

From scroll to skill: enhancing gen z's speaking skills

Through tiktok contents

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Abstract

This study examined TikTok as an informal learning medium to assist Generation Z English as a Foreign Language (EFL) learners in enhancing their English speaking abilities. A qualitative descriptive methodology was employed, comprising 20 Gen-Z EFL learners selected via purposive sampling according to the following criteria: (1) individuals aged 18 to 25, (2) active TikTok users with at least six months of experience on the site, (3) actively enrolled in English language classes, and (4) self-reported utilisation of TikTok for English language acquisition. Data were gathered over an eight-week duration using semi-structured interviews, observations, and the analysis of learner TikTok video testimonials. The results demonstrated that learners regarded TikTok as an entertaining, accessible, and motivating medium that enhanced pronunciation, vocabulary usage, fluency, and speaking confidence. Students regularly interacted with materials including pronunciation tutorials, daily conversational phrases, and brief vocabulary sessions, fostering repeated exposure and autonomous speaking practice. Notwithstanding these benefits, the study also recognised other obstacles, including as distractions, superficial explanations, and the existence of unreliable educational content. These concerns indicate that learners necessitate sufficient digital literacy and strategic direction to optimise the educational advantages of TikTok. TikTok is an effective tool for enhancing speaking abilities when employed purposefully, albeit it is most beneficial as a supplementary resource in conjunction with conventional English teaching.

Keywords : TikTok, EFL learners, speaking skills, informal learning, Generation Z, pronunciation, fluency, vocabulary acquisition, digital literacy

INTRODUCTION

Technology has significantly altered the manner in which English as a Foreign Language (EFL) students engage with the language beyond conventional classroom environments. Social media platforms have become essential to Mobile Assisted Language Learning (MALL), providing students with chances for informal and unstructured learning that enhances their official education. TikTok has evolved as a notably popular platform, enabling users to make and interact with short films that offer varied, real-world exposure to the English language (Muflihah et al., 2023; Nguyen & Tran, 2022). Generation Z students

are particularly attracted to these short videos and diverse content formats, which facilitate vocabulary acquisition, enhance speaking fluency, and enable the imitation of native speech patterns (Juliana et al., 2023; Nguyen & Mai, 2023; Suwanda et al., 2023). The platform's interactive features are particularly beneficial, enabling users to produce their own movies that include spoken English, thereby facilitating verbal practice and significant interaction with language material.

Research has increasingly acknowledged TikTok's potential as an educational instrument for augmenting student motivation and self-assurance in language acquisition environments. Herdiana et al. (2023) discovered that learners' confidence and independence markedly enhance while utilizing TikTok for language skill practice. Moreover, the platform promotes English acquisition by allowing learners to cultivate productive abilities, such as speaking and writing, instead of confining them to passive consumption (Ferstephanie & Pratiwi, 2023). Nonetheless, alongside this potential, significant concerns have arisen over the platform's architecture, which favors enjoyment over educational value. The lack of explicitly defined learning objectives, coupled with insufficient instructional supervision, jeopardizes learners' engagement with linguistic content, rendering it superficial. This superficial connection may impede the cultivation of advanced cognitive skills essential for proficient language output in both oral and written forms (Pianasari & Faruk, 2023).

A notable difficulty exists in learners' inadequate digital literacy skills for critically assessing and analyzing language content encountered on TikTok (Dewi, 2023). Researchers have identified several constraints associated with the platform, including time limitations, content variability, pedagogical deficiencies, and technological accessibility issues that hinder its effectiveness in improving formal learning experiences (Hulu et al., 2023). TikTok exemplifies a dichotomy, serving concurrently as a valuable educational resource and an entertainment medium. Students frequently engage with the English language content on TikTok in a passive manner, which does not facilitate the development of active language skills (Dewi, 2023). Students inherently prefer information with substantial entertainment value; yet, this often leads to simply word recognition rather than the capacity to actively generate language through speaking or writing, resulting in considerable linguistic deficiencies (Pianasari & Faruk, 2023).

The efficacy of informal learning content in alleviating learner anxiety and hesitation is significantly diminished by the inherent absence of structure in these platforms. Although targeted informal learning can enhance grammatical and structural accuracy, the lack of prescriptive frameworks may inadvertently diminish students' capacity to establish clear learning targets and sustain focused development (Ferstephanie & Pratiwi, 2023). Educators seeking to incorporate TikTok into their teaching face significant technological and time-consuming obstacles in sourcing suitable content, connecting it with educational objectives, and creating meaningful assignments (Hulu et al., 2023; Lee, 2023).

This study examines the transition of EFL learners from passive scrolling to active skill development, focusing on their utilization of TikTok to improve vocabulary, pronunciation, and speaking skills, along with the limitations faced in using the platform for educational objectives. The research is centered on two primary enquiries: firstly, what are the perspectives of EFL learners about the utilization of TikTok material to enhance their English-speaking abilities? Secondly, what are the obstacles and enablers associated with utilizing TikTok to enhance English speaking proficiency? The study seeks to investigate TikTok's function as an informal language learning resource, concentrating on learners' opinions regarding the improvement of speaking skills and the elements that facilitate or obstruct their educational endeavors

on the platform.

This research offers significant contributions to MALL scholarship. This study, in contrast to prior research that mainly focusses on vocabulary acquisition or teacher-led TikTok interventions, specifically explores the learner-initiated shift from passive consumption to active speaking practice, uncovering genuine strategies that Generation Z learners autonomously cultivate in informal digital environments. The study utilizes a comprehensive analytical methodology that concurrently evaluates both facilitators and obstacles, addressing TikTok's contradictory role as an entertainment platform with instructional capabilities. The research employs a triangulated data collection method, integrating semi-structured interviews, behavioral observations, and analysis of learner-generated video testimonies over eight weeks, yielding extensive insights into reported perceptions and actual engagement behaviors. This study highlights the challenges of digital literacy in content evaluation and self-regulation, addressing significant gaps in comprehension regarding how learners engage with algorithm-driven platforms for language development, and providing practical implications for pedagogy that connect informal and formal learning environments.

The study is particularly pertinent to Generation Z learners, who are digital natives with unique learning preferences marked by multimodal content consumption, reduced attention spans, and a tendency for self-directed, on-demand learning experiences (Seemiller & Grace, 2016). In contrast to earlier generations, Gen Z learners effortlessly incorporate social media into their daily activities, rendering platforms such as TikTok intrinsic components of their educational landscape rather than distinct learning instruments. Comprehending how this population transforms casual social media interaction into intentional language development is essential for educators and researchers, as it uncovers genuine, learner-driven solutions that correspond with their digital behaviors and communication styles. The study illustrates possible methods for transforming interaction with informal digital content into intentional language acquisition, providing insights into mechanisms that align with Generation Z's inclination for concise, visually appealing, and socially interactive material. The findings offer evidence-based recommendations for educators and curriculum developers on incorporating social media into teaching, highlighting the necessity of scaffolding, digital literacy instruction, and critical methodologies for social media utilization in language learning.

METHODOLOGY

To understand the influence of TikTok on the speaking skills of English as a Foreign Language (EFL) learners, this study utilizes a qualitative descriptive design tailored to understand the feelings of learners, especially in real digital learning contexts. This study, using a qualitative methodology, emphasizes the importance of understanding phenomena through narrative accounts and thematic analysis, as opposed to statistical analysis, which is unfit for this study (Creswell, 2014; Miles et al., 2018). This is especially true in the case of TikTok, which is highly interactive and multimodal. Features of TikTok, such as Duet, Stitch, and Video challenges, play a significant role in the social and educational aspects of the platform and provide unique opportunities for unplanned language input and output. It is only through the learners' experiences that the complexity of TikTok can be fully appreciated.

Twenty Generation Z EFL learners were selected through purposive sampling based on specific criteria: (1) ages 18-25 with access to smartphones, TikTok, and stable internet connectivity; (2) active TikTok usage for at least six months; (3) current enrollment in English language courses; and (4) self-reported use of TikTok for English learning purposes. Following ethical approval from Universitas Prima Indonesia and informed consent from participants and their guardians, data were collected over eight weeks using three complementary methods. Semi-structured interviews allowed participants to elaborate on their experiences, challenges, and perceived benefits of using TikTok for English learning. Structured observation guides documented participants' behaviors and interactions during TikTok-based learning activities. Additionally, participants' TikTok videos, comments, and reflective writings provided authentic evidence of their engagement with the platform. This triangulated approach ensured data depth and reliability while examining how social media integration supports language learning in contexts where TikTok is widely used among Generation Z learners.

The research study was conducted over eight weeks carefully following the implementation protocols. The first week consisted of orientation, obtaining informed consent, and digital safety, and was followed by four weeks of implementation of TikTok tasks such as duet assignments and vocabulary challenges, which were complemented by the weekly collection of observation and reflection journals. The last two weeks were dedicated to the collection of semi-structured interviews of a few selected participants for the purpose of gaining additional insight, and the collection and anonymization of TikTok materials for the purpose of artifact analysis. This process kept the alignment of research questions, data, and ethically defensible practices throughout the study.

Using (Braun & Clarke, 2006) thematic analysis framework, data analysis began with data familiarization, which consisted of transcriptions, additional field notes, and TikTok materials to get a sense of the data as a whole. After this, open coding was used to ascertain segments on vocabulary, pronunciation, speaking, and motivation, and the subsequent grouping of these codes into categories so as to reflect participants on the same recurrent, involved, pattern. Names were imposed in the criteria to reflect the data, so as to adjust for possible bias, and were reinterpreted in absence of the data with existing theories on second language acquisition and theories of digital learning. Trustworthiness is evident through interview and observation triangulation, along with the artifact analysis, and the overall credibility was supported by the assimilation of an auditing trail for dependability, while member checking was used for confirmability.

RESULT AND DISCUSSION

Result

The findings was derived from semi-structured interviews and TikTok video testimony analyses involving Generation Z EFL learners from diverse backgrounds including students, teacher assistants, and teachers who employed TikTok as an informal medium for English language engagement. The dual methodological approach facilitated data triangulation by enabling comparison

between learners' self-reported perceptions and their observable speaking performance captured in video testimonies. Interviews explored participants' perspectives on TikTok usage patterns, preferred English content types, perceived speaking skill development, affective changes, and encountered challenges, while video testimonies provided evidence of how learners converted TikTok-mediated linguistic input into spoken language output. The findings focus specifically on functional and perceived dimensions of speaking development rather than quantitative measurements of proficiency or standardized performance indicators, offering insight into the subjective and practical aspects of informal language learning through social media platforms.

Table Participants' Interview

Theme	Key Findings	Representative Participant Responses
Reasons for Using TikTok	Easy access, short and engaging content	"The lessons are short, fun, and easy to understand" (P1)
Speaking Skill Improvement	Better pronunciation, fluency, and expression use	"I imitate how creators pronounce words" (P2)
Content Preference	Pronunciation, daily conversation, vocabulary	"I follow creators who teach daily conversation" (P3)
Confidence Changes	Increased confidence and reduced anxiety	"Before TikTok, I was afraid to speak" (P3)
Challenges	Distraction, short explanations, content reliability	"Sometimes TikTok is distracting" (P2)
Overall Perception	TikTok viewed as suitable for Gen Z learning	"It matches Gen Z learning habits" (P3)

The majority of participants shared that their first encounter with any English content on TikTok happened by chance while utilizing the platform as an entertainment tool as opposed to an English learning tool. After a while, the participants began to acknowledge the educational potential of the various English content TikTok users produced. Subsequently, a majority of the users began to actively use TikTok as a language learning tool by seeking out English learning content and educational creators. Participants mentioned that they actively tried to imitate the speech of the TikTok users through repetition, and practiced speaking on their own after watching. The shift from passive to active TikTok language learning occurred as the users began to identify and acknowledge the speech patterns of the English TikTok users and practice these patterns using the educational TikTok content as their primary tool for language practice. It appeared that language learning occurred through imitation and practice rather than being taught formally.

Table Participants' Testimony

Participant Code	Video Topic	Speaking Features Observed	Evidence of Skill Development
P1 (Dion)	Travel bucket list	Use of descriptive vocabulary, simple sentence structures, clear pronunciation	Improved fluency and confidence in expressing ideas
P2 (Ristomi)	Healthy lifestyle	Sequencing ideas, daily expressions, controlled Pace	Better organization of speech and vocabulary use
Participant Code	Video Topic	Speaking Features Observed	Evidence of Skill Development
P3 (Oziva)	Daily routine (teacher)	Repetitive sentence patterns, functional language	Increased fluency through familiar topics
P4–P8 (Teachers)	Daily routines	Routine expressions, time markers, functional speaking	Stability in fluency and clearer pronunciation
P9–P12 (Students)	Opinions & personal topics	Expressive language, opinion markers	Greater willingness to speak and self-expression
P13–P14 (Teachers)	Professional routines	Instructional language, clarity	Confident delivery and structured speech

Video testimony analysis confirmed interview results, showing that while participants' performance varied, almost all videos showed streamlined language, graded sentence structures, and suitable delivery rates. The majority of speech production focused on familiar subjects from individuals' personal experiences, encompassing everyday routines, personal and professional lifestyles, and opinion-based views. Consequently, evidence of heightened speech production was associated with the direct and personal significance of the material to the individuals. The correspondence between interview themes and video analyses indicated persistent trends, with learners indicating enhancements in pronunciation, fluency, and confidence, while concurrently recognising constraints such as superficial explanations and platform-related distractions. The merging of interview and video data streams showed that TikTok helped people practise speaking in a casual way by turning what they heard while browsing into useful spoken output in their own videos.

Discussion

1. TikTok as an Accessible and Engaging Learning Medium

The majority of participants viewed TikTok as an accessible and engaging medium for learning English. Participants appreciated the platform's short video format, which required less time commitment than traditional learning methods and reduced speaking-related psychological barriers, particularly the fear and anxiety of making mistakes. These findings align with research on Generation Z learning preferences, which characterize this demographic as favoring concise, visually engaging, and self-paced learning environments (Seemiller & Grace, 2016). Similarly, Bakhshaei (2020) found that social media platforms enhance learners' intrinsic motivation by providing autonomy and control over learning content, which directly supports the participants' positive perceptions in this study. TikTok created opportunities for learners to control their English language input, thereby encouraging self-regulated learning. Unlike traditional classroom instruction bound by fixed schedules and prescribed curricula, TikTok offered learning environments where learners exercised autonomy over content selection and learning pace, a finding consistent with Herdiana et al.'s (2023) observation that TikTok enhances learner autonomy and self-assurance.

Accessibility on TikTok extends beyond physical access to encompass cognitive factors as well. Content creators employ various cognitive accessibility strategies, including simplified explanations, subtitles, and contextual examples, which facilitate comprehension and imitation of English input. This multimodal presentation aligns with Faisal's (2023) findings that visual-based social media platforms like Instagram support learners in understanding and retaining language concepts through varied sensory input. However, while TikTok supports informal learning effectively, it cannot replace formal or structured instruction. This position is supported by Anwas et al. (2020), who argue that social media should be viewed as supplementary rather than primary learning tools. Instead, the platform functions as an informal learning environment that primarily offers exposure and practice opportunities without systematic pedagogical guidance, a limitation also noted by Hulu et al. (2023) in their study of TikTok's pedagogical constraints.

2. Types of English Content Consumed on TikTok

Learners engaged selectively with English content on TikTok, predominantly accessing videos on pronunciation tutorials, daily conversation expressions, and explanations of common phrases. Content creators who produced practical, straightforward videos demonstrating everyday communication were most popular among participants. This selective engagement reflects learners' prioritization of communicative competence over formal language structures. Unlike previous research suggesting that language learners focus primarily on grammar or academic language (Nation, 2001), participants in this study emphasized practical communication skills that enabled immediate speaking practice. This finding diverges from traditional EFL contexts described by Hibatullah (2019), where learners in non-English speaking countries typically struggle with limited authentic language exposure and tend to focus on formal aspects of language. The shift toward communicative, practical content on TikTok represents a departure from conventional learning priorities, suggesting that informal social media platforms may be reshaping learners' perceptions of what constitutes valuable language knowledge.

These findings corroborate previous studies indicating that short videos serve as effective tools for language modeling through contextualization and repetition (Ko, 2019). Nurfadillah (2024) similarly found that Instagram's visual and interactive features enhanced vocabulary mastery by

providing repeated, contextualized exposure to target language. However, the study also identified limitations. Participants rarely engaged with content addressing discourse features, grammar, or higher-order speaking complexities, suggesting that TikTok-based learning may be insufficient for developing advanced speaking proficiency without supplementary formal instruction. This gap echoes concerns raised by Pianasari and Faruk (2023), who warned that entertainment-focused platforms may lead to superficial language engagement that prioritizes word recognition over productive language use. The lack of engagement with complex linguistic features also supports Lee's (2023) argument that social media content, while engaging, often fails to address the depth required for comprehensive language development.

3. Perceived Improvement in Speaking Skills

Most participants reported that consuming English content on TikTok positively impacted their pronunciation. By listening to fluent speakers and mimicking their pronunciation, learners engaged in informal shadowing a practice where speakers listen to and repeat native speech patterns to develop phonological skills (Hamadeh et al., 2020). This finding extends Nguyen and Tran's (2022) research, which identified TikTok as a valuable tool for pronunciation modeling due to its authentic native speaker content. Analysis of learners' self-recorded videos provided evidence supporting these perceptions, showing improved articulation and speech flow, particularly when discussing familiar topics. Fluency, defined in this context as reduced hesitation and improved speech continuity, appeared to develop through repeated exposure to TikTok content, though the study lacked standardized measures to assess speech production systematically. This observed improvement in fluency aligns with Suwanda et al.'s (2023) findings that short-form video platforms facilitate speaking fluency through repeated exposure and imitation of native speech patterns.

Participant outcomes varied considerably. While some learners demonstrated improved pronunciation accuracy, others exhibited persistent hesitations, suggesting that TikTok-mediated improvements were incremental and individual. This variability mirrors findings from Juliana et al. (2023), who noted that individual differences in learner engagement and motivation significantly influence outcomes when using social media for language learning. Several participants mentioned vocabulary acquisition through TikTok, though most newly acquired vocabulary consisted of formulaic expressions and phrases used in everyday interactions. Learners reported that these expressions were memorable and applicable in conversations, indicating receptive vocabulary development. However, despite participants' claims of practicing expressions through repetition and use in video testimonies, active vocabulary production remained largely basic, with limited evidence of complex lexical usage. This pattern reflects what Qisti (2020) observed in studies of Instagram-based vocabulary learning, where learners successfully acquired high-frequency vocabulary but struggled to develop more sophisticated lexical repertoires.

These findings align with previous studies noting that TikTok facilitates incidental vocabulary acquisition but requires deliberate effort for mastering complex language structures (Liu, 2019; Pitaloka & Anggraini, 2021). Muflihah et al. (2023) similarly found that while TikTok effectively supported basic vocabulary acquisition, learners needed structured activities to develop deeper lexical knowledge. While participants attempted to bridge this gap through self-recorded speaking practice and repetition, the complexity of their vocabulary use remained limited. This limitation supports Dewi's (2023) argument that learners require explicit digital literacy instruction to maximize educational benefits from social media platforms, as passive consumption alone does not translate into

productive language competence.

4. Affective Changes: Confidence and Motivation

One of the study's most significant findings concerns changes in learners' confidence and anxiety levels. Many participants reported experiencing high anxiety and low confidence in speaking English before using TikTok, with fear of making mistakes and lack of practice opportunities serving as primary barriers. After regularly engaging with English content on TikTok, participants reported increased confidence and willingness to practice speaking. They attributed this improvement to TikTok's informal environment, which allowed them to practice without immediate peer judgment, unlike traditional classroom settings. This finding strongly resonates with Herdiana et al.'s (2023) research, which demonstrated that TikTok's non-threatening environment significantly reduces learners' affective filters and promotes greater willingness to communicate. Similarly, Wahdini et al. (2024) found that Instagram Stories boosted students' confidence in writing skills, suggesting that social media's informal nature broadly supports affective improvements across language skills.

This confidence boost represents an important affective change, as confidence and motivation are critical factors influencing willingness to communicate (Deci & Ryan, 2000). Ferstephanie and Pratiwi (2023) emphasized that productive language skills development depends heavily on learners' psychological readiness and motivation, which TikTok appears to foster effectively. However, increased confidence did not necessarily correlate with improved linguistic accuracy, a finding that aligns with Bakhshaei's (2020) distinction between motivational benefits and actual linguistic gains in social media-based learning. Rather, TikTok primarily promoted positive affect and readiness to engage in speaking activities, providing an affective foundation that could be enhanced through formal instructional methods. This suggests that TikTok's primary contribution may be in addressing affective barriers rather than directly teaching linguistic competence, a perspective supported by Topping's (2018) peer-assisted learning framework, which emphasizes that supportive environments facilitate skill development by reducing anxiety and building confidence.

5. Challenges in Using TikTok for English Learning

Participants identified several challenges associated with using TikTok for language learning. The most frequently mentioned challenge was distraction, as TikTok's entertainment-oriented algorithm is designed to maximize user engagement, making it difficult for learners to maintain educational focus. This challenge directly reflects concerns raised by Pianasari and Faruk (2023), who argued that entertainment-focused platforms risk creating shallow engagement with language content that hinders higher-order thinking skills development. Another significant limitation involved shallow explanations—due to time constraints, videos necessarily provided brief explanations that often failed to address complex linguistic features adequately. Hulu et al. (2023) identified similar constraints related to time and content depth, noting that TikTok's format inherently limits the pedagogical complexity possible within short videos. Additionally, some learners expressed concerns about content reliability, noting that certain creators provided inaccurate information. These challenges underscore the importance of developing digital literacy skills and employing effective learning strategies when using social media platforms for educational purposes (Dewi, 2023). Alghofariyah (2023) similarly emphasized that learners need critical evaluation skills to navigate the variable quality of user-generated educational content on social media platforms.

The presence of these challenges suggests that while TikTok offers significant motivational

and engagement benefits, its effectiveness depends heavily on learners' ability to self-regulate and critically evaluate content. This finding extends Siemens' (2005) connectivism theory, which posits that in networked learning environments, the ability to evaluate information quality and relevance becomes as important as the content itself. Without adequate digital literacy and strategic guidance, learners may struggle to distinguish reliable educational content from entertainment or misinformation, potentially undermining the platform's learning benefits.

6. From Scroll to Skill: Integrative Discussion

The findings demonstrate that TikTok effectively enabled learners to transition from casual scrolling to focused speaking practice. Learners progressed from passive observation to active participation through imitation and self-directed practice, exemplifying the concept of "from scroll to skill." This transition process represents a significant contribution to MALL literature, as previous studies have primarily focused on either passive consumption or teacher-directed activities, with limited attention to how learners independently transform informal social media engagement into purposeful language practice (Anwas et al., 2020; Lee, 2023). However, this progression should not be taken for granted. While TikTok provided valuable digital content and safe practice environments for learners, these benefits required complementary guided instruction to prevent superficial learning outcomes, a position supported by Ferstephanie and Pratiwi (2023), who argued that informal learning must be strategically integrated with formal instruction to achieve comprehensive language development. The platform's educational effectiveness depends on deliberate and thoughtful use, supplemented by appropriate pedagogical scaffolding.

This study illustrates that TikTok facilitates English speaking development for Generation Z learners through informal exposure, imitation, and self-directed practice. The platform enabled participants to perceive improvements in pronunciation, fluency, vocabulary use, confidence, and motivation. However, these improvements appeared to be primarily affective and functional rather than comprehensive in terms of linguistic mastery, distinguishing this study's findings from more optimistic assessments of social media's language learning potential (Nguyen & Mai, 2023). TikTok's role is best understood as a supportive informal learning tool that complements, rather than replaces, formal English instruction. This positioning differs from studies that suggest social media can serve as standalone learning environments (AL, 2021) and instead aligns with more cautious perspectives that emphasize the need for pedagogical integration (Hulu et al., 2023; Lee, 2023).

These findings contribute to the growing body of research on Mobile Assisted Language Learning (MALL) by demonstrating how social media platforms can bridge informal digital engagement with intentional language development, particularly for digitally native Generation Z learners. The study extends existing MALL theory by providing empirical evidence of the mechanisms through which informal social media use translates into language skill development, while also identifying critical limitations that prevent such platforms from functioning as comprehensive learning solutions. By positioning TikTok as a complementary rather than replacement tool, this study offers a nuanced perspective that reconciles optimistic and skeptical views of social media's educational potential, suggesting that the platform's value lies not in its ability to teach language systematically, but in its capacity to reduce affective barriers, increase exposure, and motivate self-directed practice—all of which require integration with structured pedagogical approaches to achieve meaningful language proficiency.

CONCLUSION

This research analyzed the potential of TikTok as an informal learning platform to assist Generation Z EFL learners in practicing their English speaking skills. This research utilized a qualitative descriptive method, and the data was collected through semi-structured interviews and video testimonials analyzing learners' TikTok. This was done to determine their perceptions, opportunities, and challenges. The findings suggest that TikTok is an informal English learning platform that is both engaging and within reach.

The majority of learners described TikTok as a positive learning platform, and the short video format, alongside the visual components of the platform, helped to alleviate the learners speaking anxiety, making them more willing to practice speaking without the fear that they would make mistakes. Learners TikTok usage was primarily to watch pronunciation tutorials, conversations, and short videos about some everyday expressions. This resulted in them practicing and reproducing some expressions and vocabulary, as well as the associated pronunciation, to describe and converse in English about some familiar topics and as a result the learners to become more fluent.

SUGGESTIONS

EFL learners should use TikTok intentionally by choosing educational content, following credible English-learning creators, and practicing speaking through repetition and self-recording. Digital literacy is essential so learners can evaluate the accuracy and relevance of what they watch. Teachers should use TikTok only as a supplementary resource by selecting suitable videos, giving guided speaking tasks, and encouraging reflection while helping students avoid distractions. Institutions should support responsible educational use of social media through training and clear guidelines. Future research should apply mixed or experimental methods and conduct long-term comparative studies with larger, diverse participants to measure TikTok's effectiveness more objectively.

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