Exploring Student's perception using Tiktok application in English learning

Muhamad Fahmi Rizal ª Aureline Ninda Restu Winiharto^b

a,b,c *Universitas Tidar*

ABSTRACT

Social media sites like TikTok have become important resources for language acquisition in the digital age, particularly for English language learners. This study investigates junior high school students' opinions about using TikTok as a tool to improve their English speaking abilities. Key themes like improved speaking fluency, vocabulary growth, accent awareness, and enhanced self-confidence are identified by the study using qualitative approaches that include semi-structured interviews with two participants. Results show that students regularly copy TikTok creators, take thoughtful notes, and choose content that reflects their interests, all of which lead to more individualized and motivated language learning. The study also emphasizes how TikTok promotes informal learning environments and self-regulated learning techniques. These observations highlight TikTok's potential as an additional language-learning tool that encourages engagement, exposure to real language, and digital literacy. Despite the study's sample size constraints, it provides strong evidence that TikTok can be an effective teaching tool for helping young learners improve their English speaking abilities.

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with learning materials, especially in the

1. INTRODUCTION

Nowadays, in the era of digital revolution, social media has transformed the way students engage

English language. Many various social media platforms, especially TikTok are the most famous platforms. From there, TikTok snowballed into the most popular app in 2019 and 2020. It was downloaded 693 million times in 2019 and 850 million times in 2020. Even though it only launched in 2017, TikTok was the seventh-most downloaded app of the 2010s, and is one of the few competitors to Meta's dominance in social media (Iqbal,2022). This research aims to analyze students using TikTok as an English Learning media platform. This app is easy to use especially for students, the features make students create, share and algorithm-driven content recommendation provide learning experience for students. Students can watch a variety of videos about educational materials especially in English Learning.

Moreover, research shows that TikTok has a good impact for students especially in English Learning. Students who use TikTok for English Learning tend to show increased motivation and confidence in speaking due to frequent exposure to native speakers in real-world content and conversational contexts. These benefits have a positive impact on language acquisition and improving digital literacy skills, which are critical in today's education world. This research investigates students understanding of TikTok performance in supporting formal education and building a more personalized approach to language learning.

Recent pieces of research reveal that TikTok has an emerging use as an educational resource, especially in the teaching of English. Research suggests that learners consider TikTok as a fun and participatory platform that promotes language learning through attractive audio-visual snippets. As Prestika stated (2025), TikTok offers students the opportunity to learn in a comprehensively more productive manner through features such as duet and stitch videos that enable the users to interact with the videos.

Furthermore, Mei & Aziz (2022) noted that TikTok inspires motivation by making learning entertaining while enabling students to expand their vocabulary, pronunciation, and general English speaking skills in a relaxed atmosphere. Moreover, Pratami & Syafryadin (2023) claim that TikTok assists in increasing learners' self-esteem when speaking English by providing exposure to real-life conversations and a helpful environment with other speakers and learners of the language. Although concerns about possible distractions and unverified content still exists, the positive effects of the platform on digital engagement and literacy makes it a possible innovative tool for contemporary language education.

2. LITERATURE REVIEW

The use of social media in language learning has become popular, particularly with the advent of participatory learning platforms like TikTok. Some researchers underscore the growing scope of TikTok usage in English learning owing to its ease of access, captivating content, and social aspects. Prestika (2025) studied the English education students' perceptions on TikTok and found that its duet and stitch features enhance interactivity which aids in constructive learning. These attributes enable learners to not just passively read, rather take part in speech production activities which aid fluency and comprehension in an understandable context. Mei and Aziz (2022) argued that the engaging nature of content on TikTok makes it easier for students to cope with learning anxiety and practice the language. According to their findings, students achieved greater vocabularies, better pronunciation, and advanced speaking skills when interacting with bite-sized videos in non-traditional settings. In the same light, Pratami and Syafryadin (2023) reported increases in students' self- esteem and motivation for using English after being exposed to authentic spoken

English on TikTok

3.   FINDING AND DISCUSSION

3.1 Findings

This study finds the perception of an 8th grade student, Sabrina and Anthony, regarding the use of TikTok as a platform to improve her English speaking skills. Through a semi-structured interview, several emerging themes were identified, particularly in relation to the impact of TikTok content creators on speaking fluency, self-confidence, and vocabulary development. Both participants shared that TikTok has contributed positively to their English speaking fluency. They mentioned that regularly watching videos from English-speaking creators and mimicking their pronunciation and expressions helped them speak more fluently. Sabrina and Anthony stated that they often repeat short dialogs or follow some tiktok trends that require them to speak in English, which gradually improves their fluency. Anthony added that he learned sentence structure phrases through consistent exposure to spoken English in an engaging format.

3.1.1 Mimicking Content Creators Builds Speaking Fluency

Sabrina reported that she often imitates the way English-speaking TikTok creators talk. She stated :

Q : Apakah kamu pernah mencoba meniru cara berbicara kreator TikTok berbahasa Inggris?/*Have you ever tried to imitate the way TikTok creators speak in English?*
A : Ya pernah/*Yes, I have.*

This behavior indicates an active engagement with English content, specifically through mimicking pronunciation and speech patterns. It supports the idea from Prestika (2025) that

TikTok features such as duet and stitch promote interactive and productive language learning.

Anthony also stated that he often mimics the speech of English-speaking TikTok creators as a way to improve his fluency. He explained that he often pauses the video, repeats sentences, and tries to match the speaker's tone and accent. When asked about this habit, he replied:

Q : Apakah kamu pernah mencoba meniru cara berbicara kreator TikTok berbahasa Inggris?/*Have you ever tried to imitate the way TikTok creators speak in English?*
A: Ya pernah,/*Yes, I have.*

3.1.2 Creator Preference Reflects Learning Motivation

When we asked about her favorite TikTok creator, Sabrina answered :

"@zelynafah dia itu konten kreator favoritku, aku suka sama dia karena British accentnya dan aku juga suka Harry Potter."/*@zelynafah is my favorite creator. I like her because of her British accent, and I also love Harry Potter, so I enjoy watching her content.*

This suggests that alignment of personal interest with language content increases motivation. Mei and Aziz (2022) also emphasized that engaging and entertaining content helps sustain learner interest and exposure to authentic English.

Similarly, Anthony shared his favorite TikTok creator, *@aaron's.english*, who focuses on practical English expressions and daily conversation tips. He explained:
"Aku suka salah satu creator tiktok nama akunnya @aaron's.english, soalnya dia jelas banget kalo ngomong dan suka jelasin kalimat yang sering dipakai sehari-hari. Videonya juga lucu ga ngebosenin."/ One of my favorite TikTok creators is @aaron's.english because he explains daily expressions clearly and effectively. His videos are also entertaining and engaging.

Anthony's response can be inferred from how the creator's clear explanation of the content and

added humor made learning fun. His choice of his favorite tiktok creator reflects his own motivation to learn English in a functional way that he can apply in real-life situations. This is in line with research by Rachmawati & Lee (2023), who found that learners are more likely to engage with content that feels relevant, useful and entertaining.

Sabrina and Anthony show how their personal interests and preferences for certain content creators play an important role in maintaining their motivation to engage with English content. The ability to select content based on style, accent or topic allows learners to personalize their learning journey.

3.1.3 TikTok Boosts Confidence in Speaking

Sabrina acknowledged that watching and engaging with English content on TikTok has helped her become more confident in speaking :

"Ya karena aku bisa mulai percaya diri itu ketika belajar bicara bahasa Inggris."/*Yes, because I started to feel more confident when learning to speak English.*

This aligns with Pratami and Syafryadin (2023), who asserted that TikTok provides a non-threatening environment that enhances learners' self-esteem when practicing English speaking.

Similarly, Anthony shared that his confidence in speaking English increased rapidly after following content from TikTok account @aaron's.english, a creator known for providing English learning content in a fun and approachable way. He explains:

"Dulu aku selalu takut salah, tapi sekarang aku pikir nggak apa-apa salah, yang penting nyoba."/ *I was always afraid of being wrong, but now I think it's okay to be wrong, the important thing is to try.*

Anthony's experience illustrates how TikTok's influence, through relevant and motivating content, can foster a supportive atmosphere for learners especially in language learning especially English. By watching and observing encouraging content, students are more likely to speak up, and develop a positive attitude towards their own language use. This supports the view that building confidence is an important part of language learning and social media can play a meaningful role in this process (Wulandari & Sari, 2022).

3.1.4 Strategic Imitation and Note-taking Improve Vocabulary

She explained her learning strategy:
"Caranya aku itu menirukan kak @zelynafah berbicara setelah dia juga berbicara dan aku kadang membuat notes buat belajar kosakata juga."/*I imitate kak @zelynafah after she speaks, and sometimes I take notes to learn the vocabulary.*

This reveals a metacognitive approach, in which the student actively combines listening, repetition, and note-taking.

Similarly, Anthony explained his learning strategy:
"Aku suka nontonin kak @aaron's.english yang sering jelasin arti kata dalam kalimat. Biasanya aku pause videonya, tulis kata barunya, terus coba bikin kalimat sendiri pake kata itu."/*I like watching @aaron's.english who often explains the meaning of words in sentences. I usually pause the video, write down the new word, then try to make my own sentence using that word.*

Anthony's method reflects a more purposeful vocabulary learning technique, not only noting new words but also applying them in his own examples, in line with Nation's (2001) principles for effective vocabulary acquisition. His engagement with educational content also

suggests that TikTok is not just an entertainment medium but can be used as a resource for structured language input when learners

3.1.5 Fluency Development with Accent Awareness

Regarding progress, she mentioned:

"Aku jadi lebih lancar dan tau bicara pakai bahasa Inggris terutama dengan aksen British juga."/*I have become more fluent and also know how to speak English with a British accent.*

This indicates improvement not only in fluency but also phonological awareness and interest in pronunciation variations, especially the British accents.

Similarly, Anthony explained his learning strategy:
"Saya menjadi lebih jelas ketika berbicara bahasa inggris. Saya juga dapat membedakan aksen Inggris dan Amerika./*I speak english more clearly now. I can also distinguish British and American accents.*

3.2 Discussion :

The above-mentioned findings do confirm the previously stated analytical Works regarding the pedagogical relevance of TikTok in relation to language learning. Based on the work of Prestika (2025) and Mei & Aziz (2022), Pratami & Syafryadin (2023), Rachmawati & Lee (2023), (Wulandari & Sari, 2022), as well as Nation's (2001), TikTok can be motivational and useful in acquisition of speaking skills, enhancing learner's self-esteem, and enabling language learners to use authentic language because it is self engaging and interactive .

From a sociocultural perspective, the student's engagement with the content creator may be understood as an instance of Something in approach it strategically.

Between Learning and the Zone of Proximal Development (ZPD) where more capable other (TikTok language experts) doing the speaking provide models to the language learners on how to build their language skills and competence. The existence of authentic language use, repetition, and participation via duet and stitch provide a rich environment for practicing English speaking.

In addition, the student's note-taking and echoic imitation indicate the use of self-regulated learning strategies, therefore revealing a greater degree of learner autonomy which is a relatively recent global educational trend. This reflects the reality in the context of active self-guided construction of knowledge as one of the characteristics of a digital pedagogy where learners determine their needs, interests, and pace.

Analyzing the student's responses, it was clear that TikTok serves as more than a platform for entertainment, and can be considered as an informal educational setting. Regardless of this study's single-participant limitation for this section, her views offer a window on how social media can intentionally serve as an enhancement to structured teaching of a language, fostering production and attention during the speech activities.

CONCLUSION

TikTok can help people learn to speak English, according to the study. The app encourages

students to imitate pronunciation, improve vocabulary, and boost their confidence in speaking English through interactive features such as duet and stitch, as well as content tailored to users' interests. Results from two participants showed that they actively used

methods such as imitating content creators, noting new vocabulary, and selecting content that suited their interests in the process of self-directed learning. TikTok is highly relevant for digital education because it supports informal learning and self-directed learning strategies.

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