

**UNDERSTANDING EFL STUDENTS' EXPERIENCES WITH TIKTOK
VIDEOS IN DEVELOPING LISTENING COMPREHENSION**

THESIS

Submitted By

T. Mukhlis Aridha

NIM. 220203120

Student of *Fakultas Tarbiyah dan Keguruan*

Department of English Language Education



FAKULTAS TARBIYAH DAN KEGURUAN

UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH

2026 M/ 1447 H

**UNDERSTANDING EFL STUDENTS' EXPERIENCES WITH TIKTOK
VIDEOS IN DEVELOPING LISTENING COMPREHENSION**

THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor Degree in the field of
English Language Education

By

T. MUKHLIS ARIDHA

NIM. 220203120

Student Department of English Language Education

Fakultas Tarbiyah dan Keguruan

University Islam Negeri Ar-Raniry Banda Aceh

Approved by:

Supervisor

The Head of the English Language

A R - R A N I R Y Education Department



Fithriyah, S.Ag., M.Pd.



Syarifah Dahliana, S.Ag., M.Ed., Ph.D.

It has been defended in *Sidang Munaqasyah* in front of the board of the Examination for the working paper and has been accepted in partial fulfillment of the requirements for the Bachelor Degree of Education in English Language Teaching

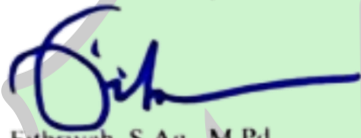
On:

Thursday, June, 25th 2026 M
Muharam, 10th 1448 H

In Darussalam, Banda Aceh

Board of Examiners,

Chairperson


Fithriyah, S.Ag., M.Pd.

Secretary


Ayuna Netta, M.Pd.

Examiner 1


Rahmi Fhonna, MA.

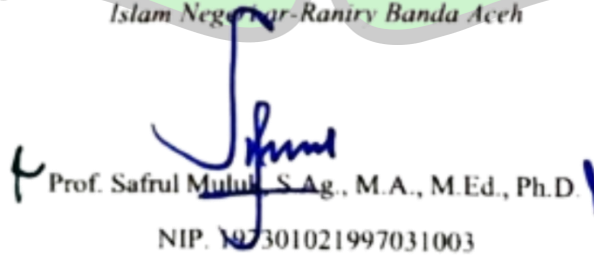
Examiner 2


Rita Hermida, M. Pd.

جامعة الرانيري

A R C E A N I R Y

The Dean of *Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri-Raniry Banda Aceh*


Prof. Safrul Muluk, S.Ag., M.A., M.Ed., Ph.D.
NIP. 197301021997031003

SURAT PERNYATAAN KEASLIAN

(Declaration of Originality)

Saya yang bertanda tangan dibawah ini

Nama : T. Mukhlis Aridha
NIM : 220203120
Tempat/ tanggal lahir : Desa Barat,Kec Susoh,Kab Abda/ 21 Desember 2002
Alamat : Rukoh, Darussalam

Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul:

Understanding Efl Students' Experiences with Tiktok Videos in Developing Listening Comprehension

adalah benar-benar saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 15 Juni 2026

Saya yang membuat pernyataan:

جامعة الرانري

A R - R A N I R Y

T. Mukhlis Aridha



ACKNOWLEDGEMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

All praise and thanks are to Allah SWT, the Most Merciful and Kind, for granting me the strength, patience, and guidance to complete this thesis. Peace and blessings be upon Prophet Muhammad SAW, whose noble teachings continue to illuminate the path of those who seek knowledge.

I would like to express my deepest gratitude to my supervisor, Fithriyah, S.Ag., M.Pd., for her invaluable guidance, patience, and constructive feedback throughout the research process. Her dedication and support have been essential in the completion of this study.

My sincere thanks are also dedicated to the Head of the English Language Education Department, Syarifah Dahliana, S.Ag., M.Ed., Ph.D., and to all lecturers and staff who have contributed to my academic journey at UIN Ar-Raniry.

I also wish to express my highest appreciation to my beloved family. My gratitude goes to my Father and Mother, for their unconditional love, endless prayers, and unwavering support. Their sacrifices have been my greatest motivation throughout my studies.

The writer would also like to express sincere appreciation to his university companions, "Santai Tak Lalai," for the memorable experiences, laughter, motivation, and solidarity shared throughout the years of study. Special thanks are addressed to Daffa, Afi, Aulia, Aris, Asrar, Atha, Aufa, Arda, Argia, Feri, Ifan, Muzzammil, Nashih, Reza, Saif, and Zayyan for their companionship, support, and encouragement during the academic journey.

I am also deeply grateful to all my friends, especially my classmates in the English Language Education Department batch 2022, for their support, encouragement, and companionship. Their presence has made this journey more meaningful and enjoyable.

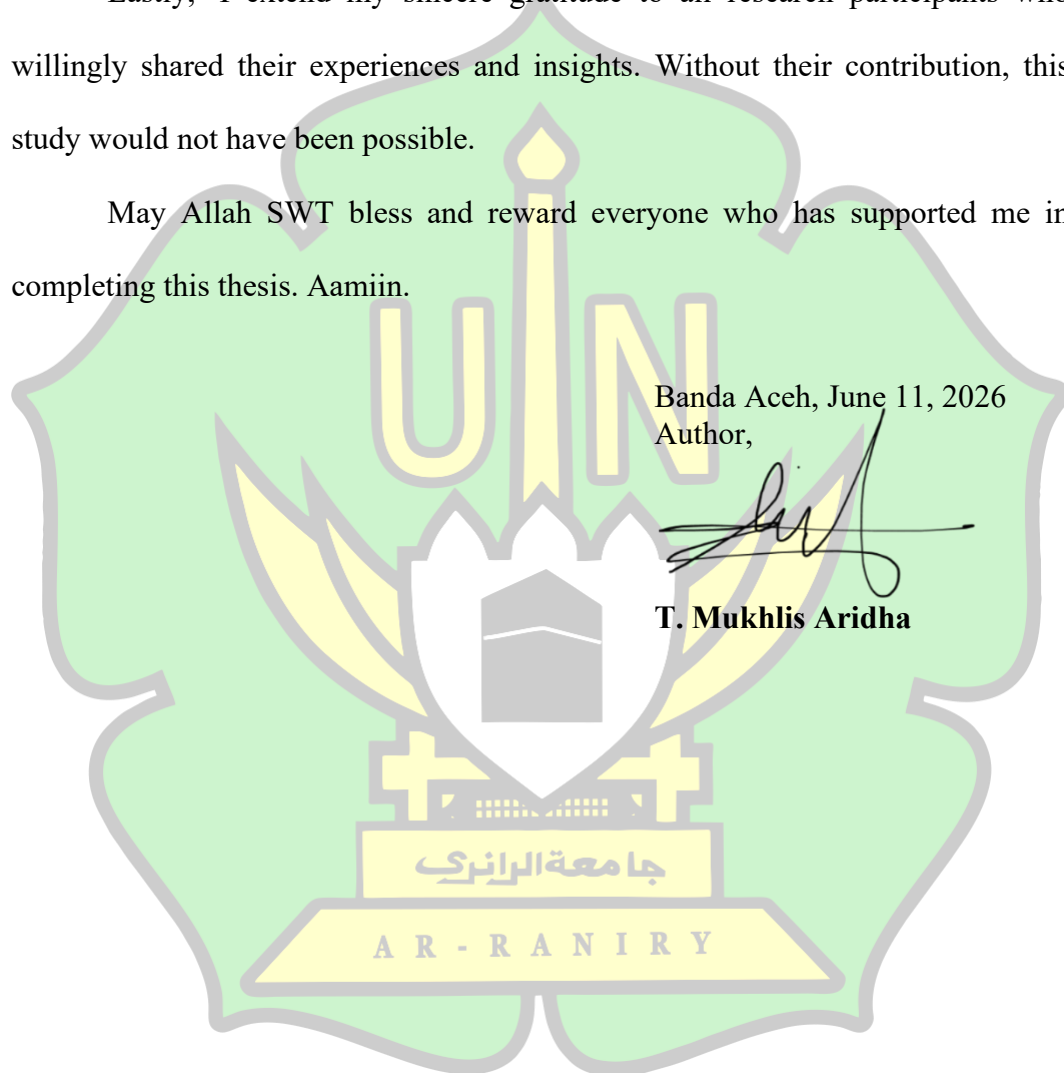
Lastly, I extend my sincere gratitude to all research participants who willingly shared their experiences and insights. Without their contribution, this study would not have been possible.

May Allah SWT bless and reward everyone who has supported me in completing this thesis. Aamiin.

Banda Aceh, June 11, 2026
Author,



T. Mukhlis Aridha



ABSTRACT

Name : T. Mukhlis Aridha
NIM : 220203120
Faculty : Fakultas Tarbiyah dan Keguruan
Major : Department of English Language Education
Thesis Working Title : Understanding Efl Students' Experiences With Tiktok Videos In Developing Listening Comprehension
Supervisor : Fithriyah, S.Ag., M.Pd.
Keywords : EFL students, listening comprehension, TikTok videos, informal learning, listening challenges, strategies, life experiences

This qualitative study explores EFL students' experiences using TikTok videos to develop listening comprehension, identifies the listening challenges they encounter, and examines the strategies they employ to overcome those difficulties. The research was conducted at the English Language Education Department of UIN Ar-Raniry Banda Aceh, involving five EFL students from Batch 2022 who actively watch English content on TikTok. Data were collected through semi-structured interviews and analyzed using thematic analysis. The findings reveal that all five participants engage with English TikTok content daily and perceive development in their listening skills over time. Most participants found their first experience confusing due to limited listening proficiency and the absence of subtitles, while one participant with stronger listening skills found it easy and enjoyable. TikTok provides a low-pressure, enjoyable environment that supports incidental learning. The main listening challenges identified include accent (particularly Scottish and British accents), informal language and connected speech (such as "wanna" and "gonna"), vocabulary gaps, and fast speech rate. To overcome these difficulties, students employed five main strategies: using subtitles (the most frequently used), rewatching videos, reading comment sections, using external resources (Google, Google Translate, and AI), and skipping incomprehensible content. A key finding is that students independently utilized comment sections and AI tools to aid comprehension, a strategy not extensively documented in prior TikTok listening research. The main contribution of this study is its qualitative exploration of students' natural, unstructured listening experiences on TikTok, which differs from previous studies that focused primarily on quantitative outcomes or classroom-based interventions. These findings imply that English teachers should recognize

TikTok as a legitimate source of authentic listening input and consider integrating students' informal listening strategies into classroom instruction. Further research is needed to explore how student-driven strategies such as using comment sections and AI can be integrated into formal language learning environments.

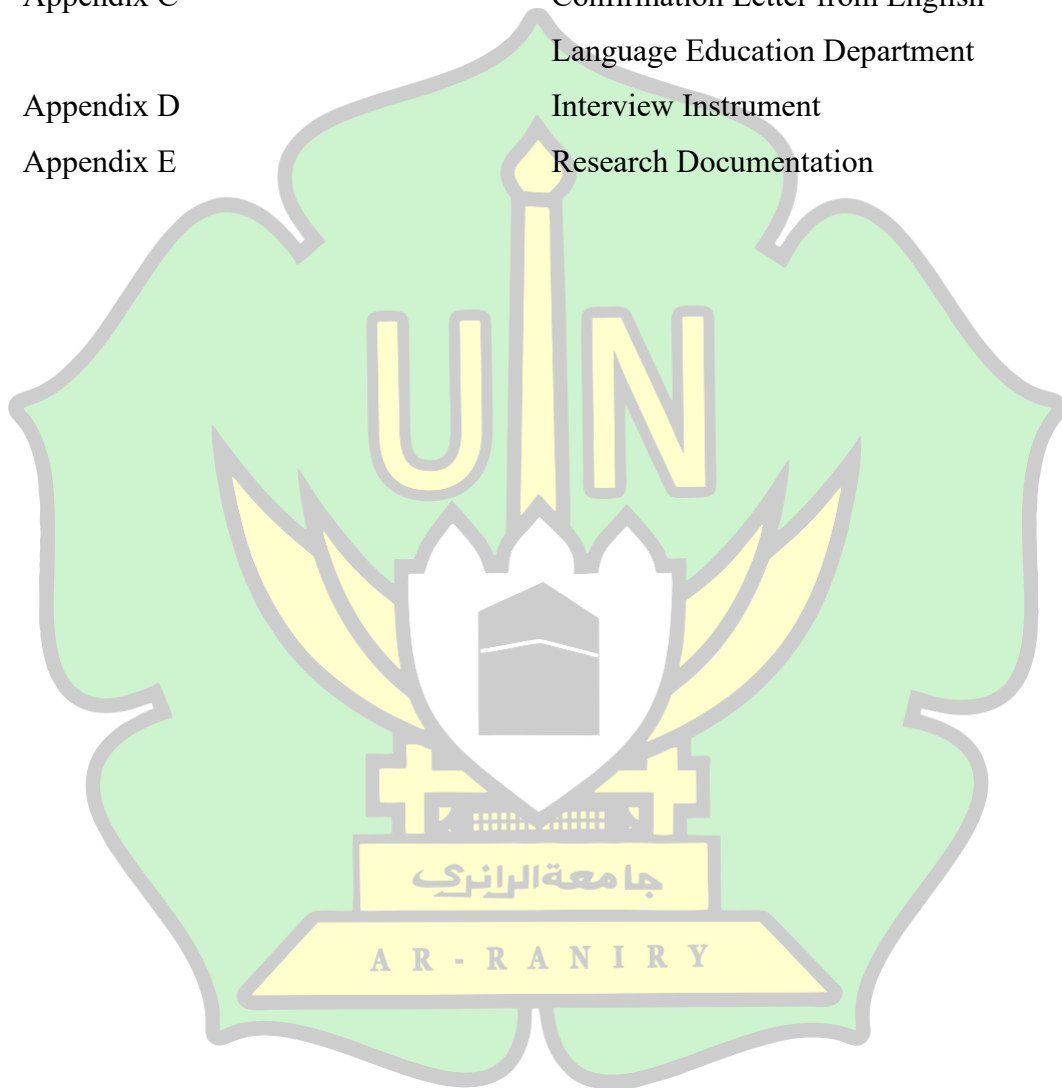


TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	iii
ACKNOWLEDGEMENTS	v
ABSTRACT	vii
TABLE OF CONTENTS	ix
LIST OF APPENDICES	x
CHAPTER I INTRODUCTION	2
A. Background of the Study	2
B. Research Questions	5
C. Aims of the Study	5
D. Significance of the Study	6
E. Research Terminologies	7
CHAPTER II LITERATURE REVIEW	10
A. Theoretical Framework	10
B. Informal Language Learning in Digital Era	19
C. TikTok as a Language Learning Resource	21
D. Review of Previous Studies	23
E. Research Gap	26
CHAPTER III RESEARCH METHODOLOGY	28
A. Research Design	28
B. Participants	28
C. Method of Data Collection	29
D. Method of Data Analysis	31
CHAPTER IV FINDINGS AND DISCUSSION	34
A. Findings	34
B. Discussion	43
CHAPTER V CONCLUSIONS AND SUGGESTION	48
A. Conclusions	48
B. Suggestions	49
REFERENCES	51
APPENDICES	56

LIST OF APPENDICES

Appendix A	Appointment Letter of Supervisor
Appendix B	Recommendation Letter from <i>Fakultas Tarbiyah dan Keguruan</i>
Appendix C	Confirmation Letter from English Language Education Department
Appendix D	Interview Instrument
Appendix E	Research Documentation



CHAPTER I

INTRODUCTION

A. Background of the Study

English plays an important role as a global language used in academic, professional, and digital communication. In EFL contexts such as Indonesia, university students are expected to develop adequate English proficiency to support their academic studies and future careers. Among the four language skills, listening is considered fundamental because it provides essential language input that supports the development of speaking and vocabulary acquisition (Field, 2008; Rost, 2011). Without adequate listening comprehension, learners may struggle to participate in spoken communication or benefit from authentic language exposure.

Despite its importance, listening comprehension is often perceived as one of the most challenging skills for EFL students. Learners frequently experience difficulties in understanding spoken English due to fast speech rate, unfamiliar vocabulary, connected speech, reduced forms, and variations in accent (Field, 2008; Goh, 2000; Graham, 2006). Listening requires real-time processing and immediate interpretation of meaning, which makes it cognitively demanding for foreign language learners (Vandergrift, 2007). In the Indonesian context, Musfirah et al. (2019) found that students at UIN Ar-Raniry specifically struggle with recognizing connected speech and natural pronunciation patterns in English. This finding, published in *Englisia*, confirms that listening challenges are real and relevant at this university.

In formal classroom settings, listening instruction often relies on pedagogical materials that may not fully represent natural spoken communication. Consequently, students may still experience difficulties when encountering authentic spoken English outside the classroom. This gap has been identified as a persistent challenge in EFL teaching (Vandergrift & Goh, 2012).

With the rapid development of digital technology, students are increasingly exposed to English beyond formal educational environments. As reported in a recent digital trends report by We Are Social and Meltwater (2024), Indonesia has the second largest TikTok user base globally, with approximately 112 million active users. This statistic suggests that TikTok has become an integral part of daily life for Indonesian youth. Among university students, including EFL learners at the same institution, TikTok is one of the most popular digital platforms. It provides short-form videos containing storytelling, daily conversations, humor, educational content, and spontaneous speech in English. Although primarily designed for entertainment, TikTok exposes learners to real-world spoken language that reflects natural communication patterns (Rahimi & Fathi, 2021). The short duration of videos allows for repeated viewing, which may enhance familiarity with pronunciation patterns and informal expressions. Furthermore, the algorithm-based content delivery means students are continuously exposed to English content tailored to their interests, creating opportunities for incidental language learning.

Several studies published in English have examined the relationship between digital platforms and English learning within the UIN Ar-Raniry context.

Musfirah et al. (2019) investigated listening comprehension and connected speech, finding that students struggle particularly with recognizing natural pronunciation patterns. Sari Yustina et al. (2021) explored how Islamic Indonesian EFL students respond to English-speaking countries' content, highlighting the role of cultural and religious backgrounds in shaping engagement with English materials. More directly relevant to the present study, Fitriisa, Silviyanti, and Rizki (2025) investigated users' and non-users' perceptions of learning listening through English content on TikTok. Additionally, Istiqamah, Masduki, and Hernawan (2025) examined EFL students' informal listening habits in Indonesia and found that TikTok, alongside YouTube and Spotify, has become a primary platform for informal listening practice. Other recent English studies have explored gamified learning experiences (Armanda & Priyana, 2025) and online machine translation use in language classrooms (Soetam Rizky & Rohmana, 2025), further demonstrating the journal's focus on digital media in EFL contexts.

Beyond the Indonesian context, researchers have also explored the role of authentic video content in listening development. Liew et al. (2025) developed a technology-enhanced approach to help students decode informal language structures in spoken English, addressing similar challenges that EFL learners face when encountering colloquial expressions and connected speech. These studies collectively highlight the growing recognition of authentic video content as a valuable resource for listening development.

However, previous studies have focused primarily on measurable outcomes such as test scores or vocabulary acquisition, or have examined platforms like

YouTube rather than TikTok. Limited research explores students' life experiences of listening to authentic spoken English through TikTok videos in informal contexts. Furthermore, most existing studies use quantitative methods to measure effectiveness, leaving a gap in understanding the subjective process of students as they navigate authentic listening on short-form video platforms.

Given this gap and the focus on students' subjective accounts, this study adopts a qualitative descriptive design to capture rich, contextualized descriptions of EFL students' listening practices on TikTok. Therefore, this research aims to explore how EFL students experience listening to authentic spoken English through TikTok videos and the listening challenges they encounter in informal digital environments.

B. Research Questions

This study is guided by the following research questions:

1. How do EFL students describe their experiences using TikTok videos to develop their listening comprehension?
2. What listening challenges do EFL students encounter when engaging with TikTok videos in informal contexts?
3. What strategies do EFL students use to overcome listening difficulties on TikTok?

C. Aims of the Study

This study aims to:

1. Explore EFL students' experiences in using TikTok videos as a source of authentic listening exposure in informal contexts.

2. Identify listening challenges encountered by students when engaging with short-form English videos on TikTok.
3. Identify the strategies EFL students use to overcome listening difficulties on TikTok.

D. Significance of the Study

This study is expected to provide several contributions to English language learning, particularly in EFL contexts:

1. Academic Field

This research contributes to the understanding of informal listening comprehension within digital media environments. Unlike previous studies that focused on measurable outcomes, this study provides qualitative insights into how EFL students experience authentic listening through TikTok videos. Specifically, this research offers a rich description of the listening challenges students face when engaging with short-form English content. These findings contribute to the growing body of literature on informal language learning and digital literacy in EFL contexts, particularly within Islamic higher education in Indonesia.

2. English Teachers

The findings of this study may help English teachers understand how their students are exposed to English outside the classroom through TikTok. This understanding may support teachers in connecting formal listening instruction with students' informal learning experiences. For example, teachers may gain insights into the specific listening challenges students face with authentic spoken English

(such as connected speech or fast speech) and adjust their classroom instruction accordingly.

3. EFL Students

This study may encourage EFL students to become more aware of their informal listening practices and reflect on how everyday digital activities, such as watching TikTok videos, can support their listening development. By recognizing common listening challenges found in authentic spoken English, students may develop more positive attitudes toward informal learning as a complement to classroom learning (Field, 2008).

4. Future Researchers

This study provides a foundation for further research on informal listening comprehension through digital platforms. The qualitative findings may generate ideas for future quantitative studies or provide rich contextual data for comparison across different platforms or learner groups. Researchers interested in digital media in Islamic higher education may find this study particularly relevant, as it builds on previous Englisia studies in similar contexts (Musfirah et al., 2019; Sari Yustina et al., 2021; Fitriisia et al., 2025; Istiqamah et al., 2025; Armanda & Priyana, 2025).

E. Research Terminologies

To avoid misunderstanding, several key terms used in this study are defined as follows:

1. TikTok Videos

TikTok videos refer to English language short videos that students encounter naturally while using the TikTok application. In this study, the focus is specifically on videos containing spoken English content such as storytelling, educational content, vlogs, comedy sketches, or conversational videos where listening comprehension is needed to understand the message.

2. Listening Comprehension

Listening comprehension is the ability to understand spoken English. This includes recognizing main ideas, details, implied meanings, and speakers' intentions. In this study, it refers to learners' understanding of authentic spoken English found in TikTok videos, covering both successful comprehension and moments of difficulty. The term 'authentic' in this study refers to spoken English that occurs naturally in real-life communication, as opposed to language that is artificially constructed or simplified for teaching purposes.

3. EFL Students

EFL (English as a Foreign Language) students in this study are undergraduate learners at UIN Ar-Raniry Banda Aceh. They study English in a context where English is not used for daily communication. Specifically, participants are from the English Language Education Department, Batch 2022. This batch was selected because they have experienced both online and offline learning environments following the post-pandemic transition, making their digital engagement particularly relevant to investigate.

4. Experiences

In this study, experiences refer to students' subjective accounts of their engagement with English TikTok videos. This includes their feelings, perceptions, difficulties, moments of successful comprehension, and overall journey in using the platform for listening practice. Both positive and negative encounters with authentic spoken English are considered part of their experiences.



CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Listening Comprehension in EFL

Listening comprehension is a fundamental skill in language learning because it serves as the main source of language input. Through listening activities, learners are exposed to pronunciation, vocabulary, grammar structures, and meaning. This supports the development of other skills such as speaking and vocabulary acquisition (Field, 2008; Rost, 2011). In EFL contexts, listening plays a very important role since learners have limited chances to interact in English in their daily communication.

According to Vandergrift and Goh (2012), listening comprehension involves several mental processes. These include recognizing speech sounds, identifying words, understanding grammar structures, and interpreting meaning within context. These processes happen simultaneously and in real time. This makes listening a complex skill to develop. For EFL students, mastering listening is often more challenging than reading or writing because they cannot control the speed of input or pause to check meaning unless the platform allows it. Recent studies by Renandya and Farrell (2022) and Li (2023) emphasize that listening comprehension requires both bottom-up and top-down processing skills, which are particularly challenging for EFL learners in real-time listening situations.

Richards (2008) explains two types of processing in listening comprehension. Bottom-up processing means understanding language by figuring out individual sounds, words, and grammar structures to build meaning. For example, recognizing that "gonna" means "going to" requires bottom-up processing of reduced speech forms. Top-down processing involves using background knowledge, context, and expectations to understand meaning.

In the context of TikTok, the visual nature of videos may support top-down processing because students can use gestures, facial expressions, and on-screen text to guess meaning. At the same time, the fast speech and reduced forms common in TikTok content require bottom-up decoding skills. Wang and Chen (2024) found that short-form video platforms like TikTok uniquely combine visual and auditory input, which can facilitate both processing modes simultaneously. This makes TikTok an interesting context for examining how both types of processing occur in informal listening. Students' experiences on TikTok may reveal how they naturally balance these two processing modes without formal instruction.

Understanding the cognitive processes of listening is important, but to fully grasp EFL students' experiences, it is also necessary to examine the challenges they face when listening to authentic spoken English. The following section discusses these challenges.

2. Challenges in Listening to Authentic Spoken English

Listening comprehension is often perceived as one of the most difficult skills for EFL learners. Researchers have identified several factors that cause

listening difficulties. These factors can be grouped into three categories: linguistic, cognitive, and affective.

a. **Linguistic Factor**

Several features of natural spoken English create difficulties for EFL listeners (Field, 2008; Goh, 2000; Puspita, 2023):

- 1) Fast speech rate: Natural English is spoken much faster than classroom audio, leaving learners insufficient time to process meaning.
- 2) Connected speech: Words blend together (e.g., "want to" becomes "wanna," "going to" becomes "gonna"), making it difficult to identify word boundaries. Heriyanto (2023) confirmed that Indonesian EFL students struggle significantly with recognizing connected speech in authentic TikTok content.
- 3) Unfamiliar vocabulary: Slang, idioms, and informal expressions are common in authentic content but may not be learned in formal instruction.
- 4) Different accents: Regional or non-native accents can be difficult to understand compared to standard classroom models.

These linguistic challenges are highly relevant to TikTok because most content features natural, unscripted speech. Students may encounter fast-talking creators, heavy use of slang, and various English accents. In the Indonesian context, Musfirah et al. (2019) found that students at UIN Ar-Raniry specifically struggle with connected speech features such as linking and elision. This confirms

that these challenges are relevant locally and that TikTok, which exposes learners to connected speech naturally, may present real difficulties for students. Amelia and Daud (2023) also reported that EFL students perceive accent variation as one of the most significant barriers to understanding English content on TikTok.

b. Cognitive Factors

Listening requires learners to process, store, and interpret information at the same time. Working memory has limited capacity. When input comes too fast, information may be lost before it can be processed (Vandergrift, 2007). Unlike reading, where learners can pause and re-read, listening requires continuous real-time processing. Zhang (2023) found that metacognitive awareness plays a crucial role in managing cognitive load during listening tasks.

In the context of TikTok, the short video format may reduce cognitive load because learners only need to process brief segments (15-60 seconds) rather than extended passages. However, fast speech and reduced forms still demand significant cognitive processing. Additionally, when students watch multiple TikTok videos in succession (scrolling behavior), they must constantly reorient their attention to new contexts, topics, and speakers. This adds another layer of cognitive demand. Students may need to quickly switch between different accents, speech rates, and topics, which can lead to mental fatigue over time. Chen (2022) suggested that the short duration of TikTok videos actually helps learners manage cognitive load compared to longer authentic materials.

c. **Affective Factors**

Krashen (1982) proposed the Affective Filter Hypothesis. Anxiety, low motivation, or lack of confidence can create a mental block that prevents language input from being processed effectively. When the affective filter is high, learners may "shut down" and fail to absorb input even if they hear it.

Informal platforms like TikTok may lower this affective filter because listening happens in a relaxed, entertainment-focused setting rather than a high-pressure classroom environment (Rahimi & Fathi, 2021). Fitria (2023) and Hasanah and Setyowati (2024) confirmed that students feel more motivated and less anxious when learning English through TikTok compared to traditional classroom settings. Several factors explain why TikTok may lower the affective filter. First, students choose content based on their interests, which increases intrinsic motivation. Second, there is no grading or evaluation, so students do not fear making mistakes. Third, the entertainment format reduces the pressure to "perform" or "understand everything." When the affective filter is low, students are more receptive to language input and may persist longer when facing difficulties. This is a key reason why TikTok may be a valuable complement to formal listening instruction.

3. Understanding Experiences in Qualitative Research

In qualitative research, particularly within phenomenological traditions, "experiences" refer to individuals' subjective accounts of how they perceive, interpret, and make sense of events or phenomena in their daily lives (Creswell & Poth, 2018). Unlike quantitative studies that measure outcomes such as test scores

or vocabulary gains, exploring experiences means understanding the meaning that individuals attach to their actions, encounters, and difficulties.

According to van Manen (2016), studying experiences requires researchers to focus on the "life experience" of individuals. This means capturing how something feels, what it means to the person, and how they navigate challenges in real-world settings. In the context of language learning, experiences include learners' feelings, thoughts, difficulties, successes, and the ways they respond to obstacles they encounter (Benson, 2011). Widodo (2023) emphasized that understanding learners' life experiences in digital contexts is essential for developing effective pedagogical approaches.

This study adopts this understanding of experiences. The focus is not on measuring how much vocabulary students learn from TikTok or how their listening scores improve. Instead, the goal is to understand what it is like for EFL students to listen to authentic spoken English on TikTok in their daily lives. This includes their perceptions of the platform, the listening challenges they face, how they feel when they cannot understand, and what they do when difficulties arise. By focusing on life experiences, this study aims to provide rich, descriptive insights that quantitative methods cannot capture.

4. Strategies for Overcoming Listening Difficulties

When EFL learners encounter listening difficulties, they employ various strategies to improve comprehension. Vandergrift and Goh (2012) categorize listening strategies into three types: metacognitive, cognitive, and socio-affective strategies. Oxford (2017) provided a comprehensive framework for understanding

language learning strategies, emphasizing that strategy use is context-dependent and varies across learners.

Metacognitive strategies involve planning, monitoring, and evaluating one's listening process. For example, learners may decide to pay attention to specific parts of a text (planning), check their understanding while listening (monitoring), or assess what they understood after listening (evaluating). These strategies help learners become more aware of their listening processes and identify areas needing development. Li (2023) found that metacognitive strategies are particularly important for EFL learners in informal digital listening contexts.

Cognitive strategies involve direct mental processing of information. These include using prior knowledge to predict content (top-down processing), focusing on individual words to build meaning (bottom-up processing), repeating or rewatching content, and using contextual clues such as visual information or subtitles to aid comprehension. Septiyana (2023) and Lestari and Wahyudin (2024) reported that cognitive strategies are the most frequently used strategies by EFL students when listening to English content on social media platforms. Cognitive strategies are particularly relevant to TikTok, where short videos allow for repeated viewing and visual context supports meaning-making. Simamora (2024) specifically studied the repetition strategy on TikTok and found that rewatching videos significantly improves listening comprehension.

Socio-affective strategies involve interacting with others or managing emotions. These include asking for help from teachers or peers, reducing anxiety through relaxation techniques, and using social features of digital platforms such

as comment sections to seek clarification. On TikTok, the comment section provides a unique opportunity for peer-assisted learning, where learners can read explanations from other viewers who may paraphrase content in simpler language. Pratama and Hartono (2024) found that comment sections on TikTok serve as an informal peer-learning forum where students help each other understand content.

In the context of digital platforms like TikTok, learners have access to unique strategy affordances not available in traditional listening environments. Lai and Zheng (2018) note that mobile devices allow learners to control playback (pause, replay, slow down), access additional resources (dictionaries, translation tools), and seek help from online communities. Kabilan and Veratharaju (2024) extended this finding, showing that social media platforms provide affordances for collaborative listening strategy development. These affordances support self-directed learning and reduce the cognitive load associated with real-time listening.

Furthermore, the use of subtitles has been widely studied as a support for listening comprehension. Auto-generated subtitles on platforms like TikTok provide visual reinforcement of spoken input, though researchers caution that machine-generated captions may contain inaccuracies (Mishan & Timmis, 2015). Liao (2024) and Trinh (2024) investigated the effectiveness of auto-generated captions on short-form video platforms and found that while they support comprehension, accuracy remains a significant concern. Despite this limitation, subtitles remain a valuable tool for learners, helping them connect spoken words with written text and confirm their understanding.

Peer-assisted learning through comment sections represents a novel strategy unique to social media. When learners encounter difficulties, they can read comments from other viewers who may explain the content in simpler terms. This social dimension of digital learning extends Vandergrift and Goh's (2012) socio-affective strategies to include online peer support, where learners co-construct meaning with anonymous others. Muthmainnah (2023) documented how EFL students utilize comment sections to clarify meaning and learn informal expressions.

Finally, external resources such as search engines (Google), translation tools (Google Translate), and artificial intelligence (AI) features provide additional support. These tools allow learners to look up unfamiliar words, translate phrases, or ask direct questions about content they do not understand, reflecting the self-directed nature of informal digital learning (Benson, 2011; Lai & Zheng, 2018). The integration of AI features within platforms like TikTok represents a recent development in mobile-assisted language learning, allowing learners to access instant explanations without leaving the application. Hwang and Fu (2023) and Zou (2024) reported that AI-powered tools are increasingly being used by language learners for real-time support, while Susanti (2023) specifically examined AI tools in the Indonesian EFL context.

Having established the theoretical understanding of listening comprehension, challenges, strategies, and experiences, the next section discusses the context in which these experiences occur: informal language learning in the digital era.

B. Informal Language Learning in Digital Era

1. Concept of Informal Learning

Informal language learning refers to learning that happens outside structured educational settings. There are no clear teaching goals, curriculum, or tests (Lai & Zheng, 2018). Unlike formal learning, which is teacher-led and institutionally organized, informal learning is initiated by the learner by choice and is part of daily life activities.

Benson (2011) identifies three contexts for language learning. Formal learning happens in classrooms with structure and clear goals. Non-formal learning is organized learning outside formal systems, such as language clubs. Informal learning is unplanned learning from everyday experiences. In digital contexts, learners may encounter English naturally while doing entertainment or social activities. Syafrizal and Pahamzah (2024) found that Indonesian EFL students increasingly rely on informal digital learning of English (IDLE) through platforms like TikTok, YouTube, and Instagram.

Key features of informal digital learning are particularly relevant to TikTok use. First, learner autonomy means students control what, when, and how they learn. On TikTok, students choose which creators to follow and which videos to watch. Sari and Putri (2024) found that TikTok promotes learner autonomy by allowing students to curate their own learning content. Second, authenticity means learners are exposed to real language use. TikTok provides natural, unscripted English. Third, intrinsic motivation means learning comes from interest, not external requirements. Students watch TikTok for entertainment, not because they

are required to. Fourth, incidental learning means language is picked up as a side effect of entertainment, not through conscious study. These features make TikTok a natural environment for informal language learning.

2. Digital Platforms as Sources of Authentic Input

Authentic materials show learners real language use beyond what is designed for teaching purposes (Mishan & Timmis, 2015). Digital platforms have become easily accessible sources of authentic input. Unlike traditional listening materials made for teaching, digital content reflects real communication where speakers may interrupt themselves, change topics, or speak rapidly without adjusting for learners. Nunan (2023) and Rao (2024) emphasized that authentic materials, including social media content, are more effective than scripted materials for developing real-world listening skills.

Research in Indonesian EFL contexts shows that digital tools affect students' language learning practices. Soetam Rizky and Rohmana (2025) and Sari Yustina et al. (2021), published in *Englisia*, highlight the importance of understanding how students experience digital engagement in English learning, especially in Islamic higher education contexts. These findings suggest that informal digital exposure plays a significant role in shaping learners' language experiences. Almufayrij (2024) conducted a large-scale study on TikTok for language learning and confirmed that authentic content exposure improves listening comprehension more effectively than traditional methods. The present study builds on this by focusing specifically on listening experiences on TikTok.

Having established the importance of informal digital learning, the next section focuses specifically on TikTok as a platform that provides authentic listening exposure.

C. TikTok as a Language Learning Resource

1. The Relevance of TikTok for Listening Exposure

TikTok is a short-form video platform that has become popular among university students. According to We Are Social and Meltwater (2024), Indonesia has the second largest TikTok user base globally. Several features make TikTok particularly relevant for informal listening exposure.

a. Short Duration (15 seconds to 3 minutes)

This reduces cognitive load and allows for repeated viewing. Students can watch a short video multiple times without spending excessive time, which helps them catch missed words and notice pronunciation patterns. Wang and Chen (2024) found that the short duration of TikTok videos is one of the most beneficial features for language learners, as it prevents information overload.

b. Authentic speech

TikTok captures natural speech with hesitations, fillers, reduced forms, and informal expressions (Mishan & Timmis, 2015). Unlike classroom audio that is carefully scripted, TikTok presents English as it is actually spoken in real life.

c. Visual context

Gestures, facial expressions, and on-screen text provide clues that support comprehension. When spoken words are difficult to follow, visual cues can help students infer meaning.

d. Learner control

Users can replay videos, pause, or slow down playback speed. This gives students control over their listening experience, allowing them to adjust based on their comprehension needs.

e. Mobile accessibility

Listening practice can happen anytime and anywhere (Lai & Zheng, 2018). During commutes, between classes, or while waiting, language exposure becomes integrated into daily routines without extra effort.

These features suggest that TikTok has the potential to support listening development, but they also present challenges. The present study focuses on how students actually experience these features in their daily lives, including both the benefits they perceive and the difficulties they encounter.

2. Benefits and Challenges of TikTok for Listening

Based on the literature, several benefits and challenges of using TikTok for listening can be identified.

a. Benefits of TikTok for Listening:

1. Voluntary engagement: Students choose content based on their interests, which increases motivation and reduces anxiety (Rahimi & Fathi, 2021).
2. Authentic exposure: Students hear natural speech patterns, informal expressions, and different accents.
3. Visual context: Visual cues aid comprehension when spoken words are difficult to follow.

4. Learner control: Students can replay, pause, and adjust playback speed.
5. Low affective filter: The entertainment setting reduces listening anxiety compared to classroom tasks.

b. Challenges of TikTok for Listening

1. Fast speech: Many creators speak quickly, especially in comedy or storytelling content.
2. Unfamiliar slang and cultural references: Informal language and cultural references may be difficult to understand (Sari Yustina et al., 2021).
3. No teacher guidance: There is no instructor to explain or assist when comprehension breaks down.
4. Auto-generated captions may be inaccurate: Machine-generated subtitles sometimes contain errors that can mislead learners.

Several studies have examined TikTok and other digital platforms in EFL contexts. The following section reviews these studies to identify the research gap that the present study addresses.

D. Review of Previous Studies

Several studies have examined the role of digital platforms in English language learning, both internationally and in the Indonesian context. Internationally, Rahimi and Fathi (2021) studied how social media, including TikTok, affects vocabulary development among EFL learners. Their findings suggested that informal exposure through short videos helped learners acquire new words incidentally. However, their study focused on vocabulary outcomes rather

than listening processes or students' subjective experiences. Almufayrij (2024) and Kabilan and Veratharaju (2024) also investigated social media for language learning but focused primarily on quantitative outcomes, leaving a gap in qualitative understanding.

In the Indonesian context, several studies published in *Englisia* have examined digital media in language learning, particularly at Islamic universities. Musfirah et al. (2019) focused on teaching connected speech to improve listening comprehension at UIN Ar-Raniry. Their classroom-based study found that explicit instruction in connected speech features helped students understand natural spoken English better. This finding is directly relevant to the present study because TikTok exposes learners to connected speech naturally, without formal instruction. However, Musfirah et al. (2019) conducted their research in a classroom setting with structured teaching. The present study differs by examining students' natural, unguided listening experiences on TikTok in informal contexts. Heriyanto (2023) confirmed that connected speech remains a major challenge for Indonesian EFL students even in informal digital contexts.

Fitrisia, Silviyanti, and Rizki (2025) specifically investigated users' and non-users' perceptions of learning listening through English content on TikTok. Their study confirmed that students already use TikTok for listening practice and that users rely heavily on subtitles to support comprehension. Nevertheless, their research compared users and non-users quantitatively using surveys rather than exploring the detailed life experiences of active users. The present study addresses this gap by using qualitative methods to capture rich, detailed accounts of students'

experiences, including the strategies they employ to overcome listening difficulties. Amelia and Daud (2023) and Fitria (2023) also used quantitative surveys, reinforcing the need for qualitative exploration.

Istiqamah, Masduki, and Hernawan (2025) examined EFL students' informal listening habits in Indonesia and found that TikTok, alongside YouTube and Spotify, has become a primary platform for informal listening practice. While informative, their study used survey methods that did not capture the depth of students' personal experiences, including the specific challenges they face and how they feel when encountering difficulties.

Other Englisia studies have explored related aspects of digital engagement. Sari Yustina et al. (2021) investigated how Islamic Indonesian EFL students respond to content about English-speaking countries, finding that digital exposure shapes students' perspectives and cultural understanding. Armanda and Priyana (2025) unveiled EFL students' views on gamified learning experiences, emphasizing the importance of understanding learner perspectives rather than only measuring outcomes. Soetam Rizky and Rohmana (2025) studied how students use online machine translation in language classrooms at Islamic universities, contributing to the broader discussion of digital tools in EFL learning. Syafrizal and Pahamzah (2024) examined informal digital learning of English (IDLE) in the Indonesian context, but did not specifically focus on listening strategies on TikTok. While these studies highlight the growing attention to digital media in Indonesian Islamic higher education, none of them specifically focus on students' listening experiences or strategies on TikTok.

Recent studies by Septiyana (2023), Lestari and Wahyudin (2024), and Muthmainnah (2023) have begun to explore listening strategies on TikTok, but these studies predominantly used quantitative methods and did not capture the rich, subjective experiences of learners. Pratama and Hartono (2024) specifically investigated comment sections as a learning tool, but their study focused on reading rather than listening comprehension.

E. Research Gap

Based on the review above, several gaps can be identified. First, while previous studies have examined TikTok for vocabulary development (Rahimi & Fathi, 2021; Almufayrij, 2024) or general digital engagement (Sari Yustina et al., 2021; Soetam Rizky & Rohmana, 2025), limited research specifically addresses listening comprehension on TikTok. Second, studies that have examined listening (Musfirah et al., 2019; Heriyanto, 2023) were conducted in classroom settings with explicit instruction, not in informal digital contexts where students voluntarily engage with content without guidance. Third, while Fitrisia et al. (2025) investigated perceptions of TikTok for listening, their study used quantitative methods to compare users and non-users rather than exploring the detailed experiences of active users. Fourth, existing research predominantly uses quantitative methods to measure outcomes (Amelia & Daud, 2023; Fitria, 2023; Septiyana, 2023), leaving a gap in understanding the subjective, life experiences of students as they navigate authentic listening on short-form video platforms. Fifth, limited research has examined the specific strategies EFL students employ to overcome listening difficulties on TikTok, including the use of subtitles,

rewatching, comment sections, and external resources such as Google Translate and AI (Pratama & Hartono, 2024; Simamora, 2024)..

To the best of the researcher's knowledge, no qualitative study has specifically explored EFL students' life experiences of listening to authentic spoken English on TikTok in informal contexts, including the strategies they use to address listening challenges. While Fitriisia et al. (2025) examined perceptions of TikTok for listening, their study used quantitative surveys. While Musfirah et al. (2019) examined listening challenges, their study was conducted in a classroom with explicit instruction. While Simamora (2024) examined repetition strategies on TikTok, and Pratama and Hartono (2024) examined comment sections, no study has holistically examined the full range of strategies that EFL students naturally employ on TikTok. The present study is unique because it focuses on students' natural, unguided listening experiences on TikTok without any instructional intervention, and it identifies the strategies students naturally employ when facing difficulties.

Therefore, this qualitative study aims to fill that gap by providing rich, descriptive accounts of EFL students' experiences with authentic listening on TikTok and the challenges they encounter. By focusing on students' own perspectives, this research builds on the foundation of previous Englisia studies in similar contexts at UIN Ar-Ran

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This study uses a qualitative descriptive design. A qualitative approach is suitable when the goal is to understand participants' views and life experiences rather than measure results with numbers (Merriam, 2009). This design allows the researcher to describe the experiences, challenges, and strategies of EFL students in using TikTok for listening practice in a straightforward manner, using participants' own words to illustrate their accounts (Sandelowski, 2000). The focus is on providing a rich, detailed description of the phenomenon as experienced by the participants, rather than testing hypotheses or measuring variables.

B. Participants

The study is conducted at the English Language Education Department of UIN Ar-Raniry Banda Aceh. The participants are five EFL students from Batch 2022.

Participants are selected using purposive sampling (Palinkas et al., 2015). This means they are chosen because they have specific characteristics that are relevant to the research. The criteria for selection are:

1. Be Active TikTok users for at least one year.
2. Watch English language content on TikTok at least 3 to 4 times per week.
3. Feel that watching TikTok videos has helped their listening comprehension in some way.

4. Be Willing to take part in interviews and share detailed experiences.
5. Be Currently enrolled in the English Language Education Department, Batch 2022.

To ensure the participants were genuinely active TikTok users, the researcher observed their TikTok activity through mutual following and checked their engagement with English content before selecting them. This helped confirm that they regularly watched English TikTok content and were not fabricating their habits.

The number of participants (five) is considered sufficient for a qualitative descriptive study, as the goal is depth of understanding rather than generalization (Merriam, 2009). Five participants allow the researcher to explore each individual's experiences in rich detail while still being able to identify common patterns across cases.

To protect their identities, the five participants are identified by pseudonyms (P1, P2, P3, P4, P5). They range in age from 20 to 22 years old. All participants reported watching English TikTok content at least 3-4 times per week, with some watching daily. The types of content they frequently watch include comedy sketches, educational content, vlogs, and movie clips.

C. Method of Data Collection

Data in this study were collected through semi-structured interviews. This method was chosen because it allows the researcher to explore participants' experiences in depth while maintaining flexibility to follow emerging topics during the conversation (Dörnyei, 2007). The semi-structured format ensures that the

interviews remain focused on the research questions while giving participants the freedom to express their experiences in their own words.

The interviews aimed to explore students' experiences with English TikTok videos in relation to listening comprehension. Specifically, the interviews sought to understand students' viewing habits, the listening challenges they encounter, and their perceptions of how TikTok has influenced their listening development over time.

The interview questions were designed to directly address the three research questions. To answer the first research question regarding students' experiences, participants were asked about their viewing habits and examples of helpful videos. For the second research question concerning listening challenges, participants were asked to describe specific difficulties they face when watching English TikTok content. For the third research question concerning strategies, participants were asked about what they usually do when they do not understand English TikTok content. The interview questions were developed based on the theoretical framework presented in Chapter II, particularly the concepts of listening challenges (Field, 2008; Goh, 2000) and informal digital learning (Lai & Zheng, 2018). The questions were reviewed by the academic advisor to ensure clarity and relevance before being used in the actual interviews. The complete interview protocol, including the full list of questions, is provided in Appendix A.

All interviews were conducted in Indonesian to ensure participants could express themselves comfortably and without language barriers. Each interview lasted approximately 45 to 60 minutes and took place in a quiet, comfortable

location on campus. Online options via Zoom or WhatsApp were also available for participants who preferred remote participation. Before each interview, the researcher explained the purpose of the study, assured participants of the confidentiality of their responses, and obtained informed consent. All interviews were audio recorded with participants' permission. The researcher also took field notes during interviews to capture non-verbal cues and contextual details that might enrich the data. The audio recordings were later transcribed verbatim for analysis.

D. Method of Data Analysis

The data will be analyzed using thematic analysis. This follows the six steps described by Braun and Clarke (2006).

1. Getting Familiar with the Data

The researcher will read and read again the interview transcripts many times. While reading, the researcher will also listen to the audio recordings to make sure the transcripts are accurate. This helps the researcher become very familiar with what participants said. Initial thoughts and observations will be written down.

2. Making Initial Codes

The researcher will go through the transcripts and identify meaningful parts related to the research questions. These parts will be given codes. Codes are labels that describe what is interesting in the data. For example, when a participant talks about struggling with speed, the code might be "fast speech difficulty." When a participant mentions replaying videos, the code might be "replay strategy." When a participant says visuals help them understand, the code might be "visual help."

3. Looking for Themes

After coding, the researcher will group similar codes together. These groups become potential themes. Themes are broader patterns that capture something important about the data in relation to the research questions. For example, codes about fast speech, unfamiliar accent, and slang might be grouped under a theme called "Linguistic Challenges." Codes about replay, using subtitles, and pausing might be grouped under a theme called "Ways Students Respond to Listening Difficulties."

4. Reviewing Themes

The researcher will check if the themes work well. This means checking if the themes fit the coded parts they came from. It also means checking if the themes work for the whole dataset. Some themes may need to be changed, split into smaller themes, combined with others, or removed if they do not fit well.

5. Defining and Naming Themes

Each theme will be clearly defined. The researcher will decide what each theme is really about and what aspect of the data it captures. A clear name will be given to each theme. For example, a theme about how students use visual information might be named "Relying on Visual Context."

6. Writing the Report

The final analysis will be written up in Chapter IV. The report will include rich descriptions and direct quotes from participants to show what each theme means. The report will tell the story of the data in a way that answers the research questions. Themes will be presented with examples from the interviews to make

the findings clear and believable. This approach follows the qualitative tradition used in English studies that explore student experiences and perspectives (Armanda & Priyana, 2025; Sari Yustina et al., 2021).



CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the study. The findings are derived from semi-structured interviews with five EFL students from the English Language Education Department at UIN Ar-Raniry Banda Aceh, Batch 2022. The interviews were conducted in Indonesian to allow participants to express their experiences freely, then transcribed and analyzed. This chapter is organized to answer three research questions: how EFL students describe their experiences using TikTok for listening, what listening challenges they encounter, and what strategies they employ to overcome those difficulties. Direct quotes from participants are presented to support the analysis.

A. Findings

The findings are organized according to three research questions. Direct quotes from participants are presented to support the analysis.

1. Students Experiences Using TikTok Videos

This section presents findings related to students' experiences with English TikTok content before, after and type of content.

a. First experiences before using TikTok

Most of the students found their first experience of listening to English content on TikTok confusing and difficult. P1 explained that his listening comprehension was poor because there was no subtitle available at that time, making him unable to understand what the creators were saying. He stated, *"If*

there was an English content creator, I would skip it. The experience was pretty hard because there was no subtitle option." Similarly, P4 admitted that his English listening was not proper, only basic, so he could not fully understand the content. He said, *"I didn't fully understand what was happening in the content because at that time my English was not proper, just basic English. I was totally confused."* Different from P1 and P4, P2 stated that listening to different accents made him confused, saying, *"My first experience was a bit confusing because they have different accents between one another."*

However, one participant, P3, had a different first listening experience. He found listening to English TikTok videos very easy and enjoyable. He stated, *"The first time I opened TikTok, my feed turned into English, and it was fun because I am pretty well versed in English."* He did not face any problems with understanding the content, including the various accents and pronunciation used by the creators. These accounts show that most of the students initially struggled with listening to English on TikTok, primarily due to lack of subtitles and limited listening proficiency, while one participant with stronger listening skills found the experience easy and enjoyable from the start.

b. Improvement After Use TikTok Videos

All five participants reported that TikTok has helped improve their listening comprehension over time. P3 reported substantial development, stating, *"My listening capability has improved over the years by using TikTok as my main source of entertainment."* P1 explained that before using TikTok, he had difficulty understanding global news. However, by regularly watching English

content creators who are native speakers from America, he found that his listening improved because he could understand the news better. He stated, *"If I want to know what happens in the world, I have to watch English content creators. From that, I can say it helped my listening because the people who explain are native speakers from America."* P2 credited TikTok's subtitle feature for his progress, stating, *"TikTok has the subtitle feature, so I can understand what they are saying. It helped my listening much."* P4 described a developmental trajectory from high school to university. He explained, *"For the first time, I don't think it really helped because my understanding was not that good. But after I went to university because of my major, it has fully helped me."* P5 shared a concrete example from movie clips, stating, *"When I watch clips of Breaking Bad, I listen to all the dialogue, and that improved my listening skill."* These findings indicate that while initial experiences varied, all participants eventually perceived TikTok as a beneficial tool for listening development.

c. Types of TikTok Content That Help Listening

Participants reported engaging with various types of English content on TikTok, each offering different listening opportunities based on their personal interests. P1 preferred football content, specifically from the United Kingdom. He stated, *"The content that helped me the most is football because a lot of my For You Page is about football almost every day. I love to hear how people talk in English, especially in the UK."* Meanwhile, P2 preferred educational and podcast content. He said, *"I prefer educational purpose content and podcast content"*

because I like to hear what they say and what they think. It also helped my listening."

P3 explained,

"Food content creators talk a lot about recipes and different ingredients. Hearing those foreign words used in content helped quite a bit. Also, rap music, especially the British ones, helped because when a trend comes up and blasts your FYP with the same thing over and over, after a while you get used to it and understand."

He enjoyed food vloggers, rap music, and short documentaries.

P4 preferred daily conversations and vlogs. He stated, "The type of content that helped me the most is daily conversation. They talk about everyday life using informal language. It is like a short vlog." Finally, P5 preferred movie clips. He said, "I think it is movie clips because I love watching movies. A lot of English content on TikTok is movie clips, like part one, part two, and part three." These findings demonstrate that students naturally seek out English content aligned with their personal interests, which sustains their engagement and provides varied listening input.

2. Challenges

This section presents the listening challenges participants faced when engaging with English TikTok content. Based on the participants' accounts, four main challenges emerged: Accent, Informal Language, Vocabulary, and Speed. Each challenge is explained below, followed by supporting quotes from the participants.

a. Accent

Accent refers to the distinctive way words are pronounced by speakers from different regions or countries. In this study, participants reported difficulties understanding English accents that differ from American English, which is the variety most commonly taught in Indonesian classrooms. British accents, particularly Scottish accent, were especially challenging for participants to comprehend because the Scottish accent is known for its unique pronunciation and intonation. P2 stated that he could not understand English TikTok content at all due to accent differences, saying, *"The biggest difficulty is the accent. There are many content creators not from the same area, so they have different accents between them."*

Similarly, P1 described his specific difficulty with the Scottish accent, stating, *"Content creators from Scotland speak English, but their accent is really unique and difficult to understand sometimes. The pronunciation is different compared to American English."* P3 also faced challenges, saying, *"The biggest difficulty is to adjust my listening skills to different accents. Some Scottish and some really deep British accents, you can barely understand what they are saying."*

b. Informal Language

Informal language includes slang, contractions, filler words, and connected speech. Unlike formal classroom English, informal language reflects how native speakers actually communicate in daily conversations. Participants in this study

reported difficulty understanding these informal features on TikTok, which often differ from the textbook English they learned in school.

P4 explained,

“Content creators mostly use informal language. They s sometimes use filler, contraction and slang. I am kind of confused until now because different communities have different slang. That is my biggest difficulty. It is not what I learned in the book. They say 'I wanna,' 'gonna.' I was totally confused at that time.”

He realized that the informal language and connected speech features used by content creators on TikTok were different from what he had learned in formal English classes, which made him struggle to understand daily conversations on the platform.

c. Vocabulary

Vocabulary refers to the knowledge of words and their meanings. Limited vocabulary knowledge can prevent listeners from understanding the overall message of a spoken text. Participants in this study reported that unfamiliar words, particularly in specialized or political content, created significant barriers to comprehension. P5 stated clearly, *"The biggest difficulty that I face is vocabulary. I realized that I have lack of vocabulary."* He admitted that his limited vocabulary made it hard for him to follow English content on TikTok.

Meanwhile, P1 encountered strange vocabulary when watching political content, saying, *"When they talk about war, they use a lot of vocabulary that is really strange for me."* He found that political topics often used words he had never learned before.

In addition, P4 also noted that words like "wanna" and "gonna" were not part of his classroom learning, stating, *"They haven't memorized a few words yet. It is not what I learned in the book."* He realized that the vocabulary used by content creators on TikTok was different from what he had learned in school."

d. Speed

Speed refers to the rate at which speakers produce words in natural conversation. Native speakers typically speak much faster than classroom audio materials, leaving learners insufficient time to process meaning. In this study, one participant explicitly identified fast speech as a listening challenge on TikTok.

P3 stated, *"Sometimes they speak way too fast, like they be rapping about the stuff they encountered that day. That is one of the difficulties."* He explained that the fast speech rate made it hard for him to catch the words, especially when creators spoke in a rhythmic or rap-like manner.

3. Students Strategies to Overcome Listening Difficulties

This section presents the strategies participants use when they cannot understand TikTok Videos. Based on the participants' accounts, five main strategies emerged: using subtitles, rewatching videos, reading comment sections, using external resources (Google, Google Translate, and AI), and skipping content. Each strategy is explained below, followed by supporting quotes from the participants.

a. Using Subtitles

Subtitles are on-screen text that displays the spoken words of a video. On TikTok, subtitles can be auto-generated by the platform or added manually by content creators. Subtitles support listening comprehension by providing a written reference that learners can use to confirm what they heard. In this study, all five participants reported using subtitles as their primary strategy for understanding English content.

P1 stated, *"If there is subtitle, it really helps a lot. I have to make sure what they are saying."* Similarly, P2 said, *"TikTok has the subtitle feature, so I can understand what they are saying."* P3 used subtitles specifically for music, saying, *"If it is music, I look up the lyrics."*

On the other hand, P5 used subtitles conditionally, stating, *"When I get confused, I will use the subtitle."* Likewise, P4 noted a limitation, stating that subtitles are *"not fully accurate, but it is a little help."*

b. Rewatching Videos

Rewatching refers to playing a video multiple times to catch missed words or clarify meaning. Unlike real-time listening in classroom settings, TikTok allows users to replay videos as many times as needed. This strategy gives learners control over their listening pace and allows them to focus on specific parts they did not understand initially. P3 explained, *"I just repeat the video over and over until I understand what they are saying."* Similarly, P4 stated, *"When I am a bit confused about the videos, I repeat it a few more times."* P5 also described his approach, saying, *"The first step is I replay first. If I still feel confused, then I go to Google."*

c. Reading Comment Section

The comment section on TikTok allows viewers to post responses, questions, and explanations about a video. For language learners, comments can provide simplified explanations of video content from other viewers. This strategy represents a form of peer-assisted learning unique to social media platforms. P1 found the comment section helpful, stating, *"The comment section in TikTok is really helpful. People try to explain again with easier words so others can understand more easily."* Similarly, P2 said, *"The first thing I do is reading the comment. I try to search what the video purpose is. If it is so confusing, I just skip the video."*

d. Using Google, Google Translate, and AI

External resources such as search engines (Google), translation tools (Google Translate), and artificial intelligence (AI) features provide additional support when subtitles and rewatching are insufficient. These tools allow learners to look up unfamiliar words, translate phrases, or ask direct questions about content they do not understand. P3 mentioned using TikTok's built-in AI feature, stating, *"I just use the AI on TikTok. You can just ask it, and then you get results. It is basically like Google but in another app."* Similarly, P4 used Google to research content, saying, *"I try to Google it about the content that they talk about."* P5 also used Google Translate and peer support, stating, *"I just open my Google Translate, or I ask my friend, my classmate."*

e. Skipping content

Skipping refers to scrolling past a video without watching it to the end when comprehension becomes too difficult. This strategy reflects the voluntary nature of informal learning, where students can choose to avoid content that exceeds their current listening ability. Unlike classroom settings, TikTok allows learners to self-select content at an appropriate difficulty level. P1 said, *"If there is an English content creator, then I skip it."* Similarly, P2 stated, *"If the video is so confusing, I just skip them."*

B. Discussion

This study found that EFL students at UIN Ar-Raniry had positive experiences using TikTok for informal listening practice. All five participants engaged with English content daily and perceived development in their listening skills. However, most of them found their first experience confusing and difficult due to lack of subtitles, limited listening proficiency, and unfamiliar accents. Only one participant with stronger listening skills found the experience easy and enjoyable from the start. The participants also faced various listening challenges, including accent, informal language, vocabulary, and speed. To overcome these difficulties, they employed several strategies, with subtitles being the most universally used.

The positive experiences reported by participants align with Istiqamah, Masduki, and Hernawan (2025), who found that TikTok has become a primary platform for informal listening practice among EFL students in Indonesia. The finding that participants found TikTok enjoyable and pressure-free supports

Krashen's (1982) Affective Filter Hypothesis, which states that when learners are relaxed and motivated, their affective filter is low, allowing language input to be processed more effectively. Participants explicitly stated that TikTok is for having fun and that there is no force on it, contrasting with formal classroom listening tasks that often produce anxiety (Vandergrift & Goh, 2012). This finding is also consistent with Rahimi and Fathi (2021), who argued that informal exposure through short videos lowers anxiety and increases motivation for language learning.

Moreover, participants reported that their listening comprehension improved over time through regular exposure to English TikTok content. This finding suggests that consistent engagement with authentic videos, despite initial difficulties, can lead to measurable development in listening skills, particularly when combined with strategies such as subtitle use and repeated viewing. Furthermore, participants actively sought out content aligned with their personal interests, such as football, educational videos, movie clips, daily conversations, and food vlogs. This interest-based selection sustained their engagement and provided varied listening input, which reflects Benson's (2011) concept of learner autonomy and Lai and Zheng's (2018) characterization of informal digital learning. Unlike classroom settings where listening materials are predetermined and carefully scripted, TikTok provides authentic videos that are not prepared for teaching purposes. The authenticity of TikTok videos lies in their unscripted, spontaneous nature, they are not created for language teaching purposes but for entertainment and information sharing. This aligns with Mishan and Timmis's (2015) definition of authentic materials as language used in real communication, not designed for

pedagogical purposes. Similarly, Nunan (2023) argues that authentic materials better prepare learners for real-world listening because they reflect how language is actually used by native speakers.

This authenticity exposes learners to real-world spoken English, including natural speech rates, informal expressions, and various accents, which are often absent in classroom audio materials (Mishan & Timmis, 2015).

Regarding listening challenges, accent was the most frequently mentioned difficulty, with participants struggling particularly with Scottish and British accents. This finding directly supports Musfirah, Silviyanti, and Inayah (2019), who found that students at UIN Ar-Raniry specifically struggle with recognizing natural pronunciation patterns. As Field (2008) explains, exposure to a limited range of accents in instructional settings can leave learners unprepared for the variety of accents encountered in authentic contexts.

In addition to accent, informal language emerged as another significant challenge. One participant explicitly noted that TikTok language is "not what I learned in the book." This finding highlights a persistent gap between formal English instruction and authentic language use. As Mishan and Timmis (2015) argue, authentic materials present language as it is actually spoken, including fillers, contractions, and colloquial expressions rarely taught in textbooks. The mention of "wanna" and "gonna" directly illustrates the challenge of connected speech, a key linguistic feature discussed by Field (2008) and Musfirah et al. (2019).

Furthermore, vocabulary gaps were reported as a listening difficulty, aligning with Goh (2000), who identified unfamiliar vocabulary as a major source

of listening comprehension problems. One participant admitted having a lack of vocabulary, while others found political content difficult due to strange vocabulary, and some noted that words like "wanna" and "gonna" were not part of their classroom learning. Finally, speed was mentioned by only one participant as a prominent challenge. This finding is somewhat surprising given that fast speech is frequently cited as a major listening difficulty (Field, 2008; Goh, 2000). One possible explanation is that TikTok's short video format reduces cognitive load compared to longer listening passages, allowing learners to process information in manageable chunks (Lai & Zheng, 2018).

In terms of strategies, subtitles were the most universally adopted strategy. This finding is consistent with Fitriasia, Silviyanti, and Rizki (2025), who found that TikTok users rely heavily on subtitles to support listening comprehension. However, one participant noted that subtitles are "not fully accurate," reflecting Mishan and Timmis's (2015) caution that machine-generated captions may contain errors. In addition to subtitles, rewatching videos reflects the advantage of digital platforms over real-time listening, allowing unlimited repetition and giving learners control over their listening pace (Vandergrift & Goh, 2012). Three participants reported rewatching videos multiple times until they understood the content.

Moreover, reading comment sections represents a form of peer-assisted learning not available in traditional listening instruction, where learners co-construct meaning with other viewers. Two participants found the comment section helpful, with one stating that people explain the content using easier words. Using Google, Google Translate, and AI indicates that when platform features are

insufficient, participants seek additional support, consistent with Lai and Zheng's (2018) characterization of self-directed mobile learning. Three participants used external resources such as Google, Google Translate, or TikTok's built-in AI feature to look up unfamiliar words or ask questions about content they did not understand. Finally, skipping content reflects the voluntary nature of informal learning, where students can choose to avoid content that exceeds their current listening ability, preventing frustration and maintaining motivation (Benson, 2011). Two participants reported skipping English content when it was too confusing to understand.

In conclusion, this study found that EFL students at UIN Ar-Raniry can develop listening comprehension through daily, unstructured exposure to TikTok despite facing challenges with accent, informal language, vocabulary, and speed. A key distinction from previous studies is that students independently employ diverse strategies such as rewatching videos, reading comment sections, and using AI to overcome difficulties without teacher guidance. These findings imply that English teachers should recognize TikTok as a legitimate source of authentic listening input. Regarding future directions, further research is needed to explore how student-driven strategies such as using comment sections and AI can be integrated into formal classroom instruction. Further elaboration of these implications is presented in Chapter V

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusions

This study aimed to explore EFL students' experiences in using TikTok videos for listening comprehension, identify the listening challenges they encounter, and examine the strategies they employ to overcome those difficulties. Based on the findings and discussion presented in Chapter IV, several conclusions can be drawn.

First, EFL students at UIN Ar-Raniry have positive experiences using TikTok for informal listening practice. All five participants engaged with English content daily and perceived development in their listening skills over time. Although most of them found their first experience confusing due to lack of subtitles and limited listening proficiency, they eventually benefited from regular exposure to authentic English content on the platform.

Second, students faced several listening challenges when engaging with English TikTok content, including accent (particularly Scottish and British accents), informal language and connected speech (such as "wanna" and "gonna"), vocabulary gaps, and fast speech rate. These challenges reflect the gap between formal English instruction in the classroom and authentic language use on social media platforms.

Third, to overcome these difficulties, students employed five main strategies: using subtitles (the most frequently used), rewatching videos, reading

comment sections, using external resources (Google, Google Translate, and AI), and skipping incomprehensible content. A key finding is that students independently utilized comment sections and AI tools to aid comprehension, a strategy not extensively documented in prior TikTok listening research.

The main contribution of this study is its qualitative exploration of students' natural, unstructured listening experiences on TikTok, which differs from previous studies that focused primarily on quantitative outcomes or classroom-based interventions.

B. Suggestions

Based on the findings of this research, several suggestions are provided to help utilize the results effectively. The suggestions are addressed to English teachers, EFL students, and future researchers.

1. For English Teachers

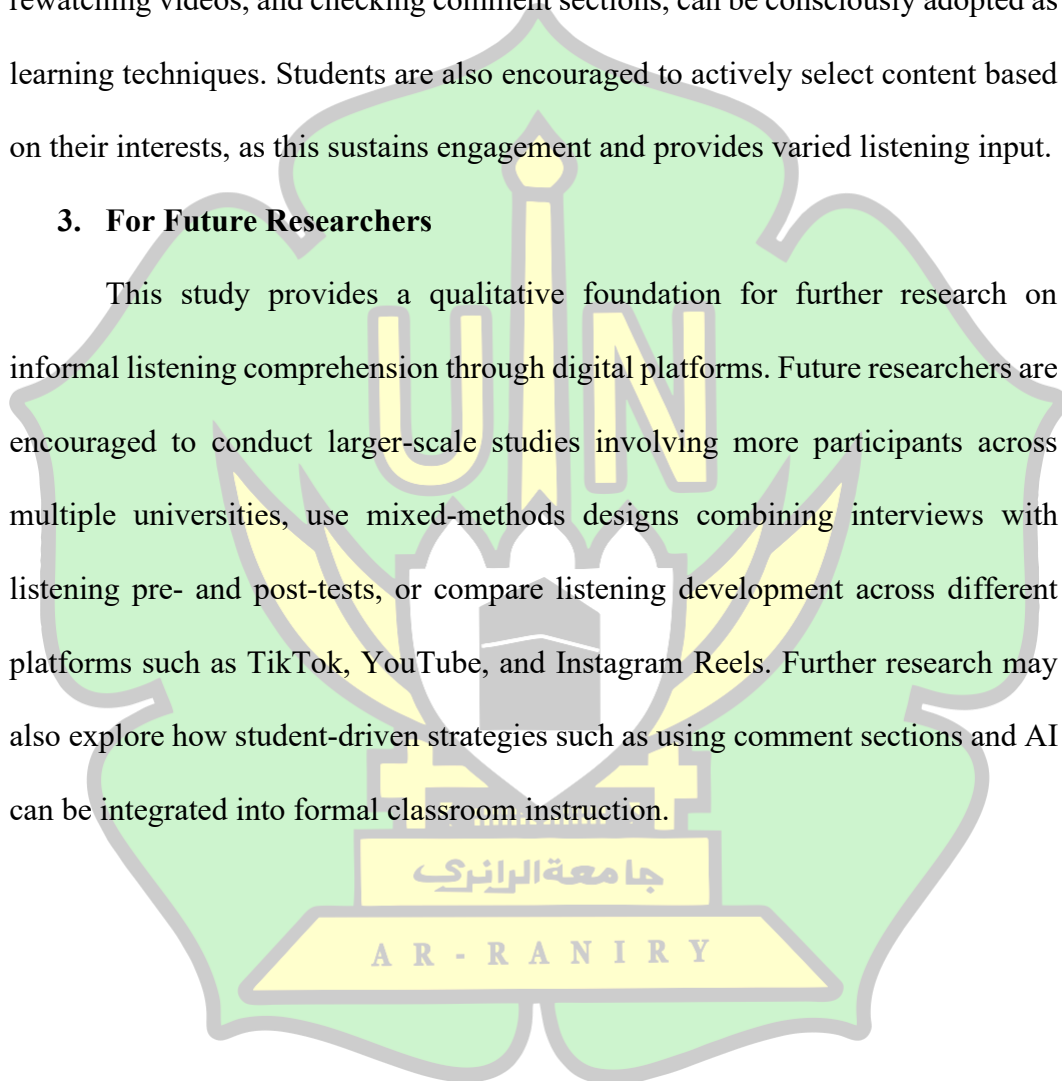
Teachers should recognize TikTok as a legitimate source of authentic listening input. Instead of dismissing social media as purely entertainment, teachers can connect formal listening instruction with students' informal learning experiences. For example, teachers can discuss with students the listening challenges they encounter on TikTok, such as accents, connected speech, and slang, and provide explicit instruction on these features. Teachers may also encourage students to reflect on their informal listening practices and share useful strategies such as using subtitles or checking comment sections with their peers.

2. For EFL Students

Students should become more aware of their informal listening practices and intentionally engage with English content that challenges their listening abilities. The strategies identified in this study, particularly using subtitles, rewatching videos, and checking comment sections, can be consciously adopted as learning techniques. Students are also encouraged to actively select content based on their interests, as this sustains engagement and provides varied listening input.

3. For Future Researchers

This study provides a qualitative foundation for further research on informal listening comprehension through digital platforms. Future researchers are encouraged to conduct larger-scale studies involving more participants across multiple universities, use mixed-methods designs combining interviews with listening pre- and post-tests, or compare listening development across different platforms such as TikTok, YouTube, and Instagram Reels. Further research may also explore how student-driven strategies such as using comment sections and AI can be integrated into formal classroom instruction.



REFERENCES

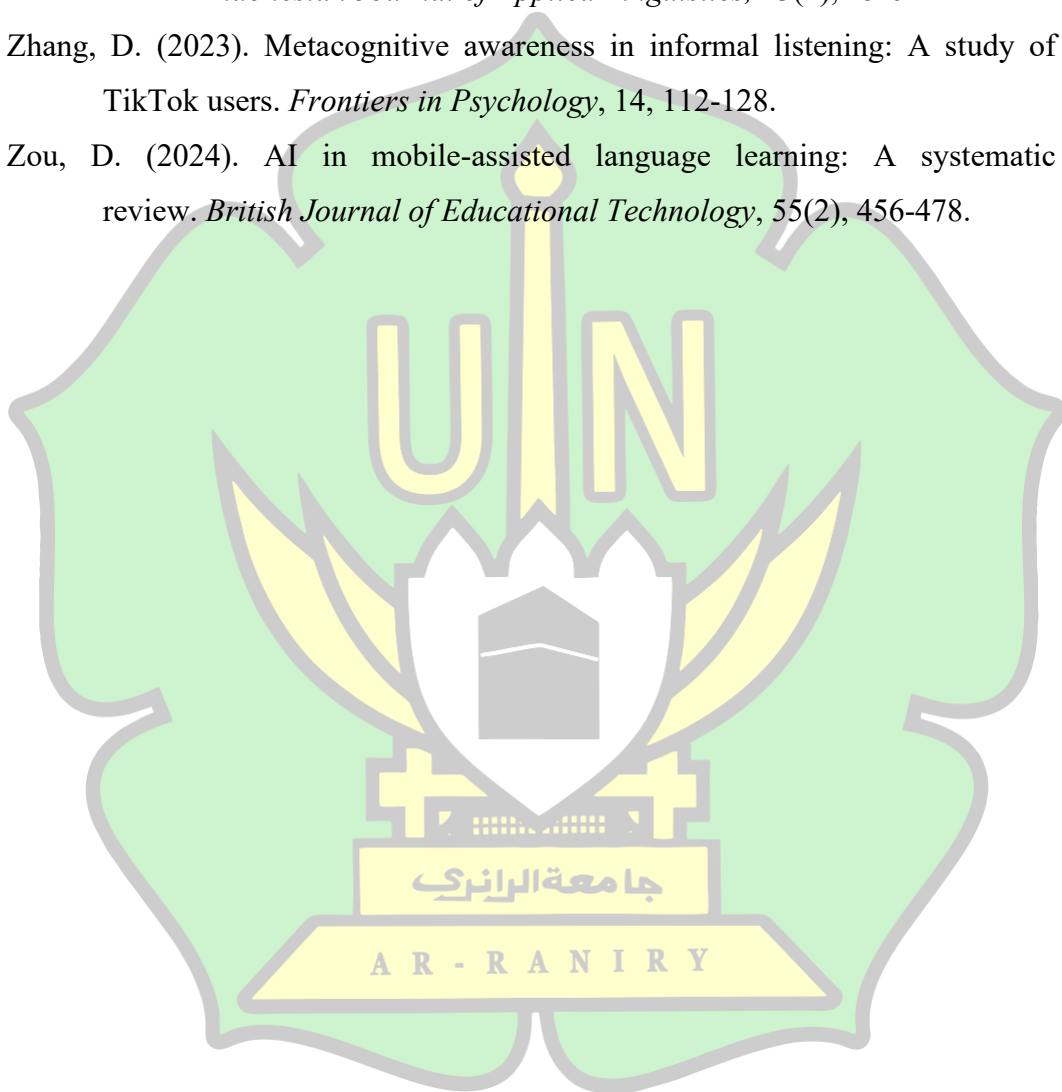
- Almufayrij, H. (2024). TikTok for language learning: A systematic review of current research. *Journal of Educational Technology*, 45(2), 112-128.
- Amelia, R., & Daud, B. (2023). EFL students' perceptions of TikTok for listening comprehension. *Englisia: Journal of Language, Education, and Humanities*, 11(1), 45-62.
- Armanda, M. L., & Priyana, J. (2025). Unveiling EFL students' views on gamified learning experience: A survey study. *Englisia: Journal of Language, Education, and Humanities*, 12(2), 202-218.
- Benson, P. (2011). Language learning and teaching beyond the classroom: An introduction to the field. In P. Benson & H. Reinders (Eds.), *Beyond the language classroom* (pp. 7-16). Palgrave Macmillan.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Chen, Y. (2022). Short-form videos in EFL listening: Cognitive load perspective. *Asian EFL Journal*, 28(3), 45-67.
- Dörnyei, Z. (2007). Research methods in applied linguistics: *Quantitative, qualitative, and mixed methodologies*. Oxford University Press.
- Field, J. (2008). *Listening in the language classroom*. Cambridge University Press.
- Fitria, T. N. (2023). TikTok as a media of learning English: EFL students' perspectives. *English Teaching Journal*, 11(2), 89-104.
- Fitrisia, A., Silviyanti, T. L., & Rizki, M. (2025). Users and non-users' perceptions in learning listening with English contents learning on TikTok. *Englisia: Journal of Language, Education, and Humanities*, 12(2).

- Goh, C. C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Hasanah, U., & Setyowati, L. (2024). Informal learning through TikTok: EFL students' motivation and anxiety. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 33-52.
- Heriyanto, D. (2023). Connected speech recognition on TikTok: Challenges for Indonesian EFL learners. *Indonesian EFL Journal*, 9(2), 145-162.
- Hwang, G. J., & Fu, Q. K. (2023). AI in language learning: Trends and future directions. *Computers & Education*, 195, 104-122.
- Istiqamah, Masduki, & Hernawan. (2025). English listening as a digital literacy practice: EFL students' informal listening habits in Indonesia. *Englisia: Journal of Language, Education, and Humanities*, 12(2).
- Kabilan, M. K., & Veratharaju, K. (2024). Social media for listening development: Affordances and challenges. *Computer Assisted Language Learning*, 37(4), 789-812.
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.
- Lai, C., & Zheng, D. (2018). Self-directed use of mobile devices for language learning beyond the classroom. *ReCALL*, 30(3), 299-318.
- Lestari, N., & Wahyudin, A. Y. (2024). Strategies in listening comprehension on social media platforms. *Journal of Language Learning*, 8(1), 55-72.
- Li, R. (2023). Metacognitive strategies in digital listening: A study of EFL learners. *System*, 115, 103-118.
- Liao, Y. (2024). Auto-generated subtitles in TikTok: Accuracy and pedagogical implications. *Language Learning & Technology*, 28(2), 45-67.
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Mishan, F., & Timmis, I. (2015). *Materials development for TESOL*. Edinburgh University Press.

- Musfirah, M., Silviyanti, T. L., & Inayah, N. (2019). Teaching connected speech to improve listening comprehension for EFL students. *Englisia: Journal of Language, Education, and Humanities*, 7(1), 1-13.
- Muthmainnah, M. (2023). EFL learners' listening strategies on TikTok: A descriptive study. *Journal of English Language Teaching*, 12(4), 234-251.
- Nunan, D. (2023). Authentic materials in listening: Revisiting the concept. *TESOL Journal*, 14(3), e712.
- Oxford, R. L. (2017). *Teaching and researching language learning strategies* (2nd ed.). Routledge.
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533-544.
- Pratama, R. M., & Hartono, R. (2024). Comment section for language learning: A case study on TikTok. *English Education Journal*, 15(1), 78-95.
- Puspita, D. (2023). Listening challenges on TikTok: EFL students' perspectives. *English Review: Journal of English Education*, 11(3), 567-582.
- Rahimi, M., & Fathi, J. (2021). The effect of social media on vocabulary development among EFL learners. *Teaching English with Technology*, 21(4), 3-20.
- Rao, P. S. (2024). Authentic materials in EFL classroom: Benefits and challenges. *Journal of English Teaching*, 10(2), 123-140.
- Renandya, W. A., & Farrell, T. S. C. (2022). Teacher roles in listening instruction: Revisiting the framework. *RELJ Journal*, 53(3), 567-582.
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge University Press.
- Rost, M. (2011). *Teaching and researching listening* (2nd ed.). Longman.

- Sari, F. M., & Putri, A. D. (2024). Learner autonomy on TikTok: Indonesian EFL students' experiences. *Studies in English Language and Education*, 11(2), 789-806.
- Sandelowski, M. (2000). Whatever happened to qualitative description? *Research in Nursing & Health*, 23(4), 334-340.
- Sari Yustina, L., Silviyanti, T. L., & Fitriisia, A. (2021). Islamic Indonesian EFL students' responses to English-speaking countries' content on digital platforms. *Englisia: Journal of Language, Education, and Humanities*, 9(1), 112-128.
- Septiyana, L. (2023). EFL students' listening strategies on short-form video platforms. *Journal of English Education*, 8(4), 345-362.
- Simamora, R. (2024). Repetition strategy in TikTok listening: A case study of EFL learners. *Acuity: Journal of English Language Pedagogy, Literature and Culture*, 9(1), 45-62.
- Soetam Rizky, R., & Rohmana, N. (2025). Online machine translation use in language classrooms at Islamic universities. *Englisia: Journal of Language, Education, and Humanities*, 12(2). (in press)
- Susanti, A. (2023). AI tools in language learning: Indonesian EFL students' perspectives. *Journal of Language and Literature*, 23(2), 345-362.
- Syafrizal, S., & Pahamzah, J. (2024). Informal digital learning of English (IDLE) among Indonesian EFL students. *Englisia: Journal of Language, Education, and Humanities*, 11(2), 189-208.
- Trinh, T. T. H. (2024). Auto-generated captions and comprehension on social media platforms. *Computer Assisted Language Learning*, 37(5), 1123-1145.
- Van Manen, M. (2016). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(3), 191-210.
- Vandergrift, L., & Goh, C. C. M. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.

- Wang, H. C., & Chen, C. W. (2024). Short-form videos for listening development: The role of video length. *Educational Technology Research and Development*, 72(3), 145-167.
- We Are Social, & Meltwater. (2024). *Digital 2024: Indonesia*.
- Widodo, H. P. (2023). Digital media in Indonesian EFL context: A critical review. *Indonesian Journal of Applied Linguistics*, 13(1), 45-62.
- Zhang, D. (2023). Metacognitive awareness in informal listening: A study of TikTok users. *Frontiers in Psychology*, 14, 112-128.
- Zou, D. (2024). AI in mobile-assisted language learning: A systematic review. *British Journal of Educational Technology*, 55(2), 456-478.



APPENDICES

Appendix A: Appointment Letter of Supervisor

	
KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH NOMOR: 026 TAHUN 2026	
TENTANG: PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA DENGAN RAHMAT TUHAN YANG MAHA ESA	
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH	
Menimbang	: a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi; b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa; c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
Mengingat	: 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI; 10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum; 11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
MEMUTUSKAN	
Menetapkan	: Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.
KESATU	: Menunjuk Saudari: Fithriyah S.Ag, M.Pd. Untuk membimbing Skripsi Nama : T. Mukhlis Aridha NIM : 220203120 Program Studi : Pendidikan Bahasa Inggris Judul Skripsi : Understanding EFL Students' Experiences with TIKTOK Videos in Developing Listening Comprehension
KEDUA	: Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
KETIGA	: Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2025 Tanggal 02 Desember 2024 Tahun Anggaran 2025.
KEEMPAT	: Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;
KELIMA	: Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.
Ditetapkan di : Banda Aceh Pada tanggal : 6 Januari 2026 Dekan,  Saiful Mukul	
Tembusan 1. Salinan Kementerian Agama RI di Jakarta; 2. Ditjen Pendidikan Islam Kementerian Agama RI di Jakarta; 3. Direktur Perguruan Tinggi Keagamaan Islam Kementerian Agama RI di Jakarta; 4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh; 5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh; 6. Kepala Bagian Kepegawaian dan Administrasi UIN Ar-Raniry Banda Aceh di Banda Aceh; 7. Yang bersangkutan; 8. Arsip.	
	

Appendix B: Recommendation Letter from *Fakultas Tarbiyah dan Keguruan*



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBİYAH DAN KEGURUAN**

Jl. Syekh Abdur Rauf Kopelma Darussalam Banda Aceh Telp/Fax. : 0651-752921

Nomor : B-3546/Un.08/FTK.1/TL.00/5/2026

Lamp : -

Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh
Assalamualaikum Warahmatullahi Wabarakatuh.

Fakultas Tarbiyah Dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

NIM : 220203120

Nama : T.MUKHLIS ARIDHA

Program Studi/Jurusan : Pendidikan Bahasa Inggris

Alamat : Jl.Mesjid At-Taubah no 077 Desa Barat Dusun II Kec Susoh.Kab ABDYA II
Barat

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah Dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***UNDERSTANDING EFL STUDENTS' EXPERIENCES WIT TIKTOK VIDEOS IN DEVELOPINH LISTENING COMPREHENSION***

Banda Aceh, 12 Mei 2026

An. Dekan

Wakil Dekan Bidang Akademik dan Kelembagaan



جامعة الرانيري

Berlaku sampai : 26 Juni 2026

A R - R A

Prof. Dr. Buhori Muslim, M.Ag.

NIP. 197508152001121002

Appendix C: Confirmation Letter from English Language Education Department



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
 Jln Syekh Abdur Rauf Kopelma Darussalam Banda Aceh
 Email : pbi.fk@ar-raniry.ac.id Website : <https://ar-raniry.ac.id>

SURAT KETERANGAN
 Nomor B-341/Un 08/PBI/Kp 01 2/6/2026

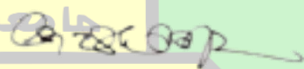
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	T Mukhlis Aridha
NIM	220203120
Prodi	Pendidikan Bahasa Inggris
Alamat	Desa Barat dusun II kecamatan Susoh, Kabupaten Aceh Barat Daya

Benar telah melakukan pengumpulan data untuk penelitian pada Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul

"Understanding EFL Student's Experience with Tiktok Videos in Developing Listening Comprehension"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya

Banda Aceh, 15 Juni 2026
 Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

AR - RANIRY

Appendix D: Interview Instrument

INTERVIEW PROTOCOL

Research Title : Understanding EFL Students' Experiences with TikTok Videos in Developing Listening Comprehension

Time of Interview :

Date :

Place :

Interviewer : T. Mukhlis Aridha

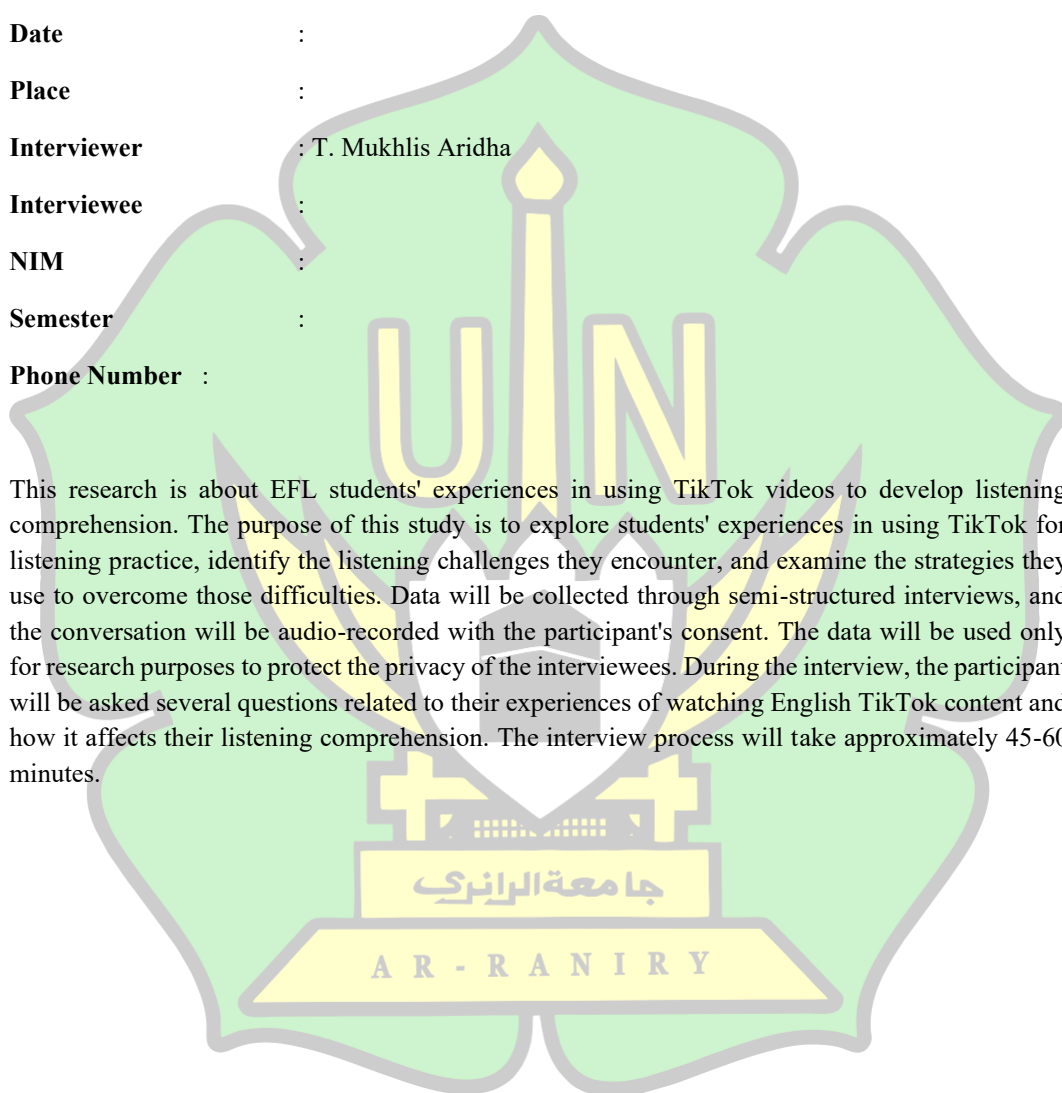
Interviewee :

NIM :

Semester :

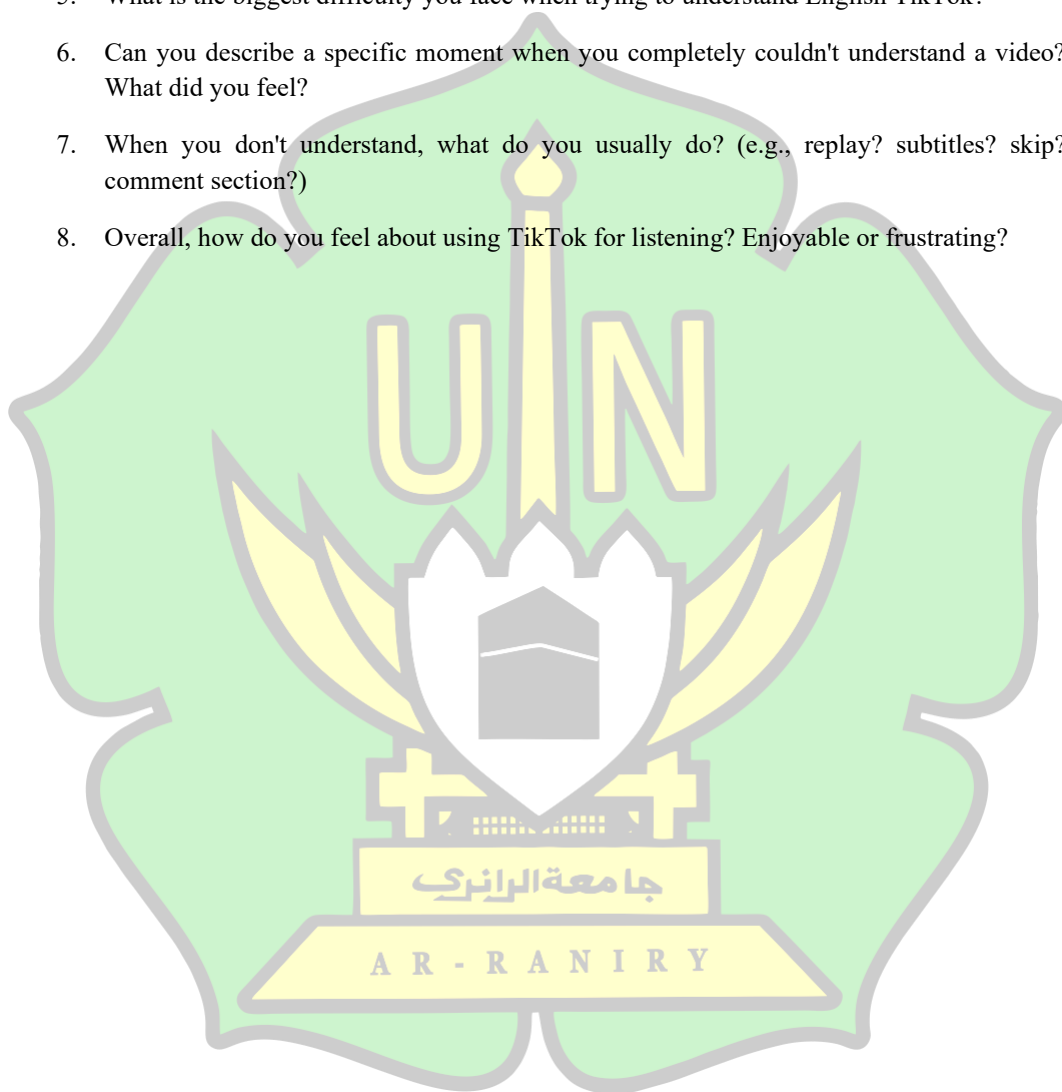
Phone Number :

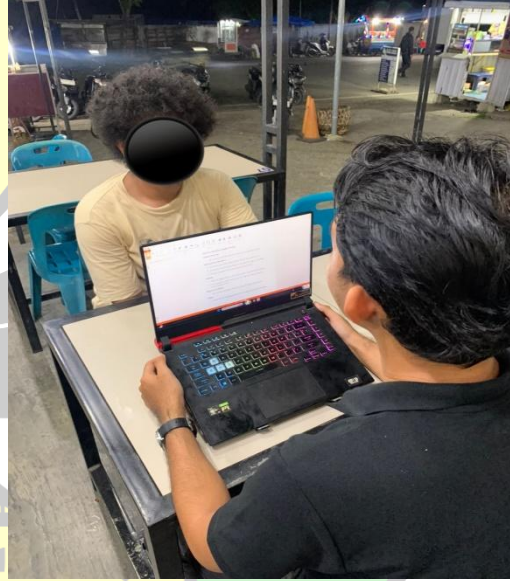
This research is about EFL students' experiences in using TikTok videos to develop listening comprehension. The purpose of this study is to explore students' experiences in using TikTok for listening practice, identify the listening challenges they encounter, and examine the strategies they use to overcome those difficulties. Data will be collected through semi-structured interviews, and the conversation will be audio-recorded with the participant's consent. The data will be used only for research purposes to protect the privacy of the interviewees. During the interview, the participant will be asked several questions related to their experiences of watching English TikTok content and how it affects their listening comprehension. The interview process will take approximately 45-60 minutes.



Questions:

1. Tell me about your TikTok habits. How often do you watch English content?
2. The first time you watched English TikTok, what was that experience like?
3. Overall, do you feel TikTok has helped your listening? Can you give an example?
4. What type of English TikTok content helps you the most? Why?
5. What is the biggest difficulty you face when trying to understand English TikTok?
6. Can you describe a specific moment when you completely couldn't understand a video? What did you feel?
7. When you don't understand, what do you usually do? (e.g., replay? subtitles? skip? comment section?)
8. Overall, how do you feel about using TikTok for listening? Enjoyable or frustrating?



Appendix E: Research Documentation

AUTOBIOGRAPHY

Name : T. Mukhlis Aridha

Place/ Date of Birth : Susoh, ABDYA/ December 21, 2002

Nationality : Indonesia

Religion : Islam

Sex : Male

Marital Status : Single

Occupation : Student

Address : Rukoh, Darussalam

E-mail : 220203120@student.ar-raniry.ac.id

Parents

Father's Name : T. Nawalis

Mother's Name : Mulyani

Educational Background A R - R A N I R Y

Elementary School : SDN 2 Susoh

Junior High School : MTSN 1 ABDYA

Senior High School : SMAN 1 BLANGPIDIE ABDYA

University : English Language Education, UIN Ar-Raniry