
Swiping Toward Self-Efficacy: What Students Say About Learning English Through TikTok

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Abstract

This study aims to investigate how high school students view TikTok as a tool for enhancing their self-efficacy in learning English. Over the course of three weeks, 32 grade XI students from a Gresik public school participated in the study, which used a qualitative case study methodology. Semi-structured interviews, classroom observations, and student video analysis were used to gather data. The findings demonstrated that TikTok usage greatly improved students' motivation to use English both within and outside of the classroom, as well as their engagement, speaking confidence, and comprehension of the subject matter through multimodal aspects (text, visual, and audio). Peer support and a collaborative classroom environment effectively maintained students' positive evaluations of TikTok as an effective learning medium, despite obstacles including early shyness and the digital gap. According to this study, TikTok can be a meaningful, entertaining, and contextualized learning tool for the current digital generation.

Keywords: TikTok, self-efficacy, English language learning, student perception.

1. INTRODUCTION

Digital technology's explosive rise has changed many facets of daily life, including language acquisition among youth. TikTok is one of the most well-liked digital platforms among teenagers because of its brief

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video style that blends text, audio, and images. TikTok is not only a platform for amusement but also has the potential to be a creative and engaging learning tool thanks to features like duets, captions, and filters. This change is indicative of a larger social trend in which students' extracurricular digital activities have an increasing impact on and overlap with their classroom education.

The pedagogical potential of TikTok in language acquisition has been the subject of numerous research. For example, studies have demonstrated that TikTok can enhance speaking abilities, pronunciation, and word understanding through multimodal input (Hongsa et al., 2023; Martínez & Jiménez, 2021). Through content creation and peer interaction, TikTok encourages students to become active learners, which can increase confidence and engagement, according to other studies (Nguyen & Pham, 2021; Tan et al., 2023). Despite its potential, some academics point out drawbacks such as unequal access to technology and distractions from entertainment content (Tandoc & Maitra, 2018; Boon & Wahyuni, 2020).

This study aims to investigate high school students' perceptions of TikTok as a tool for promoting self-efficacy in English language acquisition. It specifically looks into whether learning activities based on TikTok might boost students' enthusiasm, involvement, and self-assurance when speaking English. This study intends to shed light on how digital resources such as TikTok might be effectively included into English language instruction by concentrating on the opinions and experiences of the students.

This study was carried out since there is currently little data regarding high school students' perceptions of TikTok's contribution to language learning self-efficacy, particularly in the Indonesian context. The success and sustainability of adopting social media as a learning tool are directly impacted by students' perceptions, thus it's critical to understand them. The study aims to assist educators and curriculum designers in creating more interesting and pertinent teaching methods that complement students' digital lives by documenting these perceptions.

2. LITERATURE REVIEW

The use of digital technology in education, particularly social media, has attracted widespread attention in recent years. The integration of platforms such as TikTok in English language learning reflects a

paradigm shift from conventional methods towards approaches that are more interactive, flexible, and suited to the digital world of today's students. This literature review comprehensively discusses various studies and theories relevant to the research topic, ranging from the role of TikTok in learning, the development of speaking skills, to its contribution to increasing students' self-efficacy. It also identifies the challenges faced in implementing TikTok in educational settings as well as opportunities to optimise its use in language learning contexts at the secondary school level.

2.1. TikTok and the Transformation of Social Media in Language Education

The proliferation of social media in the digital era has revolutionized the way students' access, process and produce information, including in the context of language learning. Among the various platforms available, TikTok stands out for its short, dynamic and attention-grabbing video format. The platform allows users to create content with a combination of visual elements, audio, text, as well as special effects that are highly favored by the younger generation. In education, TikTok is increasingly recognized as a potential tool for language learning as it creates learning experiences that are relevant to students' digital lifestyles.

Several studies have shown that using TikTok in English language learning can enrich learning interactions through a multimodal model. This not only increases the attractiveness of the content, but also helps students' understanding of the learning material, especially in the aspects of pronunciation, intonation, and contextual use of vocabulary (Martínez & Jiménez, 2021); (Hongsa et al., 2023). TikTok's interactivity makes students not only recipients of information, but also active and creative producers of learning content.

2.2. The Effect of TikTok on the Development of Speaking Skills

Speaking skills are an essential component of foreign language acquisition, yet they are often the most challenging area for learners. One effective approach to overcoming this barrier is to provide a safe, flexible and fun speaking practice environment. TikTok allows students to record, edit and upload their own English videos, which creates opportunities for independent and repeated speaking practice. In this process, students not only improve technical aspects such as pronunciation and fluency, but also build confidence in their use of English.

Research by Chuah & Ch'ng (2023) found that voice-over challenges in TikTok helped improve students' fluency and pronunciation significantly. They felt more comfortable speaking in English when given the opportunity to record and correct themselves before public performance. Activities such as duets and lip-syncing also encouraged students' active participation and creativity, so they did not feel pressurized as in formal presentation situations (Waode, 2024). These interactions are very much in line with the principle of task-based learning which emphasizes language use in real contexts.

When paraphrasing a source that is not your own, be sure to represent the author's information or opinions accurately and in your own words. Even when paraphrasing an author's work, you still must provide a citation to that work. When directly quoting an author's work, provide citation marks at the beginning till the end of the citation, and page number is necessary to be noted besides the name of the author and year of publication.

2.3. Self-Efficacy and its Psychological Role in Language Learning

The concept of self-efficacy, or one's belief in one's own ability to complete a task, is an important element in modern learning theory, particularly in the context of foreign language learning. Bandura (1997) states that self-efficacy plays a major role in determining how hard students try, how long they persist in the face of difficulties, and how they respond to failure. In language learning, students who have high self-efficacy are more courageous to speak, take risks in foreign languages, and are more open to receiving feedback.

TikTok provides a pressure-free learning space, where students can express themselves without fear of immediate correction or social judgement. Positive feedback such as likes, constructive comments, and support from classmates become a form of social persuasion that can boost students' confidence (Tan et al., 2023). In addition, TikTok also facilitates observational learning, which is when students learn by watching their friends' success in making videos and presenting material in English. This model is in line with the vicarious experience discussed by Bandura as one of the main factors in the formation of self-efficacy (Wang & Liu, 2023).

2.4. Challenges of TikTok Integration in Educational Environments

While TikTok's educational potential is promising, its integration into the formal learning system is not free from challenges. One of the main obstacles is the potential distraction generated by TikTok's algorithm, which by default displays entertainment content. This can divert students' attention from learning objectives to the consumption of less academically relevant content (Tandoc & Maitra, 2018). Therefore, the role of teachers in filtering and directing content is crucial.

On the other hand, not all students have equal access to digital devices and stable internet connections. This digital divide issue can create inequalities in participation and learning outcomes (Bubb & Jones, 2020). In addition, teachers' readiness to adapt new media such as TikTok still varies. Some teachers realize the great potential of TikTok, yet do not feel confident to use it as part of their teaching strategies due to limitations in digital literacy and social media pedagogy (Rajan & Ismail, 2022); (Junaidi & Zainuddin, 2022).

Based on the description above, it appears that TikTok has great potential as an interactive and contextualized English language learning medium, especially in improving students' speaking skills and self-efficacy. However, optimal utilization requires careful pedagogical planning, teacher readiness, and policies that support the integration of technology evenly and responsibly. This study aims to fill the gap in the literature regarding high school students' perceptions of TikTok's use in the context of English language learning, especially in relation to the formation of self-efficacy.

3. METHODS

This research uses a qualitative approach with a case study design to gain an in-depth understanding of students' perceptions of the use of TikTok in English language learning, especially in building self-efficacy. The case study design was chosen because it allows researchers to explore the dynamics of learning in the classroom in a real and contextualized way.

The research subjects were all students in one XI class in one of the public high schools in Gresik Regency, totaling 32 people with an age range of 16-17 years and a diverse background in English language skills. The selection of one class as the unit of analysis was based on

considerations of accessibility, affordability, and the desire to get a comprehensive picture of group interaction in the context of TikTok-based learning. The study was conducted over three weeks in the even semester of the 2024/2025 academic year.

Data collection was gradual and structured. In the initial stage, students watched educational TikTok videos in English selected by the teacher based on relevance to the subject matter, such as videos of daily conversation, vocabulary explanation, or short storytelling. After watching, students were asked to make oral presentations in groups regarding their understanding of the video content. The presentation is done in English for 3-5 minutes per group, with an emphasis on understanding the content, oral expression, and courage to speak in front of the class.

After the presentation session, all students participated in individual semi-structured interviews guided by the researcher. This interview aimed to further explore students' perceptions of their learning experience using TikTok, changes in self-confidence, and the challenges and benefits they felt during the learning process. Some of the questions asked in the interview included: how they feel when learning using TikTok, whether they feel more confident speaking in English after participating in this activity, and what challenges they face during TikTok-based learning. In addition to interviews, researchers also conducted classroom observations to record interactions, participation, and group dynamics, and collected artefacts in the form of videos of students' work as supporting data.

The main instruments in this research are semi-structured interview guidelines, classroom observation sheets, and student video documentation. The interview guidelines were designed to explore students' perceptions, motivations, and self-efficacy in depth. To increase the validity and credibility of the data, this study applied method triangulation by comparing data from presentations, classroom observations, individual interviews, and student video artefacts. The researcher also conducted member checking by reconfirming the understanding of students' answers after the interview, as well as peer discussion with the English teacher to ensure consistency of observation and data interpretation.

Data analysis was conducted thematically following Braun and Clarke's (2006) six stages, starting from the data familiarization process

through reading the interview transcripts and observation notes, followed by the coding process to mark important quotes or statements relevant to the research focus. Next, the codes were grouped into initial themes that reflected students' perceptions, motivation and self-efficacy. The discovered themes were then reviewed to ensure their relevance and consistency with the data, and then defined and named to build a conceptual narrative of each main theme. The final findings were then presented in the form of a report supported by student quotes and linked to theory and previous research.

This study has obtained permission from the school and written consent from parents or guardians. The identity of the participants was kept confidential and all data was used for research purposes only. The use of one class as the subject of the study does limit the generalizability of the results, but the study still provides useful exploratory insights for similar contexts. The researcher also sought to minimize subjectivity bias through triangulation and peer discussion.

4. RESULTS

Based on the results of in-depth interviews, classroom observations, and analysis of student videos over three weeks, it was found that the dynamics of the development of students' perceptions of the use of TikTok in English learning were very interesting and diverse.

4.1 General Opinion about TikTok in English Learning

This chapter summarises the results of a study called "Exploring High School Students' Perceptions of TikTok as a Platform to Foster Self-Efficacy in English Learning." Ten students participated in three weeks of TikTok-integrated English learning activities that focused on procedural texts, including "How to Make a Cake," "How to Make a Presentation with Canva," and "How to Follow In-Flight Safety Instructions." The results are based on their explanatory questionnaire responses. The analysis tackles the following two research questions: (1) how do high school students view TikTok as a tool to help them feel more confident about their ability to learn English, and (2) what features of TikTok-based activities affect their self-efficacy?

"I thought TikTok was only for fun, but the video about making a cake helped me learn new words." (Student A)

"It turns out I can enjoy watching and learning at the same time." (Student C)

"Now I look forward to the next video. It makes learning easier to follow." (Student E)

"The examples from the videos helped me understand English usage better." (Student G)

"I used to underestimate TikTok, but it's actually effective."
(Student J)

Five out of ten students specifically mentioned how surprised and grateful they were to see TikTok used for educational purposes. Student A, for example, acknowledged a change in comprehension when she said, "I thought TikTok was only for fun, but the video about making a cake helped me learn new words." This implies that the visual and thematic nature of the information not only captivated attention but also aided incidental vocabulary learning.

The integration of TikTok also improved the learning experience, according to Student C, who said, "It turns out I can enjoy watching and learning at the same time." Students' increasing awareness that engagement and instructional value may coexist on digital media is shown in this. Student E added, "Now I look forward to the next video," underscoring the motivational component of this change. It facilitates easier learning. Such expectation implies that students were motivated to participate in repeated exposure, which is advantageous for language retention, through the use of relatable, short-form videos. Furthermore, TikTok's practical influence on their language growth and the clarity of its lesson were highlighted by Students G and J. In his comment, "The examples from the videos helped me understand English usage better," Student G claimed that TikTok content offered tangible examples of language use through contextualised, real-world language input. In contrast, Student J acknowledged that he had previously underestimated the platform: "I used to underestimate TikTok, but it's actually effective," demonstrating a significant change in perspective.

Overall, these findings demonstrate that students began to view TikTok not merely as a distraction, but as a complementary and effective medium for learning English. The initial skepticism was gradually replaced by positive attitudes as learners encountered relevant, accessible, and visually engaging language input aligned with classroom objectives.

4.2 Comparison to Traditional Learning Methods

The students' preference for TikTok-based learning activities over traditional classroom techniques like textbook readings or teacher-centered lectures was a recurring trend in their comments. Seven participants who cited a number of comparative benefits—such as enhanced engagement, real-life contextualisation, and the assistance of multimedia components including images and audio narration—all agreed with this conclusion.

"TikTok is more fun and direct. I get bored with long texts." (Student D)

"Traditional classes are too formal. TikTok feels relaxed but still educational." (Student F)

"Watching short clips makes it easier to remember expressions."
(Student I)

"It doesn't feel like studying, but I still learn something useful." (Student B)

Student D made it clear that TikTok is more straightforward and enjoyable. Texts that are too long bore me. This response highlights the general disinterest in text-heavy teaching materials, which may not provide learners with instant relevance or sensory stimulation. On the other hand, TikTok's succinct and graphically enhanced content was thought to be easier to consume and more palatable.

The emotive component of learning was also highlighted by Student F, who observed that "Traditional classes are too formal." TikTok has a laid-back yet instructive vibe. This claim demonstrates how TikTok's casual, learner-centred atmosphere produced a low-anxiety atmosphere that let students participate more freely without the constraints typically connected to traditional schooling. It is well established that these laid-back environments improve language learning, particularly when it comes to communicative and confidence-boosting activities.

Student I provided more evidence for this tendency by stating that "watching short clips makes it easier to remember expressions." This implies that TikTok's brief video format enhanced recall by using real language in context and encouraging repetition. This is consistent with theories of cognitive learning that emphasise the value of multimodal reinforcement and chunking in improving memory. "It doesn't feel like studying, but I still learn something useful," concluded

Student B. By encouraging incidental learning – in which students pick up language skills unintentionally while participating in fun activities – TikTok has blurred the boundaries between entertainment and education, as this reaction demonstrates.

In conclusion, students thought TikTok-based learning was more interesting, applicable, and flexible than conventional approaches. Its informal style helped maintain motivation and lessen performance anxiety, while its interactive and visual affordances offered a richer context for language use. According to these results, including social media sites like TikTok can help overcome some of the drawbacks of conventional teaching strategies, especially for students who are digital natives and do best in multimedia settings.

4.3 Confidence in Learning English through TikTok

Students' increased confidence in their ability to use the language was one of the most noticeable effects of using TikTok for English language learning. When it came to speaking English, at least six students noted a notable change from their initial hesitancy and anxiety to greater confidence. Opportunities to practise at home, encouraging peer interactions, and frequent exposure to video-based content all seemed to contribute to this confidence boost.

"At first I was nervous, but after watching and trying, I could speak more clearly." (Student B)

"The more I practiced with the videos, the more confident I felt."
(Student F)

"I dared to speak longer and improvise by the third meeting." (Student E)

"It helps that I can repeat and prepare at home." (Student G)

"TikTok made me believe I can speak English outside class too." (Student H)

As Student B put it, "At first I was nervous, but after watching and trying, I could speak more clearly." This was a frequent experience among participants. This illustrates the process of moving from worry to fluency, which is made possible by the self-paced and iterative nature of video learning. Without the immediate pressure of a live classroom performance, TikTok enabled students to practise their responses while frequently watching models of spoken English.

Likewise, Student F noted, "I felt more confident the more I practiced with the videos." This supports the ideas of self-efficacy theory, which holds that having repeated success in a task strengthens one's belief in one's own abilities. TikTok's accessibility made it possible for regular participation, which strengthened students' sense of their own abilities. Student E reported improved performance by the third session: "I dared to speak longer and improvise by the third meeting." This claim emphasises how children started to show spontaneous language output, which is an indication of increasing fluency and familiarity with the language, in addition to being able to recall prescribed responses. Student G went on to say, "It helps that I can repeat and prepare at home," suggesting that TikTok's asynchronous structure encouraged customised learning approaches. This independence helped foster a safe environment for language experimentation, which is sometimes restricted in conventional classroom settings, and lessened the fear of failure. Student H most notably stated, "TikTok made me believe I can speak English outside class too," indicating a beneficial transfer of self-confidence from the classroom to real-world situations. The ultimate goal of learner-centred, digitally enabled instruction is improved self-efficacy, which is strongly shown by this belief in their capacity to communicate in English outside of the classroom.

In summary, TikTok enhanced students' steady increase in language confidence by acting as a psychological scaffold in addition to a platform for delivering content. Peer reinforcement, self-paced practice, and visual modelling all worked together to boost students' readiness to use English effectively in a variety of contexts.

4.4 Features That Help Understand English Content

The perceived usefulness of TikTok's multimodal elements in aiding comprehension of English learning materials was a recurrent theme in student replies. Five students specifically mentioned how the combination of short-form video, audio, graphics, and captions improved their comprehension of procedural texts and language input.

"Visuals and text help me connect meaning." (Student D)

"I like how the sounds and words appear together." (Student I)

"Seeing real-life examples helped me understand steps easily." (Student

A)

"I used the captions to repeat the sentences." (Student H)

"The videos are short but full of useful phrases." (Student J)

"Visuals and text help me connect meaning," said Student D, summarising the advantages of these combined communication modalities. Dual coding theory, which contends that information processed via both verbal and nonverbal pathways improves comprehension and retention, is consistent with this observation. Compared to conventional single-mode training, TikTok offered a more comprehensive learning experience by presenting written and visual feedback at the same time.

The platform's capacity to synchronise textual and auditory content was also highlighted by Student I, who wrote, "I like how the sounds and words appear together." In addition to improving pronunciation and listening comprehension, this feature assisted students in connecting spoken and written English, which is crucial for language learning. "Seeing real-life examples helped me understand steps easily," said Student A, underscoring the contextual power of real-life pictures. This implies that TikTok videos acted as real-world examples of language use, giving abstract instructions a more tangible and approachable feel. For instance, procedural texts make instructional sequences easier to follow by showing activities, such combining materials or using digital instruments.

Student H commented, "I used the captions to repeat the sentences," as a clever way to employ captions for language development. By imitating phrases, students demonstrated active engagement with the material, which enhanced their speaking fluency and reinforced sentence structure through repetition. Student J concluded by pointing out that each video is packed with information: "The videos are short but full of useful phrases." The teaching effectiveness of TikTok clips was not diminished by their briefness; rather, it promoted concentrated learning by providing crucial language segments in an understandable and efficient way. All things considered, TikTok's multimodal affordances greatly aided pupils' comprehension and internalization of English-language material. TikTok promoted a variety of learning styles and improved language processing by offering input in text, audio, and visual

formats. These results support the potential of microlearning resources based on videos to improve language comprehension in secondary school settings.

4.5 Motivation and Excitement

The study's other main finding was that TikTok increased students' enthusiasm and drive for studying English. Six students reported a discernible increase in excitement, which they attributed to the platform's dynamic structure and the perceived legitimacy of its information. TikTok's introduction into the classroom brought freshness and individual significance, turning studying English from a tedious assignment into an interesting and participatory activity.

"I kept rewatching the videos to learn the way they talk." (Student C)

"I enjoyed the topic about Canva because I use it too." (Student G)

"I became curious to try speaking after watching my classmates." (Student A)

"It motivated me to use English more often at home." (Student E)

"It's exciting to try something new every week." (Student I)

Student C described how the videos' accessibility encouraged ongoing participation, saying, "I kept rewatching the videos to learn the way they talk." This conduct implies increased intrinsic motivation, in which learners proactively expose themselves to language information on a regular basis, strengthening their pronunciation and listening comprehension outside of the classroom. Student G also made the following observation regarding the issue's personal relevance: "I liked the Canva topic because I use it too." This demonstrates how matching class content to students' digital habits and interests can boost perceived utility and engagement, two things that motivate language learners. Student A's statement, "I became curious to try speaking after watching my classmates," exemplified the motivating power of peer modelling. This suggests that students were inspired to push themselves after witnessing others engage successfully, which facilitated a sense of belonging and progress in the learning process.

Furthermore, Student E noted, "It motivated me to use English more often at home," demonstrating how classroom instruction may be applied in real-world situations. Beyond academic compliance, this type of drive

shows a developing sense of independence and a readiness to communicate in English in casual contexts. Finally, Student I summed up the approach's novelty effect by saying, "It's exciting to try something new every week." Over time, the shifting subjects and diverse TikTok material seemed to keep students' attention, combating the boredom that comes with conventional teaching.

In conclusion, using TikTok created an engaging and entertaining learning environment. Students' motivation was greatly increased by the platform's well-known format and information that spoke to their interests and lives. In order to promote sustained attention, active participation, and a more positive attitude towards learning English, this increased emotional engagement is essential.

4.6 Capability in Completing Assignments

It has been shown that participating in TikTok-based English learning activities greatly improves students' perceptions of their ability to do academic assignments. After watching videos, seven out of ten students reported that they were better able to comprehend, organise, and complete English homework. This enhanced perception of proficiency can be ascribed to a number of TikTok educational elements, including multimodal input, contextual language modelling, visual scaffolding, and decreased performance anxiety.

"I could build sentences based on what I saw in the video." (Student D)

"I know how to explain a process now." (Student A)

"The examples helped me organize my answers." (Student G)

"It was easier to do assignments after practicing through videos." (Student C)

"TikTok made tasks less stressful." (Student I)

Syntactic awareness and sentence creation were aided by visual and aural representations of language, as Student D noted when he said, "I could build sentences based on what I saw in the video." In contrast to traditional instruction alone, modelling language in relevant circumstances helped close the gap between input and production, enabling pupils to internalise grammatical patterns more organically. In a similar vein, Student A said, "I know how to explain a process now," which is consistent with the procedural character of the classroom-based TikTok content (e.g., teaching how to construct a Canva presentation or

prepare a cake). This indicates that in addition to learning syntax and vocabulary, students also gained useful communication skills, particularly in the area of instructional discourse, which is a crucial genre of English for academic purposes. The cognitive advantages of example-based learning are demonstrated by Student G's remark, "The examples helped me organise my answers." The videos' organised models gave students frameworks to follow while answering questions, which improved the organisation and coherence of their speaking or writing projects. "It was easier to do assignments after practicing through videos," said Student C, reinforcing this idea. This implies that cognitive overload was lessened by frequent exposure to information presented in an interesting and safe manner. After interacting with examples that were contextually integrated, students were able to retrieve language structures more quickly rather than depending only on memory or textbook norms.

Finally, Student I mentioned that "TikTok made tasks less stressful," indicating a significant affective component. The platform's relaxed, enjoyable atmosphere seems to reduce students' performance-related anxiety, which improves their cognitive preparedness to use language abilities. This result is consistent with Krashen's Affective Filter Hypothesis, which holds that more efficient language learning and production might be facilitated by less emotional barriers.

When combined, these answers show that TikTok can be a useful tool for increasing students' confidence in their ability to finish tasks. By offering easily accessible, well-organised, and visually stimulating content, TikTok promotes cognitive and language readiness. More significantly, it gives students a sense of mastery and assurance in their capacity to complete English assignments successfully, which is crucial for maintaining motivation and long-term academic success.

4.7 Peer Influence and Class Atmosphere

According to the study, students' involvement and desire to participate in TikTok-based English learning activities were significantly shaped by peer interaction and classroom social dynamics. Five students stated that having a vibrant and encouraging peer group really improved their motivation, decreased their anxiety, and promoted their participation in speaking assignments. This result aligns with the ideas of Bandura's Social Learning Theory, which holds that people pick up new

skills by watching and copying the actions of others in addition to receiving direct instruction.

"We practiced together before presenting." (Student F)

"Seeing others try made me brave too." (Student B)

"The class became more lively." (Student H)

"It's easier to speak when others are doing it too." (Student D)

"We support each other after watching videos." (Student G)

The statement made by Student F, "We practiced together before presenting," suggests that peer cooperation offered emotional and cognitive assistance. Students were able to practice their language output, get feedback, and reduce their fear of failure through group practice, which made the transition to individual performance easier. Student B's remark, "Seeing others try made me brave too," supported this view. This is a type of vicarious experience in which students were encouraged to take chances when using English by seeing the hard work and accomplishments of their peers, which helped them feel less self-conscious. These modelling effects are essential for boosting self-efficacy in language and fostering confidence. The effect on classroom dynamics was explained by Student H, who said, "The class became livelier." According to this remark, learning has changed from being passive to being more dynamic and participatory, with students feeling inspired to talk and connect with one another. This vibrancy probably enhanced enjoyment and focus, which aided language learning even more.

Student D emphasised the contagious aspect of active involvement by observing, "It's easier to speak when others are doing it too." The group's participation fostered a feeling of unity and lessened students' fear of criticism, which frequently prevents them from participating in conventional speaking exercises. Student G concluded by adding, "We support each other after watching videos," demonstrating how TikTok assignments promoted peer feedback and mutual encouragement in addition to individual learning. In addition to fostering a cooperative environment where students saw one another as partners rather than rivals, this sense of community learning improved emotional security.

In summary, incorporating TikTok into the classroom enhanced student enthusiasm in studying English and fostered a more vibrant and encouraging social environment. Peer influence served as a catalyst for motivation and affect, boosting learners' self-efficacy and establishing the framework for consistent, purposeful language usage. These results emphasise how crucial it is to create assignments that promote teamwork and peer modelling, particularly in speaking-oriented education.

5. DISCUSSION

5.1 Transforming Perceptions: From Amusement to Learning

Many students initially thought of TikTok as just a place to have fun—a social media site that was made for humour, trends, and quick movies that had little to no educational value. But as they interacted with the app's English-language material, their perspective clearly changed. Pupils started to realise that TikTok may be an engaging teaching tool if used properly. This change was mostly caused by the platform's use of real-world spoken language in authentic contexts and its capacity to present new vocabulary in an engaging and contextualised way.

Such a change is consistent with research by Duan (2023), who found that when exposed to structured language learning assignments via the platform, students who had previously been dubious about utilising social media for academic reasons started to recognise its pedagogical potential. Guzman and Viray's (2024) quasi-experimental study further supports this shift in perception by showing that regular exposure to diverse TikTok content greatly improved English language proficiency, especially when learners interacted with multiple content creators who offered a range of viewpoints and vocabulary. Similar to this, Zidan et al. (2023) observed that students started to appreciate TikTok as an approachable and entertaining way to study, particularly because the platform's casual learning style complemented their digital habits and lessened the stress that formal training frequently entails. Furthermore, Salazar-Rosas et al. (2023) reinforced TikTok's function as an active platform for language production and reflection rather than merely a passive one by highlighting the ways in which student-generated content on the app encouraged critical thinking and language awareness.

Essentially, this perceptual shift—from entertainment to educational appreciation—shows how digital platforms such as TikTok

can change learners' perspectives on language acquisition, especially when they are in line with learning goals and student autonomy.

5.2 Engagement vs. Traditional Methods

When compared to conventional classroom approaches, a significant portion of participants (seven in all) stated that TikTok was a more entertaining and engaging learning environment. TikTok's genuine language content, entertainment appeal, and ability to lessen learning anxiety were the main factors that influenced this selection. Students interacted with the language more naturally because they perceived learning English on TikTok as a natural part of their everyday lives rather than as a structured assignment.

These findings are consistent with those of Rininggayuh et al. (2024), who discovered that students who used TikTok to learn English were more expressive and driven than those who received traditional textbook-based training. Because the platform was informal, students were able to communicate freely, which lessened the stress that comes with public speaking and formal exams. Similar to this, Condoy (2024) highlighted how TikTok encourages learner autonomy and creative expression, particularly through elements that support authentic communication and learner voice, such as video creation and content remixing. Additionally, Sarkila et al. (2024) emphasised that the platform's interactive tools, including Duet and Stitch, incorporate a social collaboration component, enhancing the learning process's vibrancy and enjoyment while reducing affective obstacles like boredom and fear.

All things considered, the incorporation of brief, relatable, and user-generated content through TikTok enhances student engagement beyond what is usually possible through traditional techniques, making the learning process more engaging and emotionally helpful.

5.3 Confidence through Self-Directed Practice

By allowing users to produce, evaluate, and consider their own English language performances, TikTok's design empowers students to take charge of their education. Six students in particular mentioned that after frequently filming and seeing themselves, they felt more comfortable speaking English. They were able to spot mistakes, track their progress, and progressively gain fluency and pronunciation confidence thanks to this repetition. According to Zhen et al. (2022), ESL students' anxiety levels were especially reduced by the "Duet" option, which lets users

practise speaking while watching another video. Alweldi et al. (2024) also observed that learners' confidence in their oral abilities grew when they were able to practise speaking repeatedly at their own pace. Additionally, Hidayah (2024) highlighted how TikTok's casual environment encouraged self-regulated learning techniques, where students actively managed their learning objectives and assessed their own development, thereby boosting their self-efficacy.

Overall, by providing frequent, self-paced speaking practice, TikTok helps students develop their confidence. Students might overcome their speaking anxiety by self-reflecting and improving gradually through the process of filming and reviewing films.

5.4 Multimodal Comprehension

Students stated that TikTok videos' incorporation of captions, images, and audio aided in their comprehension of new vocabulary, pronunciation, and contextual English usage. This multimodal input made abstract language concepts more concrete and accommodated different learning styles. Mayer's cognitive theory of multimedia learning states that when knowledge is provided in several ways (textual, visual, and aural), students are more likely to take it in and remember it. This was corroborated by Salazar-Rosas et al. (2023), who demonstrated how TikTok's integration of spoken language and visual cues enhanced students' listening comprehension and retention. According to Susanto & Suparmi (2024), learners were able to connect language with real-life contexts through multimodal exposure on TikTok, which improved comprehension depth. Alghameeti (2022) found that when learners came across new words in visually supported, real-world TikTok content, they were more likely to retain them.

In essence, TikTok's captions, images, and audio improve pronunciation, listening comprehension, and vocabulary development. Multimodal content improves retention and accommodates various learning preferences.

5.5 Motivation through Novelty and Relevance

TikTok's highly customised, short-form material organically fits with students' interests, fostering a sense of freshness and relevance that increases motivation. When the material aligned with their interests or current fads, like tech tutorials, instructional skits, or do-it-yourself crafts, students showed greater excitement for learning. The platform's design,

which offers brief educational opportunities in engaging formats, is what produces this motivating effect. According to Fata et al. (2023), TikTok's unique interface and diverse material kept students' attention longer than more conventional teaching methods. According to Waode (2024), motivated reinforcement was also given by real-time feedback in the form of likes and comments. Zidan et al. (2023) discovered that when English content was presented in a way that felt personally and culturally relevant, students were more inclined to engage with it.

In summary, TikTok provides fresh, engaging content in an engaging style, which boosts learner motivation. Videos that are culturally appropriate and personalised help students stay focused and enjoy studying English.

5.6 Enhanced Task Performance

Seven students said that TikTok's conciseness, organisation, and clarity helped them finish language homework more quickly. Videos that explained vocabulary topics, grammar rules, or pronunciation were viewed as less daunting than in-depth textbook explanations. TikTok-integrated lessons decreased learners' cognitive burden, enabling them to concentrate more on applying language than decoding instructions, as demonstrated by Rininggayuh et al. (2024). According to Chen & Kang (2023), TikTok material improved understanding and accelerated recollection during task performance. Additionally, Condoy (2024) emphasised that the ability to pause and rewind films allowed students to absorb information at their own speed.

When combined, TikTok's succinct and targeted instructional material streamlines difficult subjects, lessens cognitive overload, and enhances students' performance on language tests.

5.7 Peer Influence and Classroom Dynamics

TikTok's collaborative features, such as Duet and Stitch, allowed students to collaborate with one another and produce material together. Five participants said that they were inspired to engage and get better by seeing their peers perform. In the classroom, these peer relationships fostered a sense of belonging and responsibility. Peer-based TikTok projects promoted interactive learning and peer motivation, according to Guamán Condoy (2024). According to Sarkila et al. (2024), learners' self-efficacy increased when they observed peer content, which acted as an implicit model. According to Susanto & Suparmi (2024), TikTok's peer-

sharing culture contributed to the development of a learning environment that was socially helpful. Essentially, collaborative tools like Duet and Stitch promote classroom engagement, peer modelling, and motivation. Students gain from watching and imitating their peers, which encourages social interaction and learning.

6. CONCLUSION

According to this study, students' views and self-efficacy are positively impacted when TikTok is used as an English learning tool. The majority of students who at first thought of TikTok as only an entertainment platform started to see it as an engaging and practical educational resource. Short, visually appealing, and contextualized instructional videos make it easier and more enjoyable for students to learn the topic. Additionally, kids are better able to connect text, voice, and images to comprehend language structure and meaning when presented in a multimodal format.

From a psychological standpoint, TikTok helps pupils become more comfortable speaking English. After participating in multiple TikTok-based activities, many students reported feeling more confident and fluent when speaking, especially because they could practice on their own, watch videos again, and learn without feeling rushed. This confidence was strengthened by the adaptable learning environment and peer assistance, which also fostered a cooperative and encouraging learning environment in the classroom. TikTok also helped to boost learning motivation, according to this study. Because of the material's relevance to their lives and its engaging packaging, students are more excited. They demonstrated a sense of ownership over the learning process through activities like making their own movies, viewing their peers' efforts, and getting encouraging feedback. Some students really started using English outside of the classroom, indicating a genuine transfer of abilities and an increase in self-efficacy.

Notwithstanding obstacles such as early shyness, restricted access to technology, and possible distraction from non-educational content, the findings demonstrate that TikTok can be an effective, flexible, and powerful learning tool with the right pedagogical strategy. In order to accomplish more contextualized and humanistic learning goals, educators

are therefore urged to experiment with innovative social media use while considering the needs, traits, and digital balance of their students.

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