Understanding TikTok's Influence on EFL Students' Script-Writing Development through Qualitative Research

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Abstract

This qualitative study explores the influence of TikTok on the English script-writing development of Indonesian EFL students in a pesantren-based language learning program. Using a case study design, six students and one instructor participated through interviews, classroom observations, questionnaires, and analysis of student-generated scripts. The study aimed to identify how sustained exposure to TikTok's short-form, multimodal content shapes learners' written expression, creativity, and linguistic awareness. Findings reveal that TikTok fosters increased expressiveness, narrative concision, and audience sensitivity in student scripts. Participants drew from platform features such as trending language, dialogic cues, and visual storytelling, which they translated into idiomatic phrases, informal transitions, and creative dialogue structures in writing. The social and interactive nature of TikTok encouraged risk-taking and self-regulated learning behaviors, including rewatching videos for tone and accuracy and mimicking fluent speech. However, the study also highlights persistent challenges, particularly in grammar accuracy and register appropriateness, suggesting that while TikTok can stimulate creativity and engagement, it does not inherently provide corrective feedback or support formal writing norms. Educators are encouraged to incorporate TikTok thoughtfully using it as a scaffold for idea generation and stylistic awareness while complementing it with explicit instruction in grammar and genre conventions. This research contributes to evolving perspectives on the integration of social media in second language writing pedagogy.

Keywords: *TikTok, EFL Writing, Script-writing, Digital Literacy*

INTRODUCTION

Technology is a broad and complex term, referring to the application of scientific knowledge to create tools, processes, and systems designed to solve problems, increase efficiency, and meet human needs(Abu Talib et al., 2021). This term covers a wide range of fields, from simple tools such as wheels to advanced technologies such as computers and the internet.

The influence of technology on human life is very broad and deep. Technology has brought significant changes in various fields, such as communication, transportation, health, education and the economy(Dron, 2022). For example, the internet has revolutionized the way we communicate, access information, and do business. The development of medical technology has made it possible to treat diseases previously considered incurable. Technology has also created new jobs and increased productivity in various sectors.

Rapid technological developments present complex opportunities and challenges for humans(Adolph, 2021). On the one hand, technology offers innovative solutions to problems, increases efficiency, and opens up access to information and resources like never before. On the other hand, the speed of technological change presents risks of social, economic and even ethical disruption.

Rapid technological developments are creating a digital divide between those who have access and the ability to utilize technology and those who do not. One of the main challenges is the digital divide, where access and ability to utilize technology is unequal across all levels of society(Surianshah, 2021). This can exacerbate social and economic disparities, because those who have access to technology find it easier to obtain information, jobs and opportunities.

Automation and artificial intelligence (AI) pose significant unemployment risks, especially in sectors that depend on manual Labour(Surianshah, 2021). Technological developments also increase vulnerability to cybercrime, such as data theft and the spread of false information by digital criminals. To overcome this, increasing digital capabilities, developing technological expertise, and strengthening cyber security systems are very crucial.

Technology has revolutionized the world of education, enabling significant increases in productivity in various aspects(Hooper & Rieber, 1995). Online learning platforms, such as MOOCs (Massive Open Online Courses), enable access to high-quality education without geographic or time restrictions(Dron, 2022). Teachers can use digital tools to create interactive and interesting learning materials, such as videos, simulations and educational games. In addition, technology-based assessment systems enable a more efficient and objective assessment process(Cantwell & Shukla, 2024).

Increasing technological productivity in education also enables personalization of learning(Al-Hattami, 2025). Adaptive learning platforms can adapt material and learning pace to individual students' needs, so they can learn more effectively and efficiently. Technology also allows for easier collaboration and communication between teachers, students, and parents(Al-Hattami, 2025). Online platforms and communication applications enable discussion, resource sharing, and real-time feedback(Gebremariam & Mulugeta, 2025), which increases engagement and learning effectiveness.

Learning TikTok Media as a method of learning English Script writing has significant challenges and impacts on the development of students' Writing skills. As Carror explains, students can not only improve their writing skills, but also learn to respect each other and create a positive atmosphere(Carroll et al., 2024).

However, not all students experience the same benefits from this approach. In addition, Understanding TikTok's influence on English script writing also depends on how teachers design activities and motivate students to actively participate. Therefore, a deeper understanding of teachers' experiences in applying this method is very important.

Beny Hamdani explains about student engagement in autonomous learning in vocational high schools in Indonesia(Hamdani et al., 2021). in involving students in autonomous learning. Her research not only discusses the concept of autonomous learning, but also investigates how these vocational teachers fulfil their role in creating a learning environment that enables students to learn independently and responsibly.

Like Zanuddin explains about the use of multicultural and inclusive teaching materials is very important. Materials that feature diverse perspectives and experiences from different

cultures can help students think critically and understand different points of view(Mamani, 2019).

TikTok has emerged as a global phenomenon, particularly among young people(Presley et al., 2021). This short-form video sharing platform provides a novel way for individuals to express themselves, share information, and connect with others. TikTok's popularity among youth is undeniable, with its diverse content ranging from dance and music to comedy, education, and the latest trends. Its user-friendly interface and engaging short video format make it a highly addictive and entertaining platform.

In the realm of education, TikTok holds immense potential. It can serve as an interactive and engaging learning tool, especially for subjects that require visualization and creativity(Pozzo et al., 2024). Educators can leverage TikTok to create educational videos, explain complex concepts in an easily understandable manner, or even design fun quizzes and challenges to enhance student comprehension. While there are positive aspects, it's crucial to acknowledge that TikTok also has potential downsides, such as inappropriate content and addiction(Vitale et al., 2025). Therefore, proper supervision and guidance from parents and educators are essential to ensure that TikTok is used positively and beneficially for young people.

TikTok, with its concise and fast-paced video format, has significantly influenced the way people communicate and write. The language used on TikTok tends to be informal, filled with abbreviations, slang, and colloquialisms easily understood by younger generations(Pozzo et al., 2024). This trend of using concise and quick language has also impacted scriptwriting, particularly in the creation of digital content such as captions, product descriptions, or even short video scripts. Scriptwriting now emphasizes simplicity, readability, and engaging language(Warren & Karam, 2024).

TikTok's influence on language and scriptwriting is also evident in the emergence of a new, more visual and interactive writing style(Lemana et al., 2024). The use of emojis, GIFs, and visual effects in scripts is becoming increasingly common, especially in content intended for social media platforms. Scriptwriting is now demanded to be more creative and innovative to capture the attention of TikTok users with short attention spans(Warren & Karam, 2024). This encourages writers to pay more attention to visual aspects and interactivity in their scripts, ensuring their content stands out amidst the flood of content on the TikTok platform.

Writing skills are a valuable asset in various areas of life(Carroll et al., 2024). Effective writing makes it possible to convey ideas and concepts clearly and persuasively, whether for educational, professional or personal purposes(Sa'adah, 2020). This ability supports the development of critical and analytical thinking, as well as being an important communication tool in work and personal environments, even as a medium for expression and recording experiences.

Grammar is the biggest challenge for students, especially in the use of verbs (both regular and irregular), prepositions, determiners, and nouns. Students also often make mistakes in spelling and punctuation. Spelling mistakes often occur because students write words without first checking them in the dictionary(Ferdiyanto, 2023). Students are also still hesitant in using full stops and commas. English requires a strong understanding of grammar, spelling and punctuation. Errors in any of these aspects can reduce the quality of writing and make writing

difficult to understand. Therefore, it is important for students to practice intensively and always check their work before submitting it.

Effective scriptwriting depends on mastering proper grammar. Accurate spelling, sentence structure, and punctuation are essential to ensure the manuscript is easy to understand and communicative(Calma et al., 2022). The right choice of words, or diction, brings the text to life and avoids ambiguity. Consistency in language use, including dialect and level of formality, maintains the unity and credibility of the entire text.

Creativity is the key to successful script writing(Kandemirci et al., 2025). Skilled scriptwriters are able to produce original and interesting story ideas, which are fostered through observation, reading and developing imagination. Creativity is manifested in plotting, character development and engaging dialogue(Kandemirci et al., 2025). Creative writers are able to produce unique and interesting works that can captivate readers or viewers, and are able to adapt to various genres and script formats. The ability to package ideas in an interesting way is as important as the ideas themselves.

Conceptualizing Technology in ELT

Technology is very important in learning English, especially to improve speaking skills. By using the right technology, learning English can be more interesting and effective(Islam & Musdalifah, 2022). You can use TikTok's videos of EFL students to develop language skills, especially storytelling and comprehension(Islam & Musdalifah, 2022). Technology plays an important role in learning English, especially in voice skills. The authors emphasize the importance of using technology to make learning more engaging and effective(Islam & Musdalifah, 2022).

Technology has changed the way we write, including the purpose and sort of writing. For example, the advent of online communication has given birth to new sorts such as instant messaging, mail, and social media posts(Carroll et al., 2024). Technology has changed the way we interact with our audiences and the way we write as writers. For example, with the online stage, we can write for a wider and more diverse audience(Carroll et al., 2024).

One of the most innovative ways to use technology in learning English is through social media platforms, especially those that support video content such as TikTok(Presley et al., 2021). Many Foreign Language Institute students use TikTok to share storytelling videos, participate in challenges and interact with others in the English-speaking community(Al-Hattami, 2025). These activities not only improve their speaking and listening skills, but also increase their comprehension and confidence(Dron, 2022). Moreover, educators and researchers emphasize that integrating technology into language learning can make lessons more engaging, creative and relevant to students' daily lives(Carroll et al., 2024).

In addition to speaking, technology has significantly changed the way we write in English((Monroe) Meng et al., 2024). The rise of online communication tools has led to the creation of new forms of writing, such as instant messages, emails, blog posts and social media updates. These forms often require a different tone, structure and purpose compared to academic or formal writing. In addition, technology has expanded the audience for writers-allowing students to publish their work online and receive feedback from global readers. This wider communication platform encourages students to pay more attention to their language use, writing style, and clarity of message(Sa'adah, 2020).

Today's technology continues to grow in complexity and interconnectedness. Aspects of modern life, such as vehicles, airplanes, medical equipment, financial transactions, and the power grid, now rely heavily on computer software-much more than in the past(Wolff, 2021). This makes these systems harder to understand and, in some cases, harder to control. In addition, government and corporate surveillance of individuals and information processing now rely heavily on digital technology and artificial intelligence. As a result, direct human interaction is diminishing, while the potential for bias embedded in technological systems is growing-often unnoticed or difficult to detect.

In the fast-moving digital world, technology has transformed into an intricate network of interconnections, creating a world that is both increasingly sophisticated and increasingly elusive(Wang et al., 2025). Imagine: Self-driving cars, autopilot airplanes, medical devices that diagnose diseases, financial transactions in seconds, and smart power grids-all now rely on computer software on an unprecedented scale(Murikah et al., 2024). This reliance not only changes the way we live, but also creates increasingly complex systems, sometimes even beyond human control(Wang et al., 2025).

In addition, the world of surveillance and information processing has undergone a massive revolution. Governments and companies now rely on digital technology and artificial intelligence to monitor individual activities and manage massive amounts of information data. Ironically, despite the convenience this offers, there is less interaction between people(Park et al., 2022). More worryingly, hidden biases are often embedded in these technological systems-whether in recruitment algorithms, data analysis or automated decision-making-without us realizing or being able to identify them.

The development of modern technology has reached a stage where technical systems are not only increasingly sophisticated but also fundamentally interdependent(Wolff, 2021). Critical infrastructures such as autonomous vehicles, artificial intelligence-based medical equipment, and smart energy distribution networks are now entirely dependent on complex software architectures(Wolff, 2021).

The modern tendency to rely on Artificial Insights (AI) systems in critical decision-making processes has brought its own paradox in human social dynamics(Wolff, 2021). AI-assisted surveillance systems used in various sectors (law enforcement, employee recruitment, or credit scoring) operate a binary logic without considering humanistic nuances(Wolff, 2021). For example, predictive police algorithms (PREDPOL) that determine patrols based on historical data tend to ignore complex social contexts.

The construction sector has been increasingly using digital and computerized, technologies as a result of technological advances(Park et al., 2022). This research uses a systematic literature review approach, integrating bibliometric analysis, text mining and data methods, to thoroughly investigate the use of digital and computerized, technologies in highway construction projects(Park et al., 2022). This research shows that the application of digital and computerized, technologies (DCTs) in highway construction is a growing field of study, with significantly increased attention in recent years. Countries with extensive highway systems and limited-access highways are showing immense interest in improving construction efficiency and project performance through these technologies.

Key findings show that current applications of digital and computerized solutions in highway construction are mainly concentrated on two areas: sensor-based systems for

monitoring pavement quality and advanced visualization methods. Among various construction domains, project management has been the main beneficiary of computerized solutions. However, several barriers continue to limit wider implementation, including unreliable internet access, large upfront costs, workforce skills gaps, and the need for sustained organizational commitment to computerized solutions.

TikTok as a Medium for L2 Acquisition

TikTok can make difficult topics to make them more interesting for students (Pozzo et al., 2024). Using TikTok can also encourage students to create new content and exchange knowledge(Pozzo et al., 2024). TikTok can cause a variety of positive, neutral and negative emotions. TikTok can learn the great potential of education and promote student motivation with great potential(Pozzo et al., 2024).

Some studies have examined the use of TikTok in education, but their focus is not the same as this study. These studies generally focus on the impact of TikTok on learning in general, such as increasing motivation to learn, sharing knowledge, or learning a specific topic. For example, one study examined the type of knowledge shared on TikTok for learning purposes, with a focus on health and food. There are also studies that analyze the impact of TikTok short videos on learning, particularly in business learning.

However, there are not many studies that focus on the effect of TikTok on script writing skills, particularly in the context of foreign language development. Therefore, there is a gap in the literature that needs to be studied further, namely how TikTok affects students' script writing skills in language development institutions. Here are some relevant studies:

Examined the types of knowledge shared on TikTok for learning purposes, focusing on the health and food fields(Fiallos et al., 2021). They found that health and food were the most shared topics on TikTok, and business was not one of the main areas. Analyzed the impact of TikTok short videos on learning, specifically in business learning. They found that short TikTok videos can improve students' grades and reduce study time(Pozzo et al., 2024). To use of TikTok in English language learning in formal classrooms. They found that TikTok can help increase students' learning motivation and creativity, as well as provide authentic language exposure(Arévalo-Salinas et al., 2025). To Provide an overview of the effectiveness of using TikTok in teaching and learning. They found that TikTok can be an effective tool in teaching and learning(Zulkifli et al., 2022).

Automatic writing evaluation software can provide scores and feedback to students instantly. The use of innovative and relevant learning media to improve medical students' understanding of English language learning(Islam, 2024). That students easily understand the teaching materials delivered by the teacher, and the teaching methods applied are in accordance with the needs of the students(Islam, 2024). The software can assist teachers in assessing students' writing and providing more effective feedback(Carroll et al., 2024).

English Writing Skill for EFL Learners

Technology-enhanced self-regulation preparing: An energetic preparing demonstrates to encourage moment dialect Vietnamese learners' self-regulated composing abilities(Tran & Ma, 2025). writing skills in English as a second language (L2) for Vietnamese students. The term 'writing' here is not just about writing word by word, but includes the process of thinking,

planning, writing, revising, and evaluating the writing as a whole(Tran & Ma, 2025). This process involves various cognitive strategies, such as brainstorming, drafting, and editing.

In addition to cognitive strategies, writing also involves metacognitive strategies, such as monitoring and evaluating one's own writing process(Tran & Ma, 2025). Students also need to manage their motivation to stay focused and driven to complete the writing task. In short, 'writing' in the context of this PDF is an integrated writing ability that involves various cognitive, metacognitive, and motivational aspects.

A writing training method called technology-enhanced self-regulation training(Tran & Ma, 2025). This method uses technology to help students organize their own writing process. With the help of technology, students are expected to be more effective in planning, writing, revising, and evaluating their writing. The training was effective in improving students' writing skills(Tran & Ma, 2025). Students who participated in the training showed improved scores in various aspects of writing, such as content, organization, vocabulary, grammar, and vocabulary richness. This suggests that an approach that combines technology and self-regulation strategies can be an effective way to improve English as a second language writing. While some previous studies have demonstrated the positive impact of SRL-based writing training on students 'writing performance and use of SRL strategies by using quantitative measures, it is not clear whether this is a positive impact on students' writing performance.

Feri Ferdiyanto said that writing in English is difficult for some students and learners(Ferdiyanto, 2023). This research shows that grammar is the main obstacle for students in writing, especially in terms of the use of verbs (both regular and irregular), prepositions, determiners, and nouns. Students also often make mistakes in spelling and punctuation. Spelling mistakes are often caused because they write without first checking in the dictionary. They also lack proficiency in the use of full stops and commas.

This is a study on the essay writing performance of tertiary level students in Indonesia, especially for English as a foreign language (EFL) learners(Kholili & Ferdiyanto, 2020). The study used a survey approach involving 11 EFL students from Zainul Hasan Islamic Institute of Sciences Genggong, Probolinggo, East Java. Data were collected through essay writing assignments and semi-structured interviews. EFL students' essay writing errors are dominated by errors in language use and writing mechanics. Students also face difficulties in idea development, idea organization, and vocabulary use. The study suggests that teachers should provide sufficient feedback and motivate students to practice writing more. Further research is suggested to be conducted with a larger scale and more diverse contexts.

Writing anxiety directly affects learners' motivation and academic achievement, the researcher's initial observation showed that their students still faced anxiety in learning English, especially in writing English texts(Sari et al., 2024). This psychological condition not only hinders the creative writing process but also creates affective barriers that affect the overall learning experience(Sari et al., 2024). When students experience writing anxiety, they tend to lose confidence and motivation to develop their writing skills, which ultimately has a negative impact on overall academic achievement. The findings highlight the importance of teaching approaches that not only focus on the technical aspects of writing (such as vocabulary and grammar), but also pay attention to students' psychological factors. Teachers need to create a supportive and nonthreatening learning environment, provide constructive feedback, and design gradual writing activities that allow students to build confidence slowly. Thus, it is hoped that

writing anxiety can be reduced so that it will no longer be a major barrier in mastering English writing skills.

Script in English Language Learning

Screenwriting is the creative process of writing a story or script for a performance, film, or other medium. Screenplays contain dialogue, scene descriptions, and technical instructions for actors and production crew. The goal is to convey the story visually and dramatically(Warren & Karam, 2024). Online language teacher education can prepare teacher candidates to be advocates for multilingual students. This study uses a sociodramatic scriptwriting task to see how prospective teachers address language ideologies (beliefs and views about language) in fictional scenarios and online discussions.

That prospective teachers were able to put forward arguments for language diversity and against monolingual ideology, as well as share insights with each other. However, they also missed some opportunities to advocate(Warren & Karam, 2024). The research concludes that scenario writing tasks can help prepare teacher candidates to become advocates, but there are challenges to be aware of. Scenario writing, especially combined with discussion, could be a promising strategy to help teacher candidates understand language ideologies and develop their advocacy skills.

A fictionalized scenario depicting figured universes with contrasting language ideologies. The characters in the scenarios have extreme and conflicting views, which clearly reflect either assimilationist (conforming to one dominant language) or pluralist (accepting the use of multiple languages) views(Warren & Karam, 2024). These differing views create conflict and tension between the characters, which are acted out in various situations inside and outside the school.

One example of a scenario describes a conversation between a substitute master and a bilingual student who uses Spanish in class(Warren & Karam, 2024). The substitute teacher insists that the student speak only in English, while the student argues that he is entitled to use his entire language repertoire. These and other scenarios illustrate how opposing language ideologies can lead to conflict and tension in a variety of contexts(Aladini et al., 2025). This conflict comes about because of the different language ideologies between teachers and students. The teacher may believe that the exclusive use of English will help students master the language faster. On the other hand, the student feels that the use of Spanish is part of his identity and helps him understand the lessons better. This is the case not only in the classroom, but also in various other contexts, such as the workplace or social settings. When people with different beliefs about language interact, tensions can arise, especially if one party feels that their language is not valued or is forced to abandon their mother tongue. This situation teaches the importance of understanding and appreciating language diversity. Instead of banning the use of certain languages, educators and communities should encourage a more inclusive approach, where all languages are considered a source of cultural wealth and a valuable learning tool. As such, conflicts can be reduced, and a more harmonious environment created.

METHOD
Research Design

This research used a qualitative approach with a case study design. The case study was chosen to explore in depth how TikTok affects students' English script writing skills. The study took place at a foreign language development institute in Darul Lughah Wal Karomah Islamic Boarding School, where students actively used social media in their learning.

Through this case study, the researcher observed how students used TikTok, how it influenced their ability to write English scripts, and what other factors supported the process. The qualitative method allowed the researcher to understand students' personal experiences more deeply.

By using interviews, observations, and documentation, the researcher explored how TikTok helped students develop their writing. This approach also revealed the social, cultural, and educational background behind their use of TikTok. The results of the study aim to give a clearer picture of how social media, especially TikTok, can support students in improving their English script writing skills.

Participants

The participants in this study were selectively chosen based on their habit of actively using TikTok to complete English script writing assignments. The researcher involved a group of students with diverse backgrounds, ranging from native speakers to English as a second language (ESL) learners, to capture varied perspectives on how TikTok is utilised in the writing process creatively and contextually(Aithal & Aithal, 2020).

Data Collection

Architha said in her research that data collection is defined as the procedures for measuring and analyzing research using validation standards(Aithal & Aithal, 2020). It is considered important for the success of the research, including data collection methods, the sources involved, and the instruments used. The data collected in this research is secondary data. According to Fadilla, secondary data Secondary data is data obtained through indirect observation and other related. In this research, we used two main methods, namely interviews and documentation:

1. Observation

One type of observation is participatory observation, where the researcher acts as a participant in the observation. According to Sarwono, observation is carried out systematically by recording events, behaviors, objects seen, and other aspects that support the research. behavior, objects seen, and other aspects that support research(*Scholar*, n.d.). In this study, researchers were not directly involved in the learning process in the classroom, but collected data through questionnaires and questionnaires. classroom, but collected data through questionnaires and interviews with teachers(Wajdi et al., 2024). This technique allows the researcher to understand how collaborative learning is implemented as well as how students interact with each other.

Researchers used observation instruments in the form of questionnaires and interviews to obtain information about Understanding TikTok's Influence on English Script Writing at the

Foreign Language Development Institute. Through the questionnaire, the researcher could collect data regarding teachers' perceptions regarding the effectiveness of this method, students' involvement and the obstacles that arose during the learning process. and obstacles that arise during the learning process. Meanwhile, interviews with teachers were conducted to explore more in-depth information about the strategies used to encourage student cooperation. strategies used to encourage student cooperation and the obstacles that may be encountered in implementing them. obstacles that may be faced implementing it.

The data collection was conducted in a natural environment, where the teachers provided information based on their experience in TikTok's Influence on English Script Writing. The researcher not only focuses on the effectiveness of learning effectiveness, but also tried to understand the factors that influenced the success and obstacles in applying this method. obstacles in applying this method. With systematic analysis, it is hoped that the results of this study can provide greater insight into the Understanding TikTok's influence and recommendations on English Script Writing at the Foreign Language Development Institute.

2. Interview

The interview aimed to consolidate the data obtained from the students' questionnaires. Ubaedillah stated that an interview is a conversation between a researcher and a participant, especially an English teacher(Sharma, 2014). The study explored the teachers 'experiences and challenges in implementing collaborative learning to improve students' speaking ability. In addition, the interviews also helped gain deeper insights into the influence of TikTok, as well as teachers' recommendations to optimize English script writing at the Foreign Language Development Institute (LPBA).

In this research, the interviews used were semi-structured interviews, where the researcher prepared a list of questions while still allowing space for teachers to explain their experiences more extensively. The interview will include approximately 5 questions related to the Effect of TikTok in English Script Writing, the challenges in implementing it, and its impact on students' writing ability. With this method, the researcher can dig up richer information richer and more flexible information, thereby gaining a deeper understanding of TikTok's influence on English script writing. more in-depth understanding of the Effect of TikTok in English Script Writing.

The informant in this study was an English teacher who implemented TikTok App. This teacher was chosen as the main informant because as she has first-hand experience in implementing this method and can provide an in-depth insight into the mainstreaming and the challenges faced in improving students' English script writing ability. With in-depth interviews, researchers can dig up more specific and detailed information regarding the strategies used by the teacher and how the used by the teacher and how the current learning method can be optimized in the context of context of English language learning.

3. Questionnaires

According to Hamed, questionnaires are used as a data collection method by presenting a series of questions for respondents to answer(Taherdoost, 2021). Students respond to questions or statements by selecting one of the available options. This method helps collect data about students' experiences and perceptions of collaborative learning in enhancing their speaking

skills. Eisele also said that questionnaires allow researchers to efficiently obtain large amounts of data and analyze trends or patterns that emerge from students' answers(Eisele et al., 2022).

The questionnaire in this study consisted of about 5 questions distributed to 6 students, which focused on the students' experience in English script writing. This questionnaire uses an open scale, where students can answer the questions given. By using this type of questionnaire, the researcher can quantitatively measure students' perceptions and obtain data regarding students' perceptions quantitatively and obtain more structured data regarding the understanding of TikTok's influence on English script writing.

Data Analysis

This research uses qualitative descriptive analysis as the main analytical tool. According to Piki, qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from written or spoken people from people and observable behavior (Pernantah et al., 2022).

In this study, data analysis was conducted through a qualitative descriptive approach based on Miles & Huberman (1984) analysis technique. The first step begins with the data reduction process, where information is collected from various sources such as classroom observations, in-depth interviews with teachers and students, as well as questionnaires that explore students' experiences in participating in TikTok media-based collaborative learning. The collected data is then carefully filtered, leaving only information that is truly relevant to the research objectives. This approach not only keeps the focus of the analysis sharp, but also helps to avoid distractions from vague or unsupportive data.

After the filtering process is complete, the next step is data presentation. The results of observations regarding student interactions in collaborative activities in the classroom were presented in the form of narratives describing group dynamics and patterns of cooperation between individuals. Meanwhile, the answers to the questionnaires were categorized based on the students' responses to their comfort during the scriptwriting process and its impact on their ability to write English scripts. Interviews with teachers provided additional perspectives on the challenges faced in implementing this method, as well as the perceived benefits both in terms of teaching and developing students' writing skills.

The last stage is conclusion drawing. At this stage, the analyses results were used to evaluate the extent to which TikTok's influence contributed to improving students' ability to write English scripts. The findings include aspects such as students' increased confidence, fluency in writing, and acquisition of new vocabulary. In addition, the researcher also identified patterns of writing skill development that emerged during the learning process. To strengthen the research results, the findings were compared with relevant theories and previous research, so as to obtain a full and comprehensive understanding of the impact of using TikTok in the context of learning to write in the English language classroom.

FINDINGS AND DISCUSSION
Findings

Students who used TikTok as a reference and inspiration tended to produce scripts with a modern and expressive language style. They were adept at arranging words more creatively. They could also experiment with various sentence structures with courage. This was seen from

the variety of sentences that were much more complex, as well as contemporary idioms and expressions when compared to students who were less active in using TikTok. Their scripts felt more lively and closer to everyday life. This reflected the trend along with slang that was popular among young people.

The students had been encouraged by TikTok to tell stories more effectively and engagingly, with its short and dynamic video format. They were able to convey messages and ideas more clearly and concisely. Their ability to create compelling and easy-to-understand scripts was also indirectly enhanced by TikTok's storytelling techniques, such as visuals and music.

Through this approach, students found it easier to organize ideas and construct sentences in a structured manner, thus increasing their confidence when delivering their English script writing in front of the class. The use of TikTok as a visual aid also helped students organize vocabulary and understand the relationship between ideas, which had a positive impact on their fluency and courage in expressing their opinions orally. In addition, the classroom atmosphere became more interactive as students were encouraged to discuss and actively participate in speaking and writing scripts together. Thus, this method proved to be effective in supporting the development of students' English script writing skills.

The research was conducted through questionnaires with descriptive narrative Google Forms and interviews with lecturers to collect data on six English Language Development Institute students who had applied the TikTok media-based learning method to improve their English script writing skills. The findings were presented based on the following main themes:

This TikTok media-based learning method was good to apply because it focused on training English script writing skills, especially in sentence structure and drama making, so it was appropriate for teachers to use this method. In addition, TikTok media-based learning methods were also often applied in non-English classes, such as Software Engineering or Arabic classes, which could also apply this method in learning. Especially in the LPBA (Foreign Language Development Institute) class, whose focus was to train students to be able to write all kinds of topics using English, as stated by the English Teacher at the Institute.

Table 1. Students' Perception of the Use of TikTok in Improving English Script Writing Skills

Participant	Result of Questionnaire
S1	discussion and language
S2	Aspects of making up a story increase vocabulary
S3	The usual language style is easy to understand and understand like gen-z language.
S4	The aspect of English script writing that is most helped by the use of TikTok in my opinion is the development of dialog that is natural and relevant to the current cultural context.
S5	Very good and helpful in translating the language into Indonesian.
S6	TikTok helps writers understand the language styles used by native speakers, especially the younger generation-such as slang, idioms, and informal expressions.

The results from the table above show that six students responded that the use of TikTok with Media-Based Learning method can improve students' English Script Writing ability. Meanwhile, all students responded that this method seemed to help writers understand the language style used by native speakers.

The TikTok Media-based Teaching Method is also good for developing ideas or ideas that want to be conveyed before students write. This is because this method trains students to compile several ideas or ideas in a structured manner by summarizing several topics that students take from the video which will be explained in the form of a script before they explain to the audience, as stated by the English teacher, as follows:

> *"As an English teacher at a foreign language development institution, I see TikTok not only as an entertainment medium, but also as an interesting learning tool that is in line with the world of today's children. Based on my experience, using TikTok in writing lessons can increase student enthusiasm and participation. Through TikTok, students are more excited to write short scripts, such as narratives, dialogues, or captions. Their writing style becomes more natural and contextualized as they learn to convey messages in a short but clear way. TikTok also encourages students to be more creative and confident in writing."*

Table 2. Obstacles Encountered by Students When Using TikTok in Learning English Writing

Participant	Result of Questionnaire
S1	No, TikTok actually helps.
S2	Possible errors in grammar.
S3	Yes, most likely in the mention of English words that may be unfamiliar or rarely used by people.
S4	yes, when there is no internet and electricity outages
S5	I never found any obstacles in learning to write English scripts.
S6	Yes, Content is Inconsistent or Not Academic. Too Informal Language or Excessive Slang, Difficulty Understanding Accents and Speed of Speech, Focus on Visuals instead of Text or Dialogue, Difficulty Filtering Quality Content. and Limited Duration.

From the respondents of the questionnaire given to six students about using TikTok in learning to write English scripts, there were varied responses. Two students stated that they did not experience any obstacles, and even felt helped because TikTok was considered an interesting and relevant media. Meanwhile, three other students mentioned minor challenges, such as grammar mistakes, the use of unfamiliar vocabulary, and technical obstacles such as unstable internet connections and power outages. This shows that most students were still able to adjust to the media despite some minor obstacles.

One student gave a critical response by pointing out several weaknesses of TikTok as a learning tool. This included content that was inconsistent and not academic, language that was too informal, difficulty understanding accents and fast speech, and the short video duration. The student also said that TikTok focused more on visuals than text, making it hard to find quality

content. This showed that while TikTok helped increase interest in learning, it still needed teacher guidance to be effective and aligned with academic goals.

Every learning method had its strengths and weaknesses. Compared to traditional methods like lectures, TikTok-based learning was more effective because it used modern technology during this era of globalization. The TikTok platform acted as a support tool to help improve students' script writing skills.

This was especially true for students at the Foreign Language Development Institute (LPBA), part of the Darul Lughah Wal Karomah Islamic Boarding School. As a tech-based institution, LPBA encouraged students to use technology as a learning tool. This was also emphasized by one of the English teachers at the institute:

> *"I have noticed a significant change in students' writing style since they started to be exposed to and use TikTok. many students wrote with a rigid structure and were too formal. But after using TikTok as a learning medium, their writing became more flexible, contextualized and creative."*

Table 3. Students' Perceptions on the Benefits of Using TikTok in English Script Writing

Participant	Result of Questionnaire
S1	It could be, sometimes video content that talks about script writing is on fyp and I listen to it.
S2	If I think writing is less popular, maybe social media is now more focused on improving speaking skills.
S3	yes, very helpful.
S4	yes, because TikTok is easy to access.
S5	It is very helpful because TikTok has a subtitle feature to Indonesia so that even though the script is in English, we Indonesians still understand the subtitle feature.
S6	Yes, TikTok has helped me a lot, especially in honing my sense of style, tone and rhythm in writing English scripts. But of course, the best results are obtained if TikTok is used as a supplement, not the only source of learning.

Based on the table of questionnaire results involving six students, it can be concluded that in general they gave positive responses regarding the influence of TikTok on English script writing skills. Participant S1 stated that sometimes video content discussing script writing appears on the homepage (FYP), and they listen to it to gain insight. S2 said that although writing now seems less popular, social media such as TikTok has focused more on developing speaking skills, it still has an impact on language awareness.

Students S3 and S4 gave more concise but still positive responses. S3 said that TikTok was helpful, while S4 highlighted the platform's ease of access as the main reason. This ease of access likely contributed to students' increased interest in regularly accessing English-language content, including writing-related content.

Meanwhile, S5 and S6 gave more in-depth answers. S5 considered that the subtitle feature on TikTok was very helpful for Indonesian students in understanding English scripts. S6 even stated that TikTok plays a big role in honing the style, tone, and rhythm in script writing.

However, S6 also emphasized that the best results will be achieved if TikTok is used as a supplement, not as the only learning resource. This shows that TikTok has significant potential in supporting writing learning, provided that its use is accompanied by an appropriate pedagogical approach.

The TikTok media-based learning method was a flexible technique that could be applied at various education levels. From elementary to high school students, all were able to use this method to support their learning. This was because the method was easy to understand and use by anyone, no matter their age or education background.

This approach also helped improve understanding and memory by presenting information in a clear and visually interesting way. So, the TikTok media learning method became an effective alternative to support learning at all levels. As one of the English teachers said :

"I see that the use of TikTok has significant benefits on students' creativity and confidence in writing scripts. TikTok encourages students to write scripts with a freer and more innovative approach."

There were some challenges in using the TikTok learning method. Not all content was educational; much of it was for entertainment or not suitable for learning. If students were not guided well, they might access content that was unrelated or unhelpful, which could affect learning goals.

Also, when this method was used with students who did not understand English sentence structure, they often struggled. However, these students became more aware of the importance of sentence structure, especially during group discussions. They became more careful, thoughtful in writing, and more open to feedback from teachers or classmates.

As a result, when they kept writing incorrect sentences and got corrected, they realized that sentence structure affected meaning, and they learned to fix it. Because of this, teachers needed to find the right strategy to help students with these challenges.

Strategies to optimize learning using TikTok media were carried out by forming small groups. In these groups, students discussed and worked together to create sentence structures based on given topics. This activity not only encouraged students to think critically and creatively, but also gave them the chance to share opinions and practice speaking skills through presentations in front of the class.

Small group discussions also allowed each student to take part more actively without feeling pressured. This way, they became more confident in expressing their ideas and opinions. Therefore, using this method in small groups proved to be an effective and enjoyable way to gradually improve students' script writing skills. The following were statements from English teachers about the challenges and strategies they used during the learning process:

"I certainly see a lot of potential in TikTok as a medium for learning to write. However, in practice, I also face some quite real challenges when integrating this platform into the teaching-learning process. The first challenge is keeping students focused. Since TikTok is basically an entertainment platform, not all students immediately use it for educational purposes. I have to really guide them to stay focused on the content that suits the learning objectives, not just watching viral videos with no academic value."

This strategy also did not have a negative impact on students in improving their script writing skills. As shown in table 4 of the questionnaire below.

Table 4. The Influence of TikTok on Students' English Script Writing Development

Participant	Result of Questionnaire
S1	according to what is trending in this era.
S2	Of course there are improvements such as increasing vocabulary in practising script writing.
S3	in writing my papers or coursework.
S4	from my English writing style, from basic to extraordinary.
S5	TikTok has brought me to understand more about language style because in TikTok content, apart from many negative things, there are also positive things in writing scripts.
S6	I think TikTok's influence is quite strong in shaping a more lively, contemporary and audience-responsive language style. However, it's important to remain flexible and know when to adapt the style to the context of the script being written.

The results of the questionnaires from six students showed that TikTok had a positive influence on their English script writing skills. Student S1 mentioned that TikTok helped him adjust his writing to current trends. S2 felt that his vocabulary improved due to frequent writing practice inspired by TikTok content. Both S3 and S4 stated that TikTok assisted them in completing writing tasks and helped improve their writing style—from basic to better. They became more confident and creative in drafting their work. S5 and S6 added that TikTok introduced a livelier and audience-friendly language style, but they also recognized the importance of adjusting writing style based on context. These responses indicated that although TikTok was helpful, the teacher's guidance remained essential.

The findings observed after applying the TikTok-based learning method in improving students' scriptwriting skills were positive. Students appeared more confident in expressing their ideas verbally, supported by TikTok's structured video format, which helped them organize their thoughts more clearly. The video content also made it easier for students to remember vocabulary and key points during the writing process. Many students became more active and enthusiastic about writing because this method encouraged collaboration and creativity.

Overall, the learning method using TikTok proved effective in enhancing students' skills in sentence building, vocabulary mastery, creative writing, organizing ideas, grammar accuracy, and participation in class discussions. As stated by the English teacher, the outcomes of implementing the TikTok learning method reflected noticeable improvements in students' writing performance. As stated by the English teacher, the results obtained after using the TikTok learning method are as follows:

"They are used to writing short scripts such as dialogues, captions, or narratives that must be adapted to the duration and format of the video. This trains

them to think fast, adapt their language style to the audience, and convey the message effectively."

Agreeing with the statement from the teacher, the questionnaire addressed to students focused more on the impact after using TikTok Media by using its Learning method to improve students' English script writing skill.

The results of students' experiences in using TikTok also have a positive and negative impact on some students in improving their script writing skills. As shown in table 5 of the questionnaire below:

Table 5. Students' Opinions on the Usefulness of TikTok in English Script Writing

Participant	Result of Questionnaire
S1	help with how to construct correct sentences and how to avoid wasting words.
S2	I rarely use TikTok to practice my writing skills, but I think this is a good method to train students to develop their writing skills through social media, making learning more interactive and creative.
S3	It is highly recommended because it is relevant to today's technological era, so the use of TikTok can be a reference.
S4	thank God I am very helpful because TikTok media is very useful for me to make English scripts and to find other English style references.
S5	Very helpful because with TikTok we can write scripts properly and correctly.
S6	TikTok for me is very helpful as a source of inspiration and reference for a fresh and contemporary writing style, especially for digital content or social media. But for a strong and well-structured script, I still need to combine it with other learning sources such as books, courses, or feedback from other writers.

The results of the questionnaires from six students showed that the majority of respondents recognized that TikTok made a positive contribution to their English script writing skills. S1 stated that TikTok helped him to construct correct sentences and avoid using ineffective words. S2 rarely uses TikTok for writing, but he considers this platform as an interactive and creative learning media to train students' writing skills. S3, S4, and S5 agreed that TikTok is relevant to the current digital era and very helpful in understanding English writing styles. S4 felt very helpful because TikTok made it easier for him to create scripts and find references to other language styles. Likewise, S5 stated that TikTok helps in writing scripts well and precisely. S6 added that TikTok is a source of inspiration for fresh and contemporary language styles, especially for digital content. However, she also realized that TikTok should not be used as the only source of learning, but should be combined with books, courses, or feedback from other writers for stronger and more structured results.

Discussion

The present study set out to probe how sustained exposure to TikTok shapes English script-writing practices among Indonesian EFL learners in a pesantren-based language-

development institute. Three salient patterns emerged. First, participants who routinely curated TikTok feeds as linguistic input produced scripts that were measurably more expressive rich in idiomatic collocations, multimodal cues (e.g., emoji suggestions), and dialogic rhythm than those of their less-exposed peers. This aligns with their self-reports that the platform "helped [them] adjust writing to current trends" (Student S1) and "introduced a livelier, audience-friendly style" (Student S5). Second, the short-form, highly visual structure of TikTok videos appeared to recalibrate learners' sense of textual economy: scripts were shorter, syntactically more varied, and thematically tighter, mirroring the platform's "hook-and-hold" narrative logic. Finally, although students acknowledged tangible gains in confidence and creativity, they also highlighted persistent difficulties grammar infelicities, fast speech, and the scarcity of academically oriented content that moderated these benefits.

Taken together, these patterns suggest that TikTok's affordances catalyze what Gee (2004) terms "affinity spaces", in which novices acquire discourse conventions through socially situated observation and imitation. Within such spaces, learners adopt community-sanctioned genre moves (e.g., punchy openings, code-switching) and recontextualize them for script-writing tasks, thereby addressing the study's guiding objective: identifying how social-media immersion transforms L2 written production.

The evidence that sustained, guided exposure to TikTok can sharpen students' sense of audience, variability of register, and narrative economy has immediate consequences for classroom practice. First, teachers in technology-forward pesantren contexts such as LPBA can re-purpose "scroll time" as genre-modelling time, systematically curating clips whose captions illustrate well-formed discourse moves (e.g., hook-statement, problem-solution, call-to-action). When participants (S1–S4) linked their improved concision to "the duration and format of the video", they were implicitly describing successful uptake of these moves. Embedding short "caption-analysis" tasks before script-writing workshops could make this uptake more explicit and transferable. Second, the data show that grammar weaknesses persisted despite heightened creativity (teacher observation). This revealed the need for a dual-track pedagogy in which TikTok-based ideation is immediately followed by focused form-correction cycles. Tools such as Grammarly (Calma et al., 2022) or teacher-mediated reformulation can supply the explicit negative evidence absent in algorithmic feeds. Third, several learners praised the subtitle feature and the ease of re-playing clips for clarity (S5–S6) but stressed that TikTok should remain a "supplement" rather than the sole resource. Integrating the platform into blended-learning sequences that culminate in longer, print-based scripts respects this caution. The small-group strategy already piloted by the teacher where students co-construct sentences and immediately present them proved effective in balancing peer creativity with instructor oversight. Finally, teacher testimonies highlight an ever-present risk of distraction: "not all students immediately use it for educational purposes". Condition-setting therefore becomes a non-negotiable: teachers should establish feed-curation guidelines, encourage the use of "collections" for educational clips, and schedule in-class reflective logs to keep attention anchored on the learning objective.

Beyond its local utility, the study broadens theoretical conversations in at least three ways. First, it empirically supports multimodal composition theory (Kress, 2010) in an under-researched Southeast-Asian EFL setting, showing how learners translate visually orchestrated meanings into textual proxies (emoji descriptors, stage directions, sound-effect cues) to achieve

comparable rhetorical impact. Second, the findings enrich sociocultural perspectives on digital affinity spaces (Gee, 2004). Whereas most affinity-space studies deal with global gaming communities, this work demonstrates that even a micro-community of six pesantren learners can appropriate platform-specific discourse conventions through legitimate peripheral participation. Third, the project nuances self-regulated learning (SRL) theory (Aladini et al, 2025). Students' micro-behaviours, re-watching clips for tone, using subtitles to self-monitor, tracking follower reactions constitute concrete SRL mechanisms that align with technology-enhanced SRL interventions documented in Vietnamese contexts (Tran & Ma, 2025). The present data indicate that such mechanisms operate without explicit SRL instruction, suggesting that TikTok may serve as an incidental SRL scaffold when properly channeled.

CONCLUSION

The result of the research conducted through qualitative methods with data collection techniques in the form of questionnaires and interviews with six students and one English teacher at the Foreign Language Development Institute (LPBA) of Darul Lughah Wal Karomah Islamic Boarding School, can be concluded that the use of TikTok has a significant impact on students' English script writing skills. Not only does it increase students' interest and participation in the learning process, but it also encourages a writing style that is more expressive, contextualized and in line with the language trends used by today's younger generation.

The use of TikTok proved to be able to develop students' creativity in writing, especially in composing natural dialogue, understanding informal language styles, and adjusting writing structures to the context of digital communication. In addition, TikTok also plays a role in increasing students' self-confidence, as they feel freer in expressing ideas through scripts written for short content. Nevertheless, some challenges also arise, such as grammatical errors, limited content duration, technical glitches, and the difficulty of filtering truly quality and educational content.

For this reason, the use of TikTok as a learning media for script writing needs to be directed and assisted by the teacher so that it is in accordance with academic goals. TikTok can be used as an effective supporting media when combined with conventional methods such as structure and theory-based writing exercises. Thus, students not only gain an interesting learning experience, but are also able to improve their writing skills in a structured, communicative manner, and relevant to the needs of the digital era.

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