

The Acceptance of TikTok as a Tool for EFL Learning among High School Students in China

Lian Jiajia¹ & Khairul Azhar Jamaludin^{1,2,3}

¹Faculty of Education, Universiti Kebangsaan Malaysia, Bangi, Selangor, Malaysia, ²University Research Group on ELITEE: Enhanced Learning for Inclusive Transformation Education Experience, ³University Research Group on Edexcellence: Development of Innovative Curriculum & Pedagogy

Email: p132314@siswa.ukm.edu.my, khairuljamaludin@ukm.edu.my

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v13-i4/23739> DOI:10.6007/IJARPED/v13-i4/23739

Published Online: 27 November 2024

Abstract

The integration of digital platforms into education has increased rapidly, especially with the rise of social media applications. TikTok has been particularly noteworthy and has received attention for its potential in educational settings, including English learning. Traditional teaching methods may not meet the changing needs of Generation Z students, who prefer more dynamic and rich learning experiences. This empirical study investigated the factors influencing high school students' acceptance of TikTok as an English as a Foreign Language (EFL) learning tool. The study utilized a quantitative research design and used a questionnaire to collect data from a sample of students. The main variables studied included perceived ease of use, perceived usefulness, motivation, social influence, and potential barriers such as digital distractions and content quality. The results suggest that TikTok's simple and easy-to-understand interface and engaging learning model have a positive effect on students' motivation and ease of learning. However, concerns remain about the entertainment-centered nature of its platform and whether the educational videos are of high quality. The study concludes that while TikTok can be a useful complementary tool for EFL learning, structured instruction is essential to maximize its educational potential.

Keywords: TikTok Acceptance, Educational Content, Social Influence, Student Motivation, Perceived Ease of Use

Introduction

The rapid spread and falling cost of digital technology has driven dramatic changes in the way students engage in learning. One of the most important of these in recent years has been the social media application TikTok, in which users can create and share short videos. While TikTok was primarily designed and popularized for entertainment, the platform has also begun to be used as a learning tool; as a result, many educators and students are realizing its value in enhancing the learning experience even in the context of EFL studies (Zaitun, Hadi, & Indriani, 2021; Ashereef & Khadawardi, 2023). This paper explores the determinants that influence high school students' acceptance of using TikTok for EFL learning.

Modern education is very different from a decade ago, with digital tools and social media platforms integrated into the classroom. Traditional methods of language learning, including textbooks, lectures, and standardized tests, have been supplemented and sometimes even replaced by new innovations in teaching methods. Students are no longer confined within the four walls of the classroom, as any learning material can be accessed anytime, anywhere via cell phones (Xiuwen & Razali, 2021). Emerging platforms, such as TikTok, are excellent educational tools with short, engaging and easily accessible content. As such, this means that the learning of English as a foreign language in high school is shifting to a more interactive and engaging way of learning that is very different from traditional teaching methods (Yang, 2020; Herwanto, 2022). The format of TikTok, which is primarily disseminated in the form of short videos, which are often visually dynamic and accompanied by music or other diverse elements, may be particularly suited to the learning preferences of today's digitally native high school students. It also provides opportunities for collaborative and social learning as well as visual learning, which is considered one of the effective strategies in the second language acquisition process (Hu & Du, 2022). As students increasingly use TikTok for entertainment and learning purposes, it becomes important to examine the factors that influence students' acceptance of the platform for EFL learning.

However, despite the increasing use of TikTok in educational settings, there is a limited number of empirical studies examining how TikTok affects EFL learning outcomes, especially among high school students. While some studies (Zaitun, Hadi, & Indriani, 2021; Ashereef & Khadawardi, 2023) have explored the potential of TikTok as an educational tool, very few studies have focused on quantitatively evaluating its impact on language proficiency and memorization, creating a large research gap. This gap is particularly acute when it comes to understanding the long-term impact of using TikTok for language learning, as existing studies typically emphasize short-term or anecdotal benefits (Alghameeti, 2022). Additionally, issues such as digital distractions and content quality (Alshreef & Khadawardi, 2023) remain under-explored in the literature, so there is room for further research into how these challenges affect students' learning experiences.

Some of TikTok's distinctive features make it an educational platform more than a potential language learning tool. Users of the platform can create, publish and watch videos ranging from 15 seconds to 3 minutes in length. The content can be anything from everyday conversations to more specific grammatical points or idiomatic expressions and cultural nuances (Alghameeti, 2022). The appeal of TikTok in the field of education, and in particular in the field of EFL learning, basically lies in the fact that condensed information allows for the learning of complex linguistic concepts, but also allows for short presentations, and is therefore easily accessible. The format suits Generation Z as it meets young people's preference for a quick, easy-to-deliver stream of information. Second, TikTok's recommendation-by-preference algorithm allows learners to discover educational material relevant to the subject they are studying, as it generates recommendations based on user interests and interactions with videos (Tiyana et al., 2023). Focus on language teachers, content creators, and fellow students posting tips, examples, and challenges for learning a language. In this way, students can create an engaging and communal learning environment where they can ask questions, share ideas, and learn collaboratively. This space is also valuable for giving students the opportunity to practice the language in an informal, non-

serious way, which is particularly useful for students who learn and are unable to use English in a more formal classroom setting (Zaitun, Hadi & Indirani, 2021).

On the other hand, there are some potential headwinds to establishing TikTok as an educational tool for EFL learning. Firstly, it is essentially a mobile app built for entertainment purposes, and as such may be a distraction from learning. While it is a very engaging style, short videos may not be suitable for deep learning or exploring more complex language topics (Alshreef & Khadawardi, 2023). For the process of learning a language, especially for non-native speakers, it requires more practice and constant focus, which is difficult to achieve through short videos. Another important point could be the quality and credibility of the content. TikTok is entirely about user-generated content, which means that anyone can post any video content, regardless of whether they have experience in language teaching or not. With this in mind, some videos may be low on educational information or even simplified versions of language ideas (Zaitun, Hadi & Indirani, 2021). As for high school students who have not mastered the full body of linguistic knowledge, they may retain flawed knowledge that may impair their language learning. A final barrier to EFL learning on TikTok is the cultural barrier. Although TikTok is an international platform, its content is created in specific cultural contexts that may or may not be relevant to the learning needs or preferences of students in other countries; therefore, the understanding or applicability of those specific linguistic and cultural aspects presented in the form of videos may not be easily realized. Therefore, the acceptance of TikTok for EFL learning is likely to vary significantly among high school students due to regional, cultural and individual differences (Zaitun, Hadi & Indirani, 2021).

One of the most applied models in understanding technology acceptance is the Technology Acceptance Model, which suggests that perceived ease of use and perceived usefulness are key determinants of an individual's adoption of a particular technology (Herwanti, 2022; Alghameeti, 2022; Herwat0, 2022). In the context of TikTok, perceived ease of use is how easy it is for students to manoeuvre and use the platform, while perceived usefulness relates to the extent to which students perceive TikTok to be useful for their language learning. Other factors that may influence high school students' acceptance of TikTok include social influence, motivation, and students' attitudes toward digital learning. In this case, social influence means that peers, teachers, and platform internet celebrities will all influence students' choice to use TikTok as a learning tool (Adhani et al., 2023). The motivation to use TikTok may also be due to the fact that it is entertaining and creative; therefore, learning is less boring compared to traditional methods. In conclusion, it can be argued that students' general attitudes towards digital learning are formed through their experiences with other educational technologies, which may determine whether they consider TikTok an effective tool for EFL learning.

The primary objective of this literature review is to critically examine the existing body of research on the determinants of TikTok acceptance for EFL (English as a Foreign Language) learning among high school students. Specifically, this study aims to:

- Examine the key determinants that influence high school students' acceptance of TikTok as an educational tool for EFL learning, focusing on factors such as perceived ease of use, perceived usefulness, and motivation. Investigate the relationship between these determinants and students' actual use of TikTok for EFL learning through empirical data collection and statistical analysis.

- To analyse how social influences and digital distractions affect high school students' engagement in using TikTok for language learning.
- Evaluate the long-term impact of TikTok on students' language proficiency and overall learning outcomes compared to traditional EFL learning methods. Identify challenges and barriers that may hinder the effective use of TikTok in EFL classrooms.

Literature Review

The following section reviews literature on the acceptance of TikTok as an EFL learning tool in high school. Major determinants influencing the adoption and usage of TikTok for educational purposes would be further reviewed with consideration of the literature. Hence, the subtopics which are to be discussed here will include perceived ease of use, perceived usefulness, motivational factors, social influence, and challenges regarding TikTok as a learning tool.

Perceived Ease of Use

Perceived ease of use is the degree of ease with which consumers can interact and navigate in technology or any platform. Perceived ease of use for TikTok is considered a major determinant factor in its acceptance as an EFL learning tool in high school students. In fact, several studies have concluded that when a platform is not confusing, easy to use, and with minimal effort to learn, students are most likely to use it consistently and effectively (Herwanto, 2022). Alghameeti (2022) showed that TikTok's design is particularly tailored for a generation of students born into digitization; likewise, the clear interface combined with short-form video content satisfied the cognitive preference for speed and information in small bits of the Gen Z. The swipe feature gives TikTok its edge in content creation and sharing, according to studies, since through this single feature, the application can be used with ease; hence, motivating the students to adopt the platform for educational purposes with ease. Besides, the multimedia functions of the platform allow going far beyond just taking the language learning to another level by putting text, audio, and visual into one video. The result will be very helpful for high school students who learn English as a foreign language because such an idea has been present, that the multimedia approach helps learners grasp vocabulary, pronunciation, and sentence structures more effectively. Research into language acquisition identified that a multimodal learning environment, which means one in which the student gets input from more than one sensory channel, can strongly enhance language retention and comprehension (Hu & Du, 2022; Alshreef & Khadawardi, 2023).

Other studies also identify some perceived ease-of-use barriers. For example, to some of the students, the rapid nature of the platform was challenging to bear and immense volumes of non-educational material that bombarded one (Adhani et al., 2023). Where there is constant flow of entertainment videos these are going to create distractions which will make attempts by students to focus on the educational content more difficult (Widiya & Salmiah, 2024). These concerns, therefore-though important-show that while ease of use in general predisposes one toward the acceptance of TikTok, there are certain aspects to manage to optimize its use for educational purposes.

Perceived Usefulness

In educational technology, perceived usefulness has been defined as the degree to which a user believes a tool will enhance learning outcomes. For TikTok, perceived usefulness strongly relates to facilitating the learning of EFL. The short-form video format, breaking down complex

linguistic concepts into manageable segments, does contribute much to this belief for many educators and students alike. The brevity of TikTok videos allows for focused, concise lessons that can cover specific language points, such as grammatical rules, vocabulary, and pronunciation techniques that are important in EFL learning (Sihimbing, 2021).

Several studies also show that the potential of TikTok for peer learning also reinforces its perceived usefulness. This platform allows students to follow language educators and peers posting educationally relevant content, thus giving a sense of community and collaboration in the learning process (Alauddin, 2023). High school students might make use of this collaborative environment not only to consume content but to create and share their own language-learning experiences, which could possibly help to reinforce their grasp of course material. The participatory nature of TikTok aligns well with modern pedagogical approaches, such as constructivism, which emphasizes active, student-centered learning (Tan et al., 2022). Other reasons perceived as the usefulness of TikTok also pertain to its contextual learning potential. Quite often, language learners need to be able to contextualize language use in context. TikTok videos often represent casual conversations, everyday situations, and certain cultural references that expose students to real-life uses of language (Fitriani & Masykuroh, 2023). This can be very helpful for high school students, who may have less experience in the use of real-life English. Evidence is found that this kind of situated learning has accelerated the development of communicative competence since the learner understands better the ways in which the language functions while dealt with in a variety of social contexts (Alvarez et al., 2023). However, a number of limitations occur in the perceived usefulness of TikTok. Whereas one of the key advantages of TikTok videos is the accessibility of learning in short chunks, this very feature may be insufficiently long for complex issues in language learning to be covered in detail. This then raises questions as to whether TikTok can be relied upon as a fully comprehensive educational tool for EFL learning, or rather as a supplementary resource only.

Motivation and Engagement

Motivation being one of the vital factors in language learning, TikTok's format is entertaining and engaging; hence, it is believed to bring a positive impact on students' motivation to learn English as a foreign language. According to educational psychology research, enjoyable and interactive platforms like TikTok enhance the intrinsic motivation-open internal desire to learn for the sake of learning-significantly (Aliyah, 2024). The features of TikTok cater to high school students' preference to take part in learning activities that are appealing, creative, and entertaining. With trends, challenges, and everything viral, the platform notifies students of their desire for entertainment while creating opportunities for learning (Seitoya, 2023). For example, students can participate in the struggles of learning the language by pronouncing some intricate words, using idiomatic sayings in sentences, and even making up dialogues in English. This way, these activities will not only increase student participation but also make language learning not a formal educational task at all but rather one that is socialized and collaborative (Fata, Nur & Alya, 2023).

Moreover, TikTok is community-driven, instilling a sense of accomplishment in students through like-sharing and comments on their content. This can single-handedly enhance positive reinforcement that motivates them toward language learning content. Zhang et al. (2021) suggest that students display higher levels of engagement and persistence with their

language learning effort after receiving social validation in the form of likes and comments on their videos posted on TikTok. On the other hand, the addictive nature of TikTok, with its endless scroll feature and wide varieties for entertainment, sometimes makes users consume non-educational content excessively (Saba, 2024). This may present a challenge to students should they get distracted and lose focus on the educational goals at hand. Because of that, TikTok, in turn, can increase motivation and engagement, but its usage in educational purposes should be thoroughly watched and combined so as not to make academic performance worse, according to Velez.

Social Influence and Peer Learning

Social influence refers to the degree a person's attitude concerning acceptance. In relation, social influence also significantly alters the acceptance of TikTok for EFL learning among students in high school. Students are influenced by friends, teachers, and even popular content creators who say that TikTok adds value to the classroom (Alauddin, 2023).

Indeed, it has been evidentially proven that students would adjust to a platform like TikTok for learning English when they realized that their classmates or friends learned the same subject from the same platform. Peer learning works well in the case of language acquisition because members can end up learning from one another during informal, relaxed interactions. Many of them share on TikTok language study tips, lists of vocabulary, and guides on spelling and pronunciation (Seitoya, 2023). This helps provide a collaborative environment among students and, therefore, makes the learning process even more fruitful. In itself, such instances of peer interactions enable people to build a community sense which may make the learning of a language less isolating and, besides that, more enjoyable (Fitriani & Masykuroh, 2023).

But in this context, social influence may work in a negative way. They might not take it that seriously if they consider TikTok to be entertainment (Mei & Aziz, 2022). Students could also face a kind of peer pressure to participate only with other more mainstream uses of the site that are non-educational and not involve themselves in any educational content on this site (Alghameeti, 2022). It is here that the role of teachers and educational institutions becomes highly important for guidance and influence in opening ways to use TikTok as a tool for learning rather than just for entertainment.

Challenges and Barriers

Despite the potential, there are some challenges and hurdles that restrict the use of TikTok for EFL learning. The first major concern is the quality of the pedagogical content on the platform. Since TikTok is a video-sharing platform, the platform has no formal regulation or quality control in respect of the accuracy of information by its users. As a result, students may come across defective or misleading language learning materials that negatively affect their learning outcomes in any manner.

Another such challenge is the issue of digital distraction. Although it is vigorously designed to be addictive, with an infinite feed of videos scrolling down the user's screen, TikTok makes it really difficult to pay attention to the very educational contents. High school students, already burdened with short spans of attention, have difficulty sticking to language learning tasks amidst the entertaining content surrounding them on the platform.

Last but not least, there is the issue of digital equity. For students to take full advantage of the platform as an educational tool, not everyone gets to enjoy equally good internet access or devices that can run TikTok without lag. This unbalanced and intelligent development has in part prevented students in disadvantaged areas from fully benefiting from short-form video platforms. The current literature reveals the exploitable potential of the TikTok app in facilitating EFL learning among high school students. There are also key determinants that can influence acceptance, such as perceived ease of use, perceived usefulness, motivation, social impact, and challenges. While TikTok may be an interactive and engaging option for potential language learning, supervisors should be made aware of the need to organize and monitor it as necessary to ensure that students are not distracted or misinformed and do not fail to engage fully in their learning.

Methodology

Research Design

This study utilized a quantitative survey research methodology to explore international high school students' acceptance of TikTok as an EFL (English as a Foreign Language) learning tool. According to Creswell (2012), quantitative survey research allows researchers to collect numerical data from a target population through a structured questionnaire. This method is especially suitable when the goal is to identify trends and patterns within a population and generalize findings to a larger group (Groves et al., 2009). In this study, a structured questionnaire was administered to collect international high school students' perceptions of TikTok's ease of use, usefulness, motivation and engagement, social impact and its challenges in EFL learning. The aim of the survey was to gain insight into how these factors influence students' acceptance of TikTok as a learning tool. The questionnaire was designed to be clear and concise to ensure that the answers accurately reflected students' views. The questionnaire was designed to be clear and concise, following the recommendations of Dillman, Smyth, and Christian (2014) for ensuring clarity in survey instruments, which helps to minimize response errors and enhance the reliability of data collected. The quantitative approach allowed the researcher to collect data from a large number of participants and identify patterns or trends in the data through statistical tools. This method is very effective, especially in an educational setting, to understand the prevalence of certain ideas or behaviours in a group. The data collected will help to better understand how high school students use TikTok for EFL learning, which will be valuable for future educational research and practice.

Research Instrument

The instrument used in this study was a structured questionnaire consisting of six main sections. The questionnaire included both closed-ended and Likert scale questions to ensure consistency and ease of analysis of the data. The design of the questionnaire was based on a review of existing literature related to technology acceptance and educational tools.

Section A (Respondent Profile, optional but recommended) collects demographic information: age, gender, and self-assessed English proficiency. Section B (Perceived Ease of Use) has four questions on navigating TikTok for education. Section C (Perceived Usefulness) contains four questions on TikTok's effectiveness in improving English skills. Section D (Motivation and Engagement) includes four questions on students' motivation and engagement using TikTok for learning. Section E (Social Influence) assesses with four questions the impact of peers, te

achers, and influencers on students' decisions to use TikTok. Section F (Challenges) addresses barriers with five questions. All sections use a Likert scale from 1 (strongly disagree) to 5 (strongly agree) for standardized quantitative analysis.

Respondents

This study investigated high school students' acceptance of TikTok as an English learning tool. A total of 219 respondents participated in the study, with a balanced gender distribution: 47.95% (105 respondents) were male, 48.86% (107 respondents) were female, and 3.2% (7 respondents) did not want to disclose their gender. (n=219)

Table 1

Respondent Age

Age	Frequency	Percent(%)
15	45	20.5
16	40	18.3
17	50	22.8
18	44	20.1
19	40	18.3
Total	219	100.0

Table 2

Respondents' English Proficiency Level

Proficiency Level	Frequency	Percentage (%)
Beginner	76	34.7%
Intermediate	71	32.42%
Advanced	72	32.88%
Total	219	100%

Data Collection Procedure

The survey was conducted by distributing questionnaires to students, asking them to provide feedback on various aspects of TikTok for learning English. The questionnaire covered five main areas: perceived ease of use, perceived usefulness, motivation and engagement, social influence, and challenges faced by students when using TikTok for learning. Responses were collected immediately after students completed the survey during their regular English classes.

Data Analysis Method

In this study, descriptive statistics and other statistical analysis methods were used to analyze the collected data. Quantitative data was processed through SPSS software. Descriptive statistics were used in this article for calculating the mean, standard deviation, and frequency distribution of each variable to help summarize students' overall perceptions of TikTok as an English learning tool.

Findings and Discussion

Based on the data collected from the questionnaire, students were asked about the learning tools they adopted in learning English. The discussion section will further discuss the impact of English learning tools on students.

Perceived Ease of Use Encourages Adoption

This section explores how the TikTok app's interface makes it easy for students to use it for educational purposes. However, non-educational content can be distracting.

Table 3

Section 2: Perceived Ease of Use

No	Item	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree	Strongly Disagree
1	I find TikTok easy to navigate when looking for educational content.	14 (6.39%)	24 (10.96%)	25 (11.42%)	95 (43.38%)	61 (27.85%)
2	The design of TikTok helps me access English learning materials easily.	19 (8.68%)	23 (10.5%)	26 (11.87%)	90 (41.1%)	61 (27.85%)
3	I can use TikTok for educational purposes without much effort.	8 (3.65%)	21 (9.59%)	46 (21%)	58 (26.48%)	86 (39.27%)
4	I find it easy to learn how to use new features on TikTok for educational purposes.	19 (8.68%)	27 (12.33%)	27 (12.33%)	80 (36.53%)	66 (30.14%)

The analysis showed that a significant majority of respondents (71.23%) agreed or strongly agreed that TikTok is easy to navigate and helps them access English educational content without much effort. This indicates that TikTok's user-friendly interface is a major factor in its acceptance as a learning tool among high school students. High school students, particularly those from the Generation Z cohort, are familiar with digital platforms, and they gravitate towards tools that are user-friendly and require minimal effort to navigate. TikTok's simple and intuitive interface, combined with its short-form video content, appeals to students who are used to engaging with fast-paced digital media (Hu & Du, 2022). This ease of use lowers the barrier for students to incorporate the platform into their daily learning activities.

However, the literature also points out potential challenges related to ease of use. While TikTok's design allows for quick consumption of content, the vast array of non-educational videos can create distractions. Some studies emphasize the need for structured guidance or moderation to ensure that students remain focused on the educational content while using the platform (Alghameeti, 2022).

Perceived Usefulness Enhances Learning Outcomes

The perceived "usefulness" of TikTok plays an important role in students' use of it, especially in improving English skills such as vocabulary and pronunciation. However, the short video learning format does not guarantee that students can engage in in-depth learning.

Table 4

Section 3: Perceived Usefulness

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Using TikTok helps me improve my English language skills.	20 (9.13%)	29 (13.24%)	27 (12.33%)	72 (32.88%)	71 (32.42%)
2	TikTok is an effective tool for learning English vocabulary and grammar.	20 (9.13%)	28 (12.79%)	27 (12.33%)	92 (42.01%)	52 (23.74%)
3	I feel that TikTok helps me understand real-life English usage.	15 (6.85%)	26 (11.87%)	31 (14.16%)	84 (38.36%)	63 (28.77%)
4	TikTok helps me engage with English in ways that other methods do not.	9 (4.11%)	22 (10.05%)	41 (18.72%)	68 (31.05%)	79 (36.07%)
5	I believe using TikTok for learning English will benefit me in the long run.	12 (5.48%)	27 (12.33%)	38 (17.35%)	90 (41.1%)	52 (23.74%)

A total of 65.3% of the respondents believed that TikTok is effective in helping them improve their English language skills, particularly in areas like vocabulary building and grammar. The platform's ability to present concise, engaging content, often through multimedia elements such as text, visuals, and audio, enhances learning retention and comprehension. The integration of multimedia elements such as audio, visuals, and text further aids comprehension and retention of language concepts (Alshreef & Khadawardi, 2023). While TikTok is considered a unique and useful tool for language learning, presenting it in a short video format may result in users not being able to delve into more complex topics. Therefore, while TikTok can help students learn and reinforce quickly, it is not necessarily suitable for deep learning in one area.

In addition, TikTok's potential for contextual learning is one of the featured benefits. Students can use the short videos within the app to see English used in a variety of different regions and cultures, which not only helps make it easier to understand the language in context, but also helps them understand the nuances of different cultures across countries to the point where they can learn to use it in the future. This contextual exposure is especially valuable for students who have limited opportunities to practice English outside of the classroom (Adhani et al.) However, the literature emphasizes that while TikTok is useful for rapid learning and reinforcement of linguistic concepts, it may not be sufficient for in-depth learning, and that the short and concise nature of TikTok videos may prevent students from engaging in more complex or comprehensive language learning (Herwanto, 2022).

Motivation and Engagement Boost Learning Participation

Motivation and engagement are important factors in students' use of TikTok for foreign language learning. The platform's interactive features and collective learning environment promote greater student participation.

Table 5

Section 4: Motivation and Engagement

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I feel motivated to learn English using TikTok.	10 (4.57%)	31 (14.16%)	26 (11.87%)	82 (37.44%)	70 (31.96%)
2	The content on TikTok makes English learning enjoyable for me.	16 (7.31%)	23 (10.5%)	28 (12.79%)	84 (38.36%)	68 (31.05%)
3	I am more engaged with learning when using TikTok compared to other methods.	21 (9.59%)	18 (8.22%)	31 (14.16%)	87 (39.73%)	62 (28.31%)
4	The challenges and trends on TikTok motivate me to participate in learning activities.	18 (8.22%)	27 (12.33%)	27 (12.33%)	80 (36.53%)	67 (30.59%)

About 69.4% of high school students surveyed said they are more motivated to want to learn and participate when using TikTok to learn English. The platform's entertaining and interactive format is more in line with students' appetite for a dynamic learning environment, and TikTok's features such as challenges, trends, and viral content make learning English feel more like a fun challenge for oneself rather than a task assigned by a teacher. Such an approach to the learning model increases students' intrinsic motivation to engage with language learning content on a regular basis (Xiuwen & Razali, 2021).

In addition, sharing language learning progress and receiving positive feedback from peers through liking, commenting, and sharing can also greatly encourage students to spontaneously continue to participate and practice. However, some studies have warned that over-reliance on the entertaining nature of platforms may divert students' attention away from educational goals and lead to a more superficial engagement with the content (Zaitun, Hadi & Indriani, 2021).

Social Influence Shapes Acceptance

Social influence from classmates, teachers, and online celebrities greatly influences students' decision to use TikTok to learn English. The active guidance of the platform and educators is crucial in balancing entertainment and educational content.

Table 6

Section 5: Social Influence

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I use TikTok for learning English because my friends also use it.	14 (6.39%)	21 (9.59%)	39 (17.81%)	61 (27.85%)	84 (38.36%)
2	My teachers encourage me to use TikTok for learning English.	18 (8.22%)	21 (9.59%)	30 (13.7%)	85 (38.81%)	65 (29.68%)
3	I follow influencers who create educational content on TikTok.	22 (10.05%)	20 (9.13%)	28 (12.79%)	92 (42.01%)	57 (26.03%)
4	Social media trends influence my decision to use TikTok for learning English.	10 (4.57%)	20 (9.13%)	42 (19.18%)	72 (32.88%)	75 (34.25%)

Social influence plays a crucial role in students' acceptance of TikTok as an educational tool. The study found that 66.21% of students used TikTok for learning English due to encouragement from peers, teachers, or influencers who create educational content. This indicates that social factors, such as peer learning and guidance from educators, have a significant impact on the students' decision to use TikTok for educational purposes. Teachers also play a vital role in guiding students toward educational content on TikTok, helping them balance the platform's entertainment aspects with its potential for learning. However, if students perceive TikTok primarily as an entertainment app, this social influence may work against its educational use. Therefore, both peer and institutional support are essential in encouraging the educational use of TikTok (Tiyana et al., 2023).

Challenges

This section discusses the main challenges of using TikTok for learning, such as non-educational content that distracts students and the varying quality of educational videos.

Table 7

Section 6: Challenges

No	Item	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I often get distracted by non-educational content on TikTok.	25 (11.42%)	21 (9.59%)	30 (14.7%)	80 (36.53%)	63 (28.77%)
2	The short length of TikTok videos limits the depth of learning I can achieve.	18 (8.22%)	21 (9.59%)	41 (18.72%)	84 (38.36%)	55 (25.11%)
3	The quality of educational content on TikTok is inconsistent.	21 (9.59%)	20 (9.13%)	28 (12.79%)	96 (43.84%)	54 (24.66%)
4	I sometimes have trouble finding reliable English-learning content on TikTok.	11 (5.02%)	22 (10.05%)	39 (17.81%)	66 (30.14%)	81 (36.99%)
5	Accessing TikTok requires stable internet and a good device, which can be a challenge for me.	15 (6.85%)	22 (10.05%)	32 (14.61%)	82 (37.44%)	68 (31.05%)

A significant portion of respondents (65.3%) acknowledged that TikTok's non-educational content and short videos distract their classmates from focusing on their studies, thus affecting the efficiency of students' learning limiting the depth of their learning. Overall, most of the students believed that TikTok had potential as a learning tool. It was found that TikTok's clean and simple interface facilitated students' access to information, enabling more than 71% of students to easily access the desired learning content, which is more suitable for their digital learning habits than traditional learning methods. This is also in line with Hu & Du's (2022) findings, proving the great potential of digital media tools in modern education. However, distractions from non-educational content do diminish students' learning effectiveness. In terms of learning effectiveness, 65.3% of students felt that TikTok helped improve their English vocabulary and grammar knowledge, especially when presented to them in video format. The format of TikTok's short videos is basically only suitable for quick learning; it does not allow for in-depth learning of more complex knowledge and concepts, which is in line with the findings of Herwanto's (2022), study, suggesting that short videos are more suitable as a supplemental tool. TikTok's entertaining and interactive nature significantly increased students' motivation and engagement. 69.4% of students reported that TikTok's learning content made them want to learn English more independently and increased the fun of learning through challenges and trends. This result is also consistent with Krashen's affective filtering hypothesis, which suggests that reducing feelings of learning anxiety can facilitate language acquisition. The study also identified some limitations. First, there is a diversity issue in the content quality of the short videos when students learn using TikTok, and there is no guarantee that all the learning videos are of high quality. Second, the short duration of the experiment does not allow us to assess the impact of TikTok on long-term learning outcomes. Similar to the TPR methodology study, this study demonstrated that

digital tools can increase learning motivation, but further exploration is needed in developing complex language skills. In summary, this study supports that TikTok plays a more significant role in facilitating high school students' English language learning, especially in improving motivation and learning experience. Future research can further explore the integration of TikTok with other teaching methods by expanding the sample size and extending the experimental period to address more complex language learning challenges.

Conclusion

This paper has reviewed the literature that has identified determination in the acceptance of TikTok for EFL learning among high school students. Other major factors contributing to the adoption of TikTok include perceived ease of use, perceived usefulness, motivation, and social influence, along with challenges in its educational use. Its minimalist design, along with an entertaining approach, aligns well with today's digital-native students' preferences, so it might position TikTok as an interesting tool for quick, interactive language learning. In such a context, study material could be presented in an entertaining format using short videos; students will be motivated and interested in learning in a dynamic environment. However, it also points out some challenges that need to be addressed for TikTok to work properly as a fully functioning educational tool. The digital distraction, quality issues related to user-generated content, and digital equity could be major barriers to successful integration into EFL learning. Moreover, though TikTok can help reinforce some language concepts, the nature of the short-form platform tends to limit the depth of learning it can afford. Therefore, TikTok can be an effective supporting tool in the process of EFL learning among high school students provided that the process is strictly structured and supported by educators to keep the focus of learners on education and content with quality and accuracy. Further studies need to be conducted in the search for reducing the challenges faced and further investigating the long-term impact of TikTok on language learning outcomes.

References

- Adhani, O. F., Fadhillah, A. N., Yahya, R. A., & Wintolo, T. (2023). EFL Students' perceptions on the use of TikTok in improving speaking skill. *English Education: Journal of English Teaching and Research*, 8(2), 180-188.
- Alauddin, M. F. (2023). Junior High School Students' Perceptions of Learning Tenses Through the Tiktok Application. *Journal of English Language Teaching and English Linguistics*, 8(1), 58-70.
- Alghameeti, A. A. (2022). Is TikTok an effective technology tool in English vocabulary expansion. *English Language Teaching*, 15(12), 1-14.
- Aliyah, H. K. (2024). Increasing Students' Motivation in Speaking English of Vocational High School Students Through Tiktok: A Best Practice (Doctoral dissertation, Universitas Islam Indonesia).
- Alshreef, N. R., & Khadawardi, H. A. (2023). Using TikTok as a tool for English vocabulary learning in the EFL context. *English Language Teaching*, 16(10), 125.
- Naranjo, A. A., & Solórzano, J. S. (2023). Implementing YouTube and TikTok video activities during EFL virtual classes to boost students' listening skills.
- Fata, I. A., Nur, L. M., & Alya, A. R. (2023). Examining Students' Perceptions of Indonesian High School Students on the Use of TikTok in Learning English. *Vision: Journal for Language and Foreign Language Learning*, 12(1), 17-32.

- Fitriani, M. K., & Masykuroh, Q. (2023). Exploring EFL Students' Perception on the use of TikTok in Vocabulary Learning beyond the Classroom. *Proceeding ISETH (International Summit on Science, Technology, and Humanity)*, 471-475.
- Herwanto, W. H. (2022). Exploring Tiktok app in learning speaking using role-play activities for Esl learners in Secondary school. *RETAIN (Research on English Language Teaching in Indonesia)*, 10(01), 76-85.
- Hu, H., & Du, K. (2022). TikTok in mobile-assisted english language learning: an exploratory study. *International Journal of Information and Education Technology*, 12(12), 1311-1320.
- Mei, K. L., & Aziz, A. A. (2022). Students' perception on using TikTok application as an English learning tool. *International Journal of Academic Research in Progressive Education and Development*, 11(4).
- Saba, S. N. M. (2024). *Efl Secondary School Students' Perception Of Using Social Media As Media For English Language Learning* (Doctoral dissertation, Universitas Islam Indonesia).
- Seitova, M. E. (2023). SECONDARY-SCHOOL STUDENTS' ATTITUDES OF IMPLEMENTING TIKTOK IN LEARNING ENGLISH. *BBK 80/81 K79*, 399.
- Sihombing, D. M. S. (2021). The effect of TikTok social media into students listening achievement of eight grade at SMP Negeri 9 Binjai.
- Tan, K. H., Rajendran, A., Muslim, N., Alias, J., & Yusof, N. A. (2022). The potential of TikTok's key features as a pedagogical strategy for ESL classrooms. *Sustainability*, 14(24), 16876.
- Tiyana, E., Jaelani, S. R., Surayya, S. A., & Husnu, M. (2023). The Use of Tiktok Application: The Impact on EFL Learners' Speaking. *Jurnal Bima: Pusat Publikasi Ilmu Pendidikan bahasa dan Sastra*, 1(4), 20-29.
- Widiya, S., & Salmiah, M. (2024). Tiktok as a Media To Increase Students' Interest in Learning English: A Study at School in Mandailing Natal at Xi Grade Senior High School. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 907-920.
- Xiuwen, Z., & Razali, A. B. (2021). An overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. *Universal Journal of Educational Research*, 9(7), 1439-1451.
- Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (Vol. 1, pp. 162-83).
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.
- Groves, R. M., Fowler, F. J., Couper, M. P., Lepkowski, J. M., Singer, E., & Tourangeau, R. (2009)**. **Survey Methodology** (2nd ed.). Wiley.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014)**. **Internet, Phone, Mail, and Mixed-Mode Surveys: The Tailored Design Method** (4th ed.). Wiley.