Students' Perception on Using Tiktok Application as An English Learning Tool

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Abstract
Social media have revolutionized human interaction and communication. The use of social media in educational settings is having a notable influence, and online and blended learning are gaining popularity. In order to motivate students to learn, it is necessary to experiment with new ways of applying learning media that are both interactive and effective. The widespread availability of mobile devices has presented a number of social media programmes with incredible opportunities to play major roles in current society. Consequently, the objective of this research is to investigate how students perceive the TikTok application as a tool for English language learning. This study included the participation of ten secondary school students from Malaysia who attended an urban school in one of the country's states. The perceptions of the students were gathered through a semi-structured interview. According to the findings of this research, the vast majority of respondents were able to access TikTok and regarded the platform as an effective tool for learning English as a Second Language. It has been discovered that introducing TikTok into a classroom setting removes any obstacles that stand in the way of learning and makes the whole learning experience more enjoyable.
Keywords: Social Media, TikTok, Online learning, English Learning Tool, English as a Second Language

Introduction
Background of the Study
Social media is now an essential aspect of online life. It is becoming increasingly obvious and vivid in our everyday activities. The internet enables changes in how people live, work, socialise, and acquire information and learn. Since the beginning of the new millennium, especially in the past few years, social media have been increasingly integrated into all aspects of people's lives, including their professional, personal, and social lives. This has had the effect of drastically changing the ways in which we interact with other people (Feito & Brown, 2018; Kolokytha et al., 2015). These tools continue to play a role in impacting the lives of youngsters (Zachos, Paraskevopoulou-Kollia, & Anagnostopoulos, 2018) and introducing new interaction platforms (Quan-Haase & Sloan, 2017). According to Mander (2017), internet users spent an average of more than 2 hours per day on social media and messaging services, which accounted for more than one-third of their daily computer use. This was an increase from the previous

year's average of 1.5 hours per day (Mander, 2017). Social media are accessible by millions of users, the most of whom are young students, for a variety of issues, with a considerable emphasis on social needs, including language learning, in the era of digitalization (Yunus & Salehi, 2012). The use of technology and social media in education has expanded during the COVID-19 outbreak (Coman et al., 2020; Sobaih et al., 2020). Face-to-face institutions have been driven to transition to online learning environments (Sobaih et al., 2021). Consequently, digital tools have grown into resources that enable educators to continue teaching (Lopez-Carril et al., 2020).

The usage and potential of social media as a tool for learning (Osgerby & Rush, 2015) are becoming research-worthy subjects. Wikis, Blogs, Facebook, YouTube and Twitter are among the most popular social media sites (Gao et al., 2012; Manca & Ranieri, 2016a, 2016b). More than ninety-five percent of students have access to a mobile device that is connected to the internet; hence, fewer than five percent of students may be barred from using mobile technology for educational purposes. Due to the popularity of social media among students, it is vital to examine its educational potential and implement media-inclusive approaches when developing educational curricula and developing new tech- based teaching materials. (Sarwar et al., 2019).

The four primary functions of social media applications are entertainment, interaction, knowledge, and education (Yang, 2020). As a result of educators' practice of incorporating social media applications into language learning and teaching environments to increase students' linguistic competence, "academic" has become an increasingly prominent feature. Integrating social media and technology enhance the participation and excitement of teaching and learning. Facebook and email, among other websites and applications, are extensively incorporated into the teaching and learning process. Twitter, Facebook, YouTube, Instagram are examples of common social media platforms. These social media platforms are a fundamental part of the students' lifestyles and are frequently viewed on a daily basis (Junco et al., 2011)

TikTok is the application that will be explored in this study. TikTok is utilised as a learning tool as a result of the high number of users it has, the comprehensive functionality, and the vast amounts of information it contains. Bytedance, a Beijing-based technology entrepreneur, designed the app that has surpassed Facebook and WhatsApp as the most downloaded app in the past three months, with over 45 million downloads. TikTok is an application that allows users to create and share 60-second videos on any topic. According to Demmy & Fathul (2018), Tik Tok is by far the most recent social media application that enables users to produce engaging videos and engage in private conversations. This application features captivating and straightforward special effects. It's possible that regularly watching videos that were made by teachers is the most productive way to use TikTok in the classroom. In the spirit of flipped classrooms, teachers have developed their own video clips to demonstrate difficult concepts and provide extensive assignment instructions. These videos can be found on their personal websites.

Problem Statement

In the era of global deployment of new technologies, the language teaching and learning roadmap have undergone significant transformations (Azlan et al., 2019). This was particularly pertinent during the COVID-19 pandemic, when learning cannot be confined to physical surroundings. The usage of social media as a learning tool has evolved (Sobaih et al., 2020), and social media is transforming education, according to (Komljenovic, 2019). Thus, the

contemporary learning media must adapt to changing trends and booms. Therefore, in this era of modern technology and ICTs, educators and policymakers are focusing on online social networks as an alternative English language teaching and learning method (Yunus & Salehi, 2012). Furthermore, the majority of students have become so habituated to social media that community building, self-expression communications and other sorts of online interaction are now part of their only world. Owing to their connection with technology-based activities, it is anticipated that the combination of mobile and social networking applications as an English learning tool will be effective. YouTube, Facebook, Blogs, Wikis, and Twitter are among the social media which have already been applied for learning (Gao et al., 2012).

Whereas Facebook and Twitter have received the most recognition from students and researchers, another social media whose prominence has increased dramatically since the COVID-19 outbreak (Su et al., 2020) is TikTok, which is now one of the social media platforms used as an English learning tool in language teaching and learning (Syazana et al., 2019). In September 2016, TikTok was debuted to the social media market and rapidly elevated to the top of the social sharing universe. Since the beginning of 2018, TikTok (Dou Yin), which has more than 500 million monthly active users worldwide and more than 250 million daily active users in China, has held the title of the most downloaded app from the iOS App Store that is not a game on a global scale. Thus, this study employed TikTok, one of the most popular social networking platforms, which is thought to be the most effective English learning medium from the students' perspective.

Numerous researchers have investigated the impact of social media usage to help language learners improve their linguistic competence and fluency. Studies have revealed that TikTok (Dou Yin) can improve pupils' writing skills and action verb knowledge (Syazana et al., 2019). In addition, Tik Tok (Dou Yin) helps towards the development of students' descriptive text writing because it is likely to entice the learners' focus, hence encouraging learners to actively participate in the learning process. According to Hadi et al (2021), TikTok can enhance the speaking skills of the learners due to the unorthodox nature of the learning process. Apart from this, Pratiwi et al (2021); Hadi et al (2021) discovered that students have favourable perceptions regarding the employment of Tik Tok as an English learning tool.

Nevertheless, few studies have studied the viability of using TikTok as an English learning tool from the perspective of students, as well as the benefits and drawbacks of using TikTok as an English learning tool. It is imperative for educators to analyze students' perceptions of using TikTok as an English learning tool, as the recent shift from a conventional teaching and learning environment to an online learning environment has substantially affected students' attitudes towards learning (Verma et al., 2020). The objective of this study is to address this deficiency by investigating secondary school students' perceptions of using TikTok as an English learning tool, as well as the advantages and drawbacks of using Tik Tok as an English learning tool, as perceived by upper secondary students from an urban school in Kuching, Sarawak.
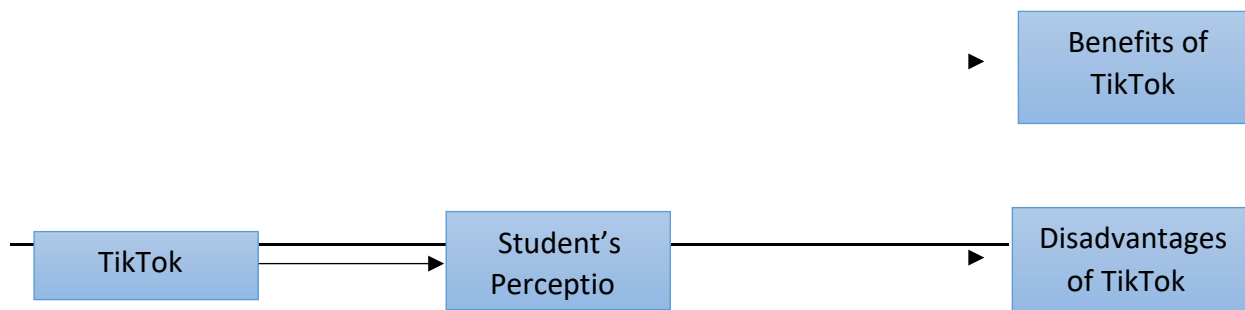
Objectives of The Study
The purpose of this study is to examine students' perception on using TikTok for students as an English learning tool. There are 2 specific objectives that aimed to be achieved in this study:
1.   To identify the advantages of using TikTok as an English learning tool.
2.   To identify the disadvantages of using TikTok as an English learning tool.

Research Questions

1.   What are the advantages of using TikTok as an English learning tool?
2.   What are the disadvantages of using TikTok as an English learning tool?

Conceptual Framework

Definition of Terms

TERMS	DEFINITION
Social media	Social media refers to a wide variety of applications that allows the user to create, share, comment on, and discuss a vast range of digital information (s). It is deemed "dynamic," "interactive," "democratic," "people-centered," "volatile," "social," and "adaptive" (Manca & Ranieri, 2016b).
TikTok	TikTok is a mobile application for sharing short videos and music videos that was debuted in the fall of 2016 which let users to create
	and view 15-second to one-minute-long video segments. (Zhong, 2018)
Learning Tool	A learning tool is a device intended for use by learners to offer a framework for the development of learning skills and behaviours and/or the systematic collection and analysis of critical information (Nancarrow, n.d.)

Scope of the Study
The use of varied forms of social media has been significantly increasing over the span of this new millennium, particularly over the most recent few years. It is changing the way we interact with other people and is permeating all aspects of our lives, including our personal, social, and professional interactions Feito & Brown (2018); Kolokytha et al (2015); Zachos et al (2018) These tools have a continuing impact on the lifestyles of adolescents and give alternative socialization platforms (Quan-Haase & Sloan, 2017). The impact that social media has had on several sectors of the society (such as politics, the economics, sports, and communication) is mirrored in the educational context. In light of this circumstance, this study examines TikTok's function as an English-learning tool. This study aims to elucidate how upper-level secondary students perceive TikTok as an English- learning tool. This investigation

is restricted to the TikTok application. This research's empirical study is limited to Malaysian secondary school students in an urban school in Kuching, Sarawak. Ten students who use TikTok will be interviewed to determine their perceptions of the application. This study will also examine the benefits and drawbacks of using TikTok as an English learning tool.

Significance of The Study
This research will benefit future research on the perceptions of upper-level secondary students towards the utilization of TikTok as an English learning tool and the enhancement of the educator's professionalism in the classroom.

TikTok is an excellent tool for promoting high engagement learning through the use of multimedia and social networks. It enables students to learn English in an enjoyable educational environment and to recall knowledge by watching the created videos. TikTok's video material contains similar interest topics or hot topics that pertain to education, and as a result, it has inspired students to discover and embrace it for educational reasons. TikTok provides students with a mobile learning tool instead of requiring them to tote a cumbersome textbook. This tool's best feature is that it is incredibly motivational. TikTok enables students to share videos with their peers in order to gain more knowledge of action verbs and their application in writing (Karthigesu et al., 2019) In addition, it allows for self- and peer-checking, which boosts pupils' morale when acquiring new information. Moreover, TikTok is a useful instructional tool that emphasizes the impact of employing audio visual aids to teach short video clips that can boost English language skills, particularly listening and speaking (Nabilah et al., 2021)

TikTok is a freeware and user-friendly application that enables teachers to conduct in-class and out-of-class activities. This evokes the interest of educators in using these video materials as reference materials and utilising them for collaborative activities to enhance the teaching process. Students are among TikTok's greatest beneficiaries. Using TikTok, students acquire writing, cognition, interaction, listening, acting, association, and memory skills. Benefits of TikTok for teachers include teacher-directed study, self-paced student study, and teaching students to study independently to improve their language skills. Educators can select English-teaching videos on TikTok that align with their teaching themes and pedagogical approach, which can then be used to practise students' language skills (Yang, 2020). Educators deliver explanations of complex topics and words through this learning tool in order to increase students' understanding while fostering student engagement and enhancing classroom activities. Consequently, students will develop a healthy learning culture and will inspire their peers to learn in an innovative manner. This will motivate student to understand English in a meaningful and enjoyable manner, preventing them from misusing Tik Tok's features.

Through the TikTok in Enhancing ESL writing skill, this software can now be used for educational purposes by students. It inspires the education community to acknowledge that TikTok is not just a global platform for creating and sharing music videos, but also a useful tool for enhancing language and ICT skills. TikTok supports contextual learning theory in which students are able to generate meaning based on past experience and situation. As students create their own shareable educational materials, they are exposed to real-world learning and networking while improving their writing skills. To improve ESL writing skills using TikTok, specific action verbs were organised into categories. This lesson can be altered for learning various language classes and skills, such as learning words by sight to improve reading or learning adjectives to improve sentence writing, with careful design and preparation. In addition to the aforementioned possibilities, the TikTok app enables teachers to organise and

develop learning materials that fulfil students' needs not only for learning English but also for learning other languages and subjects.

Literature Review

This chapter discusses the related literature to explain the related theories and existing study about the perception of TikTok as an English learning tool. In order to achieve a better understanding, the specific content will be organised according to theory, social media, TikTok, English learning on social media, TikTok as an English learning tool to improve productive skills, students' perception of using social media as an English learning tool and effect of social media on learning.

Introduction

Numerous researchers have investigated the impact of incorporating social media on improving the performance of English language learners. According to Sharma's (2019) findings, the majority of EFL students perceived social media applications as effective for enhancing their English language abilities and English learning motivation. It has been proven that social media has a positive effect on enhancing English vocabulary skills at the tertiary level. According to the results of relevant studies, the majority of students have positive attitudes toward integrating social media into the English writing classroom in terms of writing skills. In addition, social media are deemed as advantageous for enhancing students' English listening skills, reading motivation and speaking skills. Moreover, various researchers have investigated the impacts of using particular social media platforms as teaching and learning tools for English.

Mobile Assisted Learning Language Theory

The ever-increasing technological prowess of mobile devices has an impact on the ways in which we interact with one another and with the world around us in terms of communication. The way in which we learn a foreign language is also impacted by this, as studies have shown that language acquisition is strongly reliant on experiences that are embedded in day-to-day living (Ogata & Yano, 2004). Furthermore, new technologies, including mobile technologies with their growing potential and widespread use, have an effect on cultural practices and create new learning contexts. This is especially true in the case of mobile technologies (Pachler et al., 2009). This include both formal and informal learning techniques, as well as learning that takes place in the context of day-to-day activities (both in the physical and the virtual world). Mobile devices are readily available and thus allows an additional learning platform (Ogata et al., 2008).

In the context of the modern day, an individual's beliefs, connections, identities, and uniqueness are portrayed in the mobile devices that they choose and how they utilize them (Traxler, 2010). However, their assimilation into teaching and learning has been slower than expected due to the fact that educators need to comprehend how mobile technology can be used to effectively support diverse techniques (Kukulska – Hulme & Shield, 2008). Additionally, educators also need to come out with effective techniques, methods, and materials for mobile- assisted language learning.

The term "mobile assisted language learning," or MALL, refers to the process of language learning with the aid of mobile devices. It is a branch of mobile learning (also known as mLearning), thus it is possible to consider it a subsection of that broader subject. Various definitions of mobile learning place an emphasis on a variety of aspects, some of which include the utilization of small, portable computing devices (Zhang et al., 2007), the mobility of

students and their capacity to participate in educational activities without being bound to specific physical locations, and a number of other related topics (Kukulska-Hulme, 2005). There are many different theories of learning, ranging from the individualist (like behaviourism) to the constructivist, constructionist, and social learning approaches. Some learning theories are individualist, while others are constructionist, constructivist, or social. It is patently clear that both people and technology may be mobile, and it is imperative that the sector as a whole, place an emphasis on both educators and students. According to the findings of these research and the discussions that have taken place, the function of technology is to provide the user/student with assistance in the process of developing a system of meaning-making. Mobile technologies are more widespread than earlier computer technologies because they are integrated into every part of a person's life (Traxler, 2010). This "process of being aware" is aided by mobile portable devices such as smart phones, personal digital assistants (PDAs), cell phones, netbooks, pods, tablets and media-players, among others. Other examples include in- car satellite navigation and other similar technologies. In most cases, laptops are not regarded to be mobile anymore when used in this context.

Social Media

"Social media" are the online techniques of conveyance, communication, collaboration and nurturing among interconnected and interdependent networks of people, communities, and institutions, as stated by (Tuten and Solomon, 2015). In its most basic form, it is a term that refers to the websites and programmes that consumers regularly access in order to share content with other users.

The term "social media" refers to a wide range of different programmes that enable users to produce, share, comment on, and have conversations about a variety of different types of digital content. "Dynamic," "interactive," "democratic," "people-centered," "volatile," "social," and "adaptive" (Manca & Ranieri, 2016b). Another facet of social media that is frequently ignored is its potential to transform educational settings into ones that emphasise interaction, transparency, and teamwork among participants. Researchers looked at a wide variety of different theories and models in order to investigate the possibilities of utilizing social media for educational purposes.

Tiktok

TikTok is the leading music video platform and social platform, as well as the app with the fastest growth rate in the world. Due to various efforts to integrate social networking platforms, the TikTok app can now be used as a potent learning tool for educators and students, both in and out of the classroom. Via TikTok, the app can now be used for educational purposes by students. It inspires the education community to acknowledge that TikTok is not just a global platform to create and spreading music videos, but also a useful tool for enhancing language and digital literacy skills. TikTok embraces contextual learning theory in which learners are able to generate meaning based on past experience and context. As a result of developing their own shareable learning materials, students are exposed to real-world learning and networking improving their skills. This application can be customized for learning other language categories and skills, such as learning sight words to improve reading or learning adjectives to enhance sentence writing, through proper design and planning. In addition to the aforementioned possibilities, the TikTok app enables teachers to design and develop learning materials that fulfil students' needs not only for English acquisition but also for learning other languages and subjects. According to Yang (2020), Tik Tok placed seventh in the 10 most

popular applications list by total downloads globally during 2010-2019 Autumn and 2nd for applications downloads worldwide in Apple store and Google play in 2019. In 2019, TikTok has 40 million subscribers, making it one of the most prominent local social media applications in the Chinese market.

English Learning on Social Media

According to Yunus et al (2019), English has always been the second language taught in Malaysian primary and secondary schools. Students must master English for communication, work requirements, scientific and technological growth, and many more reasons. Writing skill is one of the most difficult components to acquire. Considering that producing a quality piece of writing needs an understanding of grammar, punctuation, vocabulary, and spelling, students must master all the required skills. Thus, they found that social media was a simple and effective tool for bridging the communication gap by promoting social assistance and support and generating the need to learn English. According to Kitchakarn (2016), the use of social media for teaching and learning, such as Facebook, facilitates greater engagement in learning activities. Facebook is a learning platform that enables students to engage in self-study, provide feedback, submit projects and exchange ideas to improve their grammar and writing skills. Yang (2020) results show that Tik Tok can be used as an English learning technique to broaden learners' English knowledge, increase their access to quality learning materials, and foster their interest in English study.

Tiktok As an English Learning Tool to Improve Productive Skills

Writing skills has always been the most challenging aspect of classroom learning. Weak writing skills among both first- and second-language learners is frequently attributable to the difficulties of directed paragraph writing steps (Majid & Stapa, 2017). Numerous studies have demonstrated that interacting using social media platforms such as TikTok, which produce digitally stored content such as discussions that students may categorize, share and update, has positive effects (Bailey et al., 2017).

Furthermore, the utilization of appropriate learning media helps improve learners' speaking skills. Students are more likely to enjoy new experiences that are relevant to their daily life, such as using social media applications. Usage of social media in the sphere of education is not a revolutionary idea. Various researchers have used social media applications as learning media, such as Herlisya & Alfiawati (2019), who used Instagram as a channel for teaching English writing skill, Nurmy (2017), who used Facebook as a form of media in learning English as a foreign language, Sah (2015), who used Twitter as a language tool to teach language acquisition in the ESL/EFL classroom, and Pratiwi et al (2021), who used Tik Tok as a media for learning English pronunciation. Speaking is our means of communication and interaction with others. Whenever a person is speaking, he can impart his ideas, objectives, and meaning. When a person speaks, the listener will receive and digest the information. Thus, a process of effective communication and interaction occurs. Nevertheless, when learners speak English at the front of the classroom or in the school environment, they frequently do not find an eager or even responsive audience. Students have their own audience when using TikTok to communicate in English. They can be more secure since people will be viewing their videos and clicking "like" button. Once they receive a large number of 'likes,' learners will become even more motivated to create better videos.

Students' Perception Toward Social Media as English Learning Tool

Numerous research on the impact of Facebook on student motivation, engagement, and attitudes in second language (L2) learning situations have shown positive results. In a study of L2 tertiary students' perceptions of the usage of Facebook to hone their writing skills as they engaged in various writing tasks such as brainstorming and summarising, it was discovered that students' motivation and self-assurance increased as a result of their participation in Facebook activities (Yunus & Salehi, 2012). The majority of students reported that immediate interaction and comments increased their motivation, whereas relaxed or informal connections, such as when their friends "liked" their comments, raised their confidence (Yunus & Salehi, 2012).

Effect of Social Media on Learning

Social media platforms such as Facebook, WhatsApp, Instagram, Tik Tok, and messenger had both pros and cons effects for the academic achievement of students. Nevertheless, they are unable to conclude with certainty that they are the sole media influencing students' performance. It is one of the key variables influencing the advancement of technology. Students are increasingly interested in technology. Furthermore, social media do have a positive effect on education, which is entirely based on technology. According to Brame (2016), educational videos have become an integral component of higher education, functioning as an essential content-delivery tool in numerous flipped, blended, and online classes. In his study, he found that video-based learning could be an effective way to improve students' learning and increase students' engagement in biology classes. To enhance the effectiveness of educational videos, it is essential to consider the three fundamental components of cognitive load, active learning and engagement. In the study, Pratiwi et al (2021) revealed that various social media are excellent learning medium to support the learning and teaching process, mainly when mobile devices are used to support language acquisition. According to the responses, many respondents have improved their pronunciation, while others have not progressed at all because they are not TikTok users. Therefore, it can be claimed that the TikTok application can be used as a channel for English pronunciation learning because it has numerous advantages and is excellent in supporting students and teachers in 20th-century teaching and learning activities.

Research Methodology
Introduction

A research methodology is a methodical way of approaching the problem of conducting research. It is the study of the processes involved in conducting scientific research. In this section, the researcher examines the many steps that are commonly used to investigate the research problem, as well as their rationale. In addition to knowing how to construct certain indices or tests and how to apply specific research procedures, a researcher must also know which of these techniques or methods are significant and which are not, as well as what each technique means and indicates and the reason behind it. Researchers must also comprehend the underlying assumptions of each technique, as well as the criteria for determining which techniques and processes will be appropriate to particular issues and which will not. All of these factors indicate that it is vital for the researcher to tailor his approach to his specific problem, as methodologies may vary from issue to issue.

Research Method

The research methodology employed in this study is qualitative research. A qualitative research is a form of scientific investigation that employs inductive reasoning to discover answers for a phenomenon, and the outcome of qualitative research is more pressing (Razavieh et al., 2010). It is a form of social science research that gathers and interprets non-numerical data to better understand social life through the study of specific groups or locations (Crossman, 2020). Qualitative research is used because the focus is concise and narrow. Qualitative research studies are distinguished by the following three characterictics: (1) naturalistic refers to the study of actual situations as they occur naturally; it is non-manipulative and non-controlling, and the researcher is open to whatever results emerge. This type of research is sometimes referred to as observational research. (2) Emergent is a term that describes the acceptance of modifying one's line of inquiry as one's level of comprehension increases and/or as situation changes. In most cases, the researcher will attempt to steer clear of rigid designs that limit their ability to respond to developing opportunities to investigate new areas of study.

(3) by a purpose: the instances that are included in the research are selected because they are "information-rich" and illuminating. To put it another way, they are helpful expressions of the phenomenon of interest; but the aim of sampling is not to apply empirical generalisations drawn from a sample to the population; rather, the purpose of sampling is to gain insight into the phenomenon. In qualitative research, such as in this study, the objective is to analyze the perspective of those who have used TikTok in English learning and to comprehend their perceptions of it.

Research Design

The research design utilised in this study was known as a case study. A case study is a kind of research that is used in a wide range of fields, including but not limited to psychology, sociology, political science, social work, and business. This method of research assists us in better comprehending phenomena as they occur in real-world settings (Yin, 2003). An excellent method to conduct research, the case study uses information sources that arise naturally, such as people and their interactions with one another within the context of the case (Hyett, Kenny & Dickson-Swift, 2014). Due to the limited scope of the study and the need to investigate a single social group in great detail, the researcher has decided to use a case study as the method of research. In addition, case studies might use either a qualitative or quantitative approach. It possesses a time cycle and a continuity in the natural world that are both suitably vast.

Research Location and Participants

This study was conducted at one of Kuching, Sarawak's renowned urban schools. Interviews with ten students from the upper secondary form were conducted over a period of time for the research.

Description of Participant Selection

This study employs heterogeneous sampling. This is due to the fact that the objective of this study is to determine how upper form students feel about utilising TikTok as an English learning tool. Thus, the study involves individuals with the following characteristics:

i)   Malaysian
ii)   Upper Form Secondary School Students
iii)   Urban School in Kuching, Sarawak
iv)   Students who use TikTok
v)   Students who use TikTok to learn English

Research Instruments

According to Crossman (2020), a researcher performing qualitative research will gather data through a range of methodologies, such as direct observation or interviews which are more naturalistic and field based. In this study, researchers conducted interviews with students using an interview protocol that was developed containing ten questions in order to obtain in-depth data.

The source of the data was ten students in the upper form class in an urban school in Kuching, Sarawak. Each student participated in a semi-structured interview, and data was collected from the participants' answers. The role of the researcher is that of an observer and interviewer. Table
3.1 shows the interviewee code of the students.

Table 3.1
Table codes of participants

No	Students
1	S.1
2	S.2
3	S.3
4	S.4
5	S.5
6	S.6
7	S.7
8	S.8
9	S.9
10	S.10

Validity

The inductive techniques, which is also known as inductive reasoning, starts with observations, and theories are offered based on these discoveries at the end of the research process. This study utilised an inductive methodology to eliminate bias and increase the data's validity, as

participants were permitted to review the researcher's field notes for data and meaning accuracy. To reduce bias, a comparison of gathered and interpreted data was conducted.

Data Collection Method
Interview
In comparison to surveys, qualitative interviews are a more personal research method. The interviewer may probe the interviewee or ask follow-up research questions. According to Razavieh et al (2010), interviews are a common data gathering technique because they enable researchers to obtain more in-depth information. This study involved a semi-structured interview. A semi-structured interview is a kind of data collecting in which questions are asked within a planned framework of themes. The questions, however, are neither organised nor framed. In this research, the interview was recorded in its entirety process so that the researcher could focus on the interviewees and guarantee the accuracy of the data collection.

Table 3.2
Table interview questions

No	Questions
1	How often do you use TikTok?
2	How long would you use TikTok?
3	What do you think about using TikTok to support you in English learning?
4	How can TikTok be used to assist you in English learning?
5	What is the difference between using TikTok and other social media such as Facebook and YouTube, as an English learning tool?
6	Compare learning English using TikTok and learning English using a textbook.
7	What are the advantages of using TikTok in English learning?
8	What are the disadvantages of using TikTok in English learning?
9	Would you recommend using TikTok as an English learning tool?
10	Provide a reason for your choice in Question 9.

Consent/Ethical Issues in Research
In this study, ethical issues were taken into account. This measure was taken to ensure compliance with research ethics and ensure the safety of all participants in this study. Before data collection began, participants received a letter requesting their informed consent. The consent form must be signed by all subjects involved in this study. Participants were informed of the purpose of the study and the rationale behind their participation. In the case that participants feel concerned or choose to withdraw during the actual data collection, they have the right to do so, as stated in the consent letter. In other words, no obligation exists, and participation was completely voluntary. As this was a qualitative study, it was also emphasised to participants that their responses would be kept private and reported individually. The data analysis needed is solely their responses throughout the process.

Data Analysis
Data analysis is the most crucial element of any research. Data analysis summarises gathered data. It requires the application of analytical and logical thinking to data collected in order to find patterns, correlations, or trends. Qualitative research data is frequently subjective, voluminous, and typically delivered in the form of written text. In order to analyse qualitative data, a large number of transcripts must be examined for similarities and differences, followed by the identification of themes and the construction of categories. This study analysed the responses of the interviewees using the fundamental methodologies.

Findings and Discussion
Introduction
This chapter focuses on the findings of the interview data collection. The purpose of this study is to evaluate how ten students perceive TikTok as an English learning tool. This chapter begins with a demographic analysis of the students, then moves on to the study's main findings.

Data Preparation
There were ten participants who took part in this study. The students are upper-level secondary students from an urban school in Sarawak. Each participant was interviewed using a semi-structured format, and data were collected from their responses. The researcher played the roles of observer and interviewer throughout the session.

Presentation of Analysis
Table 4.1
Demographics of Participants

Participants	Gender	Age	Ethnicity	Occupation
S.1.	Male	17	Chinese	Full-Time Student
S.2.	Male	16	Malay	Full-Time Student
S.3.	Male	17	Bidayuh	Full-Time Student
S.4.	Male	16	Iban	Full-Time Student
S.5.	Male	16	Chinese	Full-Time Student
S.6.	Female	17	Chinese	Full-Time Student
S.7.	Female	17	Malay	Full-Time Student
S.8.	Female	16	Malay	Full-Time Student
S.9.	Female	17	Iban	Full-Time Student
S.10.	Female	16	Chinese	Full-Time Student

Based on Table 4.1 above, ten students were involved in the research. Firstly, there were 5 males and females, followed by their age and ethnicity respectively. All the participants were full-time upper secondary students and studying in an urban school in Sarawak.
In these findings, the interview session with the ten students and the description for the results are entirely using English. The findings are discussed based on past research. The

description of the results according to the students' answers to interview questions is shown below.

Interview Question 1: Frequency of using TikTok

Table 4.2

Frequency of using TikTok

Frequency	Total (n/10)	Percentage (%)	Participant
Not too often	3/10	30	2,5,10
A few times a week	2/10	20	8,9
Every day	5/10	50	1,3,4,6,7

Based on Table 4.2, the frequency of using TikTok differs from one another. 3 out of 10 participants or 30% of them strongly did not use TikTok frequently, whereas another 2 of them (20%) used TikTok a few times a week. For the item of frequency of using TikTok, 5 or 50% of the participants used TikTok every day.

Table 4.3

Duration of using TikTok

Duration	Total (n/10)	Percentage (%)	Participant
Less than 30 minutes	2/10	20	2,10
45 minutes	2/10	20	5,9
1 hour-1.5 hours	4/10	40	1,4,6,8
More than 2 hours	2/10	20	3,7

For Table 4.3 (the duration of TikTok), 2 out of 10 participants or 20% of them used TikTok for less than 30 minutes a day. Out of the 10 participants 2 of them which is 20% used TikTok for about 45 minutes only while 40% or 4 of them spend around one hour to one and a half hour a day watching TikTok. 20% of the students which is 2 out of 10 of the participants spend more than 2 hours a day watching TikTok.

Table 4.4

Usage of TikTok in English Learning

Theme	Total (n/10)	Percentage (%)	Participant
Polish English skills	3/10	30	1, 4, 6
Motivation to study the language	7/10	70	2,3,5,7,8,9,10

The majority of the students who were interviewed said that incorporating TikTok into English learning would be beneficial for everyone involved because it would pique their interests and motivate them to study the language more. 3 out of 10 participants or 30% of them agreed that by using TikTok in English learning, it helped to polish their English skills especially their

tenses and vocabulary. *"I have a really short attention span and TikTok's short videos help me study English tenses and new vocabulary easily. It really helped me during my exams to polish my grammar and vocabulary as I was swiping through TikTok."* Moreover, the participants found that by using TikTok in English learning, it improved their pronunciation and English accent. 70% of the participants agreed that the use of TikTok as an English learning tool motivates them to study the language more because it is easy to assess and use and there are a lot of teachers from all around the world who created a TikTok account to share education and knowledge. *"There are a lot of teachers from all around the world who created a TikTok account to share education and knowledge."* Moreover, the participants found that the English educational videos from TikTok helped them to learn English in a more creative way and they are more attracted to learn the language.

Table 4.5
Assistance from using TikTok in English Learning

Usage	Total (n/10)	Percentage (%)	Participant
Broaden and improve vocabulary	5/10	50	1, 2, 3, 8,9
Hone listening abilities	3/10	30	4,6,7
Learn proper pronunciation	2/10	20	5, 10

Next, the information shared by the participants regarding the advantages of using TikTok in English learning differs from one another. The vast majority of the participants which is 50% or 5 out of 10 of them believed that by using TikTok as an English learning tool, they are able to broaden and improve their vocabulary. For example, participants 1, 2, 3, 8 and 9 indicated that the use of TikTok allowed them to squeeze in bits and pieces of English vocabulary as most of the TikTok community communicate with each other using English in the comment section of a TikTok video. *"English teachers can create fun and engaging TikTok content which entices students. These interactive content allows me to squeeze in at least bits and pieces of English vocabulary. Essays also can be read out in the form of these short videos on TikTok and also improves my essay writing as I learn new techniques. I can also easily comment about any part I don't understand, and the creator can reply to me easily".* 3 participants or 30% of them were able to hone their listening skills through the usage of TikTok as English learning tool. Participants 4, 6 and 7 opined that they learned authentic accents and listening skills from watching TikTok videos of many English-speaking people from all over the world and thus improved their English by listening to them speak. *"Since there are many English-speaking people from all over the world, we can learn and improve our English if we listen to them speak."* 20% of the participants stated that they could learn proper pronunciation from watching TikTok. In summary, as an English learning tool, TikTok is able to assist students learning.

Table 4.6
Differences in using different types of social media

Usage	Total (n/10)	Percentage (%)	Participants
Delivers one- to three-minute videos with enough information.	10/10	100	1,2,3,4,5,6,7,8,9,10

All of the participants unanimously stated that TikTok was distinctive compared to other social media platforms due to the fact that it offers contents in the form of brief videos which contain adequate information in a span of approximately one to three minutes. This will appeal to the students with short attention spans and are prone to be being easily distracted. 10 out of 10 participants which equal to 100% of the participants agreed that the shorter duration of videos in TikTok compared to the other social media platforms such as YouTube and Facebook were able to grasp their attention's more. *"TikTok videos are usually quick and informative videos about something while other social media platforms such as YouTube may have their content be too lengthy causing their viewers to be bored quickly."*

Table 4.7
Comparison between TikTok and Textbook in English Learning

Usage	Total (n/10)	Percentage (%)	Participant
Enjoyable and fun learning.	7/10	70	1, 5, 6, 7, 8, 9, 10
Easier to comprehend	3/10	30	2, 3, 4

When compared to textbooks, which is considered to be more conservative and traditional forms of education, almost all of the students claimed that English learning that was displayed in the form of videos in TikTok could make the learning process become more enjoyable and entertaining. 70% of the participants which is 7 out of 10 of the participants agreed that by using TikTok as an English learning tool made the learning process enjoyable and fun. This is because by using TikTok, content creators would be able to insert animations that would catch the viewers eyes compared to by using textbook. *"Learning English using TikTok will leave a big impact on what we learned as the knowledge that we learned is represented by animation whereas textbooks don't have any animations."* Out of the 10 participants interviewed, 3 of them which comprises of 30% commented that learning via TikTok enabled them to comprehend more easily. This is because by using TikTok, it was easier to pick up the accent and to differentiate the different tones and pronunciation which the traditional textbook would not be able to offer as students could only read and see the wordings only from the textbook. *"With TikTok, it's more interactive as you can listen to someone explain what verbs, nouns, cohesive devices, etc. are. But with a textbook, you can only read and see examples."*

Table 4.8
Advantages of using TikTok in English Learning

Usage	Total (n/10)	Percentage (%)	Participant
Makes learning English fun	4/10	40	1,5, 9.10
Short educational videos	2/10	20	2, 3,
English information is easier to comprehend.	4/10	40	4, 6, 7, 8

The use of TikTok as an English learning tool made learning English fun, easier to comprehend and the duration of the videos are short as depicted in table 4.8. To 40% of the participants involved in this case study, the advantages of using TikTok as an English learning tool stimulates interest and make learning English entertaining. Participant 9 said 'Students are able to absorb the knowledge while being entertained on TikTok. *"Students are able to absorb the knowledge while entertainment on TikTok."* Another 40% of the participants found that the advantage of using TikTok was that the English information was easier to comprehend as according to participant 4, *"The advantage of using TikTok in English learning is that it provides brief but easy to understand explanation."* 2 out of 10 of the participants stated that the videos in the TikTok application were short and educational making it an advantage to be used as an English learning tool. *"One of the advantages of TikTok is videos on TikTok is simple and short, making it easy to understand and save time for students."*

Table 4.9
Disadvantages of using TikTok in English Learning

Disadvantages	Total (n/10)	Percentage (%)	Participant
Causes distraction	7/10	70	1, 2, 4, 5, 6, 8, 9
English content is hard to find.	3/10	30	3, 7, 10

In regards to the disadvantages of using TikTok as an English learning tool, participants 1, 2,4 ,5, 6, 8 and 9 commented that TikTok might be distracting as not all videos are about English. Furthermore, students might not take learning seriously and prefer entertainment. Students might turn to other contents provided in TikTok such as comedy videos, gaming videos and thus, wasting their time without learning anything. To these 70% participants, one of the major disadvantages of using TikTok as an English learning tool is that it would cause distraction to the students. *"It is distracting as it has other content that has nothing to do with English and the videos are too short and quick. Moreover, once you get distracted and start watching other things that are not related to English, you can't stop so you end up wasting your time".* Another disadvantage of using TikTok as an English learning tool as viewed by the remaining 30% participants was that the English content were hard to find. These three

students opined that some content might be misleading as they were not from professionals. *"It is hard to learn proper English unless you find the right source of content. Some content might also be misleading."*

Table 4. 10
Acknowledgement on using TikTok application as an English learning tool

Acknowledgement	Total (n/10)	Percentage (%)	Participant
Yes	5/10	50	3, 4, 7,8, 9
No	2/10	20	2, 5
Maybe	3/10	30	1, 6, 10

Based on table 4.10, 50% or 5 out of 10 participants would recommend the use of TikTok application as an English learning tool. Participants 3, 4, 7, 8 and 9 commented that they would recommend the usage of TikTok as an English learning tool whereas 20% or 2 participants would not recommend it. However, 30% of the participants stated that they might or might not recommend the use of TikTok as an English learning tool.

Table 4.11
Reason for acknowledgement on using TikTok application as an English learning tool

Acknowledgement	Total (n/10)	Percentage (%)	Participant
Less effective in education	2/10	20	2, 5
TikTok is a useful English-learning tool.	5/10	50	3, 4, 7, 8, 9
Benefits and downsides are equal	3/10	30	1,6, 10

Based on table 4.11, only 2 out of 10 participants which is 20% of them would not recommend the use of TikTok application as an English learning tool. Participants 2 and 5 believed that using TikTok as an English learning tool would be less effective in education, hence they did not encourage using it. *"I think it would be less efficient for education".* In contrast, 50% of the participants which is 5 out of 10 participants would recommend the use of TikTok as they found that there are a lot of benefits to using TikTok as an English learning tool. Participant 4 would recommend the use of TikTok as an English learning tool because TikTok allows students around the world to make friends and share their knowledge regarding English with each other. *"I recommend using TikTok as an English learning tool because TikTok allows students around the world to make friends and share their knowledge regarding English with each other".* Meanwhile, 3 participants or 30% of the participants stood neutral regarding whether to recommend the use of TikTok as an English learning tool because this application had its benefits and downsides. For instance, participant 1 commented that the use of TikTok as an English learning tool could be both a boon or a bane depending on how students actually

utilize it. Moreover, as commented by participant 10, the teaching and learning of English using TikTok could also lead to the incorrectly taught English by non-professional. *"There are many advantages for using TikTok as an English learning tool however teaching English using TikTok could also lead to incorrectly taught English by nonprofessional. So, it will be the safest to just learn from textbooks but there will always be people who dislike learning this way. Therefore, my answer is fifty-fifty. We can use TikTok to learn English if taught properly but it will be better to learn English through the normal way to avoid any misunderstandings and confusion in the future."*

Discussion
Advantages of Using Tiktok as an English Learning Tool
Students claim that the entertaining and engaging videos that can be found on TikTok can draw their attention and make the process of learning English more fun. Due to this, they were able to understand and retain the information presented in the short video better. This could be explained by the findings of Isen et al (1987); Fredrickson (2001), which indicated that creative tasks are facilitated when students are experiencing positive emotions. Fredrickson (2001) also found that creative tasks are facilitated when students are experiencing positive emotions. In addition, research conducted by Um et al. (2012) discovered that feeling happy facilitates learning. This is due to the fact that being in a good mood boosts one's intrinsic desire when learning (Erez & Isen, 2002). In addition, the presence of happy emotions is linked to an increase in overall satisfaction with educational experiences and resources (Um et al., 2012). In addition, the information presented in the interview suggests that the feature of TikTok in which videos are posted for 15 to 60 seconds necessitates less cognitive load, and the time limits do not lead to a feeling of being overwhelmed among the student users. According to Sweller's (1988) cognitive load theory, working memory is only capable of processing a certain quantity of information at once. The amount of mental work required must be reduced for there to be any hope of successful learning. As there is a limitation on the amount of time available, the English study material is segmented into smaller parts and presented in an inventive manner to ensure that the knowledge is understood. Students believe that studying English with TikTok is an easily achievable endeavour because just a limited number of cognitive resources are required to understand the material presented in each individual instructional video. Learning that is meaningful can therefore be achieved.

Disadvantages of Using Tiktok As an English Learning Tool
Students stated that using TikTok as a tool for English learning may be distracting owing to the number of entertaining videos and the fact that not all videos on TikTok are linked to English learning. The varied content of the short videos that can be found on TikTok, which includes both content that students enjoy and content that they do not enjoy, can serve as a diversion for students while they are watching English-learning videos. The result is that students' attention is diverted away from videos that help them improve their English skills. In addition, there is a fear among students that certain content may be deceptive because it was not produced by trained professionals.

Summary
Research Summary
TikTok is a video-based social networking platform. It was launched to the social media market in September 2016 and assumed a dominant position in the social sharing universe almost

immediately. TikTok is a mobile application for sharing short videos and music videos that was introduced in the fall of 2016. It lets users create and view 15-second to one-minute-long video clips. The primary purpose of this study is to examine how students perceive TikTok as an English learning tool. This study also investigates the advantages and disadvantages of using TikTok as an English learning tool in the teaching and learning process, as it has both positive and negative effects on the academic context, influencing both students and teachers. The study will also investigate how TikTok can assist the learning process for students. This qualitative investigation was conducted in one of Kuching, Sarawak's urban schools with ten students from the upper form. This research was conducted through conducting interviews with the students. Students perceived that TikTok can be utilised as a tool in the English language acquisition process, but they did not 100 % recommend it due to addiction and distraction from other entertaining videos.

Implications of Findings
This study's findings provide insight into how students perceive the usage of TikTok as an English learning tool, as well as the merits and cons of using TikTok as an English learning tool. Based on the findings, it can be concluded that the students' perception of TikTok's effectiveness in English learning is that TikTok is beneficial for English learning. Students perceive TikTok as a dynamic and entertaining method to teach English. However, students are concerned about the distraction and dependency generated by TikTok's entertaining videos. Students believe that by watching the videos on TikTok, English vocabulary, pronunciation, listening, and speaking may be acquired and enhanced. According to the output of participants, students believe that the content of learning skills that can be obtained is rather simple. This may be because students are aware that videos on TikTok are limited to between 15 seconds and one minute. Hence, the video's content is limited to be concise. Therefore, according to the findings of this study, the use of the TikTok application for learning English is highly interactive and beneficial for boosting learners' confidence in their English-language skills.

Contribution of the Study
The findings of this study can be used by all relevant parties in the educational field, from the Ministry of Education Malaysia and the State Education Department to the Institutions of Higher Learning and the Teacher's Training Institutions, to determine what actions are necessary to increase the use of TikTok as an English learning tool.

Department of State Education, Ministry of Education Malaysia, Teacher Education Division, School Division, and Curriculum Development Center
When it comes to using the TikTok application as an English learning tool, these parties can consult the findings of this study both as a roadmap and as a source of vital information to use as a reference. Specifically, they can use the findings of this study as a source of vital information to use as a reference. It will provide a transparent representation of how the students perceive it, and the findings can be applied to the improvement of any flaws or shortcomings that were discovered. It is with sincere hope that the Ministry of Education Malaysia, along with all parties involved, will investigate the suggested advantages and disadvantages of adopting the TikTok application as an English learning tool in order to keep up with the rising growth of education.

Institutions of Higher Learning, Teacher's Training Institutions, Schools

Teachers' expertise of utilising the TikTok application as an English-learning aid can be enhanced and acclimatised through the planning of training programmes by the relevant parties in their individual regions. This will enhance teachers' preparedness and knowledge. These are necessary because they affect the teaching and learning process.

Lecturers and Teachers

As a result of this study, lecturers and teachers are informed about the advantages of using TikTok in the ESL classroom. This is important since their knowledge will influence both the learning process and the outcomes of their students. Therefore, in order for teachers to successfully impart the right learning process to their students, they need to acquire sufficient information themselves and be ready to implement it.

Limitations and Recommendations

There were several limitations in this study. This study only involved 10 upper form students from an urban school in the city of Kuching, Sarawak. This could lead to a disproportionate representation of students who might perceive TikTok not as an English learning tool but solely as an entertaining channel. Therefore, it is recommended that for further research, students from different forms, different schools and different logistic areas could be involved by using other sampling methods.

Secondly, the data collection method employed in this study was by interviewing students only. This was time consuming so not many participants were involved in this study and thus for further research, it is recommended that other data collection methods such as observations, surveys and group discussions can be employed.

Next, this study investigates the use of TikTok as an English learning tool from the perception of the students only. Educators' perception of using TikTok as an English learning tool might differ from the perception of the students. For further research, it is recommended that educators' perception should be investigated as they are part of the learning process too. The researcher hopes that all this further research could be carried out to improve the quality of English language in the country.

Conclusion

The survey findings indicate that TikTok's targeted users are satisfied with the application. Therefore, the Ministry of Education should consider strengthening ICT infrastructure in schools. This effort would encourage learners to enhance their English language proficiency through TikTok. Educators should begin implementing social media in education through methodically developed lesson plans for the benefit of the students. A teacher must still supervise and direct students' learning, even in a virtual discussion environment where they are left to their own devices. TikTok as a tool for the English language should be the subject of future research in order to determine the extent to which it can enhance the ESL learning process of students.

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