Student's Views on Learning English on Tiktok Application

Nazar Hasby[1], Alna Triskaya Angrum[2]

Universitas Islam Kalimantan Muhammad Arsyad Al-Banjari Banjarmasin, Indonesia[1*2*]

[1*]rafaelnazar4@gmail.com, [2*]atriskaya83@gmail.com

Abstract

The purpose of this study is to investigate how students feel about the TikTok app, which can be utilized as a learning tool for English, particularly for teaching generation Z. It is supported by earlier studies as well as some firsthand accounts from other researchers and motivated by the fact that generation Z is strongly associated with social media. This study employed a qualitative methodology to ascertain students' opinions towards using the TikTok app to learn English. This study used data collection and interview methods, and conducted on students from private universities in the first semester of the English academic year (2022/2023). Based on data obtained during interviews with several students regarding students' views about learning English on the TikTok application, the results showed most participants agreed that the TikTok application could help them learn, especially English. Although each application has drawbacks and constraints, the TikTok application has many benefits, including learning. Furthermore, the implications of this research are closely related to learning, especially English, and have the expectation that it helps students learn English modernly.

Keyword: *social media; TikTok application; learning English; learning media*

INTRODUCTION

Social media is widely used and increasingly popular among all age groups, men and women. More and more people are realizing that this is one source of information that helps them know what is going on. In both urban and rural communities, the internet and social media have created new social media habits, according to the Surokim (2017) report. Therefore, social media is currently the most important aspect of human existence. Children utilize social media because they are aware of its existence, as are parents, teenagers, and even young children. Therefore, social media is a tool that can attract consumers by attracting their attention.

It is difficult to learn English for the first time. Since we are learning new things that we do not know at the time, which is not completely wrong. As stated by Nuari (2022), many Indonesian students currently find it difficult to learn English these days. English language teaching begins in elementary school and continues through high school. For those who previously had no exposure to English during school, it is a different story. In addition to the need to be able to communicate in English at work, we often observe that older people acquire English language skills through enrolment in training programs. Yet learning vocabulary is the biggest challenge for anyone learning English. When learning English, vocabulary is very important for building sentences. But now more than ever, learning English can be difficult and complicated. By taking English

classes or lessons, we can now master the language more quickly. According to Sam A. (2010), learning English through classes or coaching increases the amount of time spent speaking the language fluently. Learning English today may be more rewarding thanks to paid and free online learning resources. Aji, M. P. P. (2016) emphasized that as technology advances, teaching using multimedia and online courses have become a more popular way to teach English.

Applications for social media include games, music, and distant communication. Parents, teenagers, and even young toddlers utilize a variety of programs on a daily basis. Nowadays, even young children have their own mobile phones. According to Sam A (2016), cellphones are effective instruments that we can use to learn English anytime and wherever we choose. Additionally, modern and intelligent children will need smartphones so that they can learn to use them for fun. Youngsters frequently use the TikTok app, for example. TikTok is a popular app among Generation Z and most millennial this year for producing and sharing content. Using TikTok for learning has some pros and cons to consider. The advantages of using TikTok for English learning include the skill of creatively approaching visual content that is interesting, contemporary and up-to-date. Disadvantages of using TikTok to learn English include: Content Quality, Varying Distractions and Addictions, Content Not Always Appropriate for All Age Groups. The use of TikTok in English learning can be effective if organized well and used wisely. Using TikTok for studying has some pros and cons to consider. The advantages of using TikTok for English learning include the skill of creatively approaching visual content that is interesting, contemporary and up-to-date. Disadvantages of using TikTok to learn English include: Content Quality, Varying Distractions and Addictions, Content Not Always Appropriate for All Age Groups. The use of TikTok in English learning can be effective if organized well and used wisely. It is important to monitor and moderate the content used in learning and ensure that the use of TikTok does not interfere with the main learning process. According to Khan & Bansal (2018) and Helaludin (2019), generation Z is the group of people who grew up with the internet and global networks. . With the help of this app, users can create quick movies that include various features like music, stickers, filters, and other artistic elements. According to Pujiono (2021), social media features can function as tools that support and facilitate the learning process. Due to TikTok's broad appeal, many users, especially young people, can benefit from the platform's ability to provide structured information and knowledge that is concise and easy to understand through TikTok content. The aim of this study was to investigate how students perceive the application TikTok, which allows users to learn English through sharing internet videos created by content creators. This research uses a qualitative methodology, interviewing several students to get their perspectives on using TikTok to help English language learning.

This study shows how TikTok can incorporate English language teaching in an engaging way. It is common knowledge that TikTok's broad appeal enables many users, especially young people, to profit from the platform's ability to convey information and knowledge through TikTok content created by content creators. This has been stated in previous research. Anggi E Pratiwi (2018) believes that using the TikTok application is very influential because it is useful and provides benefits because it makes learning easy and fun. They can watch this exciting video. According to Wijaya (2022), TikTok's success has enabled a large number of users, especially the younger generation, to access information and knowledge that is presented concisely and easily understood through TikTok content. Why TikTok might be considered more recommended, Engaging Visual Content: TikTok features

engaging and often creative video-based content. This can make learning English more exciting and entertaining. Speaking Skills: TikTok allows students to practice speaking English by creating short videos. This can improve students' speaking skills. Contemporary and Current: TikTok is popular among the younger generation so that students can be exposed to more contemporary vocabulary and English. Furthermore, it is well known that the pronunciation category receives the most views from users due to the popularity of its short TikTok videos. Additionally, TikTok is a popular platform for learning English as it offers straightforward and engaging short films, content, photos and editing effects that can enhance and entertain users while having a positive effect on their learning. The nation's future is represented by its student body. Students have a higher level of understanding than the general public because they are members of society who represent intellectual community groups. Students have the best education and a broader knowledge base to navigate social strata, according to Nurmalisa (2017). In addition, students are required to have opinions or points of view on current issues, such as how the use of the Tik Tok application to learn English is related to other issues, which can become society's standards and rules. Various components must play a role to produce positive improvements. Therefore, for students to become agents of change, they must care more about each other, especially with the existence of modern technology such as the Tik Tok application.

In this study, there are several research gaps covering the context of using TikTok for learning English: There is still a need for strong empirical evidence about how consistent use of TikTok can lead to significant progress in English learning. Studies with robust methodology and reliable results are needed to fill this gap. There is a need for deeper knowledge about how TikTok affects various aspects of English, such as grammar, sentence structure, and listening comprehension. Further research is needed to understand its impact on these aspects. Practical Knowledge Conflict Gaps Research needs to explore the conflicts between the theoretical understanding of language learning and the practical use of TikTok in the classroom. How teachers respond to or integrate TikTok with the existing curriculum is a relevant question. Many early studies may have used inadequate methodology to measure the impact of TikTok on English language learning. It is necessary to develop more sophisticated methods and tighter controls in research. There is little empirical data regarding the use of TikTok in various English learning contexts, including schools, online courses, and informal settings. More empirical studies are needed to detail TikTok's influence in these situations.

Mandasari, B., &Aminatun, D. (2020) claimed technology has a significant role in the education sector. This allows educators and students to carry out the learning process. In higher education, technology has also been used to teach English. Considering that students from the Faculty of Teacher Training and Education have direct experience using online media for learning, especially applications such as Tik Tok, this research was conducted among them. Because teachers will eventually become teachers, the aim of this research is to find out students' opinions about learning English through the TikTok application. Modern teachers are no longer the center of information and learning, according to E. F. Fahyuni (2017).However, most importantly, instructors must be able to support, accompany, guide and collaborate with students in the process of acquiring new knowledge and abilities. In this day and age, they need to grasp and comprehend the development of learning technology better. Teachers need to be proficient in utilizing technology, especially the Internet (e-learning), according to

Mulyasa (2011). The aim of using technology in education is to facilitate student activities and learning in accessing and fulfilling learning objectives. With its ability to make it simple for users to create films with diverse content and affection, the Tik Tok program is an outgrowth of learning technology that was developed to encourage and help human creativity, particularly in young children. For the younger generation who want to learn English through short English-themed video shows, the Tik Tok app is an interesting resource to study as a medium or learning tool.

Problem formulation is very important in this research so that the writing process can be known. Based on the description of the background, the researchers formulated the problem as follows, namely:
1.How do students view English learning on the TikTok application?
2.Is the TikTok application useful for learning?
3.Does the TikTok application help students learn English?

Through this research, there are several goals that researchers want to achieve, including the following: To find out students' views on learning English on the TikTok application. Here's to find out the benefits of TikTok for learning, especially English. And finally, to find out whether the TikTok application can help students learn English.

METHOD

Research Design

This research uses qualitative research methods to determine students' views on learning English on the TikTok application. This study uses data collection and interviews methods. This qualitative method is research to obtain written conversation and interview data from the people studied (Alfarisy, 2020). To get a general picture of social reality from various participation views, researchers will analyze these views and draw conclusions from a participation perspective. Based on the explanation above regarding this method, the researcher decided to use it because it is relevant and in accordance with students' views on learning English on the TikTok application.

Data and Source of Data

The research conducts the data in the first semester of the academic year (2022/2023) of English education from a private university in Banjarmasin, South Kalimantan province, Indonesia, with pseudonyms: A, B, C, D, E. Pramudyo (2017) argues that respondents chose not to reveal their identities due to their right to privacy. All participants were in the first semester of the English language education program and studied at the same private university in Banjarmasin City, South Kalimantan province, Indonesia. In this research, all students were familiar with TikTok, especially in taking participants. The sample was taken from Generation Z, most of who already have gadgets such as smartphones and the TikTok application.

There are two reasons why the researcher considers recruiting the participants voluntarily in this study: (1) Researchers and participants have the same birth year between 2000 and 2007. This birth year is included in generation Z which is defined as the generation born between 1996 and 2012 AD, as we all know. Following the Millennial generation, which is a transitional generation from the millennial generation with rapid technological advances, is generation Z. Thus, the majority of them already

own gadgets such as smartphones. The fact that users need to use a smartphone to access TikTok makes it easier for academics to analyse it. In addition, (2) participants are enthusiastic about helping researchers in completing research and are willing and ready to participate.

Table.1.Demographic Information of The Participants

Participants	Gender	Age
A	Female	21th
B	Female	18th
C	Female	18th
D	Male	18th
E	Male	19th

Data Collection Technique

In data collection, researchers collected the data in the form of qualitative data. The data collecting technique used by the researcher was interviewed. The data collection technique used by researchers was interviews. Researchers conducted semi-structured interviews to investigate students' first semester English study program in terms of students' views on learning English on the TikTok application. The interview process carried out was a direct face-to-face interview. According to Sugiono (2011),a semi-structured interview report is an interview procedure carried out to discover problems more openly, in which interested parties are invited to ask each other for their opinions and ideas in depth. Before conducting interviews, the researcher contacted the five participants directly via personal chat on WhatsApp to ask about their willingness to participate in this research. After the five participants were willing, the researchers then explained the purpose of the research to the participants and negotiated the time and place to interview them. All participants were interviewed individually at different times and places

Protocols or interview sheet guidelines were distributed previously to the participants so that they can study and answer the questions accurately and precisely. Interview questions emphasized students' views on learning English on the TikTok application. For the data collection process, the researchers asked participants for permission to prepare for face-to-face interviews. During the process, researchers and participants used Indonesian language to facilitate communication and the interview process took around 15 minutes.

Analyzing Data

In this case, researchers used interview data to obtain students' views on learning English on the TikTok application. After the interview process, the researchers transcribed the interview data for data analysis. The data obtained was then translated from the mixed language (Indonesian) into English. In order to find answers to the study questions, , data collected from interviews was used to analyze this transcribed data. In addition, interview data is read and listened to back to the focal point of the problem study.

Lincoln and Guba's quote in Faisal's report (2011, as quoted in Sugiyono) states that there are six steps in the interview procedure for collecting data results in qualitative research, namely:

1. Determine who the interview will be conducted with.
2. Prepare the subject matter that will be be used as material for discussion.
3. Start or open the interview flow.
4. Provide a summary of the results of the interview and end it.
5. Write down the results of the interview in field notes.
6. Analyse the follow-up to the interview results that have been obtained.

RESULTS AND DISCUSSION

After explaining the research background, the theories that strengthen the research, and the research methods used, this chapter presents the research results. The research results are described based on interviews with informants required in the research and focused on the problems studied.

Results

This chapter presents the findings of the research. It was explained that the answers to their research questions were three questions. For each question, the researcher created a table to answer the results of the research question, namely table 1. "How do students view English learning on the TikTok application?" table 2. "Is the TikTok application useful for learning?". And table 3. "Does the TikTok application help students learn English?". The results of the interview will answer the three question tables above.

Table 1. "How do student's Views on Learning English on TikTok Application?"

Participants	Descriptions
P.1	So maybe TikTok can help, suppose that we make a video about our conversation. Please comment, so from that comment, is there something wrong later on the vocabulary, maybe pronunciation and so on.
P.2	Actually, it's simple, just typed in, right, there's music with subtitles in English, right? So, you can learn and record the vocabulary
P.3	For myself, it's like there is a song in English, from there i learn, memorize and get used to the vocabulary
P.4	We can search for accounts on TikTok, usually there are many influencers who speak English
P.5	Sometimes i often see on FYP that there is content such as grammar, song lyrics in English, about learning English and there is also live streaming in learning English

Table 1 presents the findings of participant responses which show that TikTok is useful in learning, especially English language learning because it is easy to use and easy to access.

Table 2. "Is the TikTok Application Useful for Learning?"

Participants	Descriptions
P.1	In my opinion, yeah. No and yes
P.2	In my opinion, it depends on the situation and what we open, usually it can be useful or not.
P.3	Very useful for my major
P.4	For myself it is very useful
P.5	Very useful

Based on participant responses in table 2, the TikTok application is useful for learning. Several participants stated that the TikTok application could help learning, there were pros and cons. However, many participants stated that the TikTok application was useful for learning.

Table 3. "Does The TikTok Application Help Students Learn English?"

Participants	Descriptions
P.1	Well maybe. There are lots of educational videos that can be found that might help
P.2	Most of it can be from music, live streaming games and story stories, such as the example of the cartoon, like cars, but with English subtitles, maybe that's understandable.
P.3	Yes, very helpful
P.4	Helpful and also useful for students who want to learn English
P.5	Useful and helpful

Based on the participants' responses, based on Table 3, it can be concluded that the TikTok application helps students learn English to help students in learning, especially English because there is a lot that students can learn from TikTok. Some participants said that most of it could come from music, live-streaming games, and storytelling. Even so, with English subtitles, it is understandable. This was also expressed by the first participant. Table 1 presents the findings of participant responses which show that TikTok is useful for learning, especially English, because it is easy to use and easy to access. Then from the following response, based on the participants' responses in Table 2, the TikTok application was useful for learning.

Several participants stated that the TikTok application could help learning. Respondents' answers show that the TikTok application can provide learning benefits, especially learning English in certain aspects. However, it is important to remember that the effectiveness of TikTok in English learning may vary depending on how the app is used and the teaching context. However, there were still some participants who doubted this because what P.1 said was, "Yes, it's possible. There are many educational videos to be found that may be helpful."

Discussion

Based on the findings that the researchers presented using tables, it can be seen that the majority of participants who were students majoring in first semester English education at a university thought that the TikTok application made their English learning easier, as shown in table 1. According to previous research conducted by Bahri et al. (2022), the TikTok application facilitates understanding English content quickly and simply. This shows that the Tik Tok application can help users learn English, and respondents believe the application is a useful tool for learning. As seen in Table 2, learning was assisted by the TikTok app. In their publication Nugroho Aji & Setiyadi (2020), previous researchers also confirmed this, stating that the TikTok application is a medium that improves learning.

This also proves that apart from being useful in learning especially English, the TikTok application can help students learn English. This was written in table 3 above, where participants think that the TikTok application helps students in learning, particularly English. As stated by E. Anggi (2021 using the TikTok application has an influence and can provide benefits so that learning becomes easy and fun. All the tables above and the participants' views showed that the TikTok application is useful and valuable for learning. The TikTok application can also help students learn English while learning.

Moreover, here the researchers want to give advice to readers that if they learn English through TikTok, they can follow along:

@zulfazida   @English_with_nab   @prajaelfikri   @eranitri

CONCLUSIONS

Students' views on learning English on the TikTok application indicate that most participant responses agree that the TikTok application can be helpful for learning,

especially English language learning. Even though each application has its drawbacks and obstacles, such as from the participant's statements, the shortcomings and obstacles are the network, the internet seems to be intermittent and the quota runs out, or the original pronunciation of a native is not understood. However, the TikTok application has many benefits, including for learning. Besides being useful, the TikTok application can also help students learn English because one of the attractions of TikTok is that users like to learn languages. English is an attractive and precise intonation in conveying material and the creativity of content creators (such as colourful and beautiful handwriting). Regarding the subject matter presented, it is more specific, clear and not monotonous. This is what makes delivering material through media such as the TikTok application like this. The variety of types, materials, delivery methods, and content will constantly increase, encouraging the younger generation to be more enthusiastic about learning English through the TikTok application.

For the development of educational science: This research can be used as reference material without forgetting the value originality in this study, especially in the field of education. For further research: It is recommended to conduct research over a certain longer period of time to obtain a more detailed and realistic strategy for data inaccuracies in research.

ACKNOWLEDGMENT

REFERENCES

Aji, W. N. (2020). Aplikasi TikTok Sebagai Media Pembelajaran Keterampilan Bersastra. *METAFORA*.

Alfarisy, F. (2020). Kajian Budaya: Kebijakan Bahasa di Tengah Pandemi Covid19. *Jurnal Kajian Budaya, Perpustakaan, Dan Informasi,*, 343–353.

Aji, M. P. P. (2016). Edmodo Virtual Learning Environments in Teaching English. *English Education:Journal of English Teaching and Research*, *1*(1). https://doi.org/10.29407/jetar.v1i1.257

Anang Sam, C. (2016). *Cara Alami Menguasai Bahasa Inggris Semudah Bahasa Indonesia.* Depok: United Books Redaksi: Rivera Hills Blok B-5 No. 30 Jl. Darussaadah Cinangka Sawangan Depok.

Anggi E Pratiwi, N. N. (2018). "TikTok as Media to Enchancing the Speaking Skill of EFL Students'." . *Journal Procedings International Conferense on Education of Suryakancana*, 372–82.

Anggi E Pratiwi, N. N. (2021). Utilizing Tiktok Application As Media For Learning English . *Proceedings International Conference on Education of Suryakancana*.

Bahri, A. (2022). Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Inggris Di Indonesia. *Jurnal Indonesia Sosial Sains*, 2723 - 6595.

Chotijah fanaqi, r. I. (2022). Pemanfaatan tiktok sebagai media edukasi di masa pandemi covid-19. *jurnal Komunikasi Universitas Garut:*, 910-924.

Dr. Drs. H. Rifa'i AbuBakar, M. (2021). *Pengantar Metodologi Penelitian .* Yogyakarta: SUKA-Press UIN Sunan Kalijaga.

Eni Fariyatul Fahyuni, S. M. (2017). *Teknologi, Informasi, dan Komunikasi (prinsip dan Aplikasi dalam Studi Pemikiran Islam).* Sidoarjo: Umsida press.

Faisal, S. (2008). *Format-Format Penelitian Sosial.* Jakarta: Raja Grafindo Persada.

Helaluddin, H. T. (2019). Strategi Pembelajaran Bahasa . *Jurnal Pendidikan Edutama*, 31.

Khan, I. A. (2018). Effect of Using PC Tablets on Perceived Learning . *International Journal of Learning and Development*, 21-36.

Mulyasa, E. (2011). *Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan.* Bandung: Remaja Rosda.

Mandasari, B., & Aminatun, D. (2020). Improving Students' Speaking   Performance Through   Vlog. *English Education:Journal of English Teaching   and Research*, *5*(2), 136-142. https://doi.org/10.29407/jetar.v5i2.14772

Nuari, L. P. (2022). The Influence of Tiktok Video on Students' Pronunciation in Smp Negeri 1 Purnanegara. *UIN Prof. K. H. Saifuddin Zuhri*.

Pramudyo, G. N. (2017, Mei 25). *Etika ilmiah Dan penelitian*. Retrieved from Ganipramudyo.web.id.: https://www.ganipramudyo.web.id/2017/05/etika-ilmiah-dan-penelitian

Pujiono, A. (2021). Media Sosial Sebagai Media Pembelajaran. *Journal of Christian Education*, 1-19.

Rahayu, V. R. (2022). The Use of Tiktok as a Literacy Learning Medium for Elementary . *Indonesia journal of multidisciplinary science*.

Raya, P. K. (2019). Metodologi Penelitian. In *Materi I* (p. 2). Palangka Raya: Pusat Bahan Ajar dan eLearning http://repo.poltekkes-palangkaraya.ac.id/2496/1/modul%20metodologi%20penelitian.pdf.

Sugiyono. (2011). *Metode Penelitian Kuantitatif Kualitatif dan R&D.* Bandung: Alfabeta.

Sugiyono. (2011). *Metode Penelitian Kuantitatif, Kualitatif, dan Kombinasi (Mixed Methods).* Bandung: Alfabeta.

Surokim. (2017). *Internet,Media Sosial & Perubahan Sosial Di Madura.* Jawa Timur: Prodi Komunikasi Fakultas Ilmu Sosial & Ilmu Budaya (FISIB) Universitas Trunojoyo Madura (UTM).

Wijaya, I. W. (2022). Analisis Video Likes To Likes Rasio TikTok Pada Top 5 Vendor .

Wisnubhadra, I. (2021). Informatika. In d. Mushthofa, *Informatika dan Keterampilan Generik* (pp. 2-22). Jakarta Pusat: Pusat Kurikulum dan Perbukuan Badan

Penelitian dan Pengembangan dan Perbukuan Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Jalan Gunung Sahari Raya No. 4 Jakarta Pusat.

Yunisca Nurmalisa, S. (2017). *Pendidikan Generasi Muda.* Yogyakarta: media akademi.