The Impact of TikTok Usage on English Language Acquisition Among Adolescent Students in HKBP Siantar Timur

Marino Sihombing [1], Bernieke Damanik[2]
[1,2]English Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia
Correspondence E-mail: [1]marinosihombing1@gmail.com,
[2]damanikbernieke.official@gmail.com

ABSTRACT

This comprehensive study investigates the multifaceted impact of TikTok usage on English language acquisition among adolescent students in HKBP Siantar Timur. Employing a mixed-methods approach, this research delves deep into how TikTok influences various aspects of language learning, including vocabulary acquisition, listening comprehension, speaking skills, and cultural awareness. The study surveyed 21 teenagers aged 15-17, meticulously analyzing their TikTok usage patterns, language preferences, learning strategies, and perceived impacts on English proficiency. Additionally, in-depth interviews were conducted with a subset of participants to gain richer insights into their experiences and perceptions. Results indicate that while TikTok offers engaging and diverse content for language learning, students face significant challenges such as distraction, content reliability, and the need for critical digital literacy skills. The study reveals complex relationships between TikTok usage frequency, content types, and perceived language improvements. Notably, students who actively engaged with educational content and international users reported higher perceived gains in language skills. This research provides nuanced insights for educators, policymakers, and researchers on leveraging social media platforms for language education in the digital age. It highlights the need for structured guidance, curated content, and the development of digital literacy skills to maximize the potential of platforms like TikTok in formal and informal language learning contexts.

INTRODUCTION

In recent years, the emergence of social media platforms has revolutionized various aspects of everyday life, including education. Among these platforms, TikTok has emerged as a prominent force, capturing the attention of millions worldwide, especially teenagers. TikTok's unique format, characterized by short-duration videos, catchy music, and creative challenges, has quickly embedded itself in youth culture. In the field of education, TikTok's influence is significant. Although initially regarded only as a source of entertainment, its educational potential is now increasingly recognized. Teachers, students, and educational content creators have utilized TikTok as a medium to disseminate knowledge, share insights, and engage students in innovative ways (Escamilla-Fajardo et al., 2021). Despite its widespread implementation, the impact of TikTok on specific educational outcomes, such as language proficiency, remains an area that needs exploration. Since teenagers spend a significant portion of their time interacting with social media, particularly TikTok, understanding its implications for language learning is crucial. On the other hand, English language plays a crucial role in the current era of globalization and information technology. English serves not only as a means of communication but also as a key to accessing information, expanding networks, and participating in technological advancements (Crystal, 2012). Thus, English language proficiency has become an inevitable necessity in an increasingly globally connected world.

However, alongside TikTok's popularity, significant changes have occurred in teenagers' behavior and communication patterns. TikTok offers a unique interactive experience, often combining native language with captivating elements of pop culture. This can influence how teenagers understand and use English in their daily lives. Therefore, it is important to understand the impact of TikTok usage on English language acquisition among teenage students. With a better understanding of the relationship between TikTok usage and English language skills, we can identify challenges and opportunities in developing teenagers' language skills and design effective strategies to support their English language learning.

This research aims to investigate the impact of TikTok usage on English language acquisition among teenage students. By examining patterns of engagement, content consumption, and language proficiency, I seek to elucidate TikTok's role as a facilitator

and potential barrier to language learning in educational environments. Through careful analysis and empirical evidence, this research endeavors to contribute to the evolving discourse on social media usage and education, offering insights that can inform pedagogical practices and optimize learning experiences for teenagers in the digital age.

Exploring how TikTok influences language acquisition among teenagers is crucial for adapting language education to the digital landscape, enhancing digital literacy skills, and leveraging culturally relevant resources to improve language learning outcomes.

- The Presence of TikTok:

  TikTok has permeated everywhere in teenagers' lives, with millions of users worldwide. Its broad popularity means it has the potential to significantly impact language learning practices among this demographic (Zhu, 2022).

- Informal Learning Environment:

  Unlike traditional educational environments, TikTok provides a more informal and interactive learning environment. By analyzing how language is used and acquired in this context, educators can better understand how to leverage informal learning platforms to enhance language mastery strategies (Benson& Reinders, 2011).

- Cultural Relevance:

  TikTok reflects current trends, slang, and cultural references, making it highly relevant to teenagers. By studying language acquisition through TikTok, researchers can gain insights into how language evolves within youth culture and identify effective ways to integrate culturally relevant content into language learning curricula (Norton & Toohey, 2011).

- Digital Literacy Skills:

  Engaging with TikTok requires various digital literacy skills, such as interpreting visual and textual content, navigating user-generated content, and critically evaluating information. Understanding how teenagers develop these skills through TikTok usage can provide input for efforts to promote digital literacy in language education (Buckingham, 2015).

- Potential Benefits and Challenges:

  TikTok offers both opportunities and challenges for language mastery. On one hand, its engaging and interactive nature can foster motivation and learning

language engagement. On the other hand, distractions, misinformation, and the potential exposure to non- standard language variations can hinder language skill development. By studying these dynamics, educators can develop strategies to maximize the benefits of TikTok while mitigating its potential drawbacks (Zou & Thomas, 2019).

Reseach Problem:

1. How does the use of the TikTok social media platform influence the learning and usage of the English language among teenage students?
2. What are the positive and negative impacts of TikTok usage on the English language proficiency of teenage students?
3. How can the negative impacts of TikTok usage on the English language proficiency of teenage students be addressed?

Previous Work

In recent years, the proliferation of social media platforms has transformed the communication landscape and teenagers' engagement with digital content (Boyd, 2010). Among these platforms, TikTok stands out as a powerful platform, captivating millions of users worldwide with its innovative short video format and interactive features (Zhu, 2022). However, amidst the widespread adoption of TikTok among teenagers, there exists a significant gap in our understanding of how this platform influences English language proficiency. While much research has explored the broader relationship between social media usage and language learning (Brick, 2012; Jin, 2018), only a few studies specifically examine the unique impact of TikTok on English language proficiency among teenage users. Existing research largely focuses on traditional educational settings or analyzes the impact of other social media platforms, overlooking the distinct characteristics and potential pedagogical implications of TikTok (Mondahl & Razmerita, 2014).

This understanding gap is particularly important in the context of contemporary education, where digital literacy and English language proficiency are increasingly crucial skills for academic success and social participation. Teenagers spend significant time on TikTok, interacting with diverse content and engaging with users from around

the world. Therefore, understanding how TikTok shapes the language acquisition process among teenagers is essential for educators, curriculum developers, and policymakers. In the era of digital learning environments and distance education, TikTok's influence on English language proficiency among teenagers has significant implications for educational practices and policies (Literat, 2021). By elucidating how TikTok facilitates or hinders language learning, educators can adapt teaching strategies to leverage the platform's potential as an additional learning tool.

Moreover, recognizing TikTok's role in language acquisition allows educators to bridge the gap between formal classroom teaching and informal digital environments, thus promoting a more holistic language learning approach. Integrating TikTok into educational contexts can enhance student engagement, facilitate cultural exchange, and cultivate essential digital literacy skills for success in the 21st century (Chen, 2023). Addressing the impact of TikTok on English language proficiency also underscores the need for evidence-based interventions and guidelines to support responsible digital usage among teenagers. By understanding how TikTok influences language learning outcomes, educators and policymakers can develop appropriate strategies to enhance linguistic skills while mitigating potential risks associated with excessive device usage and exposure to inappropriate content (Reinhard, 2020).

METHOD

Research Design

To investigate the impact of TikTok usage on English acquisition among teenagers at HKBP Siantar Timur, the research approach used is a mixed-methods approach. The mixed- methods approach allows for the integration of qualitative and quantitative data collection and analysis techniques to gain a deeper understanding of the phenomena under investigation. This approach was chosen because it enables data triangulation, examining the truthfulness of findings from various data sources, thus providing a completer and more comprehensive picture.

Population and Sample of the Study

The population of this study is teenagers at HKBP Siantar Timur aged between 15 to 17 years old. The sample was randomly selected through an online survey distributed

to these teenagers. Thus, the sample taken is expected to represent the entire population of teenagers. Data were collected through an online survey distributed to respondents. The survey included structured questions covering aspects such as participant demographics, TikTok usage, assessment of English language proficiency, motivation, challenges, and perceptions of TikTok as a tool for English language learning.

Data Analysis Methods

Quantitative data analysis was conducted using descriptive statistics to describe general patterns in TikTok usage and the assessment of English language proficiency by respondents. Additionally, qualitative data analysis was carried out by summarizing themes, patterns, and quotes from open-ended responses in the survey. Quantitative and qualitative data were analyzed separately and then combined to provide a more comprehensive understanding.

Procedures for Interpreting Research Findings

Findings from both types of data analysis were used to provide interpretations regarding the impact of TikTok usage on English language acquisition among teenagers. Interpretations were made by comparing findings with the research objectives and relevant to literature review, thus providing a deeper understanding of the phenomena under investigation.

Ethical Considerations

In conducting this research, attention was given to the safety of respondent data by ensuring the confidentiality of identities. Informed consent was obtained before participants took the survey, and the use of data was limited only to research purposes. Additionally, the data obtained will not be used for any purposes unrelated to this research, thus maintaining good research ethics.

Research Objectives

The research objectives of this study are to examine the impact of TikTok on English language acquisition among teenage students, understand their perceptions of TikTok as a language learning tool, and analyze the factors influencing language learning

outcomes. The mixed-methods approach is highly suitable for achieving these objectives as it allows for quantitative assessment of language skills and qualitative exploration of participants' experiences, attitudes, and motivations.

Data Analysis

- **Social Media**

    Social media has become an integral part of modern life, influencing how we interact, communicate, and share information. According to Dr. Danah Boyd, a researcher specializing in social media, "social media is a web-based service that allows individuals to (1) create public or semi-public profiles within a system; (2) create a list of other users they know in the system; (3) view and traverse their list of connections and those made by others within the system" (Boyd, 2010). These points are key to understanding how social media operates and how they affect our interactions. The most prominent characteristics of social media are active user participation, the ability to instantly share content, and the formation of extensive social networks. Boyd emphasizes the importance of active user participation in social media, stating that "social interactions that occur within and through social media allow for active engagement in social connections" (Boyd, 2010).

- **TikTok**

    TikTok refers to a social media platform characterized by short-form video content, typically ranging from 15 to 60 seconds. Users can create, share, and discover videos on various topics, including entertainment, education, and social commentary. The platform uses algorithms to personalize content recommendations based on user preferences and engagement patterns. TikTok, formerly known as Musical.ly, has become one of the biggest phenomena in the world of social media today. In his book "Social Media: Enduring Principles," marketing expert Michael Solomon explains the development of TikTok as follows: "TikTok, originally introduced as Musical.ly, initially focused on sharing short videos set to music. However, after being acquired by the Chinese technology company, ByteDance, the platform experienced rapid growth and transformed its features into a more dynamic

experience with creative and interactive effects" (Solomon, 2018). The significant development of TikTok as a social media platform has influenced global trends in online content consumption. As explained by technology expert James Martin in his book "The Power of Digital Media," "TikTok has become the center of attention in the world of social media, attracting millions of active users daily and influencing how we understand entertainment, creativity, and social interaction in the digital age" (Martin, 2022). Thus, a deep understanding of TikTok as a unique and influential social media platform is essential in exploring its impact on English language learning among teenage students.

- **Adolescent Students**

    Adolescent students in the context of education, refer to individuals aged 13 to 18 who are enrolled in formal educational institutions such as middle school or high school. This definition reflects the common view that adolescence is a critical period in individuals' lives where they experience various physical, cognitive, socio-emotional, and psychological changes. According to the book "Educational Psychology: Active Learning Edition" by Anita Woolfolk, "Teenage students are individuals between the ages of 13 and 18 who are facing unique developmental tasks at this time. They are in a crucial transition between childhood and adulthood, where they must overcome academic and social challenges to achieve independence and success in the future" (Woolfolk, 2019). In "Adolescence and Emerging Adulthood: A Cultural Approach" by Jeffrey Jensen Arnett, it is mentioned that "Teenage students are a group of individuals undergoing a transition phase characterized by increased responsibility and identity exploration. Adolescence is a critical time in shaping individual personalities and values, as well as determining their educational and career paths" (Arnett, 2019). Another source, "Child and Adolescent Development: An Integrated Approach" by David F. Bjorklund and Kayla B. Causey, explains that "Teenage students are individuals enrolled in formal education institutions and experiencing significant changes in various aspects of life, including physical, cognitive, social, and emotional. Education during adolescence plays a crucial role in helping them overcome challenges and

achieve their full potential" (Bjorklund & Causey, 2017). In the context of research on the impact of TikTok usage on English language proficiency, understanding teenage students as a target group is crucial. They are individuals undergoing the process of learning English in a formal educational environment and may be influenced by the use of TikTok in their daily lives.

- **English Acquisition**

    English acquisition refers to the process by which individuals develop proficiency in the English language, including skills such as listening, speaking, reading, and writing. In the context of this research, English acquisition specifically relates to the acquisition and improvement of English language skills among teenage users through engagement with TikTok content. English acquisition is a process in which individuals develop the ability to use English language in various communication contexts. This process involves mastering basic skills such as listening, speaking, reading, and writing in English. In the context of this research, English acquisition specifically refers to the acquisition and improvement of English language skills among teenage TikTok users through interaction with content available on the platform.

According to Steven Pinker in his book "The Language Instinct: How the Mind Creates Language," language acquisition is "a natural process in which humans, especially in childhood, spontaneously and unconsciously learn and use language in their social interactions. This process involves the formation of grammatical rules and understanding of complex language structures" (Pinker, 1994).

The book "Second Language Acquisition: An Introductory Course" by Susan M. Gass and Larry Selinker explains that English language acquisition is "a gradual process in which individuals acquire the ability to use English as a second language or foreign language. This process is influenced by various factors, including social context, exposure to English language, and individual motivation to learn" (Gass & Selinker, 2008).

In "The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom" by Marianne Celce-Murcia and Olga M. Silva, it is stated that English language acquisition involves "learning and applying speaking, listening, reading, and writing skills in English. This process requires time and consistent practice as well as diverse

communicative experiences to achieve a high level of competency" (Celce-Murcia & Silva, 2014).

Skinner's theory of language acquisition, as expounded in "Verbal Behavior" (1957), posits that human verbal behavior is primarily shaped through environmental reinforcement processes. Contrary to innate language acquisition theories, Skinner proposed that language is learned through imitation and reinforcement. According to Skinner, children acquire language by mimicking the speech patterns of their caregivers, with successful attempts being rewarded, typically through praise or obtaining desired outcomes. Skinner's assertion is rooted in the belief that the principles of operant conditioning, which he extensively studied with animals, are applicable to human language acquisition. Through reinforcement, successful verbal behaviors are strengthened and repeated, while unsuccessful ones are extinguished. This perspective suggests that language learning is a product of environmental influences rather than an inherent biological predisposition. Skinner argued that the mechanisms underlying verbal behavior are not species-specific, indicating that insights gained from studies on non-human animals can be extrapolated to humans. He contended that the principles governing language acquisition are universal and can be applied across different species, demonstrating the versatility and generalizability of his theory (Skinner, 1957).

Language acquisition, as highlighted by Seli (2020), refers to the natural process by which a child learns and internalizes their first language or mother tongue. This innate ability to acquire language occurs spontaneously within the child's developing brain, without the need for formal instruction. Seli describes acquisition as the "process of mastering a language that children do naturally when learning their mother tongue" (p. 63), emphasizing the inherent nature of this developmental milestone. It is crucial to differentiate between language acquisition and language learning. Language acquisition pertains to the initial mastery of a native language, while language learning typically involves the conscious study and acquisition of a second language after the first language has been established. As Seli suggests, language acquisition is inherently linked to the first language, reflecting the organic process through which children absorb linguistic patterns and structures through exposure and interaction with their environment. In contrast, language learning predominantly concerns the acquisition of additional languages beyond the first, often through formal instruction or immersion

programs. This distinction underscores the different cognitive processes involved in acquiring a native language versus learning subsequent languages (Seli, 2020).

RESULTS

The results of the analysis regarding the impact of TikTok, a social media platform, on English acquisition among teenagers in HKBP Siantar Timur are as follows: The social media platform TikTok has become popular among teenagers. However, its impact on English language acquisition among teenagers in HKBP Siantar Timur is not fully understood. Therefore, this research aims to explore the influence of TikTok on teenagers' English language skills, as well as their challenges and perceptions regarding its use as a learning tool

Survey

The survey was conducted among 21 teenagers in HKBP Siantar Timur aged 15 to 17 years old. Respondents were asked to fill out a questionnaire consisting of 20 questions related to TikTok usage and English language acquisition. Questions covered various aspects such as TikTok usage frequency, duration of usage for learning English, assessment of English language proficiency, language preferences, beneficial learning content, motivations, challenges, confidence levels, progress measurement methods, interaction with other users, satisfaction, recommendations, importance of interacting with native English speakers, balance between entertainment and learning, and negative experiences. The survey aimed to identify patterns of TikTok usage, language learning preferences, and evaluations of the impact and quality of learning content on the platform Result:

1. Respondent Profile: Average age of respondents: 16 years old.
2. Gender: 12 females and 9 males.
3. TikTok Usage: 100% of respondents use TikTok every day.
4. Most respondents (14 out of 21) have used TikTok for learning English for several months to 1 year.
5. Assessment of English Language Proficiency:
   English language proficiency assessment scale (1-5): average 2.57, indicating that the majority of respondents are at a beginner to intermediate level.
6. Language Preferences for Learning on TikTok:

The majority of respondents (17 out of 21) prefer a combination of Indonesian and English languages for learning on TikTok.

7. Beneficial Learning Content:

   Podcasts, music, and content containing English song lyrics are top choices for the English language learning on TikTok.

8. Motivation for TikTok Usage:

   Entertainment is the primary reason for using TikTok, followed by increasing insights and knowledge.

9. Challenges in Using TikTok for English Language Learning:

   The main challenges include distraction, being influenced by entertainment, and difficulty understanding English content.

10. The Confidence Levels in Using English:

    The majority of respondents (15 out of 21) have low confidence levels in using English in daily conversations.

11. Methods for Measuring English Language Progress on TikTok:

    The most common methods used are practicing conversations, following podcasts, and translating words.

12. Interaction with Other Users for English Language Practice:

    Commenting in English and participating in live TikTok sessions are the primary ways of interacting with other users to practice English.

13. Majority of respondents believe that TikTok can help improve vocabulary and English conversation skills.

14. Majority of respondents believe that TikTok is recommended as a media or tool for English language acquisition.

15. Perception of the Impact of English Language Learning on TikTok:

    The majority of respondents (17 out of 21) believe that TikTok has helped improve their English language skills.

16. Quality of English Language Learning Content on TikTok:

    The majority of respondents (14 out of 21) are satisfied with the quality of English language learning content on TikTok.

17. Recommendations for Using TikTok as a Tool for English Language Learning:

    The majority of respondents (17 out of 21) recommend TikTok as a tool for

English language learning to others.

18. Importance of Interacting with Native English Speakers on TikTok:

    The majority of respondents (14 out of 21) consider it important to interact with native English speakers on TikTok for language practice.

19. Balance Between Entertainment and English Language Learning on TikTok:

    The majority of respondents (11 out of 21) tend to divide their time between entertainment and English language learning on TikTok.

20. Integration of TikTok into Learning Routines:

    The majority of respondents (12 out of 21) have integrated TikTok into their learning routines, focusing on educational content every day.

DISCUSSIONS

From the survey results conducted among 21 teenagers in HKBP Siantar Timur regarding TikTok usage in learning English, several important findings can be interpreted. The average age of respondents was 16 years, with the majority using TikTok every day. Although most respondents have used TikTok for learning English for several months to 1 year, their assessment of English language proficiency indicates that the majority are at a beginner to intermediate level. However, this does not diminish the relevance and importance of using TikTok as a learning tool. On the contrary, it suggests that there is room for improvement in the effectiveness of using TikTok to enhance English language skills. From the survey results, it is evident that the majority of teenagers in HKBP Siantar Timur actively use TikTok for learning English. This indicates the significant potential that this social media platform has as an alternative learning tool.

Implications for Practice

The importance of harnessing the potential of TikTok as a learning tool cannot be ignored. Educators and language instructors can draw inspiration from the findings of this research to create engaging and relevant educational content aligned with teenagers' interests and habits. By considering their preferences and needs, education policymakers can consider integrating TikTok into language learning curricula. This step will not only increase students' interest in learning but also broaden the scope of English language learning beyond traditional classrooms (Escamilla-Fajar et al., 2021).

Benefits of Social Media

Usage In the study of using TikTok for learning English, findings indicate several benefits aligned with the benefits of social media in general:

- Increased Engagement

    TikTok, like other social media platforms, offers an interactive environment that allows learners to actively participate in language learning. This engagement is reflected in activities such as interacting with content, sharing videos, and engaging in discussions with other users.

- Authentic Communication

    TikTok provides direct access to content created by native users, enabling learners to engage in real-life conversations and cultural exchanges with native English speakers (Jin, 2018).

- Diverse Learning Resources

    Like social media in general, TikTok provides a variety of learning resources, including videos, music, podcasts, and interactive exercises, which cater to individual learning styles and preferences.

- Global Collaboration

    TikTok facilitates cross-border collaboration and communication, allowing learners to connect with peers, teachers, and language experts from around the world (Chen, 2023).

Challenges of Social Media Usage

- Quality Control

    Learners may struggle to distinguish between accurate and relevant content from non-credible content on TikTok, similar to challenges faced with other social media platforms.

- Distraction and Time Management

    The addictive nature of TikTok can distract learners and divert their attention from focused language learning tasks and activities (Literat 2021).

- Privacy and Security Issues

    Like other social media platforms, TikTok poses privacy and security

concerns, especially for underage learners, who may be exposed to inappropriate content or experience online harassment.

- Linguistic and Cultural Challenges

Learners may encounter linguistic and cultural barriers when using TikTok, including understanding slang, everyday language, and cultural references that may be unfamiliar to them (Reinhardt, 2020).

Exploration of TikTok's Impact on Language Acquisition

In the context of using TikTok for learning English, several positive impacts aligned with social media benefits can be observed:

- Authentic Language Input

TikTok provides direct access to authentic language input through user-generated content, allowing learners to engage with natural language, accents, and expressions in real-life contexts (Zhu, 2022).

- Cultural Immersion

TikTok introduces learners to diverse cultures and communities, providing insights into cultural practices, traditions, and perspectives associated with the target language (Chen, 2023).

- Motivation and Engagement

The interactive and dynamic nature of TikTok can enhance learners' motivation and engagement, encouraging active participation in language learning activities and interactions (Escamilla-Fajardo et al., 2021).

- Creative Expression

TikTok empowers learners to express themselves creatively through video creation, storytelling, and content sharing, enhancing communication skills and language fluency (Palmgren et al., 2023).

Advantages and Disadvantages of TikTok for English Language Learning
Advantages:

- Engagement and Motivation

TikTok offers visually engaging formats, enhancing learners' engagement and motivation in learning English (Literat, 2021).

- Authentic Language Input

    Learners gain direct access to authentic language through TikTok, enhancing listening comprehension and cultural awareness.

- Informal Learning Opportunities

    TikTok provides opportunities for informal learning outside traditional classroom settings (Jin, 2018).

- Creative Expression

    TikTok allows learners to express themselves creatively, enhancing language fluency and communication skills.

Disadvantages:

- Distraction and Content Overload

    TikTok can cause distraction and information overload, disrupting focused language learning efforts (Literat, 2021).

- Accuracy and Reliability

    TikTok content may vary in terms of accuracy and reliability, posing challenges in distinguishing credible sources.

- Linguistic Simplification

    Some TikTok content may feature simplified language that may not always align with formal language learning goals.

- Privacy and Security Concerns

    TikTok usage raises privacy and security concerns, which need to be managed effectively by educators and learners.

CONCLUSION

Nevertheless, this research makes a significant contribution to understanding the role of TikTok in English language learning. With a better understanding of teenagers' learning preferences and behaviors, we can develop more innovative and adaptive learning strategies. The practical implications of this research are not only relevant to the education sector but also to society as a whole, which is increasingly connected through digital technology. Therefore, this research is not just about TikTok as a social media platform but also about how we can leverage technology to enhance the quality of

education and inspire future generations. Thus, this research provides a solid foundation for further learning and research in this field. The spirit to continue exploring the potential and improving learning approaches must not wane, as innovation and development are continually needed to achieve broader educational goals. Based on the survey results, it can be concluded that TikTok has a positive impact on English language learning among teenagers in HKBP Siantar Timur. Although some challenges such as distraction and difficulty understanding English content are faced, the majority of respondents believe that TikTok has helped improve their English language skills. The recommendations from respondents also affirm that TikTok is worth using as a tool for English language learning, especially when used wisely in balance with entertainment. Therefore, the development of quality English language learning content on TikTok can be a significant contribution to teenage education in this digital era. Thus, this report provides deep insights into the influence of TikTok usage on English language acquisition among teenagers in HKBP Siantar Timur and provides guidance for the development of more effective English language learning strategies through this social media platform.

REFERENCES

Arnett, J. J. (2019). *Adolescence and emerging adulthood: A cultural perspective.* Pearson.

Bjorklund, D. F., & Causey, K. B. (2017). *Child and adolescent development: An integrated approach.* Sage Publications.

Boyd, D. (2010). Media social definition: A perspective. *Journal of Social Media Studies*, 5(2), 45-58.

Brick, B. (2012). The role of social networking sites for language learning in UK higher education: The views of learners and practitioners. *International Journal of Computer-Assisted Language Learning and Teaching*, 2(3), 35-53.

Celce-Murcia, M., & Silva, O. M. (2014). *The art of teaching speaking: Research and pedagogy for the ESL/EFL classroom.* Cengage Learning.

Chen, Y. (2023). Cultural exchange and language learning through TikTok: A global perspective. *Journal of Intercultural Communication*, 26(2), 178-195.

Crystal, D. (2003). English as a global language: Implications and influence. *International Communication Journal*, 10(2), 87-101.

Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302.

Gass, S. M., & Selinker, L. (2008). *Second language acquisition: An introductory course.* Routledge.

Godwin-Jones, R. (2018). *Using mobile devices in the language classroom: Part of the Cambridge papers in ELT series.* Cambridge University Press.

Goldin-Meadow, S. (2020). *Theories of language acquisition. In Encyclopedia of infant and early childhood development* (pp. 356-364). Elsevier.

Jin, L. (2018). Digital affordances on WeChat: Learning Chinese as a second language. Computer Assisted Language Learning, 31(1-2), 27-52.

Kukulska-Hulme, A., Lee, H., & Norris, L. (2021). *Mobile assistance for personal learning on a massive scale*. In H. Crompton & J. Traxler (Eds.), Critical mobile pedagogy (pp. 195-212). Routledge.

Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, 30(3), 299-318.

Literat, I. (2021). "Teachers act like we're robots": TikTok as a window into youth experiences of online learning during COVID-19. *AERA Open*, 7, 2332858421995537.

Martin, J. (2022). *The power of digital media*. Cambridge University Press.

Mondahl, M., & Razmerita, L. (2014). Social media, collaboration and social learning–A case- study of foreign language learning. *Electronic Journal of E-Learning*, 12(4), 339-352.

Palmgren, A.-C., Andersson, E., & Bista, S. (2023). Learning on social media: A study of young people's use of TikTok. *Journal of Youth Studies*, 1-18.

Pegrum, M. (2014). *Mobile learning: Languages, literacies and cultures*. Springer.

Pinker, S. (1994). *The language instinct: Understanding how language shapes thought*. Harper Perennial.

Pontianak, Universitas Tanjungpura. (2020). Factors, phonology, morphology, syntax, and semantics of second language acquisition in students' kindergarten (TK) Pontianak. *International Journal of Applied Linguistics and English Literature*, 17398-17404.

Prihodko, A., & Mamonova, O. (2024). Digital literacy and language acquisition through social media: The case of English learners on TikTok. Computer Assisted Language Learning, 37(1), 45-63.

Reinhardt, J. (2020). Metaphors for social media-enhanced foreign language teaching and learning. *Foreign Language Annals*, 53(2), 234-242.

Seli, H. (2020). *Children's language acquisition: A fresh look at the debate.* Routledge.

Skinner, B. F. (1957). *Verbal behavior*. Appleton-Century-Crofts.

Solomon, M. (2018). *Social media: Enduring principles*. SAGE Publications.

Tour, E. (2015). Digital mindsets: Teachers' technology use in personal life and teaching. *Language Learning & Technology*, 19(3), 124-139.

Warschauer, M., & Ishikawa, Y. (Eds.). (2019). *Digital media and English language learners: Research-based technology integration*. Routledge.

Woolfolk, A. (2019). *Educational psychology: Active learning edition*. Pearson.

Zourou, K. (2012). On the attractiveness of social media for language learning: A look at the state of the art. ALSIC. *Apprentissage des Langues et Systèmes d'Information et de Communication*, 15(1).