

## Students' Perceptions, Practices, and Challenges of Using Instagram and TikTok for English Language Learning

Rosyita Ayu Anggraini  
Universitas Negeri Surabaya  
[rosyita.21035@mhs.unesa.ac.id](mailto:rosyita.21035@mhs.unesa.ac.id)

### Abstract

This study aims to investigate the perceptions of X grade students at state high school in Gresik regarding the use of social media platforms, specifically Instagram and TikTok, to learn English outside the classroom. This study focuses on students' practices and challenges of using Instagram and TikTok as a tool for language learning. Employing a qualitative research methodology, data was collected through open-ended questionnaire designed to explore X grade students' experience related to the use of Instagram and TikTok for educational purposes. The result of this study indicate that students perceive Instagram and TikTok as valuable resources for language learning, offering opportunities for authentic language exposure, creative expression, and active interaction. However, the study also highlights several challenges, including technical issues, distractions, and concerns about the reliability of educational content available on these platforms. Consequently, to maximize its benefits, the use of Instagram and TikTok to support learning must be done carefully, with the support of students' critical thinking skills. Therefore, balanced learning strategies and good digital literacy are needed so that students can effectively utilize both platforms to support their learning journey.

**Keywords:** Students' perception, students' practices, challenges, educational affordance, Instagram, TikTok

### Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa kelas X di SMA Negeri Gresik mengenai penggunaan platform media sosial, khususnya Instagram dan TikTok, untuk belajar bahasa Inggris di luar kelas. Penelitian ini berfokus pada praktik dan tantangan siswa dalam menggunakan Instagram dan TikTok sebagai alat untuk pembelajaran bahasa. Dengan menggunakan metodologi penelitian kualitatif, data dikumpulkan melalui kuesioner terbuka yang dirancang untuk mengeksplorasi pengalaman siswa kelas X terkait penggunaan Instagram dan TikTok untuk tujuan pendidikan. Hasil penelitian ini menunjukkan bahwa siswa menganggap Instagram dan TikTok sebagai sumber yang berharga untuk pembelajaran bahasa, menawarkan kesempatan untuk paparan bahasa yang autentik, ekspresi kreatif, dan interaksi aktif. Namun, penelitian ini juga menyoroti beberapa tantangan, termasuk masalah teknis, gangguan, dan kekhawatiran tentang keandalan konten pendidikan yang tersedia di platform ini. Akibatnya, untuk memaksimalkan manfaatnya, penggunaan Instagram dan Tiktok untuk mendukung pembelajaran harus dilakukan dengan hati-hati, dengan dukungan keterampilan berpikir kritis siswa. Oleh karena itu, diperlukan strategi pembelajaran yang seimbang dan literasi digital yang baik agar siswa dapat secara efektif memanfaatkan kedua platform untuk mendukung perjalanan belajar mereka.

**Kata kunci:** Persepsi siswa, Praktik siswa, Tantangan, Afordansi, Instagram, TikTok

## INTRODUCTION

The abundance of contents on social media especially Instagram and TikTok has helped both English teachers and students in the process of learning English. Whether it is in the form of educational or non-educational content, as students get accustomed to it, they are constantly exposed to the usage of English which makes them have better English proficiency compared to students decades ago. The fast-paced technology and

constant exposure to contents that grew over the years, it results in the improved English proficiency of Indonesian EFL students (Xiuwen & Razali, 2021).

Students often use social media, including Instagram, TikTok, X, Thread, and others to purposefully improve their English, for example by watching creators that make content in English or even content to teach English to their viewers. By doing this, students believed they

could learn something which is not taught in school by their English teacher. It is apparent that students' English proficiency is impacted by social media contents that they are frequently exposed to (Amin et al, 2020). It is also impacted by their thought to utilize social media as a learning tool to deliberately improve their English knowledge in general.

Numerous studies have explored the impact of social media on students' language acquisition. Nkhi (2023), found that students' ability to produce oral speech is enhanced with the influence of social media compared to the past year where content was less popular and less abundant. Idries et al (2024), also found that EFL learners' spoken communication skills are improved with the utilization of social media platforms. It is emphasized the frequent use of social media has led to the significant rise of education staff who are actively utilize the platforms for education-related purposes. While platforms like Instagram and TikTok can be accessed by people around the world, it also allows students to practice their English-speaking skills with native English speakers. Dewi et al (2024), revealed that by integrating Instagram into educational area, students' learning autonomy is enhanced. Meaning that students have more choice in expressing themselves and be creative through the platform. It is important to understand how social media platforms especially Instagram and TikTok are used by Students to support their learning. While existing studies have explored these topics, there is lack of researches focusing on the 10<sup>th</sup> grade students at a state high school in Gresik, Indonesia, which this study aims to address. Therefore, this study aims to answer the following research questions:

1. How is Instagram and TikTok used by Indonesian senior high school students to learn English beyond the classroom?
2. How does the students perceive the educational affordance of Instagram and TikTok?
3. What are the constraints experienced by students in using Instagram and TikTok to learn English beyond the classroom?

### **Social Media**

The world of social media is continuously evolving, particularly among teens who frequently are the lead in shaping trends across the platforms. The rapid growth of social media could be associated with the easily accessible smartphones, laptop computers, and even gaming consoles to everyone. A statistic recently renewed in December 2024 showed that the number of internet users worldwide is 5.52 billion, while social

media users worldwide is 5.22 billion (Statista, 2024). The internet users cover 67.5% and social media users cover 63.8% of the global population. This massive statistic number indicated that a significant amount of our population are active participants in shaping the digital trends.

While social media has been a means to communicate with people around the world, it can also be integrated into the education framework. Within the educational context, using social media as a learning tool offers students opportunities to adapt and expand their knowledge through new learning experiences by combining their prior knowledge. Piaget (1971), suggest that learning is a constructive process which allows students to polish their knowledge through systematic organisation, description, and adaptation. As a dynamic platform for communication, collaboration, and information exchange, social media aligns well with the definition of CLM. According to CLM, students are more likely to construct their own knowledge through meaningful experiences, in this context is by using social media.

Social media provides meaningful opportunities for students to engage in discussions, share perspectives, and co-create content, fostering an interactive and participatory learning process. Students learning English on social media are engaged in self-directed learning, where they interact with content (videos, posts, discussions) and peers, helping them build language skills in a collaborative, experiential manner. On platforms like social networks, students can actively observe how others use language in real-life contexts, such as conversations, posts, videos, and comments. These interactions serve as rich examples for students' constructive learning environment which include vocabulary, grammar, tone, and cultural context building.

### **Instagram and TikTok as a tool in Language Learning**

The constant changing trends in the social media platform are contributed by a significant number of people ranging from teenagers to adults. The widespread trends and variety of contents has also influenced the education field, shown by its integration into learning tools used by teachers. By integrating social media platforms such as Instagram and TikTok, teachers could create an interactive learning environment. Teachers often utilize both platforms as a tool to foster interaction between students, making them have freedom in expressing their opinion to encourage their peers.

Offering an advantage in fostering collaborative and interactive learning environments, Instagram and TikTok has become an important medium in education. According to Affordance Theory (Thorne & Black, 2007), social media especially Instagram and TikTok provide numerous opportunities in language acquisition. Interaction between peers is encouraged through the utilization of both platforms in the classroom, exposing students to another language such as English. Beyond the traditional classroom, students could also collaborate in doing a project, exchange resources, and engage in insightful conversations (Tung et al., 2024). The integration of social media in the classroom motivates students to be responsible for their own education since they are an active participant in the classroom. Since most of the content on both social media used English as the main form of communication, it result in students being able to process the English language more easily.

In the context of language learning, Instagram and TikTok offers a range of interactive content which students could engage with. Ashraf et al (2021), found that Instagram and TikTok significantly improve students' language performance. Linguistic inputs are also expected with the various exposure of videos, real time communication, articles, etc which led students to be able to develop their language proficiency. Though learning is greatly assisted Instagram and TikTok's media content, it can generally be categorized into two distinct types: educational and non- educational. While both types of content influence learning, the extent and effectiveness of their impact depend on how students engage with and utilize the information available to them.

### **The Perceived Benefit of Instagram and TikTok in Language Learning**

Instagram and TikTok is created with the purpose to communicate and share information to another user, although there are many other functions of the platforms apart from that. Social media especially Instagram and TikTok, has changed the way teachers and students interact and share information. The approach of education has also shifted along with the change that both platforms brought. Numerous studies have proven the platforms improves communication within the educational field (Phuangsuwan & Rakpathum, 2024), students' academic performance by fostering open learning environment (Ashraf et al., 2021), students' engagement and motivation (Sivakumar et al., 2023).

Although, various benefits can be derived from Instagram and TikTok, students' perspective in the

utilization of both platforms in learning remains as the the most important factor to consider. Chandrasena & Ilnkoon (2022), suggest that students are willing to use social media for educational purposes, with them preferring Instagram, TikTok, and WhatsApp over e-learning platforms such as LMS to communicate with teachers. Ahmed (2019), also revealed that students who are active users of social media are aware of its advantages for their language skill improvement. Most students agree that the access to authentic materials and communication with English speaking peers are the most advantageous to develop their English skills.

While previous studies highlight various benefits that students believe they can gain from various social media platforms including Instagram and TikTok, the most common advantages reported by students centred on the improvement of language skills and increased motivation. Utami (2018) reported that have a positive attitude towards using social media as a learning platform. Students also quote that they perceive their vocabulary, listening, and speaking skills have improved after learning from social media. Al-Khalidi & Khouni (2021) revealed that students found Instagram and TikTok helpful in supporting educational goals and improve their English language competence. Enhanced engagement and interaction during learning is also reported to be impacted by the use of social media platforms (Zhao, 2024). Since motivation is a crucial factor in influencing language acquisition, Instagram and TikTok acts as an important tool in students' learning process. Providing engaging and easily accessible content, the platforms help students enhance their motivation in learning English (Maulida et al., 2024).

### **Students' Constraints in Using Instagram and TikTok**

Although social media such as Instagram and TikTok has been heavily integrated into the educational process, students are offered with both opportunities and challenges in their learning journey. Issues such as distraction, online interaction pressure, and misinformation are commonly expressed by students while using Instagram and TikTok for learning purposes. Not to mention, the technical errors such as device availability and internet connectivity that often arise while online learning takes place. A study in understanding the constraint faced by students while utilizing social media was conducted by Tan & Yuen (2018). students expressed that they are often reluctant to interact with others due to fear of making a mistake.

Along with the feeling of anxiety when interacting with one another, students have claimed that internet

connection problems are one of the main concerns while learning using social media (Safitri et al., 2022). According to the Technology Acceptance Model (TAM), it is critical to perceive the technology as something easy and practical to use. If students find social media platforms difficult to operate, their willingness to engage with these tools for language learning diminishes. A stable internet connection is essential in assessing educational resources and engaging with contents. In addition, Instagram and TikTok platforms often suggest materials and content which are inappropriate to their users. Which then creates a distracting environment for students by exposing students to irrelevant content, making it difficult to focus on their studies.

## **METHODS**

In this study, a basic interpretive method was used to explore and understand how Instagram and TikTok are utilized by students, along with the educational affordances they offer. Basic interpretation is a method to understand a phenomenon using the data that has been collected. This study aims to gather in-depth insights into students' experiences and perspectives regarding their use of Instagram and TikTok for educational purposes. The research seeks to describe the ways in which students engage with these platforms, identify the educational benefits they provide, and explore any constraints or challenges students face while using social media for learning.

The participants of this study were selected to explore the impact of social media on educational practices among high school students. A total of 29 participants were in answering the open-ended questionnaire. The study aims to include a diverse group of students with varying levels of academic achievement, and English performance while still following a specific criterion such as: 1) Students are active users of social media. 2) Students are actively using social media to learn English outside the classroom. With the various characteristics of the participants, this study hoped to explore diverse perspectives and provide meaningful insights that lead to a deeper understanding of the research topic.

Qualitative data collection techniques were used as a primary method to ensure a comprehensive understanding of the research problem. Open-ended questionnaires were employed to address the research questions on how students use Instagram and TikTok to learn English beyond the classroom, educational affordance of the platforms, and the constraint experienced by students. To effectively focus the research in answering the research questions, three major

themes were constructed as follows: 1) The usage of Instagram and TikTok by students. 2) Students' perception of Instagram and TikTok's educational affordance. 3) Constraints experienced by students while using Instagram and TikTok.

To analyse the data, the researcher uses thematic analysis. According to Braun & Clarke (2006), thematic analysis is a method which allows researchers to systematically identify, analyse, and recognize patterns within qualitative data. Following the procedures outlined by Braun and Clarke, the analysis was conducted as follows: 1) The researcher read the responses multiple times to understand the data collected. 2) A list of predetermined categories based on the research questions will be created and the researchers will go through each response and identify segments that fit into the predetermined categories. 3) Initial codes will be reviewed to identify patterns or similarities among them while related codes will be combined into broader themes to ensure a significant aspect of the data is captured. 4) Themes will be reviewed again to ensure they accurately reflect the data. 5) Findings will be organized into sections based on the predetermined categories, narrative interpretation of theme will then be provided by the researcher.

## **FINDINGS**

This section presents the findings related to students' practices, constraints, and educational affordance of Instagram and TikTok in learning English outside the classroom. The data are organized and discussed based on the three research questions: (1) Students' practices (2) Students' perception and (3) Students' challenges.

### **Students' Practices in Using Instagram and TikTok to Learn English**

Students' responses reveal the pattern in how they utilize Instagram and TikTok for learning English outside the classroom. One student mentioned, "I use social media like Instagram and TikTok to learn English by following accounts that focus on language learning" claiming to have used these platforms because they are useful for learning autonomously, while also suited for fast-paced learning. One type of content format that they engage with is short videos, usually ranging from 15 to 60 seconds which make it easier for students to digest information in smaller portions, for example, "I Often watch short videos about grammar, idioms, and new vocabulary". Students have also reported in following educational accounts or content creators which are native

speakers. This finding shows that students are actively searching for materials that provide them with structured lessons on grammar and vocabulary

The results of this analysis highlight the significant role that these social media platforms, especially Instagram and TikTok, have in contributing to English language learning. The answers illustrate that students not only utilize these platforms for entertainment purposes but also for engaging with educational content which enhance their language skills. The easily accessible short and more focused material allows students to understand complex information quickly, making the learning process more efficient and enjoyable.

Further insight was obtained in terms of how students utilize Instagram and TikTok to enhance their English language skills through direct interactions with native speakers and content creators, one student wrote, "I tend to communicate directly with foreigners and interact with them using English". One significant aspect that also emerges from the students' responses is the value of peer interaction, a student mentioned, "I learn new vocabulary through my virtual friends like slangs which are not taught in school". Another aspect that emerges is these social media platforms facilitates direct communication with content creators, further fostering interactions within the platforms. Additionally, these responses also highlight the role of feedback and correction while navigating through Instagram and TikTok. It allows students to recognize and correct their mistake with the help of others, creating a positive and supportive environment.

### **Students' Perception of Instagram and TikTok's Educational Affordance**

One of the features mentioned by several students is video sharing, used to access a wealthy of educational content within the platforms, a student claimed, "Video sharing helped me learn English because I can watch and save educational videos". Other feature frequently brought up by the students is the ability to comment and send messages within the platforms, for example, one student pointed out, "It helped me communicate with friends, teachers, or other learner through the comments, DMs, and story features". This functionality of Instagram and TikTok help in enabling the sense of community among students, allowing them to share, discuss, and practice the learning material. The combination of these features creates a rich and engaging environment for learning English. As these social media platforms continues to play an important role in students' language

acquisition, both platforms bring positive changes if integrated into traditional education.

The students constantly expressed an increase in enthusiasm and motivation for learning English using social media as the learning platforms. Many of them argue that learning English through Instagram and TikTok is not monotonous, such as, "I am much more enthusiastic because learning can be adjusted to my interest", its content flexibility allow students to design their educational experiences according to their personal preferences. The informal setting of social media allows students to engage with material in more enjoyable way, for example, "Learning English on social media is more relaxed and flexible", reducing the pressure often emerged by learning in traditional classroom. The variety of content available on these platforms is another variable contributing to the increased motivation of the students, "Social media is more interesting because it uses short videos, humour, and real situations", allowing students to explore different aspect of language and culture in more authentic context, enriching their learning experience further. The findings suggest that social media not only serves as a valuable resource for language acquisition but also plays a crucial role in fostering a positive and enthusiastic approach to learning.

Students constantly emphasize the flexible and relaxing nature of social media learning, which differ from the structured and formal environment of schools. Informal atmosphere allows students to engage in enjoyable learning experience. This flexibility is important for students who often feel constrained by the strict structure of traditional learning, allowing them to learn at their own pace. Other aspect that students expressed is the engaging and practicality of both platforms, this advantage is particularly important as students can directly use what they have learned to real-life applications.

Some students have reported in describing the nature of traditional education as a serious and sometimes stressful environment, one student mentioned, "Learning English in school tend to be serious and stressful". Although the structured approach of traditional school is beneficial for some students, it also creates a pressuring atmosphere that hinder motivation to learn. Different from formal learning, social media especially Instagram and TikTok can potentially serve as a complementary resource which help in alleviating stressful pressures, "Social media's content is interspersed with a few jokes". The ability to learn according to one's own preferences and at one's own pace is a powerful motivator, as it

empowers students to take control of their language acquisition journey. Substantially, students' response has demonstrated the stark contrast between online learning through social media and traditional education.

Students showed a strong preference in learning style which incorporate visual and auditory elements. It illustrates the students' preference for learning, where materials are presented through different formats, "The content is short, interesting, and created in varied visual or audio to make it easier to understand", underlining the effectiveness of incorporating multiple senses in the learning process. Students appreciate the relaxed and interactive trait of both platforms, emphasizing on how the platforms provide comfortable learning environment while also foster collaboration in practicing their skills directly. The capability to engage with other users and applying their knowledge in real time enhance their learning experience, making it more interactive and enjoyable. Furthermore, students have reflected the desire for content that far surpass what traditional education provide and taught. Students also discussed how relatable content format on both platforms improve overall students' willingness to keep learning.

### **Students' Challenges in Using Instagram and TikTok to Learn English**

A common issues experienced by the students while utilizing both platforms is technical challenges which often decrease their learning motivation. The students mentioned, "Poor internet connection makes videos unable to play smoothly", as one of the frequent challenges, which not only disrupt the learning process but also often lead to a feeling of frustration, as students are unable to engage effectively with the learning content. Additionally, students also expressed concern on the limitation of their devices, "The device I use is less supportive" revealing the fact that not all students have an access to a proper device that able to handle some features of the platforms. The discomfort associated with this issue can decrease the positive learning experience, making it difficult to fully engage with contents. These technical issues affect how the learning process are conducted, sometimes contribute in hindering an effective learning environment.

The findings underscore the frequent challenges that the students face when navigating through Instagram and TikTok for learning English purposes. One student claimed, "Sometimes I have a hard time focusing because there is a lot of interesting and distracting content" reporting that they have trouble in maintaining focus due to the existence of distracting non-educational

contents. They highlight the nature of both platforms in presenting many kinds of content including ads and entertainment videos, which often make students stray from their original goal. The students further elaborate on how they develop various strategies to avoid this issue and enhance their focus, "I set a study time, for example 30 minutes only for learning" reflecting awareness of the challenge of learning through social media. Strategies employed by students underscore the importance of self-regulation in the learning process, as they recognize the need to create a conducive environment to focus on studying. A student mentioned, "To stay focused, I usually make a short study schedule and turned off notifications" by employing these actions, students can minimize distractions and maintain focus on the learning material.

The result also shows that there is prevalent concern among students regarding the accuracy of information encountered while learning English on Instagram and TikTok, such as, "Sometimes there are misused grammar and English words". This concern is noteworthy given the various kind of content on these platforms, where any users can create educational content which often without proper research and verification. As a result, students are faced with a task to choose and distinguish which content material is reliable in an environment wealthy with information, "I think we should check the information between one content and another". While students are aware of the potential misinformation of contents' source, they have reported in adopting a selective approach in filtering content on social media, such as cross-checking and comparing information from other sources. These approach not only enhance the learning experience but also give students a better understanding of the importance of reliability in using the digital tools, and ultimately encourage students to be more discerning in digesting information.

## **DISCUSSION**

### **Students' Practices**

Students mention how the audiovisual format made it less difficult for them to digest language concept. This is in line with the research by Rahman and Jamila (2024), which states that Audiovisual material is effective in motivating students and improving their language performance. These findings suggest that educators could leverage short-form video platforms as supplementary tools for language teaching. Furthermore, the constructivist framework suggests that students build knowledge through social interactions and experiences

(Bruner, 1966). By allowing students to choose content that resonates with their interests, educators can foster a more meaningful learning experience. This personalized approach not only enhances motivation but also encourages students to take ownership of their language acquisition journey.

Students described features like Instagram's comments and DM or TikTok's duet and stitch function enabled real-time communication with peers and native speakers, reducing anxiety associated with formal speaking tasks. Recent study investigating the psychological impact of social media by Yen et al (2021), shows that online interaction reduce anxiety since users are less sensitive to real-time judgement. These interactions simulate immersive language environments, offering low-pressure practice. Moreover, the use of social media for language learning allows for immediate feedback and interaction, which are critical components of the constructivist approach (Schrader, 2018).

### **Students' Perception**

Students reported in actively using Instagram and TikTok's features such as comment section, direct message (DM), video sharing, and video saving. The findings reveal that these features create unique opportunities for interaction, collaboration, and personalized learning experiences, which can be interpreted through the framework of Affordance Theory as articulated by Thorne and Black (2007). According to Thorne and Black, affordances are the possibilities for action that an environment provides to an individual, shaped by both the features of the technology and the users' perceptions and interactions with it.

Furthermore, these platforms provide unique opportunities that not only enhance language learning but also foster a sense of engagement and enthusiasm for the learning process. One of the primary affordances of Instagram and TikTok is their ability to create a visually stimulating and dynamic learning environment. The use of short, engaging videos allows students to consume content quickly and efficiently, catering to the fast-paced nature of modern digital consumption. A study by Singer (2024) highlighted that the interactive nature of social media platforms fosters a sense of community, which is crucial for maintaining motivation in language learning.

It is also highlighted that reduced mental pressure is a significant benefit of using Instagram and TikTok for English language learning. Students reported that the informal and engaging nature of these platforms alleviated the anxiety often associated with traditional language learning environments. Instagram and TikTok

as a tool to support learning align with Vygotsky's (1999) Zone of Proximal Development (ZPD) by facilitating collaborative learning and social interaction. One of the key affordances of both platforms is their ability to create a low-stakes environment for language practice. Unlike formal classroom settings, where students may feel pressured to perform perfectly, these platforms allow users to engage with language in a more relaxed and enjoyable manner.

In addition, Instagram and TikTok serve as rich sources of interactive and effective English language learning materials. The platforms' design encourages content creation and interaction, making learning an active rather than passive experience. Alshreef and Khadawardi (2023) found that TikTok's interactive features led students to positively perceive TikTok as a learning tool. It is also suggested that students' vocabulary can be increased using TikTok since students have a positive perception towards it. These findings suggest that while Instagram and TikTok cannot replace formal language education entirely, their interactive materials serve as powerful supplemental resources.

### **Students' Constraints**

Students reported frequent connectivity problems, such as lagging videos, buffering, and unreliable internet access, which disrupted their learning experience. Such issues significantly reduce the students' willingness to continue using these platforms to watch and learn educational content, as consistent and smooth navigation through the platform is a critical factor for effective and engaging learning. According to TAM, when users perceive a technology as difficult to use due to technical friction, their willingness to adopt it diminishes (Davis, 1989). Recent research by Alkamel (2024) confirms this, stating that unequal internet connectivity impedes the efficient utilization of social media platforms.

Moreover, students have also introduced a significant challenge that they encountered on Instagram and TikTok, such as distracting non-educational content which impact their focus and productivity. These platforms, while engaging, often lead to excessive time spent on non-educational content, which can detract from students' intended goals. A study by Abedi and Elahi (2023) found that students face cognitive distraction in using social media platforms as a learning tool. The algorithms on Instagram and TikTok are designed to maximize engagement of the users, often at the expense of educational value. This algorithm can create continuous distraction, where students are drawn into a

loop of consuming entertaining content rather than focusing on their learning goals.

Additionally, Students often encounter misleading information that complicates their ability to select trustworthy sources. This confusion, which lead to frustration made them struggle to navigate through the sea of contents that lacks reliability. A study by Van et al (2021) found that students has reported difficulty in distinguishing credible information source especially in digital setting, often involve advertising content above educational material. If students feel overwhelmed by misinformation, their overall experience on the platform decrease. In response to the challenges posed by misinformation, various strategies were practiced and shared by the students to discern reliable contents. Indicating that they actively seek out educational content creators to enhance their understanding of complex topics while maintaining critical thinking in selecting trustworthy content to digests.

## CONCLUSION

The findings suggest that students actively engage with Instagram and TikTok to enhance their English language skills through various practices. The most common practices included saving useful content for later review and using the duet/stitch features for pronunciation practice. The findings suggest that students are moving beyond passive consumption to active participation, creating a new strategy for informal language acquisition that blends entertainment with education. Both platforms offer contents that combine visual, auditory, and textual elements, which caters to students' different learning styles. While Instagram and TikTok offer significant benefits for English learners, this study identified three major constraints that impact their effectiveness such as, technical limitations, platform distractions, and misinformation. These challenges often undermine the perceived usefulness of these platforms for serious language study

The study has explored the role of Instagram and TikTok's potential as a tool for learning English outside the classroom, focusing on students' practices, the educational affordances of these platforms, and the constraints they encounter. The educational affordances of Instagram and TikTok highlight the potential to be used as supplementary resources as they can create effective and enjoyable environment that support learning. However, the study also identified significant constraints, which can hinder the effectiveness of these platforms as educational tools. This further indicates that while Instagram and TikTok present valuable

opportunities for informal language learning, there are many efforts to be done to truly leverage the platforms full potential for English language learning.

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