

THE EFFECT OF TIKTOK CONTENT ON STUDENTS' ENGLISH FLUENCY

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Abstract:

This study aims to analyze the effect of TikTok content on students' English fluency. The study employed a descriptive qualitative approach using a literature review method. The data were collected from journal articles, books, and other scholarly publications related to the use of TikTok in English language learning. The findings indicate that TikTok content contributes to improving students' English fluency by providing authentic language exposure, expanding vocabulary, improving pronunciation, and increasing students' confidence in speaking. Therefore, TikTok has the potential to be an effective learning medium for supporting the improvement of students' English fluency.

Keywords: TikTok content, English fluency, digital learning, literature review.

Abstrak:

Penelitian ini bertujuan untuk menganalisis pengaruh konten TikTok terhadap kefasihan berbahasa Inggris siswa. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode kajian pustaka (literature review). Data diperoleh dari berbagai artikel jurnal, buku, dan publikasi ilmiah yang membahas penggunaan TikTok dalam pembelajaran bahasa Inggris. Hasil kajian menunjukkan bahwa konten TikTok berkontribusi dalam meningkatkan paparan bahasa Inggris yang autentik, memperkaya kosakata, meningkatkan pelafalan, serta meningkatkan kepercayaan diri dan kefasihan siswa dalam berbicara. Oleh karena itu, TikTok dapat menjadi media pembelajaran yang efektif untuk mendukung peningkatan kefasihan berbahasa Inggris siswa.

Kata Kunci: konten TikTok, kefasihan berbahasa Inggris, pembelajaran digital, kajian pustaka.

INTRODUCTION

Background

Digital technology has fundamentally transformed higher education by shifting the learning process from a teacher-centered approach to a more student-centered learning environment. This transformation allows students to become more active participants in the learning process while encouraging greater responsibility for their own learning. Supporting this view, Bond et al. (2020) conducted a systematic evidence map of educational technology in higher education and found that digital technologies increase student engagement, collaboration, and self-directed learning. Their study also highlights that

technology creates more flexible learning environments where students can continue learning beyond the traditional classroom.

This transformation is further supported by the integration of multimedia technologies into teaching and learning. According to Fiorella and Mayer (2018), instructional videos and multimedia resources improve students' understanding because they combine verbal and visual information, making learning more meaningful and engaging. Similarly, Mayer (2021) explains in the Cognitive Theory of Multimedia Learning that students learn more effectively when information is presented through multiple forms of media rather than through text or speech alone. These findings

suggest that multimedia plays an important role in improving learning quality and supporting student-centered education.

As digital technology continues to develop, the roles of teachers and students have also changed. Teachers are no longer the only source of knowledge but are expected to guide and facilitate learning through technology-supported activities. At the same time, students are encouraged to become independent learners who actively seek information, evaluate learning resources, and manage their own learning process. Together, these studies indicate that digital transformation has become an essential foundation for creating more flexible, interactive, and learner-centered higher education (Bond et al., 2020; Mayer, 2021).

Social media as educational technology the rapid growth of digital technology has expanded the role of social media beyond communication and entertainment, making it an important educational tool in higher education. Social media creates flexible learning environments where students can access educational content, communicate with peers, and participate in learning activities without the limitations of time and place. Greenhow and Chapman (2020) explain that social media supports collaborative learning by encouraging communication, knowledge sharing, and online participation among learners. Similarly, Conde-Caballero et al. (2024) found that social media platforms, particularly short-video applications, provide effective opportunities for microlearning because students can learn through short, focused, and easily accessible content. In addition, Wang et al. (2024) reported that the interactive features of social media increase students' engagement and motivation by encouraging them to actively participate in learning activities. These findings suggest that social media has become an important educational technology that supports flexible, interactive, and student-centered learning.

Social media also promotes active learning by encouraging students to become creators as well as consumers of knowledge. Instead of passively receiving information, students can share ideas, discuss academic topics, and produce digital content that reflects their understanding. Greenhow and Chapman (2020) argue that these collaborative interactions help students develop communication skills and strengthen learning communities in digital environments. Likewise,

Wang et al. (2024) found that students show higher learning satisfaction when they actively interact with educational content through commenting, sharing, and content creation. Supporting these findings, Conde-Caballero et al. (2024) emphasize that short-form educational content improves students' participation because it is easy to understand and fits modern learning preferences. Therefore, social media encourages a more active learning process by increasing student participation, collaboration, and engagement.

Another important contribution of social media is its ability to support self-directed learning. Students can independently search for learning materials, select content that matches their learning needs, and study at their own pace. According to Greenhow and Chapman (2020), social media provides continuous opportunities for learners to build personal learning networks that extend beyond formal classrooms. Conde-Caballero et al. (2024) further explain that mobile-based social media applications enable students to access learning resources anytime and anywhere, making learning more flexible and accessible. Furthermore, Wang et al. (2024) found that personalized content recommendations encourage students to continue learning because the materials are closely related to their interests and learning preferences. These studies indicate that social media supports learner autonomy by providing continuous access to educational resources and promoting independent learning habits.

Although social media offers many educational benefits, its effectiveness depends on how it is integrated into the learning process. Greenhow and Chapman (2020) emphasize that educators play an important role in guiding students to use social media critically and responsibly for academic purposes. Similarly, Conde-Caballero et al. (2024) argue that educational activities on social media should be designed with clear learning objectives to maximize learning outcomes. Wang et al. (2024) also highlight that meaningful interaction between teachers, students, and digital content is necessary to maintain students' motivation and learning engagement. Therefore, the educational value of social media is influenced not only by the technology itself but also by appropriate instructional design and effective learning strategies.

The growing educational use of social media

has also encouraged the emergence of specialized platforms that provide more interactive and engaging learning experiences. Among these platforms, TikTok has attracted increasing attention because it combines short-form videos, multimedia elements, and interactive features that support active learning and learner engagement. Compared with many other social media platforms, TikTok offers unique opportunities for delivering educational content in creative and accessible ways, making it particularly suitable for modern learners. Consequently, understanding the educational role of social media provides an important foundation for examining why TikTok has become a promising platform for supporting English language learning.

TikTok has evolved from an entertainment platform into a promising educational tool that supports learning through short, engaging, and interactive videos. Its unique features allow educators and learners to create, access, and share

educational content in a format that is easy to understand and suitable for today's digital learning environment. Khlaif and Salha (2021) explain that TikTok supports **micro-learning** and **nano-learning** by delivering learning content in small units that help learners achieve specific learning objectives within a short period of time. Similarly, Conde-Caballero et al. (2024) found that TikTok promotes flexible and accessible learning in higher education because students can easily interact with educational content regardless of time and location. Supporting these findings, Hu and Du (2022) reported that TikTok's mobile-based learning environment encourages students to participate actively in English learning through authentic and engaging digital content. These studies indicate that TikTok has developed into more than a social networking platform; it has become an innovative educational platform that supports flexible and student-centered learning.

One of TikTok's greatest educational strengths is its ability to combine multimedia elements into a single learning experience. Educational videos on TikTok integrate spoken language, written text, images, music, subtitles, and visual effects, making learning more engaging and easier to understand. Khlaif and Salha (2021) argue that this multimedia format helps learners focus on one learning objective at a time, reducing cognitive overload while

maintaining students' attention. Likewise, Lee (2023) explains that TikTok provides rich language learning affordances because learners can observe authentic language use through multimodal communication,

including pronunciation, gestures, captions, and contextual situations. Furthermore, Jantan et al. (2024), in their systematic literature review, concluded that TikTok's multimedia features improve learners' motivation, participation, and overall learning experience in English language education. Therefore, TikTok offers an effective multimedia environment that supports meaningful and engaging learning experiences.

Another reason why TikTok has become an effective educational platform is its high level of learner engagement. Unlike conventional learning media, TikTok encourages learners not only to watch educational content but also to interact with it through comments, sharing, creating videos, and responding to other users. Conde-Caballero et al. (2024) emphasize that these interactive features increase students' participation and make learning more collaborative. Similarly, Widagsa and Fokatea (2024) found that students perceived TikTok as an effective platform for improving pronunciation, fluency, and comprehension because its interactive and entertaining nature increased their motivation to practice English. In addition, Putri et al. (2024), through a systematic review, concluded that TikTok positively contributes to English language learning by increasing learners' interest, engagement, and willingness to practice language skills. Together, these findings suggest that TikTok creates an interactive learning environment that encourages active participation rather than passive learning.

Although TikTok offers many educational advantages, its effectiveness depends on how learners and educators use the platform. Khlaif and Salha (2021) emphasize that educational content should be carefully designed to achieve clear learning objectives instead of simply attracting viewers. Conde-Caballero et al. (2024) also note that TikTok should complement formal education rather than replace classroom instruction, especially when learning activities require critical discussion and deeper understanding. More recently, Askab (2025) found that while students viewed TikTok as helpful for improving English speaking skills and confidence, they also

recognized the importance of self-regulation to avoid distractions and use the platform productively. Therefore, TikTok has significant educational potential when it is integrated with appropriate instructional strategies and guided learning activities.

TikTok has become an effective platform for English language learning because it provides authentic language exposure through short and engaging videos. Unlike traditional learning materials, TikTok allows learners to observe how English is naturally used in everyday communication, helping them understand vocabulary, pronunciation, and expressions in meaningful contexts. Khlaif and Salha (2021) explain that TikTok supports microlearning by presenting learning content in short and focused videos, making learning more accessible and manageable. Similarly, Richards (2022) emphasizes that authentic language exposure is essential for developing communicative competence because learners acquire language more effectively when it is presented in real-life situations. Furthermore, Conde-Caballero et al. (2024) found that TikTok increases students' participation and learning flexibility through interactive and easily accessible educational content. These findings suggest that TikTok creates a meaningful learning environment that supports English language development.

TikTok also enhances English language learning through multimedia learning and learner engagement. Its videos combine spoken language, subtitles, images, music, and visual demonstrations, allowing learners to understand information through multiple forms of media. Mayer (2021) explains that multimedia learning improves comprehension because learners process verbal and visual information simultaneously. Likewise, Fiorella and Mayer (2018) argue that instructional videos encourage learners to actively process information, resulting in better understanding and retention. In addition, Derakhshan et al. (2016) emphasize that learner engagement is an important factor in successful language learning because active participation increases learners' confidence and willingness to communicate. Therefore, TikTok provides an interactive learning environment that encourages learners to participate actively while improving their English skills.

TikTok promotes continuous language learning by increasing students' motivation and supporting regular learning habits. Short

educational videos make English learning more enjoyable and encourage students to practice consistently without feeling overwhelmed. Webb and Nation (2017) explain that repeated exposure to vocabulary in meaningful contexts is important for developing language proficiency and long-term vocabulary retention. Similarly, Derakhshan et al. (2016) state that motivated learners are more likely to participate actively in language-learning activities and develop stronger communication skills. Supporting this view, Khlaif and Salha (2021) argue that the microlearning approach offered by TikTok enables learners to study English more frequently and independently. Together, these studies indicate that TikTok integrates authentic language exposure, multimedia learning, learner engagement, motivation, and microlearning to support English language learning. This learning process provides an important foundation for improving students' English fluency, which is the main focus of this study.

RESEARCH METHODOLOGY

This study employed a descriptive qualitative approach with a library research design. The purpose of this study was to analyze, integrate, and evaluate theories and findings from previous studies related to the use of TikTok content in improving students' English fluency. The data were collected from journal articles, books, and other scholarly publications relevant to TikTok, digital learning, and English language learning. This study did not involve direct observation, interviews, questionnaires, or other forms of data collection from human participants. Instead, it focused on reviewing and interpreting existing literature to provide a comprehensive understanding of the effect of TikTok content on students' English fluency.

The data used in this study were obtained from secondary sources, including peer-reviewed journal articles, conference proceedings, books, and other scholarly publications related to TikTok, digital learning, English language learning, language acquisition, and English fluency. These sources were collected from several academic databases, including Google Scholar, Scopus, ScienceDirect, SpringerLink, and ResearchGate, to ensure the credibility and relevance of the literature. The primary sources analyzed in this study were previous studies

conducted by Rininggayuh et al., Jameelah, Adhani, and Mika Yanti, together with other relevant publications on TikTok-assisted English language learning published between 2016 and 2025. These studies were selected because they provide both theoretical and empirical evidence regarding the role of TikTok in enhancing students' English speaking skills, pronunciation, vocabulary development, learner engagement, speaking confidence, and English fluency. Additional supporting literature on digital learning, language acquisition, and English as a Foreign Language (EFL) was also included to strengthen the theoretical foundation of this study. To ensure the quality of the review, only publications that were directly related to the research topic and published in reliable academic sources were included. The selected literature was carefully reviewed, compared, and synthesized to identify common findings, research trends, and the contribution of TikTok to English language learning. This process enabled the researcher to develop a comprehensive understanding of how TikTok content supports the improvement of students' English fluency.

The collected literature was analyzed using a qualitative content analysis approach. First, relevant publications were selected based on the inclusion criteria. Next, the selected studies were carefully read, compared, and categorized according to their main themes, including authentic language exposure, vocabulary development, pronunciation, learner engagement, motivation, and English fluency. The findings from these studies were then synthesized to identify common

patterns, similarities, and differences. Finally, the synthesized results were interpreted to answer the research objective regarding the effect of TikTok content on students' English fluency.

RESULTS AND DISCUSSION

The Contribution of Authentic Language Exposure to Students' English Fluency

The findings of this literature review demonstrate that authentic language exposure is one of the most influential factors contributing to the improvement of students' English fluency through TikTok. Unlike traditional learning resources that primarily emphasize grammatical explanations and written exercises, TikTok

provides learners with authentic English used in real-life communication. Through continuous interaction with short-form videos, students are exposed to natural pronunciation, vocabulary, expressions, and conversational patterns that reflect actual language use. This type of exposure enables learners to become familiar with how English is spoken in everyday situations rather than only understanding language as presented in textbooks.

Another important finding is that authentic exposure occurs repeatedly and continuously because learners are able to access English content at any time. The availability of diverse educational videos encourages students to engage with English more frequently outside the classroom. As learners repeatedly watch similar language patterns, they gradually become more familiar with pronunciation, sentence structures, and commonly used expressions. This repeated exposure strengthens language retention and reduces hesitation when speaking because learners become accustomed to hearing and producing authentic English. Consequently, the reviewed literature suggests that authentic language exposure plays a fundamental role in supporting the development of students' English fluency.

The Contribution of Multimedia Learning to English Language Development

The reviewed studies also reveal that TikTok supports English language development through multimedia learning. The integration of spoken language, subtitles, visual illustrations, gestures, background sounds, and contextual situations enables learners to understand language from multiple perspectives simultaneously. Instead of relying solely on written explanations, students receive language input that combines visual and auditory information, allowing them to associate pronunciation, vocabulary, and meaning more effectively. This learning process creates a richer language-learning experience and improves overall comprehension.

The findings further indicate that TikTok's short-form video format supports micro-learning by presenting educational content in small and manageable learning units. Rather than processing large amounts of information at once, learners focus on one specific topic or language feature within a short period. This learning approach helps reduce cognitive overload while maintaining learners' attention

throughout the learning process. Moreover, the opportunity to replay videos multiple times allows students to review unfamiliar vocabulary, imitate pronunciation, and reinforce language patterns until they are fully understood. As a result, multimedia learning through TikTok contributes not only to vocabulary development but also to listening comprehension, pronunciation accuracy, and speaking fluency.

The Influence of TikTok on Learner Motivation, Engagement, and Autonomous Learning

Another significant finding identified in this review is the positive influence of TikTok on learner motivation and engagement. The reviewed literature consistently shows that TikTok transforms language learning into a more enjoyable and interactive experience compared to conventional learning environments. Students are not merely passive recipients of information but actively participate by watching, commenting, sharing, and even creating English-related content. This active involvement encourages learners to interact with English more frequently, resulting in greater confidence and willingness to communicate.

The findings also suggest that TikTok encourages the development of autonomous learning. Since educational content is easily accessible regardless of time and place, learners have greater control over their own learning process. Students can determine what content they want to study, how often they practice, and which language skills they wish to improve. Personalized content recommendations further support this process by continuously presenting learning materials that match learners' interests and previous learning activities. Consequently, English learning extends beyond formal classroom instruction and becomes a continuous self-directed activity that contributes to the gradual improvement of students' English fluency.

Educational Implications for English Language Learning

The overall findings indicate that TikTok has considerable potential to complement formal English language instruction. Its combination of authentic language exposure, multimedia

learning, learner engagement, and autonomous learning creates an educational environment that supports the development of speaking fluency more effectively than relying on conventional learning materials alone. Particularly for learners in English as a Foreign Language Contexts, where opportunities to practice English outside the classroom are often limited, TikTok provides an accessible alternative that increases the frequency of language exposure and speaking practice.

Despite these advantages, the reviewed literature also indicates that the educational value of TikTok depends on how the platform is utilized. Because TikTok contains both educational and entertainment content, learners need to develop the ability to select reliable learning materials that are relevant to their educational objectives. Likewise, teachers should integrate TikTok strategically into classroom activities by recommending appropriate educational accounts, designing learning tasks based on TikTok content, and encouraging students to apply the language they acquire through meaningful communication. Therefore, TikTok should be viewed not as a replacement for formal English instruction but as a complementary learning platform that extends learning opportunities beyond the classroom and supports the continuous development of students' English fluency.

Struggle Analysis

The findings of this literature review indicate that, despite the significant contribution of TikTok to improving students' English fluency, several challenges may reduce its effectiveness as a learning platform. One of the most frequently identified challenges is the platform's primary orientation toward entertainment rather than education. Although TikTok offers a wide variety of educational content, learners are continuously exposed to entertaining videos that compete for their attention. This condition often makes it difficult for students to maintain consistent learning habits because educational activities can easily be interrupted by recreational content.

Consequently, students may spend more time browsing entertaining videos than engaging with English-learning materials, reducing the amount of meaningful language exposure needed to

improve fluency.

Another challenge identified in the reviewed literature concerns the quality and credibility of educational content. Since TikTok allows all users to create and upload videos, there is no standardized process to ensure the accuracy of language explanations. Educational videos may differ in terms of pronunciation models, grammatical explanations, vocabulary usage, and instructional quality. As a result, learners who have limited English proficiency may experience difficulties in identifying reliable learning resources. This situation increases the possibility of misunderstanding language concepts and adopting incorrect language forms, particularly when students rely exclusively on social media without consulting more structured learning resources.

The reviewed studies also reveal that TikTok's short-form video format presents limitations for comprehensive language learning. Short videos are highly effective in introducing practical vocabulary, pronunciation, and everyday expressions because they present information in concise and engaging ways. However, language learning involves more than acquiring isolated vocabulary or pronunciation patterns. More advanced language components, such as grammatical accuracy, academic writing, discourse organization, and critical language use, require detailed explanations, systematic instruction, and extensive practice that cannot always be accommodated within videos lasting only a few seconds or minutes. Consequently, learners may acquire fragmented knowledge if TikTok becomes their primary learning resource.

the personalized recommendation algorithm that makes TikTok attractive may also create learning limitations. The algorithm continuously recommends content based on users' previous viewing behavior and personal interests. Although this feature increases learner engagement, it may reduce opportunities for students to explore broader language topics or different learning materials. Learners may repeatedly encounter similar content while missing other important aspects of English learning, such as grammar, formal communication, academic vocabulary, or writing skills. Therefore, relying solely on algorithm-based recommendations may create an unbalanced learning experience.

The findings also suggest that autonomous learning through TikTok requires a high level of self-regulation. Unlike formal classroom learning, where teachers organize learning objectives, monitor progress, and provide immediate feedback, learning through TikTok depends largely on learners' personal discipline. Students must determine their own learning goals, select appropriate educational content, and manage their study time independently. Without these self-regulatory skills, learners may become passive consumers of digital content instead of actively engaging in meaningful language practice. Consequently, the flexibility offered by TikTok can become both an advantage and a challenge depending on learners' ability to control their own learning behavior.

The reviewed literature indicates that the effectiveness of TikTok may be influenced by external factors such as technological accessibility and digital literacy. Not all students have equal access to stable internet connections, compatible digital devices, or sufficient technological skills to utilize online learning resources effectively. These differences may create unequal learning opportunities among students, limiting the benefits that digital platforms can provide. At the same time, limited digital literacy may prevent learners from evaluating the credibility of educational content, identifying misinformation, or using digital resources responsibly for academic purposes.

Another important issue emerging from the reviewed studies is the limited opportunity for direct interaction and corrective feedback. Although TikTok encourages learners to watch, comment, and create content, it cannot fully replace face-to-face communication with teachers and peers. Speaking fluency develops not only through language exposure but also through meaningful interaction, immediate feedback, and collaborative communication.

Without opportunities to receive corrections or engage in real-time conversations, learners may continue repeating pronunciation or language errors without recognizing them. Therefore, TikTok is more effective when combined with classroom activities that provide guided speaking practice and constructive feedback.

The reviewed literature suggests that the challenges associated with TikTok should not be interpreted as weaknesses that diminish its educational value. Instead, these findings

demonstrate that the effectiveness of TikTok depends on how learners and educators utilize the platform. Careful selection of educational content, strong digital literacy, effective self-regulation, and integration with formal classroom instruction are essential to maximize the educational benefits of TikTok while minimizing its limitations. Therefore, TikTok should be viewed as a complementary learning resource that supports, rather than replaces, structured English language learning and contributes to the gradual development of students' English fluency.

Analysis of Improvement Efforts

Improving the effectiveness of TikTok in English language learning requires a balanced integration between digital technology and formal classroom instruction. Although TikTok provides authentic language exposure and interactive learning opportunities, its educational potential can only be fully achieved when learners use the platform with clear learning objectives. Rather than relying on TikTok as the primary source of learning, students should utilize it as a supplementary learning medium that extends learning beyond the classroom. Such integration allows learners to reinforce the knowledge acquired during formal instruction while increasing the frequency of authentic English exposure through daily interaction with educational content. Another important effort involves strengthening students' digital literacy. Since educational content on TikTok is produced by creators with diverse educational backgrounds and levels of expertise, learners need to develop the ability to evaluate the credibility and accuracy of the information they consume. The ability to distinguish reliable educational content from entertainment-oriented or inaccurate materials enables students to make better learning decisions and avoid misconceptions about vocabulary, pronunciation, and grammar. Developing digital literacy also encourages learners to become more responsible and independent in selecting learning resources that support their academic goals.

The effectiveness of TikTok can also be improved by promoting stronger self-regulated

learning. Students should establish clear learning objectives before accessing English-related content and develop consistent learning routines to maintain regular language practice. Setting specific goals, such as improving pronunciation, expanding vocabulary, practicing speaking expressions, or enhancing listening comprehension, allows learners to use TikTok more purposefully. Consistent practice, combined with repeated exposure to authentic English, enables learners to gradually strengthen their speaking confidence and improve their overall English fluency.

Teachers also have an essential role in maximizing the educational value of TikTok. Instead of discouraging students from using social media, educators can guide them toward meaningful educational content and integrate selected TikTok videos into classroom activities. Learning tasks such as vocabulary analysis, pronunciation practice, speaking presentations, role-play activities, and student-created English videos can transform passive content consumption into active language production. This approach encourages learners not only to understand English but also to apply it in authentic communication.

Collaboration between independent learning and classroom instruction should be continuously strengthened. While TikTok effectively supports vocabulary acquisition, pronunciation practice, and speaking confidence, formal instruction remains necessary for developing grammatical accuracy, academic writing, and critical language skills. Combining the strengths of both learning environments provides students with authentic language exposure while ensuring that they receive systematic explanations, constructive feedback, and guided practice from teachers. This balanced approach creates a more comprehensive learning experience than relying on either traditional instruction or digital learning alone.

Creating a supportive digital learning environment is essential for sustaining students' motivation and engagement. Educational institutions, teachers, and learners should work together to promote responsible technology use by encouraging productive learning habits and minimizing distractions from non-educational content. Establishing clear learning objectives, selecting high-quality educational resources, and integrating technology into meaningful learning activities can maximize the educational benefits

of TikTok. Through these improvement efforts, TikTok can function not only as a popular social media platform but also as an effective supplementary learning resource that supports the continuous development of students' English fluency.

Environmental Analysis

The findings of this literature review indicate that the learning environment plays a significant role in determining the effectiveness of TikTok as a supplementary platform for improving students' English fluency. Unlike traditional classroom settings, TikTok provides learners with a flexible digital environment where English can be accessed anytime and anywhere. This accessibility allows students to experience continuous language exposure beyond formal classroom instruction, creating additional opportunities to develop vocabulary, pronunciation, listening comprehension, and speaking confidence through authentic communication.

The reviewed literature also suggests that the digital environment created by TikTok supports authentic language acquisition. Students are exposed to English used by native speakers and proficient users in real-life contexts through short audiovisual content. Such authentic exposure enables learners to observe natural pronunciation, intonation, conversational expressions, and cultural aspects of language use that are often unavailable in conventional learning materials. Consequently, the digital environment enriches learners' language experience by providing meaningful input that supports communicative competence.

Another important environmental factor is the interactive nature of the platform. TikTok encourages learners to engage actively with educational content by watching, commenting, sharing, and creating videos. These interactive features transform learners from passive recipients of information into active participants in the learning process. The opportunity to communicate within an online learning community also promotes collaborative learning and increases learners' willingness to practice English in authentic situations.

The learning environment is further influenced by TikTok's personalized recommendation system, which continuously presents content based on learners' interests and

previous interactions. This feature enables students to discover educational materials that match their learning preferences, making English learning more enjoyable and motivating. As learners repeatedly engage with English-related content, they experience continuous language exposure that contributes to gradual improvement in their English fluency.

The reviewed literature also indicates that the effectiveness of this digital learning environment depends on external conditions such as technological accessibility, digital literacy, and educational support. Students who have stable internet connections, appropriate digital devices, and sufficient digital skills are more likely to benefit from TikTok-assisted learning. In contrast, limited access to technology and inadequate digital

literacy may reduce learners' opportunities to utilize educational content effectively. Therefore, equal access to digital resources remains an important environmental factor influencing learning outcomes.

In addition, teachers and educational institutions contribute significantly to creating a supportive learning environment. By integrating selected TikTok content into classroom instruction, providing guidance in selecting reliable educational materials, and encouraging meaningful language practice, educators can maximize the educational value of the platform. Such collaboration between digital learning environments and formal education creates a balanced ecosystem that supports students' continuous English language development.

Overall, the findings suggest that TikTok provides a dynamic and authentic digital learning environment that complements formal English instruction. When supported by adequate technological infrastructure, strong digital literacy, and effective educational guidance, this environment offers valuable opportunities for learners to strengthen their English fluency through continuous exposure, active participation, and authentic communication.

CONCLUSION

This literature review concludes that TikTok has considerable potential as a supplementary learning platform for improving students' English fluency. The reviewed studies

consistently indicate that TikTok contributes to English language development by providing authentic language exposure, supporting vocabulary expansion, improving pronunciation, enhancing listening comprehension, and increasing learners' confidence in speaking. Through its short-form audiovisual content, interactive features, and personalized recommendations, TikTok creates a flexible learning environment that encourages learner engagement, autonomous learning, and continuous exposure to English beyond the classroom.

Despite these advantages, the effectiveness of TikTok depends on how the platform is utilized. Challenges such as entertainment-related distractions, inconsistent content quality, limited coverage of complex language skills, technological accessibility, and the need for strong digital literacy and self-regulated learning may reduce its educational effectiveness if not addressed appropriately. Therefore, TikTok should not be viewed as a replacement for formal English instruction but as a complementary learning resource that supports classroom learning through authentic and meaningful language practice.

Overall, the reviewed literature suggests that integrating TikTok with formal English language instruction provides a more comprehensive learning experience than relying solely on conventional teaching methods or digital platforms. Effective collaboration among learners, teachers, and educational institutions, supported by responsible technology use and appropriate pedagogical guidance, can maximize the educational benefits of TikTok. Future research is recommended to conduct empirical studies involving direct observation or experimental designs to further examine the impact of TikTok on different aspects of English language learning and students' English fluency across diverse educational contexts.

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