The Use of TikTok in Promoting English Skills for Teenageers

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VISION

The Use of TikTok in Promoting English Skills for Teenageers: Was it helpful?

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Abstract

Numerous social networking programs have become crucial components of society because of the emergence of mobile devices and Web 2.0 technologies. TikTok, an application that is widely used in Ecuador, is attracting worldwide attention and is currently equivalent to services including YouTube, WhatsApp, Instagram and Twitter. Although certain investigations have shown that using social media for language learning may be beneficial, no research has been conducted on the usage of TikTok for instructional reasons. The purpose of this study was to investigate high school students' opinions of utilizing TikTok to learn English inside and out of the educational environment. In the current study, xxxx high school students from Indonesian public and Islamic high schools participated in an online questionnaire-based quantitative research survey. The data revealed that students were positive about using TikTok as a visual assistance in EFL classes. Students also expressed a strong need for assistance and guidance from their lecturers in order to use TikTok effectively to learn English.

Introduction

The development of social networking platforms that allow for the creation of content, the sharing of information, and interactive contact is now possible on an almost limitless scale because to the advancements made in Web 2.0 technology (Zeng et al., 2010). As a result of improved technology and the increased use of smart mobile devices, various social networking programs have emerged, each with its own specific type of social networking. Facebook is an example of a social networking site, whereas YouTube and Instagram provide multimedia exchange. According to Hernandez Oliveros and Pérez Reyes, Twitter offers microblogging, and Wikipedia serves as a medium for the sharing and organization of knowledge. This research will focus on TikTok, a brief video distributing website that allows users to submit videos varying in duration from 15 seconds to 5 minutes.

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According to worldwide market data, TikTok was the ninth most downloaded app globally from 2010 and 2019, and it was ranked as the second highest purchased application on the App Store and the Google Play Store within 2019 (Escamilla-Fajardo et al., 2021). In Indonesia, TikTok had 112 million users in 2019, making it as one of the nation's most important social media platforms (Zabala-Shigui & Banda-Casa, 2022).

The studies mentioned above have important implications for English educators and students, but the social media landscape in Indonesia is unique. Because several major social media sites are not available in Indonesia, domestic social networking applications such as TikTok and WeChat were created to fulfill Ecuadorian customers' needs while competing on worldwide apps. Educators and researchers are actively looking into how these apps might be used in English language instruction. WhatsApp, the Indonesian most popular instant messaging app, was recently studied for its ability to increase students' writing and speaking skills, as well as their eagerness to learn. However, no research concerning the usage of TikTok for an educational device in teaching English as a second language has been undertaken (lava et al., 2022a; Rodrguez, lava, et al., 2022; AR Rodrguez, A. d. CR González, et al., 2021).

TikTok is a brief video distribution app which enables creators to create videos varying in length between 15 seconds to 5 minutes. This capability aligns with the present pattern of rapid information gathering and enables video composers in making their content a greater impact. As a result, TikTok has attracted a large number of English educators who provide valuable English learning materials for EFL teaching and learning, making it a potentially useful tool for educators and English learners both inside and outside the classroom (A. Rodrguez, JCP Tarragó, et al., 2021; AR Rodrguez, YV Escobedo, et al.

Learners' motivation to learn English has improved as a result of social media platforms such as Facebook, Twitter, and others. Facebook, the world's most popular social networking application, launched in 2004, has been shown to improve students' writing, reading, and oral communication skills, as well as their motivation and confidence to learn English. Twitter, another popular social media network, has also being investigated for educational uses in English language teaching and learning. According to research, most students enjoy using Twitter to increase their language skills and motivation (lava et al., 2022b; Rodrguez, Castro, et al., 2022; Rodrguez, Lucas, et al., 2022). However, there are also disadvantages to using social media for English learning, including the risk of employing informal language in formal writing tasks, insufficient teacher preparation and supervision, Internet access, and student distraction.

Social networking software serve four primary functions: entertainment, sociability, information, and academics. As educators have begun to use social networking platforms to improve language teaching and learning, the academic goal has become increasingly important (Escurra Mayaute & Salas Blas, 2014). Language learning films, for example, ranked second in terms of popularity on TikTokin in 2019 (Zabala Shigui & Banda-Casa, 2012). While various research have examined the effects of social

media on language learners' competency and skills, few have examined the feasibility of using TikTok for EFL education from the learner's perspective. This study aims to bridge that gap by looking into high school students' perceptions of using TikTok to learn English both inside and outside of the classroom. The project will attempt to answer two research questions: What advantages and disadvantages do students encounter when integrating TikTok with English as a foreign language learning?

Mobile-assisted language learning (MALL)

MALL refers to the use of mobile devices to aid in the study of languages. This might be considered a subset of mobile learning or a distinct subject with parallels to computer-assisted language learning and mobile learning. Based on fundamental properties of mobile devices such as interactivity, context sensitivity, connectivity, and portability, the qualities of MALL are described as ubiquitous, accessible, immediate, interactive, and situational. MALL provides language teachers and students with numerous opportunities to learn regardless of time or location, as well as access to a plethora of English language learning materials and resources via mobile devices such as MP3 or MP4, tablets, and smartphones. MALL increases students' vocabulary, hearing, reading, and understanding, according to numerous studies (A. Rodrguez, VFR Castro, et al., 2021; AR Rodrguez, VFR Castro, et al., 2021).

Audiovisual aids

The application of video devices in language education classrooms can be very beneficial, particularly in communicative language instruction, which emphasizes real-life communication. Any language learning material that can be listened and watched, such as recorded dialogue, speech, music, video, PowerPoint presentations, and graphics, is referred to as AIDS audiovisual. According to research, integrating realistic audiovisual aids in English teaching classrooms can improve language learners' understanding of theoretical concepts, learning motivation, and language skills (Cornelio & Fonseca, 2010). 2017).

Language learning strategies outside the classroom

Informal language learning outside of the classroom has been shown that it has a major effect upon language learner progress in addition to formal language learning in the classroom (Tuzel & Hobbs, 2017). Effective learning strategies are necessary for successful language acquisition outside of the classroom. Although there are numerous definitions, learning strategies are tools, methods, and actions that students use to acquire knowledge and regulate their language learning process. The Oxford classification is widely used to divide language learning processes in explicit (memory, cognitive, and compensatory) and indirect (affective, social, and metacognitive) techniques.

Method

Adopting a quantitative research approach, this research utilized a survey-based methodology with a view to interrogating and discerning the students' perceptions of the usage of TikTok to promote English skill. By deploying a survey instrument, the researchers aspired to amass an exhaustive understanding of the manner in which students conceptualize the diverse determinants that influence their English skill through TikTok mobile application.

Participants

A total of xx EFL students, engaged in the acquisition of EFL from two high school in Indonesia, voluntarily participated in this study. Of the respondents, xx (representing 21.5% of the total) were males, while the remaining 93 (comprising 79.5% of the cohort) were females. The age distribution of the participant pool ranged from 13 to 17 years. The demographic attributes of the participant sample reflect its alignment with the research objectives, thereby affirming its appropriateness in addressing the research question. A comprehensive presentation of the participants' demographic data is provided in Table 1.

Table 1

Participants' demographic data

Total number of participants	XX
Gender	
- Male	n= X (21,5 %)
- Female	n= X (79,5%)
Average age	13-17

Data Collection

For the purposes of data acquisition in this study, a structured questionnaire was utilized, derived from the works of Blidi (2017) and Nguyen and Habók (2020). The use of questionnaires as a data collection tool offers numerous advantages. They permit efficient gathering of data from a large and heterogenous sample, thereby optimizing time and resource utilization. Furthermore, they provide a degree of anonymity which makes them particularly suited for eliciting potentially sensitive information (Dörnyei & Dewaele, 2022).

The questionnaire constituted two sections: one focused on the collection of demographic data (including variables of gender, names, academic major, course, age, email addresses, and phone numbers), and the second encompassed a Likert-type scale incorporating 10 items. Respondents were required to express their level of agreement to each item on a numerical scale (5 = Strongly Agree, 4 = Agree, 3 = Neutral, 2 = Disagree, 1 = Strongly Disagree).

To ascertain the reliability and validity of the questionnaire, it underwent a thorough scrutiny process involving the research team and an invited specialist in the field. The critiques and suggestions

proffered by the reviewers were judiciously integrated into the finalized version of the questionnaire. The questionnaire was then administered to an intentionally selected sample of 117 students who voluntarily consented to participate in the study. These students were drawn from a diverse array of academic majors (English Teacher Education and English Studies) and courses (3rd and 4th year students) to ensure a representative cross-section of academic backgrounds.

Distribution of the questionnaire was achieved using Google Forms, with each participant granting their explicit consent. The questionnaire elicited a 100 percent response rate, indicative of a high degree of engagement and a willingness to contribute to the scholarly pursuit. To foster completion of the questionnaire, participants received a personalized email, and pertinent information about the study and its objectives were disseminated via social media platforms.

Along with the invitation, a formal letter elucidating the objectives of the questionnaire was provided, with an emphasis on the significance of their responses. Detailed instructions were incorporated to guide participants through the process of completing the questionnaire both effectively and accurately. The meticulous attention accorded to the questionnaire's design, coupled with the high response rate and the provision of explicit instructions and explanations, attest to the reliability and validity of the data procured for this study

Findings and Discussion

Finding

The first question on the questionnaire sought to ascertain the division of qualifications among the XX research respondents. Respondents were asked to specify what grade they were currently enrolled in. According to the data, the vast majority of respondents that saw or followed English instructional videos on TikTok were located in

Discussion

In face-to-face situations, learners frequently feel pressured to infiltrate pre-existing friend groups; however, this is not the case with online interactions, which provide students the ability to choose their friends (and the possibility of being chosen as friends) and give students the option of also being chosen as friends. kids are able to pick and select who of their classmates they want to continue communicating with depending on the beliefs they have in common, and they don't have to be afraid to speak their minds simply because they're always in the company of popular kids, for instance. According to a body of research, students who participate in distance learning report that they feel a sense of closeness with their fellow students, which they believe influences the quality of their education, particularly with regard to the development of a social identity. Students have more flexibility when it comes to the kinds of persons they can communicate with thanks to online communication. According to Guanter et al. (2015), it can be explained as follows:…with technology, the classroom can accommodate more people, and participation can be more evenly distributed. It is much more likely that the moral meaning of peer engagement will be reached through social

networking that is mediated by computers and other forms of technology. Everyone has an equal opportunity to participate (if they have access to the necessary technologies).

Students can be judged more on the basis of the content of their contributions rather than the color of their skin, their financial standing, or any other feature (p. 29). This is made possible by the fact that technology gives students the ability to participate in communities that are both active and varied. Despite this independence, though, kids still want direction when it comes to developing relationships online. According to Walther and Bunz (2005), there are six rules that should be followed in order to improve trust, liking, and performance in virtual groups. To begin, they recommend that members of the particular group should begin communicating with one another as soon as possible, not long after they have joined the particular group. Second, there needs to be consistent and frequent interaction between all of the members. Third, the authors suggest that members of a cooperative project in which there are tasks to be completed should engage in multitasking (rather than first planning what needs to be done, then delegating the jobs, and then carrying out the assigned duties). The fourth need for members of a group is to state unequivocally that they have read the contributions made by other members on a discussion board or some other kind of online media.

Numerous scholars have investigated the effectiveness of social media on second-language acquisition. Sharma (Roy, 2018) discovered that social networking apps are beneficial to the majority of EFL students in terms of boosting their English language skills and motivation. Social media, in particular, has been found to boost college-level English vocabulary skills (Samekash, 2020). Several studies have also found that students had favorable sentiments toward using social media to write in English. Furthermore, social networks have been shown to improve students' willingness to read in English, as well as their listening and speech skills (Cárdenas et al., 2010). Furthermore, several researchers have looked into the usage of various social media apps as educational aids for teaching and learning English (Bensalem & Alenazi, 2023; Aguayo et al., 2021).

In contrast to environments where people interact in person, where acknowledgment of messages can be done indirectly and in context, the online environment necessitates deliberate interaction in written discussions. This is necessary to ensure that a textual non-response to an online message is not misconstrued as a lack of acknowledgement of the communication. The fifth and final item is connected to the fourth in that members of the group are required to detail how they react to the message of another member of the group. According to the authors, non-response in a face-to-face scenario, where silence may be interpreted in the context of nonverbal clues, can be harder to comprehend in an online setting. This is in contrast to a face-to-face setting. In conclusion, the authors recommend that in order to cultivate a sense of mutual reliance among members of online groups, the groups should, as a means of establishing due dates for important activities, then strictly stick to those dates. If the objective is to finish a group project as part of an evaluation, for instance, establishing and adhering to deadlines for members of the group to finish the many tasks that must be done in order to finish the project would be an excellent way to create trust and encourage members of the group to trust one another.

Conclusion

Both within and outside of the classroom, the usage of social networking programs has had a substantial impact on English language acquisition as a result of the proliferation of mobile devices and the influential technology of Web 2.0. A total of 187 high school students from Ecuador participated in this survey about their experiences studying English through the use of the social networking app Tik Tok. According to the findings of the survey, the vast majority of students, irrespective of the grade level they were in, were excited about using TikTok to learn English both in and outside of the classroom.

TikTok can be utilized in the classroom to supplement standard English teaching techniques, strengthening classroom activities, motivation, and basic English abilities. TikTok can be used as an English learning approach outside the classroom to widen knowledge, gain access to factual information, and cultivate an enthusiasm for learning. Although the study found that using TikTok for English learning was beneficial, students identified concerns that EFL teachers should address.

The study provides practical advice for EFL teachers, students, and TikTok software administrators. However, the study has certain drawbacks, such as a limited sample size and a need for more experimental verification. Future studies could use sample data and more extensive studies to obtain more representative and meaningful results.

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The Use of TikTok in Promoting English Skills for Teenageers

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Prep. You may be using the wrong preposition.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

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Missing "," You may need to place a comma after this word.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Prep. You may be using the wrong preposition.

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Possessive This word may be a plural noun and may not need an apostrophe.

Missing "," You may need to place a comma after this word.

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S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Missing "," You may need to place a comma after this word.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Prep. You may be using the wrong preposition.

Confused You have used **Your** in this sentence. You may need to use **you're** instead.

Frag. This sentence may be a fragment or may have incorrect punctuation. Proofread the sentence to be sure that it has correct punctuation and that it has an independent clause with a complete subject and predicate.

Missing "," You may need to place a comma after this word.

Article Error You may need to use an article before this word.

Sp. This word is misspelled. Use a dictionary or spellchecker when you proofread your work.

Prep. You may be using the wrong preposition.

Wrong Article You may have used the wrong article or pronoun. Proofread the sentence to make sure that the article or pronoun agrees with the word it describes.

Article Error You may need to use an article before this word.

Missing "," You may need to place a comma after this word.

Article Error You may need to use an article before this word.

S/V This subject and verb may not agree. Proofread the sentence to make sure the subject agrees with the verb.

Prep. You may be using the wrong preposition.

Confused You have used **Your** in this sentence. You may need to use **you're** instead.

Hyph. You may need to add a hyphen between these two words.

Article Error You may need to use an article before this word. Consider using the article **the**.

Hyph. You may need to add a hyphen between these two words.

Missing "," You may need to place a comma after this word.

Sentence Cap. Remember to capitalize the first word of each sentence.

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Prep. You may be using the wrong preposition.

P/V You have used the passive voice in this sentence. Depending upon what you wish to emphasize in the sentence, you may want to revise it using the active voice.

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Article Error You may need to remove this article.

Prep. You may be using the wrong preposition.

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