%)	16 (34%)	-	-	-
4	TikTok provides an engaging platform for learning English.	21 (45%)	26 (55%)	-	-	-

Table 2 presents the research findings regarding the participants' feelings while using TikTok for learning English. Among the 47 participants, 28 (60%) and 19 (40%) students enjoy and relax when learning English using TikTok videos. These results indicate that a significant majority of the participants found using TikTok as a platform for learning English to be an enjoyable experience. Then 25 (53%) students strongly agree, 20 (43%) students agree, and only a small number of students, specifically 2 individuals (4%), remained neutral regarding TikTok's ability to motivate them in their English language learning journey.

Out of 47 participants, 31 (66%) students stated that using TikTok videos makes finding relevant English learning content easier. On the other hand, 16 students (34%) expressed a similar sentiment. These results indicate that most students recognize the

value of TikTok as a platform for accessing relevant English language learning materials. The diverse range of content available on TikTok assists students in locating resources that are specifically tailored to their language learning needs. Additionally, 21 (45%) and 26 (55%) stated that TikTok is an engaging platform for learning English. These results suggest that many students perceive TikTok as an engaging platform for learning English. TikTok's content's dynamic and interactive nature captivates and sustains students' interest throughout their language learning journey. The findings highlight how TikTok's format and features contribute to its appeal as an educational tool. Through the TikTok application, students can learn various English materials at the same time, such as vocabulary, speaking, listening, tenses, reading, and writing, because the application presents audio, text, and visuals that are exciting and fun and various features that are easy to use so that students can watch and be creative by making videos on the TikTok application (Yovita & Purnamaningsih, 2022).

Table 3 shows that the students expressed positive views on the ease and usefulness of learning English via TikTok. The specific results are displayed in the following table.

Table 3. The Students' Perceptions on the Ease of Using TikTok for English Learning

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	It is easy to use TikTok for learning English.	34 (72%)	13 (28%)	-	-	-
2	I can learn at my own pace using TikTok, making it convenient.	17 (36%)	27 (58%)	3 (6%)	-	-
3	TikTok offers authentic content that helps me understand real-life usage of English.	19 (40%)	28 (60%)	-	-	-
4	English content on TikTok can be viewed anytime and from any location.	39 (83%)	8 (17%)	-	-	-

Of 47 respondents, 34 (72%) students strongly agree, and 13 (28%) agree that TikTok is easy to use. It indicates a consensus among the participants about the user-friendly nature of TikTok. When it comes to convenience and flexibility in learning, 36% (17 students) strongly agree that TikTok allows them to learn at their own pace, 17 (36%) students strongly agree, and 27 (58%) agree. A small minority of 6% (3 students) remain neutral. It shows that most respondents appreciate the self-paced learning

opportunity provided by TikTok. The authenticity of content on TikTok was another area explored in this survey. 19 (40%) strongly agree, and 28 (60%) agree that TikTok offers authentic content that helps them understand real-life usage of English. Regarding accessibility, 39 (83%) strongly agree, and 8 (17%) agree that English content on TikTok can be viewed at any time and from any location. It underscores one key advantage of digital platforms like TikTok: their ability to make educational content accessible whenever and wherever is convenient for learners.

These research findings highlight how diverse language skills and components can be effectively targeted using TikTok videos as an educational resource. The platform's engaging audiovisual format facilitates listening comprehension practice while offering opportunities for speaking practice through interactive features. Additionally, exposure to written captions aids reading comprehension alongside incidental vocabulary acquisition experiences within video content. Moreover, Tiktok provides opportunities for learners seeking pronunciation improvement while also indirectly supporting grammar/structure enhancement within relevant contexts.

Then, in the interview process, some questions are given to gather more information about the students' motivation benefits of challenges of using TikTok for language learning from the users' perspectives. The first question is about how often the students use TikTok as a tool for learning English. The results showed:

Student A: "I usually use TikTok to learn English at least twice a week. I find the short videos very helpful in understanding new vocabulary and sentence structures."

Student B: "I don't use TikTok too often to learn English, maybe only once every few weeks. However, I admit that the content presented is quite interesting and informative."

Student C: "I use TikTok almost every day as my English learning tool. These short videos make it easier for me to learn new things in the midst of my busy schedule at college."

Student D: "I use TikTok to learn English about three to four times a week. Often, I watch these videos during breaks or before bed."

Student E: "My use of TikTok for learning English is quite varied, depending on my academic load and available content. On average, I use it once or twice a week."

Student F: As a university student, my usage of TikTok for learning English varies based on my academic workload. On average, I use TikTok as a tool for learning English about three times a week

The second question about the student motivation for using the TikTok application to learn English:

Student A: "My motivation for using TikTok to learn English is because the short video format is interesting and easy to understand. Apart from that, I can learn while having fun."

Student B: "I use TikTok as a learning tool because the content is authentic and relevant to everyday language use. It helps me understand the context of English use in real life."

Student C: "TikTok provides a new and innovative way to learn English. My motivation is to try a learning method that is different from traditional methods in class."

Student D: "I feel more motivated to learn when watching videos on TikTok compared to reading a textbook or sitting in class. The format is more interactive and fun."

Student E: "Time flexibility is my main motivation for using TikTok to learn English. I can study the material anytime and anywhere according to my schedule."

Student F: The short videos are engaging and provide me with quick lessons on various aspects of the language, such as vocabulary, grammar rules, idioms, etc. Additionally, seeing native speakers use English daily gives me insights into the practical application of what I've learned.

It agrees with the research results (Syamsi, 2022) that learning using the TikTok application increases students' motivation and enthusiasm at every learning meeting, which can positively impact students. Apart from that, it also increases student activity in class and increases concentration in learning.

The third question about the students' opinions regarding the advantages of using the TikTok application to learn English compared to traditional methods:

Student A: "In my opinion, the main advantage of using TikTok to learn English is its interesting and interactive format. The short videos are easier to digest than traditional learning materials."

Student B: "TikTok allows me to learn English in a context that is more authentic and relevant to everyday use, in contrast to textbooks which are sometimes stiff and formal."

Student C: "The big advantage of TikTok is its flexibility. I can study anytime and anywhere, not limited by class schedules or specific locations."

Student D: "I feel that TikTok helps me understand English-speaking culture better because many of the videos are made by native speakers. This is difficult to get from traditional learning methods."

Student E: "Using TikTok to learn English makes the learning process more fun and less monotonous compared to traditional methods."

Student F: "TikTok's short video format fits students' attention spans perfectly. Many creators on TikTok create educational content focused on learning English covering topics such as grammar, vocabulary, pronunciation, and idioms, making learning more accessible and engaging."

These interview results in line with (Simanungkalit & Katemba, 2023). They said was that they also received benefits such as Easy to practice speaking, Gaining new vocabulary, Getting better pronunciation, Increasing Self-confidence, grammar insight, and Knowing the use of appropriate gestures, expressions, and intonation.

The next question related to any challenges or limitations faced by students while using TikTok as a medium for learning English and how to overcome it, with the results:

Student A: "The main challenge I encounter is that there are too many distractions on TikTok. There is a lot of content that is not relevant to English learning. To overcome this, I try to focus on accounts or hashtags that are related to language learning."

Student B: "I feel that some videos on TikTok do not provide in-depth enough explanations due to the limited video length. To overcome this, I often look for additional references from other sources such as books or websites."

Student C: "One of the challenges is the lack of formal study structure on TikTok.

Unlike online courses or regular classes, the material on TikTok tends to be random and unsystematic. I overcome this by creating my own study schedule and noting down the important points from each video."

Student D: "Sometimes there are difficulties in understanding certain accents or dialects in videos on TikTok. For this reason, I often use the subtitle feature if available, or look for further explanations online."

Student E: "TikTok can become addictive and affect my study productivity if not used wisely. The way I deal with it is by setting a time limit for use every day."

Student F: "The quality of educational content on TikTok varies greatly and depends on who creates it. Some videos may be accurate and informative, while others may be less accurate or even misleading. The solution is looking for appropriate and related content based on our needs in learning English."

This research result aligns with (Syamsiani & Munfangati, 2023), who stated that various challenges appear in using TikTok videos for learning English. First, they found that the available videos on TikTok were limited, and the explanations provided within the videos were brief. Second, accessing TikTok videos requires significant data or internet quota. Third, while accessing TikTok videos, users often encountered advertisements that could distract them from the intended learning content.

The last question is based on students' experiences, whether they would recommend using TikTok as an English learning tool to other students:

Student A: "Yes, I would recommend it. Although there are some challenges, I feel that TikTok provides an interesting and interactive way to learn English."

Student B: "I would probably recommend it with the note that users must be disciplined in selecting relevant content and not spend too much time on the application."

Student C: "No, I wouldn't recommend it as a sole learning resource due to the lack of structure and depth of material. However, it could be a good addition to other learning methods."

Student D: "Yes, I would recommend TikTok because there are many interesting videos made by native English speakers. It provides an opportunity to hear different accents and dialects and understand English-speaking culture."

Student E: "It depends on the student. If they prefer learning visually and audio and can manage their time well on the app, then yes, I would recommend it."

Student F: "Yes, I recommend it because there are lot of educational content on TikTok covering a variety of topics, not only English, but also math, science, history and more."

Based on the results of the interviews, several key points are discussed, such as

- 1) Frequency of Use: The students reported using TikTok for learning English at varying frequencies, from daily to once every few weeks. TikTok can cater to different learning schedules and preferences.
- 2) Motivation: The primary motivations for using TikTok as a learning tool included its interactive format, authenticity of content, time flexibility, and departure from traditional methods. It indicates that digital platforms like TikTok could enhance motivation in language learning by providing an engaging and convenient alternative to conventional classroom-based instruction.
- 3) Advantages: Students identified several advantages of using TikTok over traditional methods, such as its attractive format, contextual relevance, accessibility anywhere and anytime, exposure to native speakers and cultures, and making the learning process more enjoyable.
- 4) Challenges: However, challenges were also identified, including distractions due to non-educational content on the platform, lack of depth in explanations due to video length constraints, absence of a structured study plan, difficulties in understanding certain accents or dialects, potential addiction; and variable quality of educational content.
- 5) Recommendations: Responses varied when asked whether they would recommend TikTok as an English learning tool to other students. Some students recommended it, citing its engaging nature, while others expressed reservations due to a lack of structure or depth in content compared with traditional methods.

The findings suggest clear benefits of using TikTok for English language learning, such as increased engagement and flexibility compared to traditional methods. (Pratami & Syafryadin, 2023) Indicated that TikTok proves to be an effective learning tool for students in their English language acquisition. It serves as a medium through which students can effectively learn and improve their English skills. In contrast, significant challenges also need addressing if it is to be used effectively as a primary



tool for language acquisition. These include ensuring quality control over educational content provided on the platform, finding ways around limitations posed by short video lengths; providing guidance or tools for users to structure their study plans effectively within the platform's framework, managing distractions posed by non-educational content on the platform, etc. The mixed recommendations students give suggest that individual learner characteristics (such as preferred mode of studying) play a significant role in determining whether this type of informal digital learning is suitable or effective for them.

#### **D. Conclusion**

While social media platforms like TikTok have considerable potential as supplementary tools for English language acquisition due to their interactive nature and accessibility, which could enhance learner motivation significantly compared with more formalized forms of instruction - their use requires careful management both at the individual level (in terms user discipline) and at the systemic level (in terms quality control over educational content) if they are to be utilized effectively towards this end. Practice recommendations based on the research findings, recommendations can be made regarding instructional practices that integrate TikTok effectively into English language classrooms or independent study settings. These recommendations may focus on leveraging popular features within the platform or providing guidance on selecting appropriate content aligned with learners' proficiency levels. The results provide valuable insights into the specific language skills and components students focus on while using TikTok videos to learn English. Based on the research findings, several recommendations for further research, such as exploring long-term effects of using TikTok videos for learning English, comparative studies to evaluate the effectiveness of TikTok compared to other digital platforms or traditional methods, investigate teachers' perspectives on integrating TikTok into English language classrooms, and conduct cross-cultural studies to examine how students from different cultural backgrounds perceive and utilize TikTok as a tool for English language learning.

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