Leveraging TikTok for ELT: A Systematic Review

Sulistianah[1], Siti Kurniasih[2], Nafan Tarihoran[3]
[1-3]UIN Sultan Maulana Hasanuddin Banten, Indonesia

Email : sulistia2605@gmail.com[1], sitikurniasih163@gmail.com[2], nafan.tarihoran@uinbanten.ac.id[3]

Abstract. *TikTok, as a social media platform, is increasingly gaining attention in English language teaching (ELT) due to its potential to enhance speaking and listening skills through interactive learning experiences. However, its effectiveness in formal education is still debated due to challenges pedagogical. This study aims to synthesize evidence related to the role of TikTok in English Language Teaching (ELT), specifically its impact on students' speaking, listening, and engagement learning. This study employs a systematic review method based on the PRISMA guidelines, with data search using the keywords "Digital Learning; English Language Teaching (ELT); Learner Engagement; Social Media; TikTok" in five academic databases, namely Scopus (n = 30), Mendeley (n = 25), Publish or Perish (n = 40), Google Scholar (n = 50), as well as additional sources from ResearchGate (n = 4), Academia.edu (n = 1), and institutional repositories (n = 3). Of the 153 studies found, 48 were thoroughly reviewed, and 20 final studies were analyzed. The results show that TikTok can improve students' pronunciation exercises, listening comprehension, and learning motivation. However, challenges such as content validity, curriculum integration, and potential distractions remain concerns. In conclusion, TikTok has the potential to serve as an additional learning tool in ELT, increasing engagement and language acquisition; however, a structured pedagogical strategy is necessary to maximize its benefits and address existing challenges. More research is needed to identify best practices in integrating TikTok into formal education.*

Keywords : Digital Learning; English Languange Teaching (ELT); Learner Engagement; Social Media; TikTok

Abstrak. TikTok, sebagai platform media sosial, semakin menarik perhatian pada pengajaran bahasa Inggris (ELT) karena potensinya untuk meningkatkan keterampilan berbicara dan mendengarkan melalui pengalaman belajar interaktif. Namun, efektivitasnya dalam pendidikan formal masih diperdebatkan karena tantangan pedagogis. Penelitian ini bertujuan untuk mensintesis bukti terkait peran TikTok dalam Pengajaran Bahasa Inggris (ELT), khususnya dampaknya terhadap keterampilan berbicara, mendengarkan, dan keterlibatan siswa. Penelitian ini menggunakan metode tinjauan sistematis berdasarkan pedoman PRISMA, dengan pencarian data menggunakan kata kunci "Digital Learning; Pengajaran Bahasa Inggris (ELT); Keterlibatan Peserta Belajar; Media Sosial; TikTok" dalam lima database akademik, yaitu Scopus (n = 30), Mendeley (n = 25), Publish or Perish (n = 40), Google Scholar (n = 50), serta sumber tambahan dari ResearchGate (n = 4), Academia.edu (n = 1), dan repositori kelembagaan (n = 3). Dari 153 studi yang ditemukan, 48 ditinjau secara menyeluruh, dan 20 studi akhir dianalisis. Hasilnya menunjukkan bahwa TikTok dapat meningkatkan latihan pengucapan, pemahaman mendengarkan, dan motivasi belajar siswa. Namun, tantangan seperti validitas konten, integrasi kurikulum, dan potensi gangguan tetap menjadi perhatian. Kesimpulannya, TikTok memiliki potensi untuk berfungsi sebagai alat pembelajaran tambahan dalam ELT, meningkatkan keterlibatan dan pemerolehan bahasa; namun, strategi pedagogis terstruktur diperlukan untuk memaksimalkan manfaatnya dan mengatasi tantangan yang ada. Penelitian lebih lanjut diperlukan untuk mengidentifikasi praktik terbaik dalam mengintegrasikan TikTok ke dalam pendidikan formal.

Kata Kunci : Keterlibatan Pelajar; Media Sosial; Pembelajaran Digital; Pengajaran Bahasa Inggris (ELT); TikTok

1. INTRODUCTION

In the digital era, social media has become an inseparable part of daily life, including education. One platform that is growing in popularity in English learning is TikTok, a short video-based app that offers interactive and accessible content. TikTok allows users to create and share educational videos, making it a potential tool for language learning (Jantan et al., 2024). Many educators and researchers have explored the effectiveness of TikTok in teaching

English, especially in improving students' speaking and listening skills (Zahratul Fitri Annapis, Muhammad Khairul Faqih, 2024).

TikTok's adoption of language learning is driven by its ability to create interactive and engaging learning experiences. Features such as Duet, Stitch, and AI-generated captions enable students to practice pronunciation, engage in simulated conversations, and receive immediate feedback on their speaking abilities (Putri, Billaizah, Rosita Alizah, et al., 2024). In addition, TikTok also provides exposure to the use of authentic English, helping students develop listening comprehension and cultural awareness (Bernadetha Oviaty Bura, Lusiyana Marieta Balik, 2025).

Several studies have demonstrated that TikTok effectively enhances speaking and listening skills, as students can practice independently through creative content and receive feedback from fellow users. In a survey conducted by (Waode, 2024), It was found that using TikTok in English as a foreign language (EFL) classes significantly improved students' speaking skills and increased their confidence in using English orally. However, while TikTok offers a variety of benefits, its integration in formal education faces challenges such as content validity, a lack of structured curriculum, and potential distractions (Maurida & Sariasih, 2024).

TikTok should be further analyzed in the context of learning English as a foreign language to understand how this platform can enhance students' language skills. As an audiovisual-based learning medium, TikTok can potentially increase learning motivation and student involvement in the learning process (Zahratul Fitri Annapis, Muhammad Khairul Faqih, 2024). A literature study conducted by (Rininggayuh et al., 2024) Confirms that TikTok can significantly improve speaking skills and provide students with a more enjoyable learning experience.

However, although TikTok has proven beneficial, its use still requires a proper pedagogical strategy. Research by (Putri, Billaizah, Rosita Alizah, et al., 2024) Emphasizes the importance of teachers' roles in directing the use of TikTok to align with learning objectives. Therefore, this study aims to examine the effectiveness of TikTok in teaching English and the challenges it faces in its implementation. Specifically, this study will explore five main research questions. 1) To what extent does TikTok contribute to improving students' English skills? 2) What are the advantages of TikTok as a language-learning medium? 3) What are the limitations of TikTok in English Language Teaching (ELT)? 4) What challenges do teachers and students face in implementing TikTok for learning? 5) Which language skills are most dominantly developed using TikTok in ELT? (Bernadetha Oviaty Bura, Lusiyana Marieta Balik, 2025).

2. LITERATURE REVIEWS

In the digital era, the use of technology in English learning is skyrocketing. Technology enables more flexible and interactive learning, facilitating the development of language skills more effectively (Fitria, 2023). (Patel & Jain, 2008) emphasized that the use of technology in language learning must be accompanied by a structured and curriculum-based approach so that its effectiveness can be measured. One form of technology integration in learning is the use of social media, particularly TikTok, as a teaching tool for English. TikTok offers an engaging learning environment, allowing students to practice speaking, listening, reading, and writing through dynamic audiovisual content (Pratama & Hastuti, 2023). The book "Teaching and Learning with Emerging Technology: A Future Perspective" by Muthukumar et al. emphasizes that technology, such as social media and learning apps, can stimulate students' creativity and provide a more immersive and enjoyable learning experience.

TikTok as an English Learning Media

Several studies have shown that TikTok can be an effective learning tool in improving students' speaking skills (Pratama & Hastuti, 2023). Features such as Duets, Stitch, and AI-generated captions allow students to practice pronunciation, participate in interactive dialogues, and receive direct feedback from fellow users or teachers (Putri et al., 2024). Additionally, the book Make a TikTok Every Day by (Jorgenson, 2021). This highlights how TikTok offers an easily accessible platform for enhancing speaking skills through challenges and creative interactions. Another study shows that using TikTok in English learning helps increase students' motivation and confidence in public speaking (Ningsih et al., 2023). Teaching and Learning with Emerging Technology by (Muthukumar et al., n.d.) It also demonstrates that platforms like TikTok can enhance the learning experience by enabling students to share ideas, collaborate, and experiment more freely.

The Effectiveness of TikTok in Language Learning

According to (Fitria, 2023), TikTok is beneficial not only for improving speaking skills but also for supporting listening and writing skills. Educational content on TikTok allows students to be exposed to various accents and speaking styles in English, enriching their understanding of the language used in real-life contexts (Patty & Noija, 2023). In addition, (Sætra et al., 2023) In his book, Technology and Sustainable Development, he emphasizes that technology must be used wisely so that it is not only a tool of entertainment but also capable of improving the quality of education. Teaching and Learning with Emerging Technology by (Muthukumar et al., n.d.)It also emphasizes the importance of using technology relevant to

today's educational needs, allowing students to develop critical thinking and problem-solving skills more effectively through technology-based learning.

Challenges in Using TikTok as a Learning Medium

While it has many benefits, using TikTok to learn English also has challenges. One is the lack of structure in the learning materials available on this platform (Fitria, 2023). (Patel & Jain, 2008) It also highlights that technology in English language learning can lose effectiveness without systematic guidance. In addition, there are concerns that students focus more on entertainment than educational goals (Ningsih et al., 2023). Some researchers also highlight the importance of teachers' roles in guiding students to use TikTok to improve their language skills optimally (Pratama & Hastuti, 2023). Teaching and Learning with Emerging Technology by (Muthukumar et al., n.d.) It also noted that using technology in education requires good educator supervision to prevent distraction or abuse of the platform.

Implications and Directions for Further Research

Considering the benefits and challenges of TikTok as an English language learning tool, more research is needed to explore how the platform can be used more effectively in an academic context. Future research can focus on developing more systematic TikTok-based learning strategies and analyzing their impact on other language skills, such as reading and writing (Putri et al., 2024). (Sætra et al., 2023) It was also emphasized that in developing a technology-based approach, it is essential to evaluate how the use of TikTok in language learning can be adapted to different student ability levels and how to overcome existing challenges. Additionally, educators should integrate a curriculum-based approach, as suggested. by Patel & Jain, 2008, for this technology to provide optimal benefits in English language learning. Teaching and Learning with Emerging Technology by (Muthukumar et al., n.d.) This section provides additional guidance regarding the importance of gradually introducing new technologies, ensuring students understand their use and the educational benefits they can generate.

3. METHODS

This study uses a systematic review approach to analyze TikTok's role in English Language Teaching (ELT). This study adheres to the guidelines of the Preferred Reporting Items for Systematic Reviews and Meta-analysis (PRISMA) to ensure a structured and comprehensive review process. Data was collected from academic databases, including Scopus, Mendeley, Publish or Perish, and Google Scholar, focusing on studies published between 2020 and 2024. The selection criteria are based on the relevance of TikTok's use in

ELT, methodological rigor, and the availability of full-text articles. This section outlines the study design, data collection procedures, and study selection criteria, providing a clear framework for understanding how the research findings were obtained.

Description of Sample

Qualitative methods are employed by researchers who adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) as the search strategy in this study (Moher et al., 2009). The search keywords used by the researchers are "TikTok" and/or "ELT." The articles collected in this study were gathered from four journal databases: Scopus, Mendeley, Publish or Perish, and Google Scholar. These sources offer access to a broad and relevant body of literature for the research topic. This study covers a specific period, namely the publication of articles from the last five years, between 2020 - 2024, that met the inclusion criteria.

Procedure

The search strategy was developed using Boolean operators to ensure comprehensive reports of related research, particularly on the integration of TikTok in English Language Teaching (ELT). Each article was thoroughly reviewed to identify patterns, arguments, and evidence related to this integration (Data Familiarization). Initial coding was then conducted, categorizing key findings such as "TikTok's influence on speaking skills," "student motivation," "challenges in curriculum integration," and "teaching strategies using social media" (Initial Coding). These codes were further grouped into major themes, including social media-based learning innovations, pedagogical challenges, and effectiveness in enhancing English skills (Theme Development). To ensure conceptual accuracy, themes were refined and validated through cross-checks by two independent researchers (Refinement and Validation). Finally, the synthesized data provided answers to the research questions, with each theme supported by evidence from the reviewed studies (Data Synthesis). The filtering process was carefully executed using predefined inclusion and exclusion criteria, ensuring the relevance and quality of the selected articles. Consequently, the study highlights TikTok's role in ELT as a crucial research focus, contributing more critically to the field than previous systematic reviews and meta-analyses.

Study Selection Criteria

Based on the results of a systematic search on four online research platforms, only articles relevant to TikTok and ELT were selected. The search was conducted by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. A total of 153 articles were initially identified through combined screening across all platforms. After removing duplicate records, irrelevant titles, and abstracts, 106 studies remained for further review. The inclusion criteria required that the articles (1) were published between 2020 and 2024, (2) focused on the use of TikTok in English Language Teaching (ELT), (3) were empirical studies or systematic reviews, and (4) were available in full-text format in English. The exclusion criteria involved removing articles that (1) were not directly related to TikTok's role in ELT, (2) focused solely on other social media platforms, (3) lacked sufficient methodological rigor, or (4) were opinion pieces or non-peer-reviewed sources. After applying these criteria, 48 full-text articles were deemed eligible, and 20 were selected for final analysis.

4. RESULT AND DISCUSSION

Result

The integration of TikTok in English Language Teaching (ELT) has been explored through various studies, showing its advantages and challenges. This section presents findings from a systematic review of using TikTok as a learning tool in ELT. The results highlight the effectiveness of TikTok in improving students' speaking, listening, and engagement skills in English language learning. Additionally, this section addresses the limitations and key considerations that educators should be aware of to ensure optimal implementation. By analyzing previous research, this study provides insight into how TikTok can be effectively utilized in language learning and the factors that influence its success in the classroom.

Table 1. Identification of Studies Via Databases and Registers
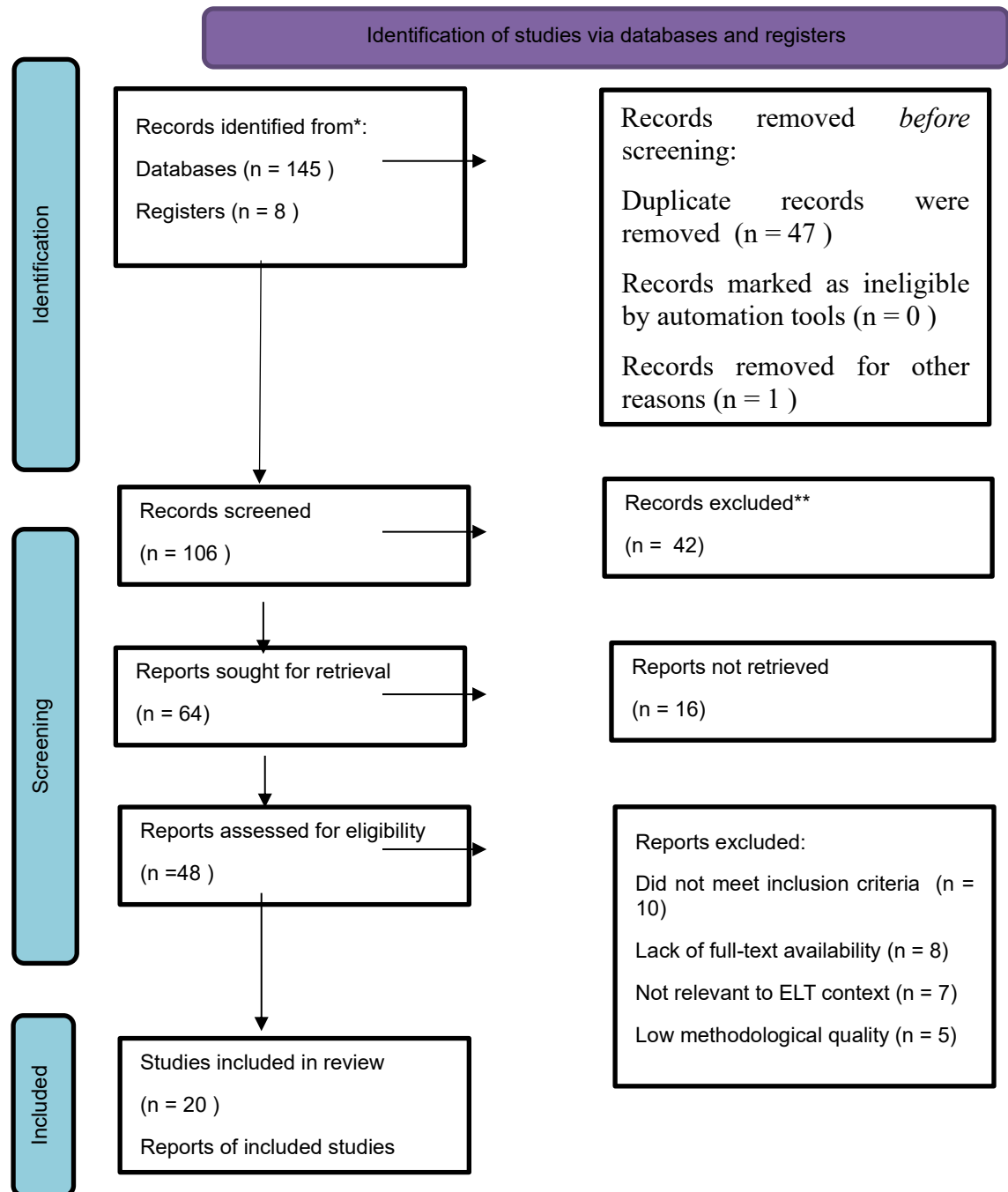
Identification: An initial search of the database yielded 153 records. Screening: Title screening excluded 106 irrelevant records, and abstract screening excluded an additional 42 records, leaving 64 articles for full-text review. Eligibility: The full-text review excluded 48 articles due to lack of relevance to the ELT debates or insufficient data analysis. Inclusion: A total of 20 studies met the inclusion criteria and were synthesized in this review.

Table 2. Articles Downloaded and Analyzed in This Study

No	Authors & Country	Mean Characteristic	Variable & study design	Measure	Findings
1	Tommy Hastomo, Eny Dwi Marcela, Adella Ramadhanti, Fidelia Viana, Fitri Saftiah (2022) Indonesia	Second-semester students of English Education	Use of TikTok in learning vocabulary Descriptive quantitative study	Questionnaire	72% of students had a satisfactory response to using TikTok for learning vocabulary
2	Zhai Xiuwen, Abu Bakar Razali (2021) Malaysia	Chinese international undergraduate students	Use of TikTok to improve oral English communication competence Literature review	Analysis of previous studies	TikTok has the potential to improve oral English competence among international students.
3	Nurul Aida, Abdul Muin, Tatu Siti Rohbiah (2023) Indonesia	Eighth-grade students	Effect of 'Kate Kulp' TikTok videos on vocabulary mastery Quasi-experimental method	T-test	Significant improvement in vocabulary mastery, with post-test scores increasing to 88.33 from 42
4	Anggi Wanda Venalinda, Muhamad Laudy Armanda (2023) Indonesia	Student teachers from Universitas	Use of TikTok as a learning tool Descriptive qualitative	Questionnaire & semi-structured interview	Most student teachers had a favorable perspective and viewed TikTok as a helpful resource for learning and teaching vocabulary.
5	Fathor Rasyid, Hidayatul Hanjariyah, Nurul Aini (2023) Indonesia	207 students from high school, university, and English courses	Perceived impacts of TikTok English content on students' competence Survey research design	Likert-scale questionnaire	60.1%-94.7% of students had positive perceptions of TikTok's impact on their competence
6	Sarkiah, Rafi'ah Nur, Salasiah Ammade, Ammang Latifa, Siti Hajar Larekeng (2024)	32 vocational high school students	TikTok as a learning aid for English achievement Quasi-experimental design	Pre-test & post-test	The experimental group scored 69.2, and the control group scored 64.0, showing TikTok effectively enhances learning.

		Indonesia			
7	Rita, Adaninggar Septi Subekti (Subekti, 2023) Indonesia	116 English department students from 26 universities	Attitudes toward TikTok for vocabulary learning, Online survey	Questionnaire	Participants had highly positive attitudes but some skepticism about its effectiveness.
8	Della Aulia Hasanah, Lenny Solo, Rini Septa Angraini (Hasanah et al., 2024) Indonesia	Mean TikTok usage: 57.55	TikTok use (X), Speaking skills (Y), Quantitative (Correlational)	Test (conversation), Questionnaire	Significant positive correlation between TikTok use and speaking skills
9	Sarina Sani, Hanita Hanim Ismail (Sani & Ismail, 2021) Malaysia	Mean scores: Compensation (3.38), Social (3.36)	Learning strategies, Quantitative	Strategy Inventory for Language Learning (SILL)	Compensation strategies most used: Females use more cognitive strategies
10	Henny Merizawati, Luana Sasabone, Marnangkok Pakpahan, Naura Ariesta, McCarty Elliot (2024) (2024) Indonesia, Ireland	Pronunciation improvement was reported qualitatively	TikTok as a pronunciation tool Qualitative (Descriptive)	Interviews with 10 students	Students find TikTok effective for pronunciation practice, but they face limitations related to the internet and feedback.
11	F. Rostam Affendi & Azlina Abdul Aziz (2020) Malaysia	18 papers related to teaching and learning of English Literature for the past decade was collected from various sources to be analyzed	Teaching of English Literature Literature classroom or literature teaching method	information-based approach	One limitation of the study was identified. The majority of the studies done on teaching English literature in enhancing English proficiency were conducted on low proficiency students living in suburban and rural areas.
12	Alfi Hulwatun Nasichah (2023) Indonesia	35 articles about the use of the cooperative learning method in teaching English	Motivation in the teaching-learning process, Qualitative Descriptive Approach	Library study research literary study	The cooperative learning method was one of the effective methods for teaching English to improve students' four

					skills in the Language.
13	Leil Badrah Zaki (2022) Indonesia	23 students from various majors and different universities were involved as participants	Appreciative listening using songs Qualitative study	Interview	This method should be implemented in English learning for the wider community.
14	Muhammad Ishtiaq, (Hussain, 2020) Saudi Arabia	Researchers and practitioners	Second language learning motivation Language learning motivation and classroom motivation	Investigation and research	Motivation will likely remain a complex construct; however, more in-depth, comprehensive, and serious investigations may help us better understand this phenomenon.
15	Amelia Putri, Adzra Billaizah, Ana Rosita Alizah, Andini Eka Prastiwi, Naf'an Tarihoran (2024) Indonesia	30 peer-reviewed articles constituted the final sample based on retention	TikTok as a teaching English TikTok as a teaching English	Systematic Review	TikTok positively influences students' speaking, listening, and writing skills, providing an interactive and engaging learning platform.
16	Alice da Silva Pereir & Nilton Hitotuzi (2023) (Diana Xu, 2023) Brazil	8 peer-reviewed articles constituted the final sample based on retention and discard criteria.	The use of TikTok in the EAL classroom Thematic analysis method	Systematic Literature Review	TikTok can effectively enhance speaking skills and expanding the vocabulary repertoire of EAL students.
17	Rifka Alwasia1, Murni Mahmuda, Geminastiti Sakkir (2024) Indonesia	18 Students of senior high school	TikTok application as a learning tool Descriptive qualitative	Observation, interviews, and documentation	TikTok application as a learning tool positively impacted students' writing skills first in psychology, namely increasing students' motivation, eliminating students' fear and shyness, and relieving students' anxiety in writing a text.

18	Alfi Fithrotul 'Aini, Annisa Navira, Nita Noviyanti Rahayu, Siti Indah, Naf'an Torihoran (2024) Indonesia	18 scholarly articles are pertinent to the study topic. Students in elementary school, junior high school, and undergraduate college are among the participants in this study.	The effectiveness of using video in ELT learning Qualitative	systematic observation and meta-analysis (PRISMA)	Using video in ELT has a positive impact on students' language learning outcomes, engaging learners visually and audibly, and making learning more interactive and enjoyable.
19	Rita R, Subekti A (2023) Indonesia	116 Indonesian students from the English Language Education and English Letters Departments from 26 different universities in 10 provinces.	TikTok as an English-speaking skills, Online survey	Collecting data	This study's limitations and contributions are outlined, along with suggestions for future relevant studies in the field.
20	Titik Komariyah, Winda Sulistiowati, Lisa Arifatul Fajri, Nugraheni Allatif (2022) Indonesia	Students of the English Education Department from the Islamic University happen to use TikTok as their learning medium	The students' learning in speaking With the integration of TikTok, Qualitative and quantitative methods	Questionnaire	The TikTok application is an innovative media tool that helps students enhance their speaking skills, particularly in English Language Teaching (ELT).

This table presents 20 data entries, including information about the authors and their countries, the characteristics of the study subjects, the variables and research design, measurement methods, and key findings. Most of the studies in this table discuss the use of TikTok in learning, particularly in improving English language proficiency, including vocabulary, speaking skills, and students' attitudes toward social media-based learning. Various research methods were employed, including questionnaires, interviews, quasi-experiments, and literature reviews, with findings generally indicating a positive impact of TikTok on education.

Table 3. Total Articles Downloaded and Analyzed in this Study

Year	No	Country	Total
2020	2	Indonesia	15
2021	2	Malaysia	3
2022	3	Brazil	1
2023	7	Saudi Arabia	1
2024	6		
Total	20		20

The distribution of articles from 2020 to 2024 highlights the growing academic interest in using TikTok for English Language Teaching (ELT), with the highest number of publications in 2023 (7 articles) and 2024 (6 articles), reflecting a rising focus on TikTok's role in enhancing student engagement and learning outcomes. Earlier years (2020–2022) saw fewer studies, indicating the initial exploration of TikTok's potential in ELT; however, the steady increase in research suggests its evolution from an experimental tool to a recognized pedagogical resource. Indonesia dominates research on TikTok in ELT, contributing 15 out of 20 articles, which underscores its strong commitment to integrating technology into language education, particularly in digital and interactive learning contexts. Malaysia follows with three studies, likely exploring TikTok's effectiveness in bilingual education. Meanwhile, Brazil and Saudi Arabia, with one article each, demonstrate an emerging interest in the topic beyond Asia. This dominance of research from Indonesia and Malaysia highlights the crucial role of Asian countries in adapting digital platforms to enhance English language skills, aligning with global trends in technology-driven and culturally responsive learning.

Discussion

The Effectiveness of TikTok in Teaching English

TikTok has evolved into one of the most effective tools for teaching English, particularly for English as a Foreign Language (EFL) students, including those in college. As a short, video-based platform, TikTok offers interactive features such as Duets, Stitch, and video-based challenges that contribute to improving speaking, listening, and student engagement skills in English learning. TikTok's technology enables a more dynamic and engaging learning experience, making it a potential alternative to traditional learning methods

Improving Speaking and Listening Skills

Research conducted by Muzammil et al. (2024) demonstrates that using TikTok vlogs significantly enhances the speaking fluency of students and college students, primarily through video-based pronunciation exercises. TikTok allows users to re-record, evaluate, and improve their pronunciation independently or through interaction with other users.

In addition, a study conducted by (Putri, Billaizah, Rosita Alizah, et al., 2024) I found that TikTok's interactive features expose learners and college students to a variety of English accents. This is crucial in understanding the global variation in pronunciation, which can often pose a challenge for non-native English speakers. Students who are accustomed to hearing various accents through TikTok tend to be more adaptable in understanding conversations in academic and professional settings.

Furthermore, (Z. Pratama, 2018) Emphasis was placed on students who actively used TikTok to practice speaking, resulting in a significant increase in their confidence and fluency in speaking. This confidence is essential for students who frequently participate in academic discussions, presentations, or interviews in English, and research supports this. (Waode, 2024), This states that interacting with various authentic content on TikTok facilitates an understanding of intonation and expressions in everyday English, thus helping students naturally improve their communication skills.

The Influence of TikTok on Student Motivation and Participation

In addition to improving speaking and listening skills, using TikTok to learn English has a positive impact on student motivation and engagement. Several studies show that integrating social media into learning can increase students' interest and motivation. (Boulghalaghe. & Board, 2023) Research has found that college students who used TikTok for language learning were more motivated to speak English than those who relied solely on conventional methods, such as textbooks and written exercises.

Furthermore, Mudhofar and I (2023) report that TikTok's short video format helps reduce public speaking anxiety. Students often feel burdened when speaking English in class, especially in front of lecturers and peers. TikTok offers a more relaxed space for practice, where students can record themselves speaking and replay it until they are satisfied with the results. This creates a more supportive learning environment and reduces the pressures that often arise in language learning in an academic environment.

According to (Amirjalili, 2024) Also highlighted is the short video format on TikTok, which helps students practice speaking in lifelike situations without excessive pressure. Students can enrich their vocabulary and improve their communication skills in a more natural

context by participating in English-based challenges or discussions through the Stitch and Duet features. Additionally, utilizing TikTok in language learning can also foster a collaborative learning community where students can provide feedback to one another and support each other's language development.

Advantages and Challenges of Using TikTok in ELT

While TikTok provides various benefits for language learning, the platform also has some limitations that should be recognized in the classroom. In the context of English Language Teaching (ELT), TikTok has emerged as an innovative tool for helping students enhance their English skills. However, its effectiveness largely depends on how it is utilized in learning. Therefore, it is crucial to understand the advantages and challenges that arise when implementing TikTok as a learning medium.

While TikTok offers various benefits for language learning, it also has some limitations that should be noted when used in the classroom. In the context of English Language Teaching (ELT), TikTok has emerged as an innovative tool that helps students enhance their English skills. However, its effectiveness largely depends on its use in the learning process. Some studies have shown that TikTok can have a positive impact on student engagement and provide educational resources; however, excessive use may also lead to procrastination and distraction from academic tasks. (C. et al., 2024). Therefore, it is vital to understand the advantages and challenges of implementing TikTok as a learning medium.

Advantages of TikTok in English Learning

TikTok offers a range of advantages in English language learning, as confirmed by various studies. (Amirjalili, 2024) Shows that social media, including TikTok, provides wider access to authentic and interactive learning resources. This allows students to learn English in a more accurate context through short videos created by native speakers and language educators.

Additionally, (Muzammil et al., 2024) Revealed that interactive features such as Duet allow students to collaborate with other users, both fellow learners and native speakers, thereby increasing their exposure to the English language. With this feature, students can practice speaking directly with others, accelerating their fluency and confidence in communicating. (Putri, Billaizah, Rosita Alizah, et al., 2024) It was also highlighted that combining visual and auditory elements in TikTok accelerates the understanding of language concepts and improves students' memory of new vocabulary. Visualizations and active user engagement make learning more enjoyable and effective.

In addition to linguistic benefits, TikTok provides an advantage in creating a more inclusive and supportive learning environment. The platform enables students from diverse backgrounds to interact and learn from one another, regardless of geographical location. It also encourages collaborative and community-based learning, where students can provide feedback and support one another's language development.

Challenges in the Implementation of TikTok as a Learning Media

Although the benefits are substantial, several challenges arise in implementing TikTok as an English learning medium. One of the main obstacles found by (Boulghalaghe. & Board, 2023). The problem lies in the lack of oversight of the quality of learning materials available on this platform. Because TikTok is an open platform, anyone can create and upload content, which means that not all of the information presented is highly accurate or meets students' academic needs.

In addition, research (Zulkifli et al., 2022) Emphasizes that using TikTok in education should be combined with traditional learning methods to remain effective and focused. Social media-based learning cannot entirely replace direct interaction between students and educators, especially in fields that require hands-on guidance, such as grammar and more complex sentence structures. Therefore, educators must design a balanced strategy for integrating TikTok into the learning curriculum.

According to Fitria (2023), while TikTok can increase learning motivation, its effectiveness still depends on how teachers use it in the classroom. Teachers need to understand how to select and present relevant content, ensuring that students do not just use TikTok for entertainment. In addition, access to technology devices and stable internet is also a challenge for some students, especially in areas with limited digital infrastructure.

TikTok has excellent potential to support English learning, thanks to its interactive features that can enhance students' speaking and listening skills. However, challenges such as lack of control over content quality, the need to combine it with traditional learning methods, and uneven access to technology should be significant concerns in its implementation. Therefore, a balanced approach and the right learning strategies are indispensable to ensure that TikTok can be used optimally as an effective English learning tool.

One of the main limitations of using TikTok as an English learning medium is the potential for distractions due to other irrelevant videos. According to (Lin et al., 2023) Students often struggle to maintain focus when using TikTok for educational purposes because the platform frequently recommends content that is unrelated to learning. This disorder can result in a loss of study time and a decline in learning effectiveness. Additionally, the study highlights

that TikTok lacks structured learning support features, such as detailed written explanations or document upload capabilities, which makes it challenging for students to review and retain the material. To address these challenges, educators must provide clear guidance on using TikTok effectively and integrating it with other learning methods to enhance the learning experience and make it more purposeful.

The Most Dominant Language Skills Developed Through TikTok

According to various studies, speaking skills are the most dominant aspect of English learning developed through TikTok (Muzammil et al., 2024). Short videos created by TikTok users often feature dialogue that mimics everyday conversations, enabling learners to encounter more natural language expressions. Features like Duet would also allow users to practice speaking interactively with others, both with fellow students and native speakers (Putri, Billaizah, Alizah, et al., 2024). This helps increase students' fluency and confidence in using English in the context of honest communication.

In addition to improving speaking skills, several studies have also demonstrated improvements in listening skills. TikTok provides a variety of content from native speakers with diverse accents, thus helping students understand the differences in intonation, speaking speed, and variations in English pronunciation (Diana Xu, 2023). Students who are used to watching and imitating videos from native speakers tend to understand conversations in English faster and are more adaptable to various global accents (Waode, 2024).

In addition to speaking and listening skills, several studies, such as those conducted by (Morady Moghaddam & Esmaeilpour, 2023), Show that TikTok can improve writing skills. One commonly used way is to create a video script before recording content in English. This process involves planning, composing sentences, and selecting the appropriate vocabulary, all of which contribute to enhancing students' writing skills (Syafaah, 2023). TikTok also allows users to add text to their videos, which can serve as a tool for practicing grammar and sentence structure.

Furthermore, several studies reveal that reading skills can be improved through engagement with comments and texts accompanying videos (Putri, Billaizah, Rosita Alizah, et al., 2024). Students who frequently engage in discussions on TikTok, either through the comment section or by responding to questions in the video, indirectly practice their understanding of written English. This can help improve your vocabulary and overall reading skills.

Additionally, integrating various language skills through TikTok creates a more holistic learning experience. For example, when students create content in English, they not only practice speaking but also re-listen to their recordings, write good scripts, and read and understand comments from other users. This process indirectly improves their competence in various aspects of the English language, making TikTok an effective tool for language mastery (Zulkifli et al., 2022).

5. CONCLUSION

In conclusion, TikTok has proven to be a valuable tool in English language learning, particularly in enhancing students' speaking and listening skills. Its interactive features, such as Duet, Stitch, and AI-generated captions, allow learners to practice pronunciation, engage in simulated conversations, and receive instant feedback. Additionally, exposure to authentic English content on TikTok helps students develop better listening comprehension and cultural awareness.

Various studies have demonstrated the effectiveness of TikTok in increasing students' confidence and motivation in using English. However, despite its advantages, integrating TikTok into formal education faces challenges, including concerns about content validity, the absence of a structured curriculum, and potential distractions. Effective pedagogical strategies are crucial for maximizing the platform's benefits while addressing these limitations.

Therefore, this study highlights the need to further explore TikTok's role in English language teaching (ELT), particularly in identifying the most dominant language skills it enhances. Educators play a crucial role in guiding students to use TikTok purposefully, ensuring that it aligns with learning objectives. By strategically incorporating TikTok into English learning, teachers can create a more engaging and effective digital learning environment, ultimately improving students' language proficiency in the digital era.

DAFTAR PUSTAKA

Bandura, A. (1997). Self-Efficacy: The Exercise of Control. New York, NY: W. H. Freeman and Company.

Affendi, F. R., & Aziz, A. A. (2020). Systematic review: The challenges and approaches in the teaching of English literature in enhancing English proficiency. *International Journal of Academic Research in Progressive Education and Development, 9*(1), 318–336. https://doi.org/10.6007/IJARPED/v9-i1/7136

Aida, N., Muin, A., & Rohbiah, T. S. (2023). Students' English vocabulary through "Kate Kulp" TikTok videos. *JELTS, 6*(2). http://dx.doi.org/10.48181/jelts.v6i2.20395

Alwasi, R., Mahmud, M., & Sakkir, G. (2024). Exploring the TikTok application as a learning tool: Impacts on students' writing skills at senior high school. *Journal of Language and Literature Studies, 2*(3), 102–112.

Amirjalili, F. (2024). Qualitative insights into the impact of TikTok on EFL pronunciation: Exploring user experiences and engagement. *Journal of Studies in Language Learning and Teaching, 1*(2), 329–348. https://doi.org/10.22034/jsllt.2024.21087.1033

Bura, B. O., Balik, L. M., & S.I.G.U. (2025). Enhancing English speaking motivation of nursing students through mini vlogs on TikTok. *Educational Journal, 4*(4), 502–509. https://doi.org/10.51878/educational.v4i4.4165

Boulghalaghe, B. M. M., & Board. (2023). Investigating students' use of micro-learning on TikTok mobile application to improve their English pronunciation. *Institute of Literature and Languages, Department of Foreign Languages.*

C., F. M. P. P., Rosita, D., & N, I. W. S. (2024). The effect of TikTok social media on student learning achievement in class VIII informatics subjects at SMP Negeri 22 Samarinda. *Tepian, 5*(1), 8–14. https://doi.org/10.51967/tepian.v5i1.2204

Xu, D. (2023). *International Journal of English Linguistics, 13*(N), 3–4.

Fitria, T. N. (2023). Using TikTok application as an English teaching media: A literature review. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL), 6*(2), 109. https://doi.org/10.20527/jetall.v6i2.16058

Hasanah, A., Solo, L., & Angraini, R. S. (2024). The correlation of using TikTok on students' English-speaking skills at MTs Daarul Abror. *English Language Journal, 1*(1), 53–59.

Hastomo, T., Marcela, E. D., Ramadhanti, A., Viana, F., & Saftiah, F. (2022). *Lexeme: Journal of Linguistics and Applied Linguistics, 4*(2), 144–150.

Hussain, D. M. I. (2020). Complex classification of second language motivation in English language learning: A typological-historical critical review. *Review of Social Sciences and Education Research, 1*(4), 211–220. https://doi.org/10.36902/rjsser-vol1-iss4-2020(211-220)

Jantan, N., Jah, A., Tahreb, N. S., Ibrahim, Q., Fitri, I., & Hamzah, A. (2024). TikTok as pedagogical tool for English language learning: A systematic literature review.

Jorgenson, D. (2021). *Make a TikTok every day*, 4–143.

Lin, C. S., Irawan, R., & B, S. A. P. (2023). In *Proceedings of the 1st UPY International Conference on Education and Social Science (UPINCESS 2022)* (Vol. 3). Atlantis Press SARL. https://doi.org/10.2991/978-2-494069-39-8

Maurida, L., & Sariasih, Y. (2024). Developing a TikTok-based speaking learning model at middle school to strengthen Pancasila student profiles. *Al-Ishlah: Jurnal Pendidikan, 16*, 4641–4653. https://doi.org/10.35445/alishlah.v16i4.5892

Merizawati, H., Sasabone, L., Pakpahan, M., & Ariesta, N. (2024). Is TikTok a helpful application for improving college students' English pronunciation? *JILTech, 3*(1), 90–103. https://doi.org/10.55849/jiltech.v3i1.526

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

Mudhofar, A. F., & I. (2023). The utilization of TikTok for oral English competence of EFL students.

Muthukumar, P., Kannan, A. R. S., & Malini, K. (n.d.). *Teaching and learning with emerging technology: A future perspective.* Shanlax Publications. https://books.google.co.id/books?id=FcS7EAAAQBAJ

Muzammil, L., Liskinasih, A., & Diftu, S. W. A. (2024). Utilizing TikTok vlogs to effectively boost young learners' speaking proficiency. *Journal of English Education and Linguistics Studies, 11*(1), 475–495. https://doi.org/10.30762/jeel.v11i1.2735

Nasichah, A. H. (2023). The role of cooperative learning method in teaching English to improve students' skill: A systematic review. *CELTI: Conference on English Language Teaching, 3*, 344–358.

Ningsih, S. A. J., Yuliana, Y. G. S., & Ikhsanudin, I. (2023). Developing TikTok learning videos as instructional media to engage students' speaking skills. *Jo-ELT (Journal of English Language Teaching), 10*(1), 101. https://doi.org/10.33394/jo-elt.v10i1.7277

Nur, R., Ammade, S., Latifa, A., & Larekeng, S. H. (2024). The effectiveness of using TikTok on students' English achievement at SMKN 8 Majene. *Klasikal: Journal of Education, Language Teaching and Science, 6*(3), 1030–1037.

Patel, D. M. F., & Jain, P. M. (2008). English language teaching. In *History of Oxford University Press: Volume IV 1970 to 2004.* https://doi.org/10.1093/acprof:oso/9780199574797.003.0018

Patty, J., & Noija, L. F. A. (2023). Social media revolution: TikTok's impact on language. *Jurnal Review Pendidikan dan Pengajaran (RPP), 6*, 937–945. https://doi.org/10.31004/jrpp.v6i4.20610

Pratama, R. M. D., & Hastuti, D. P. (2023). TikTok in improving students' speaking skills in the English for Business course. *Wanastra: Jurnal Bahasa dan Sastra, 15*(1), 50–55. https://doi.org/10.31294/wanastra.v15i1.15627

Pratama, Z. (2018). Improving students' listening skills through watching English movies (A classroom action research at the eleventh grade of SMA Negeri 1 Manggar 2017/2018 academic year). https://repository.uinjkt.ac.id/dspace/handle/123456789/37655

Purba, S. M. M., & Zaki, L. B. (2022). Appreciative listening using songs for enhancing learners' comprehensibility of English expression. *Journal of Languages and Language Teaching, 10*(2), 245. https://doi.org/10.33394/jollt.v10i2.5004

Putri, A., Billaizah, A., Rosita Alizah, A., Eka Prastiwi, A., Tarihoran, A., Banten, H., & Putri Amelia, A. (2024). Benefit of TikTok usage and its effectiveness in teaching English: A systematic review. *Formosa Journal of Sustainable Research (FJSR), 3*(6), 1147–1164. https://doi.org/10.55927/fjsr.v3i6.9007

Rahayu, A., Apriani, R. N., Adi Permata, M. S., Ramadhanti, P., & Tarihoran, N. (2024). The use of mindmaps and its effectiveness in ELT: A systematic review. *Formosa Journal of Sustainable Research, 3*(5), 927–944. https://doi.org/10.55927/fjsr.v3i5.9011

Rasyid, F. (2023). TikTok as a source of English language content – Perceived impacts on students' competence: Views from Indonesia. *International Journal of Learning, Teaching and Educational Research, 22*(10), 340–358. https://doi.org/10.26803/ijlter.22.10.19

Rininggayuh, E., Ayu, I., Dewi, S., Ngaenatul, L., & Isnaeni, W. (2024). The effectiveness of TikTok as a media for enhancing English speaking skills: A systematic literature review. *PSSH, 18*. https://doi.org/10.30595/pssh.v18i.1237

Sætra, H. S., Lee, W. E., Boccaccini, A. R., Labrincha, J. A., Leonelli, C., Drummond, C. H., & Cheeseman, C. R. (2023). Technology and sustainable development. *American Ceramic Society Bulletin, 86*(2). https://doi.org/10.1201/9781003325086

Sani, S., & Ismail, H. H. (2021). Assessing the use of learning strategies among young Malaysian English as second language learners. *Creative Education, 12*, 2124–2145. https://doi.org/10.4236/ce.2021.129163

Subekti, A. S. (2023). TikTok and vocabulary learning: A survey study of Indonesian students from English departments. *Pedagogy: Journal of English Language Teaching, 11*(2), 202–216. https://doi.org/10.32332/joelt.v11i2.7866

Syafaah, L. T. (2023). TikTok as media: An experimental research of students' writing skill at English Banat2 course. *Journal of English Studies, 1*(6).

Titik Komariyah, Sulistiowati, W., Fajri, L. A., & Allatif, N. (2022). The implementation of TikTok application to learn speaking skills in English language teaching (ELT). *Conference on English Language Teaching, 2*(CELTIC), 142–154. https://doi.org/10.24090/celti.v2.43

Wanda, A., & Armanda, M. L. (2023). The role of the TikTok application in learning English vocabulary: A survey of student teachers. *ELTecho, 8*, 224–240. https://doi.org/10.24235/eltecho.v8i2.14852

Waode, W. H. (2024). Using TikTok as a media to enhancing speaking skills in English foreign language classroom: A lesson learned from ESP contexts. *Journal of Language and Literature Studies, 4*(2), 507–515. https://doi.org/10.36312/jolls.v4i2.1951

Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research, 9*(7), 1439–1451. https://doi.org/10.13189/ujer.2021.090710

Zahratul Fitri Annapis, & Khairul Faqih, M. (2024). Leveraging TikTok to enhance English speaking skills among EFL students. *Journal of Language Teaching and Education, 1*(1), 8318.

Zulkifli, N. N., Letchumanan, M., Kamarudin, S., Abd Halim, N. D., & Hashim, S. (2022). A review: The effectiveness of using TikTok in teaching and learning. *30th International Conference on Computers in Education Conference, ICCE 2022 - Proceedings, 2*, 287–292.