

## MENGEKSPLORASI PERSEPSI SISWA TENTANG MANFAAT KONTEN TIKTOK UNTUK PEMBELAJARAN BAHASA INGGRIS

**Hasriati**

Universitas Muhammadiyah Buton, Kota Baubau Indonesia  
Corresponding Author: [hasriati342@gmail.ac.id](mailto:hasriati342@gmail.ac.id)

*Received: 01/05/2026. Reviewed: 03/04/2026. Accepted: 03/05/2026. Publications: 30/06/2026*

**Abstrak:** Penelitian ini bertujuan mendeskripsikan dan menganalisis pengelolaan peserta didik pada lembaga pendidikan anak usia dini jenis kelompok bermain. Pengelolaan peserta didik merupakan aspek penting dalam manajemen pendidikan karena mencakup seluruh aktivitas sejak pendaftaran hingga kelulusan. Metode yang digunakan adalah deskriptif kualitatif dengan pendekatan studi literatur, menggunakan jurnal-jurnal relevan sebagai sumber data. Data berupa kata dan kalimat dianalisis melalui tiga tahap, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengelolaan peserta didik meliputi penataan, pengaturan, dan pengawasan seluruh aktivitas peserta didik. Tujuannya adalah memastikan setiap kegiatan mendukung kelancaran proses pembelajaran. Selain itu, pengelolaan ini berfungsi menciptakan suasana belajar yang kondusif, terarah, dan sesuai dengan tujuan pendidikan nasional. Dengan pengelolaan yang baik, kualitas pembelajaran dapat meningkat dan memberikan dampak positif bagi perkembangan anak sesuai tahap usianya.

**Kata Kunci:** Kelompok Bermain, Pengelolaan, Peserta Didik

*Abstract: Since its emergence, TikTok has expanded as a social media platform by facilitating the spread of educational content, particularly English language learning, which has become increasingly attractive to students in Indonesia. This study explores students' perceptions of TikTok's effectiveness in enhancing English proficiency. By focusing on emotional experiences and practical usage, it fills a gap in the literature and provides a deeper understanding of TikTok's educational impact. A qualitative approach involving 70 social media-active students was employed. Data were gathered through questionnaires and interviews, assessing social media use and perceived platform effectiveness. Results showed a strong preference for TikTok as a supplementary English learning tool due to its accessibility and engaging content. However, issues like internet connectivity and privacy concerns were noted. In conclusion, TikTok has potential as a resource for language practice and skill improvement, suggesting the need to integrate social media into educational strategies for more interactive learning environments.*

**Keywords:** Tiktok Content, English Language Learning, Social Media, Students' Perception

**How to Cite :** Hasriati (2026). Mengeksplorasi Persepsi Siswa Tentang Manfaat Konten Tiktok Untuk Pembelajaran Bahasa Inggris. IJOLLE: International Journal Of Language, Literature and Education, Volume 1 (1), 28-41. <https://doi.org/XX.XXXXXX/IJOLLE.v1i01.53>

## INTRODUCTION

In recent years, social media platforms have reshaped how people communicate and consume content, particularly among teenagers who are highly engaged with these technologies (Sumadevi, 2023). One platform that has gained significant traction is TikTok, primarily due to its short, captivating videos covering a wide array of topics, from entertainment to education (Paloma Escamilla-Fajardo et al., 2021). Initially popular for its entertainment content, TikTok has evolved into a multifunctional platform that now offers educational resources, including language learning materials. Specifically, many users and content creators have leveraged the platform to share language learning tips and lessons, particularly for English learners (Shahid & Khan, 2024). This growing trend has sparked interest in exploring how social media, especially TikTok, can support language acquisition.

The integration of social media in education is not a novel concept. Previous studies have investigated platforms like YouTube, Instagram, and Facebook for their potential in language education, offering tools such as instructional videos, interactive content, and opportunities for real-time communication (Dabbagh & Kitsantas, 2012). These platforms provide learners with access to real-life language usage and immersive experiences. However, TikTok's unique format, with its brief, engaging, and often user-driven content, offers a distinct approach to language learning. This platform's ability to capture the attention of younger audiences makes it a valuable tool for informal, supplementary education, particularly in language learning contexts. Several studies have explored TikTok's role in promoting English language skills. For instance, Addinna (2022; Adnan & Morat (2022); Rama et al. (2023) have examined TikTok's impact on students' English proficiency, identifying both benefits, such as increased motivation and engagement, and challenges, including the platform's potential for distraction

Despite the growing body of literature on social media and language learning, the role of TikTok as a focused, supplementary tool for developing specific skills, such as English speaking, remains underexplored. While previous research has highlighted the general benefits of using social media for language learning, these studies often concentrate on overall language acquisition without delving into the specific skill sets that can be improved through these platforms. Additionally, much of the existing research has focused on social media's informal educational potential outside of structured classroom settings, leaving a gap in understanding how TikTok might

function within more formal learning environments. Thus, there is a need for research that investigates how students perceive TikTok's effectiveness as a tool for developing English-speaking skills, particularly within the context of a formal educational framework.

This study seeks to address these gaps by exploring the perceptions of class X students at SMA Perintis 1 Bandar Lampung regarding the effectiveness of TikTok in enhancing their English-speaking skills during the academic year 2023-2024. The primary objective of this research is to assess whether TikTok can serve as an effective supplementary tool for improving speaking skills, complementing traditional methods of instruction. The study aims to understand how students utilize TikTok for language learning, how it influences their speaking proficiency, and what challenges or limitations they may face when incorporating TikTok into their language learning routine.

By focusing on student perceptions, this research contributes to the growing field of technology-enhanced language learning and offers insights into how TikTok might be integrated into formal education. This study's novelty lies in its emphasis on English-speaking skills, a critical component of language proficiency, and the exploration of how social media can be harnessed to support this skill in a structured educational context. It will also provide a deeper understanding of the challenges students may encounter when using TikTok for educational purposes, particularly in balancing entertainment and learning. In doing so, this research aims to expand the current discourse on the role of social media in education and offer practical implications for educators looking to integrate these platforms into their teaching strategies.

TikTok also supports both visual and auditory learning styles, as users can watch videos with subtitles, listen to native pronunciations, and see cultural contexts firsthand. Through exposure to varied accents, dialects, and informal speech patterns, learners can gain a more comprehensive understanding of language usage in real-world settings. Furthermore, TikTok's user-driven content allows learners to become creators themselves, encouraging active language production rather than passive consumption. However, there are challenges, such as the potential for inaccurate language information or distractions from non-educational content. Despite these concerns, TikTok's dynamic and interactive nature presents a novel way to supplement traditional language learning methods.

In summary, while prior research has demonstrated the potential of social media platforms for language learning, there remains a lack of focused studies on TikTok's role in developing English-speaking skills within formal educational settings. This study addresses that gap by examining students' perspectives on TikTok's utility as a supplementary language learning tool and seeks to determine its effectiveness in improving English-speaking skills. The findings of this research will contribute to understanding how TikTok can be leveraged in educational contexts to enhance language learning outcomes, providing valuable insights for educators and policymakers alike.

## **METHOD**

In order to achieve the research aims, this study employs a qualitative approach. According to (Creswell, 2014) qualitative research is a form of investigation that seeks to obtain a comprehensive comprehension of diverse phenomena encountered by persons participating in the research. This encompasses the students' evaluations on the efficacy of TikTok content for the purpose of learning the English language, with a specific emphasis on the emotional factors that impact their learning journey. This study included a sample of 70 students from SMA Perintis 1 Bandar Lampung. The sample was chosen using purposive sampling methods. In order to be included in the sample, students had to meet two criteria: they needed to be active users of social media and have previous experience using social media for educational purposes, which was made possible by their access to suitable equipment.

The survey encompassed inquiries regarding the length and objective of social media usage, as well as the most commonly utilised social media platforms for the goal of learning English. In the final section, students assessed the efficacy of social media in acquiring English language skills using a four-point Likert scale, which encompassed responses ranging from strongly agreeing to strongly disagreeing. This portion consisted of twenty-one items that examined the positives of social media, such as the impact on students' emotions, the development of language abilities, and the overall benefits. In addition, there was a component consisting of five items that focused on concerns related to social use. The statements were derived from Sharma (2020) which stated the questionnaire was formulated in Indonesian to mitigate potential misinterpretations. The questionnaire is supplemented by an interview to acquire a comprehensive understanding of students' perception.

Table 1. Questionnaire Indicators on the Use of Social Media for English Language Learning

Aspects	Indicator	Item Number	Item Total
Student Behavior in Using Social Media	1) Time Spent on Social Media before and during learning from TikTok educational content	1,2	2
	2) Purpose of Using Social Media	3	1
	3) The amount of time spent learning English through social media	4	1
	4) The most frequently used social media application for learning English	5	1
Student Perception	1) Advantages of using social media to learn English <ul style="list-style-type: none"> <li>• Students' feelings of using social media to learn English</li> <li>• Skills and components of English used on social media</li> </ul>	1-9	9
	2) Challenges of using social media to learn English	10-14	5
		15-18	4

Once the data has been gathered using questionnaires and interviews, it needs to be analysed. The questionnaire data is inputted into a table and analysed using frequencies and percentages obtained from Google Forms. The researcher then interprets the results. The interview data is analysed using the braun and clark model, which includes the processes of data reduction, presentation, and drawing a conclusion. Data reduction involves the process of carefully choosing, concentrating, and condensing original data obtained from different sources. The collected data is subsequently displayed in formats such as tables, graphs, and essays to facilitate researchers' comprehension of the information and enable them to determine appropriate subsequent steps. The interview data are presented in a narrative format. Ultimately, researchers formulate and validate conclusions by addressing research inquiries, ensuring the precision of data through triangulation, which entails cross-checking information from various sources and methodologies to establish its authenticity.

## RESULTS AND DISCUSSION

### Time Spent on Social Media

The questionnaire results revealed the duration of their social media use in the days before and after, specifically related to their interaction with TikTok's English-language educational materials, in the initial two survey questions. The findings suggest that social media usage increased after the launch of TikTok's English educational content.

Table 2. Use of Social Media before and after content

Duration	Before the Existence of TikTok Content		After the Existence of TikTok Content	
	Frequency	Percentages	Frequency	Percentages
1 - 3 hours	30	42.9%	12	17.1%
4 - 6 hours	19	27.1%	19	27.1%
7 - 9 hours	11	15.7%	23	32.9%
More than 9 hours	10	14.3%	16	22.9%
<b>Total</b>	<b>70</b>	<b>100%</b>	<b>70</b>	<b>100%</b>

In terms of increased social media usage, it is driven by the shift to online education and digital platforms such as Google Classroom, which require students to frequently use mobile devices for learning. In addition, TikTok's engaging content has made it a preferred tool for educational purposes over traditional resources such as dictionaries, which students find boring. The flexibility and extra free time associated with online learning further encourages students to use social media for both education and entertainment (Ramadhan, 2023). In addition, students' desire to stay abreast of technological developments also motivates them to stay active on these platforms. As a result, social media now plays a central role in students' educational and social experiences. This shift has not only increased the appeal of learning but also significantly increased the time students spend on social media platforms.

**Purpose of using social media**

This questionnaire was designed to explore students' various purposes for using social media. It is important to note that participants were given the opportunity to select more than one answer, reflecting the diversity in how students utilize social media. The following table presents a comprehensive analysis of the questionnaire findings. The following are the findings from the questionnaire regarding the purpose of using social media.

Table 3. Purposes on Using Social Media

Purposes	Frequency	Percentage
For learning purposes	52	<b>74.3%</b>
To search for information or news	40	57.1%
For entertainment and lifestyle	37	52.9%
To communicate with family and friends	41	58.6%
To find motivation	11	15.7%
To fill free time	11	15.7%

The interviews reinforced the findings on the role of social media in education, highlighting its accessibility and global reach, especially through mobile devices. Student 3 emphasized that social media provides easy access to diverse information, enriching students' knowledge and expanding their learning opportunities by exposing them to global content, including English-language materials. This accessibility promotes educational growth and international interpersonal relationships. The interview results confirmed that students use social media primarily for educational purposes, followed by information acquisition, entertainment and communication. Social media has become an important part of students' daily lives, supporting both academic and personal needs (Erland Hamzah, 2015). Therefore, educational institutions can benefit from integrating social media into their teaching methods to improve student engagement and learning outcomes.

**Time Spent on Social Media Learning a Language English**

This questionnaire highlights the duration of students' use of social media platforms such as Facebook, Twitter and Instagram with the aim of improving their proficiency in English. The data obtained aims to provide a deeper understanding of the impact of social media on students' English language acquisition.

Table 4. Time spent on social media for learning English per days

<b>Time</b>	<b>Frequency</b>	<b>Percent</b>
1-3 Hours	37	52.9%
4-6 Hours	21	30%
7-9 Hours	5	7.1%
More than 9 Hours	7	10%
<b>Total</b>	<b>70</b>	<b>100%</b>

The data and student statements in the interviews underscore the important role TikTok plays in facilitating English language learning. Students are attracted to its diverse international content and its blend of entertainment with educational value. One student said that TikTok videos help language learning by using mnemonic devices such as acronyms to remember words more easily. Another student emphasized that social media allows easy access to information on mobile devices, thus allowing students to reach English content from anywhere around the world. Overall, these insights illustrate how TikTok serves as both an instructional tool and a source of fun, thus making it a popular choice for improving language skills among students

(Pebrimireni & Fauziya, 2024). Its wide access to global information makes TikTok a valuable medium for acquiring proficiency in English and other languages.

**The most frequently used social media in improving English skills**

The last component of the questionnaire encouraged participants to indicate the social media sites they used to improve their English. This section allowed for multiple choices to cater for a variety of interests. The purpose of this section was to collect extensive data on the preferred social media sites used for learning English. According to the survey findings, TikTok was the most preferred choice, with Instagram, YouTube, Facebook, and WhatsApp as the next choices.

Table 5. The list of most frequently used

Application	Frequency	Percent
Tiktok	51	72.9%
Instagram	37	52.9%
Youtube	39	55.7%
Facebook	9	12.9%
Whatsapp	21	30%
Other	21	30%

Students confirmed that TikTok is a valuable tool for learning English, especially because of its exposure to international content. One student highlighted how TikTok's "For You Page" often features videos from different countries, allowing them to discover different languages and cultures. Students in Jakarta, who were already familiar with English, found it helpful to maintain vocabulary through abbreviated words while enjoying educational and entertainment content on TikTok. Other students emphasized that platforms such as TikTok, YouTube and Instagram are essential for improving language skills, helping them acquire new vocabulary, improve pronunciation and enhance listening skills. For example, following English-speaking influencers and listening to foreign music further sharpens their understanding of the language. Students appreciate the mix of education and entertainment that the platform offers, making learning more fun. In addition, TikTok facilitates global information sharing and informal interactions with English, thus improving everyday communication skills (Rininggayuh et al., 2024). These findings highlight the benefits and challenges of using social media for English language learning, providing insights into strategies to maximize its educational potential.

### Students' feelings about using social media to learn language English

The questionnaire indicates that students possess favourable attitudes towards utilising social media as a means of learning the English language. This suggests a positive view of social media sites as efficient instruments for acquiring language skills. The results indicate that students perceive social media as easily accessible, participatory, and advantageous for enhancing their English proficiency.

Table 6. Students' feelings about using social media to learn language English

Statement	Alternative Answer			
	SA	A	NA	SNA
Learning English using social media is fun	48.60%	50%	1.40%	0%
Learning English using social media makes you more confident in communicating with other people.	45.70%	45.70%	8.60%	0%
Learning English using social media makes you calmer when participating in English classes.	34.30%	54.30%	11.40%	0%
Learning English using social media makes you more independent.	40%	55.70%	2.90%	1.40%
Social media makes you feel more relaxed and comfortable when learning English.	52.90%	42.90%	1.40%	2.90%
Social media provides many resources for learning English.	58.60%	38.60%	1.40%	1.40%
Social media is easy to use for learning English.	40%	54.30%	5.70%	0%
I can use social media anytime and anywhere.	57.10%	41.40%	1.40%	0%
I can easily interact with other people on social media.	48.60%	42.90%	4.30%	4.30%

The questionnaire results show that students find using social media to learn English fun and effective. Many of them feel more confident in their English skills, thanks to the educational content they follow online. Interacting with English materials on social media also helps them to participate more in class, creating a relaxed and engaging learning environment. Students appreciate the freedom that social media provides, allowing them to access a variety of resources that complement traditional learning methods. The interview results support this finding, as the students mentioned that social media helped expand their vocabulary and exposed them to different accents, slang and idioms. This exposure increases their understanding of language and culture. In addition, social media also improves comprehension and pronunciation (Utami, 2018). By engaging in videos, movies and podcasts, students learn to recognize natural language patterns and increase their confidence in speaking. Overall, both questionnaires and

interviews show that social media is an essential tool for students who want to improve their English vocabulary, listening skills and pronunciation.

**Skills and components of the English language used in social media**

The questionnaire reveals that social media platforms extensively utilise a range of English language abilities and components, with a specific focus on receptive skills like listening and reading, as well as vocabulary and pronunciation. Presented below is a table that demonstrates the application of these abilities and components on social media platforms.

Table 7. Skills and components of the English language used in social media

Statement	Alternative Answer			
	SS	S	T.S	STS
Social media gives me the opportunity to use my speaking skills in English.	34.30%	64.30%	1.40%	0%
Social media gives me the opportunity to gain new English vocabulary.	44.30%	50%	5.70%	0%
Social media helps me to improve my knowledge of English grammar.	41.40%	55.70%	2.90%	0%
Social media helps me to improve my knowledge of how to pronounce words in English.	48.60%	48.60%	1.40%	1.40%
Social media gives me the opportunity to use my reading skills in English.	41.40%	55.70%	0%	2.90%

The results of the questionnaire revealed that the students widely recognized social media as a valuable tool for improving their English language skills. This finding highlights the importance of social media as an additional resource in language learning. Students further confirmed these results, emphasizing the importance of learning accent variations and vocabulary that goes beyond traditional dictionary definitions. Other students shared their experiences of improving pronoun usage and verb conjugation through social media interactions, underscoring the importance of in-depth language practice in the real world. These insights show that students find active participation and practical experience essential to achieving language proficiency, making social media an effective and engaging tool in their language learning journey (Lim et al., 2023).

**Challenges of using social media for learning English**

The table below showcases the outcomes derived from a survey conducted among students regarding the difficulties encountered when utilizing social media for English language learning purposes.

Table 8. Challenges of using social media for learning English

Statement	Alternative Answer			
	SS	S	TS	STS
Banyak gangguan saat sedang belajar bahasa Inggris menggunakan media sosial.	22,9%	42,9%	30%	4,3%
In social media there is inappropriate content.	38.60%	51.40%	8.60%	1.40%
I have technical problems when learning English with social media (quotas, signals, gadgets).	52.90%	40%	5.70%	1.40%
Personal data on social media is vulnerable to misuse.	47.10%	41.40%	8.60%	2.90%

These challenges highlight the difficulties students face and indicate the need for proactive measures to create a safe and effective online learning environment. Comments in the interviews further illustrated these issues, with students discussing how technical issues can impact on their mental health. For example, one student pointed out that connectivity issues can arise from weak signals, while another highlighted the emotional effects of negative news on mental health. These perspectives suggest that addressing technical challenges and their wider implications for student wellbeing is essential to effectively mitigate their impact on English language learning.

**CONCLUSION**

This study highlights the positive attitudes of students toward using social media, particularly platforms like TikTok, as effective tools for learning the English language. The findings indicate that social media enhances students' oral communication skills, expands their vocabulary, and improves pronunciation through engaging content. While challenges such as internet connectivity issues and unsuitable content were identified, addressing these barriers is essential to maximize the educational benefits of social media. This research advances the field by emphasizing the dual role of social media as both an educational resource and a platform for social interaction, offering new perspectives on language acquisition. Educators can leverage these insights to supplement traditional teaching methods, fostering a more engaging and flexible learning environment. Future research should focus on the long-term effects of social

media use on language proficiency and best practices for its integration into curricula, paving the way for innovative applications in language education.

## REFERENCES

- Addinna, A. (2022). JOURNAL OF ENGLISH LANGUAGE TEACHING STUDENTS' PERCEPTION ON THE USE OF TIKTOK FOR LEARNING ENGLISH. *Journal of English Language Teaching*, 11(4), 566–579. <https://doi.org/10.24036/jelt.v11i4.119484>
- Adnan, N. I., & Morat, B. N. (2022). UNIVERSITY STUDENTS' PERCEPTIONS OF USING TIKTOK IN EDUCATION: A PRELIMINARY STUDY. *International Journal of Practices in Teaching and Learning*, 2(2). <https://ir.uitm.edu.my/id/eprint/76472/>
- Creswell. (2014). *RESEARCH DESIGN: QUALITATIVE, QUANTITATIVE, AND MIXED METHOD APPROACHES (4TH ED.)*. SAGE Publications.
- Dabbagh, N., & Kitsantas, A. (2012). PERSONAL LEARNING ENVIRONMENTS, SOCIAL MEDIA, AND SELF-REGULATED LEARNING: A NATURAL FORMULA FOR CONNECTING FORMAL AND INFORMAL LEARNING. *Internet and Higher Education*, 15(1), 3–8. <https://doi.org/10.1016/j.iheduc.2011.06.002>
- Pebrimireni, D., & Fauziya, D. S. (2024). ANALISIS PENGGUNAAN APLIKASI TIKTOK SEBAGAI MEDIA PEMBELAJARAN BAHASA INDONESIA DALAM UPAYA PENINGKATAN MOTIVASI BELAJAR SISWA. *Jurnal Bima : Pusat Publikasi Ilmu Pendidikan Bahasa Dan Sastra*, 2(3), 169–178. <https://doi.org/10.61132/bima.v2i3.1040>
- Erland Hamzah, R. (2015). PENGGUNAAN MEDIA SOSIAL DI KAMPUS DALAM MENDUKUNG PEMBELAJARAN PENDIDIKAN. *Wacana: Jurnal Ilmu Ilmiah Dan Ilmu Komunikasi*, 15(1), 45–70. <https://doi.org/10.32509/wacana.v14i1.89>
- Paloma Escamilla-Fajardo, Alguacil, M., & López-Carril, S. (2021). INCORPORATING TIKTOK IN HIGHER EDUCATION: PEDAGOGICAL PERSPECTIVES FROM A CORPORAL EXPRESSION SPORT SCIENCES COURSE. *Journal of Hospitality, Leisure, Sport and Tourism Education*, 28. <https://doi.org/10.1016/j.jhlste.2021.100302>

- Hossain, K. I. (2024). REVIEWING THE ROLE OF CULTURE IN ENGLISH LANGUAGE LEARNING: CHALLENGES AND OPPORTUNITIES FOR EDUCATORS. In *Social Sciences and Humanities Open* (Vol. 9). Elsevier Ltd. <https://doi.org/10.1016/j.ssaho.2023.100781>
- Sarker, M. N. I., Wu, M., Cao, Q., Alam, G. M. M., & Li, D. (2019). LEVERAGING DIGITAL TECHNOLOGY FOR BETTER LEARNING AND EDUCATION: A SYSTEMATIC LITERATURE REVIEW. *International Journal of Information and Education Technology*, 9(7), 453–461. <https://doi.org/10.18178/ijiet.2019.9.7.1246>
- Lim, G. F. C., Zakaria, N., Zawawi, A., Wajihah, N. A., & Sulaiman, N. A. (2023). INVESTIGATING THE ROLES OF SOCIAL MEDIA ON ATTITUDES OF SECONDARY SCHOOL ENGLISH LANGUAGE LEARNERS. *International Journal of Academic Research in Progressive Education and Development*, 12(3), 2171–2189. <https://doi.org/10.6007/ijarped/v12-i3/19328>
- Nggawu, L. O., & Thao, N. T. P. (2023). THE IMPACT OF COMMUNICATIVE LANGUAGE TEACHING (CLT) APPROACH ON STUDENTS' SPEAKING ABILITY IN A PUBLIC INDONESIAN UNIVERSITY: COMPARISON BETWEEN INTROVERTS AND EXTROVERT GROUPS. *International Journal of Language Education*, 7(3), 393–413. <https://doi.org/10.26858/ijole.v7i3.50617>
- Rama, M. A., Hamdani, Z., & Prihatini, C. (2023). STUDENTS' PERCEPTION ON THE USE OF TIKTOK AS AN EFFECTIVE LEARNING MEDIA IN IMPROVING STUDENTS' VOCABULARY. *Journal on Education*, 05(04), 17079–17086. <http://jonedu.org/index.php/joe>
- Ramadhan, R. (2023). TECHNOLOGY'S ROLE IN LANGUAGE TEACHING. *Connecting the World through Technology*, 14(1), 14–22. <https://doi.org/10.32534/nacolet.v2i1>
- Rininggayuh, E., Dewi, I. A. S., & Isnaeni, L. N. W. (2024). THE EFFECTIVENESS OF TIKTOK AS A MEDIA FOR ENHANCING ENGLISH SPEAKING SKILLS: A SYSTEMATIC LITERATURE REVIEW. *Proceedings Series on Social Sciences & Humanities*, 18, 124–133. <https://doi.org/10.30595/pssh.v18i.1237>
- Shahid, M., & Khan, M. R. (2024). ENGLISH LANGUAGE LEARNERS AS DIGITAL CONTENT CREATORS: AN EXPLORATION OF SOCIAL

- NETWORKING ON THE PERCEIVED DEVELOPMENT OF LANGUAGE SKILLS. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 25(1), 46–63. <https://www.researchgate.net/publication/379077116>
- Sharma, V. (2020). SAUDI STUDENTS' PERSPECTIVE ON SOCIAL MEDIA USAGE TO PROMOTE EFL LEARNING. *International Journal of Linguistics, Literature and Translation*, 2(1), 117–127. <https://doi.org/10.32996/ijllt.2019.2.1.17>
- Sumadevi, S. (2023). SHODH SARI-AN INTERNATIONAL MULTIDISCIPLINARY JOURNAL @2023 INTERNATIONAL COUNCIL FOR EDUCATION RESEARCH AND TRAINING. *Shodh Sari-An International Multidisciplinary Journal*, 02(4), 286–301. <https://doi.org/10.59231/SARI7640>
- Tabasi, Y., Bertinus Tondowala, I., Tupamahu, M. S., Soa'e Sigilipu, P., Ayu, K., Septiana, K., Tentena, U. K., Pusalemba, P., Poso, K., & Tengah, S. (2024). THE EFFECTIVENESS OF TECHNOLOGY-ENHANCED LEARNING TOOLS IN ENGLISH LANGUAGE EDUCATION. *Journal on Education*, 06(04), 21589–21601. <https://doi.org/10.31004/joe.v6i4.6308>
- Utami, V. (2018). EXPLORING THE USE OF SOCIAL MEDIA AS AN ENGLISH LEARNING PLATFORM DURING COVID 19 PANDEMIC. *JELE (Journal of English Language and Education)*, 4(1), xx–xx. <https://doi.org/10.26486/jele.v8i2.2979>
- Zein, S., Sukyadi, D., Hamied, F. A., & Lengkanawati, N. S. (2020). ENGLISH LANGUAGE EDUCATION IN INDONESIA: A REVIEW OF RESEARCH (2011-2019). *Language Teaching*, 53(4), 491–523. <https://doi.org/10.1017/S0261444820000208>