The Effectiveness of TikTok as a Media for Enhancing English Speaking Skills: A Systematic Literature Review

Enggal Rininggayuh[1], Intan Ayu Septika Dewi[2], Laely Ngaenatul Wardah Isnaeni[3]
[1,2,3]Faculty of Teacher Training and Education,
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182

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ABSTRACT

In a globalized era, the transformative impact of technology on language education, particularly through platforms like TikTok, has become increasingly significant. This systematic literature review aims to assess the effectiveness of TikTok as a medium for enhancing English speaking skills. Acknowledging the paradigm shift caused by digital communication tools, especially social media, this review addresses the existing gap in comprehensive research on TikTok's efficacy as an educational tool in the context of English language instruction. Driven by the increasing commonness of TikTok in daily communication and its potential for creating dynamic and interactive learning environments, this study critically examines the impact of TikTok on the development of students' language skills and proficiency. The study adopts a critical viewpoint to evaluate innovative approaches utilizing technology in language education, highlighting TikTok's effectiveness in English speaking skills. The findings aim to critically contribute valuable insights for educators, curriculum developers, and policymakers, challenging assumptions and providing nuanced perspectives on the implications of incorporating TikTok into English language education.

Corresponding Author:
Enggal Rininggayuh
Universitas Muhammadiyah Purwokerto
Jl. KH. Ahmad Dahlan, Dukuhwaluh, Kembaran, Banyumas, Jawa Tengah 53182
Email: enggalrini90@gmail.com

1. INTRODUCTION

In an era dominated by digital communication, the integration of technology has not only become inevitable but has also reshaped traditional teaching methodologies (Singh, 2021). Technology advancements that create a wide range of digital learning materials have a significant impact on education because they enable teachers to engage with students and share knowledge with them (Umah & Anggraini, 2022). Moreover, Technology's essential role in shaping pedagogical approaches is evident, prompting a critical examination of its applications in language education (Haleem et al., 2022). Utilization of social media has increased dramatically in the last 10 years (Benson & Morgan, 2013; Evans, 2014; Tuten & Marks, 2012). Social media is becoming an essential aspect of our lives and is still growing quickly. Notably, social media, with its vibrant impact on English language learning, demands careful scrutiny due to its widespread use among students (Tan & Amiel, 2022). Among these digital tools, TikTok, a popular short-form video platform, has emerged as a prevalent medium for communication and expression (Abdullah et al., 2023). In a similar vein, TikTok has gained widespread popularity

because to its micro-video feature. Micro-video distinguishes itself from YouTube by featuring short films (Al-Maroof et al., 2021).

Communication benefits greatly from the skill of speaking, which is widely applicable (Maulana et al., 2018). Speaking, in particular, provides additional information to individuals, facilitating a more natural and spontaneous way of learning English. Therefore, this systematic literature review attempts to examine the potential of TikTok as a medium for enhancing the English speaking competence. As we navigate the complexities of contemporary education, it is essential to critically assess innovative approaches that leverage technology to engage and empower learners. An analysis of the influence of social media on contemporary learners demonstrates a predilection for succinct information that incorporates interactive and captivating features, such as videos, animations, and memes (Chuah & Ch'ng, 2023; Seau & Azman, 2021; Zakhro, 2021).

Although TikTok is widely used by young people, there is a significant lack of thorough study that examines its effectiveness as an educational tool, specifically in the context of teaching English language (Hu & Du, 2022). This review seeks to thoroughly evaluate the influence of TikTok on the instruction and acquisition of the English language, highlighting both its advantages and constraints in educational environments. This study aims to analyse existing literature to gain a detailed understanding of how effective TikTok is in helping people learn a language. It seeks to challenge assumptions and provide a deeper understanding of the complexities involved in incorporating TikTok into English language education. The objective of this study is to ascertain the efficacy of TikTok in aiding language learners to improve their pronunciation abilities (Mauludi, 2023).

Research questions:

1.1 What does the existing literature reveal about the use of TikTok as media for enhancing English speaking skills?

1.2 What are the specific strengths of using TikTok in facilitating English speaking skills in the context of English instruction?

1.3 What are the limitations or challenges associated with using TikTok as media for English speaking skills?

2.   LITERATURE REVIEW

The teaching-learning process cannot occur without learning media, or at the very least, it needs medium in order to communicate the teaching materials (Puspitarini & Hanif, 2019). Teaching media is a resource that educators may utilise to disseminate information and foster students' engagement, concentration, and emotions during learning tasks, with the aim of achieving educational goals (Andriani, 2022). The media has developed into a knowledge repository and tool for lifelong learning. Technology advancements that create a wide range of digital learning materials have a significant impact on education because they enable teachers to engage with students and share knowledge with them (Umah & Anggraini, 2022). With the progress of technology, educators have the ability to utilise various online platforms to enhance the learning experience. Hence, to influence students' motivation to study, it is necessary to provide novel adaptations in the utilisation of engaging and efficacious educational tools (Zaitun et al., 2021).

As proposed by Vaessen et al. (2017), educators often feel compelled to explore the pedagogical possibilities of social media due to its significant impact on the lives of today's kids. Furthermore, Syah et al. (2020) argue that the substantial involvement of Generation Z in social media activities should be regarded as an opportunity for educational interaction The incorporation of character education-based educational content is not limited to traditional approaches that resonate with Generation Z but extends throughout the entire learning process, encompassing various educational media.

According to Sharma (2019), social networking platforms can enhance the motivation and linguistic skills of English as a Foreign linguistic (EFL) students. It can serve as a tool for acquiring language skills and has several educational applications. There is no doubt that the advancement of information and technology significantly influences the teaching and learning process. Considering the anticipated influence of educational technology on the improvement of English language skills, the contribution of social media to education is crucial (Haleem et al., 2022).

One of the most popular social networking sites is TikTok (Sharabati et al., 2022). TikTok is a relatively current social media. It was launched in September 2016 by the Chinese startup company ByteDance. It features a selection of user-generated short-form movies ranging in length from 15 seconds to 10 minutes, including comedy, dancing, pranks, tricks, and entertainment (Utami, 2022). It offers a variety of features and content. In addition to being a fun way to make videos, TikTok's application may also be utilized as a tool for educational purposes. TikTok in particular, due to its current popularity, emerges as a very interesting tool to be used in the classroom (Yélamos-Guerra et al., 2022).

The rise of TikTok in contemporary times, alongside the pervasive influence of social media, has instigated profound transformations in society at large, with discernible ripple effects extending into the realm of education (Feldkamp, 2021). In the current landscape, social media has transcended mere functionality to become an integral facet of daily existence, encapsulating a lifestyle that is embraced by an ever-expanding demographic.

The global nature of these platforms indicates a notable surge in their usage, reflecting a rising trend that has infiltrated diverse aspects of human interaction and communication.

This societal shift, characterized by the popularity of social media, is not only indicative of evolving cultural norms but also holds significant implications for educational paradigms (Schrader, 2015). The educational sphere, once insulated from the pervasive influence of digital platforms, is now witnessing an unprecedented integration of social media into pedagogical practices. As the utilization of social media continues to ascend, it prompts a reevaluation of traditional educational approaches and necessitates the incorporation of innovative methodologies to align with the evolving needs and preferences of a technologically immersed generation. According to Rasyid et al. (2023), the authors argue that the rise of TikTok and other social media platforms has led to substantial changes in society as a whole, and specifically in the field of education.

Nowadays the use of social media has become a lifestyle and is thus more widely and increasingly used (Özkent, 2022). As a social media platform, TikTok provides effective learning opportunities to help the teaching and learning process. It is an interactive learning platform that has helped students understand and accept the material that teachers have provided. Zaitun et al. (2021), provide an explanation of TikTok as a social networking software for English language learners that may be utilized for generating and disseminating videos of various kinds, including news, entertainment, and instructional materials.

English's importance for Indonesia is well recognised, mostly due to its status as an international or global language (Kaharuddin, 2020). Not only is it a foreign language taught in Indonesian schools, but it is also taught as a second language. For Indonesian students, learning English is essential since it gives them a competitive advantage in the increasingly globalized world of today. This statement emphasizes the widespread acknowledgment that English holds important roles in the context of Indonesia. The capability to communicate in English is deemed crucial for students today, given its substantial benefits and impact across various aspects of life, particularly in the realm of education.

Acquiring proficiency in the four language skills of hearing, speaking, reading, and writing is an essential component of English language acquisition. Recognise the paramount importance of communication in the contemporary society. In contemporary times, it is imperative for students to possess the ability to communicate proficiently in the English language due to its myriad advantages and profound impact on all aspects of life, with a particular emphasis on education (Jon et al., 2022). According to Hakim & Suniar (2019), oral communication is considered a fundamental skill taught in schools, particularly in Indonesian senior high schools. Students should possess the capability to utilise language functions within the classroom setting in order to effectively communicate their thoughts and feelings, as well as to comply with basic instructions and comprehend provided information. Usually, it is employed for the purpose of providing instructions, enquiring and responding to queries, introducing oneself, extending invitations, expressing agreement or disagreement, and offering praise and congratulations to others. Students should possess the capacity to utilise their linguistic skills in informal dialogues. Consequently, it is important for students to cultivate their oral communication skills

In correlation with English skills, speaking is regarded as one of the key components of learning English (Leong & Ahmadi, 2017). Speaking is basic oral communication. Speaking involves creating words and sentences with distinct sounds as well as expressing diverse meanings through intonation, stress, and pitch changes (Harmer, 2015). Acquiring proficiency in verbal communication is the utmost essential component of the learning process. Proficiency in communication is crucial for successful studying. The core of effective speaking is in producing language that is comprehensible to the audience. Brown & Yule (1983), assert Speaking is the primary skill by which pupils will be assessed in real-life situations. An individual's aptitude for expressing themselves with clarity and brevity is generally the foundation upon which their initial impression is formed, as verbal communication is an essential element of everyday interaction.

Effective communication plays a crucial part in the acquisition and instruction of a second language (Eisenchlas, 2009). Despite its importance, the teaching of speaking skills has been neglected for a long time. English language educators have consistently seen teaching speaking as a process that involves repetitious exercises or the memorisation of pre-written conversations (Pratama & Awaliyah, 2015). Speaking is the act of constructing and exchanging significance by employing both verbal and non-verbal symbols across different situations (Chaney & Burk, 1998). The standard for determining someone's capacity for successful communication has always been their ability to talk.

Several meanings of the term "speaking" have been proposed by language learning scholars (John & Yunus, 2021). Moreover H. D. Brown (2004), The speaking performance is categorised into five levels: imitative, intense, responsive, interactive, and extended. Imitation speaking refers to the capacity to replicate or echo a word, phrase, or even a speech. Intensive speaking involves more than just imitating others. It includes any speaking activity that aims to improve pronunciation and grammar in a language. Respondent speaking refers to communication at the relatively low level of a brief chat, polite salutations and small talk, straightforward requests and comments, and similar interactions. Speaking interactively is a complex engagement that occasionally

involves several participants and/or exchanges. Speaking aloud includes sharing stories, delivering speeches, and presenting information orally.

Speaking is one of the hardest parts of language learning (Leong & Ahmadi, 2017). Verbal self-expression can provide a significant challenge for several individuals who are learning a new language. According to McLaren et al. (2005), one of the most challenging abilities for language learners is speaking. Generally in speaking, students struggle to successfully communicate in another language. They either run into psychological roadblocks or run out of appropriate phrases and expressions, which causes them to stop communicating. In addition, many are too timid and terrified to participate in the discussion.

Speaking is one of the key macro skills in English that both instructors and students must focus on improving. Students must strive to develop and improve their fluency and accuracy in order to provide an effective speech (Sosas, 2021). Utilising technology, such as social media, as an educational platform is a method to provide students more chances to enhance their spoken communication skills (Haleem et al., 2022). Therefore, it is important for English teachers to motivate students to engage in oral communication by providing captivating multimedia resources and interactive language activities in the classroom. Additionally, they should create many chances for students to actively practise speaking.

Regarding educational media, it needs to change with the times to accommodate current trends and popular applications like TikTok. Since its creation in 2017, TikTok has amassed users from over 150 countries, making it the social media app with the fastest rate of growth (Y. Rahmawati & Anwar, 2022). It is a social networking platform where users may submit movies and edit them with different tools to make them exactly as they want. The presence of learning resources naturally plays a crucial part in the process of introducing or transferring knowledge.

Additionally, learning media can make abstract concepts more concrete and complex, which speeds up comprehension and makes interpretation easier. Xiuwen & Razali (2021), state that TikTok is a tool that can be used for language assessment. Teachers can evaluate their students' learning outcomes by using the TikTok. Furthermore, as a means of advancing their communicative language acquisition, teachers might utilize the TikTok to support their students' speaking abilities. Additionally, a mobile phone can be used to get into the application of TikTok (Zaitun et al., 2021). Consequently, the majority of educational institutions employ technology, including social media and online platforms, to facilitate online learning. This ensures that students have uninterrupted access to knowledge and may retrieve it at their convenience.

The TikTok application, in principle, allows its users independence. The purpose of the video is communication, which enables individuals to capture their happy lives and express themselves (Hallin & Mancini, 2011). TikTok is a platform that offers a variety of video content. Therefore, students will find that using TikTok as a social media platform is a great way to learn, particularly to improve speaking competence. Any language-related material and skill can be repeatedly taught to students. Users on TikTok have the ability to showcase their creativity and innovation. TikTok offers a plethora of capabilities, including duet, sharing, and video challenges with users worldwide (Cervi & Divon, 2023). Due to the large number of creators that produce English-language content, students can learn English using TikTok. It is because they can learn by playing, anyone can watch the video and learn and comprehend English.

The TikTok application facilitates the acquisition of knowledge for instructors and students, while also fostering a sense of joy in the learning process by providing novel experiences in English education through unusual means. The study's findings clearly demonstrate that utilising the TikTok application for English language learning is highly engaging and successful in enhancing students' speaking confidence. This is evidenced by a significant and remarkable improvement in students' scores (Zaitun et al., 2021).

One of the responsibilities of educators or teachers is to establish a conducive learning environment that inspires students to consistently study properly and with enthusiasm (Umah & Anggraini, 2022). An ideal learning achievement will be positively influenced by a conducive learning environment. Consequently, educators or teachers must possess the ability to choose the appropriate learning materials.

To investigate the research issues in this study, a meticulously designed methodology was employed to evaluate the strengths, limits, and overall efficacy of TikTok as a platform for learning the English language. This study employed a critical review methodology, encompassing a rigorous search and selection process to identify relevant literature. To identify relevant studies and gather a diverse range of perspectives on the topic, this study conducted literature search, quality assessment to evaluate the reliability and validity of the selected studies, and to determine the strength of evidence that the selected studies meet. This study employed data synthesis to analyse and amalgamate the findings from separate investigations in order to derive broad conclusions or trends. This study followed the steps and methodology of Khan et al. (2003).
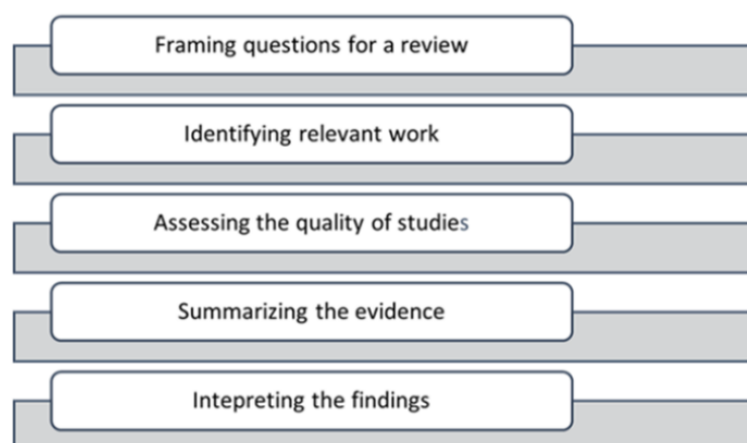
Figure 1. Phases of Systematic Literature Review, Khan et al. (2003)

3. DISCUSSION

3.1 The existing literature reveals about the use of TikTok as media for enhancing English Speaking skills

The study aims to thoroughly evaluate how TikTok influences the teaching and learning of English, examining its strengths and limitations in educational environments. Through a systematic review of existing literature, the research intends to offer nuanced perspectives on the efficacy of TikTok in language acquisition. This study involves questioning assumptions and promoting a more profound comprehension of the challenges associated with incorporating TikTok into the paradigm of English language education.

In order to address the initial research inquiry on the effectiveness of TikTok in improving English speaking abilities, this study undertakes a rigorous evaluation to analyse the credibility and accuracy of the relevant literature. Nearly all pertinent reviewed studies indicate that TikTok could be utilized as a medium to improve speaking skills (Zaitun et al., 2021). An extensive analysis of the majority of pertinent studies indicates a continuous pattern indicating the potential of TikTok as a tool for enhancing speaking abilities. The cumulative results of these investigations consistently support the effectiveness of TikTok in improving spoken language skills.

However, our analysis of many reviewed studies revealed certain limitations related to the use of TikTok as a tool to improve speaking abilities. Multiple publications have identified these limitations, highlighting the important factors that should be taken into account when integrating TikTok into projects aimed at developing speaking skills.

3.2 The specific strengths of using TikTok in facilitating English speaking skill

Primarily, a key theme evident in the data is the bridging role that TikTok plays between social media and the classroom. The data illustrates a distinct link between social media and its effective integration into engaging pedagogical methods. Students expressed enthusiasm about the prospect of seamlessly combining social media and educational settings (Panke et al., 2016). Its emphasis on user-generated content encourages active participation. Students become creators, practicing their English through humorous skits, catchy dialogues, or educational explainers. They can duet with native speakers, mimic pronunciation tips, or even participate in challenges that test their fluency. This interactive loop fosters confidence, self-expression, and a sense of community around language learning (Solomon, 2021).

The students generally convey favorable sentiments toward English content when exposed to TikTok videos in the classroom, which leads to an enhancement in their vocabulary. Likewise, other learners also exhibit positive attitudes towards the corporation of TikTok, considering it a valuable asset in their educational environment. It underscores the substantial and positive impact of TikTok on the engagement levels of the students in their classes. Additionally, this phenomenon is linked closely to the collaborative learning approach facilitated by TikTok duet challenge feature, where students actively participate, collaborate, and mutually support each other's learning endeavors (Baffone, 2021).

Furthermore, the use of TikTok enhanced students' eagerness and exerted a significant impact on their acquisition of English, particularly in the realm of English speaking proficiency (Ferstephanie & Pratiwi, 2022). Leveraging social media platforms with concise video content can aid students in enhancing their speaking proficiency. These are achieved by disseminating popular topics shared by native educators (Maulana et al., 2018).

Furthermore, the TikTok application has positive impacts on improving students' motivation in speaking, as evidenced by their enhanced performance in successive tests. Tiktok fosters a sense of happiness and enjoyment in acquiring language skills through TikTok, highlighting its interactive and communicative nature (Dillon, 2020).

Utilizing TikTok allows learners to not only expose themselves to various sounds but also enhance their abilities in speaking and writing (Xiuwen & Razali, 2021). The interactive nature of TikTok is particularly effective, as indicated by a significant increase in the students' positive attitudes and skills which are displayed by students during formative assessments. The use of TikTok as a novel approach promotes and inspires active oral learning while also enhancing and reinforcing speaking proficiency (Novitasari, 2023).

TikTok thrives on short, digestible videos, perfectly aligning with modern attention spans (Fitria, 2023). These concise bursts of information make learning feel less daunting and more manageable, especially for visually oriented learners. Imagine vibrant snippets demonstrating pronunciation techniques, showcasing everyday English conversations, or offering creative ways to practice grammar. In the blink of an eye, students absorb valuable knowledge without feeling overwhelmed. By leveraging bite-sized learning, TikTok could make language acquisition feel less like a chore and more like an engaging and accessible experience (Sharma, 2019).

TikTok's lighthearted and trendy content injects a dose of fun into the language learning process (Rama et al., 2023). From hilarious memes teaching slang phrases to captivating song snippets highlighting grammar patterns, the platform makes learning feel almost effortless. This accessibility breaks down barriers for students who might have found traditional methods intimidating or dry. Suddenly, practicing English feels like joining a playful conversation rather than slogging through textbooks.

The interactive nature of TikTok makes language learning a dynamic and engaging process (Ibrahim et al., 2023). It dismantles conventional obstacles, cultivates a sense of belonging, and enables students to assume responsibility for their educational voyage. This not only leads to improved speaking skills but also creates a positive and motivating environment for language acquisition (Solomon, 2021).

TikTok offers a fresh, unconventional approach to language acquisition (Roshdi & Rahmat, 2023). Imagine students learning slang from viral challenges, picking up everyday expressions through trending parodies, or even discovering cultural nuances through diverse creators. This exposure to real-world English in its myriad forms broadens their understanding and enhances their communication skills beyond the textbook vocabulary.

Teachers can leverage its features to create engaging lesson plans, share educational resources, and provide personalized feedback. Students, in turn, can access a vast library of learning materials, connect with peers from around the world, and even get real-time pronunciation or grammar correction from native speakers. This cooperative educational setting enables both educators and learners to actively engage in a dynamic interchange of information and cultural comprehension (Leong & Ahmadi, 2017).

3.3 The limitations or challenges associated with using TikTok as media for English speaking skills

Using TikTok as a tool for improving English speaking skills comes with its set of limitations and challenges (A. Rahmawati et al., 2023). Firstly, while TikTok offers short video content, the majority of the platform's content is informal and often includes slang, abbreviations, and colloquial language that may not align with standard English used in academic or professional settings. Learners may inadvertently pick up non-standard language or expressions that could be inappropriate in more formal contexts.

Secondly, TikTok's user-generated content lacks the oversight and quality control found in more structured language learning platforms or classrooms (Ibrahim et al., 2023). There is a risk that learners may encounter inaccurate information, poor pronunciation, or improper language use. TikTok has restricted attention to writing and grammar. Because TikTok videos are brief, verbal communication takes precedence over grammar and writing abilities. Neglecting grammatical underpinnings might impede students' overall language development, even when engaging in spoken practice is essential.

Additionally, the absence of interactive features or feedback mechanisms on TikTok makes it challenging for learners to receive guidance on their pronunciation, intonation, or usage errors (Chuah & Ch'ng, 2023). Without a supportive learning environment, users may inadvertently reinforce mistakes, hindering their progress in acquiring accurate English-speaking skills.

Moreover, applying critical thinking is essential while navigating any online environment (Saadé et al., 2012). It is imperative that students acquire the capacity to differentiate between trustworthy and deceptive material. Urge children to check facts using reputable learning resources, ask questions about sources, and seek advice from mentors or professors if something does not seem right. It becomes essential to develop a healthy skepticism against popular trends and attention-grabbing shortcuts in order to guarantee accurate language acquisition.

Thirdly, due to its open nature, the platform can contain false or misleading information, especially about the use of the English language (Muhammed T & Mathew, 2022). The emphasis on fun over linguistic precision in viral trends may cause children to absorb improper grammar or pronunciation from untrustworthy sources. In order to detect trustworthy information, this calls for the careful curation of learning materials and the development of students' critical thinking abilities. Even though TikTok has plenty of interesting material for learning English, not everything is as shiny as it seems. Because of its open platform design, it offers two benefits:

it fosters a dynamic creative tapestry and serves as a sanctuary for grammatical errors. Imagine discovering an engaging satire that uses poor grammar to teach slang, or a pronunciation trick built on flimsy foundations.

Fourth, TikTok's algorithm-driven content may prioritize entertainment over educational value (Bhandari & Bimo, 2022). The short attention spans encouraged by the platform may not be conducive to in-depth language learning. The brevity of TikTok videos may limit the exposure to extended conversations, complex sentences, and nuanced language structures essential for comprehensive language development. Learners might struggle to grasp the subtleties of grammar, syntax, and vocabulary necessary for effective communication.

4. CONCLUSION

TikTok has great potential for usage in English language learning. It can inspire students and improve their learning process because of its approachability, interesting structure, and emphasis on real-world language immersion. It is not necessary to separate the investigation of TikTok's shortcomings from its advantages. It all comes down to striking a balance and making intelligent use of the platform to give our students a thorough and interesting learning experience.

The key to language learning in the future is to make the most of cutting-edge resources like TikTok while critically assessing their drawbacks and promoting ethical digital citizenship. Even though TikTok offers great opportunities to improve English speaking, it's important to be aware of its limitations and use it wisely as part of a larger learning framework. We may optimize the platform's potential to completely transform language learning in a way that is enjoyable, approachable, and ultimately successful by resolving these restrictions and encouraging responsible, active participation.

Future research projects can investigate the development of the teaching strategy using TikTok for educational goals, with an emphasis on improving writing abilities, in light of the findings presented in this study. Future work can entail developing a TikTok profile with concepts and material relevant to writing assignments found in a textbook for the class.

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