

Using Tiktok As An Effective English Learning Media

Veronika Unun Pratiwi*¹, Yemima Mawar Naftali², Aisyah Miftahurrohmah³, Nur Laily⁴

¹⁻³Universitas Veteran Bangun Nusantara (UNIVET), Sukoharjo, Indonesia.

⁴Vocational High School (SMK) Taman Siswa, Sukoharjo, Indonesia

*Corresponding Email: veronikaup@gmail.com



Abstract – The objective of this study is to examine how the TikTok app is used as a different type of English learning source. It is a written principle that the author created as a result of previous studies on the development of learning media. In harmony with entering the digital era, of course, innovation follows developments using digital media. Currently, social media is one of the innovations that is widely used as a learning medium. The Tiktok app is made to help students and teachers in developing new innovative and interactive English learning media. As a result, the purpose of this paper is to discover how to use the TikTok application as an innovation in English learning as a 21st century learning model. The literature study method is used in this article to analyze various studies related to the use of the TikTok app as a new innovation for learning media. The findings revealed that TikTok apps can be an easy-to-use, innovative English learning medium with a wide range of advantages and benefits for both students and teachers, such as increasing student interest and motivation to be creative, interactive communication between students and teachers, and videos. can be viewed repeatedly with appealing visuals.

Keywords – Tik Tok App, learning media, English

I. INTRODUCTION

The twenty-first century, which is transitioning to an entirely digital period with rapidly advancing technology, is especially supportive of learning innovations that can be used and accessed easily by students through social media. Because social media is currently exceedingly popular among students, using it as a learning tool can be a great idea. The rise of many application platforms that offer video creation with intriguing features is a symptom that the digital era is increasingly controlling smartphone users. This is supported by the large amount of video content that has been shared across various social media platforms. Entertainment, sociability, knowledge, and academic pursuits are the top four reasons people use social media platforms [1]. TikTok is a popular app that is frequently used by students, enjoyed by all groups, and in high demand since the Covid-19 pandemic emerged. Over the past two years, its popularity has increased considerably. According to data from the Ministry of Communication and Information Technology (KOMINFO), 64 million Indonesians use the internet, with 10 million using the TikTok apps. The TikTok app is gaining popularity because it has many features that keep students entertained and even obsessed [2].

TikTok is a popular app among the society because it has many unique features, such as video effects, music that can be added, voice changing filters, sticker filters, live features, beauty filters, delete comments, and block users. TikTok also offers duration options ranging from 15 to 60 seconds, 3 to 5 minutes [3]. The TikTok app was once perceived as a social media platform that simply had a negative effect because it was thought that users would spend all of their time watching pointless videos, which could lead to time slippage. The TikTok app, however, eventually has a beneficial impact on education and learning [2], [4]–[6]. Students can learn and acquire new information by watching a 60-second video. A video created by a teacher that students can watch over and over is possibly the best example of how TikTok can be used in education [7]. The English language is frequently used in videos on the TikTok social media platform, including tenses, vocabulary, and

pronunciation.

This paper is an extension of the authors' prior studies. Based on a study titled Implementation of the 2013 Curriculum in English Subjects, one of the major obstacles for teachers in implementing the 2013 Curriculum was a lack of evidence to support media based on the internet and multimedia. The internet has become an indispensable tool as technology has advanced. The teacher chooses the media and adapts the material being taught so that students understand the material well [8]. TikTok has the potential to be a significant advancement in the field of education by using social media as widely used for both pleasure and learning. The purpose of this paper is to examine the efficacy of the Tiktok app in improving students' English language mastery. The objective of this study is to examine how to use TikTok apps as an innovative approach to classroom English learning. This study is expected to be useful for students using English and teachers using simple learning media to support learning in the post-covid-19 time.

II. METHODS

This study was designed using the literature research methods, by analyzing relevant works and also studies which certainly supports study results through literature review [9]. Data collection techniques are carried out by collecting various articles that are relevant to the research topic. This study used 12 articles for research data collection. Following the collection of research data, the researchers performed data reduction in order to reach a conclusion. The data analysis technique employs a literature review by comparing and reviewing theories related to social media learning.

III. FINDINGS

Learning media can be used to channel the sender's message to the recipient in order to stimulate thoughts, feelings, attention, and interest in student learning. Teachers, in particular, have access to a wide range of learning media today. Various online learning media can support learning services by using the intranet platforms, interaction, and information sharing. The advantages of using online learning media is that learning can occur independently, and high interactivity improves memory levels and provides more learning experiences by utilizing text, audio, video, and animation to convey information. It is feasible to conclude that learning media is the most important aspect of students' learning processes.

3.1. TikTok App

In 2016, the Chinese company ByteDance launched and developed the TikTok application [10]. TikTok is the fastest growing app and the seventh most downloaded app in the last decade, as well as one of the most famous apps in the world, with hundreds of millions of users, many of whom are children and high school students [11]. Tiktok app can be used to teach English, specifically listening skills [12]. It appears that audio-visual learning media is required to help listening learning, and based on the features provided, the Tik Tok app can accommodate characters' audio-visual needs. The speaking abilities of the Tik Tok apps allows users to enter backsound (background sound) into the application with ease and flexibility. The TikTok app can currently process words that express or convey intentions, ideas, ideas, thoughts, and feelings that are compiled and developed based on the listeners' needs [13].

A study observed that the TikTok app can add information as well as entertainment to students' reading skills, which were divided into two categories: recreational reading and information gathering reading. Writing skills are so important that they are given special attention in language teaching, particularly in Indonesian. The teacher's role as a learning designer in the classroom influences the quality of the writing process and results [14]. There are advantages and disadvantages to using the TikTok app as a learning medium, which are as follows: 1. Versatile and practical, easy to locate and watch from any location. 2. Students can download and watch videos as many times as they want when their quota is not being used. The disadvantage is that the TikTok application's videos are primarily for entertainment purposes. Based on this, the TikTok app could be a new strategy for students to easily learn English through an app that they already use on a daily basis.

3.2. The Advantages of Using Tiktok App

In a study by Pratiwi et al., [15] that respondents who used the TikTok app for study because it offers many advantages including recommendations, tips, and ideas, and can increase their business knowledge. Because it is practical and offers advantages including making learning simple and enjoyable, watching fascinating films, conducting business, and easily discovering what's happening in the world, the TikTok app has a significant impact. Additionally, a lot of respondents saw an

improvement in their pronunciation, whereas those who did not use TikTok observed no improvement. TikTok can be used as a means for learning English pronunciation because it has numerous advantages and is effective at helping both students and teachers in their academic endeavors.

The potential use of TikTok and how it affects English communication competence revealed that TikTok in the field of English language education for young people took advantage of the Covid19 pandemic to create an innovative digital learning system with the TikTok app for EFL students during or after the pandemic. TikTok has an effect on developing students' motivation in speaking, showing that they are happy and enjoy learning skills from learning the TikTok application, and the results of using TikTok in motivating students' speaking skills are very interactive and effective, with student scores increasing significantly [16]. According to a study, participants agreed to use Tik Tok as a video aid in the EFL classroom because it could increase their enthusiasm and interest in studying English, improve classroom teaching activities, and broaden their English knowledge. Additionally, the majority of students are open to using TikTok as an additional English learning strategy [1].

Students' perceptions of the use of TikTok in learning to write descriptive texts are positive; the use of TikTok in the learning process can foster motivation because students are involved and pay attention. The TikTok application is enriched with various activities that may be designed to encourage students to write as they wish in an exciting way. Nabilah et al. [7] discovered that students had positive responses from the 15 items of the questionnaire at a high level in their study. There are no questionnaire items at the medium, low, or very low levels. The result showed that the use of Tik Tok provides benefits and has a positive influence on students learning to write descriptive texts. The creation of learning media in the form of educational videos of TikTok content on hortatory exposition texts in writing for professional context classes is a novel concept that can provide an alternative for lecturers who wish to use the product. Students will learn new vocabulary as they watch vocabulary material. Students find English tenses difficult due to the variety of tenses that they must memorize. You can, however, improve their tenses competency by watching interesting tenses videos.

Students can use the TikTok app to create an engaging and interactive learning environment. This app can be used as a teaching resource, with a number of features that can help distance learning during the Covid-19 pandemic, among others: 1. The voice recording feature, which records audio through the device and then uploads it to a personal TikTok account. 2. The video record feature records videos on the device and then integrates them into a personal TikTok account. 3. The backsound feature allows users to add background sounds that they can download from the TikTok app storage media. 4. An edit feature that allows individuals to improve and edit previously created draft videos. 5. The sharing function is used to distribute the created video. 6. The Duet feature, which allows TikTok app users to collaborate.

3.3. TikTok as a Learning Media App

The first step in effectively using learning media is for teachers to search for, select, and locate learning media that interest students and meet their learning needs based on their development, experiences, and special characteristics associated with their study groups. Characteristics inherent in the study group, namely student maturity and experience background, as well as mental conditions associated with their developmental age. In addition to students' interest in learning media, when selecting media, the representation of the teacher's message must be considered. At least three functions in the media operate in concurrently. The first is the stimulation function, which entices people's interest in what they can see on television. Second, the mediation function acts as a link between teachers and students by using learning media as a "communication bridge". The third function is the information function, which displays the explanation that the teacher wishes to convey. Students can catch the explanation required or delivered by the teacher due to the availability of learning media.

Based on the research, the following features are contained in the Tik Tok application: a) Record Voice, record sound via a device, then integrate it into a personal TikTok account. b) Record Video, record video via a device, then integrate it into a personal Tik Tok account. c) Back sound, adding a background sound that can be downloaded from the Tik Tok application storage media. d) Edit, Fix and edit the video draft that has been made. e) Share, sharing videos that have been made. f) Duet, collaborating with other Tik Tok application users. Based on the description above, it can be concluded that the Tik Tok application can be used as an interesting and effective learning medium. First, the TikTok app meets the learning needs of students. Second, the Tik Tok app attracts students' interest, because of its novelty, and there are many features that can be implemented into learning. Third, the Tik Tok application is equivalent to experience, maturity development, and the characteristics of students who are millennials who are actually attached to the digital world.

The TikTok app, with the right method and application, can be used as an interesting, interactive, and innovative learning medium for learning Indonesian. Because of its various application features, ability to accommodate the four language skills, and ease of use, the Tik Tok app can be used to learn English. More research is needed to determine the efficacy of Tik Tok apps in improving English learning. The TikTok app is a new innovation in the field of education, particularly as a learning platform for English. TikTok is a popular app among students, with many simple features. Because the TikTok application presents interesting and fun audio, text, and visuals, as well as various easy-to-use features, students can watch and participate while learning various English materials such as vocabulary, speaking, listening, tenses, reading, and writing. Make videos on the TikTok app to express oneself. Students must, however, be able to organize and manage their time in order to watch entertaining videos or videos related to English material.

IV. CONCLUSION

TikTok apps provides interesting and fun audio, text, and visuals, as well as various easy-to-use features, students can watch and participate while learning various English materials such as vocabulary, speaking, listening, tenses, reading, and writing. Various new social media-based learning innovations pose a challenge for teachers to master. Educators must be able to master technology and stay current on its developments in order to come up with innovative learning media for students. There will be concerns if students watch videos that are not old enough and contain hatred contents. To keep students from watching this, both teachers and parents must be overseen. Using the TikTok app in the post-Covid-19 pandemic is extremely beneficial for improving learning performance.

REFERENCES

- [1] H. Yang, "Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom," in *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, 2020, pp. 163–183.
- [2] A. Bahri, C. M. Damayanti, Y. H. Sirait, and F. Alfarisy, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia," *Jurnal Indonesia Sosial Sains*, vol. 3, no. 01, pp. 120–130, 2022, doi: <https://doi.org/10.36418/jiss.v3i1.525>.
- [3] N. Afidah, N. K. Sari, and H. Hanifah, "Investigating Students' perspectives on the use of Tiktok as an Instructional Media in Distance Learning during Pandemic Era," *DINAMIKA: Jurnal Kajian Pendidikan Dan Keislaman*, vol. 6, no. 2, pp. 47–68, 2021, Accessed: Nov. 25, 2022. [Online]. Available: <https://doi.org/10.32764/dinamika.v6i2.1872>
- [4] D. Herlisya and P. Wiratno, "Having Good Speaking English through Tik Tok Application," *Journal Corner of Education, Linguistics, and Literature*, vol. 1, no. 3, pp. 191–198, 2022, doi: <https://doi.org/10.54012/jcell.v1i3.35>.
- [5] R. P. Putri, "Tiktok as an Online Learning Media During a Pandemic," in *6th International Conference on Education & Social Sciences (ICESS 2021)*, 2021, pp. 282–287. doi: <https://doi.org/10.2991/assehr.k.210918.052>.
- [6] R. Alexandro, F. Hariatama, and T. Uda, "TikTok Analysis as a Learning Media and Activism Instrument," *Jurnal Pendidikan Dan Pengajaran*, vol. 55, no. 1, 2022, doi: <https://dx.doi.org/10.23887/jpp.v55i1.44862>.
- [7] A. Nabilah, D. L. MP, F. Lazuwardiyah, S. Syaifuddin, and W. M. Abdi, "Students' perception toward the use of tiktok video in learning writing descriptive text at MAN 1 Gresik," *Journal of Research on English and Language Learning (J-REaLL)*, vol. 2, no. 1, pp. 16–21, 2021.
- [8] W. N. Aji, "Peningkatan Keterampilan Menulis Teks Eksposisi dengan Metode Inquiry discovery Learning dan Penggunaan Media Video pada Siswa Kelas VII G SMP Negeri 3 Colomadu," *Magistra*, vol. 95, pp. 34–42, Mar. 2016.
- [9] H. Snyder, "Literature review as a research methodology: An overview and guidelines," *J Bus Res*, vol. 104, pp. 333–339, 2019, doi: <https://doi.org/10.1016/j.jbusres.2019.07.039>.
- [10] A. Juwariyah, N. Noodiana, and E. Wahyuning, "TikTok Function in the Millennial Era," in *International Joint Conference on Arts and Humanities 2021 (IJCAH 2021)*, 2021, pp. 257–261.
- [11] S. Hanim, "Social Media Usage for Learning English Language," *Randwick International of Education and Linguistics Science Journal*, vol. 2, no. 3, pp. 461–466, 2021.

- [12] A. E. Pratiwi, N. N. Ufairah, and R. S. Sopiah, "Utilizing TikTok application as media for learning English pronunciation," in *International Conference on Education of Suryakencana (IConnects Proceedings)*, 2021. doi: <https://doi.org/10.35194/cp.v0i0.1374>.
- [13] R. Widyaningrum, "TikTok as Indonesian Language Learning Media at SMK Ma'arif NU 1 Cilongok," in *INTERNATIONAL CONFERENCE OF HUMANITIES AND SOCIAL SCIENCE (ICHSS)*, 2022, vol. 1, no. 1, pp. 671–675.
- [14] A.-A. A. Sharabati, S. Al-Haddad, M. Al-Khasawneh, N. Nababteh, M. Mohammad, and Q. Abu Ghoush, "The Impact of TikTok User Satisfaction on Continuous Intention to Use the Application," *Journal of Open Innovation: Technology, Market, and Complexity*, vol. 8, no. 3, p. 125, 2022, doi: <https://doi.org/10.3390/joitmc8030125>.
- [15] A. E. Pratiwi, N. N. Ufairah, and R. S. Sopiah, "Utilizing TikTok application as media for learning English pronunciation," in *International Conference on Education of Suryakencana (IConnects Proceedings)*, 2021. doi: <https://doi.org/10.35194/cp.v0i0.1374>.
- [16] J. Ferstephanie and T. L. Pratiwi, "TikTok Effect to Develop Students' Motivation in Speaking Ability," *English Education: English Journal for Teaching and Learning*, vol. 9, no. 02, pp. 162–178, 2021.