

Leveraging the TV Series “Friends” on TikTok to Enhance Learners’ Listening and Writing Skills

Fatimah Azzahra^{1*}, Zul Astri²

^{1) 2)} Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muslim Maros
Email : zahra280404@gmail.com¹, zulastri17@gmail.com²

ABSTRAK

Social media is increasingly playing a role in English language learning, one of which is through the TikTok platform. This study aims to examine the role of Friends-based content on TikTok in improving users' listening and writing skills. Using a qualitative approach and case study method, two informants were analyzed through in-depth interviews and participatory observation. The results of the study indicate that Friends content on TikTok can help users improve their understanding of English pronunciation and vocabulary (listening), although its impact on writing skills is not yet significant. The level of active user interaction also influences the outcomes achieved. This study concludes that social media platforms like TikTok can serve as effective informal learning tools if used actively and consistently.

Keywords : Tiktok, Friends, Listening, Writing, Learning Media.

How to Cite : Azzahra, F. & Astri, Z. (2025). Leveraging the TV Series “Friends” on TikTok to Enhance Learners’ Listening and Writing Skills. *Prosiding Seminar Nasional FKIP Universitas Muslim Maros*, 2(1), 77-79.

INTRODUCTION

Social media, as part of the advancement of digital technology, has opened up new opportunities in the world of education, particularly in English language learning. One platform that is very popular among the younger generation is TikTok. This app allows users to access content in the form of short videos that are entertaining, informative, or educational. Research by Putri et al. (2024) shows that TikTok can be an interactive learning tool, especially in improving English language skills through watching and imitating foreign language content.

The issue of focus in this study is the low level of student engagement in using informal learning media to improve their listening and writing skills. Although there is a wealth of English-language content available on TikTok, it remains unclear to what extent this content impacts language proficiency, especially when linked to popular series like Friends, which is often used as practice material.

The Friends series features everyday dialogue rich in idiomatic expressions, natural pronunciation, and relevant communicative situations, making it highly potential as authentic learning material (Liu, 2023). TikTok content featuring clips from this series allows users to repeatedly listen to English pronunciation, thereby strengthening their listening skills. However, the extent to which this exposure also impacts writing skills has not been thoroughly examined.

This research stems from the awareness that language learning can occur not only in formal settings but also in informal and contextual situations. The use of social media as a learning medium requires a deep understanding of how users interact with content and how that content can shape meaningful learning experiences. Therefore, this study aims not only to determine the impact of

Friends content on TikTok on students' listening and writing skills but also to understand the form of user interaction with the content and how such interaction contributes to language learning.

This study uses a qualitative case study approach because this method provides flexibility in exploring the experiences and views of informants in depth. Through interviews and participatory observation, data was obtained regarding the perceptions, motivations, and behaviors of TikTok users in consuming educational content based on the Friends series.

Theoretically, this study refers to social learning theory and constructivism, which emphasize the importance of authentic experiences and social interactions in shaping knowledge. In this context, TikTok can be seen as a non-conventional learning environment but one with great potential in facilitating English language learning, especially among the younger generation who are more responsive to visual and practical approaches.

The results of this study are expected to contribute to the development of digital media-based language learning strategies. Practically, the findings can serve as a reference for educators, content creators, and students to maximize the use of social media as a means of self-directed, enjoyable, and contextually relevant English language learning.

METHOD

This study uses a qualitative approach with a case study method. The research subjects are two TikTok users who are followers of a content creator account based on the Friends series. Data was collected through semi-structured interviews and participatory observation of followers' interactions with the content. The data analysis technique used is thematic analysis according to Braun & Clarke (2006), which includes the processes of data familiarization, coding, theme identification, and interpretation.

RESULTS AND DISCUSSION

The results of this study answer the main research question regarding the role of Friends content on TikTok in improving students' listening and writing skills. Based on in-depth interviews, it was found that both informants felt an improvement in their listening skills, particularly in terms of pronunciation and vocabulary. Amel, the first informant, mentioned that she was able to improve her pronunciation of English words after imitating the dialogues from the videos she watched. Meanwhile, Dinda, the second informant, stated that the presence of English subtitles helped her understand the pronunciation and meaning of new vocabulary.

These findings were obtained through observation and triangulation of interview data, which were then analyzed using a thematic approach. The results of this study are supported by previous research by Nasution and Nurlaili (2024), which showed that TikTok videos are effective in improving pronunciation skills through repeated listening practice.

However, writing skills have not shown significant improvement. Both informants admitted that although they acquired a lot of new vocabulary, they rarely applied it in writing. This indicates that exposure to audiovisual content alone is not enough to encourage productivity in writing. These results are also in line with the findings of Firdayanti and Hartiningsari (2023), who stated that the use of TikTok can increase motivation to write, but explicit instructions or writing tasks are needed to achieve tangible results.

User interaction with content also has an effect. Amel, who is active in dialoguing and responding to content, shows more significant progress compared to Dinda, who tends to be passive. This reinforces Annapis' (2024) findings, which state that active engagement with educational content on TikTok promotes more effective improvements in speaking and vocabulary.

These findings suggest that social media-based learning structures have the potential to strengthen language skills, but with certain limitations. In the context of constructivist learning theory, users actively build their knowledge through interaction with content and other users. Thus, this study not only confirms existing theories about the importance of active engagement in language learning but also encourages modifications to informal learning approaches by adding more explicit instructional elements for writing skills.

CLOSING

Conclusion

This study concludes that Friends content on TikTok is effective in improving users' listening skills, particularly in terms of pronunciation and vocabulary. However, its impact on writing is still limited. Active user interaction with the content yields more optimal results than passive interaction.

Suggestion

The suggestion for educators and content creators is to integrate writing elements into content, such as writing caption challenges or responding to videos with text. Further research is recommended to involve more informants and compare other types of TikTok content.

ACKNOWLEDGMENTS

All praise and gratitude are offered to Allah SWT for His mercy and blessings, which have enabled this research to be completed successfully. The author would also like to express his deepest gratitude to his supervisor for providing guidance and direction throughout the process of writing this article. Thanks, are also extended to the informants who were willing to share their experiences, as well as to all parties who provided support and assistance, both directly and indirectly.

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