

A STUDY ON THE INTEGRATION OF TIKTOK AS A TOOL FOR ENGLISH LANGUAGE LEARNING IN SOCIETY

Muhammad Idul¹
Amaliah Ramdani²

¹²Doctoral Students of English Language Education Department, Universitas Negeri
Makassar, Indonesia

E-mail: muhammad.idul@student.unm.ac.id

ABSTRACT

The rapid growth of social media platforms has created new opportunities for informal and technology-enhanced language learning. This study investigates the integration of TikTok as a digital tool for English language learning in society. A quantitative research design was employed using a survey method involving 100 respondents who actively engage with English-related content on TikTok. Data were collected through a structured questionnaire measuring four key constructs: perceived usefulness, perceived ease of use, learning motivation, and behavioral intention and engagement. Descriptive statistical analysis was conducted to examine participants' perceptions of TikTok as a learning medium. The findings indicate that respondents perceive TikTok as a useful platform for improving English language skills, particularly vocabulary acquisition and listening comprehension, with mean scores ranging from 3.68 to 4.06. In terms of usability, TikTok was considered accessible and easy to use, with mean scores between 3.90 and 4.13. Learning motivation showed moderate to positive responses ($M = 3.54\text{--}3.89$), suggesting that short-form video content can enhance learners' interest and enthusiasm in studying English. Furthermore, behavioral intention and engagement results reveal that users demonstrate a moderate willingness to continue using TikTok for English learning ($M = 3.41\text{--}3.95$). Overall, the study highlights the pedagogical potential of TikTok as an alternative digital learning environment that can promote autonomous learning, engagement, and motivation in English language education.

Keywords: TikTok, English language learning, digital learning, learning motivation, social media in education.

1) INTRODUCTION

In recent years, the rapid development of digital technology has significantly influenced educational practices, including the teaching and learning of English as a Foreign Language (EFL). The integration of digital platforms into language learning has created new opportunities for students to engage in interactive and flexible learning environments. Social media platforms, in particular, have become increasingly popular as alternative learning tools because they allow learners to access authentic language materials anytime and anywhere (Kukulska-Hulme, 2009).

Paper presented at The 5th ICONELE on April 16th-17th, 2026 English Education
Department, Faculty of Tarbiyah and Teacher Training
Universitas Islam Negeri Alauddin Makassar
South Sulawesi-Indonesia

Among various social media platforms, TikTok has gained considerable attention due to its short-form video format, which allows users to consume and share content quickly and creatively. The platform offers diverse educational content that may support language learning, including vocabulary explanations, pronunciation practice, and examples of authentic communication in real-life contexts. These features make TikTok a potentially valuable tool for informal language learning beyond the classroom (Escamilla-Fajardo et al., 2021).

Recent studies have increasingly explored the pedagogical affordances of digital and social media platforms in EFL contexts. For instance, Kohnke et al. (2023) reported that short-form video platforms promoted learner autonomy and vocabulary retention, particularly among secondary school students. Similarly, Fathi et al. (2023) found that mobile-assisted video learning enhanced students' speaking confidence and classroom interaction. In another study, Almurashi (2022) revealed that digital storytelling through social platforms improved writing fluency and creativity among language learners. Collectively, these studies highlight the growing role of multimedia-based environments in facilitating communicative competence.

Further research has emphasized the motivational and engagement dimensions of social media integration. Fathi et al. (2023) demonstrated that technology-mediated instruction increased learner engagement while reducing language anxiety. In the Indonesian context, Pratama et al. (2023) found that social media-supported instruction fostered collaborative learning and improved student participation in EFL activities. Complementing these findings, Rahman (2023) argued that digital platforms provide authentic language input that enhances learners' pragmatic awareness and intercultural competence.

More recent studies have extended this discussion to emerging technologies and platform-specific pedagogies. Lee and Hwang (2024) reported that technology-enhanced applications supported learner engagement, while Zhang et al. (2023) and Zhang and Zhang (2024) showed that video-based and multimodal instruction improved contextual vocabulary learning and supported listening comprehension. Similarly, Nguyen and Le (2023) showed that social media-based task instruction supported writing development and improved peer feedback quality. Sari et al. (2024) further reported that digital content creation activities increased students' motivation and critical thinking in EFL classrooms. In addition, Muhammad Idul et al. (2026) revealed positive teacher perceptions toward Games-Based Learning, emphasizing its role in fostering learner participation, motivation, and communicative interaction in Islamic senior high schools.

Despite these valuable contributions, several gaps remain. First, previous studies have largely focused on vocabulary development, speaking skills, student engagement, or general perceptions of digital learning, while limited attention has been paid to how specific social media platforms support English learning through learners' technology acceptance. Second, many studies have examined digital platforms broadly without investigating the pedagogical affordances of platform-specific features, such as algorithm-driven content, short-video multimodality, and interactive comment functions. Third, most studies have been conducted in public-school or higher education contexts, leaving Islamic senior high schools underrepresented in the literature. Although recent studies by Chen et al. (2025), Putri (2023), and Yusuf (2024) have begun addressing digital pedagogies in emerging contexts, they provide limited attention to TikTok-based learning and students' acceptance of its use for English learning.

Another important gap concerns theoretical framing. Despite the growing popularity of TikTok among students, empirical studies examining students' perceptions of TikTok through the lens of the Technology Acceptance Model (TAM) remain limited. Existing studies often discuss social media use in general terms without specifically analyzing key constructs such as perceived usefulness, perceived ease of use, learning motivation, and behavioral intention. According to the Technology Acceptance Model (TAM), users' perceptions of usefulness and ease of use significantly influence their intention to adopt a technology in learning contexts (Davis, 1989). Therefore, examining students' perceptions of TikTok through TAM provides an important lens for understanding its potential as a language learning tool.

Based on these gaps, the novelty of the present study lies in examining the integration of TikTok as a tool for English language learning through a technology acceptance perspective in Indonesian Islamic senior high schools, a context that remains underexplored. Unlike previous studies that emphasize general digital learning outcomes or broad social media use, this study specifically investigates platform-based pedagogical affordances alongside students' perceptions of usefulness, ease of use, motivation, and behavioral intention. In this way, the study contributes both contextual and methodological originality to the growing literature on EFL digital pedagogy.

Therefore, this study aims to examine the integration of TikTok as a tool for English language learning. Specifically, it investigates students' perceptions in terms of perceived usefulness, perceived ease of use, learning motivation, and behavioral intention to use TikTok for learning English. The findings are expected to contribute to the expanding body of literature on

technology-assisted language learning and provide practical insights for educators in utilizing social media platforms to support English learning.

2) METHODS

This study employed a quantitative survey research design to investigate students' perceptions of using TikTok as a tool for English language learning. Quantitative research was selected because it allows researchers to measure attitudes, perceptions, and behavioral intentions using numerical data obtained from questionnaires (Creswell & Plano Clark, 2018).

The study was conducted at a senior high school in Indonesia. The population of this research consisted of students who actively use social media platforms, particularly TikTok. From this population, a total of 100 students were selected as the sample of the study. The sample was determined using purposive sampling, as participants were required to have experience using TikTok and exposure to English-language content on the platform.

Data were collected using a structured questionnaire based on the Technology Acceptance Model (TAM) developed by Davis (1989). The questionnaire consisted of four main constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEU), Learning Motivation (LM), and Behavioral Intention and Engagement (BIE). Each construct contained several statements measured using a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree).

The questionnaire was distributed online, and respondents were asked to indicate their level of agreement with each statement. The instrument included statements such as the usefulness of TikTok for improving English skills, the ease of accessing educational content, students' motivation to learn English through TikTok, and their intention to continue using the platform for learning purposes.

The collected data were analyzed using descriptive statistical analysis. The analysis included the calculation of mean scores, minimum and maximum values, and standard deviation to determine the overall perception of students toward the use of TikTok for English language learning. Descriptive statistics were used to summarize and interpret the responses provided by the participants in order to identify general trends and patterns in the data.

3) RESULTS

This section presents the findings of the study regarding students' perceptions of using TikTok as a tool for English language learning. The data were analyzed using descriptive statistics including minimum score, maximum score, mean, and standard deviation.

The results showed the descriptive statistics of four main constructs: Perceived Usefulness (PU), Perceived Ease of Use (PEU), Learning Motivation (LM), and Behavioral Intention and Engagement (BIE).

Table 1 presents the descriptive statistics of students' perceptions toward the usefulness of TikTok for learning English.

Table 1. Descriptive Statistics of Perceived Usefulness

Item	N	Min	Max	Mean	Std. Deviation
PU1	100	2	5	4.04	.852
PU2	100	1	5	3.68	.863
PU3	100	3	5	4.06	.776
PU4	100	2	5	3.86	.841
PU5	100	2	5	4.01	.847

The results indicated the responses of students regarding the usefulness of TikTok in improving English learning.

Table 2 presents the descriptive statistics of perceived ease of use of TikTok for English learning.

Table 2. Descriptive Statistics of Perceived Ease of Use

Item	N	Min	Max	Mean	Std. Deviation
PEU1	100	3	5	3.90	.745
PEU2	100	2	5	4.10	.882
PEU3	100	2	5	4.09	.830
PEU4	100	3	5	4.13	.761
PEU5	100	2	5	3.95	.757

The table shows the responses related to students' perceptions of the ease of using TikTok as a learning tool.

Table 3 presents the descriptive statistics of students' learning motivation when using TikTok for English learning.

Table 3. Descriptive Statistics of Learning Motivation

Item	N	Min	Max	Mean	Std. Deviation
LM1	100	1	5	3.65	.914
LM2	100	1	5	3.89	.898
LM3	100	1	5	3.54	.869
LM4	100	1	5	3.59	.842
LM5	100	1	5	3.66	.934
LM6	100	1	5	3.69	.873

The table presents the responses related to students' motivation in learning English through TikTok.

Table 4 shows the descriptive statistics of students' behavioral intention and engagement in using TikTok for English learning.

Table 4. Descriptive Statistics of Behavioral Intention and Engagement

Item	N	Min	Max	Mean	Std. Deviation
BIE1	100	1	5	3.51	.990
BIE2	100	1	5	3.46	.999
BIE3	100	1	5	3.41	1.036
BIE4	100	1	5	3.58	.912
BIE5	100	1	5	3.95	.869

The results show students' intention and engagement in using TikTok as a learning medium for English.

4) DISCUSSION

The findings of this study indicate that students generally held positive perceptions toward the use of TikTok as a tool for English language learning. The relatively high mean scores across perceived usefulness, perceived ease of use, learning motivation, and behavioral intention suggest that TikTok was viewed as a helpful, accessible, and engaging platform for learning English. This finding is consistent with previous studies highlighting the pedagogical affordances of short-form video and social media platforms in EFL contexts, particularly in promoting learner engagement, autonomy, and technology acceptance (Fathi et al., 2023; Kohnke et al., 2023; Lee & Hwang, 2024). It also supports the argument in the background section that digital platforms can function not only as communication tools but also as meaningful environments for language learning.

Regarding perceived usefulness, the findings showed that students believed TikTok contributed to improving their English skills, particularly in vocabulary acquisition, listening comprehension, and understanding authentic language use. This result aligns with Escamilla-Fajardo et al. (2021), who emphasized that TikTok provides authentic and contextualized language exposure. It is also supported by Kohnke et al. (2023), who found that short-form video platforms promoted vocabulary retention and learner autonomy, and by Nguyen and Le (2023), who reported that digital learning tools can enhance lexical retention through repeated and accessible exposure. Similarly, Lee and Hwang (2024) showed that short-video integrated instruction improved contextual vocabulary learning and listening comprehension. Taken together, these findings reinforce the view that TikTok's multimodal features may support meaningful language input and facilitate students' perceptions of usefulness in learning English.

The findings also demonstrated that students perceived TikTok as easy to use for learning purposes. Students reported that they could access and understand English learning content on the platform without significant difficulty. This result supports the assumptions of the Technology Acceptance Model proposed by Davis (1989), which posits that perceived ease of use influences technology acceptance. It is also in line with Nguyen and Le (2023), who found that learners' acceptance of digital tools was closely associated with ease of navigation and usability. Similarly, Derakhshan et al. (2024) emphasized that positive perceptions of digital learning environments contribute to students' engagement and willingness to use educational technologies. These findings suggest that the simplicity and familiarity of TikTok may have encouraged students to adopt it as a learning resource.

Furthermore, the findings revealed that TikTok contributed positively to students' learning motivation. Many students indicated that learning English through TikTok was enjoyable and encouraged them to engage more actively with English content. This finding aligns with Wang and Vásquez (2012), who argued that social media environments can enhance learner motivation through interactive and authentic engagement. It also supports Fathi et al. (2023), who found that technology-mediated instruction increased learner engagement while reducing anxiety, and Zou (2023), who reported that micro-learning through short-video applications positively influenced self-regulated learning behaviors. In addition, Pikhart and Ugla (2023) emphasized that digital learning environments can strengthen students' cognitive, behavioral, and emotional engagement.

These studies support the interpretation that TikTok's creative and interactive format may stimulate motivation and sustain learners' interest in language learning.

In terms of behavioral intention and engagement, the findings indicated that many students intended to continue using TikTok as a learning tool and were willing to interact with English learning content on the platform. This result is consistent with the core assumptions of TAM that perceived usefulness and perceived ease of use influence users' behavioral intention to adopt technology (Davis, 1989). It also aligns with Nguyen and Le (2023), who found that positive experiences with digital tools increased learners' intention for continued use. Moreover, Lee and Hwang (2024) reported that positive engagement with digital applications can influence sustained participation in learning activities. These findings suggest that students' intention to continue using TikTok may be shaped by the combined influence of functional usefulness, usability, and motivational value.

The findings also extend previous studies in the Indonesian and Islamic school context. For instance, Pratama et al. (2023) found that social media-supported instruction fostered collaborative learning and improved students' participation in EFL activities, while Muhammad Idul et al. (2026) reported positive perceptions of technology-supported learning in Islamic senior high schools, particularly in relation to participation, motivation, and communicative interaction. In this sense, the present study complements and extends earlier research by showing that TikTok is also positively perceived as a platform for English learning within this underexplored educational context.

Taken together, these findings support the broader argument presented in the background that social media platforms can function as meaningful learning environments in EFL contexts. More importantly, the findings address the research gap identified in the introduction by providing empirical evidence on students' perceptions of TikTok through a technology acceptance perspective, specifically in Indonesian Islamic senior high schools. This contributes contextual and methodological support to the growing literature on EFL digital pedagogy and social media-assisted language learning.

Despite these positive findings, several limitations should be acknowledged. First, the study involved a relatively limited sample from a single educational context, which may restrict the generalizability of the findings. Second, the study relied primarily on self-reported questionnaire data, which may not fully reflect students' actual learning behaviors. Third, the study focused on

students' perceptions rather than directly measuring improvements in English proficiency. Therefore, the findings should be interpreted primarily in terms of technology acceptance rather than objective language outcomes.

Future research is recommended to involve larger and more diverse samples across different educational institutions to obtain more comprehensive findings. Further studies could employ experimental or mixed-method designs to examine the direct impact of TikTok on language skills such as speaking, listening, vocabulary development, or writing performance. In addition, qualitative approaches such as interviews or classroom observations could provide deeper insights into how students interact with TikTok-based learning content in authentic learning contexts. Such investigations would further strengthen understanding of how social media platforms can be effectively integrated into EFL pedagogy.

5) CONCLUSION

This study investigated students' perceptions of using TikTok as a tool for English language learning based on four key constructs: perceived usefulness, perceived ease of use, learning motivation, and behavioral intention and engagement. The findings revealed that students generally held positive perceptions toward the integration of TikTok in English learning. Specifically, TikTok was perceived as a useful and accessible platform that supports students' English learning, particularly in vocabulary development, exposure to authentic language use, and understanding everyday communication. In addition, the platform was considered easy to use and capable of enhancing students' motivation and engagement in learning English.

These findings reinforce the argument that social media platforms such as TikTok can play an important role in supporting informal and independent language learning beyond the classroom. Through its interactive short-video format, TikTok provides opportunities for students to access authentic language input in engaging, flexible, and learner-centered ways. Viewed through the lens of the Technology Acceptance Model, the positive perceptions identified in this study suggest that usefulness and ease of use may contribute to students' willingness to adopt social media as part of their learning practices. In this sense, the study contributes to the growing literature on digital pedagogy by providing empirical evidence that platform-based social media can support technology acceptance in EFL learning contexts.

This study also contributes to addressing the research gap identified in the introduction by examining TikTok specifically, rather than social media in general, and by situating the investigation within the underexplored context of Indonesian Islamic senior high schools. Unlike prior studies that have primarily focused on general engagement or digital learning outcomes, this study highlights students' perceptions of TikTok through a technology acceptance perspective, thereby offering both contextual and methodological contributions to EFL research.

Nevertheless, this study has several limitations. First, the relatively limited number of participants and the focus on a single educational context may restrict the generalizability of the findings. Second, the use of self-reported questionnaire data may not fully represent students' actual learning behaviors when using TikTok. Third, this study examined perceptions rather than directly measuring improvements in students' language proficiency. As a result, the findings should be interpreted primarily in relation to students' acceptance of TikTok as a learning tool rather than as evidence of objective language gains.

Future research is recommended to involve larger and more diverse samples and to employ different research designs, such as experimental or mixed-method approaches, to examine the direct impact of TikTok on students' language proficiency. Further studies may also explore how teachers can effectively integrate TikTok into classroom-based instruction, particularly for developing specific language skills such as speaking, listening, vocabulary, or writing.

Overall, this study highlights the potential of TikTok as a supplementary tool for English language learning and provides practical insights for educators seeking to utilize digital platforms to enhance students' learning experiences in more innovative and student-centered ways.

REFERENCES

- Almurashi, Wael A. (2022). He Effectiveness of Digital Storytelling in Enhancing EFL Learners' Writing Fluency and Creativity. *Education and Information Technologies*.
- Creswell, John W. & Plano Clark, Vicki L. (2018). *Designing and conducting mixed methods research* (3rd ed.). SAGE.
- Davis, Fred D. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly*, 13(3), 319–340. <https://doi.org/10.2307/249008>
- Derakhshan, Ali, Fathi, Jalil, Pawlak, Mirosław, & Kruk, Mariusz. (2024). Classroom social climate, growth language mindset, and student engagement: The mediating role of boredom in learning English as a foreign language. *Journal of Multilingual and Multicultural Development*, 45(8), 3415–3433. <https://doi.org/10.1080/01434632.2022.2099407>

- Escamilla-Fajardo, Paloma, Alguacil, Mario, & López-Carril, Samuel. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302. <https://doi.org/10.1016/j.jhlste.2021.100302>
- Fathi, Jalil, Pawlak, Mirosław, Mehraein, Saeed, Hosseini, Hamed M., & Derakhshesh, Ali. (2023). Foreign language enjoyment, ideal L2 self, and intercultural communicative competence as predictors of willingness to communicate among EFL learners. *System*, 115, 103067. <https://doi.org/10.1016/j.system.2023.103067>
- Kohnke, Lucas & Moorhouse, Benjamin Luke. (2023). Adopting AI tools in language education: Opportunities and ethical considerations of generative AI. *TESOL Journal*, 14(2), 678.
- Kukulska-Hulme, A. (2009). Mobile learning and language learning. *ReCALL*, 21, 157–165.
- Lee, Seong Mi & Hwang, Gwo Jen. (2024). AI-empowered applications effects on EFL learners' engagement in the classroom and academic procrastination. *BMC Psychology*, 12, 118. <https://doi.org/10.1186/s40359-024-02248-w>
- Muhammad Idul, Alwi Sibali, & Amaliah Ramdani. (2026). Teachers' Perception of Using Games Based Learning (GBL) In Learning English at Islamic Senior High School In South Sulawesi. *Synergy Education: Journal of Multidisciplinary Language and Social Sciences*, 1(1), 31–39.
- Nguyen, Lien Quynh & Le, Huy Vu. (2023). Enhancing L2 learners' lexical gains via Quizlet learning tool: The role of individual differences. *Education and Information Technologies*, 28, 13091–13115. <https://doi.org/10.1007/s10639-023-11673-0>
- Pikhart, Marcel & Uгла, Rania L. (2023). What I know, what I want to know, what I learned: Activating EFL college students' cognitive, behavioral, and emotional engagement through structured feedback in an online environment. *Frontiers in Psychology*, 13(1083673). <https://doi.org/10.3389/fpsyg.2022.1083673>
- Pratama, H., Azizah, N., & Nurhidayat, E. (2023). Social media-supported collaborative learning in Indonesian EFL classrooms. *International Journal of Instruction*, 16(4), 421–438.
- Putri, A. (2023). Students' perception of online learning platforms. *Journal of Education and Learning (EduLearn)*, 17(4), 512–519.
- Rahman, S. (2023). Interactive digital tools in language learning. *Journal of Education and Learning (EduLearn)*, 17(1), 59–66.
- Wang, Shuyan & Vásquez, Camilla. (2012). Web 2.0 and second language learning: What does the research tell us? *CALICO Journal*, 29(3), 412–430. <https://doi.org/10.11139/cj.29.3.412-430>
- Yusuf, M. (2024). Digital learning innovation in secondary schools. *Journal of Education and Learning (EduLearn)*, 18(1), 41–49.
- Zhang, Peng & Zhang, Shuai. (2024). Multimedia enhanced vocabulary learning: The role of input condition and learner-related factors. *System*, 122, 103275. <https://doi.org/10.1016/j.system.2024.103275>
- Zhang, Zhicong, Li, Heming, & Zhou, Jiaxian. (2023). Teaching with social context in instructional

video facilitates second language vocabulary learning. *Heliyon*, 9(3), e14540.
<https://doi.org/10.1016/j.heliyon.2023.e14540>

Zou, Di. (2023). Micro-learning through short-video applications and self-regulated language learning. *Education and Information Technologies*.