Student's Perception of TikTok for English Languange Learning

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Abstract. There's a lot of media that can be used to learn English independently, you can either consciously seek for the material or you can unconsciously learn about it and one of the media is social media. This research aims to know and described students perception about using Tiktok for enhancing English language learning, Using quantitative research methodology, this study explores the influence of TikTok usage on English language learning perceptions among 30 ELL students in an Indonesian university. Utilizing a questionnaire, the research evaluates three aspects of social media's impact on English learning, have a significant correlation between Tiktok usefulness and it's effectiveness for English language learning, however as for the future interest of using Tiktok for English language learning the results show that it is insignificant means that Tiktok cannot be used for learning sources in the future.

Keywords: English, Media, TikTok, Learning

Abstrak. Ada banyak media yang dapat digunakan untuk belajar bahasa Inggris secara mandiri, baik secara sadar mencari materi maupun secara tidak sadar mempelajarinya dan salah satu media tersebut adalah media sosial. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan persepsi siswa tentang penggunaan Tiktok untuk meningkatkan pembelajaran bahasa Inggris. Dengan menggunakan metodologi penelitian kuantitatif, penelitian ini mengeksplorasi pengaruh penggunaan Tiktok terhadap persepsi pembelajaran bahasa Inggris di antara 30 siswa ELL di sebuah universitas di Indonesia. Dengan menggunakan kuesioner, penelitian ini mengevaluasi tiga aspek dampak media sosial terhadap pembelajaran bahasa Inggris, memiliki korelasi yang signifikan antara kegunaan Tiktok dan keefektifannya untuk pembelajaran bahasa Inggris, namun untuk kepentingan masa depan dalam menggunakan Tiktok untuk pembelajaran bahasa Inggris, hasil penelitian menunjukkan bahwa hal tersebut tidak signifikan yang berarti Tiktok tidak dapat digunakan sebagai sumber pembelajaran di masa depan.

Kata kunci: Bahasa Inggris, Media, TikTok, Pembelajaran

BACKGROUND

The progress of technological innovation is accelerating. The concept of technical progress is demonstrated by the emergence of technological innovations. Users from all over the world utilize them, ranging from the simple to the very complicated and captivating (Permatasari & Trijayanto, 2017). One contemporary technology that has significantly changed the behavior and way of life of people around the world is the internet. Through the public global internet, millions, even billions, of computer networks of various sizes and configurations are connected. Other communication devices, including telephones and satellites, are also connected to the internet. The way individuals interact and communicate with each other has changed significantly as a result of the expansion of the internet.

The rapid advancement of information, communication, and technology has had a profound effect on many facets of life, including the subject of education. In the digital age, where technical innovation is already commonplace, education is no different. A growing number of people these days use modern media for instructional purposes. According to Masruroh (2021), developments in information and communication technology have changed the availability of learning resources. Arikunto contends that as educational media is an essential part of the learning process, educators need to adapt to changes in the technological and communication environments (Labib & Yolida, 2019).

One of the impacts of technological advances is the use of the Tiktok (Douyin) application. This research will focus on the effect of using the Tiktok application on students' interest in learning. The results of the study show that reveal that the Tiktok application has two effects among students, namely positive effects where students gain new knowledge and experiences, and other negative effects, namely often forgetting time, addiction, not paying attention to health and others. (Malimbe et al., 2021) In addition, Tiktok users often abuse it or cross the line to display negative videos and viewers of these videos accidentally see what they shouldn't see.

Over time, cell phones have expanded their use beyond communication to include other purposes, such as business, entertainment, and so on. (Yarni & Hapzia, 2023) Since interest in learning is the desire, liking and interest in learning, students' enthusiasm for learning is one of the ways they express their interest in learning. Another way they express their interest in learning is through the desire, will, and desire to carry out the process of changing behavior through various things that include experience and knowledge. One way to make learning more active is through TikTok media on mobile devices, this is needed to increase student interest in learning English and to improve student learning outcomes by using TikTok media.

Previous research has examined how students' enthusiasm in learning English is affected by the Tik Tok learning approach. It is very helpful and can increase students' motivation and desire in learning more, especially learning English, that educational activities can encourage English for e-beginners to face the industrial revolution 4.0 (Sujarwo et al, 2023). Further research showed that the Tik Tok app facilitated students' understanding of Indonesia's rich culture in the curriculum. Students' learning outcomes also improved, and their love for the nation and its culture grew, enabling them to preserve it (Salsabila and colleagues, 2023). The researchers hope that this study will inspire educators to use cutting-edge interactive technology to improve student learning outcomes (Salsabila et al., 2023).

RESEARCH METHOD

This study employed a quantitative research design to analyze student's perception of using Tiktok on the English language learning abilities of ELL students at one of University in Indonesia. This design allowed for the collection of numerical data for descriptif analysis, with a total 30 students as a respondents which were selected hoping that they can be the representative of ELL students. Using a quisioner for data collection the participants were ask a 3 questions and being asked to answer it using 5 points scale range, (5) for strongly agree, and (1) for strongly disagree. As for the three survey questions that were used : 1) In the future, I will continue to use social media to learn English. 2) I believe the use of social media is useful for learning English for academic purposes. 3) I believe the use of social media is more useful for learning English for academic purposes than the traditional English lessons I took in high school/middle school.

RESULT

Assumption checks

Shapiro-Wilk Test for Bivariate Normality

			Shapiro-Wilk	p
Interest in Future TikTok	-	Usefulness of TikTok for English Learning	0.887	0.004
Interest in Future TikTok	-	Effectiveness of TikTok vs. Traditional Instruction	0.906	0.012
Usefulness of TikTok for English Learning	-	Effectiveness of TikTok vs. Traditional Instruction	0.898	0.007

The Shapiro-Wilk test is used for the assessment of normality in the acquired data. The outcomes suggest that the variables may deviate from a normal distribution, highlighting the importance of exercising caution when interpreting results that presuppose normality.

Correlation

Pearson's Correlations

Variable		Interest in Future TikTok	Usefulness of TikTok for English Learning	Effectiveness of TikTok vs. Traditional Instruction
1. Interest in Future TikTok	Pearson's r			
	p-value			
2. Usefulness of TikTok for English Learning	Pearson's r	0.732		
	p-value	<.001		
3. Effectiveness of TikTok vs. Traditional Instruction	Pearson's r	0.550	0.493	
	p-value	0.002	0.006	

1. Interest in Future TikTok vs. Usefulness of TikTok for English Learning: The p-value of 0.004 indicates a departure from normality for the variable of Usefulness of TikTok for English Learning.

2. Interest in Future TikTok vs. Effectiveness of TikTok vs. Traditional Instruction: The p-value of 0.012 identify that Tiktok have a significant contribution for English learning more than traditional instructions.

3. Usefulness of TikTok for English Learning vs. Effectiveness of TikTok vs. Traditional Instruction: The p-value of 0.007 identify that Tiktok have a significant contribution for English learning more than traditional instructions.

The provided Pearson's correlation table displays relationships between three variables concerning TikTok usage for learning English. Here are the findings:

1. Interest in Future TikTok: No correlation information is provided for this variable.

2. Usefulness of TikTok for English Learning: It shows a strong positive correlation (Pearson's r = 0.732, p-value < .001), indicating a significant relationship between the perceived usefulness of TikTok for learning English.

3. Effectiveness of TikTok vs. Traditional Instruction: There's a moderate positive correlation between these two variables (Pearson's r = 0.550, p-value = 0.002), suggesting a statistically significant connection between the belief in TikTok's effectiveness compared to traditional instruction for learning English.

In summary, the data indicates a strong association between perceiving TikTok as useful for English learning and a moderately linked belief in TikTok's effectiveness compared to traditional instructional methods.

DISCUSSION

From a research article investigating Bhutanese students' perceptions of Mobile Assisted Language Learning (MALL) in English for Academic Purposes courses offers a comprehensive exploration of changing attitudes towards technology assisted learning. By providing detailed contextual information and using a mixed methods approach, this article provides nuanced insights into changes in students' perceptions over the course of a semester. It effectively analyzes quantitative and qualitative data, highlighting strengths such as thematic analysis of learner responses and a clear contextual framework. However, limitations in sample size and scope may impact the generalizability and breadth of research findings. In contrast, our analysis focuses on hypothetical correlational data regarding the usefulness of TikTok for English language learning without delving into qualitative aspects or determining sample size. Although both studies contribute to the understanding of technology in language learning, the article's depth in exploring evolving learner attitudes contrasts sharply with the statistical nature of the correlation analyzes presented.

From another article entitled "Students' Perception on the Use of TikTok for Learning English" written by Novitasari & Ainul Addinna found that students have a positive perception of using TikTok to learn English, because it helps improve their English skills and is fun and stress-free . TikTok has advantages such as easy access, varied and interesting content, and the ability to learn from native speakers. And some students who gave negative responses to using TikTok also mentioned that they were able to learn English from native speakers and their skills improved.

CONCLUSION

In conclusion, the data demonstrates a robust correlation between the perception of TikTok's utility in English language learning and correlated beliefs regarding its efficacy compared to Traditional teaching methods. Despite offering valuable insights into the relationship between TikTok and English learning, it is imperative to acknowledge the limitations inherent in this article. One notable limitation is the absence of a systematic sampling approach. We acknowledge that this omission may limit the overall applicability of the study's findings to a broader population. Such limitations impede the generalizability and

external validity of the research. consequently, we advocate for future studies to incorporate rigorous sampling methods to enhance the generalizability of their findings, thereby yielding results of broader relevance.

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