

POTENTIAL BENEFITS OF LEARNING ENGLISH USING LATEST APPLICATIONS AS LEARNING INNOVATIONS FOR STUDENTS ENGLISH PROFICIENCY

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Abstract

Smartphone technological developments provide possibilities for various social media applications to play an important role in today's society. TikTok has become a favorite among almost all Indonesians as one of the most recent popular social media applications. As a result, the TikTok application is advised to be used wisely in order to benefit and have a positive impact in the world of education. Previous research, explains the TikTok application's limited use for learning activities, particularly English. Therefore, this study aims to explore the potential benefits of the TikTok application for learning English for students' English proficiency. This study uses a qualitative approach to find out the benefits of the TikTok application as an innovation in learning media. 16 English Language Education students at Singaperbangsa Karawang University voluntarily took part in a quantitative survey research, using an online questionnaire as a research instrument. The findings show that there are four potential benefits to using the TikTok. The benefits found include time and location savings, educational content on the TikTok application is very informative, content on the TikTok application is easy to understand when learning English, and TikTok content can grow and increase students in learning English. Furthermore, students stated that the TikTok application could be used for learning English in the classroom.

Keywords: Tiktok Application, Learning English, Innovation Media

INTRODUCTION

The advancement of technology, specifically in smartphones, has played a significant influence in the creation of internet-based or online apps, which are commonly referred to as social media platforms. The immediate evolution that happens gives limitless possibilities in its application in displaying varied material to transmit critical information and interactive communication needs. Because of the efficient and advanced technology on smartphones, social media platforms have now become a lifestyle requirement for many individuals. The TikTok application is one of the social media platforms that is often utilized or has become a trend in society. This program offers a wide range of interesting material in a single short movie. Education must contribute as a way of delivering information to the larger society to give many positive things in its usage, especially when children who are still students are the majority of users. As a type of today's technical innovation, the TikTok application has not been widely employed in the area of education in Indonesia. In contrast, several schools in the United States already have a TikTok community, and teachers utilize TikTok to engage students. One rationale is that students already have accounts on the site, and it is preferable to use technology to engage kids in creative learning utilizing videos. As a result of this, there is a lot of instructional information available in the TikTok app. One of them is English learning content that is frequently encountered, such as teaching good and proper English pronunciation, slang phrases commonly used by native English speakers, and teaching grammar on TOEFL test problems. This is extremely exciting and may be easier to understand because TikTok content

creators used as much creativity as possible. As a result, users indirectly learn and obtain new knowledge when using the TikTok app, which may be presumed to be highly effective in enhancing students' English skills. Because language competence is the most important aspect of students' academic performance, Indonesia, as a country with a non-English speaking heritage, necessitates this innovative technique for students studying English or EFL to facilitate students' English skills. Several earlier research found that many students had intriguing and good opinions about using the TikTok application to study English. Yang (2020) conducted research on the Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. The findings show that secondary school students are interested about using TikTok as a video aid in teaching English in the classroom and as a strategy for learning English beyond the classroom. Furthermore, students expressed great preference to be facilitated and supported by their teachers in order to use Tik Tok effectively for English learning. Hayes et. al., (2020) conducted research on the "Making Every Second Count": Utilizing TikTok and Systems Thinking to Facilitate Scientific Public Engagement and Contextualization of Chemistry at Home. *Journal of Chemical Education*. The findings show that TikTok can be used to increase public and undergraduate student engagement with chemistry and science education, as well as to help the public understand how chemistry can be fun, done at home, and is a part of our everyday lives. This study will attempt to identify several possible benefits that students may have when learning English through the usage of the TikTok application, for it to be effective for students' English skills. Indeed, because it is used to engage with people all around the world, English, as an international language, is the most often used language on social media. The usage of social media platforms such as TikTok, as in the context of EFL (English as a Foreign Language), has various possible benefits for students' English skills. This is because learning may take not just in the classroom through learning experiences, but also outside of the classroom through the usage of social media. When utilized carefully, the TikTok program has a wealth of entertaining or useful information or content for students' English skills. As a result, the purpose of this research is to determine the possible benefits of utilizing the TikTok application in learning English for students' English skills, as well as how students react to learning English through TikTok for students English skills outside of learning activities.

METHOD

This study employs a qualitative research design. A qualitative study, according to epistemological principles, entails the researcher getting as close to the persons being examined as possible. In practice, qualitative researchers performing their studies in the field provide essential background for interpreting what participants are saying. The longer researchers remain in the field or know the subjects, the more they "know what they know" through direct information (Wolcott, 1999). The qualitative study approach was used so that the information gained was more in-depth, allowing the benefits of utilizing the TikTok application as an innovation of learning media for students' English skills to be understood. To collect data, an online questionnaire was administered. The online questionnaire was sent by the researcher through a link to the respondents who had been chosen by the researcher. Due to the restricted time and location of implementation, about 16 respondents agreed to participate in this study. The respondents were students of the Singaperbangsa Karawang University class 2018 of the English education study program. Respondents were asked to be available to fill out a questionnaire that had been made by the researcher. The questionnaire consists of 10 questions that are expected to represent elements related to the research objectives, namely knowing the potential benefits of using the TikTok application in learning English for students' English skills and student responses regarding learning English through the TikTok application for students'

English skills outside of learning activities. The results of the data that have been obtained will be analyzed systematically through the data that has been presented in the form of graphs with academic descriptive explanations.

RESULTS AND DISCUSSION

Results

The empirical findings collected through the online questionnaire will be presented in the section that follows.

Chart 1.

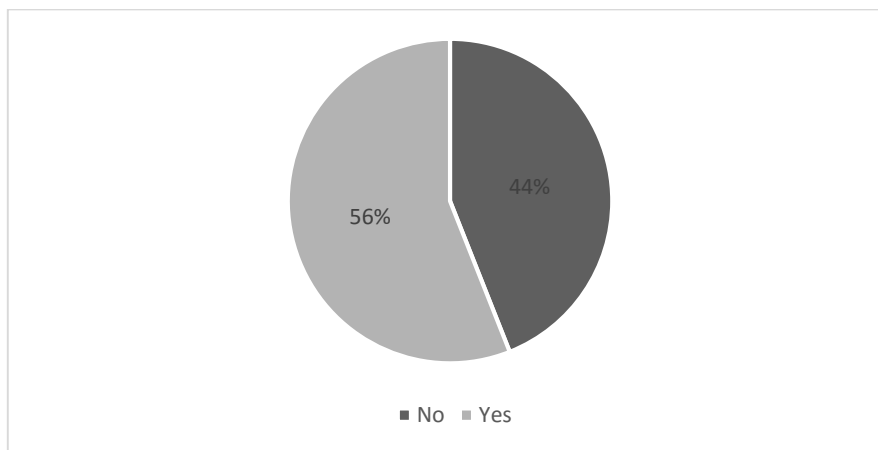


Chart 1. Are you a user of the TikTok app?

The first question in the questionnaire was “Are you a user of the TikTok app?” This question is intended to investigate the distribution of 15 participants, having data from various participants who do not only use the TikTok application. Of the 16 participants, 9 participants (56%) were users of the TikTok application and 7 participants (44%) were not users of the TikTok application.

Chart 2.

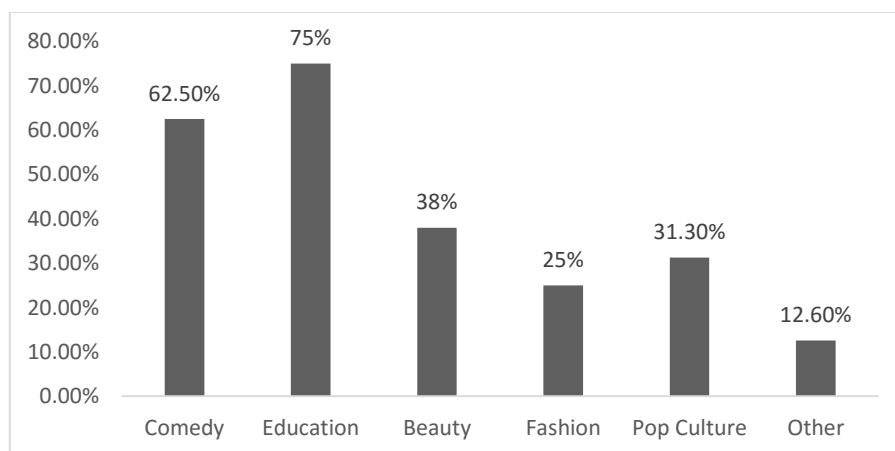


Chart 2. Favorite TikTok Categories

The second question is “Which TikTok category do you prefer?” This question is designed to analyze participants' preferences regarding content categories in their use of the TikTok app.

According to the data above, 10 participants (62.50%) liked the TikTok content category about comedy; not much different from the comedy content category, education being the most preferred TikTok content category by 12 participants (75.00%); 6 participants (38%) liked the TikTok category about beauty such as makeup and skincare; 4 participants (25.00%) liked the TikTok content category about fashion; 5 participants (31.30%) liked the TikTok content category about pop cultures, such as music, movies, and television shows; 2 participants (12.60%) liked the other TikTok content categories from the choices given in the answers, as did the participants mentioned, namely the TikTok content category which includes #FYP (For Your Page) and Personal Development.

Chart 3.

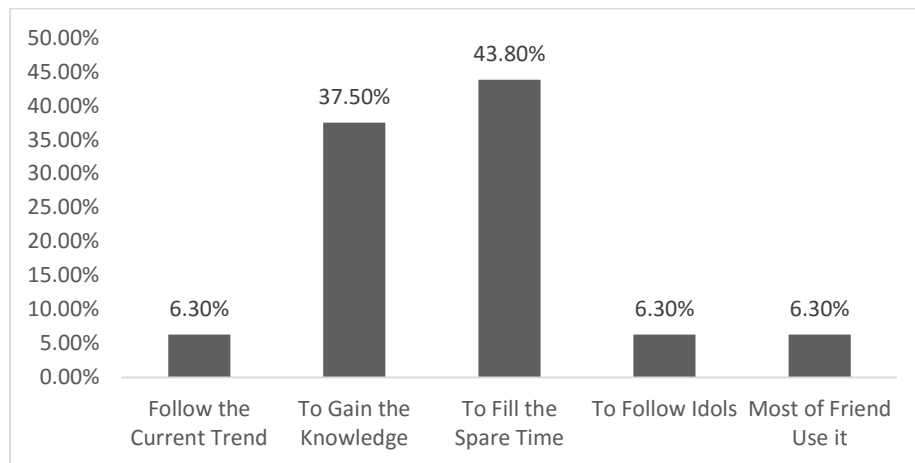


Chart 3. The reason for using the TikTok application

The third question is “The reason for using the TikTok application.” This question is designed to analyze the participants' reasons for using the Tik Tok application. According to the data above, 1 participant (6.30%) uses the TikTok application because it follows the current trend where TikTok is one of the most popular applications and is often used by many people; 6 participants (37.50%) chose to use TikTok to gain their knowledge, especially knowledge of English; 7 participants (43.80%) wanted to fill their spare time when using the TikTok application; 1 participant (6.30%) stated that the TikTok application was used to follow idols; 1 participant (6.30%) chose to use the TikTok application because most of their friends had used the application.

Chart 4.

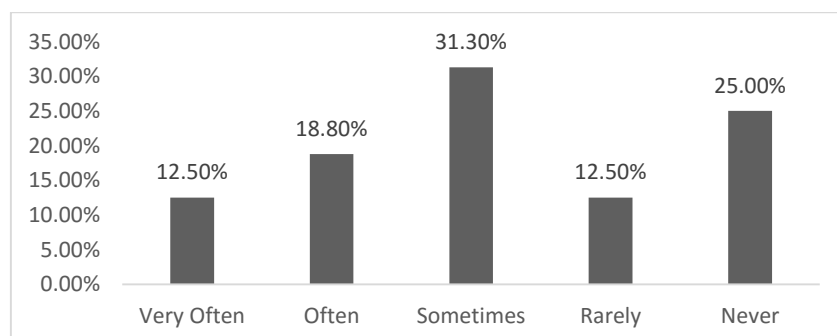


Chart 4. Have you ever studied English on TikTok?

The fourth question is “Have you ever studied English on TikTok?” This question is designed to determine the intensity of participants in learning English using the TikTok application. According to the data above, 2 participants (12.50%) very often use the TikTok application to learn English; 3 participants (18.80%) stated that they often use the TikTok application to learn English; 5 participants (31.30%) sometimes use the TikTok app to learn English; 2 participants (12.50%) stated that they rarely use the TikTok application to learn English; 4 participants (25.00%) stated that they had never used the TikTok application to learn English.

Chart 5.

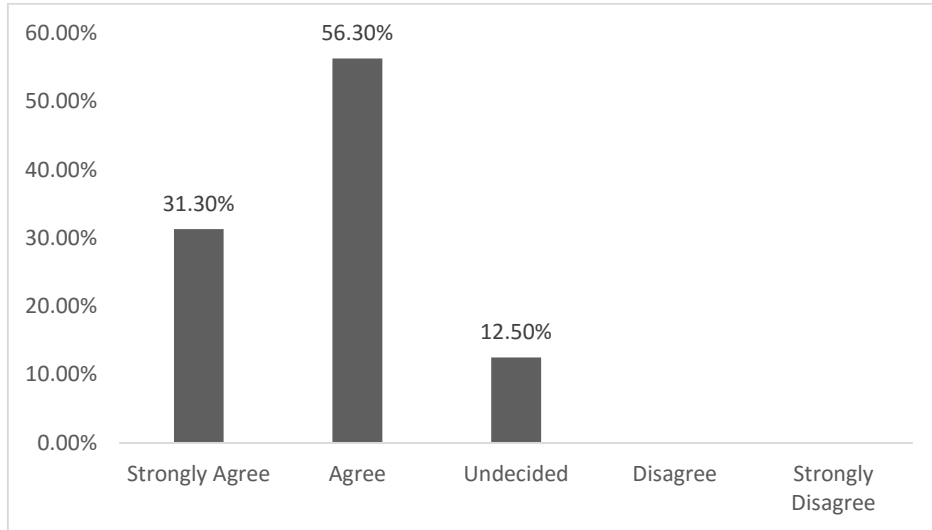


Chart 5. The video above is very informative in learning English

The fifth question is “The video above is very informative in learning English.” This question is designed to find out that the TikTok content videos displayed in the questionnaire to the participants are very informative in learning English on the TikTok application. According to the data above, 5 participants (31.30%) voted strongly agree that the video shown is very informative; 9 participants (56.30%) voted in agreement that the videos shown were very informative; 2 participants (12.50%) chose undecided that the video shown was very informative. As for the answer choices, neither agree nor strongly agree, none of them were chosen by the participants.

Chart 6.

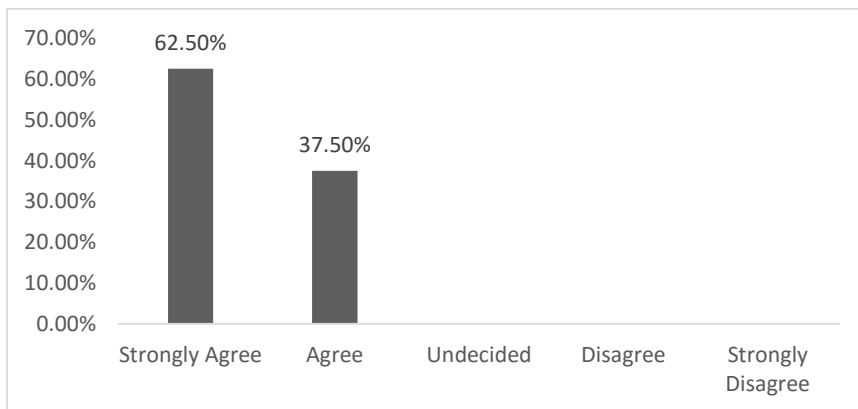


Chart 6. The video above shows time and location-saving learning

The sixth question is “The video above shows time and location-saving learning”. This question is designed to find out the videos of TikTok content that are displayed in the questionnaire to participants to demonstrate time and location-saving English learning on the TikTok application. According to the data above, 10 participants (62.50%) voted strongly agree that the video shown shows time and location saving learning; 6 participants (37.50%) voted agreed that the video shown shows time and location saving learning. As for the answer choices of undecided, disagree, and strongly disagree, none of them were chosen by the participants.

Chart 7.

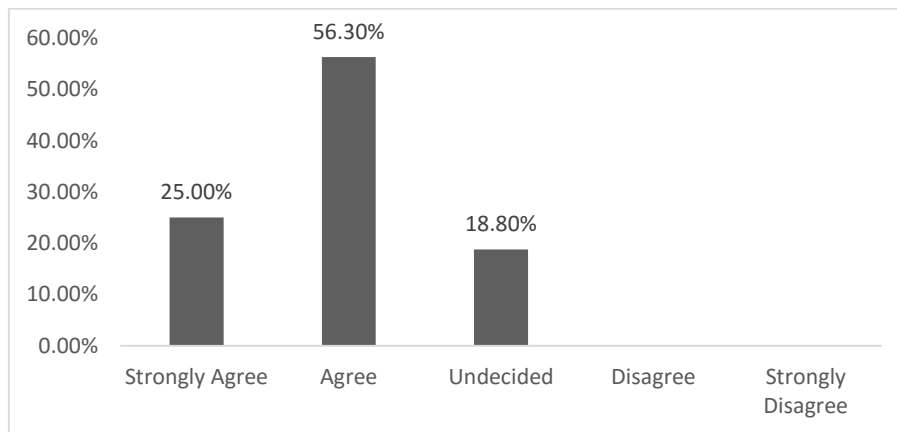


Chart 7. The video above easy to understand in learning English

The seventh question is “The video above easy to understand in learning English”. This question is designed to find out that the TikTok video content displayed in the questionnaire to the participants is easy to understand in learning English. According to the data above, 4 participants (25.00%) voted strongly agree that the videos displayed are easy for participants to understand; 9 participants (56.30%) chose to agree that the videos displayed were easy for participants to understand; 3 participants (18,80%) chose undecided that the video displayed was easy for participants to understand. As for the answer choices, neither agree nor strongly agree, none of them were chosen by the participants.

Chart 8.

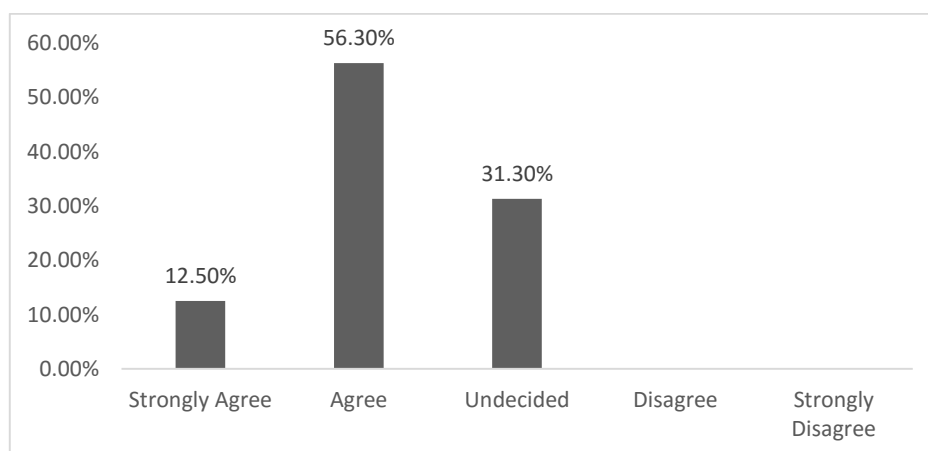


Chart 8. The video above fosters and increases interest in learning English.

The eighth question is “The video above fosters and increases interest in learning English”. This question is designed to find out whether the TikTok video content displayed in the questionnaire to the participants can foster and increase interest in learning English. According to the data above, 2 participants (12.50%) voted strongly agree that the videos shown fostered and increase participants' interest in learning English; 9 participants (56.30%) chose to agree that the videos shown fostered and increase participants' interest in learning English; 5 participants (31.30%) chose undecided that the video shown fosters and increases the participants' interest in learning English. As for the answer choices, neither agree nor strongly agree, none of them were chosen by the participants.

Chart 9.

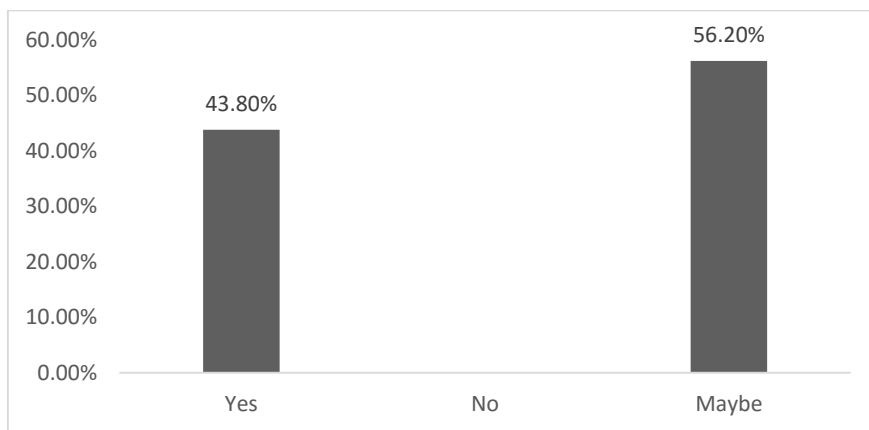


Chart 9. Can TikTok be used in classroom learning activities as a form of innovation media?

The ninth question is “Can TikTok be used in classroom learning activities as a form of innovation media?”. This question is intended to find out the opinions of 16 participants on whether the TikTok application can be used in learning activities in the classroom as a form of learning media innovation. Of the 16 participants, 7 participants (43.80%) chose the TikTok application to be used in classroom learning activities and 9 participants (56.20%) chose the TikTok application to be used in classroom learning activities.

Chart 10.

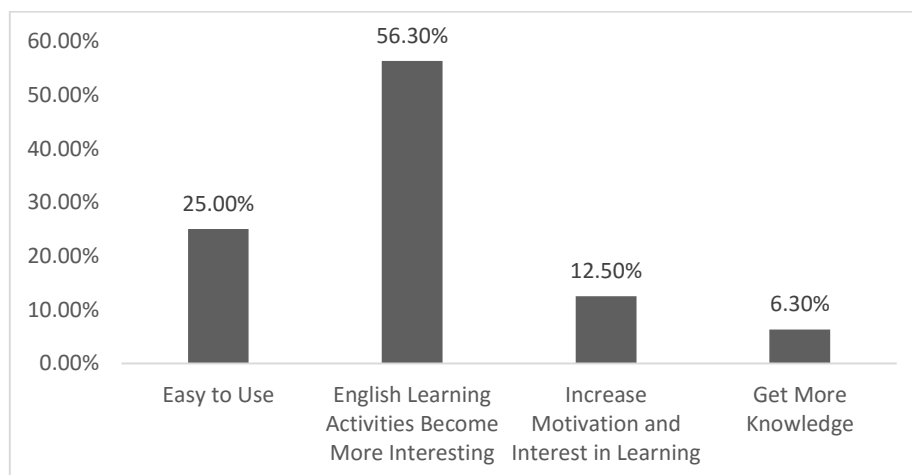


Chart 10. The reason TikTok can be used in learning activities in the classroom as a form of innovation media

The tenth question is “The reason TikTok can be used in learning activities in the classroom as a form of innovation media.” This question is designed to find out the participants' opinions on the use of the TikTok application in English learning activities in the classroom as a form of learning media innovation. Of the 16 participants, 4 participants (25%) thought that the TikTok application was easy to use so that it could be applied in learning activities; 9 participants (56.30%) thought that by using the TikTok application, English learning activities would be more interesting; 2 participants (12.50%) thought that the use of the TikTok application in learning activities could increase participants' motivation and interest in learning; 1 participant (6.30%) thought that with the TikTok application, participants got more knowledge about English.

Discussion

Based on data processing from research that has been carried out on students at Singaperbangsa Karawang University, the following may be observed as a result.

1. Chart 1

Based on the results of these data, it can be seen that as many as 9 participants (56%) are users of the TikTok application.

2. Chart 2

Based on the results of these data, it can be seen that the preference of 12 participants (75.00%) towards the TikTok application content category is about education.

3. Chart 3

Based on the results of these data, it can be seen that the reason as many as 7 participants (43.80%) in using the TikTok application is to fill their spare time.

4. Chart 4

Based on the results of these data, it can be seen that the intensity of 5 participants (31.30%) is that they sometimes use the TikTok application to learn English.

5. Chart 5

Based on the results of these data, it can be seen that as many as 9 participants (56.30%) agreed that the videos displayed were very informative in learning English on the TikTok application.

6. Chart 6

Based on the results of these data, it can be seen that as many as 10 participants (56.30%) strongly agree that the video shown shows learning English to save time and location on the TikTok application.

7. Chart 7

Based on the results of these data, it can be seen that as many as 9 participants (56.30%) agreed that the videos displayed were easy for participants to understand in learning English on the TikTok application.

8. Chart 8

Based on the results of these data, it can be seen that as many as 9 participants (56.30%) agreed that the videos displayed can grow and increase participants' interest in learning English on the TikTok application.

9. Chart 9

Based on the results of these data, it can be seen that as many as 9 participants (56.20%) stated that the TikTok application might be used in English learning activities in the classroom as a form of learning media innovation.

10. Chart 10

Based on the results of these data, it can be seen that as many as 9 participants (56.30%) stated that the TikTok application can be used in English learning activities as a form of learning media innovation so that learning activities become more interesting.

CONCLUSION

The evolution of smartphone technology, which now includes social media apps, has had a significant impact on learning activities, particularly English in and out of the language classroom. The purpose of this study is to investigate the viewpoints of 16 Singaperbangsa Karawang University students on the potential benefits of the social media application TikTok in learning English both inside and outside of the classroom. As shown in the study's findings, the primary potential benefit of utilizing the TikTok application in learning English is that students save time and location because it can be done whenever and wherever they want to learn, both inside and outside of the classroom. The second potential benefit is that the educational content on the TikTok application is very informative for students learning English. Furthermore, another potential benefit that can be seen is that the content of the TikTok application is easy for students to understand in learning English because the video is very short, concise, and clear. Finally, the potential benefit that is known is that TikTok content can grow and increase student learning demand in learning English because videos with a small duration are made as attractive as possible for users. In short, outside the classroom, the TikTok application is used to enrich the knowledge of users, especially students learning English. As for the use of the TikTok application in the classroom based on student opinions, it may be used in learning activities as a medium for today's learning innovations. With the use of the TikTok application, learning activities become more interesting in learning English. This study consists of several limitations. The sample data is not large and the time and place are not sufficient to be limitations in this study. Future research is expected to expand the sample data so that the research results become more representative and meaningful.

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