

TikTok as a Source of English Language Content - Perceived Impacts on Students' Competence: Views from Indonesia

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Abstract. This study aimed to investigate the students' perceptions of the impacts of English content shared via TikTok on their English competence and examine the reasons for their perceptions. Two hundred and seven English students consisting of 117 females and 90 males in East Java, Indonesia with prior high experience of watching English content shared via TikTok participated in the study. The participants included 52 high school students, 97 university English students, and 58 English course students with diverse backgrounds. A wide range of perspectives was obtained from the research instrument, namely a four-point Likert-scale questionnaire. This was used to elicit quantitative data on students' perceived impacts of English content shared via TikTok on their English competence as well as the underlying reasons for their perceptions. The questionnaire consisted of 20 statements and was developed from four subscales of the perception construct. Quantitative data were analyzed through frequency and percentage, while qualitative data were analyzed based on themes. The findings revealed that students have positively perceived impacts of English content shared via TikTok on their English competence. This positive perception ranged from 60.1% to 94.7%, implying that research participants responded positively to all questionnaire items. This suggests that English content shared via TikTok contributes to students' English competence. In addition, four themes emerged in the qualitative analysis, namely attractiveness, effectiveness, relevance, and the motivation aspect. The data indicated that students have positive reasons for their perceptions. Therefore, the results of both the qualitative and quantitative data analysis suggest that English content shared via TikTok is beneficial for improving students' English competence.

Keywords: English content; competence; perceived impact; views; TikTok

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1. Background of the Study

The emergence of TikTok in the modern era and social media causes significant shifts in society in general and in education in particular. Nowadays the use of social media has become a lifestyle and is thus more widely and increasingly used. Originally, online learning systems making use of internet technology were used to deliver learning content and to facilitate teacher-learner interactions. Students learn by reading and completing tasks, while teachers use online learning systems to check and evaluate the quality of students' assignments. Synchronous or asynchronous learning then became more popular across space and time, subsequently emerging as a popular trend (Bizel et al., 2022).

A plethora of research studies (e.g., Farahat, 2012; Faizi, et al., 2013; Kemp, 2017; Jaffar et al., 2019; Kolhar et al., 2021; Bizel et al., 2022; Guru & Sambandam, 2022; Kılınc, 2022) have been conducted on how and why TikTok has generated massive interest among people, and how it affects other aspects of life, including education. It is evident that TikTok users have increased significantly and it is estimated that 50% of TikTok users globally are under the age of 34 with 32.5% aged between 10 and 19 (Aslam, 2022). Therefore, TikTok receives special attention from educational researchers. For example, Jaffar et al. (2019) examined how TikTok could be used in classrooms as a tool to illustrate a concept or example. Its use has become more widely spread as it has many features that other social media platforms have not been able to provide. Hence, it has become a serious consideration among social media users. Moreover, TikTok could be used as an instructional medium in classrooms (Dewanta & Bahasa, 2020; Guru, 2022).

In Indonesia, internet technology has grown rapidly, becoming a lifestyle for its citizens. It was estimated that 50% of Indonesians already use internet (Kemp, 2017) and the number is steadily increasing. It is widely used in all forms of social media; therefore, social media users, including those using TikTok, are increasing continuously. Kemp (2018) highlighted that Indonesia ranked third among social media users globally. Indonesians use it for various purposes: communication, entertainment, and the like. Moreover, it is evident now that TikTok has become a more popular means of communication and interaction; recently it is also used more in educational settings. This implies that students and teachers have adopted and integrated social media into their teaching and learning. This is undoubtedly due to the assorted features and functions of social media (Nichita et al., 2021; Puspitasari, 2021). Hence, making use of social media has become an educational trend.

There are four main purposes why people make use of social media applications. They are entertainment, socialization, information, and academics (Smith & Short, 2022; Yang, 2020). From an educational point of view, for instance, social media or TikTok, in particular, could be used as an educational tool for content-sharing among users as it offers various contents, sharing media content, and facilitating interaction and communication among users (Bernadette, 2020; Marta & William, 2016; Saputra et al., 2021). Content sharing among users takes place with a single click while maintaining the speed of sharing information (Kolhar et al., 2021; Lai & Tai, 2021).

As a video application, TikTok has several functions through entertainment videos, making it easier for users to watch. However, although there is a large number of users from different fields such as product promotion, from the viewpoint of education, it has some limitations since it was not created specifically for educational purposes (Basch et al., 2022; Scherr & Wang, 2021). However, it still makes a potential contribution, and should be used as an alternative educational tool. A large number of students are now using it. Students believe that using TikTok is convenient, simple, and accessible from any place. Nuari (2022) argued that the TikTok application satisfies students' learning needs. Based on the relevant advantage of TikTok on students' learning, this study aimed to investigate the perceived impacts of English content shared via TikTok on students' English competence in Indonesia by explicitly answering the following questions:

- 1) What are students' perceived impacts of TikTok English-content-sharing on their English competence?
- 2) What are the students' views towards their perceived impacts of TikTok?

2. Literature Review

2.1. Social Media Interaction Theory

Collaborative learning, as stated by Zheng et al. (2014), is a teaching pedagogy by means of which learning occurs through social interaction using internet technology among students and teachers. Research studies report that there have been increasing numbers of technology use and pedagogies to improve the quality of teaching and learning to facilitate better collaborative learning, to exchange information and knowledge, to gain better access to education and teaching, and to ensure life-long learning and learning autonomy (Farahat, 2012; Park, 2009). These all are intended to facilitate learning and to improve the cost-effectiveness of educational services. Furthermore, studies conducted by Berteau (2009) and Shen et al. (2006) highlight that students learn learning content digitally partly because of social influences which later influence their attitude. This is called behavioral intention which becomes a significant construct for using technology along with the experience of prior usage of technology (Sumak et al., 2011). The underlying determinant of acceptance of online learning among students is the usefulness and ease of technology, as attitudes and social influence factors. In addition, available literature reviews indicate that TikTok has many features, enabling content creators to create abundant impactful messages and content. TikTok contents vary in degrees of content, seriousness, humor, and ambiguity (Villa-Ruiz et al., 2021; Zihan, 2022; Wengel et al., 2022). Recently, TikTok has gained much attention and has become a means of learning and teaching, making it more popular among children and teenagers as well as students. Therefore, educators and language teachers need to make use of and integrate this new lifestyle into their teaching-learning process.

2.2. Perceived Usefulness and Ease of Use

Venkatesh and Davis (2000), Alharbi and Drew (2014) proposed the technology acceptance model (TAM) which is generated from the theory of reasoned action (TRA). For them, there are two external factors affecting users' acceptance of technology in general and TikTok in particular, namely perceived usefulness and perceived ease of use. These two contribute to users' behavioral intentions.

According to Fishbein and Ajzen (2009), TRA becomes the influencing process of people's behavior, and this in turn becomes the underlying theoretical basis of TAM. Moreover, studies conducted by Lee (2010) and Cheon et al. (2012) proposed that the greater the intention of users to use a new technology, the greater the frequency as well as the number of instances of actual use of the intended technology.

Thus, perceived usefulness is simply the perception of someone who believes the new product or technology could effectively improve the completion of a specific task using the new technology (Huang, 2021). In other words, they contend that the new technology is believed to be beneficial to accomplish certain tasks by implementing that technology. The theory of perceived usefulness is thus the extent to which a technology is expected to meet users' performance expectations. It indicates that the more beneficial the user perceives a certain technology to be, the more positively they view that technology. On the other hand, the perceived ease of use is simply the extent to which a person believes that the use of a product or new technology will be effort free. To verify this theory, the new technology should be easy to use, and easy to learn (Shen & Huang, 2020). Moreover, the easier the technology is to use, the more willing users will be to use it and the more positive an attitude users will have toward the new technology.

2.3. Continuous Usage Intention

Another underlying theoretical framework of the study is expectation confirmation theory. This theorizes that user satisfaction will affect their willingness to reuse a product in the future (Oliver, 1980). That is to say, when users use a certain product – in this case new technology – and it meets their expectations, they will be willing to continue using it. In terms of the theory of expectation confirmation theory, Bhattacharjee (2001) contended that the decision of users to continue using a certain product or new technology application is more or less the same as consumers repurchasing a certain product since it satisfies them. The continuous use of information applications depends very much on users' satisfaction as well as whether it meets users' expectations. This normally results in positive perceived usefulness of the application, eventually resulting in a stronger intention to make use of the application in the future. When users have an intention, they tend to act; therefore, users' behavior could be predicted from their intention (Huang, 2021). Therefore, continuous usage intention becomes an important factor for the continuous use of the application and its success. Therefore, the strength of their continuous use intention determines every user's decision to continue using the application or not (Hong & Tam, 2006; Thong et al., 2006).

3. Methodology

3.1. Research Design

This study used a survey research design to explore the perceived impacts of English content shared via TikTok on students' English competence in Indonesia. Survey design is appropriate for investigating a large number of people in order to describe their attitudes, opinions, behaviors, or characteristics (Ary et al., 2010; Creswell, 2012). A survey is used to provide useful information, describe trends,

and reveal people's perceptions or opinions, as well as assess people's views regarding their perceptions (Creswell, 2014; Fraenkel et al., 2012). Hence, the study employed mixed methods since it utilized and elicited both quantitative and qualitative data.

3.2. Participants

Two hundred and seven English students in East Java, Indonesia participated in the study. They comprised one hundred seventeen females, and ninety males with prior experience of watching English content shared via TikTok. They had varied backgrounds as English learners to ensure a wide range of perspectives. They were ninety seven English department students, fifty eight following English course programs, and fifty two senior high school students making up the composition of the 207 participants as depicted in Table 1:

Table 1: Composition of participants

No.	Participants	Total
1	Senior High Students	52
2	English Course Students	58
3	University English Students	97
	Total	207

3.3. Instruments

The survey questionnaire used in the study was written in both English and Bahasa Indonesia to make it more understandable to the students, and to avoid misunderstanding and misinterpretation. The statements on the questionnaire cover the students' perceived impacts of English content shared via TikTok on their English competence and their views on the perceived impacts. The questionnaire consisted of two parts: the first part was about respondents' demographic information while the second consisted of 20 statements using a four-point Likert scale. These statements were related to students' perceptions of the impact of TikTok English content on their English competence, and their views towards these perceived impacts of TikTok.

The 20 items were developed from two scales of the perception construct: the positivity of using TikTok and the negativity of the students' perceptions of using TikTok. The 20-item questionnaire consists of ten positive statements and ten negative statements. The former ten items were further divided into four subscales: attractiveness, effectiveness, relevance, and motivation using TikTok (Horton, 2003). The attractiveness aspects are adapted from Balbay and Kilis (2017), while the remaining aspects were adapted from Abdu-Raheem (2015). The latter ten items were further divided into five components, namely distraction, addiction, time-consuming, bullying, and unsecured privacy.

Each statement required participants to provide their attitudes or views on the perceived impacts of English content shared via TikTok on their English competence. In order to assure the validity of the questionnaire, the researchers developed the blueprint presented in Table 2 and developed questionnaire items based on it:

Table 2: Blueprint of questionnaire

Construct	Indicators	Component	No. items
Perceived impacts of TikTok English content on their English competence	Attractiveness aspect	Fun English content learning	1,2
		Enhancing English competency	3,4
	Effectiveness aspect	Faster information	5
		Flexibility of learning	6
	Relevance aspect	The influence of TikTok Apps	7
		The use of TikTok apps	8
	Motivation aspect	The ease to access	9
		The ease to explore deep explanation	10
	Negative perception aspect	Distraction	11, 12
		Addiction	13, 14
		Time-consuming	15,16, 17
		Bullying	18
		Privacy not secure	19, 20

3.4. Data Collection

This research was conducted to gain the students' perceived impacts of English content shared via TikTok on their English competence and their views of their perceived impacts. The questionnaire was administered on a large scale to many prospective participants. They were all TikTok users making use of English content shared via TikTok. A large number of respondents filled in the questionnaire, while the incomplete questionnaires were discarded. After screening, there were 207 completed questionnaires. From these questionnaires, the quantitative data on students' perceived impacts of English content shared via TikTok on their English competence as well as students' reasons for their perceptions were analyzed. Finally, triangulation was done for the trustworthiness of the data. Two triangulation procedures were used, namely data source triangulation and finding triangulation. The former was intended to gain plausible data, while the latter was used to gain accurate interpretation by collaborating with other investigators.

3.5. Data Analysis

To determine the strength level of perception for each statement (very high, high, low, and very low), the following criteria were used to determine the strength level of perception:

Table 3: The strength of the students' perceived impacts

No.	Rating	Percentage
1	Very low	0-25
2	Low	26-50
3	High	51-75
4	Very high	76-100

On the other hand, qualitative data were analyzed inductively based on subscales of the constructs used in the instrument. First, the collected qualitative data were grouped and classified based on the theoretical framework (subscales). Second, the data were then interpreted to determine the underlying reasons for their perceptions. Finally, the interpretation or finding or investigator triangulation was made for its trustworthiness.

4. Findings

4.1. Students' Perceived Impacts of TikTok English Content on their English Competence

Table 4: Students' perceived impacts of TikTok English content on their English competence

No.	Statements	Scales			
		SA	A	D	SD
1.	Being interested in educational English content on TikTok	86 (41.3%)	111 (53.4%)	10 (4.8%)	0 (0%)
2.	Exploring English content videos	57 (27.4%)	127 (61.1%)	22 (10.6%)	1 (0.5%)
3.	Focusing on speaking skills	41 (19.7%)	119 (57.2%)	45 (21.6%)	2 (1%)
4.	Prioritizing grammar explanations	28 (13.5%)	97 (46.6%)	75 (36.1%)	7 (3.4%)
5.	Being up-to-date and having more detail on English explanations	65 (31.3%)	115 (55.3%)	25 (12%)	2 (1%)
6.	Being flexible to use any time and everywhere	74 (35.6%)	115 (55.3%)	18 (8.7%)	0 (0%)
7.	Keeping me motivated to learn English	48 (23.1%)	134 (64.4%)	19 (9.1%)	6 (2.9%)
8.	Fitting in my busy schedule for language learning	62 (29.7%)	125 (59.8%)	18 (8.6%)	2 (1%)
9.	Providing in-depth English explanations	38 (18.2%)	119 (56.9%)	46 (22%)	4 (1.9%)
10.	Being accessible on various devices	92 (44.2%)	104 (50%)	10 (4.8%)	1 (0.5%)
11.	Distracting me from my other learning tasks	18 (8.6%)	68 (32.5%)	108 (51.7%)	13 (6.2%)
12.	Being difficult to focus only on English videos	33 (15.8%)	78 (37.3%)	88 (42.1%)	8 (3.8%)
13.	Getting bored with English content on TikTok	4 (1.9%)	28 (13.4%)	140 (67%)	35 (16.7%)
14.	Struggling to stop scrolling on TikTok	37 (17.7%)	102 (48.8%)	54 (25.8%)	14 (6.7%)
15.	Losing track of time on TikTok	39 (18.7%)	87 (41.6%)	68 (32.5%)	13 (6.2%)
16.	Disrupting my productivity	16 (7.7%)	70 (33.7%)	107 (51.4)	14 (6.7%)
17.	Finding it time-consuming	12 (5.7%)	70 (33.3%)	107 (51%)	19 (9%)
18.	Leading to cyberbullying	13 (6.2%)	54 (25.8%)	116 (55.5%)	24 (11.5)

19.	Not being suited to my learning style and needs	14 (6.7%)	54 (25.8%)	118 (56.5%)	21 (10%)
20.	Having concerns about TikTok privacy and security	26 (12.4%)	83 (39.7%)	91 (43.5%)	7 (3.3%)

The results from the questionnaire consisting of 20 statements are presented in Table 4. It presents the students' perceived impacts of English content shared via TikTok on their English competence. This simple tabulation consists of frequencies and percentages. Table 4 indicates that the 20 questionnaire items could be categorized into four groups. The first are the attractiveness aspects of English content shared via TikTok as indicated by questionnaire items 1 to 4. When asked whether they are interested in watching English content learning on TikTok for educational purposes, the result shows that there are 111 students (53.4%) who agree, 86 students (41.3%) who strongly agree, 10 students (4.8%) who disagree and none (0%) who strongly disagree. This indicates that most students agree that they are interested in immersing themselves in English content on TikTok for educational purposes as it helps them improve their language skills in a fun and engaging way. Similarly, respondents' responses towards "I like to explore or watch English content videos on TikTok as additional materials to study" imply that they have a positive perception towards English content shared via TikTok. A total of 127 respondents (88.5%) perceived that watching English content on TikTok has become one of their favorite study tools as it has provided them with a fresh perspective on the language while helping them to learn new vocabulary and phrases that could be incorporated into their studies.

Furthermore, the majority of respondents responded positively that they would rather watch a particular English video for enhancing their speaking ability than other competencies. For this questionnaire item, it is interesting to observe that there are 119 students (57.2%) who agree, 41 (19.7%) who strongly agree, 45 (4.8%) who disagree and 2 (1%) who strongly disagree. Hence, they believe that watching a particular English video repeatedly can be more effective in enhancing their speaking ability as it allows them to pick up nuances in pronunciation and intonation. Finally, the attractiveness aspect of English content shared via TikTok is indicated by questionnaire item no. 4, namely "I would focus on finding grammar explanations via TikTok". The result shows that 60.1% of respondents tend to have a visual learning style, making it more effective to focus on finding grammar explanations via TikTok as the short, concise videos with clear examples and graphics help them grasp complex concepts more easily.

The second classification relates to the effectiveness aspect of students' perceived impacts of English-content sharing TikTok on their English competence as indicated by questionnaire items 5 and 6, namely "Whether or not TikTok apps help me to receive information faster and more detail in understanding English". The results reveal that, of 207 respondents, 180 or 86.6% perceived that by its vast selection of content creators and short-form videos, TikTok has become an invaluable tool for students in receiving information faster and gaining a more in-depth understanding of the English language. Only 27 respondents or 13% had a negative perception. More strikingly, when asked whether the flexibility of TikTok assists them to learn English whenever and wherever, the results revealed that most of them, namely 90.9%, considered that the flexibility of TikTok as a

mobile app has been a game-changer as it allows them to learn English at any time or in any place, when they have a few spare minutes waiting in line or during their daily commute.

The third is the relevance aspect of students' perceived impacts of English content shared via TikTok on their English competence. The findings indicate that 87.5% of respondents mention that interacting with English-speaking TikTok creators or users can help them to stay motivated in learning English. Only 25 students (12.5%) do not agree that "Engaging with English-speaking TikTok creators or users has been a great way for students to stay motivated in my English learning journey" despite the fact that it provides them with a sense of community and the opportunity to practice their language skills with native speakers. Similarly, the questionnaire item that states "TikTok's short video format makes it easy to fit language learning into my busy schedule" had a positive response from the majority of respondents (175 or 89.5%), while only 20 respondents or 8.7% responded negatively. It means the study found that students agreed that, despite their hectic schedules as students, they could still watch and engage with English content on the app., even during short breaks throughout the day.

The fourth category deals with the motivational aspect of students' perceived impacts of English content shared via TikTok on their English competence. This is indicated by questionnaire items no 9 and 10. Number 9 says "English content on TikTok is a helpful source for deep explanation". It is interesting to observe that 75.1% of the respondents perceived that owing to the students' perception, English content on TikTok is not only entertaining but also a helpful source for deep explanations on complex topics, as many creators use visual aids and storytelling techniques to make difficult concepts more accessible and engaging. In addition, questionnaire item 10 says "English content on TikTok is a highly accessible platform through any variety of devices, including smartphones, tablets, and laptops." A total of 94.2% or 196 respondents agree that English content on TikTok is highly accessible through a variety of devices, including smartphones, tablets, and laptops, making it easy for students to access language learning materials.

The last 10 of the questionnaire items are negative statements and can be classified into five subcategories. Firstly, distraction is indicated by item numbers 11 and 12. Respondents' responses to "The constant notifications after learning through TikTok distract my other learning task" show that there are 68 students (32.5%) who agree, 18 (8.6%) who strongly agree, 108 (51.7%) who disagree and 13 (6.2%) who strongly disagree. This means that the fact that frequent interruption from TikTok notifications annoys students is not valid owing to the high percentage of respondents who answered "Disagree" to this item. Moreover, responses regarding "The wide range of entertaining content on TikTok can make it difficult for users to focus only on exploring English videos" indicate that there are 78 students (37.3%) who agree, 33 (15.8%) who strongly agree, 88 (42.1%) who disagree and 8 (3.8%) who strongly disagree. Hence, the wide range of fun and engaging content on TikTok did not pose a challenge for users of English videos as the majority of students disagreed with the statement.

Secondly, addiction to TikTok is indicated by items 13 and 14. In response to “English content on TikTok is boring”, it was found that 13.4% agree, 1.9% strongly agree, 67% disagree and 16.7% strongly disagree. This implies that TikTok's English videos are not lacking in excitement and creativity as the majority of students disagree with the statement as reflected in the high percentage of disagreement. Responses to item number 14, namely “I find it difficult to stop scrolling on TikTok” reveal that 48.8% agree, 17.7% strongly agree, 25.8% disagree and 6.7% strongly disagree. The conclusion is that students find TikTok English content fascinating and absorbing.

Thirdly, items 15, 16, and 17 are related to the time-consuming aspect of TikTok. The responses to “I often lost track of time while scrolling through TikTok” reflected 41.6% who agree, 18.7% who strongly agree, 32.5% who disagree, and 6.2% who strongly disagree. This suggests that students often find themselves scrolling through TikTok for hours without realizing it. On the other hand, “The use of TikTok disrupts my productivity” recorded 33.5% who agree, 7.7% who strongly agree, 51.4% who disagree, and 6.7% who strongly disagree. This implies that students do not find TikTok counterproductive as the majority of students disagree with the statement as reflected in the high percentage. However, for most respondents, using TikTok for academic purposes can be a great significant time investment as reflected in the high percentage of disagreement toward the above statement, namely 70 students (33.2%) agree, 12 students (5.7%) strongly agree, 107 students (51.7%) disagree, and 19 students (9%) strongly disagree.

Fourthly, the majority of students disagree with the statement as reflected by the high percentages of disagreement. There is no tendency for cyberbullying to occur. “TikTok apps tend to lead to cyberbullying.” It is interesting to observe that 70% of the respondents disagree with this statement. Last but not least, students agree with “Learning through TikTok aligns with my preferred learning style and needs”: there is also a high percentage of disagreement perceptions toward “Learning through TikTok is not suited to my learning style and needs”, namely 32.5% of students agree, and 66.5% disagree with the statement. Similarly, a high percentage of disagreeing perceptions is also true regarding “I am concerned about the amount of personal data that TikTok collects about me, including my location and browsing history.” This is indicated by 52.2% of the respondents agreeing and 46.8% disagreeing. This means that students are not worried about the amount of personal data that TikTok has access to, such as their location and browsing history.

4.2. Students' Views towards Perceived Impact of TikTok

Table 5 indicates the respondents' views toward the perceived impact of TikTok. These were obtained and summarized from the open-ended statements on the questionnaire to which the respondents freely expressed their perceptions. From the analysis, five themes were used to describe their views towards their perceived impacts of TikTok, namely (a) attractive and interesting, (b) effective, (c) motivating, (d) relevant, and (e) discouraging. These were derived from the categories of the survey questionnaires.

Table 5: Students' views towards perceived impact of TikTok

Themes	Students' Views
Attractive and interesting aspect	<ol style="list-style-type: none"> 1. It is easy to understand, to find information and knowledge. 2. It is good studying school topics. 3. It is very interesting to watch the fun and up-to-date English content videos.
Effective aspect	<ol style="list-style-type: none"> 1. The material is extensive and user-friendly, informative and interactive. 2. To a certain extent, learning from TikTok is more effective.
Motivating aspect	<ol style="list-style-type: none"> 1. It introduces new vocabulary, pronunciation, 2. It is easy to learn with visual and audio media. 3. It provides brief and useful language explanations. 4. It offers speaking practice to improve skills. 5. It enhances my speaking practice, helps to learn topic-specific vocabulary and expressions.
Relevant aspect	<ol style="list-style-type: none"> 1. It is more enjoyable and relatable with homework or a subject than YouTube. 2. Seeking additional knowledge through TikTok is now a trend. 3. It is beneficial to explore it for additional learning materials.
Discouraging aspect	<ol style="list-style-type: none"> 1. TikTok can be distracting if it is not well organized. 2. Creating a to-do list to prevent interference with my productivity 3. It depends on awareness, attitude, and ego control. 4. There was a lot of cyberbullying we found on TikTok comments. 5. There was worry about our personal data on TikTok, as the app owners have any access to the viewing history. 6. Mindful of TikTok's risks, and protecting my personal information on privacy settings and careful sharing.

5. Discussion

This study found that students' perceptions of the impact of English videos via TikTok are divided into five themes, namely (a) Attractive, (b) Interesting and effective, (c) Motivating, (d) Relevant, and (e) Discouraging.

5.1. Attractive and Interesting aspect

The findings of the study reveal that students agreed that using TikTok makes studying more enjoyable and helps students grasp their understanding of English better with no time limits. It is evident that social media, including TikTok, is interesting and attractive, and can therefore be used as a learning opportunity to facilitate the teaching and learning process. It is interesting owing to the diverse content and features of TikTok (Puspitasari, 2021; Vera et al., 2022).

The students commented as follows:

"If you want to learn to only use TikTok, that's a mistake, but if it's only as a support so you don't get bored, it's quite interesting.

TikTok's algorithms can customize what content is interesting to us so that similar content can appear on our homepage.

Yes, because in my opinion it is very interesting and the discussion used is easy to understand.

In my opinion, the most interesting videos about English that I can find only in TikTok. It's short, interesting, and important to watch.

Every content creator on TikTok always tries to provide interesting and fun content. Every content in English that I find is rarely or even nothing that feels boring, especially the short duration of the video."

Furthermore, when seen from an educational viewpoint, TikTok is a user-friendly educational tool, provides assorted types of media content including English-related content, offers a wide range of functions, and facilitates communication and collaboration among users (Bernadette, 2020; Marta & William, 2016; Saputra et al., 2021). Content-sharing among users is possible and simple by means of a few clicks while at the same time, maintaining a constant speed (Kolhar et al., 2021; Lai & Tai, 2021).

Moreover, the students believed that using TikTok is convenient, simple, and accessible from any place. Nuari (2022) revealed similar findings, indicating that at this point the TikTok application satisfies students' learning needs. Secondly, TikTok applications attract learners owing to their novelty and the range of features that can be utilized during their learning process. Finally, the TikTok application represents the maturation and experience of students, as well as the qualities of the millennial generation, who have grown addicted to and embrace the digital age, particularly gadgets.

5.2. Effective aspect

The results of the study revealed a positive view that using TikTok in English learning could help students gain much knowledge for additional information on up-to-date language usage in English, especially slang words. Furthermore, Swathi and Devakumar (2020) highlighted that TikTok is a social networking platform that offers effective learning possibilities to aid in the teaching and learning process. According to Yang (2020), the primary reasons for utilizing social media applications are amusement, sociability, information, and academic objectives. Furthermore, the findings revealed that students agreed that using TikTok made it simpler for them to learn English since they are used to scrolling. They contend it assists them to grasp the subject no matter where they are and provides insightful English lessons. They also mentioned that they feel more comfortable utilizing TikTok to learn English. Although it has the potential to deplete their air time more quickly, they still enjoy using it because there are short-animated videos as well as the teacher's voice to encourage them to remain motivated (Yang et al., 2019).

In addition, TikTok can be used as a free learning resource. Consequently, users or students can search for any interesting and attractive content that meets their needs. This becomes additional material for their school assignments, over and above what is taught in the classroom (Literat, 2021). Therefore, in formal education, social media in general and TikTok in particular are effective learning resources and encourage students to be more engaged (Faizi et al., 2013). TikTok provides effective communication among students as the features of TikTok could

make the learning process more interesting. In addition, the available features of TikTok could make students more motivated and attract students' attention and intention to utilize learning opportunities:

The students commented as follows:

... We don't need to watch English explanation for a long duration just to understand important English lesson, but TikTok is the best choice to get precise lesson in a short time.

Because with its ease and various functions, TikTok can be applied in learning activities. And learning in TikTok becomes more effective and efficient.

...creators who specialize in language learning offer in-depth explanations of many aspects. Those creators often break down complex concepts into easy-to-understand explanations, using examples to make their points clear.

5.3. Relevant aspect

The third point of discussion is the relevance aspect. In this regard, the results of the survey revealed a positive view that the use of TikTok in English learning is relevant to the students' needs and their capacity for learning English. Students believed that the usage of TikTok may develop their abilities such as vocabulary and pronunciation for better speaking, as well as accurate sentence structure for better writing. The information sharing is simplified with a few clicks while maintaining the speed at which information is shared with users (Kolhar et al., 2021). TikTok can be utilized as an instructional tool, but only for short videos. According to Jalaluddin (2016), using the medium of video allows students to have more exposure to speaking features such as pronunciation, structure, vocabulary, and intonation, which leads to improvements in other areas of speaking, such as understanding and fluency. It is possible to expand students' vocabulary merely by viewing videos with English subtitles and interpreting new words that are not understood.

Furthermore, Medaukali (2015) highlighted the importance of social media such as TikTok as being relevant to the ultimate goal of education—learning autonomy—with students having access to online learning materials which encourage them to study at their own pace (Duffy, 2008). It also provides and enhances various skills and learning styles, and enables self-assessments for their progress (Styati, 2016). The students commented as follows:

"The app's user-friendly interface and short video format can also make it easier to stay engaged and focused on language learning. Moreover, it also allows me to choose content that's relevant and interesting to me, which can always help to motivate me and sustain my learning."

There's a selection of content that you like, so you can filter it and choose which content appropriate to what I need.

I personally don't find it difficult because the entertaining content and the educational content are balanced and if I want to see content in English for learning then I can easily search for it and find a lot of suitable content."

5.4. Motivating aspect

The last topic of discussion is the motivational aspect. It is evident from the findings that students provided positive responses regarding their enthusiasm to utilize TikTok to study English. TikTok has many unique and innovative aspects that can be utilized as a source of teaching and learning. It can drive students to be more involved in the teaching and learning process. It will serve as a motivation for students to study and enhance their English skills using the TikTok application. Learning English using TikTok is not monotonous. In addition to the media module book and instructor explanations, the medium that may attract students' attention to learning is also a factor. Rachmawati and Cahyani (2021) explained that videos can be utilized to improve English pronunciation since they can provide recordings, moving pictures, and sound. According to the study, students prefer video-based learning over module-based learning for topic reference and explanations. In line with findings by Aji (2018) and Aji and Setiyadi (2020), TikTok is a beneficial medium for teaching language since it may assist students becoming more engaged in learning:

"Because seeing those who are good at speaking English makes me motivated to learn more.

Interaction with the material provider will encourage and motivate me to learn more.

I'm a very motivated person and I like to interact, so interacting with content creators who are knowledgeable and great in English is motivating.

Interacting with English-speaking TikTok creators or users can help me to stay motivated in learning English.

I strongly agree with that because sometimes when I feel stressed and I watch English content on live TikTok then I can interact with the creators. It can make me stay motivated in learning English."

5.5. Discouraging aspect

In addition to its merits, TikTok has its disadvantages, particularly those related to the perceived impacts of English content shared via TikTok on their English competence. Many respondents believe that social media can only create toxicity and harm children's brain development in this new era of social media growth. On the other hand, many individuals are typically ignorant of the benefits of social media for adolescents. However, there is a significant disadvantage to the TikTok application, namely that it enables the unintentional spread of misinformation which is a problem globally (Kılınc, 2022; Nichita et al., 2021; O'Sullivan et al., 2012).

Even though the last ten questionnaire items of the study are negative statements, respondents' responses are still positive in the sense that most of them stated that TikTok does not disrupt them much, is not particularly time-consuming, and is not counterproductive. This suggests that they perceived the positive impacts of English content shared via TikTok on their English competence. This corroborates the available reputable literature that concludes that social media such as TikTok have both advantages and disadvantages, and thus have a positive as well as negative impact on users' behaviors and students' academic performance. However, it would be overly hasty to conclude it is the only variable affecting

students' performance. This is only one of the contributing factors affecting students' competence since students nowadays are very much inclined to use new applications (Swathi & Devakumar, 2020). Thus, it implies that English content shared via TikTok contributes to students' English competence in various degrees:

"I can balance my daily activities by scrolling TikTok or playing with gadgets. TikTok is not that interesting to make me pass away from my productivity activities.

Various types of people use TikTok, and somehow they always can turn something normal into something negative, resulting in cyberbullying.

The sophisticated technically still has a negative side if we don't use it for a good thing, so we just have to be careful if we use the apps or other apps."

6. Conclusion

The study endeavored to comment on students' perceived impacts of TikTok English-content-sharing on their English competence, and their views towards their perceived impacts of TikTok. The results show that perceived usefulness, interactivity, and cost-effectiveness promote a positive attitude toward the use of English-content sharing TikTok. Hence, they have positive perceived impacts of English-content sharing TikTok on their English competence. In addition, it was found that the most important factors affecting students' willingness to continue using TikTok are the perceived usefulness, attractiveness, effectiveness, relevance, and motivational aspects. While TikTok offers various advantages, it has negative aspects as well that may dominate depending on the analytical skills of individuals who use it, as well as the material they wish to see. However, it cannot be concluded that this is the only medium which positively affects students' performance. The study concludes that the perceived impacts of English content shared via TikTok vary depending on the videos. There are animated input videos, movie-maker videos, YouTube, and TikTok. They are all perceived to be beneficial, relevant, and interesting. When used properly, TikTok could contribute to students' academic competence, team building, as well as community building, which are all crucial elements in education in general and in English language learning in particular.

7. Recommendations

The findings of the study suggest that English teachers as well as practitioners in applied linguistics should consider the use of TikTok to enhance students' English competence owing to its merits. They need to maximize the potential of TikTok in the teaching of English. On the other hand, future researchers need to conduct research on other aspects of English content shared via TikTok, and make use of other research designs, such as an experimental design, to be able to make a more convincing judgment about the cause-effect relationship. In addition, for content creators of TikTok, it is recommended that the English content needs to be more varied, more culture-specific, and more widely accepted worldwide. Finally, it is recommended that the full potential of TikTok be exploited to enliven the language classroom and ultimately, to foster students' English competence.

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