



## The Implication of TikTok Application in Learning EFL for Youngsters

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### Abstrak

Penelitian ini bertujuan untuk menganalisis implikasi penggunaan aplikasi TikTok dalam pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL) pada siswa XI TJKT B di SMK Negeri 1 Lubuk Pakam. Dengan menggunakan metode survei dan wawancara, data dikumpulkan dari 35 siswa dan satu guru bahasa Inggris yang aktif menggunakan TikTok sebagai alat bantu pengajaran. Hasilnya menunjukkan bahwa TikTok secara signifikan meningkatkan minat dan motivasi siswa dalam belajar bahasa Inggris, khususnya melalui konten yang kreatif, ringkas, dan interaktif. Guru juga melaporkan bahwa siswa menjadi lebih antusias dan lebih mudah mengingat kosakata dan struktur bahasa setelah mengintegrasikan TikTok ke dalam pembelajaran mereka. Selain itu, TikTok memfasilitasi pengenalan aspek budaya berbahasa Inggris, yang dianggap penting dalam meningkatkan pemahaman bahasa siswa secara keseluruhan. Namun, terlepas dari manfaat besar yang diberikan TikTok, penting bagi pendidik untuk mengintegrasikannya dengan metode pengajaran tradisional untuk memastikan siswa memperoleh pemahaman yang lebih mendalam. Studi ini merekomendasikan agar platform media sosial seperti TikTok terus dieksplorasi dalam konteks pendidikan untuk menciptakan pengalaman belajar yang lebih menarik dan relevan bagi siswa.

**Kata Kunci** : TikTok, EFL, Pembelajaran Bahasa Inggris, Motivasi Siswa, Metode Pengajaran, Media Sosial.

### Abstract

*This study analyzes the implications of using the TikTok application in English as a Foreign Language (EFL) instruction among XI TJKT B students at SMK Negeri 1 Lubuk Pakam. Utilizing survey and interview methods, data were collected from 35 students and one English teacher who actively employs TikTok as a teaching aid. The results indicate that TikTok significantly enhances students' interest and motivation in learning English, particularly through creative, concise, and interactive content. The teacher also reported that students became more enthusiastic and found remembering vocabulary and language structures easier after integrating TikTok into their learning. Furthermore, TikTok facilitates introducing English-speaking cultural aspects, essential in improving students' overall understanding of the language. However, despite TikTok's considerable benefits, educators must integrate it with traditional teaching methods to ensure students gain a deeper understanding. This study recommends that social media platforms like TikTok continue to be explored within educational contexts to create a more engaging and relevant learning experience for students.*

**Keywords:** TikTok, EFL, English learning, Student motivation, teaching methods, Social media.



## Introduction

In this modern digital age, social media is crucial in daily life, particularly among adolescents. The swift advancement of technology for information has not just transformed but revolutionized human interaction and information acquisition. (Harris, 2011). The Internet and social media are primary instruments for disseminating information, enabling people to share messages, photographs, and videos internationally. (Arindi et al., 2023). This technological innovation has established a novel ecosystem in which social media serves as a communication tool and a platform for education and knowledge dissemination. This phenomenon is seen in the rise of diverse social media platforms that serve distinct tasks yet share the common objective of facilitating user connection and information exchange. (Nusantara, 2018). TikTok is a platform that has demonstrated remarkable growth.

TikTok, recognized for its innovative and captivating short video format, has emerged as an international hit since its inception in 2017. Adolescents favor the application, and it has emerged as an innovative educational resource. TikTok fosters user creativity by offering distinctive special effects, enabling the production of high-quality short videos. (Nirwani et al., 2024) TikTok, boasting over one billion active users, is an entertainment platform and a resource for learning, particularly English as a Foreign Language (EFL). It provides diverse instructional content encompassing vocabulary, grammar, and pronunciation, delivered interactively and engagingly. (Widiawanti et al., 2023). Intelligible and stimulating input enhances language acquisition. (Muin & Sulfasyah, 2018)

An essential facet of utilizing TikTok for language acquisition is its capacity to enhance students' enthusiasm for and involvement in the educational process. (Salsabila & Muhammad, 2024). Due to their dynamic content structure, social media platforms like TikTok can enhance students' motivation and involvement in the educational process. (Iskandar, 2023). Kearney and Schuck (2018) assert that engaging with credible content creators can enhance students' comprehension of the subject matter. (Burden et al., 2019). Furthermore, a study conducted by Purnamasari and Setiawan (2021) demonstrated that incorporating unique visual and auditory components in TikTok might enhance learning retention by as much as 30% compared to conventional text-based methods. (Setiawan, 2021)

Nonetheless, some issues must be addressed. The inconsistency in material quality on TikTok is a significant challenge, as not all information can be

deemed accurate or adhere to the academic criteria necessary for effective learning. (Bahri et al., 2022) Asserted that while TikTok possesses potential as an educational platform, the inconsistent content quality may influence the learning efficacy. This underscores the crucial role of educators in assisting students in navigating digital content and cultivating the media literacy required to evaluate information's veracity critically. It's a responsibility that empowers educators to ensure their students are equipped with the necessary skills.

Another issue is the social and psychological ramifications of excessive social media usage. Sobri et al. (2019) observed that excessive social media usage may result in diminished concentration in learning, aggressive conduct, and the proliferation of misinformation. In education, it is crucial to ascertain that using TikTok as a pedagogical instrument does not disrupt students' learning processes but serves as an effective and pleasant means to enhance English language comprehension and proficiency. (Darmayanti et al., 2020).

This study takes a unique approach to investigating the effects of the TikTok application on English as a Foreign Language (EFL) acquisition among SMK Negeri 1 Lubuk Pakam students. By examining the use of TikTok within the classroom setting, focusing on grade XI TJKT B students and an English instructor who employs TikTok as an educational resource, this study aims to offer a fresh perspective. Gathering data on students' and teachers' experiences with TikTok for English learning through questionnaires and interviews, we strive to uncover the types of content deemed valuable and their evaluation of the information's reliability. This study aspires to offer a comprehensive understanding of integrating TikTok into English learning methods at the secondary school level, providing unique insights from both adolescents as users and teachers as providers.

The research aims to enhance understanding of social media's role in education and contribute to developing creative and effective learning practices in the digital age. Consequently, this study is anticipated to serve as a significant reference for educators, content creators, and students who are employing TikTok as an efficient instrument for learning English.

## Method

### Objectives of the Study

This study proposes to investigate the effects of utilizing the TikTok application for English as a Foreign Language (EFL) instruction among grade XI

TJKT B students at SMK Negeri 1 Lubuk Pakam. This research explicitly seeks to :

1. Evaluate the impact of TikTok usage on students' motivation and English comprehension.
2. Determine the categories of TikTok content deemed most beneficial for English language acquisition.
3. Assess the utilization of TikTok as a tool for English language acquisition by educators and learners at SMK Negeri 1 Lubuk Pakam.

#### Research Design

This research employed a survey design with a quantitative methodology. (Hasibuan et al., 2020, 2022) This strategy enables researchers to gather data on TikTok's utilization in English learning in a representative fashion. A questionnaire served as the primary instrument for data collection and assessed students' perceptions of TikTok about English language acquisition. (Hasibuan & Rahmawati, 2022, 2019)

#### Research Subjects

This study is a collaborative exploration of the use of TikTok in English language acquisition. It involves the pupils of class XI TJKT B of SMK Negeri 1 Lubuk Pakam, who have utilized TikTok as an auxiliary medium, and an English teacher who incorporates TikTok in the educational process. The objective is to understand the experiences and perceptions of both parties, making them integral parts of the research.

#### Data Collection

The data for this study were obtained via a collaborative and interactive process that involved questionnaires and interviews, fostering a sense of involvement and active participation from the respondents. (Alhamid, 2019; Ardiansyah et al., 2023)

1. Questionnaire: Students were administered a structured questionnaire to analyze their TikTok usage habits, the sorts of content they engage with, and their evaluation of English learning content on the platform. The questionnaire incorporated a Likert scale to assess the degree of agreement or frequency of utilization, providing a reliable and structured way to measure attitudes and behaviors.
2. Interview: An in-depth and comprehensive conversation was conducted with an English teacher who incorporated TikTok into her pedagogical approach. This seeks to thoroughly understand the teacher's experience utilizing this

platform to enhance classroom learning, instilling confidence in the study's findings.

#### Analysis Data

The gathered data will undergo quantitative analysis employing descriptive statistics to delineate the characteristics of respondents and the patterns of TikTok utilization in English language acquisition. (Albi & Johan, 2018) This examination, which has the potential to revolutionize language learning strategies, encompasses usage frequency, content effectiveness opinions, and degrees of learning motivation. A correlation test will ascertain the association between TikTok usage and students' English learning outcomes.

#### Significance of the Research

The critical requirements for achievement of this research are:

1. Obtaining a representative number of participants, specifically class XI TJKT B students and English teachers at SMK Negeri 1 Lubuk Pakam, actively engaged in English language learning and teaching.
2. The capacity to discern TikTok usage patterns as an educational tool and evaluate its influence on English language acquisition using quantitative and qualitative research methods.
3. The study presents a unique opportunity to produce new insights into the efficacy of educational content on TikTok in enhancing student engagement and motivation in English language acquisition. This opportunity is exciting and intriguing for educators, researchers, and school administrators.

#### Result and Discussion

Digital technologies and social media have profoundly transformed how adolescents acquire information and engage in learning. (Adhyaksa & Valentina, 2023; Adisel & Pranansa, 2020). TikTok, a leading social media site, serves as a source of pleasure and a resource for learning English. This study seeks to investigate the utilization of TikTok for English language acquisition, emphasizing the impact of educational material on students' engagement and motivation in learning English. The findings of this study will provide valuable insights for educators, researchers, and stakeholders interested in language acquisition and digital learning tools. This section will provide and evaluate data collected from a questionnaire administered to 35 respondents in class XI TJKT B at SMK Negeri 1 Lubuk Pakam.

#### Analysis of Variable Data

### Students' Perspectives on the Efficacy and Utility of TikTok as a Tool for English Language Acquisition

The results of the questionnaire indicated that most students utilize TikTok as a platform for learning English. They believed that TikTok provides diverse, valuable instructional information, particularly regarding grammar, vocabulary, and quotidian interaction. This document presents a comprehensive study of various inquiries concerning students' perceptions of TikTok's effectiveness and utility, illustrated through tables and graphs, to ensure the audience is fully informed.

Table 1. Duration of TikTok Utilization for English Language Acquisition

Answer Choices	TikTok Usage Duration	Quantity of Responses	Percentage
A	Around 6 months	21 Responses	60%
B	6 to 12 months	2 Responses	6%
C	1 to 2 years	8 Responses	23%
D	Beyond 2 years	4 Responses	11%

Graph 1

Sixty percent of students have used TikTok for English learning, a relatively new trend. However, it's worth noting that a minority of students have embraced this trend and sustained their engagement over an extended period, with 23% using it for 1-2 years and 11% for over two years.

Table 2. Frequency of Viewing English Language Instructional Videos on TikTok

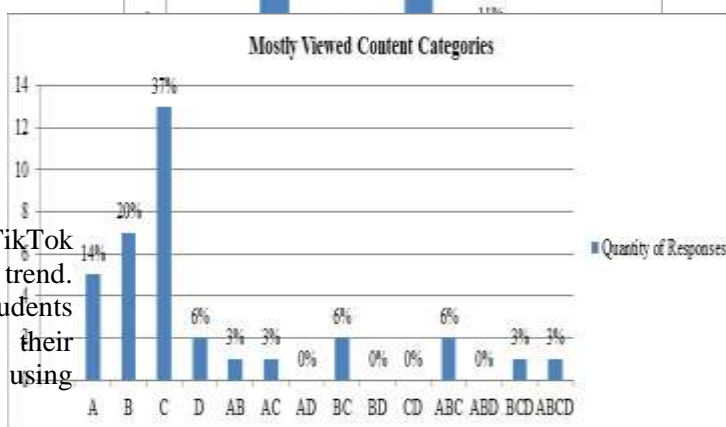
Answer Choices	Viewing Frequency	Quantity of Responses	Percentage
A	Everyday	0 Responses	0%
B	A few times per week	19 Responses	54%
C	Once a week	6 Responses	17%
D	Less than once a week	10 Responses	29%

Graph 2

More than fifty percent of students (54%) see English learning videos on TikTok multiple times weekly, signifying that the medium is often utilized for educational purposes. While no student engages with videos daily, the considerable viewing frequency indicates that TikTok significantly contributes to students' English acquisition.

Table 3. Most Viewed Content Categories

Answer Choices	Categories of Content	Quantity of Responses	Percentage
A	Grammar	5 Responses	14%
B	Vocabulary	7 Responses	20%
C	Daily Conversation	13 Responses	37%
D	English Speaking Culture	2 Responses	6%
AB	Grammar - Vocabulary	1 Responses	3%
AC	Grammar - Daily Conversation	1 Responses	3%
AD	Grammar - English Speaking Culture	0 Responses	0%
BC	Vocabulary - Daily Conversation	2 Responses	6%
BD	Vocabulary - English Speaking Culture	0 Responses	0%
CD	Daily Conversation - English Speaking Culture	0 Responses	0%
ABC	Grammar - Vocabulary - Daily Conversation	2 Responses	6%
ABD	Grammar - Vocabulary - English Speaking Culture	0 Responses	0%
BCD	Vocabulary - Daily Conversation - English Speaking Culture	1 Responses	3%
ABCD	Grammar - Vocabulary - Daily Conversation - English Speaking Culture	1 Responses	3%



Graph 3.

For the "Mostly Viewed Content Categories," respondents were allowed to select one or more answers. Fourteen options were provided, as described in Table 3. According to Table 3 and Graph 3, the number of respondents who selected Grammar was 5 (14%), Vocabulary was chosen by 7 respondents (20%), Daily Conversation by 13

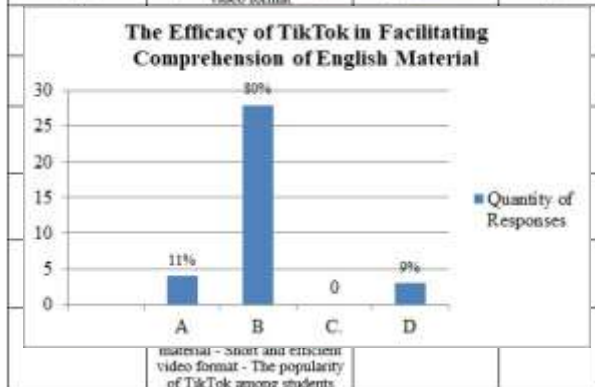


respondents (37%), English Speaking Culture by 2 respondents (6%), Grammar-Vocabulary by 1 respondent (3%), Grammar-Daily Conversation by 1 respondent (3%), Vocabulary-Daily Conversation by 2 respondents (6%) and Vocabulary-Daily Conversation-English Speaking Culture by 1 respondent (3%). These data indicate that 37% of respondents selected Daily Conversation as the Most Viewed Content Category.

can be observed that two respondents (6%) selected "Easily accessible to students," 18 respondents (51%) chose "Innovative and interesting material," 6 respondents (17%) opted for "Short and efficient video format," and one respondent (3%) selected "The popularity of TikTok among students." Additionally, three respondents (9%) chose both "Easily accessible to students" and "Innovative and interesting material," 2 respondents (6%) selected "Easily accessible to students" and "Short and efficient video format," 2 respondents (6%) chose "Innovative and interesting material" and "Short and efficient video format," and one respondent (3%) selected both "Innovative and interesting material" and "The popularity of TikTok among students." These data indicate that most students chose "Innovative and interesting material" as the primary reason for selecting TikTok as an educational platform.

Graph Table 4. Primary Reasons for Selecting TikTok as an Educational Platform

Answer Choices	Reasons for Selecting TikTok	Quantity of Responses	Percentage
A	Easily accessible to students	2 Responses	6%
B	Innovative and interesting material	18 Responses	51%
C	Short and efficient video format	6 Responses	17%
D	The popularity of TikTok among students	1 Responses	3%
AB	Easily accessible to students - Innovative and interesting material	3 Responses	9%
AC	Easily accessible to students - Short and efficient video format	2 Responses	6%
AD	Easily accessible to students - The popularity of TikTok among students	0 Responses	0%
BC	Innovative and interesting material - Short and efficient video format	2 Responses	6%



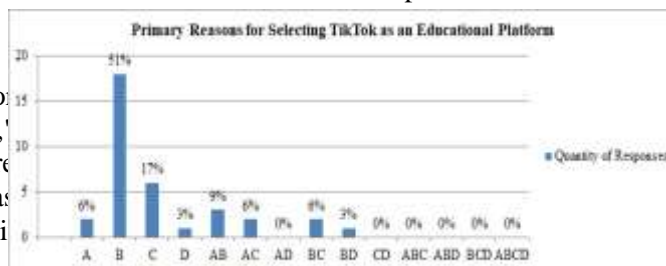
Graph 4

For the question "Primary Reasons for Selecting TikTok as an Educational Platform," respondents were allowed to select one or more answers. There were 14 possible answer choices, as outlined in Table 4. Based on Table 4 and Graph 4, i

Table 5. The Efficacy of TikTok in Facilitating Comprehension of English Material

Answer Choices	Effectiveness	Quantity of Responses	Percentage
A	Very Effective	4 Responses	11%
B	Quite Effective	28 Responses	80%
C	Less Effective	0 Responses	0%
D	Not effective	3 Responses	9%

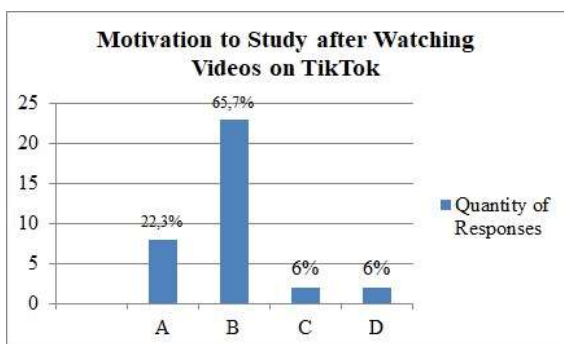
Graph 5



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Table 6. Motivation to Study after Watching Videos on TikTok

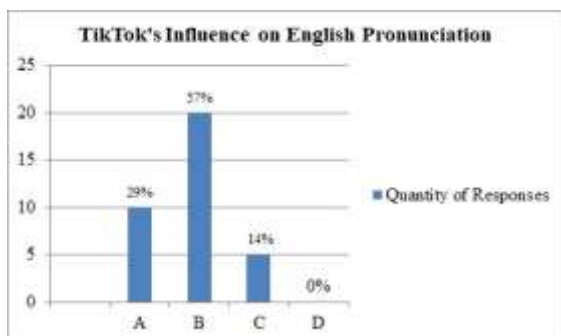
Answer Choices	Motivation	Quantity of Responses	Percentage
A	Highly Motivated	8 Responses	22,3%
B	Motivated	23 Responses	65,7%
C	No Impact	2 Responses	6%
D	Less Motivated	2 Responses	6%



Graph 6

Many students (66%) felt encouraged to learn English after viewing TikTok videos, with 23% expressing high motivation. A mere 12% of students reported no change in motivation.

Table 7. TikTok's Influence on English Pronunciation

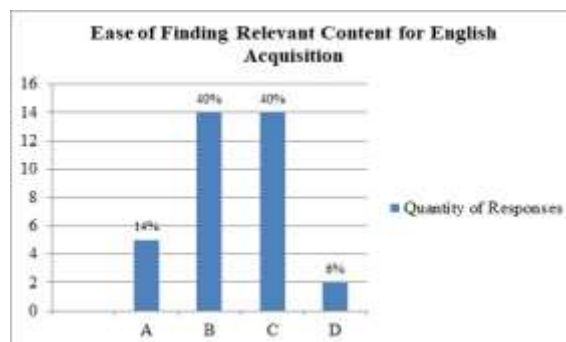


Graph 7

Fifty-seven percent of students said that TikTok enhanced their English pronunciation, while 29 percent considered it beneficial. This indicates that TikTok can be an excellent instrument for improving English speaking and pronunciation abilities.

Table 8. Ease of Finding Relevant Content for English Acquisition

Answer Choices	Ease of Finding Content	Quantity of Responses	Percentage
A	Very Easy	5 Responses	14%
B	Quite Easy	14 Responses	40%
C	Sometimes Difficult	14 Responses	40%
D	Difficult	2 Responses	6%

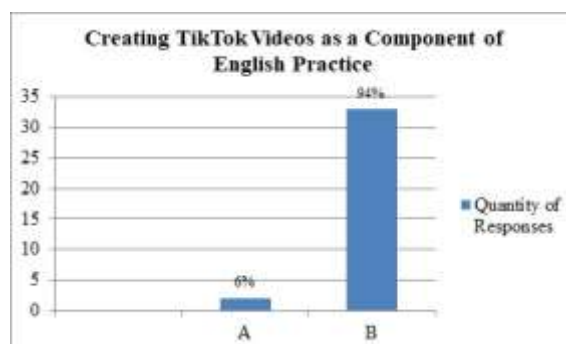


Graph 8

A majority of students (54%) reported that locating pertinent information for learning English on TikTok was easy or somewhat easy, while 46% indicated that it was occasionally challenging or demanding.

Table 9. Creating TikTok Videos as a Component of English Practice

Answer Choices	TikTok Influence	Quantity of Responses	Percentage
A	Very Helpful	10 Responses	29%
B	Helpful	20 Responses	57%
C	Less Helpful	5 Responses	14%
D	Not Helpful	0 Responses	0%

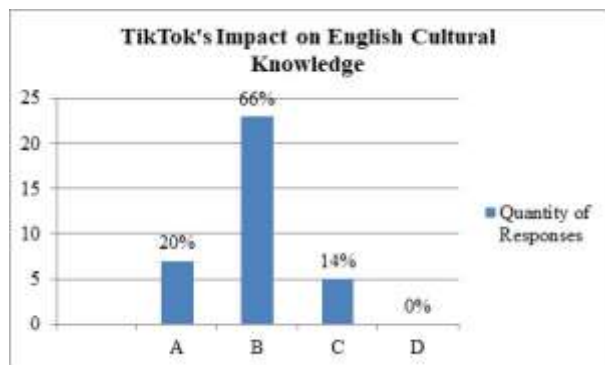


Graph 9

Only 6% of students have created TikTok films for practice, suggesting that the use of TikTok as a content production platform among students still needs to be improved.

Table 10. TikTok's Impact on English Cultural Knowledge

Answer Choices	TikTok Impact	Quantity of Responses	Percentage
A	Very Large	7 Responses	20%
B	Quite Large	23 Responses	66%
C	Less Large	5 Responses	14%
D	No Impact	0 Responses	0%



Graph 10

Sixty-six percent of students indicated that TikTok substantially influenced their understanding of English-speaking society, while 20 percent stated an extremely significant impact. This suggests that TikTok aids pupils in language acquisition and comprehension of English-speaking culture.

### Results of Student Interviews on utilizing TikTok as a Medium for English Language Learning.

The interview results corroborate the questionnaire findings, offering supplementary insights that enhance the comprehension of students' utilization of TikTok in the English learning process.

#### 1. Reasons for Selecting TikTok as an Educational Platform

The interviews showed that several students favored TikTok due to its creative and engaging content. A student said, "It is reasonable reason I enjoy learning with TikTok, which is its distinctive teaching method." The given materials are very interactive and fun, in contrast with traditional teaching approaches that might be boring. The questionnaire results indicate that 51% of respondents identified "Innovative and interesting materials" as their primary motivation for utilizing TikTok as a learning platform (Table 4 and Graph 4).

#### 2. The Effectiveness of TikTok in Facilitating Comprehension

Most students stated that TikTok content helped their understanding of complex subjects, especially using visuals with simple explanations. A student said, "The grammar explanations on TikTok

are more understandable because of the specific examples usually given in the videos." This confirms the results of the questionnaire, which showed that 80% of students perceived TikTok as significantly beneficial in facilitating their comprehension of English subjects (Table 5 Graph 5).

#### 3. Motivation to Learn

Interviews showed students' motivation for learning English improved after watching videos on TikTok. A student said, "After viewing videos about new vocabulary, I am motivated to learn more to improve my speaking ability." This supports the questionnaire findings indicating that 65,7% of students experienced motivation after viewing TikTok videos (Table 6 Graph 6).

#### 4. Impact on Pronunciation

Several students indicated an increased trust in speaking English after viewing TikTok videos focused on pronunciation. A student said, "The pronunciation videos on TikTok significantly helped me; I understood the pronunciation of previously difficult words." The questionnaire results show that 57% of students believed TikTok enhanced their pronunciation (Table 7 Graph 7).

#### 5. Barriers to Finding Relevant Content

Although most students indicated ease in finding relevant content, some indicated difficulties finding videos that matched their learning objectives. A student said, "Sometimes, it can be difficult to find videos that properly convey the material we are studying in class." The findings correlate with the questionnaire results, indicating that 46% of students sometimes acknowledged difficulty finding relevant material (Table 8 Graph 8).

### Results of Teacher Interview Findings

The interview with the English teacher offered significant insight into the motivations, benefits, and pedagogical approaches related to integrating TikTok in the classroom.

#### 1. Motivation for Utilizing TikTok

The teacher explained that the motivation to incorporate TikTok into the teaching process was based on students' frequent use of the platform outside school. Given their familiarity with TikTok, the teacher saw an opportunity to leverage its potential as an educational tool. TikTok videos' short, focused nature effectively sustained student attention, making learning more enjoyable and engaging.

#### 2. Observed Improvements in Students' English Proficiency

The teacher noted notable progress in students' language abilities since introducing TikTok. Before its implementation, students faced challenges



with vocabulary retention and pronunciation. However, students demonstrated increased enthusiasm after TikTok became part of the instructional strategy. They found it easier to internalize the material because TikTok provides real-world examples of English usage in everyday scenarios, making lessons more relatable.

### 3. Integration of TikTok with Traditional Teaching Approaches

TikTok is primarily used as a supplementary tool to initiate student interest in the lesson material. Typically, a relevant TikTok video is shown at the start of the class, followed by a detailed explanation of the language concepts presented. Furthermore, students are occasionally assigned to create their own TikTok videos to reinforce their learning through practical application. The incorporation of TikTok introduces variety into the instructional process, while traditional teaching methods remain essential for delivering in-depth language instruction

### Conclusion

Based on a study conducted with the Grade XI TJKT B students at SMK Negeri 1 Lubuk Pakam, TikTok is an effective tool for supporting English

language learning. This application enhances students' interest in learning and facilitates a more comprehensive understanding of English through interactive content relevant to everyday life. The consistent use of TikTok has improved students' vocabulary retention, grammatical comprehension, and appreciation of English-speaking cultures. Additionally, English teachers have reported positive effects on their teaching, as TikTok serves as an engaging introductory medium that captures students' attention before transitioning to more formal instructional methods.

Nevertheless, despite the numerous benefits offered by TikTok, it is crucial to balance the use of this digital platform and traditional pedagogical approaches. TikTok can enrich students' learning experiences when effectively integrated, while conventional teaching methods provide the necessary depth and structure for deeper comprehension.

This study recommends continuing to explore social media platforms like TikTok as alternative educational tools, ensuring that their use is guided by sound pedagogical principles to maintain effective and focused learning outcomes.

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