

**EXPLORING EFL LEARNERS' PERSPECTIVES ON THE ROLE OF
EDUCATIONAL CONTENT ON TIKTOK**

THESIS

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHERS TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

2026

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EDUCATIONAL CONTENT ON TIKTOK**

THESIS

**Presented to
Universitas Muhammadiyah Palembang
In Partial Fulfillment of the Requirement
For the Degree of Sarjana in English Language Education**

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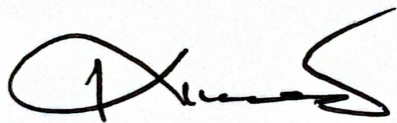
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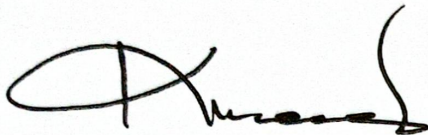
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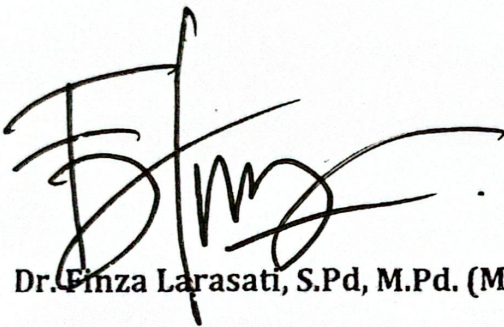
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Acknowledge by

The Head of English

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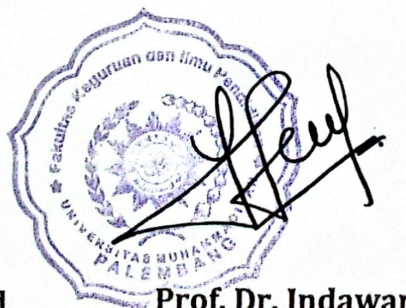


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Menyatakan bahwa skripsi berjudul:

“Exploring EFL Learners’ Perspective on the Role of English Educational Content on TikTok “

Beserta seluruh isinya benar merupakan hasil karya saya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dan masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan atas itu, apabila dikemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap skripsi saya.

Palembang, 28 April 2026

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MOTTO AND DEDICATION

Motto:

“Fear exists in my mind, but growth happens when I choose to face it and learn by doing.”

Dedication:

- To **my beloved parents**, thank you for your prayers and support that have helped me work on and complete this final project.
- To my honorable advisors, **Hj. Asti Gumartifa, S.Pd., M.Pd. and Indah Windra Dwie Agustiani, S.Pd., M.Pd.**, thank you for your patient and sincere guidance, which has enabled me to complete this final project.
- To **my beloved lecturers** at Universitas Muhammadiyah Palembang, thank you for the knowledge you have imparted to me, From what I initially could not understand to what I eventually came to understand well.
- To all my friends from the **English Education class of 2022**, especially my best friends [**YOWES: Rona Monica and Anggieta Fatia Sari**], thank you for always being there during my sad and happy times throughout college, always encouraging me when I felt tired of pursuing my dreams. May we stay connected as we pursue our dreams.
- To **my friend Diva Vatiaza Hendri**, thank you for always being patient and listening to my every complaint and continuing to encourage me when I needed an extra push to complete this final assignment.
- To **my friend Zelikah Az-Zahra**, thank you very much for all your kindness, I hope you will always be successful in the future.
- To **myself**, thank you for fighting and believing that I could complete all the processes in this lecture, and believing that learning through the process is real.

ABSTRACT

Amanda, S.F. 2026. *Exploring EFL Learners' Perspective on the Role of English Educational Content on TikTok*. This thesis was completed in the English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Advisors: (I) Hj. Asti Gumartifa, S.Pd., M.Pd. (II) Indah Windra Dwie Agustiani, S.Pd., M.Pd.

This study aims to explore EFL learners' perceptions of using TikTok to support their English language learning. This study employed a qualitative research design. Data were collected through a questionnaire consisting of open-ended questions distributed via Google Forms. The participants of this study were students who actively use TikTok as a medium for learning English. The findings indicate that TikTok provides several benefits for learners, such as improving vocabulary, pronunciation, and listening skills. Furthermore, TikTok increases learner motivation and engagement due to its engaging and interactive content. However, several challenges were also identified, including distraction from non-educational content and concerns about the accuracy and reliability of the information provided. In addition, learners expressed the need for proper guidance in using TikTok effectively as a supporting tool in formal learning. In conclusion, TikTok has a positive impact on English language learning, but it should be used wisely and not as a primary learning resource.

Keywords: TikTok, EFL learners, English language learning, perception, qualitative study

ACKNOWLEDGMENTS



“In the Name of Allah the Most Gracious and the Most Merciful”

First and foremost, the researcher would like to express her deepest gratitude to Allah SWT for His endless mercy and blessing, which has made it easier for researcher to complete this thesis entitled “*Exploring EFL Learners’ Perspective on the Role of English Educational Content on TikTok*”. This thesis was written to fulfil the requirement for getting the Sarjana Degree (S1) at the English Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palembang. Furthermore, sincere appreciation is also extended to Prof. Dr. Abid Djazuli, S.E., M.M., as the Rector of Universitas Muhammadiyah Palembang for permitting permission to carry out this thesis. The researcher also conveys her gratitude to Prof. Dr. Indawan Syahri, M.Pd., as the Dean of the Faculty of Teacher Training and Education, I would like to express my sincere gratitude to Hj. Asti Gumartifa, S.Pd., M.Pd., as the Head of the English Language Education Study Program as well as my supervisor, for her attention and support.

Furthermore, I would also like to express my gratitude to Indah Windra Dwie Agustiani, S.Pd., M.Pd., for her kindness, valuable suggestions, and excellent guidance. Big thanks to all of the lecturers in English Education Study Program, all staff members of Academic and Administrative for their help during the journey to complete this thesis. The researcher is aware that there are still many imperfections in this thesis. However, the researcher sincerely hopes to provide new insights that are useful for readers.

Palembang, 28 April 2026

SFA

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CHAPTER I

INTRODUCTION

This chapter presents, background of the Study, formulation of the problem, objective of the research, significance of the Research.

A. Background of the Study

In today's era of rapid technological development, information and communication technology has penetrated almost all aspects of human life, including education. Social media, in particular, has become an integral part of the daily routines of the younger generation. Platforms originally designed for entertainment and social interaction are now increasingly recognized as potential learning resources that can be accessed anytime and anywhere. As stated by (Al-Rahmi & Zeki, 2017), social media supports collaborative and flexible learning environments that enhance student engagement, which means students can learn more actively because they are not limited by time and place. Furthermore, (Sari et al., 2025) highlight that social media aligns with the characteristics of digital-native learners who prefer interactive and accessible learning tools, meaning that modern students feel more comfortable learning through platforms that are engaging and easy to access. In the context of learning English as a Foreign Language (EFL), social media is beginning to be seen as an alternative tool that is not only flexible and informal, but also more relevant to the lifestyles of the digital generation.

(Cahyono & Perdhani, 2023) conducted research specifically exploring TikTok's potential in improving vocabulary mastery among EFL learners. Their study showed that TikTok, thanks to its short video format and multimodal features, provides a unique opportunity for learners to encounter vocabulary in authentic and engaging contexts. Students reported that the short video length allowed them to concentrate better, and the repetition of key phrases in many TikTok videos helped strengthen word retention.

Similarly, (Rasyid et al., 2023) highlighted the motivational aspect of TikTok in language learning. Their study revealed that students who engaged with English-language content on TikTok felt more motivated to learn because the material was perceived as authentic, relevant, and connected to their daily lives. In addition, Supporting this. Meanwhile, (Rowiyah et al., 2025) expand on the discussion by examining the opportunities and challenges of self-directed learning through TikTok. They observe that TikTok allows students to control their own learning pace and content selection

Research by (Oktavena et al., 2025) adds another dimension by focusing on TikTok's interactive features, such as challenges, duets, and trending videos. Their research revealed that these features not only enhance vocabulary development but also improve learners' speaking and listening skills. However, one limitation is that learners may imitate language without understanding it fully, meaning they repeat words without knowing the meaning. (Diko Putri, 2022) provides a focused exploration of TikTok's role in speaking learning, specifically in relation to students' fluency and confidence. Her research shows that students engaged in speaking activities on TikTok exhibited a greater willingness to speak and lower levels of anxiety compared to traditional classroom speaking practice. Finally, (Fauziah & Pratolo, 2025) identified a critical gap in the existing literature. They pointed out that most studies on TikTok in EFL learning focus solely on skill development while neglecting students' lived experiences and perspectives.

Overall, the existing literature presents a complex yet promising picture of TikTok's role in English as a Foreign Language (EFL) learning. Research consistently demonstrates TikTok's potential to improve vocabulary, speaking, listening, and motivation. However, these benefits are accompanied by challenges such as distraction and superficial learning. Therefore, by focusing on students' perspectives, this study aims to provide a deeper and more comprehensive understanding of TikTok's role in EFL learning.

B. Formulation of problem

In this study, addresses the following research questions:

1. How do EFL learners perceive the benefits of TikTok in supporting their English language learning?
2. What challenges do EFL learners face when using TikTok as a platform for English learning?
3. What are the learners' expectations toward the role of TikTok in improving their English learning experience?

C. Objective of the Study

The primary objective of this study is to explore the perspectives of English as a Foreign Language (EFL) learners on the role of English educational content on TikTok. Specifically, this study aims to:

1. Identify the benefits learners derive from using TikTok for educational purposes, such as increased motivation, improved language skills, easier access to learning materials, and exposure to authentic English usage.
2. Examine the challenges EFL learners face when using TikTok as a learning platform, including distractions from non-educational content, limited content quality, and difficulty finding reliable educational resources.
3. Examine learners' expectations regarding the design and quality of English educational content on TikTok, with a focus on their desire for engaging, interactive, accurate, and visually appealing materials that can enhance their learning experience.

D. Significance of the Study

The results of this research are expected to be useful both theoretically and practically for the following parties, as follows:

1. The Researcher Herself

For the researcher, this research is important because it not only enriches her academic knowledge but also enhances her personal experience in understanding how digital platforms, particularly

TikTok, can be integrated into English language learning. As a member of the younger generation and a social media user, the researcher feels directly connected to the phenomenon under study. This research allows her to critically reflect on her own learning experiences, sharpen her analytical and academic writing skills, and broaden her perspective on the relationship between technology, education, and language learning.

2. The Readers

This study may benefit readers in general, particularly those interested in the relationship between language, education, and technology. It can broaden their knowledge and provide a better understanding of how social media platforms like TikTok are reshaping modern learning practices.

3. Other Researcher

For other researcher, this study serves as a reference and foundation for further research in the same area. It highlighted gaps in existing research and opens opportunities for more in depth investigations into various aspects, such as the long term impact of TikTok on language acquisition, comparative studies with other platforms, or the effectiveness of specific content design strategies.

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