Benefit of TikTok Usage and It's Effectiveness in Teaching English: A Systematic Review

Amelia Putri[1]*, Adzra Billaizah[2], Ana Rosita Alizah[3], Andini Eka Prastiwi[4], Naf'an Tarihoran[5]
English Education Department, State Islamic University of Sultan Maulana Hasanuddin Banten
Corresponding Author: Amelia Putri amelia.putriamelia2003@gmail.com

A R T I C L E I N F O

A B S T R ACT

This study investigates the impact of TikTok on English language learning, acknowledging its global recognition. Employing a Systematic Review method aligned with PRISMA guidelines, the research delves into databases like Google Scholar, Directory of Open Access Journals (DOAJ), and Education Resources Information Center (ERIC), focusing on TikTok's relevance in English teaching. The findings indicate that TikTok positively influences students' speaking, listening, and writing skills, providing an interactive and engaging learning platform. The study concludes by emphasizing TikTok's potential as a valuable resource in language education, highlighting the need for further research to optimize its educational effectiveness. The implications suggest that educators can effectively utilize TikTok to enhance student engagement and improve language learning outcomes

INTRODUCTION

In the current digital era, the integration of technology in education has revolutionized traditional teaching methodologies. With the continuous advancement of technology, significant progress has been achieved in various social domains, including the ability to communicate quickly and easily (Aprilian et al., 2020). Among the various digital platforms available, TikTok, a social media platform known for its short videos, has emerged as a potential tool to enhance English language learning (Hasiholan TP & Pratami R, 2020). TikTok is a social media platform that enables users to create short videos lasting from 15 to 60 seconds, accompanied by a variety of features such as music, stickers, filters, and other creative options (Rahardaya, 2021). According to (Waloyo et al., 2022), the TikTok application facilitates a positive enhancement in students' English language knowledge and proficiency. According to (Lia et al., 2020), TikTok also offers advantages such as alleviating boredom and monotony, instilling courage and responsibility in children, and fostering creativity among them. In today's interconnected world, proficiency in the English language has become a fundamental asset. Therefore, the importance of identifying new ways to effectively teach English has become increasingly important. In this context, TikTok offers untapped potential as an educational tool. By leveraging its engaging and diverse short video format, TikTok can create an interesting and interactive learning experience for students. In the learning process, it is important for the media used to capture students' attention to enhance their learning motivation. The use of appropriate media can also help explain lesson materials, making them easier for students to understand and ultimately helping them achieve learning goals more effectively (Marlianingsih, 2016). According to Rosmawati, an engaging learning environment can create an atmosphere that facilitates student engagement in discussions, interactions, and dialogues about learning materials. Through careful analysis of existing studies and empirical evidence, this review aims to uncover the subtle effects of TikTok usage on important language competencies such as speaking, listening, reading, and writing. Furthermore, this exploration extends to specific mechanisms through which TikTok contributes to language acquisition and skill enhancement. Through a thorough examination of scholarly articles, experimental studies, and pedagogical frameworks, this review aims to identify best practices and strategies for integrating TikTok into the language learning process. Although traditional language learning approaches still persist, the evolving landscape requires innovative strategies to engage and empower learners. TikTok's unique combination of visual content, interactivity, and user-generated material offers fertile ground for exploration in language education.

Therefore, this review is expected to significantly contribute to explaining the potential of adopting TikTok as an effective language learning tool. By synthesizing existing literature and outlining the benefits and implications of integrating TikTok into English language teaching, this research aims to equip educators, researchers, and policymakers with insights to effectively harness the potential of this global social media platform. As technology continues to reshape the education paradigm, adopting innovative tools like TikTok has the potential to enrich English instruction. Through rigorous examination and analysis, this systematic review intends to provide practical information, promote evidence-based decision-making, and stimulate further research at the dynamic intersection of technology and language learning. It is important to note that while TikTok offers the potential to enhance English language skills, its usage approach should be guided wisely and consider relevant educational values. Furthermore, inclusivity is also a crucial consideration. Although TikTok has strong appeal among the younger generation, it is important for educators to ensure that its usage does not create access disparities or marginalize certain groups. Inclusive education ensures that all students have equal opportunities to develop their English language skills through various learning means, including the use of TikTok. By exploring these various aspects, this review is expected to make a significant contribution to our understanding of the potential of adopting TikTok in English language learning. Additionally, this review is also expected to provide practical guidance for educators and other stakeholders in harnessing the full potential of TikTok as an innovative and effective learning tool. Thus, the conclusions of this review are expected to provide a strong foundation for the development of better learning strategies in the future by leveraging the power of modern technology.

LITERATURE REVIEW

The integration of technology, particularly TikTok, in English language learning has been extensively explored by researchers, who have highlighted its diverse benefits and implications. Crovitz, Devereaux, and Moran (2022) argue that TikTok can enhance learning by showcasing instructional videos that demonstrate proper grammar usage, thus providing an interactive and engaging learning experience. They further emphasize that internet language, rather than being perceived as a threat to English, can enrich language learning experiences when integrated effectively. TikTok's mobile accessibility, coined as "m-learning" by Vijays (2015), underscores its potential for facilitating learning anytime, anywhere. Azlan (2019) and Crovitz, Devereaux, and Moran (2022) support this notion, emphasizing TikTok's innovative features and access to instructional content, making English learning enjoyable.

Rahmawati (2022), Pratiwi et al. (2021), and Nainggolan et al. (2022) demonstrate TikTok's effectiveness in enhancing speaking skills by providing a platform for practicing and improving pronunciation. Warini et al. (2021) categorize TikTok lessons into various language components, showcasing its versatility as a language learning tool. Fahdin (2020) and Edward (2021) highlight TikTok's role in fostering communication skills through interactive practice and progress tracking. Moreover, Employers (2020) and Golonka et al. (2014) stress its potential for enabling cross-cultural communication, broadening students' exposure to diverse linguistic contexts. Tynn (in McCrocklin et al., 2022) found that TikTok can be utilized as a tool to solicit feedback on Mandarin language recordings, enabling students to listen to and learn from authentic speeches by native speakers. This finding further supports the notion that TikTok offers significant benefits in language learning. The innovative approach of integrating TikTok expands the scope of language learning and has the potential to enhance the quality of language education in modern contexts. However, despite the promising aspects of TikTok integration, further research is essential to gain a deeper understanding of its impact on language learning and to develop effective strategies to optimize its use in educational settings.

In conclusion, the integration of TikTok into language learning represents a promising pathway to enhance language skills, such as speaking, listening, and providing an engaging learning experience. However, to fully utilize TikTok's potential as a learning tool, further research is needed. This will help optimize its use in educational contexts and explore various effective strategies for integrating it into the curriculum. Thus, the next steps in this research field will provide deeper insights to advance language learning practices by leveraging modern technologies like TikTok.

METHODOLOGY

This This study employs a Systematic Review approach following the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) guidelines, which consist of the stages of identification, screening, and inclusion of relevant articles. This approach ensures that the systematic review is conducted thoroughly and transparently, adhering to internationally recognized standards. In the identification stage, articles are identified through searches in various academic databases. The databases used include ERIC, DOAJ, Google Scholar, Mendeley, Scopus, and other registered information sources such as onlinelibrary.wiley.com. The selection of these databases is based on their extensive coverage of educational research and peer-reviewed articles. ERIC and DOAJ were chosen for their focus on educational resources, while Google Scholar provides a wide range of academic articles from various disciplines. Mendeley and Scopus were selected for their vast repository of research articles, including high-impact journals. These sources provide access to a broad and relevant literature base for the research topic. The article search was conducted using various relevant keywords such as "TikTok in Teaching English," "TikTok in EFL," "social media in language learning," and other variations.

This search strategy was developed using Boolean operators (AND, OR, NOT) to ensure a comprehensive coverage of relevant studies. For example, using the AND operator ensures that the search results contain both keywords, such as "TikTok AND Teaching English," while the OR operator broadens the search by combining results that contain either or both keywords. The NOT operator is used to exclude certain keywords and narrow the search results, such as "TikTok NOT Instagram" to exclude articles containing the word "Instagram" from the search results. The screening process was conducted by applying predetermined inclusion and exclusion criteria to ensure the relevance and quality of the articles. The inclusion criteria included articles published between 2019 and 2024, discussing the use of TikTok in the context of teaching English, specifically in teaching English as a Foreign Language (EFL), and being primary research results rather than previous systematic reviews or meta-analyses. Articles that were not available in full text or published in languages other than English were excluded from this study. The screening process began with a review of the titles and abstracts to eliminate clearly irrelevant articles. The remaining articles were then reviewed in full to ensure they met all inclusion criteria. To ensure consistency in the screening process, two researchers independently screened the articles and resolved discrepancies through discussion or third-party arbitration. This approach helps minimize bias and ensures that only genuinely relevant articles are included in the final analysis.

For data analysis, an assessment form designed based on the predetermined inclusion criteria was used. This form included variables such as research methodology, sample size, context of TikTok use, and key findings. Data extraction was performed using a standard form, and each selected article was coded for relevant information. Data analysis was conducted using both qualitative and quantitative methods. Thematic analysis was used to identify common themes and patterns from the selected studies. In this context, software like NVivo was used to assist in the coding and analysis of qualitative data. NVivo enables researchers to organize, analyze, and find insights from qualitative data through a systematic coding process. Where possible, quantitative data were synthesized through meta-analysis using software like RevMan. Meta-analysis involves statistical techniques to combine results from multiple studies, providing an overall effect size and assessing the consistency of findings across studies. RevMan allows researchers to perform complex statistical analyses and generate data visualizations such as forest plots, which aid in interpreting meta-analysis results. Throughout the research process, strict adherence to PRISMA guidelines ensures transparency and completeness in reporting. A PRISMA flow diagram is used to illustrate the number of articles identified, screened, deemed eligible, and included in the review, with reasons for exclusion at each stage. This diagram provides a clear visual representation of the article selection process and helps understand how articles were ultimately included in the analysis. The study's results are reported in a structured format, including tables and figures to summarize the main findings, themes, and trends in the use of TikTok in English language learning. Comprehensive and transparent reporting ensures that the research findings can be replicated and

validated by other researchers in the future. By following this structured and detailed methodological approach, this study aims to provide an in-depth and reliable examination of the benefits and effectiveness of using TikTok in teaching English. This approach not only ensures that all research steps are conducted systematically and transparently but also allows researchers to identify and synthesize findings from various studies in a comprehensive and meaningful way.

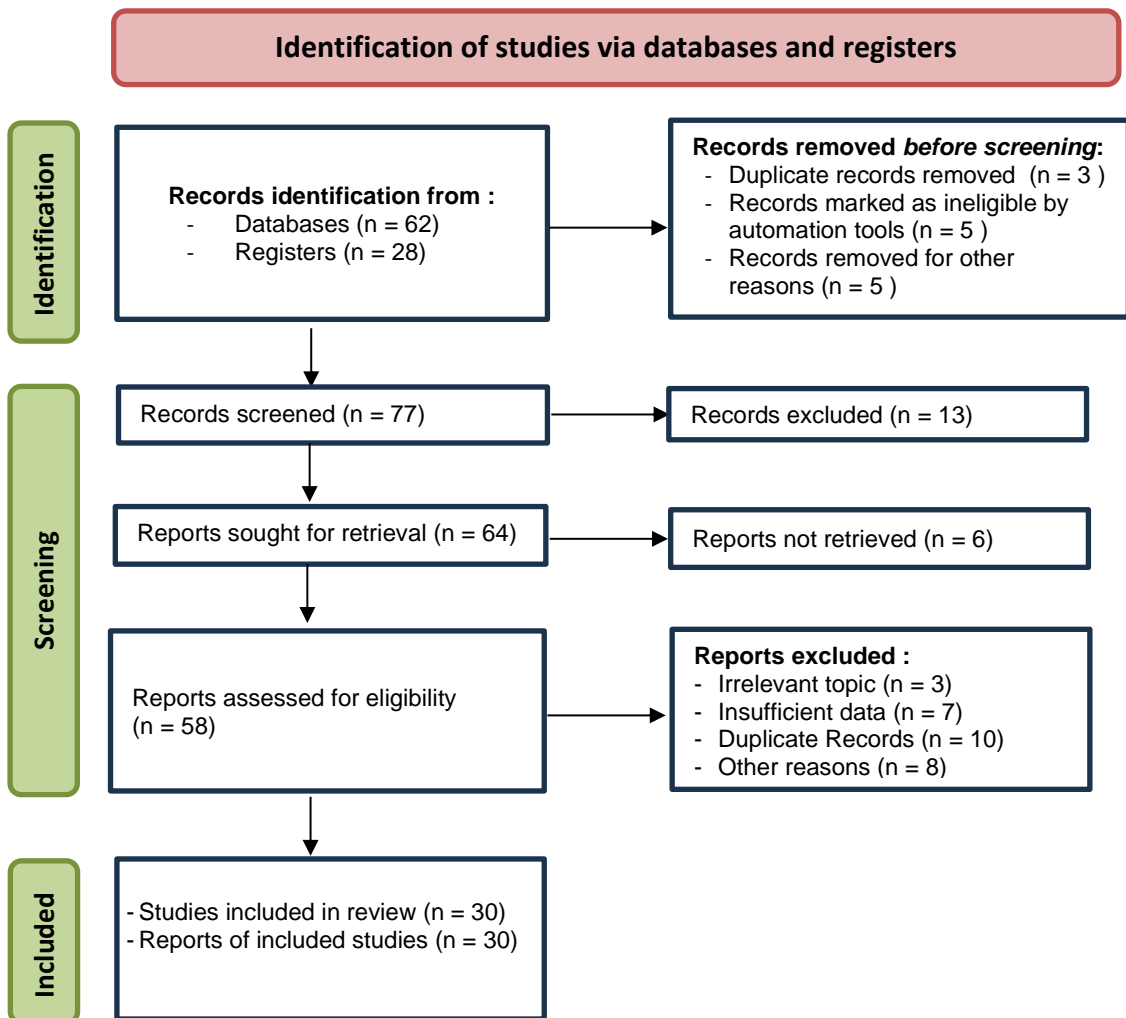The data collected utilizes a Systematic Review approach following the PRISMA.

Figure 1. Identification of Studies Via Databases and Registers

RESEARCH RESULT AND DISCUSSION

The use of TikTok as a tool for English language learning has several benefits, including increasing active student engagement because TikTok-based learning creates a more enjoyable and engaging learning environment for students. Additionally, TikTok can provide flexibility in the teaching and learning process and is also effective in developing students' language skills, including reading, speaking, listening, and writing, as using the TikTok application in learning is more easily understood by learners. Therefore, the use of TikTok can be considered an effective method for enhancing English language

learning by leveraging the sophistication of technology, namely digital media, and stimulating student participation in the learning process. Tables 1 and 2 show the data from the PRISMA flowchart outcomes in source selection.

Table 1. Criteria for sources selection

Scope	National and International
Research Types	Empirical research on the use of TikTok application in English
Period	education
Targeted Group	2019-2024
Language	EFL students
	English

Table 2. Articles Downloaded and Analyzed an this Study

	Data	About
1.	**Having Good Speaking English Through TikTok Application –** Journal Corner of Education, Linguistics, and Literature (Destia Herlisya Purba and Wiratno, 2022)	The TikTok application provides learning by using visually appealing content, making it easy to understand and remember. This is what increases students' interest in learning speaking
2.	**The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT) –** CELTI (Conference on English Language Teaching) (Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, Nugraheni Alatif, 2022)	The TikTok application can entertain students and prevent them from feeling bored while learning to speak English. This research also mentions that TikTok is an extremely innovative medium to help students improve their speaking skills
3.	**Effect of TikTok English Teaching Videos on Elementary Learner Second Language Acquisition –** Journal of English Education and Linguistics (Shaina Mae De Matta, Xamiela, Ibaite, Noreen Ann Revistual, and Fereth B. Fajardo, 2023)	The TikTok application can be assessment tool to evauate the progress of students' language learning and an out-of-class learing tool to motivate and engage students in developing their English language skills individually
4.	**The Implementation of Tiktok as Media Teaching to Improve Students Speaking Ability-** Journal Of Teaching English (Riswan Tri Wahyu, Nihta V. F. Liando, Rinny S. Rorimpandey, 2023)	The TikTok application can improve pronunciation in students. This is evidenced by the results obtained from pre-tests and post-tests showing an improvement in students' pronunciation in English when using TikTok as a medium to enhance their pronunciation
5.	**Students Perception on the use of Tiktok as an effective learning media in improving students vocabullary-** Journal on Education (M. Abhi Rama, ohri Hamdani, Candraning Prihatini, 2023)	The TikTok application can improve vocabulary in children because there are many interesting elements that can help enhance vocabulary, such as children being able to watch videos based on their interests. Technological solutions like TikTok make English vocabulary learning effective because students can

		save videos, allowing them to revisit the films and remember new words.
6.	**The effect of tiktok to develop students speaking skill: a classroom action action research-** wiralodra english journal (wej) (jenni ferstephanie and theodesia lady pratiwi, 2022)	The TikTok application can enhance speaking skills. Students show a positive attitude towards using TikTok because it makes them feel confident enough to use the app compared to face-to-face interactions with their peers.
7.	**The use of tiktok application to enhance students speaking skill-** journal corner of education, linguistics, and literature (yohana puspita dewi, 2023)	The TikTok application can enhance students' speaking skills. They can access conversation videos and follow the examples set by the speakers in the videos. Moreover, the speakers in these videos are native speakers, making it easier for students to learn their accents as well
8.	**Exploring students reading interest through tiktok multimodal literacy-** journal of education and teaching learning (jetl) (fakhrurrazi m.amin, 2023)	TikTok aims to explore students' interest in reading by utilizing the TikTok application as a tool for teaching English. TikTok not only provides language but also offers other communication means such as visuals, sounds, and speech presented in one complete text simultaneously, making students enjoy reading through TikTok.
9.	**Is tiktok an effective technology tool in english vocabulary expansion?-** canadian center of science and education (afrah abdullah alghameeti, 2023)	The platform on TikTok can increase students' interest and motivation in learning English through dynamic music and videos. Additionally, the engaging topics and the way videos are presented on TikTok capture students' attention, helping them understand and learn new words.
10.	**The impact of tiktok application to second language acquisition of grade 10 students-** edp sciences journal (ay-jay c. alvarez, chito i. cuebillas, sharmaine b. solano, jessabel m. sulana, ginalyn m. toledano, donna claire b. cañeza, and darrel m. ocamp, 2023)	TikTok can help students develop their listening skills. By watching educational content on TikTok, students can become accustomed to various accents and speaking styles in English, which can enhance their listening comprehension. Additionally, by watching content that includes vocabulary and sentences in English, students can improve their reading skills.
11.	**Influence of social media on students academic writing and perfomance : a study within ghanainan senior high school setting-** social education research (afi enyo nutakor, peace chinwendu israel, 2023)	TikTok has influenced students' writing styles. They tend to use abbreviations, new spellings, and word-shortening techniques they learned from TikTok. This can affect their formal writing skills in English.

12.	**Investigating the effectiveness of pbl with tiktok app on students speaking outcome-** jurnal edu research indonesian institute for corporate learning and studies (iicls) (rahmah julianti, dian fera pratiwi, 2023)	TikTok can enhance vocabulary, pronunciation, grammar skills, and adaptation of nonverbal communication signals related to body movements, expressions, and intonations among students. Additionally, the use of TikTok in project-based learning (PBL) has shown a positive impact on students' speaking practice, motivation, and attitudes towards speaking tasks.
13.	**Enhanching speaking proficenct through tiktok duet interactions amonb eighth grade at smpn 4 padangsimpuan-**etanic: journal of english language teaching and applied linguistics (mei suhardo hutabarat, rini kesuma siregar, nursaima harahap, 2024)	TikTok helps improve students' speaking skills by providing interactive and meaningful learning experiences.
14.	**The use of tiktok as a learning resource for dialogue text in junior high school-**al-ishlah: jurnal pendidikan (ratna dwi savitri, joko sukoyo. 2023)	The use of TikTok as a learning source for dialogue texts in secondary schools is an innovative approach that can enhance student engagement in learning, especially in speaking skills
15.	**Improving the students speaking skill by using tiktok app at the tenth grade of sma negeri 1 gido-** journal on education (yuris puji listiani zebu, trisman harefa, elwin piarawan zebua, kristof martin efori telaumbanua, 2023)	Demonstrating the benefits of implementing TikTok in the 10th grade of SMA Negeri 1 Gido to enhance students' speaking skills
16.	**Tiktok and vocabulary learning a survey student of indonesian student from english departments-**pedagogy: journal of english language teaching (rita, adaninggar septi subekti, 2023)	The use of TikTok in vocabulary learning and TikTok can be an effective tool to train students' speaking skills
17.	**Indonesian efl students perceptions of tiktok utilization in efl learning-** journal of applied studies in language (ni ketut suciani, i nyoman suka sanjaya, anak agung raka sitawati, wariyati, 2023)	TikTok can influence students' ability to speak in English, both in the context of creating their own videos and interacting with existing content
18.	**Exploring tiktoks impact on enhancing speaking skill in languange learning: a classroom action research-** journal of english teaching adi buana (sri mujayanah, nirwanto maruf, slamet asari, 2023)	The use of TikTok as a learning tool can provide students with the opportunity to practice speaking in contexts that are more authentic and relevant to their daily lives.
19.	**The use of tiktok application the impact on efl learners speaking-** jurnal bima: pusat publikasi ilmu pendidikan bahasa dan sastra	The use of the TikTok application on the speaking skills of students who are learning English as a foreign language

	(elma tiyana, selamet riadi jaelani, siti ayu surayya, muhammad husnu, 2023)	(EFL learners). The potential use of TikTok as an effective learning tool in developing speaking skills in English
20.	**The use of mobile application in digital projects based learning to improve students english skill-** journal of linguistic and english teaching (woro kusmaryani, firima zona tanjung, 2023)	The use of TikTok is considered relevant in English language learning because it provides students with the opportunity to learn how to speak confidently and clearly. Additionally, TikTok is also considered enjoyable and helps students understand the material more easily
21.	**The effect of using tiktok application toward students' writing ability in recount text-** journal of english language teaching learning and literature (risma ayu firdayanti & dwi putri hartiningsari, 2023)	Students can benefit from integrating TikTok as a learning media for writing, while English teachers are encouraged to utilize TikTok as an innovative teaching media for writing instruction
22.	**Students' experience in vocabulary memorizing of adjective by using tiktok duet video-** journal educational research and social studies (ichara shinta & zulfitri + cybernetics, 2022)	Duet TikTok videos can help in memorizing adjectives during the process of learning English vocabulary.
23.	**An extended hedonic motivation adoption model of tiktok in higher education-** education and information technologies (xinjie deng, zhonggen yu, 2022)	The use of TikTok in English language learning, TikTok can become an application used to overcome curiosity and boredom perception
24.	**The use of tiktok videos in enhancing the speaking and grammar skill of higher education student-** language education forum (rina lorraine d. cagas, 2022)	TikTok videos can provide authentic and engaging content for language learners, offering exposure to everyday language use and cultural contexts. Incorporating these videos into language lessons can help students improve their speaking and grammar skills by providing examples of natural language usage, idiomatic expressions, and everyday language. Additionally, TikTok's short format can be very useful for brief communication skill practice and capturing learners' attention in the digital era
25.	**Persuasive language in elt related ads on social media-** journal of psycholinguistic research (mostafa morady moghaddam · faeze esmaeilpour, 2023)	TikTok is a popular platform among teenagers and young adults, making it an effective tool for delivering persuasive messages related to language learning. Additionally, discussions about the use of persuasive language in advertisements related to language education can also provide insights into effective ways to capture attention and motivate learners
26.	**The analisis of students vocabulary mastery who are using tiktok application-**	The use of the TikTok application for students' vocabulary mastery. TikTok can be an interesting and potentially

	medan resource center (lara mauriza dan nurhafani siregar, 2022)	effective tool that facilitates improving students' vocabulary mastery because of the diverse and interactive content offered by the platform
27,	**App review (tiktok: benefits, drawbacks, and implications for the elt field)-** mextesol journal)annisa laura maretha & kiki juli anggoro, 2022)	TikTok can facilitate fun English learning activities and promote collaboration, communication, creativity, and critical thinking.
28.	**The effect of using tiktok application toward students speaking skill at the tenth grade students of smkn 5 pandeglang-** jees: journal of english education studies (reni hartini, ari fajria novari dan tatu munawaroh, 2023)	The use of TikTok can improve students' speaking skills and increase their confidence in speaking English.
29.	**Student's perception on the use of tiktok for learning english-** journal of english language teaching (novitasari, ainul addinna, 2022)	The TikTok application can enhance English language skills in students because learning with TikTok is enjoyable and stress-free for students. Additionally, learning English using the TikTok application can be easily accessed anywhere and can be repeatedly watched if not yet understood
30.	**The challenges of using tiktok media on speaking class-** journal of english language and pedagogy (ovani agting, suhartatik, indrawati pusparini, 2022)	TikTok can enhance students' speaking skills because the TikTok application features a Duet function. This allows students to freely practice speaking anywhere through the Duet feature on TikTok

DISCUSSION

The results of research on the use of TikTok in English language learning demonstrate a significant impact on enhancing student motivation and engagement. This study provides insights into how social media platforms like TikTok can be integrated into educational contexts to improve students' English language skills. By understanding the implications of these research findings, we can further explore the potential of TikTok as an innovative and effective learning tool in supporting the achievement of English language learning goals.

The Role of TikTok in Enhancing Learning Motivation

The analyzed articles affirm that TikTok plays a significant role in boosting English language learning motivation among learners, primarily because the platform offers a more interactive, enjoyable, and motivating learning experience. TikTok provides a unique learning experience by presenting learning materials in an engaging and easily digestible format, thus increasing students' interest in learning English. Features such as speaking challenges, competitions, and reward systems in the form of "likes" or "followers" not only enhance student engagement in learning but also reinforce their desire to continuously improve their English language skills through TikTok. With challenges and competitions

in place, students feel motivated to actively participate in learning and strive to enhance their English language abilities to earn recognition and praise from fellow TikTok users.

Platform in the Tiktok application it provides a variety of fun and easy ways to consume content, and its short format makes it perfect for busy students. By watching TikTok with an educational theme, students can get information that is easy and quick to digest. Videos on the TikTok platform can also help them in learning. Regarding several factors can influence the role of TikTok in increasing student learning motivation, namely TikTok really allows students to express their creativity through making videos that can help increase students' self-confidence and can lead to increased motivation in study. The platform in TikTok not only has entertaining videos, but also educational ones. This can really help students to improve their understanding of material they don't yet understand or students who need motivation to study. Educational videos on the TikTok platform can also provide broad insight and ways to make learning easier and more fun. TikTok can also increase students' long-term social interactions within learning communities. With share videos of learning experiences of every student can connect with classmates from all over the world and learn new things together. However, when using the Tiktok application, parental assistance is needed so that children do not see inappropriate things.

TikTok can be effectively used in education (Arochman, & Hasani 2023; Putri et al., 2022; Rahmawati et al. 2023). The platform offers English study resources that motivate students to learn the language. It engages students by allowing them to practice their speaking skills by creating diverse content. Among these platforms, TikTok has gained immense popularity. TikTok is a video-based social media network with many content and featuresSeveral studies have shown that incorporating social media, such as TikTok, into the study has positively affected students motivation to learn English. Asrul et al. (2020) discovered TikTok as a platform for learning English, believing it could enhance their learning strategies and motivation.

Impact of TikTok on Language Skills

The analysis of articles indicates that TikTok has various positive impacts on the four main language skills: listening, speaking, reading, and writing. The platform provides learners with opportunities to improve their pronunciation and intonation by listening to and imitating speaking models in short videos. Furthermore, through various available content, TikTok also aids in expanding learners' vocabulary and understanding grammar used in real-life contexts. Watching and recording speaking videos directly improve learners' speaking skills, while interaction with comments and dialogues under the videos can enhance their listening comprehension. Thus, TikTok not only enriches the English language learning experience but also significantly contributes to the development of listening, speaking, reading, and writing skills. Good speaking skills enable children to maximize its potential. There are some experts who say that the more fluent a person is in a language, the more clear they are his thoughts. In using the Tiktok application, of course there are positive and negative impacts, regarding the positive and negative impacts of Tiktok in

language skills, namely the positive impact that is very visible in the school environment which is related to students' speech acts, namely there are some students who are proficient in English and Arabic, this is because students often see foreign content use that language. The content is very good for students in increasing their vocabulary in English and Arabic.

By watching videos it is easier for students to memorize the vocabulary easily rather than reading in a book or dictionary, students are more active in explaining and asking questions, with the knowledge gained from TikTok social media content, students are more confident self-confidence in speaking in front of the class, students' self-confidence will increase students are more active in class so that students can be motivated to improve advantage in class.

Regarding the negative impacts that are very visible in the school environment related to student speech acts, namely students often speak poorly when they are talking playing with friends, such as saying the names of animals. There are also students who when talking to friends or even teachers becomes impolite and trivializing, such as when teachers sometimes ask students questions students answer impolitely, for example "you ask, it's okay, you ask questions" this is an impolite act, especially when communicate with older people. The findings from the above data affirm the significant role of TikTok in enhancing language learning, consistent with the theory proposed by Crovitz, Devereaux, and Moran (2022), emphasizing TikTok's effectiveness in demonstrating correct grammar usage through interactive and engaging instructional videos. They also highlight that internet language can enrich language learning experiences when integrated well.

Challenges and Barriers in Using TikTok for Learning

While the benefits of TikTok in learning are widely recognized, articles also highlight several challenges associated with using this platform in an educational context, including issues of appropriate content supervision, accessibility, and potential disruptions to focused learning. This underscores the need for careful approaches and strict monitoring of TikTok usage in educational contexts. In response to these challenges, it is important for educators to develop appropriate strategies and ensure that the use of TikTok in English language learning positively contributes to the achievement of learning objectives. Efforts to address these challenges may include the establishment of clear TikTok usage guidelines, training for educators in selecting and managing appropriate content, and raising awareness of the potential risks and negative impacts of uncontrolled TikTok usage.

TikTok has indeed brought many benefits, there are several problems that must be considered in the TikTok platform in Indonesia, including: Negative content is one of the main problems facing TikTok. Such as videos containing explanations, bullying or false information. This attracts the attention of concerned people, Pornographic and Sexual Content. Even though TikTok has community guidelines that prohibit pornographic and sexual content, there are videos that pass through this filter. This is a major concern, especially because a large number of TikTok users are children and teenagers. The challenges faced by parents are big because they have to accompany their children when they are

playing on their cellphones. Users of the TikTok application have also been the target of criticism regarding user data privacy. Some people worry that data from TikTok users could be misused or accessed by third parties. Research by Rahmawati (2022), Pratiwi et al. (2021), and Nainggolan et al. (2022) indicates that TikTok can effectively improve speaking skills by providing a platform for practice and pronunciation improvement. This suggests that TikTok not only delivers written learning content but also supports the development of oral skills, which is often a crucial aspect of language learning.

The Importance of Context and Effective Learning Design

Discussions regarding the use of TikTok in English language learning also encompass the crucial role of context and effective learning design. This involves selecting relevant content, developing engaging learning activities, and carefully evaluating the impact of TikTok usage on student learning outcomes. By considering these factors, educators can ensure that the use of TikTok in learning is not only enjoyable but also effective in helping learners make progress in their English language skills. Integrating TikTok into English language learning also requires careful consideration of how to organize tasks and activities that can best leverage the platform's potential. An inclusive and student-oriented learning approach can assist them in achieving English language learning goals more effectively.

In order to enhance English language learning, the use of TikTok has shown significant potential in increasing student motivation and developing language skills. Through the analysis of the presented articles, we can see that TikTok not only provides an interactive and enjoyable learning experience but also effectively improves students' speaking, listening, reading, and writing skills. However, challenges such as appropriate content supervision and learning disruptions still need to be addressed. By considering these challenges, educators can develop suitable strategies to optimize the use of TikTok in English language learning.

Overall, the integration of TikTok into the context of English language learning is promising, and with careful approaches and appropriate adjustments, we can continue to harness the potential of this platform to support the achievement of learning goals. A different approach is presented by Warini et al. (2021), who categorize TikTok lessons into various language components, highlighting its flexibility as a language learning tool. This indicates that TikTok can be tailored to individual learning needs, allowing students to focus on specific areas they need to improve.

CONCLUSION AND RECOMMENDATION

In conclusion, the results and discussions of this study suggest that the use of TikTok in English language learning shows great potential in enhancing learning motivation and student engagement, as well as improving their language skills. However, there are several challenges that need to be addressed regarding the use of TikTok in educational contexts, such as appropriate content supervision and potential learning disruptions. Considering these challenges, educators need to develop suitable strategies to ensure that the use of TikTok in

English language learning contributes positively to the achievement of learning goals. Through careful consideration of context and effective instructional design, the use of TikTok can be a valuable addition to efforts aimed at improving the quality of English language education. As this platform continues to evolve, further research and development on the use of TikTok in English language learning are expected to provide deeper insights and better guidance for educational practitioners. Thus, we can continue to optimize the potential of TikTok as an innovative and effective learning tool in supporting student learning.

FURTHER STUDY

Future research could explore the sustained impact of TikTok integration on language proficiency over extended durations. Additionally, investigating comparative studies contrasting traditional teaching methods with TikTok-based approaches can inform best practices. Exploring diverse pedagogical strategies tailored for TikTok integration and understanding its mechanisms in enhancing learner engagement and motivation are also crucial areas for further investigation. Moreover, research on culturally relevant TikTok content can foster inclusivity in language education. Addressing these areas can deepen our understanding of TikTok's role in English language learning and inform evidence-based pedagogical practices.

ACKNOWLEDGEMENT

REFERENCES

Afi Enyo Nutakor, & Peace Chinwendu Israel. (2023). Influence of Social Media on Students' Academic Writing and Performance: A Study within Ghanaian Senior High Schools Setting. *Social Education Research*, 29–41. https://doi.org/10.37256/ser.3420221850

Agting, O., & Pusparini, I. (2022). *(Kasmana, 2021). 5*, 24–29.

Alghameeti, A. A. (2022). Is TikTok an Effective Technology Tool in English Vocabulary Expansion? *English Language Teaching*, *15*(12), 14. https://doi.org/10.5539/elt.v15n12p14

Alvarez, J. C., Cuebillas, C. I., Solano, S. B., Sulana, J. M., Toledano, G. M., Cañeza, D. C. B., & Ocampo, D. M. (2024). Impact of TikTok Application to the

Second Language Acquisition of Grade 10 Students. *SHS Web of Conferences*, *182*, 03002. https://doi.org/10.1051/shsconf/202418203002

Budhai, S. S. (2021). Leveraging Digital Tools to Assess Student Learning. *Leveraging Digital Tools to Assess Student Learning*. https://doi.org/10.4324/9780429345517

Cagas, R. L. (2022). The Use of Tiktok Videos in Enhancing the Speaking and Grammar Skills of Higher Education Students. *Language Education Forum*, *3*(1), 1–3. https://doi.org/10.12691/lef-3-1-1

Deng, X., & Yu, Z. (2023). An extended hedonic motivation adoption model of TikTok in higher education. *Education and Information Technologies*, *28*(10), 13595–13617. https://doi.org/10.1007/s10639-023-11749-x

Dewi, Y. P. (2023). Use of Tiktok Application to Enchance Students' Speaking Skill. *Journal Corner of Education, Linguistics, and Literature*, *3*(2), 92–99. https://doi.org/10.54012/jcell.v3i2.196

Ferstephanie, J., & Lady Pratiwi, T. (2022). the Effect of Tiktok Platform To Develop Students' Motivation in Speaking Ability: a Classroom Action Research. *Wiralodra English Journal*, *6*(1), 1–12. https://doi.org/10.31943/wej.v6i1.147

Hartini, R., Novari, A. F., & Munawaroh, T. (2023). The Effect of Using TikTok Application towards Students' Speaking Skill at the Tenth Grade Students of SMKN 5 Pandeglang in Academic Year 2022/2023. *Journal of English Education Studies*, *6*(2), 16–27. https://doi.org/10.30653/005.202362.113

Herlisya, D., & Wiratno, P. (2022). Having Good Speaking English through Tik Tok Application. *Journal Corner of Education, Linguistics, and Literature*, *1*(3), 191–198. https://doi.org/10.54012/jcell.v1i3.35

Hutabarat, M. S., Siregar, R. K., & … (2024). Enhancing Speaking Proficiency through TikTok Duet Interactions among Eighth Grade at SMP Negeri 4 Padangsimpuan. *ETANIC Journal Of English …*, 43–55. https://jurnal.radisi.or.id/index.php/JournalETANIC/article/view/370

Julianti, R., & Pratiwi, D. F. (2023). Investigating The Effectiveness of Project Based LEearning with Tiktok App On Students' Speaking Outcome. *Jurnal Edu Research Indonesian Institute For Corporate Learning And Studies (IICLS)*, *4*(2), 60–68.

Kusmaryani, W., & Zona Tanjung, F. (2023). The Use of Mobile Applications in Digital Project-based Learning to Improve Students' English Speaking Skill. *Script Journal: Journal of Linguistics and English Teaching*, *8*(2), 163–179. https://doi.org/10.24903/sj.v8i2.1422

Lia, V., Suriana, & Sarah, F. (2020). The Impact of TikTok Application Usage on Character Development of Sixth Grade Students at MIN 1 North Aceh. *FTIK-PGMI: IAIN Lhokseumawe*.

M. Amin, F. (2023). Exploring Students' Reading Interest Through Tiktok Multimodal Literacy. *Journal Of Education And Teaching Learning (JETL)*, *5*(2), 32–39. https://doi.org/10.51178/jetl.v5i2.1326

Maretha, A. L., & Anggoro, K. J. (2022). App Review TikTok: Benefits, Drawbacks, and Implications for the ELT Field. *Mextesol Journal*, *46*(2), 0–2.

Matta, S. M. De, Ibaite, X., Revistual, N. A., & Fajardo, D. F. B. (2023). Effects of Tiktok English Teaching Videos on Elementary Learners' Second Language Acquisition. *Journal of English Education and Linguistics*, 4(2).

Mauriza, L., & Siregar, N. (2022). The Analysis of Students' Vocabulary Mastery Who Are Using Tiktok Application. *Education & Learning*, 2(2), 154–158. https://doi.org/10.57251/el.v2i2.449

Morady Moghaddam, M., & Esmaeilpour, F. (2023). Persuasive Language in ELT-Related Ads on Social Media. *Journal of Psycholinguistic Research*, *52*(4), 1263–1288. https://doi.org/10.1007/s10936-023-09942-7

Mujayanah, S., Maruf, N., & Asari, S. (2023). Exploring Tiktok's Impact on Enhancing Speaking Skills in Language Learning: A Classroom Action Research. *Jet Adi Buana*, 8(02), 123–136. https://doi.org/10.36456/jet.v8.n02.2023.8356

National, T. (n.d.). *NEXT LEVEL GRAMMAR Co-published by Routledge and The National*.

Novitasari. N., & Addinna, A. (2022). Students' perception on the use of TikTok for learning English. *Journal of English Language Teaching*, *11*(4), 566–579. https://doi.org/10.24036/jelt.v11i4.119484

Puji, Y., Zebua, L., Harefa, T., Zebua, E. P., Martin, K., Telaumbanua, E., Inggris, P. B., Nias, U., Yos, J., Ujung, S., 118, N., Gunungsitoli, K., Gunungsitoli, K., & Utara, S. (2022). Improving the Student's Speaking Skill by Using Tik Tok App at the Tenth Grade of SMA Negeri 1 Gido in 2022/2023. *Jonedu.Org*, *06*(01), 8538–8556. https://www.jonedu.org/index.php/joe/article/view/4295

Rama, M. A., Hamdani, Z., & Prihatini, C. (2023). Students' Perception On The Use Of Tiktok As An Effective Learning Media In Improving Students' Vocabulary. *Journal on Education*, *05*(04), 17079–17086.

Rahardaya, A. K. (2021). A Literature Review on the Use of TikTok Social Media as a Means of Digital Literacy During the Covid-19 Pandemic. *Journal of Technology and Business Information Systems-JTEKSIS,* 3(2), 308–319. https://doi.org/10.47233/jteksis.v3i2.248.

Rita, R., & Subekti, A. S. (2024). *TikTok to learn English vocabulary: Voices of Indonesian learners from English departments*. 22(1), 33–42.

Savitri, R. D., & Sukoyo, J. (2023). The Use of TikTok as a Learning Resource for Dialogue Text in Junior High School. *AL-ISHLAH: Jurnal Pendidikan*, *15*(3), 3631–3638. https://doi.org/10.35445/alishlah.v15i3.2868

Sinta, I., & Zulfitri, Z. (2022). Students' experience in vocabulary memorizing of adjective by using TikTok duet video. *Journal Educational Research and Social Studies*, *3*(1), 40–52. http://pusdikra-publishing.com/index.php/jrss

Suciani, N. K., Sanjaya, I. N. S., Sitawati, A. A. R., & Wariyati, W. (2023). Indonesian EFL students' perceptions of TikTok utilization in EFL learning. *Journal of Applied Studies in Language*, *7*(2), 181–192. https://doi.org/10.31940/jasl.v7i2.181-192

Tarihoran, Naf'an. (2017). English Curriculum Development. Serang. *FTK Banten Press*.

Tarihoran, N., Fachriyah, E., Tressyalina, & Sumirat, I. R. (2022). The Impact of Social Media on the Use of Code Mixing by Generation Z. *International Journal of Interactive Mobile Technologies*, *16*(7), 54–69. https://doi.org/10.3991/ijim.v16i07.27659

Timur, J., & Timur, J. (n.d.). *LinguA - LiterA*. *6*(2), 51–60.

Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, & Nugraheni Allatif. (2022). The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT). *Conference on English Language Teaching*, *2*(Celti), 142–154. https://doi.org/10.24090/celti.v2.43

Tiyana, E., Jaelani, S. R., Surayya, S. A., & Husnu, M. (2023). *The Use Of Tiktok Application: The Impact On Efl Learners' Speaking*. *1*(4), 20–29. https://doi.org/10.61132/bima.v1i4.269

Wahyu, R. T. R. I., Liando, N. V. F., & Rorimpandey, R. S. (2023). *the Implementation of Tiktok As Media Teaching To Improve Students ' Speaking Ability*. *2*(12), 1551–1564.

Waloyo, E., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2022). Esensi Pemanfaatan Aplikasi Pembelajaran Untuk Pengajaran Bahasa Inggris. *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, *5*(1), 300–304.