ESL Grammar and TikTok: A Social Media Approach

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Abstract
Engaging ESL students in grammar lessons often poses challenges due to low interest and limited interactive opportunities. This study aims to measure the effectiveness of integrating TikTok into grammar lessons and investigate students' perceptions of using TikTok as a platform for learning grammar. Employing a quasi-experimental design, data were collected from secondary school students using pre-tests, post-tests, and structured questionnaires. The study draws on the Technology Acceptance Model (TAM) to examine perceived usefulness, ease of use, and students' intentions to incorporate TikTok in their learning process. Results reveal that TikTok's engaging and visually dynamic features significantly enhance students' grammar proficiency and classroom engagement. The pre-test and post-test analysis demonstrate improved performance among students who used TikTok, indicating its effectiveness as a supplementary grammar tool. Questionnaires show that students find TikTok accessible, user-friendly, and helpful for reinforcing grammar concepts taught in the classroom. Despite challenges such as digital accessibility and the need for guided usage, TikTok's integration presents a cost-effective, innovative approach to ESL grammar teaching. The findings support its potential as a transformative educational tool, promoting self-directed and student-centered learning. Educators are encouraged to explore TikTok as a resource to modernize and enrich grammar instruction in ESL contexts.
Keywords: English as a Second Language (ESL), English Grammar, Social Media, TikTok, Technology Acceptance Model (TAM)

Introduction
The continuous advancement of technology has significantly transformed the way we communicate, learn, and interact with information. Among these developments, social media has emerged as a dominant force, shaping communication patterns and behaviors globally. In Malaysia, where 86.9% of adolescents own smartphones (Lee et al., 2023), social media

platforms like TikTok have become ubiquitous, offering new opportunities for integrating technology into educational settings, particularly in ESL classrooms.

As a short-video platform, TikTok's versatility spans various types of content—ranging from entertainment to education—making it a potentially powerful tool for teaching grammar in ESL contexts. With this in mind, the Malaysian education system has progressively adapted to these technological shifts, incorporating 21st-century learning frameworks that emphasize multimodality—integrating visual, audio, linguistic, and gestural elements (Philippe et al., 2020). This shift aims to engage students more effectively in the learning process by tapping into their natural affinity for digital media.

The implementation of the Malaysia Education Blueprint (2013-2025) and the use of the Common European Framework of Reference (CEFR) for English language instruction reflect the national commitment to improving English language proficiency. Yet, despite these efforts, many students continue to find grammar a challenging and tedious aspect of language learning (Segaran & Hashim, 2020; Rejeki, 2023). This has driven the need for innovative teaching methods that capture students' attention while effectively conveying complex grammatical rules.

TikTok, as a widely used social media platform, offers a unique opportunity to meet this need. Its short, engaging video format aligns with the learning preferences of Generation Z, who are accustomed to consuming content through audio-visual means (Nicholas, 2020). By leveraging TikTok's features, teachers can present grammar lessons in a way that is both interactive and visually appealing, potentially making the subject more accessible and less daunting for ESL learners.

This study investigates the effectiveness of using TikTok to teach grammar in ESL classrooms, focusing on two key areas: students' learning outcomes and their perceptions of TikTok as an educational tool. The research is framed around three main theoretical models—Constructivism, the Technology Acceptance Model (TAM), and Second Language Acquisition (SLA). These frameworks provide insight into how students interact with TikTok, how it affects their engagement and learning, and how their experiences influence their willingness to adopt this new method.

Through this study, the researcher aims to fill a gap in the existing literature, where studies on the integration of TikTok into formal education, especially in grammar instruction, remain limited. By examining both the pedagogical impact and the perceptions of students, this research will offer valuable insights into the potential for using social media platforms like TikTok to enhance the language learning experience. Ultimately, the findings may serve as a guide for educators and policymakers looking to innovate within the ESL learning environment, ensuring that students are better equipped to meet the demands of an increasingly digital and bilingual world.

Conceptual Framework

The conceptual framework guiding this research comprises three key components: Krashen's Input Hypothesis, Connectivism Learning Theory, and the Technology Acceptance Model (TAM). Each of these frameworks plays a crucial role in understanding how social media, particularly TikTok, can be integrated into ESL grammar lessons.
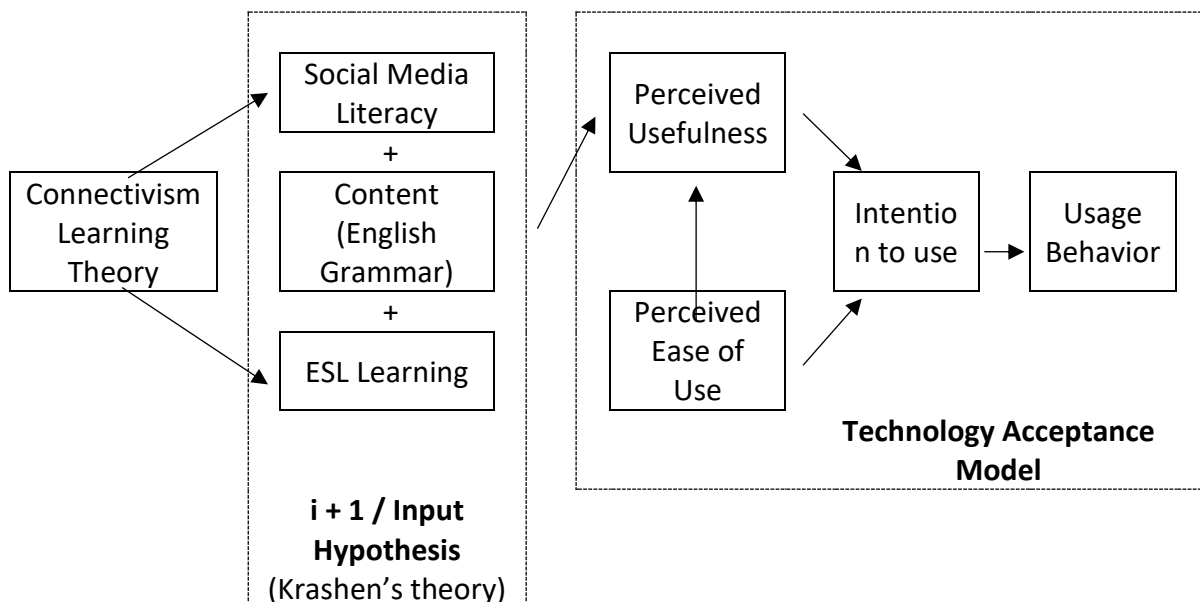

Figure 2.1 Conceptual Framework

Krashen's Input Hypothesis

Krashen's Input Hypothesis, proposed by Stephen D. Krashen, is one of the foundational theories in second language acquisition (SLA). It suggests that language learners acquire new knowledge when exposed to comprehensible input that is just slightly beyond their current proficiency level, denoted as "i + 1." This means that learners are more likely to absorb new information if it builds upon their existing knowledge in a manageable and understandable way.

As Luo (2024) emphasizes, the new input must be comprehensible for learners to focus on and assimilate the information, rather than simply memorizing it. Zheng (2022) further supports this by noting that compelling input is essential; otherwise, the learning experience becomes an obstruction rather than an aid. This theory is applicable to the integration of TikTok in ESL classrooms, as it allows teachers to present new grammar concepts in a way that is comprehensible and engaging for students, thereby fostering meaningful learning experiences.

In the context of this study, ESL learners already possess some foundational knowledge of grammar (denoted as "i"), and TikTok can serve as the medium through which they encounter new and slightly more challenging content (the "+1"). By presenting new grammar topics through short, digestible TikTok videos, teachers can make learning more accessible and engaging, aligning with Krashen's Input Hypothesis.

Connectivism Learning Theory
Connectivism Learning Theory, proposed by George Siemens and Stephen Downes, posits that learning occurs through networks and connections with others. In this digital age, information is not stored in a single individual but rather distributed across various networks and platforms. Learners can access knowledge through these connections, making social media an ideal tool for language acquisition.

Alam (2003) explains that connectivism enhances social media literacy by encouraging students to utilize social media platforms to facilitate learning. This theory underscores the importance of social interaction in acquiring a new language, suggesting that TikTok's interactive nature—allowing users to create, share, and engage with content—can enhance ESL learning. Al Maawali (2022) highlights that the combination of Connectivism Learning Theory with other learning styles encourages self-reflection and deepens learners' understanding of language concepts.

In this study, TikTok's platform serves as a space for learners to engage with peers and educators, allowing them to practice grammar through interactions and shared content. By promoting social connections and collaborative learning, TikTok can contribute to the effectiveness of ESL instruction.

Technology Acceptance Model (TAM)
The Technology Acceptance Model (TAM), developed by Davis and later expanded upon by Venkatesh and Bala, seeks to explain how users come to accept and use new technologies. It is based on two key factors: perceived usefulness (PU) and perceived ease of use (PEOU). These factors influence users' attitudes towards technology and their intention to use it.

In the context of this study, TikTok's perceived usefulness is evaluated based on its ability to attract and engage young learners while simultaneously enhancing their grammar skills. TikTok's ease of use is another critical factor, as it must be practical and easy to integrate into classroom settings. As highlighted by Alfadda and Mahdi (2021), when students perceive a technology as useful and easy to use, their attitudes towards it become more favorable, leading to increased acceptance and usage. Similarly, Liu and Ma (2023) found that students who perceive a technology as beneficial to their learning are more likely to adopt it, even outside of formal educational settings.

For this research, TAM provides a useful framework to assess how well TikTok is received by both teachers and students. The intention to use the platform will be evaluated after classroom implementation, and students' usage behavior will be observed during the lessons.

Past Studies
TikTok in ESL Classroom
The use of TikTok in ESL classrooms is a relatively new phenomenon. While TikTok is popular among young people, research on its application in language education is still emerging. A small-scale study by Herwanto (2022) examined TikTok's use in role-playing speaking activities. The study showed that students could use the app's features without extensive guidance and improved their speaking skills, including vocabulary, pronunciation, and

intonation. However, some students struggled with camera confidence, though this was resolved with practice.

Rajan & Ismail (2022) also explored TikTok's potential, using it as a tool for literature engagement in a secondary school. The study found improvements in students' knowledge acquisition and engagement. A similar study by Anumanthan & Hashim (2022) used TikTok to teach grammar to primary students. The lesson involved students creating simple sentences using verbs on TikTok, and it was met with enthusiasm and positive feedback. However, technical challenges such as video editing issues and unfamiliarity with app updates posed obstacles.

Across all three studies, concerns about mature content and privacy issues surfaced. Students sometimes encountered inappropriate content, and the potential for privacy breaches, such as inadvertently using copyrighted music or sharing personal information, remains a drawback when using TikTok in education.

Social Media in Education
Social media has become an integral part of education across all levels. Barrot (2021) reported a steady rise in research focusing on social media's role in education, with 2,215 publications from 2007 to 2019 on platforms like Facebook, X (Twitter), and YouTube. Despite this growth, comprehensive studies remain limited.

Vandeyar (2020) noted a changing attitude toward social media, with researchers, academics, and educators increasingly recognizing its benefits. Social media's integration in higher education has shown promise, though ambiguous results in some studies pose challenges. Van Den Beemt et al. (2020) emphasized the importance of factors like school culture, teacher development, and curriculum placement to ensure the successful implementation of social media in education.

Integration of Social Media in ESL Learning
The integration of social media into ESL learning has been seen as a valuable tool for enhancing motivation, vocabulary, grammar, and overall language skills. Ariantini (2021) found that social media positively impacted students' language learning by fostering critical thinking and improving motivation. This aligns with 21st-century learning principles as defined by CEFR, which encourages the use of technology in education.

Similarly, Ramzan et al. (2023) highlighted that moderate use of social media can increase students' academic motivation and overall engagement in ESL classrooms. The COVID-19 pandemic further pushed educators to adopt social media platforms such as Facebook, WhatsApp, and Telegram to engage students and teach essential language skills, particularly in speaking. Yong (2021) pointed out that despite the challenges posed by the pandemic, teachers successfully used these platforms to teach ESL skills like pronunciation and vocabulary.

Constructivism Theory in Technology
Constructivism theory posits that learners construct their own knowledge through experiences and personal perspectives. Ahmad et al. (2020) emphasized that the theory

encourages students to use technological tools to access and create information independently. This approach complements 21st-century learning, which promotes self-driven, technology-enhanced education.

Orak and Al-khresheh (2021) stated that the constructivist approach is the most effective way to prepare students for modern educational challenges. During the COVID-19 lockdowns, educators were forced to shift from traditional methods to constructivist approaches, allowing students to engage more with technology. Sasan & Rabillas (2022) supported these findings, asserting that constructivism theory, when paired with multimedia, reduces teacher stress while enhancing student engagement and English proficiency.

Methodology
This study explores TikTok's integration into ESL classrooms to enhance grammar learning and student engagement. Conducted in a government secondary school in Kanowit, Sarawak, it adopts a quantitative, quasi-experimental approach involving pre-tests, post-tests, and questionnaires.

Research Design
The study compared the experimental group, which used TikTok in grammar lessons, to a control group with traditional instruction. Over six weeks, TikTok-based lessons involved students watching, discussing, and creating TikTok videos on grammar topics, guided by their teachers. Lessons followed CEFR-aligned topics taught in morning sessions. The post-test and questionnaires examined the effectiveness of TikTok on learning outcomes and students' perceptions.

Participants
Purposive sampling identified 100 Form 4 students (from one of the secondary schools in Kanowit district Sarawak), with intermediate and below English proficiency. Selected students exhibited diverse linguistic backgrounds, including Malay, Iban, and Mandarin. Two teachers managed ESL classes: one for the experimental group and one for the control group.

Research Instruments
Pre-test & Post-test: To measure grammar proficiency and compare learning outcomes, pre-tests and post-tests are administered to both experimental and control groups. These tests use 20 multiple-choice questions adapted from the SPM CEFR, Part 2, English Paper 1. Teachers guide students in the format to ensure smooth administration. Both tests are conducted in person to maintain fairness.
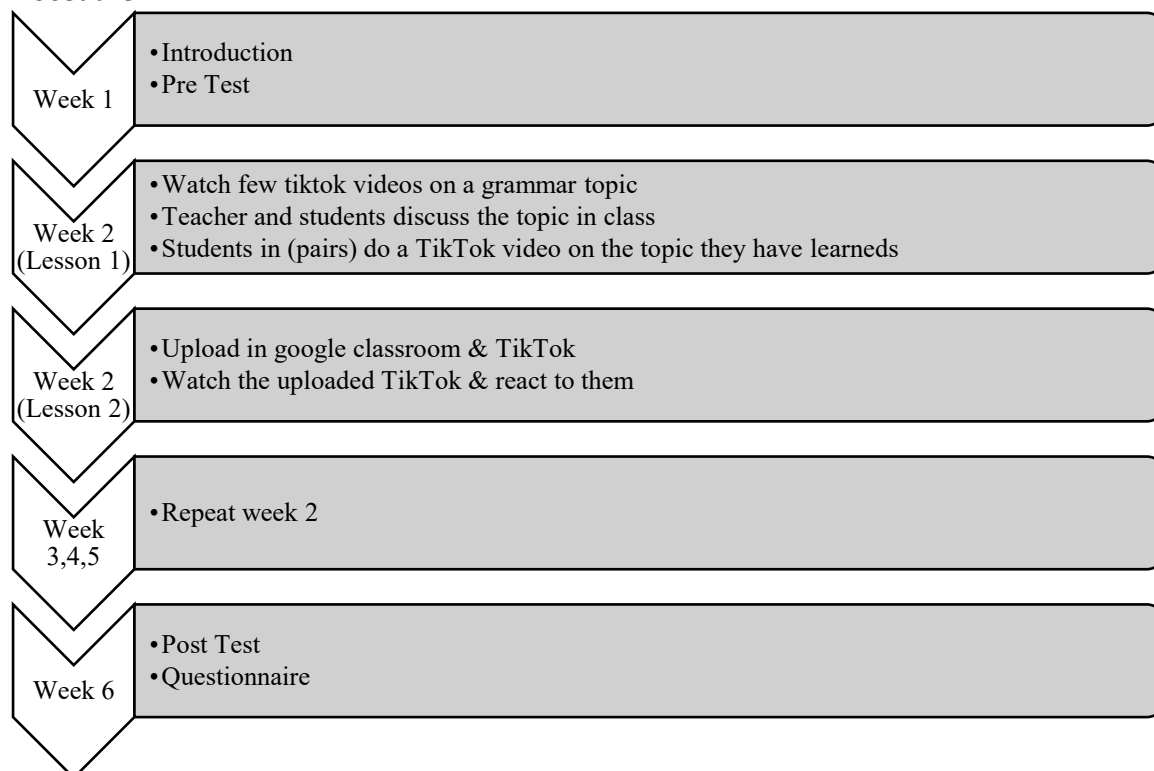
Questionnaire: A structured Google Form questionnaire assesses students' perceptions of using TikTok for grammar lessons, guided by the Technology Acceptance Model (TAM). It has four sections:
  i.   Part I: Demographic details (name, gender, race).
 ii.   Part II: Importance of English and grammar, proficiency level, and classroom experiences.
iii.   Part III: TikTok usage (account ownership, frequency).
iv.   Part IV: Perceptions of TikTok's usefulness and ease of use in learning grammar.
The questionnaire examines demographic influences and grammar learning experiences, aligning with TAM components: "Perceived Usefulness," "Perceived Ease of Use," "Intention

to Use," and "Usage Behavior." It aims to assess the role of TikTok in facilitating grammar learning and its potential for future use.

Procedure

Week 1
- Introduction
- Pre Test

Week 2 (Lesson 1)
- Watch few tiktok videos on a grammar topic
- Teacher and students discuss the topic in class
- Students in (pairs) do a TikTok video on the topic they have learneds

Week 2 (Lesson 2)
- Upload in google classroom & TikTok
- Watch the uploaded TikTok & react to them

Week 3,4,5
- Repeat week 2

Week 6
- Post Test
- Questionnaire

Both groups completed pre-tests in the first week. The experimental group engaged in weekly TikTok-integrated grammar lessons from weeks 2–5. Activities included analyzing grammar-related TikTok videos, creating their own videos, and classroom discussions. The control group received traditional instruction. In week 6, all students took a post-test, and the experimental group completed the questionnaire. Ethical data collection ensured anonymity and compliance with ministry guidelines.

Data Analysis
Quantitative data included pre- and post-test scores analyzed using independent sample t-tests, an inferential statistical method, to evaluate differences between groups. Descriptive statistics summarized questionnaire responses. TikTok engagement data provided additional insights into student interaction.

Validity and Reliability
Triangulation ensured the study's robustness, combining test scores and questionnaire findings. Pre-tests and post-tests used standardized SPM questions for grammar, ensuring validity. Questionnaire reliability, measured by Cronbach's Alpha ($\alpha = 0.986$), indicated strong internal consistency. The survey underwent expert review to maintain alignment with research objectives.

Ethical Considerations
Anonymity of participants and schools was maintained, using pseudonyms for privacy. Permission from relevant authorities ensured ethical compliance throughout the study.

This methodology outlines a systematic framework to evaluate TikTok's effectiveness in enhancing grammar proficiency in ESL contexts while addressing student perceptions and ethical considerations.

Findings
Findings & Results Between Controlled Group and Experimental Group (RQ1)
The comparison of pre-test and post-test results between the controlled and the experimental groups revealed notable differences in performance and improvements rates.

Pre-test Results
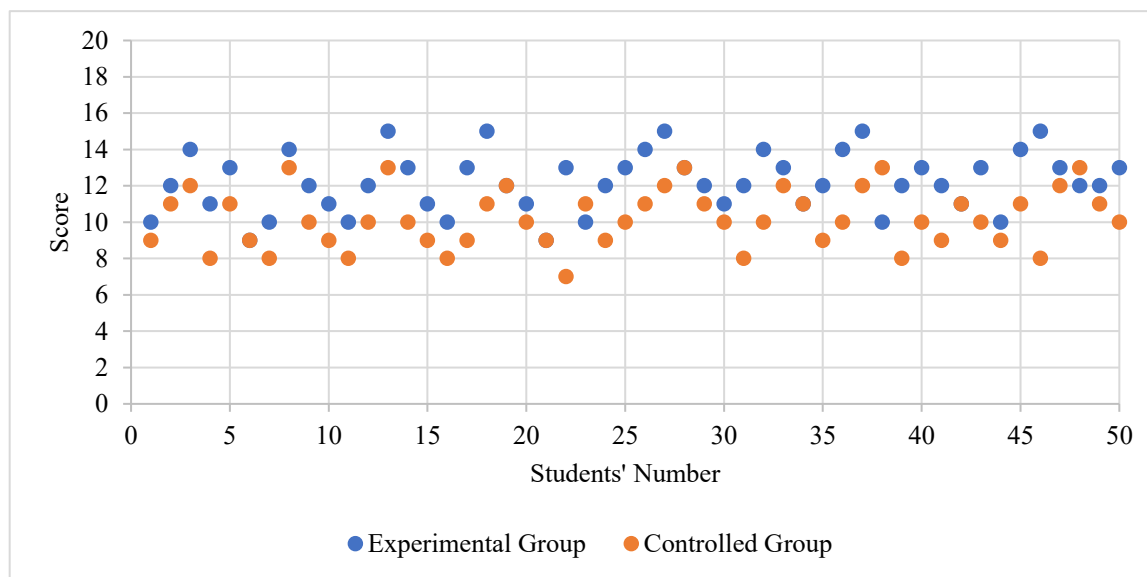
Pre-test Score - Scatter Chart

For the pre-test, the controlled group achieved a mean score of 10.20, which was calculated by dividing the total score of 510 by the 50 students in the group. Meanwhile, the experimental group performed slightly better, with a mean pre-test score of 12.22, calculated from a total score of 611. This higher initial score suggests that the experimental group already had a slight advantage in grammar-related activities before the intervention.

Post-test Results
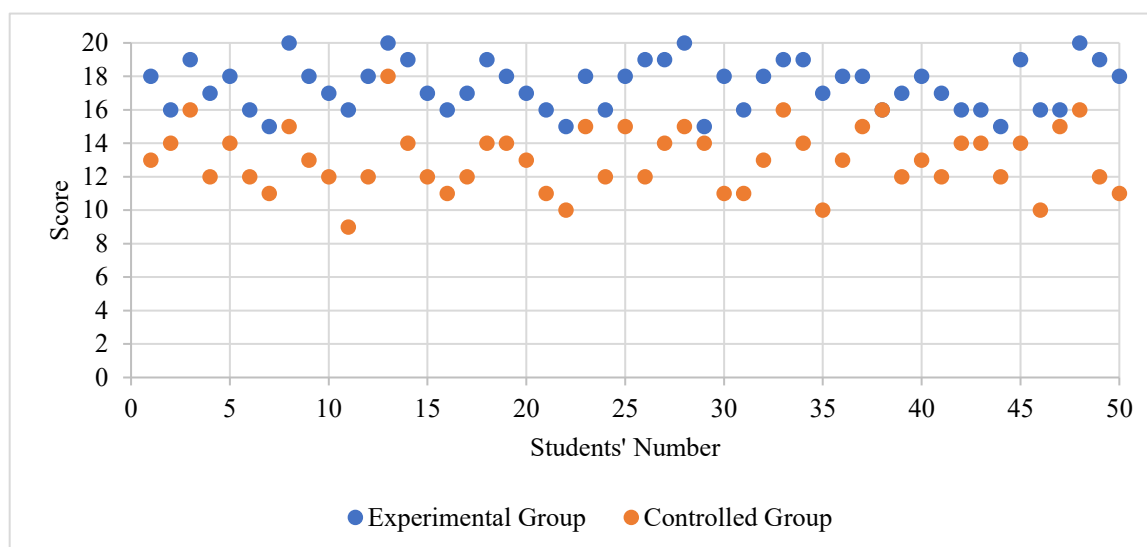
Post-test Score - Scatter Chart

In the post-test, both groups showed improvement, but the experimental group's progress was marked higher. The controlled group recorded a mean score 13.06, obtained by dividing the total post-test score of 653 by 50 students. This reflected improvement of 2.86 points compared to their pre-test results. On the other hand, the experimental group achieved a mean post-test score of 17.46, calculated from a total score 873. Their average improvement was 5.24 points, almost double that of the controlled group. The significant disparity in post-test scores underscores the potential effectiveness of TikTok-based grammar activities in enhancing learning outcomes.

The improvement percentage further highlight the differences between the two groups. The experimental group exhibited a percentage improvement of 42.88%, calculated using the formula $\frac{(post-test\ group\ mean - pre-test\ group\ mean)}{pre-test\ group\ mean} \times 100$. By comparison, the controlled group achieved a lower improvement percentage of 28.04%, derived using the same formula. These figures reveal that the experimental group not only improved more in absolute terms but also demonstrated a significantly higher rate of progress. This indicates that TikTok-based activities were effective in fostering greater engagement, leading to enhanced grammar learning outcomes.

Independent Sample T-Test

Group Statistics

	Group_Class	N	Mean	Std. Deviation	Std. Error Mean
Score_increment	Experimental	50	5.24	1.533	.217
	Controlled	50	2.86	.969	.137

To analyze these results statistically, an independent sample t-test was conducted using IBM SPSS to evaluate the score increments between the two groups. For the experimental group, the mean improvement was 5.24 with a standard deviation of 1.533 and a standard error of 0.217. For the controlled group, the mean improvement was 2.86 with a standard deviation of 0.969 and a standard error of 0.317. The smaller the standard deviation in the controlled

group suggest a more consistent improvement, likely due to uniformity of tradu=itional teaching methods. Conversly, the larger variability in the experimental group reflects the diverse engagement levels and responses to the TikTok-based intervention.

Independent Samples Test

| | | Levene's Test for Equality of Variances | | | |
		F	Sig.	t	df
Score_increment	Equal variances assumed	9.219	.003	9.280	98
	Equal variances not assumed			9.280	82.778

| t-test for Equality of Means | | | | 95% Confidence Interval of the Difference | |
| Significance | | Mean Difference | Std. Error Difference | | |
One-Sided p	Two-Sided p			Lower	Upper
<.001	<.001	2.380	.256	1.871	2.889
<.001	<.001	2.380	.256	1.870	2.890

Levene's test for equality of variances showed $F=9.219$ and $p=0.003$, indicating that the variances between the two groups were significantly different. This required adjusting the t-test to account for unequal variances, ensuring the validity of the results. The adjusted t-test revealed a statistically significant difference between the groups, with $t=9.280$, $df=82.778$ and $p<0.001$. The null hypothesis (H_0) which posited no significant difference in learning outcomes between the controlled and experimental groups, was rejected. Instead, the alternative hypothesis (H_1), suggesting a significance was accepted.

The mean improvement difference of 2.38 points between the experimental and controlled group further demonstrates the efficacy of TikTok-based grammar activities. A 95% confidence interval of (1.870, 2.890) excludes zero, providing additional comformation that the observed difference in outcomes was not due to random variation. This robust result further reinforces the significant impact of the experimental group's intervention.

Independent Samples Effect Sizes

| | | Standardizer[a] | Point Estimate | 95% Confidence Interval | |
				Lower	Upper
Score_increment	Cohen's d	1.282	1.856	1.383	2.323
	Hedges' correction	1.292	1.842	1.372	2.305
	Glass's delta	.969	2.456	1.827	3.074

a. The denominator used in estimating the effect sizes.
Cohen's d uses the pooled standard deviation.
Hedges' correction uses the pooled standard deviation, plus a correction factor.
Glass's delta uses the sample standard deviation of the control (i.e., the second) group.

To assess the magnitude of the intervention's impact, effect sizes were calculated. Among the metrices, particular attention was given to Hedges' correction due to its suitability for

smallersample sizes. Hedges' g value of 1.842 signifies a very large effect size, underscoring the strong impact of TikTok-based activities on learning outcomes. Hedges' correction is better suited for small sample sizes compared to metrics like Cohen's d and Glass's delta because it adjusts for potential biases. The large effect size shown by Hedges' correction clearly demonstrates that TikTok-based activities had a strong and significant impact on improving grammar skills.

Findings & Results of Questionnaire (RQ2)

Research question 2 focuses on the perceptions of ESL students towards using TikTok for grammar activities. After completing the treatment, the experimental group completed questionnaires about their experiences with TikTok and its role in learning English grammar. The results are divided into parts based on the sections of the questionnaire. Part I covers the basic information and profiles of the students. However, this data is not included in the discussion since RQ2 aims to explore students' perceptions of TikTok in grammar learning. Demographic data, such as gender or background, does not directly contribute to the research question and is therefore irrelevant for analysis. Excluding this data allows the focus to remain on more critical aspect, such as students' opinions, TikTok usage, and perceptions, avoiding distractions from the main findings. The data from Parts II, III, and IV will be discussed in the following sections.
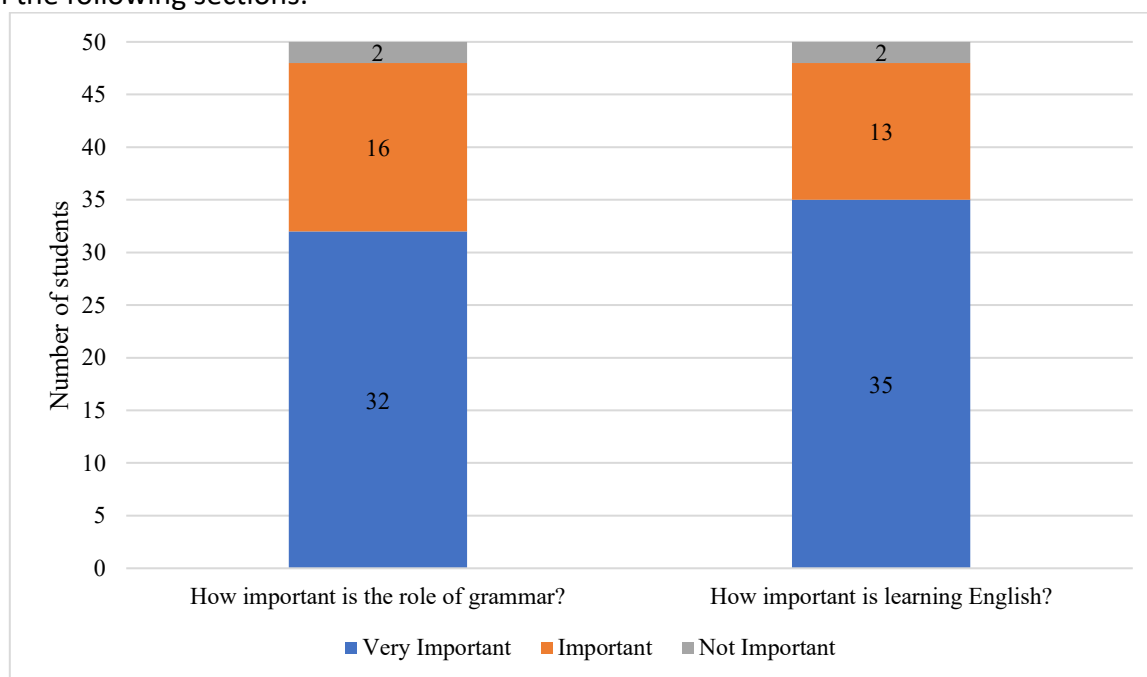

Part II of the questionnaire assesses students' opinions on grammar learning experience in the classroom. The findings, shown in a stacked bar chart, indicate a strong recognition of the importance of both grammar and English learning. In response to the question "How important is the role of grammar?" 32 students chosen "very important," 16 selected "important," and only 2 chose not important. For the question, "How important is learning English?" 35 students rated it as "very important," 13 said "important," and 2 answered "not important." These results demonstrated that students in the experimental group recognize the essential role of grammar and English in language acquisition. Grammar, although slightly less prioritized than learning English, remains a ley aspect of language skills development.
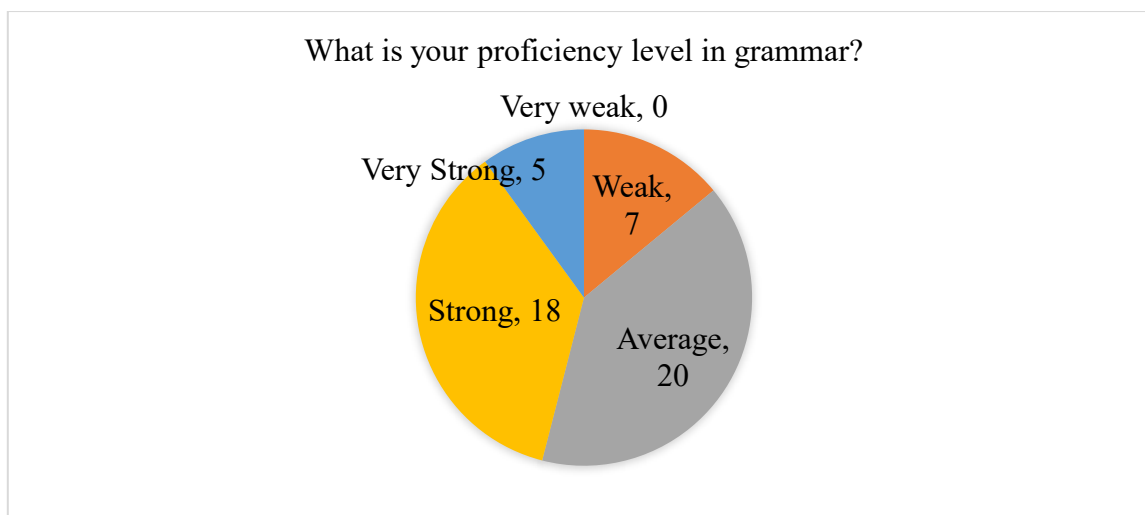
The pie chart displays students' self-assessed grammar proficiency. Most participants (20 students) rated themselves as "average," while 18 claimed to be "strong," and 7 described themselves as "weak." Notably, 5 students assessed their grammar as "very strong," and no students selected "very weak." This suggests that the majority have a foundational grasp of grammar, with nearly half showing confidence in their abilities.
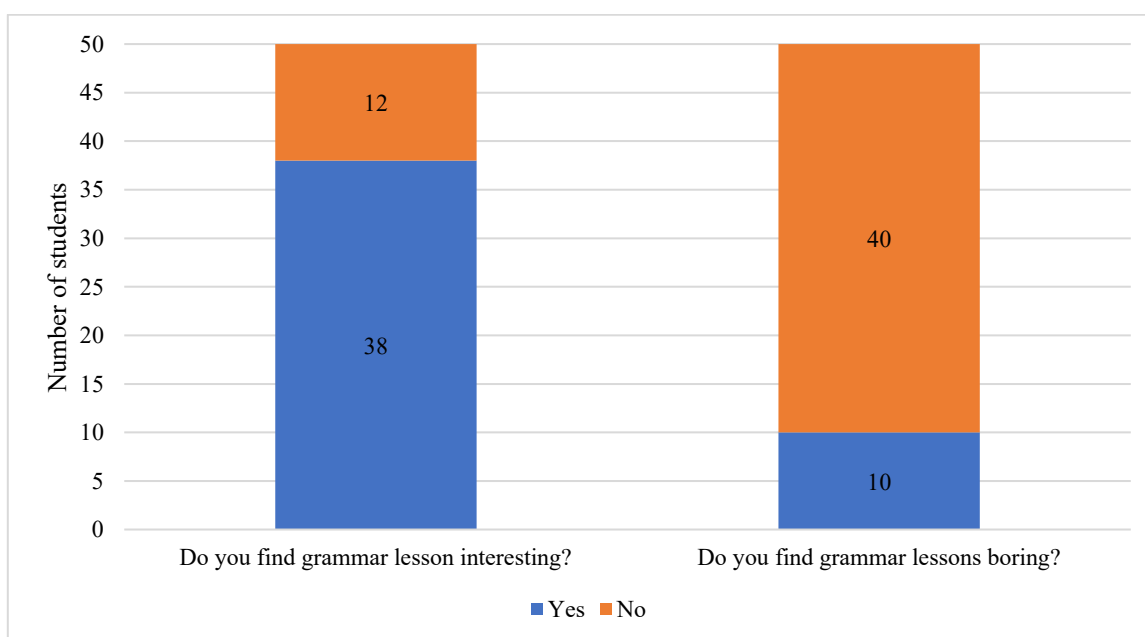
The bar chart, which illustrate students' views on interest and boredom levels of grammar lessons, shows that most students find grammar lessons engaging. In response to "Do you find grammar lessons interesting?" 38 students answered "Yes" and 12 answered "No." Similarly, in response to "Do you find grammar lessons boring?" 40 students sain "No" and 10 said "Yes." Only 2 students felt indifferent. Overall, these results suggest that the experimental group has a positive attitude towards learning grammar.

Do you have a tiktok account? & How many days a week do you use tiktok?
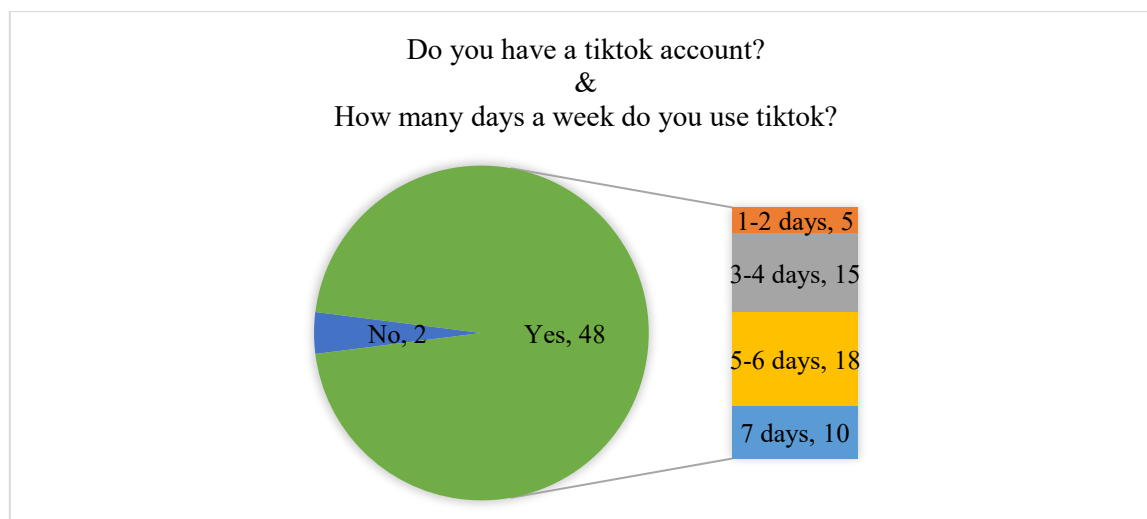
Part III reveals TikTok usage among the students. A large majority (48 out of 50 students) reported having TikTok account, with only 2 students stating that they did not. Regarding weekly usage, 10 students used the app daily, 18 used it 5 to 6 days per week, 15 used it 3 to 4 days, and 5 used it 1 to 2 days. The results show that most students use TikTok frequently, providing a strong base for evaluating its potential as a tool for grammar activities.
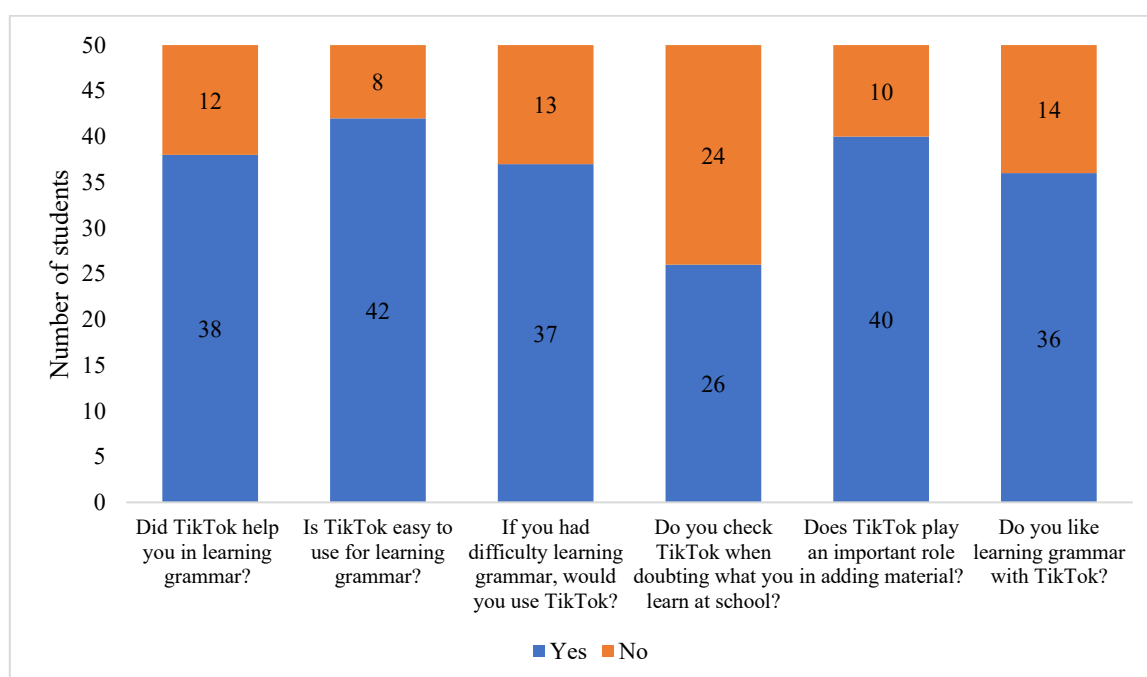
Part IV examines students' perceptions of TikTok as a platform for learning grammar. The stacked bar chart shows that overall responses were mostly positive. When asked if TikTok helped with learning grammar, 38 students agreed, while 12 disagreed. This suggests that a majority of students found TikTok to be an effective learning tool. Reading ease of use, 42 students affirmed that TikTok was user-friendly for learning grammar, while 8 disagreed. This indicates that the simplicity of TikTok, with its short videos and personalised content, is viewed favourably for educational purposes.

When asked if they would turn to TikTok if they had difficulty with grammar, 37 students said yes, while 13 disagreed. This shows that many students see TikTok as a helpful resource for addressing learning challenges. The question "Do you check TikTok when

doubting what you learn at school?" revealed a divided response, with 52% agreeing they use TikTok to clarify doubts, while 48% disagreed. This may suggest that some students view TikTok as a supplement to classroom learning, though others may not entirely trust it for reinforcing school lessons.

Finally, students were asked whether TikTok added learning materials and whether they enjoyed learning grammar through TikTok. Most students responded positively: 40 students agreed that TikTok added useful learning materials, and 36 students enjoyed learning grammar through it. A smaller number (10 and 14 students, respectively) disagreed. These responses highlight the dual role of TikTok as both an educational tool and an enjoyable learning platform, suggesting its appeal to younger learners.

Discussion
Influence of TikTok in Improving Grammar Competence
The findings indicate that TikTok significantly enhances students' grammar competence in ESL classrooms. Students' ability to grasp and utilise grammatical structures improved through TikTok activities. This aligns with the study by Anumanthan and Hashim (2002), which demonstrated TikTok's potential for teaching primary school grammar. The students's positive feedback in this study echoes these findings, showing that TikTok motivates learners to explore grammar through real-life applications, thereby improving retention and competence. The constructivist approach outlined by Ahmad et al. (2020) parallels these results, emphasizing self-driven learning via interactive platforms like TikTok. Similarly, Orak and Al-Khresheh (2021) highlighted TikTok as an effective tool during the pandemic, where educators adopted constructivist teaching practices.

Consistent with Krashen's Input Hypothesis, TikTok serves as a source of comprehensible input by presenting grammar within contextually rich, visually engaging videos. For instance, grammar challenges requiring students to create sentences or enact scripts in specific tenses demonstrate how TikTok offers accessible grammar learning. Hien's (2021) comparison of the Grammar-Translation Method (GTM) and Communicative Language Teaching (CLT) also supports this notion, asserting that contextualized and interactive approaches boost grammar proficiency. Unlike GTM's isolation of grammar rules, TikTok contextualizes grammar in real-life scenarios, facilitating practical application over rote memorization.

Furthermore, studies such as Arianti (2021) and Ramzan et al. (2023) underline the broader impact of social media in enhancing language proficiency, critical thinking, and motivation—a validation echoed in Rajan and Ismail's (2022) findings about TikTok's role in literature learning. This study reinforces such outcomes, illustrating how TikTok fosters an engaging, positive learning environment for grammar teaching. Additionally, parallels with Herwanto's (2022) study suggest that TikTok reduces uncertainty in applying grammatical rules while increasing confidence. Nevertheless, challenges, including students' hesitance to record themselves, must be considered.

Students' Perceptions Towards Using TikTok
Student perceptions of grammar learning have been analyzed under three categories: the importance of English and grammar, lesson engagement, and self-assessed proficiency. Most

students viewed English and grammar as equally important, consistent with Al-Khresheh and Orak's (2021) observation of grammar's pivotal role in English proficiency. Similarly, students found grammar lessons interesting, reflecting Phurawat and Boonchukusol's (2020) emphasis on contextual teaching for engagement. However, this contrasts with Rejeki's (2023) findings, where grammar lessons were perceived as boring.

When assessing their proficiency, most students rated themselves as average, with fewer considering themselves proficient. This self-perception might stem from confidence rather than actual ability. Hien's (2021) insights suggest that while grammar-focused methods improve proficiency, additional communicative activities are crucial for comprehensive skill development, supporting balanced confidence and competence in grammar application.

Data from the study highlights TikTok's widespread usage, with nearly all students owning accounts and engaging with the platform daily. Barrot (2021) reported similar trends, identifying TikTok as a rapidly growing platform in educational contexts. Vandeyar (2020) noted the growing recognition of social media for education, underscoring its utility beyond mere entertainment. However, challenges such as inconsistent classroom integration noted by Van Den Beemt et al. (2020) suggest the need for structured approaches to leverage TikTok effectively.

A large majority of students found TikTok easy to use and beneficial for overcoming grammar difficulties, resonating with Ariantini's (2021) findings on social media's role in simplifying language learning. Most participants affirmed TikTok's utility in enhancing engagement and performance, similar to Ramzan et al.'s (2023) results. The platform's ability to complement classroom instruction through interactive, visual content aligns with Rajan and Ismail's (2022) observations. However, only half of the students revisited TikTok for clarifications, highlighting potential overreliance on the platform without proper guidance. Yong (2021) suggested that while supplementary learning tools are effective, they can lead to misinformation if not monitored. Overall, students' enjoyment of TikTok grammar activities mirrors Sasan and Rabillas's (2022) findings that multimedia tools enhance engagement and reduce educator stress.

Practical Implication
TikTok emerges as a cost-effective, widely available resource for ESL teaching, requiring minimal training for integration. Students' familiarity with TikTok allows teachers to incorporate it seamlessly into lessons, fostering engagement and creativity. This practical shift addresses challenges in traditional grammar instruction, moving from repetitive drills to interactive, multimedia-based activities. Similar to findings from Rajendran and Yunus (2021), this study shows that TikTok improves participation and transforms grammar into a fun and effective learning experience. Minor challenges, such as inconsistent internet access, privacy concerns, and varied technical skills among students, must be addressed. Ensuring equitable digital access and developing policies for safe TikTok use is essential. Technical training sessions could also support students in fully utilizing the platform for educational purposes.

Pedagogical Implication
The integration of TikTok reflects a paradigm shift toward student-centered, technology-driven teaching aligned with constructivist and 21st-century learning principles. TikTok caters

to diverse learning preferences, enabling visual, auditory, and kinesthetic learners to engage through video creation, skits, or role-playing activities. Such methods facilitate comprehension and application of grammar concepts in real-world contexts, as demonstrated by Herwanto (2022).

TikTok also enhances authentic learning by connecting grammar lessons to everyday life. For instance, teaching past tenses through video activities allows students to contextualize grammar within practical scenarios, promoting deeper understanding. Additionally, the platform fosters digital literacy, equipping students with skills to navigate, evaluate, and create digital content—essential for their future academic and career pursuits.

From teachers' perspectives, the study highlights the importance of digital pedagogy training. Educators must experiment with modern tools like TikTok and attend workshops to ensure effective implementation. Professional learning communities (PLCs) can further support teachers in leveraging such platforms while maintaining classroom management

Recommendation for Future Research
Future studies should expand sample sizes and include diverse geographical locations for greater reliability. Extended durations and varied test formats would provide deeper insights into TikTok's impact. Exploring additional TikTok features, such as "duet" or captions, could broaden its application beyond grammar to include skills like listening and pronunciation. These innovations could enhance comprehensive language learning and address existing gaps in research.

Conclusion
This study validates TikTok's role in enhancing grammar instruction within ESL classrooms, supporting existing theories like Krashen's Input Hypothesis and Vygotsky's Social Constructivism. TikTok's interactive, visually engaging content provides accessible grammar learning while fostering collaboration and self-directed study. From a practical perspective, the platform offers an innovative, cost-effective approach to transform traditional grammar lessons into enjoyable activities, thereby improving engagement and comprehension. Although challenges such as digital accessibility and guidance need to be addressed, TikTok's integration marks a significant shift toward student-centered, technology-enhanced learning. With proper training for educators and strategic classroom integration, TikTok holds great promise for modernizing ESL education.

This study expands the understanding of social media's role in education by illustrating how TikTok can serve as a bridge between formal grammar instruction and students' digital learning preferences. While much research has explored traditional and digital grammar teaching methods separately, this study highlights how a short-form video platform can blend both approaches, making grammar more accessible and contextually relevant. Additionally, it provides practical recommendations for integrating TikTiok videos into lesson plans, emphasizing the importance of scaffolding as well as teacher facilitation. Both are needed to maximize learning outcomes. These findings can inform future research on technology-enhanced pedagogy and guide educators in refining digital teaching strategies for language acquisition.

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