

The Implementation of Tik Tok among Malaysian Upper Primary School Students' English Vocabulary Ability among Gen Z in Primary School

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Abstract

English vocabulary is a fundamental component of second language learning, yet many Malaysian primary school students continue to face difficulties in acquiring sufficient vocabulary for effective communication. Traditional teaching approaches often fail to engage Generation Z learners, who are digital natives accustomed to interactive, technology-driven environments. This study investigates the effectiveness of TikTok as a digital tool to enhance vocabulary acquisition among upper primary school students. A mixed-method design was employed, involving pre-tests and post-tests to measure vocabulary improvement, alongside semi-structured interviews to capture students' perceptions. Findings revealed a significant increase in post-test scores, indicating measurable gains in vocabulary knowledge. Interview responses further highlighted that students found TikTok enjoyable, user-friendly, and motivating, though some reported challenges in content clarity and confidence in creating their own educational videos. Overall, the results suggest that TikTok holds potential as an innovative platform for supporting vocabulary learning, engaging students in meaningful language use, and offering educators an alternative approach to integrate technology into English language classrooms.

Keywords: ESL, Primary Education, TikTok, Vocabulary Acquisition, Gen Z, Technology in Education

Introduction

English has become a global language due to the rapid growth of today's interconnected economy, making its mastery essential for both academic and professional success (Abu-Melhim, 2009; Emir, 2010). While English is compulsory in Malaysian schools, many learners continue to face difficulties in achieving proficiency. Previous studies have shown that despite more than a decade of English instruction, a large number of Malaysian

graduates still lack adequate language competence (Nor Hashimah et al., 2008; Faradila, 2010). Among the key challenges is the limited acquisition of vocabulary, which is fundamental for effective communication, reading comprehension, and academic achievement (Alqahtani, 2015; Nation, 2001). Without sufficient vocabulary, students struggle to apply language structures meaningfully, resulting in weak language performance.

The problem is particularly evident among Malaysian primary school pupils, especially in rural settings, where resources are limited and exposure to English outside the classroom is minimal. Traditional teaching methods often emphasise rote memorisation, which can disengage learners and fail to meet the needs of Generation Z students. As digital natives, Gen Z learners are accustomed to fast-paced, interactive, and multimedia-rich environments (Santosa, 2017). When lessons are delivered through static, conventional methods, pupils may lose interest, which further widens the vocabulary gap.

This highlights the need for innovative instructional practices that integrate technology and respond to learners' digital habits. Social media platforms such as TikTok, with their short videos, interactive features, and popularity among young users, present a promising avenue for engaging students in vocabulary learning. By capitalising on TikTok's accessibility and entertainment value, teachers can potentially enhance vocabulary retention and learner motivation.

The significance of this study lies in its contribution to both learners and educators. For students, it offers an engaging and relatable platform that supports vocabulary growth and sustained interest in language learning. For teachers, it provides practical insights into integrating social media into ESL classrooms, enabling them to design more interactive and motivating lessons. At the policy level, the findings may inform curriculum developers and educational stakeholders about the effectiveness of digital tools in addressing vocabulary gaps in Malaysian primary schools.

The present study therefore aims to examine the effectiveness of TikTok in improving English vocabulary acquisition among upper primary school students in Malaysia. Specifically, it seeks to answer two research questions: (1) How does the use of the TikTok vocabulary game impact students' vocabulary acquisition and engagement? and (2) What challenges and limitations do educators and students face when implementing TikTok as a learning tool in primary schools?

Literature Review

The Importance of vocabulary knowledge in ESL

Learning vocabulary is one of the most important aspects of learning a language. Language learners with a restricted vocabulary will struggle in every element of the language. Mastery of vocabulary necessitates a thorough awareness of meanings, spoken and written forms, grammatical behaviour, word origins, collocations, word registers (both spoken and written), connotations or associations, and word frequency. Second language learners must have a robust vocabulary in order to use English effectively in any educational context. This has been emphasised by Alqahtani (2015) as cited in Simanungkalit and Katemba (2023), that vocabulary mastery is the exceptional command of a language's vocabulary based on an individual's demands, motivations, and interests

Building a large vocabulary is crucial for successful second language use because learners will find it difficult to apply the structures and functions required for meaningful communication in the absence of a large vocabulary as highlighted by Alqahtani (2015). Meanwhile, Nation (2001) has demonstrated that vocabulary knowledge is highly valued by second language readers, and that the biggest obstacle they encounter is a lack of it.

Social Media and Language Teaching

In today's digital age, social media holds immense importance, particularly for Gen Z. Recognizing its substantial impact on individuals' lives, educators must actively harness social media to enhance students' learning experiences. Consequently, this section will explore the significance of social media in education, emphasising the benefits of integrating platforms like YouTube and TikTok into English language classes. Social media is defined as a computer-based technology that allows users to share information, ideas, and opinions through virtual platforms (Alam & Aktar 2021). It has become one of the most widely used forms of communication by people of all ages. Though social media has been around for a while, it has grown to be a major part of contemporary culture. Boyd and Ellison (2007) observed that social network sites started to gain traction in 2002 with Friendster, MySpace, and Google's Orkut, and that by 2007, sites such as Facebook were becoming widely used. Since then, social media has been used for sharing knowledge, learning, entertainment, and communication, among other things.

Maintaining students' engagement in class requires effort. If the lesson progresses too slowly or lacks materials that capture their interest, students may lose focus, potentially affecting their learning. As Syamala et al. (2019) note, one primary reason for integrating social media into the classroom is its widespread familiarity and minimal training requirements, making it a cost-effective option. Leveraging concepts already familiar to students, such as social networking, can facilitate learning and skill development. Utilising social media platforms like YouTube and TikTok in the English classroom can greatly benefit students in improving their listening skills, particularly in our technologically-driven society. This is especially relevant for educators working with Gen Z, the latest generation, who are highly accustomed to digital tools. Moreover, social media platforms are recognized for their effectiveness in the teaching-learning process, with websites, podcasts, and videos serving as valuable resources for instruction and cooperative learning, as noted by Syamala et al. (2019). Therefore, incorporating these materials into English classes can prove advantageous for Gen Z students. However, researchers have also investigated the limitations of social media in education. Stockwell and Hubbard (2013), as cited in Omoera et al. (2018), highlighted both the benefits and drawbacks, such as students incorporating informal abbreviations into formal writing tasks (Yunus et al. 2012, cited in Marzulina 2018), limited skill training for teachers, inadequate internet access, and student distractions.

Tik Tok in English Teaching

TikTok first originated in China and was published in September 2016 (Manggo et al. 2021). The software allows users to make short music videos; most users are adults, teens, and Millennials, especially those in Generation Z. TikTok has recently added more functions, especially related to learning and education. TikTok has swiftly become a global sensation, redefining the way individuals engage with short-form video content, captivating users across the globe with its unique blend of creativity, community, and cultural influence (Fiallos et al.,

2021). Its significance lies in shaping and influencing contemporary culture (Azman et al., 2021), serving as a breeding ground for trends, challenges, and viral content that quickly permeate mainstream culture, reflecting its impact as a cultural force (Nath & Badra, 2021). Additionally, TikTok's unique features, such as music integration, creative effects, and a user-friendly interface, contribute to the creation of innovative content formats (Awang et al., 2022). This redefinition of social media has also influenced content creation on other platforms, as highlighted by Nath & Badra (2021). Moreover, users spend an average of 52 minutes daily on TikTok, showcasing its broad appeal and consistent utilisation (Nsahlai, 2020). As the most downloaded application in over 150 countries, its pervasive usage underscores the need to explore TikTok as a potential educational tool, according to Savic (2021).

Now, users can use instructional aspects as teaching aids by, for example, using the app's speaking skill function or duet challenge to access educational content. Speaking and role-playing activities are available to TikTok users, with the development of speaking abilities being given priority, as Alfirandi (2023) points out.

For a variety of causes, TikTok's popularity has been steadily increasing, particularly with younger people (Bernard, 2021). 69 percent of TikTok's user base, according to Sloane and Rittenhouse (2019), is under 24 years old. According to Fromm & Read (2018), Priporas et al. (2017), Smith (2019), and others, the bulk of its users are members of Generation Z, who are defined as highly educated, tech-savvy, favouring visuals, loving content production, and being constantly engaged with their mobile displays. Furthermore, TikTok videos are able to better capture and rivet learners' attention due to their shorter duration. Learners are significantly more motivated to participate in task-relevant activities and decrease task-irrelevant activities when learning is delivered as quick movies (Szpunar et al., 2013).

Technology Acceptance Model

Davis created the Technology Acceptance Model (TAM) in 1986, which is an extension of Fishbein and Ajzen's Theory of Reasoned Action (TRA) (1975). Based on social psychology, TAM aims to forecast users' adoption of new technologies or information systems. In order to clarify the primary elements impacting users' acceptance of computers and, consequently, mould their behaviour across a range of computing technologies, Davis later improved TAM in 1989, which serves a basis for this research to evaluate the effectiveness and influence of YouTube and TikTok on the speaking ability among Gen Z college students.

TAM explains that a person's willingness to utilise a technology and its intended purpose are directly related to how well it is used in practice. When it comes to TikTok and YouTube, students' propensity to use these sites to learn English depends on their drive. This motivation is influenced by two key factors: the user's perception of the technology's usability and their perception of its ease of use.

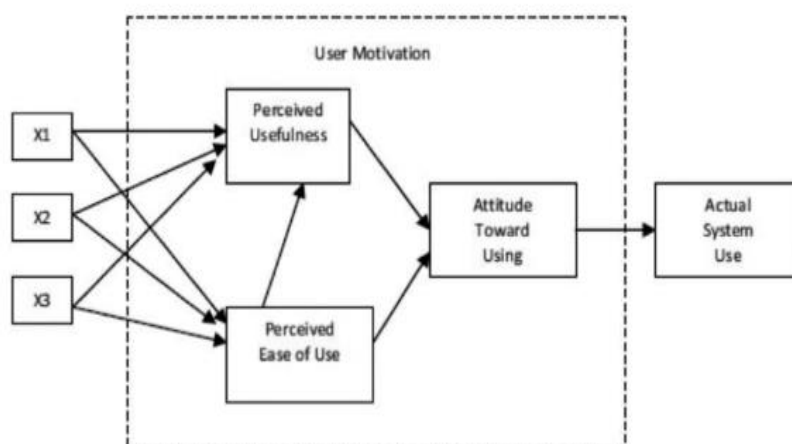


Figure 1 Technology Acceptance Model, Davis, 1986

Methodology

Research Design

The study aimed to characterise and understand students' performance and perceptions in vocabulary teaching and learning through the TikTok social media application. To achieve this, a mixed-method approach was employed, combining both quantitative and qualitative methods. According to Wisdom and Creswell (2013), utilising a hybrid research method allows researchers to address a broader and more comprehensive range of study concerns, as they are not limited by the principles of a single research approach.

Research Samples

Students from Year 4, 5, and 6 were selected for the sample, representing mixed proficiency levels, including high, intermediate, and low competence. A total of 45 participants from a remote primary government school in Perak took part in the study, with their identities kept confidential. They comprise 14 boys and 31 girls who are at the age of 10 to 12 years old and they are all Malay race students.

Convenience sampling was employed in this study to utilise primary data effectively. Etikan (2016) explains that convenience sampling involves using the first available primary data sources, focusing on easily accessible individuals without requiring extra steps.

Research Instruments

To effectively measure the impact of the TikTok vocabulary game on primary school students' English vocabulary acquisition, two primary research instruments were employed: standardised vocabulary tests and semi-structured interviews. The standardised tests comprised a pre-test and a post-test, each designed to assess the students' baseline and subsequent vocabulary knowledge, respectively. Both tests included three sections: fill in the blanks, sentence construction, and spelling, covering a broad spectrum of vocabulary skills. The pre-test was administered before the introduction of the TikTok vocabulary to establish a baseline for each student, while the post-test was administered after the intervention period to measure any improvements. This quantitative approach provided objective data on the effectiveness of the TikTok-based learning tool.

In addition to the tests, qualitative data were collected through semi-structured interviews to gain deeper insights into the students' experiences and perceptions of using TikTok for vocabulary learning. A subset of ten students was selected for these interviews, ensuring a representative sample across different proficiency levels. The interview questions were adapted from the Technology Acceptance Model (TAM) and focused on four key areas: perceived usefulness, perceived enjoyment, perceived ease of use, and behavioural intention to use the TikTok filter. This qualitative approach allowed for the collection of rich, detailed feedback on the students' engagement and the challenges they faced, providing a comprehensive understanding of the intervention's impact beyond quantitative test scores.

Therefore, a pilot test will not be conducted prior to this study. The researcher is certain that analysing the participants' perspectives and the success of the intervention using both quantitative and qualitative data from the two instruments will effectively increase the study's dependability. Furthermore, because the Technology Acceptance Model (TAM) has been widely used in prior studies to measure how people behave toward technology, modifying it for semi-structured interviews boosts the validity of the replies.

Data Collection Procedure

The investigation was undertaken at a national primary school situated within a rural region of Perak. The enrolled participants attended sessions conducted by the researcher with a recorded attendance rate of 100%. The commencement of the study with full attendance facilitated the conveyance of instructions and the active involvement of students in the pre-test orchestrated by the researcher. Throughout the entirety of this procedural sequence, participants dutifully adhered to the instructions provided by the researcher. Adhering to the researcher's instructions and complying with the established protocols is of paramount importance due to the extended duration of the two-day process.

Following the pre-test, the intervention phase was implemented over a custom-designed TikTok video for a vocabulary lesson that was integrated into the regular English lessons. The TikTok vocabulary session involved interactive activities where students watch the TikTok videos to engage in various vocabulary tasks, such as identifying verbs, constructing sentences, and spelling words. The students were encouraged to use the TikTok filter regularly during this period, both in and out of the classroom, to reinforce their learning. Teachers facilitated this process by incorporating the TikTok vocabulary activities into their lesson plans and monitoring students' participation and progress.

At the end of the intervention period, the same standardised test used in the pre-test was administered again as a post-test. This post-test aimed to measure any improvements in the students' vocabulary acquisition as a result of the TikTok vocabulary game intervention. By using the same test format, the study ensured that the results were comparable, allowing for an accurate assessment of the impact of the intervention. The post-test was conducted under similar conditions as the pre-test to maintain consistency and reliability in the data collection process.

In addition to the quantitative data from the tests, qualitative data was collected through semi-structured interviews. A total of 10 students were selected from the participants to be interviewed. The interviews comprised six pre-planned questions and

several open-ended questions designed to elicit additional information based on the participants' responses. These questions were adapted from the Technology Acceptance Model (TAM), focusing on perceived usefulness, perceived enjoyment, perceived ease of use, and behavioural intention to use the TikTok vocabulary game. The interviews provided deeper insights into the students' experiences, engagement, and perceptions of using TikTok as a learning tool.

Data Analysis Method

The quantitative data derived from both pre-tests and post-tests underwent analysis using paired t-tests, enabling a comparison of scores to ascertain any statistically significant improvements in vocabulary acquisition. Concurrently, the qualitative data obtained from interviews underwent thematic analysis, facilitating the identification of recurring themes and insights into the challenges and advantages associated with utilising TikTok for vocabulary learning. Collectively, these data collection methods offered a holistic comprehension of the efficacy of the TikTok vocabulary game and students' experiences with this innovative learning tool.

Furthermore, the tabulated test results were segregated into three sections encompassing Section A scores, Section B scores, and the overall percentage score. These scores were scrutinised across a spectrum of proficiency levels, ranging from low to high, with mean scores utilised to assess the collective achievement of the entire Year 5 cohort. This analytical approach served to gauge the effectiveness of the TikTok application in facilitating English vocabulary acquisition when employed adeptly.

Subsequently, the qualitative data obtained from semi-structured interviews underwent analysis via thematic analysis methodology. Responses were transcribed to facilitate systematic analysis, with recurring phrases and sentiments forming the basis of emerging themes. These themes were subsequently categorised into four primary sections: behavioural intention to use, perceived usefulness, perceived enjoyment, and perceived ease of use. By analysing the frequency of positive and negative themes, insights were garnered regarding students' interest in leveraging TikTok for educational purposes, its efficacy in enhancing English vocabulary acquisition, user experiences, and ease of implementation. These findings, delineated in tabular format, provide a nuanced portrayal of interviewees' perspectives, laying the foundation for further analysis and discussion in subsequent chapters.

Conclusion

In conclusion, the employed methodology, comprising quantitative analysis of pre-tests and post-tests alongside thematic analysis of semi-structured interviews, effectively addressed the research objectives centred on exploring the efficacy and opinions of Gen Z students regarding the utilisation of TikTok for enhancing language skills. Through paired t-tests, significant improvements in vocabulary acquisition were identified, underscoring the potential of these digital platforms as educational tools. Thematic analysis of interview data revealed nuanced insights into students' perceptions, highlighting both the benefits and challenges associated with integrating TikTok into language learning practices.

Findings and Discussion

Introduction

This chapter presents the findings derived from the analysis of quantitative and qualitative data, shedding light on the effectiveness of TikTok in enhancing the language skills of Gen Z in primary school. Through a comprehensive examination of both test scores and interview responses, the chapter delves into the nuances of students' experiences and perceptions, offering valuable insights for educators and researchers alike.

Pre-Test and Post-Test Result

To begin, the pre-test and the post-test consist of the same items to have a clear picture on the pupils' improvement. As presented in Table 1, the difference score (n%) indicated the level of improvement made by the pupils in their post-test after utilising TikTok. The mean score ($\mu\%$) is calculated to indicate the average score achieved by the pupils and the mode score (%) is to indicate the most frequently received score from the pupils.

Table 1

Pre-test and Post-test results.

Pupils	Pre-test (%) (Before TikTok)	Post-test (%) (After TikTok)	Difference (n%)
1	0	50	50
2	0	45	45
3	5	60	55
4	10	50	40
5	15	50	35
6	20	50	30
7	20	50	30
8	35	45	10
9	35	35	0
10	35	45	10
11	35	45	10
12	40	45	5
13	45	75	30
14	50	70	20
15	50	65	15
16	55	90	35

17	55	60	5
18	60	95	35
19	60	75	15
20	60	75	15
21	60	80	20
22	65	95	30
23	65	90	25
24	65	85	20
25	65	75	10
26	65	85	20
27	70	70	0
28	75	100	25
29	85	90	5
30	95	100	5
Total score (%)	1655	2090	435
Mean score ($\mu\%$)	55	70	15
Mode (%)	65	75	30

According to **Table 1**, which summarises the pre-test and post-test findings of 30 students, there is a significant improvement in scores following the implementation of TikTok. The pre-test scores ranged from 0% to 95%, whereas the post-test scores increased significantly, ranging from 35% to 100%. The average pre-test score was 55%, but the average post-test score increased to 70%, suggesting a 15% overall improvement. This improvement shows that TikTok's intervention may have improved the students' performance.

The mode of the scores also indicates a shift in performance. The most common result before the test was 65%, but after the test, it jumped to 75%. This shift in mode stresses the kids' overall improvement. Furthermore, individual results varied, with some students exhibiting huge advances, such as a 55% difference (Pupil 3), while others showed more moderate improvements. Only a few students, such as Pupil 9 and Pupil 27, exhibited no change, demonstrating that while the intervention was generally helpful, its impact differed by individual.

Further analysis of the data reveals that the majority of students' exam results improved. For example, Pupil 16 increased from 55% to 90%, representing a 35% gain.

Similarly, Pupil 18's score improved by 35%, from 60% to 95%. Individual successes add to an overall increase in total and mean scores. While the data indicates a general trend of improvement, it is necessary to evaluate other factors that may have contributed to these changes, such as increased familiarity with the test material or improved study strategies. Nonetheless, the persistent trend of increased post-test results strongly shows that the implementation of TikTok had a major impact on the students' academic performance.

Interview Results

As for interview results, the items were individually analysed using thematic analysis. The frequency of the positive and negative emerging themes was analysed using the frequency (n) of the 10 pupils who responded with similar answers according to the themes.

Table 2.

Interview results based on Perceived Ease of Use.

Perceived Ease of Use.				
Items	Positive Emerging themes	Frequency (n)	Positive Emerging themes	Frequency (n)
0. Do you use TikTok daily?	Yes	8	No	2
1. Was it easy to search for English lessons in TikTok?	Yes, it was easy.	9	No, it was not.	1
2. Did you go through any difficulties while learning English through my video content?	No difficulties.	10	It was difficult.	0
3. Have you tried looking up and watching TikTok for English lessons?	Yes	7	No	3
4. Do you find TikTok as an easy app to use overall?	Yes, it is.	7	No, it is not.	3

Table 2 depicts the interview results regarding the perceived ease of use of TikTok for learning English revealed predominantly positive feedback. Out of ten respondents, eight reported using TikTok daily. This high usage rate indicates familiarity with the platform, which likely contributes to the overall ease of use reported.

When asked about the ease of searching for English lessons on TikTok, nine participants affirmed that it was easy to find such content, while only one participant

disagreed. This suggests that the majority find the platform's search functionality user-friendly and effective for locating educational materials.

Furthermore, none of the participants reported facing difficulties while learning English through the provided video content. This unanimous feedback underscores the accessibility and straightforwardness of the learning process on TikTok.

However, when it comes to the overall ease of use of the app, opinions were slightly more divided. Seven participants found TikTok easy to use, while three did not. This disparity may indicate that while TikTok is generally user-friendly, there are specific aspects or features that some users find challenging.

Table 3

Interview results based on Perceived Usefulness.

Perceived Ease of Use.				
Items	Positive Emerging themes	Frequency (n)	Positive Emerging themes	Frequency (n)
1. Did you understand the lesson delivery through TikTok?	Yes, I understood.	8	No, I did not.	2
2. Was the content of the video clear enough for you to understand?	Yes, it was very clear.	7	No, it was not clear.	3
3. Did you improve in the post-test after watching TikTok videos?	Yes, I did improve.	10	No, I did not improve.	0
4. How did TikTok help you to construct sentences using verbs?	- By reading the captions. - By watching the videos. - By remembering verbs according to actions.	3 5 2		

Table 3 shows the results of the perceived usefulness of TikTok as an educational tool that received positive feedback, though with some reservations. Eight out of ten participants reported understanding the lesson delivery through TikTok, indicating that the platform's format and presentation style are effective for conveying educational content.

Regarding the clarity of the video content, seven participants found it very clear, whereas three did not. This suggests that while most users appreciate the clarity of the

educational videos, there is room for improvement in making the content universally understandable.

Significantly, all ten participants reported improvement in their post-test results after watching TikTok videos. This unanimous positive outcome highlights the platform's potential effectiveness in enhancing learners' English language skills.

When asked how TikTok helped them construct sentences using verbs, responses varied: three participants mentioned reading the captions, five cited watching the videos, and two recalled verbs based on the actions shown. This diversity in responses indicates that TikTok's multifaceted approach—combining visual, textual, and contextual learning—effectively supports language acquisition.

Table 4

Interview results based on Perceived Enjoyment

Perceived Ease of Use.				
Items	Positive Emerging themes	Frequency (n)	Positive Emerging themes	Frequency (n)
1. How are you feeling after the lesson using TikTok?	Feeling good/happy.	10	Not feeling good.	0
2. Did you have fun while watching TikTok videos?	Yes, I had fun.	10	No, I did not have fun	0
3. Was the whole lesson enjoyable compared to previous lessons?	Yes, I like TikTok videos.	9	No, it wasn't.	1

Table 4 depicts the results for perceived enjoyment. The enjoyment factor associated with using TikTok for learning English was overwhelmingly positive. All ten participants reported feeling good or happy after the lesson, indicating that the platform's engaging and entertaining format contributes to a positive learning experience.

Furthermore, all participants agreed that they had fun while watching TikTok videos, highlighting the app's ability to make learning enjoyable. When comparing the TikTok-based lesson to previous lessons, nine participants preferred the TikTok videos, while only one did not find it more enjoyable. This strong preference suggests that integrating TikTok into educational settings can significantly enhance student engagement and satisfaction.

Table 5
Interview results based on Behavioural Intention to Use

Perceived Ease of Use.				
Items	Positive Emerging themes	Frequency (n)	Negative Emerging themes	Frequency (n)
1. Would you download TikTok on your parents'/guardians'/your mobile phone?	- Yes, I would have. - I already have it.	2 8		
2. Do you intend to watch educational contents posted on TikTok?	Yes, I will try to watch it.	9	No. I won't.	1
3. Will you make your own TikTok videos related to English Language learning? Why	Yes, I will try. - I like TikTok. - I want to explore. - I want to teach my friends/siblings.	6 3 1		
4. Do you think you're ready to create your own educational content on TikTok?	Yes, I am ready.	2	No, I need more practice.	8

Table 5 shows the results for behavioural Intention. The behavioural intention to continue using TikTok for educational purposes was also explored. Eight participants already had TikTok downloaded on their mobile phones, reflecting the app's widespread popularity. The remaining two participants expressed willingness to download it, further indicating positive attitudes toward the platform.

Nine respondents intended to watch more educational content on TikTok, with only one showing reluctance. This suggests a strong inclination among the majority to continue utilising the app for learning purposes.

When asked about creating their own TikTok videos related to English language learning, six participants expressed interest, motivated by their enjoyment of TikTok, a desire to explore its features, and a wish to teach friends or siblings. However, only two participants felt ready to create educational content, while eight indicated a need for more practice. This feedback highlights an area for potential development, where users could be provided with more support and resources to confidently create their own educational content on TikTok. This has been supported by Maretha (2022), producing their own videos, or by making them in pairs or groups, enables the learners to develop their skills individually and collectively.

Discussion

Limitation and Recommendation of Study

While our study provides valuable insights into the perceptions of Gen Z students regarding the implementation of TikTok for language skills improvement, several limitations warrant acknowledgment. Firstly, the sample size of 30 participants, while diverse in terms of majors and backgrounds, may not fully represent the entire Gen Z population in primary level education. A larger and more diverse sample would enhance the generalizability of our findings.

Another limitation is the focus on English language learning, which may not capture the full spectrum of language skills and subjects relevant to Gen Z students. Exploring the efficacy of TikTok in other languages and academic disciplines could provide a more comprehensive understanding of their utility in education.

Furthermore, the study did not account for variations in usage patterns and proficiency levels among participants. Future research could consider factors such as frequency of platform usage, duration of exposure, and language proficiency levels to better understand the nuances of students' experiences with TikTok.

In light of these limitations, several recommendations emerge for future research endeavours. Firstly, researchers should employ larger and more diverse samples to enhance the generalizability of findings across different demographics and contexts. Additionally, combining quantitative and qualitative methods could provide a more holistic understanding of students' perceptions and experiences.

Moreover, future studies could explore the effectiveness of TikTok in language learning across various languages and academic disciplines to ascertain their broader applicability in education. Longitudinal studies tracking students' progress and performance over time could also shed light on the sustained impact of these platforms on language skills development.

Lastly, educators and policymakers should consider integrating TikTok into language learning curricula in innovative and effective ways. Providing training and resources for teachers to create engaging and pedagogically sound content on these platforms could maximise their potential for enhancing student learning outcomes.

Conclusion

In conclusion, while the study sheds light on Gen Z students' perceptions of TikTok's role in language skills improvement, it also highlights the need for further research. Despite limitations such as sample size and reliance on self-reported data, our findings suggest a generally positive attitude towards the use of these platforms in education. Moving forward, larger and more diverse studies are recommended to deepen our understanding of the effectiveness and impact of TikTok and Youtube learning outcomes. Additionally, educators and policymakers should explore innovative ways to integrate these platforms into language learning curricula, ensuring they align with pedagogical best practices and meet the diverse needs of students.

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