

STUDENT CRITICAL THINKING IN USING TIKTOK TO FIND RELIABLE RESOURCES FOR LEARNING ENGLISH

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ABSTRACT

This paper discusses college students' critical thinking in using TikTok to find reliable resources for learning English. Previous researchers had worked on how TikTok can improve the student's understanding in learning English and how to engage the skill in English language. The focus on this study is on how students locate and identify TikTok video content that may be used as a source or educational material from a reliable source or content creator who is an expert in the subject. The purpose in this study is how the way student can find reliable resources for learning English. The research participants in this study conducted 3 students from higher education. The method of the paper is using a qualitative method with narrative inquiry approached. Based on the data TikTok video can help students to learn English, but in determining whether it is reliable or not, it needs to be confirmed by doing research again on various platforms. Because there is no stipulation that only certified people can share information, also anyone can give information without know that material is fact or hoax and participants choose it based on the fact that the account is from a native speaker, English course, and English teacher.

Keywords: *Autonomous learning, critical thinking, language learning, social media, TikTok.*

INTRODUCTION

In this era, social media usage is one of the most popular online activities (Draganić et al., 2021). Everyone can connect through social media because the benefits of social media are to make it easier for people to socialize or connect with others online. Social media can be accessed by all groups, from children to adults. Almost everyone has social media. Many trends can be spread easily through social media. In addition to socializing, social media can also entertain, even as a tool for learning. Social media has four main purposes there are entertainment, socialization, information, and academics (Yang, 2020). Because of covid -19 there are many social media in this world, and what has been widely used popularly is the TikTok application.

The TikTok application is a social networking application and video music platform from China. TikTok or Dou Yin was launched in September 2016, where users can create and edit various videos with durations ranging from 3 to 10 minutes. The TikTok application can also be used as an English learning tool, especially in the field of speaking such as various videos that are scattered discuss learning as well as information in a concise and easy to understand manner. In the TikTok application, there are not only domestic but also abroad or native speakers who make learning videos with various materials, and the TikTok application can be accessed easily and free. According to previous researchers, the use of TikTok is not only for entertainment but it can be the media or source for learning English.

Learning English language has four skills: speaking, listening, reading, and writing. Learning English is quite difficult, especially for countries that do not use English as a mother tongue, therefore there are many programs or methods to learn English such as for formal learning that can be done in schools, and for non-formal such as courses both online and offline. Because research on social media is rife, this journal discusses how students can find reliable resources for learning English that can be improved through the TikTok application. Because many TikTok users also create content about material in learning English, it is quite difficult to find out the credibility of the content and whether the content creator is in accordance with the expertise and not a student who made it and whether it is from a trusted source and can certainly help in learning. Watching TikTok videos increased students' focus, curiosity, and comprehension of the material taught in class (Bernard, 2021).

In several countries, the study using TikTok as a media for learning is quite a lot like in another study focus on to find out the influence of social media platform usage on language learning towards improving students' critical thinking skills given its association with the reading comprehension skill (Suppish et al., 2022). Utilizing social media for language teaching can have positive effects on learning performance, limited literature shed light on the utilization of Tik Tok for education (Yang, 2020) focusing on impact of TikTok for learning. To analyze the impact of TikTok the Social Media app based on the creation and sharing of short videos on ELT and to define its contribution to the students' learning (Canani & Zulli, 2022).

Several journals discuss the use of the TikTok application which can improve students' learning and understanding of English as well as students' perspectives on using TikTok. For this, it is almost the same as this research, namely regarding students' perceptions of using social media that is TikTok, but the difference is that this study focuses on how students find and determine which TikTok video content can be used as a source or learning material from a trusted source or content creator is an expert in the field.

The research questions of this paper are (1) How do students find reliable resources for learning English from TikTok? (2) How is Critical thinking applied to finding reliable resources for learning English?

To discuss the problems stated in this paper, the author makes use of multimodality theory. Multimodality theory studies the different ways people interact and express themselves to convey meaning to each other. It consists of many different modalities, including speaking, writing, and gesturing. Looking, and visual forms. The theory highlights how crucial it is to identify and know these various communication modalities in order to completely understand someone else's communication. It is especially pertinent in light of the preparation of the technological tools and multimedia creation software, which have boosted people's capacity for self-expression and social interaction (Kress, 2000).

Because this study would find out how critical thinking can help students get reliable learning resources on tiktok. Multimodality theory and critical thinking would be interconnected and definitely multimodality and critical thinking are closely related in that multimodality gives students a more dynamic and interesting learning environment, which can help them develop their critical thinking abilities (Mohammed et al., 2019; Bougherare & Khaldi, 2021).

Critical Thinking

Critical thinking is a cognitive ability that encompasses several kinds of dispositions and abilities that enable people to assess and analyze the information, generate reliable conclusions, and resolve issues. According (Bremer & Siebelink, 2020) Critical thinking have two thing that the definition explained such as 'critical thinking as judgment', a few young people claim to find it difficult to critically analyze material they find online, according to studies (Livingstone et al., 2014) and 'critical thinking as self-reflexivity', TikTok users should be critical about the processing and application of the knowledge they acquire from others. Critical thinking is the thinking that is aimed at deciding what to believe or what to do. Choosing what to believe involves determining the facts and forming an opinion on how the world, or at least a small portion of it, is. Critical thinking is reasonable in another and deeper sense (Hunter, 2014).

In critical thinking strategies according Hunter (2014) there are, first trust but (Be Prepared to) verify, The majority of critical thinking theorists concur that it would be unreasonable to demand that we determine the reliability of a source before accepting its evidence. Rather, they advise doing the following: evidence from a source is admissible as long as there's no reason to suspect the source's reliability. As it were, we have an inherent right to trust our sources. However, we must not let our imaginations run wild. We are aware that certain sources, despite their apparent reliability, may still provide inaccurate information. Second, a source of evidence is reliable when it provides accurate information most of the time. The reliability of a source of evidence is always a matter of degree, depends on optimal conditions, and is topic relative (Hunter, 2014). Critical thinking requires evidence to show that the argument or reasoning is strong or trustworthy. It is essential to be critical of these new educational models as opportunities for learning increase in this information-age (Bremer & Siebelink, 2020).



Figure 1. Critical thinking skill component

According Facione (2015) in critical thinking strategies the the core of critical thinking skills and the problem solving. The core of critical thinking such as Interpretation is “to comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria.” Analysis is “to identify the intended and actual inferential relationships among statements, questions, concepts, descriptions, or other forms of

representation intended to express belief, judgment, experiences, reasons, information, or opinions.” Evaluation as meaning “to assess the credibility of statements or other representations which are accounts or descriptions of a person’s perception, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statements, descriptions, questions or other forms of representation.” Inference means “to identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to deduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation. Explanation as being able to present in a cogent and coherent way the results of one’s reasoning. Self-regulation to mean “self-consciously to monitor one’s cognitive activities, the elements used in those activities, and the results deduced, particularly by applying skills in analysis, and evaluation to one’s own inferential judgments with a view toward questioning, confirming, validating, or correcting either one’s reasoning or one’s results.”

Based on Hunter (2014) such as Clarifying meaning is a crucial aspect of critical thinking, which involves identifying contextually appropriate meanings of words and phrases. It involves interpreting words and phrases not just as a dictionary would define them but as the author is specifically using them in the context of the passage. This process helps clarify ambiguous expressions, narrow the meaning of vague expressions, or supply a definition for unusual uses of an expression. Evaluating reasoning about what to do requires independently evaluating both the reasons for pursuing the end in question and the reasons for adopting the proposed means. Reasons to pursue some goal or end are reasons to believe that the end or goal is a good one. Reasons to adopt some means to achieve that end are reasons to believe that those means will be effective in bringing about that end. We can make these reasons explicit in the form of an argument. Reliable sources, a source of evidence is reliable when it provides correct evidence more often than not. Three points are important to note. Ask open-ended Clarification Questions. When discussing topics with other people, ask them open-ended questions, not questions that allow an “Yes” or “No” answer.

Critical thinking involves a person focusing on evidence, analytical skills, open-mindedness, and the ability to overcome biases. They defend their opinions and decisions with facts and exact procedures, avoiding prejudices and mistakes. They are adept at analyzing arguments, identifying fallacies, and evaluating evidence quality. They are open-minded, flexible, and aware of their own assumptions. They apply their knowledge to real-world situations, understanding that critical thinking is a useful tool for problem-solving and well-informed decisions.

Language Learning

In general, language is a communication tool. Language is essentially a means of communication among society (Sirbu, 2015, p. 405). Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense in other parts of their world. Learning the ability to speak in a second or foreign language is the process of learning a language. It involves acquiring the target language's ability to read, write, speak, and listen, frequently through formal education and practice. Students use language to communicate their ideas, feelings, and experiences, build connections, and make sense of the world around them. Language acquisition can start at birth and continue throughout life. Both conscious and subconscious learning are involved in that complex process, with the latter being more typical in the learning of a first language.

Learning is a process by which behavior is initiated or changed as a result of experience or more especially through training and practice (Wahyuni, 2010).

Taught and Self-learning/Autonomous

In the type of learning style there are two things such as taught and self-learning/independent learning or autonomous learning. First is taught is the past tense of the word teach in this type of focus on the way the teacher taught or teaches students in the classroom or some community. Taught or learning with a teacher or instructor is the approach to teaching that can vary depending on the school and the level of the students. In English learning or language learning the main goal of teaching English is to enable students to become fluent speakers and competent users of the language in a range of situations.

The second Independent learning or autonomous learning strategy or practice known as "independent learning" gives students ownership and control over their education. Through goal-setting, decision-making, and taking ownership of creating and executing their own learning, they learn by doing. Self-directed, driven, inquisitive, and resourceful, independent learners employ a variety of techniques to learn new information, work through issues, and enhance their critical thinking abilities. With this method, students are encouraged to become lifelong learners who can adjust to changing circumstances and learn new abilities. Self-learning is a process in which students take the initiative, with or without the help of others, to diagnose their learning needs, formulate learning objectives, identify students and learning materials, select and use appropriate learning strategies or methods, and evaluate their learning outcomes (Fisher et al., 2001).

English as a Second Language and English as a Foreign Language

There are two types of English language learning such as English as a Second Language (ESL) and English as a Foreign Language (EFL). According to Kenny (2024) ESL (English as a Second Language) refers to learners who are using English in order to communicate in a second language. On the other hand, EFL (English as a Foreign Language) learners are those who are studying English in a non-native country. But there is one common goal: to be able to use English proficiently for communication. The difference between ESL and EFL both involve the study of English, but ESL (English as a Second Language) and EFL (English as a Foreign Language) Learners of ESL typically live in an English-speaking environment and are learning the language in order to be able to communicate within it. On the other hand, EFL learners are immersed in a non-English-speaking context and are typically motivated by academic or personal reasons to gain fluency in the language, such as wanting to attend university or read literature in its original language form. The goal of both types of instruction is to help the learner become proficient in English. Language learning refers to the knowledge of a language, knowing the rules, being aware and able to talk with the language (Ruspita, 2015). In using social media which is TikTok language learning become more interesting.

Social Media

Social media is currently a crucial and practical communication network (Muflihah et al., 2024). Social media refers to the means of interaction among people in which they create, share, and or exchange information and ideas in virtual communication and network. Social media is an internet platform that makes it easier for people to interact

with one another, communicate over vast distances, and access online information (Patty & Nioja, 2023). The office of communications and marketing manages the main Facebook, X or Twitter, Instagram, LinkedIn, and Youtube accounts. Social media describe a range of digital tools that allow people to share information and ideas with others. User-generated content that may interact with thought likes, share, comments, and conversations is usually featured. Social media users these days are growing increasingly aware of how important it is to use it as a news source to stay up to date on events (Tarihoran et al., 2022). Social media platforms come in various forms, such as social networking sites, content-sharing sites, blogs, review and assessment sites, social bookmarking sites, and collaborative projects (Kaplan & Haenlein, 2010) and this study is discuss content-sharing apps such as TikTok, Instagram, and YouTube provide platforms for users to share videos, e-books, and images.

For now, many users use social media using TikTok. Whether it's for the sake of doing business (selling), entertainment, as well as media or learning resources in learning English. The students' attention, interest, and understanding of the subject matter covered in class improved as a result of observing TikTok videos (Bernard, 2021).

TikTok

TikTok applications are social media. This application was launched in China in September 2016 as “Douyin” by parent company ByteDance. TikTok is one of the fastest-growing social media platforms in the world (Canani & Zulli, 2022). Within the TikTok application, users can record and modify a variety of videos which depend largely from fifteen seconds to ten minutes. The TikTok app can also be used as an English learning resource. It contains a variety of videos that are dispersed throughout the app that discuss information in a clear and concise way as well as learning. And it's simple and free to download the TikTok application.

Videos on Tiktok are helpful. Schools gain a great deal from the entertainment materials as well as the language learning process; more specifically, they give points of reference or specific stimuli and help students stay motivated and involved while also grasping the language's context (Koniah et al., 2021). Usually in TikTok videos more content creators share about vocabulary TikTok videos have also been shown to help students increase their vocabulary by acquainting them with a variety of linguistic systems (Bernard, 2021). Therefore TikTok videos are usually made as interesting as possible to attract students' interest in learning English and following current trends. Regarding the utilization of the TikTok application for personal study. This includes speaking, listening, reading, writing, vocabulary, and grammar. TikTok provides tools and material made by people who can help teachers and students with online education and independent learning. In using TikTok for learning include six skills there are

Speaking skill

Speaking is using words to communicate ideas, feelings, and thoughts. TikTok users can express themselves creatively by adding background sound to their videos (Patty & Nioja, 2023). According to Theodoros (2022) speaking is the ability to communicate effectively without the need of prepared speech.

Listening skill

Listening is the process of interpreting spoken words and other sounds in order to communicate by combining input from known sources (Theodoros, 2022). Listening is a crucial English skill, and TikTok can support its development through audio visual

content (Patty & Nioja, 2023). The app allows users to collaborate using original sounds or audio from creators or TikTok.

Reading skill

Reading involves not only reading the text but also comprehending its meaning. TikTok offers learning models for practicing reading through challenges such as clue tests and prompter tests. For example, the Prompter Test simulates reading news scripts with text displayed on the screen, allowing users to practice pronunciation, intonation, and reading skills.

Writing skill

Writing well requires active thinking and reflection. The comments section on TikTok allows users to interact, provide feedback, and engage in activities that involve questions and answers. Users can improve their writing skills by participating in discussions, offering criticism and suggestions, and receiving feedback.

Vocabulary

A list or collection of words or phrases that are typically defined or explained and ordered alphabetically is referred to as vocabulary. It can also refer to the vocabulary that a person or group knows and uses, as well as the variety of languages that they can speak. A person's vocabulary plays a vital role in language and communication by facilitating the exchange of information, ideas, feelings, and thoughts. It includes many kinds of vocabularies—reading, speaking, listening, and writing—and is necessary for clear understanding and efficient communication (Merriam-webster, 2024).

Grammar

Grammar is a set of rules for language that control how words, sounds, sentences, and other components of a language are combined and understood. Grammar is often considered a challenge when learning a new language.

Previous Studies

Various studies researched students' critical thinking in using TikTok application to find reliable resources for learning English, because the researcher can't find the specific study that is suitable for this research, and these studies still discuss some things.

According to Bremer & Siebelink (2020) with the title "Critical Thinking on TikTok". This study was to fill in some of the gaps of already available research about critical thinking and learning opportunities on social media. This study shows how to use critical thinking on TikTok. This study uses qualitative methods, and qualitative research is needed to gain insights into users' experiences, and their self-reflections on their online actions. The recurring themes of 'critical reflection on shared information' during the interviews were: (1) Searching for more information when they found something interesting. (2) Looking at the person behind an account to see whether that person seems credible or not. (3) Reading the comment section to see if there is a debate about the information. (4) Critical thoughts about the culture on TikTok. While theme 1 explains more why participants are critical about information, themes 2 and 3 focus on how these participants will evaluate the information. Each theme will be discussed further. The findings show that while participants would engage in a variety of critical thinking activities, some are more closely associated with critical thinking than others.

Examining a person's occupation could be considered critical thinking, but determining their age is not a reliable way to determine their reliability.

Umamah & Cahyono (2022) with the title “EFL University Students' Use of Online Resources to Facilitate Self- Regulated Writing” this study discusses to find out the online resources EFL university students use to facilitate their self-regulated writing and how they use online resources to facilitate the three phases of self-regulated writing. The study employed a descriptive qualitative research methodology to illustrate how students utilized online resources to support their ability to write independently. This study implies that, especially for students who are digital natives, internet resources contribute significant roles in enhancing the writing processes. The low amount of time these students have spent on online resources indicates that they have not optimized their usage of them. Inadequate understanding of technology could be the cause of this phenomenon. For a chance to help students use the internet resources more efficiently and to teach them how to use them correctly, teachers have a crucial role to play.

Muflihah et al. (2024) with the title “A Phenomenon of English Content Tiktok Videos as a Resource in Learning English Vocabulary”. This study discusses the phenomenon of English Content TikTok Videos and explores students’ ways of English vocabulary. The researchers give advice for another researcher to develop how to take benefits from TikTok and can refer this research to reference. This study uses mixed methods research between quantitative and qualitative studies. The data collected in this study using interviews and questionnaires. This study states that some people agree that English Tiktok videos provide opportunities for students to use comprehension skills in learning English vocabulary. TikTok features learning new vocabulary by using the caption that was included in the videos. With various reasons or goals, someone can be interested and you learn English. The study explained that some people stated that because he/she liked an actor he/she wanted to learn English and TikTok videos were short and simple and TikTok videos helped increase students' vocabulary because students felt that TikTok videos and their explanations were easy to understand. This study states that the difficulty in using TikTok as a resource for learning English, such as internet network issues, internet quota fees, random videos that could interfere with learning concentration, and limited opportunities to get feedback from creators (Novitasari & Addinna, 2022).

Thorvik (2023) with the title “Is TikTok a New Way to Support Language Learning?” This study aimed to determine if the teachers perceive TikTok as a potential benefit for language skills and a potential disadvantage based on their perceptions. The primary objective of this study was to use semi-structured interviews to learn more about teachers' opinions and experiences with TikTok. The researcher in this study also studied more about the possible consequences of using TikTok as a language learning tool. The findings contribute to the broader understanding of integrating social media platforms like TikTok into language learning contexts. The result of this study is that several methods can be employed to assess students' English language proficiency.

As can be seen from some previous articles that research on student critical thinking is still rare, most of them discuss it separately, for example, some are about critical thinking on TikTok, some are only TikTok as a learning resource and there is no study that combines the whole, therefore this study will focus on the overall discussion, namely how students can determine real learning resources using critical thinking.

METHOD

This study applies using the qualitative method. According to the established focus and objectives, the researcher's approach is how they come to their understanding.

Qualitative methods usually are used when the researcher wants to find out “what people do, know, think, and feel by observing, interviewing and analyzing documents” (Butina, 2015). Qualitative research as an inquiry process aimed at understanding a social or human problem by building a complex, holistic Figure based on words, reporting detailed views of informants, and conducted in a natural setting.

This study employs a qualitative methodology using a narrative inquiry approach. Narrative analysis with the approach of Narrative Inquiry. Using interview scripts, field notes, videotapes, private documents, notes or memos, and other official materials, the researcher creates a thorough report. Generally speaking, the goal of qualitative research is to comprehend community behavior from the viewpoint of the community itself. The viewpoint of the community as a whole.

The narrative approach involves inquiry directed at narratives of human experience or inquiry that produces data in narrative form (Lieblich et.al., 1998). Narrative inquiry in qualitative research methodology that involves the study of people’s experiences through the analysis of narratives or stories (Kim, 2016). In narrative inquiry data collection includes interview, observation and document (Creswell & Creswell, 2018.). Data in qualitative research may include data collected through interviews and documents.

Data Collection Technique

Interview

An essential component of qualitative research are interviews, which provide detailed information about participants' experiences and opinions on a certain subject (Benlahcane & Ramdani, 2021). In interviews there are several approaches to collecting data such as conduct unstructured and open-ended interviews, while taking important notes, conduct unstructured and open-ended interviews, audiotape them and transcribe them, conduct semi-structured interviews, while audiotaping them and transcribing them, conduct focus group interviews, while audiotaping them and transcribing them, conduct different types of interviews at once: via email, face-to-face, focus group interviews, online focus group interviews, and telephone interviews. For this study using open-minded interview because this study is not about understanding how to use but about how to find reliable resources for learning English (Cresswell, 2018). The question for the interview the researcher reconstructed from another study from Nurjanah (2022) with the title user perception on the use of duolingo application for English language learning.

Documents

According to Cresswell (2018) Documents and visual elements may be recorded in whatever way the researcher considers suitable. Recordings often include information about the text, its contents, and its main ideas. Additionally, people's material is crucial. The result of this data collection is usually in the form of documenting the diary during the research, requesting a diary from participants during the study, collect personal letters from participants, analyze public documents (e.g., official memos, official records, or archives), analyze an autobiography or biography, requesting photos of participants or videotaping their voices, audit-audit, medical records. Someone can write and take Figures of documentation that can be utilized to gather data (Sugiyono,

2008). The purpose of the documentation process is to establish the validity of the findings from observations or interviews (Aziz, 2022). The research used documents as evidence to support the data gained especially about the evidence from screenshot the TikTok video about English learning. According Hunter (2014) to document analysis using these steps there are *Contextualize the Figure*, identify the context of how/where the image is used and what the purpose of the image is, whether illustrating a concept, supporting an argument, or providing visual evidence; *Identify the key Element*, identify the main elements and how these elements relate to each other in the context in which the image is used; *Analyze the visual composition*, examine how these elements contribute to the overall message or meaning of the image; *Evaluate the Figure's use of visual rhetoric*, determine how these visual elements help convey the author's message or support an argument; *Consider the author's intention*, reflect on the author's intention in using the image. Is it to engage the audience, provide evidence, or illustrate a concept and determine how the image aligns with the author's broader purpose and message; *Evaluate the Figure's Effectiveness*, assess the effectiveness of the image in conveying the author's message or supporting their argument and consider how the image might be viewed by different audiences and how it might influence their thinking; *Integrate the analysis with theory content*, relate the analysis of the image to the broader themes and concepts covered in the book and consider how the image illustrates or supports.

Data Analysis

This study obtained data through interviews and documents. For interviews using open-minded interviews conducted offline and the results of the interviews will be made into transcripts. Documents will be collected in the form of images in the form of photos or screenshots of TikTok videos that participants chose and these photos will be analyzed with several steps base on theory by Hunter (2014), after all instrument gathered the data would analyzed using narrative inquiry according to Kim (2016) there are several steps:

Data collection (excavating stories)

This data collection involves stories from participants through various methods such as interviews, fieldwork, and other data collection.

Data analysis and interpretation

Data were analyzed and interpreted to uncover the meaning and significance embedded in the stories of the participants. This process involves identifying patterns, themes, and narratives that emerge from the data.

Theorizing narrative meaning

Once analyzed, it is then used to develop a theoretical framework and explain the meaning and significance of the narratives found during the research process.

Arts-based writings

The final step presents the researcher's findings in an art-based format, such as through creative writing, poetry, or other forms of narrative expression.

FINDINGS AND DISCUSSION

How do Students Find Reliable Resources for Learning English from Tiktok?

Findings

Based on the results of interviews from the three participants, the following are the answers from participants who are TikTok application users. The first is what is known about the TikTok application as everyone knows the TikTok application is a video or photo sharing platform as said by student 1 and student 2, as well as all kinds of videos whether just for entertainment, selling, and even educational videos. In using the application, there must be advantages and disadvantages, for the advantages, the TikTok application is very easy to use both for learning, while according to student 2, according to him, the advantage of TikTok is that it can share photos and videos as well as entertainment. Because it is easily accessible, there are disadvantages such as the easy spread of false or hoax content as explained by student 2 and what is even worse is that there is a lot of bad content besides educational content, there is also content that does not educate and that is very bad for children considering that this application can be accessed from children to adults, this is explained by students 1 and 3. As mentioned earlier, apart from entertainment, TikTok can also be used for education and the problem is that anyone has free access so for educational content in the TikTok application, it is not known which content can be trusted because there are no terms or conditions for sharing videos/comments, therefore how to find trusted videos / content, according to students 1 and 2 they can search for themselves according to what is needed.

In sharing the previous researcher, said that the TikTok application can be used as a learning media, and the three participants strongly agree with that statement because as student 1 said "...on TikTok there is also a lot of educational subject matter..." and usually videos about learning can appear on their own or fyp or search for themselves. After finding it how do you prove it, according to student 1 he believes that trusted videos/content is the content of outsider creators or a native speaker while student 2 and student 3 they will look at the account of the video/content they find what they pay attention to is the number of followers and the description in the bio if there is a source, be it an account on another platform or the source of the material they convey. What kind of videos or accounts are considered credible by the participants, trusted videos/content according to student 1 is first from a native speaker (foreigner) then from an account that really teaches courses such as *Kampung Inggris Pare*, for student 2 and student 3 according to them the video/content is sourced from a teacher at school, a lecturer. To find reliable videos/content the participants said they did not have definite steps such as they searched for the information they wanted to know in the search and then they would check the battery, and they would visit accounts from other platforms to make sure whether the account was not a fake or fake account. With many interesting videos from various interesting features on TikTok, all participants believe that TikTok videos/content about learning English can attract students to learn because of interesting features and also content presented in appropriate forms and methods, interesting, and easy-to-understand material, so it is easy to make students grow curiosity and a sense of wanting to learn.

Discussion

The results of the interviews and documents explain that finding reliable resources from the TikTok application is debatable. For the first research question How do students find reliable resources for learning English from Tiktok in this question is answered in the question in the open-ended interview, for the first question it can be concluded that based on the experience of the three participants as users, the TikTok application is an application that is not only used for entertainment, selling, also education for both health

and education with various interesting features as student 3 said "In my opinion, the TikTok application is a media platform that has many benefits for health education and all kinds of things because there are many features in TikTok, not only education but also a platform for us to shop on TikTok so there are so many sources from anywhere in the world we can see on TikTok", in this case it has shown an attitude of openness and flexibility in critical thinking from (Hunter, 2014). For the second and third questions about the advantages and disadvantages of the TikTok application, they said that everything in the application is easy to access and use, therefore there is a lot of content that provides false information or hoaxes and also indecent content, while the TikTok application is used from children to adults as student 3 said "The drawback is that maybe there are still many videos in TikTok that don't educate. For example, for example, maybe a rough example is that the 18+ videos are not what, so you don't need to enter them into TikTok, it's not pleasant to see either, especially since TikTok can be accessed by small children too, so that's the disadvantage of TikTok. Free", in this case it can be seen that the need for evidence and trusted accounts in conveying information and this is conveyed in the theory by (Hunter, 2014) about reliable resources. When viewed from this, it becomes a difficulty and challenge in finding credible content.

The participants believe that to find out video content that comes from a trusted source, it can be seen from the creator's content or seen from his account such as if the followers of the account if a lot then it can be a consideration that it can be trusted, there are also those who say that the creator content he chooses is an account from an English course, an account from a teacher or lecturer. To find TikTok videos or reliable content creators like student 2 said that "If the steps are like earlier, I usually like to first look at what the account is, how many followers are the same besides looking at TikTok, I also like to look at other applications, so not only in the TikTok application itself, but outside the TikTok application like on IG, see if the account is right or not" Other participants also said that after they searched for other platforms they did not find out more in detail, in this case it shows that the participants have applied a practical application attitude in finding trusted sources by (Hunter, 2014). The TikTok application is an application that can be used as a learning medium and in it there are many interesting features that make it easy to attract students' interest in learning English as we know English is a foreign language and not a second language, for second languages usually are their respective regional languages therefore sometimes students find it difficult and lazy to learn English and according to the participants, learning from the TikTok application is very possible to attract students' interest in learning English as student 1 said "In my opinion it can be very possible. Because from my experience, I accidentally went through an fyp about something like the use of English like that and he gave a direct example, and the content was also interesting because I think..."

How is Critical Thinking Applied to Find Reliable Resources for Learning English?

Findings

Hunter (2014) claims that the student 1 Clarifying meaning from the photographs 2 document can try to provide information about learning English, such as the first Figure's language used in daily life. assessing the resources. Finding the evidence's sources Based on the number of followers, which is approximately 640, it is unclear who the content producer is in the first image and whether or not she is an authority in her industry. Additionally, the English Village Language Center, or LC, is a well-known course location, thus the information in figure 3 may be relied upon to come from reliable sources.

The two photos aim to help students, especially TikTok users, to learn English with interesting content, if you look back at the photos from the TikTok video that student 2 provides are more colorful and interesting. Evaluating reasons, the photos/screenshots both have the same reason, namely helping to learn English and for me the credibility cannot be clearly ascertained because whether it is credible is only that in the first photo the content creator is a foreigner who is likely to be a native speaker. Identify for the first image it appears that the speaker is a native speaker and for his followers there are as many as 6 million videos presented as well as reading exercises for a conversation and for the second image is about vocabulary and has quite a lot of followers, around thousands of followers but unfortunately his account cannot be validated so it will only be assumed that the creator content is indeed unknown whether the trusted person but the included video can be a source of learning there is also about learning for children and after further investigation it turns out that the creator content is a kindergarten teacher. Although there is no clear evidence, it's just that all three can be used as references for learning.

Discussion

The second question connects the findings with critical thinking, based on interview results and documents analyzed using Hunter's theory. Open-ended questions are used, requiring responses on opinions and views. Critical thinking should not be based on personal opinions and conditions, as in this study. These participants provided photos/screenshots as evidence and reinforced the argument that they believed this applied a source of evidence, (Hunter, 2014). Both interviews and documents used some appropriate theories.

In this research discusses how to find reliable sources to learn English based on critical thinking. When viewed from the whole Figure that has been given by the participants, all of them have the aim of conveying or providing learning according to their respective topics, both about vocabulary and speed reading, in this section applying the clarifying meaning section. For the second discussion, namely evaluating reasons, according to evaluating reasons an argument is valid when it is possible Hunter (2014) when viewed from the results of interviews all participants believe that reliable sources come from accounts such as from native speakers, teachers, as well as accounts such as courses this is also evident from the document data obtained there are such as from Figure 3 @kampunginggrislccom and Figure 7 @jagobahasa.com which is a course account.

In this last section there is about identifying sources of evidence, this is very easy to see in the questions. And for the document after the interview is one of the critical thinking because in accordance with trust, bur (be prepared to) verify by finding out again. As in Figure 1 @kampunginggrislccom which explains how to use the words in, on, at or the article's in a sentence when viewed from Student 1 how he chooses to determine which sources are reliable because based on the account it is an English course account that is quite well known as well as the followers of the account are also fairly large, but the reasons given by Student 1 when the interview determines whether it is trusted or not are still not strong enough Student 1 only mentions that according to him a reliable source is a person from a foreign country and a native speaker without accreditation or special certification to teach. Because he did not do research again and this did not show the attitude of analytical and evaluative skills in critical thinking by Hunter (2014) but for other things student one had done it. For Student 2, the account or content creator he chose was quite trusted, if seen based on the results of the previous interview, the way he chose a trusted source was enough critical thinking and he provided quite a lot of evidence from various sources here the researcher only took 2

different sources, this shows the attitude of ability to identify and overcome biases (Hunter, 2014) in finding sources which is also seen in the interview. And for Student 3 after looking at the documents provided, especially in Figure 6, the account is not known whether it is credible or not because the account is like an ordinary person's account and he shares the information or knowledge he has without knowing whether he is trusted in the field of language learning, but when explaining the accounts of the two Figures, Student 3 said that he did research, this also shows that the importance of evidence in critical thinking by (Hunter, 2014).

The conclusion is that from all the data that has been analyzed to make TikTok a credible learning resource, it can still be recommended because in the application not all who create learning content are indeed people in their fields because there are no provisions but we can avoid this by doing research first, namely finding out more about accounts and this requires critical thinking strategies if they list accounts on other platforms or we can still use the information we get or learning even though we don't know the credibility but we can just make references or just use the information we get. This requires a critical thinking strategy if they list accounts on other platforms or we can still use the information we get or learning even though we don't know its credibility, but we can make references or just use it as an exercise or distraction or just as an addition to knowledge as learning. The point is to find learning that comes from trusted sources that we must be smart to choose and sort.

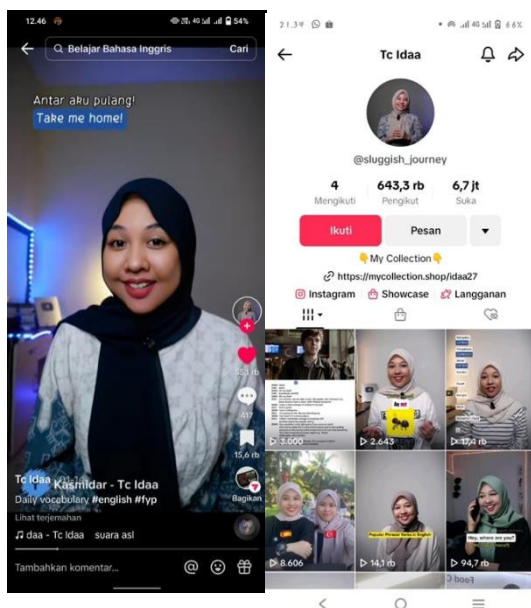


Figure 2. A platform facilitating L1-mediated instruction

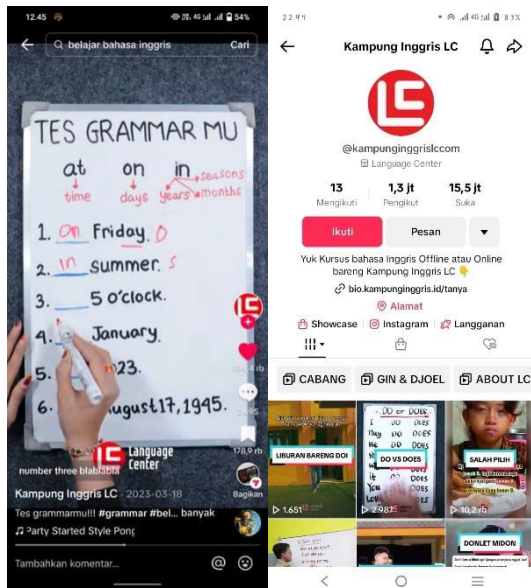


Figure 3. An account for educational content

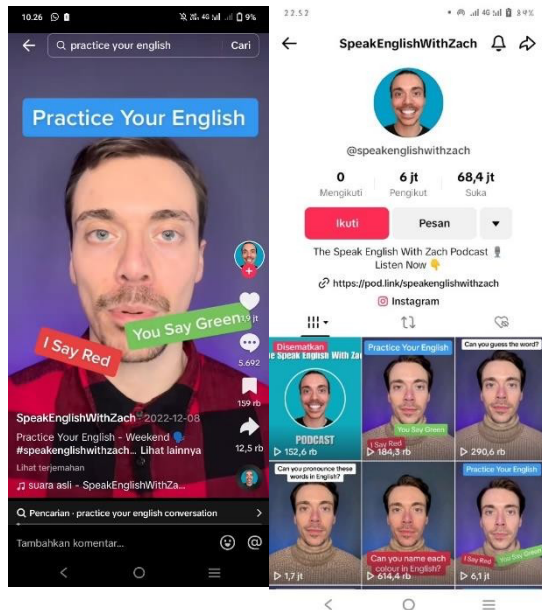


Figure 4. An account with a substantial follower base

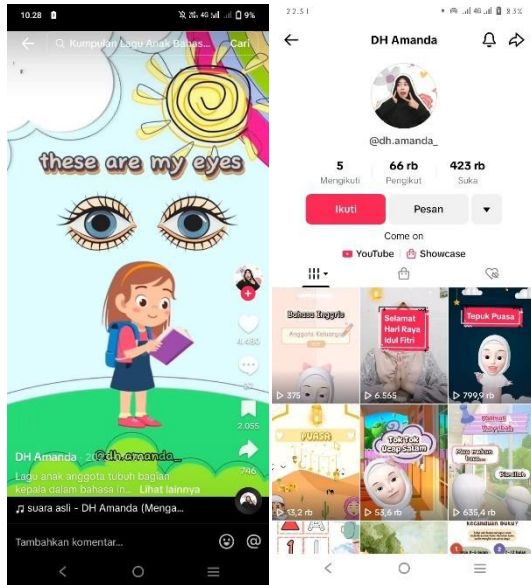


Figure 5. An animated platform

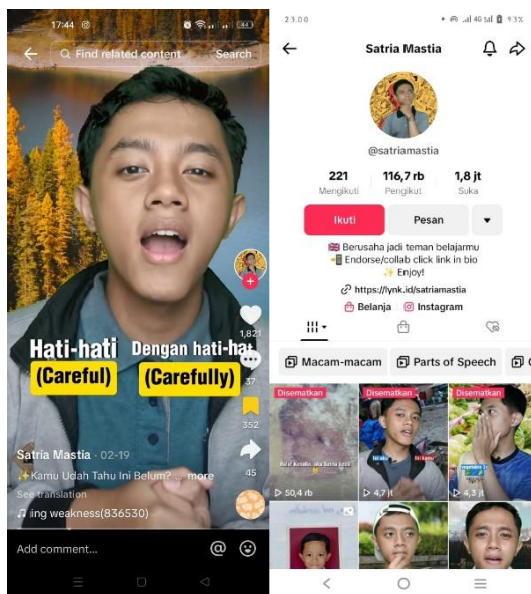


Figure 6. A platform for commercial partnership

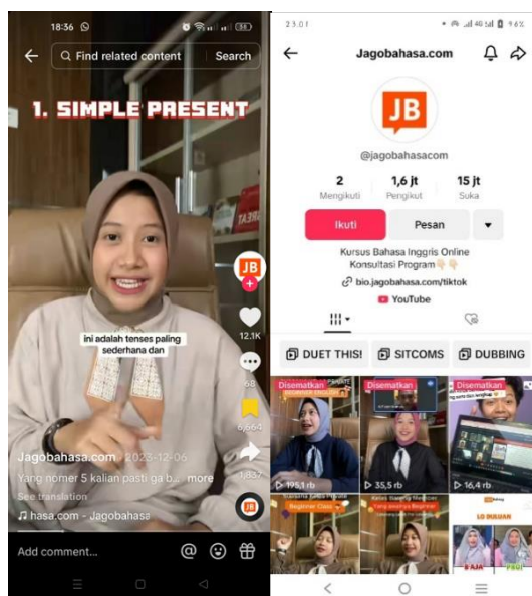


Figure 7. An extension of language training platform

CONCLUSION

In this study aim to find out how student critical thinking can find reliable source for learning English using TikTok application. The findings of this research were in finding reliable sources for learning English in the TikTok application is still a matter of debate because as far as researchers get none of them use critical thinking as a whole in finding reliable sources there are still some of them still using personal reasons. For the statement that TikTok videos can improve English language skills, it is true, but not all videos can be called reliable sources because in the TikTok application it does not have provisions for those who provide learning information must be experts in their fields. Therefore, in choosing a TikTok video as a learning resource, you must be able to choose the right one. And the use of critical thinking in the search for reliable sources is not all elements used. Most of them used the video from TikTok as a distraction instead of core learning.

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