Integrating Content Via Tiktok in Maximizing English Proficiency

ST. Marhana Rullu[1], Hardianti[2], Mukmin[3], Nurvina Tulo[4]
[1,2,3,4] Faculty of Teacher Training and Education, Universitas Muhammadiyah Luwuk

Article Info

ABSTRACT

In today's digital age, the integration of content via platforms like *TikTok* holds immense potential for maximizing English proficiency among learners, offering engaging and interactive language opportunities. The study aims to investigate the effectiveness of integrating content via the *TikTok* platform in maximizing English proficiency at SMP Negeri 3 Bulagi. Utilizing a qualitative method, this study will explore how content provided through *TikTok* can be optimally utilized to enhance English Language skills among learners. The subjects of this research are English teachers and grade 8 students. The methodology involves data collection through observation of *TikTok* usage as a language learning tool, interviews with participants actively using the platform and analysis of available content. The findings of this research are expected to provide deep insight into the potential of *TikTok* as an innovative and effective language learning tool, as well as practical guidance for educators and learners in leveraging this platform optimally to enhance English language proficiency. Based on the data obtained, integrating content via *TikTok* in language learning gives many contributions to maximizing English proficiency. The first utilizing audiovisuals in the *TikTok* application in language learning, especially listening, Second, by using *TikTok* students can also process words to express and convey an express intention, ideas, and thoughts that are compiled and developed according to the needs of students, Third, the edit feature contained in *TikTok* can be used by students presenting data, ideas or impressions in the form of a description of an object. Fourth the *TikTok* application can be used as a medium for students to practice reading news.
.

Corresponding Author:

ST. Marhana Rullu
Email: sitimarhanarullu1991@gmail.com

1. INTRODUCTION

Social media is an internet-based network the facilitatescommunication with other users that can be accessed a computer or smart device. Aichner et al., (2021), social media is generally used as an umbrella term that describes a variety of online platforms, including blogs, business networks, collaborative projects, enterprise social networks (SN), forums, micro blogs, photo sharing, product review, social bookmarking, social gaming, video sharing, and virtual book. One of the social media platforms that is currently in great demand by all people in 2023, especially millennials and

generation influencers, is an application called TikTok. TikTok is an application from China that was launched in September 2016. This application can be used as a medium of entertainment in making and sharing videos with others.

In Indonesia, many people, including children, teenagers, and parents, use social media originating from China. According to the marketing director of TikTok, it has 10 million monthly active users in Indonesia, on the other hand, the number of TikTok users reaches 5 million per day (Fiallos et al., 2021) . The current use of TikTok varies; some use TikTok only for entertainment, and others use TikTok as a means of education according to their needs. English skill is the ability to communicate in English both orally and in writing. This statement is supported by Scrivener (2005), that basic skills are divided into two skills: productive skills and responsive skills. Productive skills consist of speaking and writing, while responsive skills consist of reading and listening. In learning English, students are required to understand and master three language components namely vocabulary, grammar, and pronunciation (Harmer, 2001). As stated by Demirbaş, (2013), responsive and productive skill are the combination of four skill- listening, reading, speaking, and writing skill. From the opinions of the experts above regarding English language skill, it can be concluded that English language skill arean activity that produces information, knowledge or ideas, either orally or in writing in spoken.

2. LITERATURE REVIEW

Social media is one of the instant media which currently has various functions in its role. Besides functioning as a tool for communication; social media is also a means for users to gather information. According to Cahyono, (2016), social media is an online medium, with is users being able to easily participate, share, and create content including blogs, social networks, wikis, forums, and virtual worlds. In line with Farisca Adhani et al., (2023) social media consists of internet application that enable the creation of various types of content worldwide. Many kinds of applications on social media, like Facebook, Twitter, Instagram, *TikTok*, YouTube, etc. When used correctly, social media can increase student interests and inspiration and assist students in of development targeted English. In addition, Bahri et al., (2022) *TikTok* is a social media platform that allows users to create short videos accompanied by a wide selection of features such as music, filter stickers and several other creative features. The popularity of *TikTok* all many users,especially young people, to take advantage of this platform to obtain information and knowledge that is packaged densely and clearly through *TikTok* content.

Apart from the positive effect of using *TikTok* for learning English, middle school students need to be supported and guided by teachers and parents, especially for recommendations for *TikTok* content in learning English. Demirbaş, (2013) employed that factors are using *TikTok*, that influence English skill Including internal factors and external factors. Internal factors such as feelings, attitudes, and individual characteristics prejudice, desires or expectation, attention focus, learning process, interests, and motivation. External factors such as family background, Information obtained, surrounding knowledge and intensity.

Internal factors significantly influence students behavior and perception. Feelings, attitudes, and individual characteristics shape how people interpret and respond to various situations. For instance, someone with a positive attitude is likely to view challenges as opportunities, whereas a person with a negative attitude might see the same challenges as insurmountable obstacles(Aichner, Grünfelder, et al., 2021). Sofian Hadi et al., (2021) Prejudices and desires further color perceptions, often leading individuals to seek out information that confirms their existing beliefs and ignore contradictory evidence. Expectations can also skew reality, as people tend to perceive outcomes in

ways that align with their preconceived notions. Attention focus, which dictates what information is noticed and processed, can vary greatly depending on an individual's interests and motivations (Yang, 2020). These cognitive biases and emotional states collectively shape an individual's reality, affecting decisions, behaviors, and interactions with others.

The learning process and motivation are crucial internal factors that drive behavior and achievement. Learning is not just the acquisition of knowledge but also the internalization of values, beliefs, and skills that influence future behavior (Teng, 2023). Motivation, which can be intrinsic or extrinsic, fuels the desire to achieve goals and overcome obstacles(Sofian Hadi et al., 2021). For example, a student motivated by a genuine interest in a subject is likely to engage more deeply and retain information longer than one who is motivated solely by external rewards like grades. Interests also play a pivotal role in directing attention and effort towards activities and subjects that are personally meaningful (Harahap et al., 2021). Thus, internal factors such as attitudes, expectations, attention focus, learning processes, interests, and motivation are interrelated components that together shape an individual's behavior, performance, and perception of the world.

External factors such as family background, information obtained, surrounding knowledge, and intensity significantly influence an individual's development and learning experiences (Yang, 2020). Family background encompasses the socio-economic status, educational levels, and cultural practices within a family, all of which shape a person's early environment and opportunities (Sofian Hadi et al., 2021). For example, families that value and invest in education often provide resources and encouragement that foster learning and intellectual growth. Information obtained from various sources, such as media, books, and online content, also plays a vital role. The quality and diversity of this information can expand a person's knowledge base, stimulate curiosity, and expose them to new ideas and perspectives. This constant influx of information helps individuals to stay informed and adaptable in an ever-changing world.

Surrounding knowledge, or the collective wisdom and experiences within a person's social and professional circles, further enriches their understanding and skills (Deriyanto et al., 2018). Engaging with knowledgeable peers, mentors, or colleagues can offer new insights, practical advice, and support. The intensity of exposure to these external factors, such as the frequency and depth of educational experiences or interactions with knowledgeable individuals, directly impacts the effectiveness of learning and personal growth. For instance, regular and intensive engagement with educational activities or intellectual discussions can accelerate learning and skill acquisition. Understanding the interplay of these external factors is essential for creating supportive environments that enhance learning and development, ensuring individuals have the resources and opportunities needed to thrive (Farisca Adhani et al., 2023).

As stated by Yang, (2020), the are several benefits of *TikTok* as a learning medium for learning. The first; utilizing audiovisual in the *TikTok* application in language learning, especially listening. Second, by using *TikTok* students cant't also process words to express, convey or express intentions, and ideas thought according to the needs of students. Third, edit feature contained in *TikTok* can be used by students topresent data ideas, or impressions in the form of description of an object. Fourth, ihe *TikTok* application can be used as a medium for students to practice reading news. Another argument by Farisca Adhani et al., n.d.,(2023), users of *TikTok* have greater case and flexibility in their languange skills. Using the recording features, creating background note, and the duet features. You can accomplish this reteling the contents of narrative texts, brief dialogues, short stories, singing Arabic song, or translating in Indonesian song into Arabic.

Another benefit of *TikTok* is an educational and financial medium, *TikTok* also provided a platform for the development and sharing of financial and educational content, which is another advantage (Fiallos et al., 2021). It can also be used to increase traffic, which will increase the amount

of followersr and the appeal of financial education vodeos. After that, it will expand to offer Brand Ambassador Endorsement jobs, wich will generate revenue. Considering the numerous utilization and comments received, *TikTok* is highly beneficial for financial and educational learning. The feedback received is not entirely favorable, but most of it is, so it is successful.

3.   METHOD

Research design is a guideline that refers to the overall strategy that the researcher chooses to integrate various research components systematically and logically (Denzin & Lincoln, 2018). Research design is very important in collecting analytical data. In this study, the researchers used qualitative methods. Creswell, (2014) qualitative method is a method that is based on the philosophy of positivism. Qualitative research methods are used for research that focuses on natural object conditions. The researchers used this method because the purpose of the researcher is by the characteristics of the qualitative approach, namely to get an overview of phenomenon by obtaining in-depth and meaningful data. In this method, the data analysis is will be presented narratively, not using numbers and observing the object to be examined then analyzing the data that has been obtained. Research instrument is a tool used by the researcher to collect data (Merriam, 2014). In this research, the researcher uses interview guide and observation checklist instruments to obtain information about the benefit of social media *TikTok* on learning English skills**.**

4.   RESULTS AND DISCUSSION

In recent years, the landscape of language learning has undergone a significant transformation with the advent of social media platforms. Among these, *TikTok* has emerged as a particularly intriguing tool for English language acquisition. This popular short-form video platform, known for its engaging and diverse content, has caught the attention of educators and researchers alike. The following research findings explore the potential of integrating *TikTok* content into English language learning curricula, examining its impact on various aspects of language proficiency. By leveraging the platform's unique features and widespread appeal among younger generations, educators are discovering innovative ways to enhance English language skills in an increasingly digital world.

The integration of *TikTok* in language learning represents a broader shift towards more interactive and technology-driven educational approaches. As traditional classroom methods evolve to meet the needs of digital-native learners, social media platforms offer unique opportunities for immersive and authentic language experiences. *TikTok*, with its vast user base and content diversity, provides a rich environment for exposure to real-world language use, cultural nuances, and contemporary expressions. This research seeks to understand how these characteristics can be harnessed effectively in formal and informal learning contexts, bridging the gap between academic English instruction and practical language application. By examining the multifaceted impact of *TikTok* on language proficiency, this study contributes to the growing body of knowledge on digital literacy and second language acquisition in the 21st century.

4.1 Result

In this part, the researchers described the data through the interview process and observation. It is also discussed the results of the problem formulation in this research. The data sources for this research were several students in class 8 and 1 English teacher at SMP N 3 Bulagi. Through interview and observations, the researchers described the benefits of *TikTok* as a medium for learning English skills at SMP N 3 Bulagi. The researchers obtained analytical

data about the benefits of *TikTok* as a medium for learning English at SMP N 3 Bulagi through interview and observation.

By using *TikTok* students can also use the process of lord to express, convey and express intentions thoughts, and feelings that are compiled and developed according to the needs of students. The edit feature contained in *TikTok* can be used by students to presence data ideas or impressions in the Form of a description of an object. The *TikTok* application can be used as a medium for students to practice reading.

1. *Utilizing TikTok in Listening skill and Speaking Skill*

Based on interviews with teachers and students, the research on utilizing *TikTok* for enhancing listening skills reveals promising outcomes. Teachers observed that students showed noticeable improvement in comprehension and engagement. Meanwhile, students reported that the platform's interactive and diverse content made learning more enjoyable and effective.

T: In my opinion audio visual on TikTok can improve students' listening skill because the content very clear and easy for them to understand.

In other interview, the students also explained that audio visual on *TikTok* can improve their listening skills because the material interest to learn.

S1: Yes, because the language used in TikTok audiovisuals is language that is easy to understand.

S2: Yes, because on TikTok we can hear clearly and it's easy to understand to learn English.

From the interview above reveals that incorporating *TikTok* into language learning significantly enhances listening abilities. *TikTok's* short, engaging videos provide students with authentic and diverse language exposure, which helps in improving their comprehension skills. The platform's wide range of content, from everyday conversations to storytelling, allows students to hear various accents and speech patterns, making it a valuable tool for listening practice.

2. By using *TikTok* students can also process coordinates to express, convey and express intention ideas thoughts, and feelings that are compiled and developed according to the needs of students.

Based on interviews with teachers and students, the research highlights the positive impact of *TikTok* on language learning. Both groups observed significant improvements in students' listening skills and their ability to express ideas and emotions. Teachers noted that *TikTok's* engaging content and interactive features kept students motivated and actively involved in their learning process.

T: Yes, it is very effective because TikTok's features are comprehensive, allowing students to edit videos according to their preferences.

S3: Yes, because you can record videos that can later be edited with good captions or use songs that we like.

S4: Yes, it's possible because TikTok has many features you can use, such as editing and sharing videos..

TikTok's extensive features, such as video editing and sharing, allow students to customize their learning experience, making it more enjoyable and effective. Students particularly appreciated the ability to add captions and music to their videos, which helped in expressing their ideas more creatively. Overall, *TikTok* proves to be a valuable tool in modern language education, fostering both listening skills and creative expression.

3. *TikTok*'s editing feature allows students to present data, ideas, or impressions through object descriptions.

The data, gathered from interviews with both students and teachers, illustrates the significant role of *TikTok* in facilitating language learning. Students reported increased

engagement and proficiency in expressing ideas and emotions through the platform's editing tools. Teachers noted positive outcomes in students' comprehension and creative expression, attributing these advancements to *TikTok's* interactive features.

T: Yes, so the features on TikTok are very helpful for students' learning search. For example, I tell them to search for learning materials on TikTok and learn using those examples.

S1: Yes, because the lessons at my school are not clear enough, I search for them on TikTok.

S4: Yes, because the features on TikTok help me find learning materials based on my needs in learning English.

The research finding underscores the transformative role of *TikTok's* editing feature in facilitating diverse modes of expression among students. By harnessing this tool, students are empowered to convey not only factual data but also abstract ideas and personal impressions through descriptive narratives. This highlights the platform's versatility as a dynamic educational resource, fostering creativity and communication skills crucial for modern language learning.

4. *TikTok* application can be used as a medium for students to practice reading news.

In exploring the potential of *TikTok* as a platform for news reading practice, interviews with both teachers and students shed light on its effectiveness in educational settings. Teachers emphasized the platform's ability to engage students in current events through its dynamic and accessible format. Moreover, they noted how *TikTok's* short-form videos provide an opportunity for students to digest news content efficiently, catering to their increasingly fast-paced lifestyles. Similarly, students highlighted the convenience of using *TikTok* as a medium for news consumption, expressing appreciation for its user-friendly interface and the diverse range of news topics available.

T: Yes, it's possible because by learning using TikTok, students can access a plethora of educational content from creators that can enhance their reading abilities.

In the interview, teacher explained that learning using *TikTok* can help improve students' reading skills because there is a lot of learning content they can get from content creators that can improve students' reading skills.

S1: Yes, because there are stories we read to increase reading speed. Also, in English language learning, there are many videos that train reading English words.

S5: Yes, because on TikTok, we can learn various kinds of lessons, such as reading correct English vocabulary.

The research suggests that *TikTok* offers a promising avenue for students to engage with news content and practice their reading skills. By utilizing the platform, students can access a wide range of news topics in a format that is both accessible and engaging. Additionally, *TikTok's* short-form videos provide a convenient way for students to consume news content efficiently, catering to their busy schedules. Overall, leveraging *TikTok* as a medium for news reading practice has the potential to enhance students' literacy skills while keeping them informed about current events.

In this research, also applied observation in getting the data from teacher and students. During the research, the researcher observed learning activities using *TikTok* media in class. The researchers found some information regarding the use of *TikTok* in class with students. Before learning started, the teacher instructed students to open the *TikTok* application and look for learning content entitled Asking and Giving Attention from @diary_nifah. When searching for the video, students were hampered by network instability. In anticipation of this, the teacher immediately sent the video that had been saved via Share IT. After all students have the video, the teacher starts explaining the learning material using *TikTok* from @diary_nifah content with

the material Asking and Giving Attention. It can be seen that students pay attention when the teacher explains the material, the teacher can control the class well. Students look active and some students ask about the learning material, there is interaction between the teacher and students during learning, the teacher masters the material when teaching using *TikTok*. Students can read English sentences in the *TikTok* video with the guidance of the teacher. Students learn to use the sentences in the *TikTok* video in group. students can answer questions from the teacher regarding the learning in the *TikTok* video. Students seem to enjoy the learning process by using *TikTok* in class. Teacher re-explains the material to students about the material, and *TikTok* media that will be seen, the teacher guides students to use *TikTok* according to their needs.

4.2 Discussion

Recent research on integrating *TikTok* content to enhance English proficiency has shown promising results. The study reveals that using this popular social media platform can significantly increase student engagement in language learning. These findings align with previous research by Novita Sari & Dollah, (2023), which emphasized the importance of digital technology in foreign language teaching. Using *TikTok* as an English learning tool allows students to engage with authentic and relevant content, which has been proven to enhance motivation and knowledge retention.

One key finding from this research is the effectiveness of short *TikTok* videos in improving students' listening and speaking skills. The study shows that exposure to various accents and dialects through *TikTok* content helps students develop a better understanding of spoken English. These results reinforce the findings of Naz Abbasi et al., (2023), which demonstrated that using short video content can enhance students' listening comprehension abilities. Additionally, *TikTok* challenges and trends involving English pronunciation or dialogues have proven effective in boosting students' confidence in speaking. Another important aspect uncovered in this research is the improvement in vocabulary and grammar understanding through *TikTok* content. Educational videos focusing on idiomatic phrases, slang, and contextual grammar help students acquire more natural and up-to-date language knowledge. These findings expand on previous research by Alvarez et al., (2024), which examined the effectiveness of social media-based learning in vocabulary development. Integrating *TikTok* content into English curricula allows students to learn the language in a broader cultural and social context, enhancing their understanding of language use in real-life situations.

The research also reveals the positive impact of creativity and content production aspects in language learning through *TikTok*. Students who engaged in creating English-language *TikTok* videos showed significant improvements in writing skills and self-expression abilities. These findings support Fauziah et al., 2023) research, which emphasized the importance of project-based learning in language acquisition. The process of creating *TikTok* content encourages students to plan, script, and deliver messages in English, providing a holistic and in-depth learning experience. Lastly, this research highlights *TikTok*'s potential in creating collaborative and interactive learning communities. The platform's comment and duet features allow students to interact with native speakers and other English learners worldwide. These interactions enrich the learning experience and provide opportunities for authentic language practice. These findings reinforce Noyan et al., (2016), research on the role of online communities in language learning. Using *TikTok* as an English learning platform not only enhances students' linguistic abilities but also develops their intercultural awareness, an essential aspect of language mastery in this global era.

Based on the results of the interview with teacher, the researchers found several benefits of *TikTok* as a medium for learning English language skills which are in by the theory the researcher used; 1) using audio visuals in *TikTok* application in language learning specialty listening . 2) By using *TikTok* students can also proces Jurnal Penelitian Ilmu-Ilmu Sosial s coordinates to express, convey and express intentions, ideas thoughts and feelings that are compiled and developed according to the needs of students. 3) The edit feature contained in *TikTok* can be used by students to present data, ideas or impressions in the form of a description of an object. 4) The *TikTok* application can be used as a medium for students to practice reading.

From the interviews with students, regarding the benefits of *TikTok* as a medium for learning English skills, the researchers found benefits of using *TikTok* are students can process coord to express, convey and express intention, ideas, thoughts, feelings that are compiled and developed according to the needs of students. Then, the researchers also found the benefits from *TikTok* include: audiovisual *TikTok* which can improve listening skills, being able to organize words and express ideas according to needs, *TikTok* features which can help him find learning materials, as well as improve his reading skills in English through *TikTok*. In addition, benefits of *TikTok* can attract attention, eliminate togetherness in learning, increase activeness or order in learning, increasing motivation. The edit feature contained in *TikTok* can be used by students to present data, ideas or impressions in the form of a description of an object. Last, the *TikTok* application can be used as a medium for students to practice reading.

Furthermore, the researchers also obtained data from checklist observations, observations were made when teacher taught using the *TikTok* application media in class. From the results of observation, the researchers found that there are benefits from the *TikTok* application as a learning medium, including, students look active, there is good interaction between teacher and students, students can understand the teacher's explanation, students can repeat words that have been mentioned by the teacher, students can read English sentences guided by the teacher, students are able to use sentences in *TikTok* videos, students write material in *TikTok* videos and students seem to enjoy the class.

It can be concluded that there are several benefits of *TikTok* in English language learning media That support the theory used by researchers, including using audiovisual in *TikTok* aplication in language learning, especially listening by using *TikTok* students can also process words to express convey and express intentions ideas thought and feeling that are compiled and developed according to the needs of students. The edit feature can be used in *TikTok* by students presenting data ideas or impressions in the form of a description of an object. The *TikTok* application can be used as a medium for students to practice reading. And when conducting classroom observations, researchers discovered the benefits of the *TikTok* application which improved students' English language skills.

In conclusion, this research underscores the significant potential of integrating TikTok content into English language learning curricula. The findings demonstrate that when used strategically, TikTok can enhance various aspects of language proficiency, including listening and speaking skills, vocabulary acquisition, grammar understanding, and cultural awareness. The platform's ability to cater to diverse learning styles and provide authentic language experiences makes it a valuable tool in modern language education. However, it is crucial to note that the effectiveness of TikTok as a learning tool depends largely on how it is implemented within the broader educational framework. Educators must carefully curate content, design appropriate activities, and provide guidance to ensure that students engage with the platform in a way that supports their language learning goals.

Looking ahead, this research opens up new avenues for exploration in the field of technology-enhanced language learning. Future studies could delve deeper into the long-term effects of TikTok-based learning on language retention and fluency. Additionally, investigating the potential of other emerging social media platforms in language education could provide valuable insights for educators and policymakers. As digital technologies continue to evolve, it is imperative that language teaching methodologies adapt accordingly, harnessing the power of popular platforms to create more engaging, effective, and culturally rich learning experiences. By embracing innovative approaches like the integration of TikTok, the field of English language education can stay relevant and impactful in an increasingly digital world, preparing learners for the communicative demands of the 21st century.

E. CONCLUSION

Drawing from the results and discussion presented in the preceding chapter, this study concludes that TikTok offers significant benefits as an English language learning medium at SMP N 3 Bulagi. The application's capacity to accommodate audio-visual needs makes it particularly effective for enhancing listening skills and speaking skill. Students are exposed to a wide variety of authentic English accents, pronunciations, and colloquial expressions through short, engaging videos. This immersive audio-visual experience helps learners develop their ear for the language in a way that traditional audio materials alone cannot match. Furthermore, TikTok provides a platform for students to process and develop their ideas, intentions, and feelings, thereby improving their speaking skills as they convey information gleaned from TikTok videos. The app's features, such as video responses and duets, encourage students to practice speaking English in a low-pressure environment. By mimicking native speakers, participating in challenges, or creating their own content, students gain confidence in their oral communication skills and learn to express themselves more fluently in English.

The app's edit feature proves valuable for developing writing skills, allowing students to present data, ideas, or impressions in the form of object descriptions while learning about grammar from TikTok content. Students can craft and refine captions for their videos, forcing them to think critically about word choice, sentence structure, and grammar. The character limit on captions also teaches students to express their thoughts concisely, an important skill in written communication. Moreover, exposure to various writing styles through TikTok content helps students understand different forms of written expression, from casual social media language to more formal writing. Additionally, TikTok serves as an effective medium for students to practice and improve their reading skills by engaging with English learning content on the platform. The app's text-to-speech feature, combined with on-screen text in videos, provides a multi-modal reading experience. Students encounter a diverse range of texts, from short captions and comments to longer descriptions and educational content. This variety helps improve their reading speed, comprehension, and vocabulary acquisition. The interactive nature of the platform also encourages active reading, as students often need to understand written instructions or information to participate in trends or challenges.

The implications of this research are far-reaching for English language education. By integrating TikTok into the curriculum, educators can create a more engaging and interactive learning environment that caters to the digital preferences of modern students. This approach not only enhances language skills but also promotes active learning, as evidenced by increased student participation and attention during lessons. The study also highlights the importance of teacher proficiency in utilizing digital tools, suggesting a need for professional development programs that focus on integrating social media platforms into language instruction. For future research, several recommendations emerge from this study. Firstly, longitudinal studies should be conducted to assess

the long-term impact of TikTok integration on English language proficiency. Secondly, comparative studies examining the effectiveness of TikTok against other social media platforms in language learning could provide valuable insights for educators. These research directions will contribute to refining the use of TikTok and similar platforms in English language education, ensuring their effectiveness and relevance in an ever-evolving digital landscape.

References

Aichner, T., Gru, M., Maurer, O., & Jegeni, D. (2021). *Twenty-Five Years of Social Media : and Definitions from 1994 to 2019*. *24*(4), 215–222. https://doi.org/10.1089/cyber.2020.0134

Aichner, T., Grünfelder, M., Maurer, O., & Jegeni, D. (2021). Twenty-Five Years of Social Media: A Review of Social Media Applications and Definitions from 1994 to 2019. In *Cyberpsychology, Behavior, and Social Networking* (Vol. 24, Issue 4, pp. 215–222). Mary Ann Liebert Inc. https://doi.org/10.1089/cyber.2020.0134

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

Bahri, A., Damayanti, C. M., Sirait, Y. H., Alfarisy, F., & Diponegoro, U. (2022). *Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris di Indonesia*. *3*(1), 120–130. https://doi.org/10.36418/jiss.v3i1.505

Cahyono, A. S. (2016). *Pengaruh Media Sosial Terhadap Perubahan Sosial Masyarakat di Indonesia*. 140–157.

Creswell, J. W. (2014). *Research Design (Qualitative, Quantitative, and Mixed Methods Approaches)* (Fourth Edi). Sage Publication.

Demirbaş, M. N. (2013a). Performance Differences between ELT Freshmen's Receptive and Productive Skill. *The Journal of Language and Linguistic Studies* , *9*(1).

Demirbaş, M. N. (2013b). *Performance Differences between ELT Freshmen's Receptive and Productive Skills*. *9*(1).

Denzin, K. N., & Lincoln, S. Y. (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). SAGE.

Deriyanto, D., Qorib, F., Komunikasi, J. I., Tribhuwana, U., & Malang, T. (2018). PERSEPSI MAHASISWA UNIVERSITAS TRIBHUWANA TUNGGADEWI MALANG TERHADAP PENGGUNAAN APLIKASI TIK TOK. In *JISIP* (Vol. 7, Issue 2). www.publikasi.unitri.ac.id

Farisca Adhani, O., Nur Fadhillah, A., Auliya Yahya, R., & Wintolo Apoko, T. (2023). EFL Students' Perceptions on the Use of TikTok in Improving Speaking Skill. *Journal of English Teaching and Research*, *8*(2).

Farisca Adhani, O., Nur Fadhillah, A., Auliya Yahya, R., Wintolo Apoko, T., & Muhammadiyah Hamka, U. (n.d.). *EFL Students' Perceptions on the Use of TikTok in Improving Speaking Skill*.

Fauziah, N., Pebriano, A., & Murtiningsih, T. (2023). Analysis of Vocabulary Learning Process from Instagram and TikTok. *Jurnal Penelitian Ilmu-Ilmu Sosial* , *4*(1). https://journals2.ums.ac.id/index.php/sosial

Fiallos, A., Fiallos, C., & Figueroa, S. (2021). Tiktok and education: Discovering knowledge through learning videos. *2021 8th International Conference on EDemocracy and EGovernment, ICEDEG 2021*, 172–176. https://doi.org/10.1109/ICEDEG52154.2021.9530988

Harahap, M., Firman, F., & Ahmad, R. (2021). Penggunaan Social Media dan Perubahan Sosial Budaya Masyarakat. *EDUKATIF : JURNAL ILMU PENDIDIKAN*, *3*(1), 135–143. https://doi.org/10.31004/edukatif.v3i1.252

Harmer, J. (2001). *How to Teach English (An Introduction to the Practice of English Language Teaching)*. Pearson Education Limited.

Merriam, S. B. (2014). Qualitative Research: A Guide to Design and Implementation. In *Jossey-Bass*.

Naz Abbasi, F., Solangi, M., & Ali Golo, M. (2023). Analyzing the Impacts of Social Media Use on Learning English Language. *Al-Qantara*, *9*(4). https://doi.org/10.1234/aq.v9i4.345

Novita Sari, W., & Dollah, S. (2023). The Use of Tiktok Application as an Online Learning Medium English Learning Medium to Improve Students' Vocabulary Mastery at SMA Katolik Messawa. *Journal of Technology in Language Pedagogy (JTechLP)*, *2*(4), 648–658.

Noyan, E., Güleç, H., & Koçak B, U. (2016). A Review of Research on Mobile-Assisted Language Learning from 2016 to 2020. *Research in Foreign Language Education and Applied Linguistics ELT Research Journal*, *2023*(1), 29–49. https://dergipark.org.tr/eltrj/

Scrivener, J. (2005). *Learning Teaching* (U. Adrian, Ed.; Third edit). Macmillan.

Sofian Hadi, M., Dwi Indriani, E., & Muhammadiyah Jakarta, U. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, *4*(1). https://doi.org/10.30605/jsgp.4.1.2021.525

Teng, M. F. (2023). Language learning strategies. In *Cognitive Individual Differences in Second Language Acquisition: Theories, Assessment and Pedagogy* (pp. 147–173). De Gruyter. https://doi.org/10.1515/9781614514749-008

Yang, H. (2020). *Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom*.