

Impact of TikTok Application to the Second Language Acquisition of Grade 10 Students

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Abstract. This research explores the Impact of the TikTok Application on Second Language Acquisition among Grade 10 students at the Central Bicol State University of Agriculture – Sipocot Laboratory High School. Employing a descriptive correlation method, the study aimed to discern the perceived impact of TikTok on second language acquisition, assess its utilization concerning grammar, vocabulary, and pronunciation, and establish a significant relationship between TikTok use and language acquisition. Various statistical treatments were used, i.e., weighted mean and ranking technique and Pearson's R. The data were collected from 40 Grade 10 students using a researcher-made survey questionnaire and Google Form. The results indicated a consistently high utilization of TikTok across grammar, vocabulary, and pronunciation domains, with an overall weighted mean of 3.29, interpreted as 'always.' Significantly, the relationship between TikTok usage and its perceived impact on second language acquisition was affirmed (grammar p-value = 0.000 <0.001, vocabulary p-value = 0.000 <0.001, pronunciation p-value = 0.000 <0.001), suggesting a strong correlation. This study concludes that TikTok positively influences language learning in the specified domains, as evidenced by students' favorable attitudes. Lastly, this study recommends that language teachers utilize the TikTok application as a tool to improve students' language skills in grammar, vocabulary, and pronunciation.

1 Introduction

In this ever-changing and developing generation, it is not enough that people only speak one language. Monolingual speakers are more likely to struggle to study, understand other cultures, and be effective in world affairs, which is a reason for people to develop their second language. Second language acquisition is the process of learning a language with the support and use of the first language of the learner. The second official language in the Philippines is English, which is used in media and technologies as a medium of instruction and for international communication. Therefore, it is a must-learned language. However, there are some challenges that hinder the learners' immediate acquisition of a second language. One of these challenges is being bored by traditional learning methods [1]. As a result, it has also

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become a challenge for language teachers to determine what strategies they are going to use to develop the learners' second language.

Modernization is one of the fastest occurrences that can be observed in the society. It is the process of the transition from the traditional way to a modern process. One of the effects of this modernization is the existence of the internet and internet platforms that people use in everyday life. TikTok, a form of social media platform for entertainment, is a trend in this generation wherein the users acquire different information, including social news, politics, daily trends, and issues in society, as well as entertaining video content.

This application is one of the most popular and most used social media platforms in the Philippines [2]. It currently has the interest of young adults or even other ages and has gained even more popularity in the midst of the pandemic. The coronavirus outbreak in different countries created isolation between people and caused loneliness, which is when the number of TikTok users expanded. However, the internet and social media have always had disadvantages for users. It can become an addiction of users that can go beyond their control. However, according to Amurthalingam (2022), 6% more social media users have stated that they have learned more from scrolling social platforms rather than attending university [3].

Regarding that issue, it shows that there is also a positive impact on social media users, such as acquiring knowledge through the use of platforms such as the TikTok application. The issue with the addition of users using this platform can be an opportunity to use it in a more beneficial way, such as learning a second language. Social media is an effective learning medium to assist the learning and teaching process [4]. For instance, in 2019, language-learning videos on TikTok were the second-most watched videos for knowledge sharing. In addition, a lot of research has been conducted to investigate the effects of using social media to assist language learners in improving their language abilities and competency. TikTok allows users to read content that includes vocabulary, sentences, and quizzes, allowing pupils to improve their vocabulary proficiency, grammar, and pronunciation [5].

The researchers of the present study aim to find out the impact of the Tiktok application on the second language acquisition of the respondents, specifically with regard to their vocabulary, grammar, and pronunciation. Researchers sought to determine if using an internet platform such as the TikTok application helps Grade 10 students of CBSUA-Sipocot in Second Language Acquisition.

2 Objectives of the Study

The following are the objectives of the study:

- To determine the perceived impact of the TikTok Application on the second language acquisition of the respondents.
- To determine the extent of utilization of TikTok Application in terms of grammar, vocabulary, and pronunciation as perceived by the respondents.
- To analyze the significant relationship between the utilization of the TikTok Application and the perceived impact on the respondents' second language acquisition.

3 Theoretical Framework

The theory of Situated Cognition by Brown (1989) is based upon principles related to the fields of anthropology, sociology, and cognitive sciences [6]. Its main argument is that all knowledge that a learner acquires is somehow situated within activities that are socially, physically, or culturally based. The Situation Cognition Theory mainly supports the idea that the acquisition of knowledge cannot be separated from the context in which this knowledge

is collected. Therefore, a learner must grasp the concepts and skills that are being taught in the context in which they will eventually be utilized. As a result, instructors who are trying to apply this theory in their classes are encouraged to create an environment of full immersion, wherein students must be able to learn skills, as well as new ideas and behaviors that are taught in the context in which they will be used later. According to cognition theory, knowledge is not a product of the individual mind but rather emerges from the interaction between people and their environment. This theory has important implications for education, as it suggests that learning should not take place in isolation but rather in a social context. In fact, this theory has been used to develop the cognitive apprenticeship model, which provides learners with an environment where they can gain real-world skills while receiving guidance from a mentor or teacher, in which the researchers will serve as a guide to determine the impact of TikTok Application to the acquiring of second language acquisition of the students.

Connectivism Learning Theory accepts technology as a major factor in our learning process. In fact, this theory promotes the idea that learning can successfully happen through digital channels, including social media, forums, videos, and blogs. George Siemens (2004) said connectivism begins when an individual turns to digital technology to solve a problem [17]. This can include actions such as googling a question, texting a friend, or searching for topical social media content. Connectivism Learning Theory posits that the use of digital technology helps to solve a problem and, in turn, deepens the understanding of a topic. As more corporations adopt remote work and remote learning, connectivism provides a framework to ensure employees have the tools to build relationships with each other and create a culture based on continuous learning. This theory served as the basis for supporting the result of the study in which researchers used the TikTok application to determine the impact of the TikTok application.

E-leademonstratesy (David, 2015) is built on cognitive science principles that demonstrate how the use and design of educational technology can enhance effective learning [8]. The theory was developed from a set of principles based on Sweller and Paas's cognitive load theory [9]. Cognitive Load Theory is the amount of mental effort involved in working memory during a task and can be categorized into germane, intrinsic, and extraneous effort. Since the working memory has limited capacity and the brain will suffer from overload if learners are presented with too much information, causing inefficient learning, it is essential to balance these three types of loads to promote learning efficiency [8]. Based on this, the author established 11 design principles that were created to reduce extraneous cognitive load and manage germane and intrinsic loads at an appropriate level for learners using technology [8]. These types of cognitive load, along with design principles and technology, comprise e-learning theory. E-learning theory belongs to the grand theory of Connectivism because it emphasizes how technologies can be used and designed to create new learning opportunities and to promote effective learning. In connection, this theory supported the use of technology as a medium for acquiring knowledge.

These theories show the importance of different learning strategies in motivating students, like digital-based learning, which is like the TikTok Application, to enhance students' knowledge.

4 Methodology

This section explores the vital aspects of research methodology, including research design, methods, data gathering, and statistical treatment. It outlines the overall structure, techniques for data collection and analysis, steps in gathering information, and how statistical treatment processes and interpret data. Careful selection and implementation of these elements are crucial for ensuring the rigor and credibility of our research findings.

5 Research Design

This study employs quantitative design. It is applied to interpret data, produce new knowledge, and quantify it. Quantitative design is the most suited in the present because the study employed statistics in quantifying the data that was gathered from the respondents. It is an objective study that employed statistical tools study to examine and explain the data using the descriptive correlational method. The descriptive method was used to determine and describe the perceived impact of the TikTok Application on second language acquisition and the extent of utilization of the TikTok Application in terms of grammar, vocabulary, and pronunciation. The correlational method was used to determine and analyze the significant relationship between the utilization of the TikTok application and its impact on the student's second language acquisition.

6 Research Method

Using the descriptive correlational method, researchers conducted the study with the Grade 10 students at Laboratory High School in CBSUA Sipocot as the respondents. There are a total of 40 students in the Grade 10 laboratory high school who were selected through a complete enumeration. The method was employed to encompass the entire Grade 10 student body, which consisted of 40 students.

6.1 Data Gathering Procedure

The researchers used a researcher-made survey questionnaire as a tool for collecting the needed data from the respondents. The type of questionnaire that the researchers used is the Descriptive Rating Scale. It gathered answers that represent a range of choices with satisfaction levels. The impacts are labeled as (4) strongly agree, (3) agree, (2) disagree, (1) strongly disagree, and to the extent, they are labeled as (4) always, (3) sometimes, (2) seldom, (1) never. It contains the perceived impact of the TikTok Application on second language acquisition, the extent of utilization of the TikTok Application in terms of grammar, vocabulary, and pronunciation, and the significant relationship between the utilization of the TikTok Application.

The survey questionnaire was validated by a language teacher and panel members to ensure its validity. The online survey questionnaire was utilized to collect and gather data from the respondents via Google Forms.

Before the distribution of the questionnaire, the researchers prepared a letter of approval to the head of Laboratory High School of the Central Bicol State University of Agriculture to conduct the survey of the key respondents. The researchers also prepared a consent form from the respondents, asking permission to conduct a survey and for them to know what the study was all about.

The researchers gave the consent form to each participant and signed them as approval of their willingness to be part of the study. The consent form contained information stating the permission and the standard ethics protocol. It was given to the respondents and retrieved as a part of the documentation. A prepared survey schedule was used in conducting the survey to the key respondents, which contained questions that answered the problem of the study. Researchers retrieved the data for interpretation.

6.2 Statistical Treatment

For the analysis and interpretation of the needed data in order to answer the questions proposed in this study, the researcher used the following statistical tools to ensure the accuracy, preciseness, and truthfulness of the result.

The weighted Mean and Ranking Technique was used to analyze the perceived impact of the TikTok Application on second language acquisition and its extent of utilization in terms of grammar, vocabulary, and pronunciation of the respondents.

Pearson's *r* was used to determine the relationship between the utilization of the TikTok application and the perceived impact on the second language acquisition of respondents.

7 Results and Discussion

This section presents the findings, analysis, and interpretation of the gathered, which is divided into two parts, namely, the Perceived impact of the TikTok Application and the extent of utilization of the TikTok Application, which is composed of three domains which are grammar, vocabulary, and pronunciation as perceived by the respondents.

7.1 Perceived Impact of TikTok Application to the Second Language Acquisition of the Respondents

Table one (1) presents the perceived impact of the TikTok application on Second Language Acquisition. The data was obtained through the use of 15 indicators. The highest indicator got a 3.60 weighted mean, which the respondents learned while enjoying watching educational TikTok content. Seconded by a 3.45 weighted mean, TikTok contents helped the respondents to explore and enhance their self-esteem to learn the English language. Another two indicators got high results with the same 3.38 weighted mean, which motivates and assists the respondents in appreciating and understanding the English language through watching educational TikTok videos. Those four (4) indicators with a high weighted mean were interpreted as 'strongly agree.'

On the contrary, in the four indicators that got the lowest result with a 3.10 weighted mean, the respondents believe that TikTok content may not be the best tool for English learning, followed by a 3.13 weighted mean, which the respondents agree that being a TikTok user would make them good in deep conversation using English as a medium.

Table 1. Perceived Impact of TikTok Application to the Second Language Acquisition of the Respondents

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I can easily learn English by watching educational TikTok content.	3.35	6	Strongly Agree
2. I learn while enjoying watching educational TikTok content.	3.60	1	Strongly Agree
3. Educational TikTok content motivates me to learn and understand the English language.	3.38	3.5	Strongly Agree
4. I consider educational TikTok content as a facet of learning, especially in the English language.	3.10	15	Agree
5. Being engaged in educational TikTok content helps me build and enhance my English fluency.	3.35	6	Strongly Agree

Indicators	Weighted Mean (WM)	Rank	Interpretation
6. In today's modernization, I believe that the TikTok application is beneficial, especially in teaching the English language.	3.20	11	Agree
7. Educational TikTok content helps me to understand and appreciate the English language.	3.38	3.5	Strongly Agree
8. TikTok video content helps me explore and find videos that enhance my self-esteem to learn English.	3.45	2	Strongly Agree
9. I believe that TikTok has increased my overall fluency in the second language.	3.15	12.5	Agree
10. I am entertained and do not get bored while learning English through TikTok.	3.25	9.5	Agree
11. The TikTok application enhances my social life, wherein I can communicate in English with others.	3.15	12.5	Agree
12. TikTok video content helps me gather ideas and information to become an effective English writer.	3.35	6	Strongly Agree
13. Being a TikTok user helps me engage in deeper conversation using English as the medium.	3.13	14	Agree
14. I believe that learning English through the utilization of the TikTok Application improves my reading and listening skills.	3.25	9.5	Agree
15. Being a TikTok user helps me appreciate and exert an effort to learn English.	3.28	8	Strongly Agree
Overall Mean (OM)	3.29	--	Strongly Agree

Legend

3.26	- 4.00	-Strongly Agree
2.51	- 3.25	- Agree
1.76	- 2.50	- Disagree
1.00	- 1.7	- Strongly Disagree

Another two indicators with a 3.15 weighted mean are that the respondents agree that the utilization of the TikTok application could enhance their social life and fluency in a second language. Those four (4) indicators with low weighted mean were interpreted as 'agree.'

The overall result in the perceived impact of the TikTok Application on the Second Language Acquisition of the respondents shows positive outcomes. The Grade 10 students appreciate the utilization of technology to make their learning both enjoyable and full of knowledge, especially in English skills. In addition, this application is beneficial to boost their self-esteem and motivate them to learn and appreciate the English language.

The result of this study was supported by a recent study that revealed that students have a positive perception of using TikTok to learn English [10]. Learning English by using TikTok can help students to improve their English skills. In addition, TikTok is the second most popular social media platform for students to learn English and is used by English teachers in distance learning [11,12]. It means that TikTok can be used for learning English and can help them to improve their English language skills. Incorporating social media into the teaching and learning process can enhance student contribution and engagement, build a sense of community, support a learner-centered approach, increase student participation and interaction, encourage creativity, and enhance academic outcomes [13].

7.2 Extent of Utilization of TikTok Application in terms of Grammar, Vocabulary, Pronunciation as Perceived by the Respondents

This section contained the extent of utilization of the TikTok Application in terms of grammar, vocabulary, and pronunciation as perceived by the respondents. It was determined using the weighted mean and ranking technique. With three domains (grammar, vocabulary, and pronunciation), each had ten corresponding indicators. The data was collected from 40 respondents through the use of a survey questionnaire with ten items for each domain. The interpretation of the result is shown in Tables 1, 2, 3, 4, 5, and 6.

Table 2. Extent of utilization of TikTok Application in terms of grammar

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. I can learn the different usages of verb tenses by watching TikTok videos.	3.23	4	Sometimes
2. I am able to distinguish proper and common nouns through educational TikTok videos.	3.40	3	Always
3. The TikTok application helps me correct and improve my grammatical errors, such as showing the proper usage of irregular verbs.	3.45	2	Always
4. The TikTok application taught me that every sentence should start with a capital letter in the first word.	2.88	10	Sometimes
5. The TikTok application helps me correct the basic sentence structure when I write.	3.10	8	Sometimes
6. In the TikTok application, I learned the different usages of articles correctly when I write (an, a, the).	3.15	5	Sometimes
7. With the help of the Tiktok application, I learned the proper usage of Present tense and present continuous tense, such as using present tense for habitual actions and present continuous tense for current actions.	2.98	9	Sometimes
8. The TikTok application helps me discover and comprehend new words in English.	3.48	1	Always
9. I learned the differences between its and its and how they should be used with the help of watching videos in the TikTok application.	3.13	6.5	Sometimes
10. The TikTok application taught me that active voice is preferred over a passive voice in the English language.	3.13	6.5	Sometimes
Overall Mean (OM)	3.19	--	Often

Legend

- 3.26 – 4.00 – Always
- 2.51 – 3.25 - Often
- 1.76 – 2.50 - Sometimes
- 1.00 – 1.7 - Never

The information depicted in the table indicates the extent of utilization of the TikTok application in terms of grammar, as perceived by the respondents. The indicators represent different aspects of grammar learning through TikTok videos. The weighted mean (WM) and rank are provided for each indicator, along with an interpretation. It provides an overview of the extent to which respondents perceive the TikTok application to be helpful in improving grammar skills. The indicators represent different aspects of grammar learning through TikTok videos. There are ten indicators, along with an interpretation, which shows the

perceptions of the students' respondents. To begin with, the indicators with the highest weighted mean indicate that respondents believe TikTok always helps them improve their grammatical skills in terms of discovering and comprehending new words, correcting and improving grammatical errors, and distinguishing proper and common nouns.

The remaining indicators, which are the lowest weighted means, suggest that respondents believe TikTok sometimes helps them correct the basic sentence structure when writing, learning different usage of articles correctly when they write, such as *a*, and *an*, and the second to the last lowest is shows that the respondents believe TikTok sometimes helps them learn the proper usage of present tense and present continuous tense. The last indicators that received a weighted mean of 2.88 ranking it 10th place, indicate that respondents perceive that TikTok sometimes taught them that every sentence should start with a capital letter in the first word. In conclusion, the overall mean (OM) for all indicators is 3.19, suggesting that respondents perceive the TikTok application to often help in grammar learning.

This finding is also supported by Studies that have suggested that utilizing social media for language teaching can have positive effects on Learning performance [14]. As TikTok generates numerous tutorial and lecture videos centered on enhancing English communication and grammar skills, as well as covering various aspects of the English language, it has become an integral resource for students seeking to practice and improve their understanding and learning of English.

Other studies have revealed that TikTok (Dou Yin) can improve pupils' writing skills and action-verb action-verb knowledge [15]. In addition, TikTok (Dou Yin) helps in 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. Furthermore, the TikTok application helps learners improve their grammatical skills by learning about the grammatical rules and improving their writing skills.

Presented in Table 3 is the extent of utilization of the TikTok application in terms of vocabulary. The data was obtained using 10 indicators focused on vocabulary acquisition and answered by a total of 40 respondents.

Among the ten indicators in the extent of utilization of TikTok application in terms of vocabulary, the three indicators that got the highest result are statements 1, 3, and 2. The indicator suggests that using the TikTok application helped the respondents gain more information about the unfamiliar English words they ranked first with a weighted mean of 3.53. The indicator suggesting that the TikTok application is useful in helping the respondents learn new English words ranked second with a weighted mean of 3.45. With a 3.43 weighted mean, the indicator expressing that watching TikTok video content helped respondents quickly remember unfamiliar words they encountered ranked third among the ten indicators. All three highest results were interpreted as 'always' when it comes to the extent of utilization of TikTok application in terms of vocabulary. On the other hand, the three lowest results are statements 9, 8, and 4. The indicator stating that the respondents feel more confident using new vocabulary in conversations after using TikTok as a language tool ranked eighth with a 3.25 weighted mean. The indicator suggests that by watching videos in the TikTok application, respondents were able to learn the synonyms and antonyms of a certain word, ranked ninth with its 3.18 weighted mean. Finally, the indicator expressing that in learning English vocabulary, respondents would prefer to watch TikTok content about language learning than use textbooks ranked tenth with a weighted mean of 3.13. All three lowest results among the ten indicators were interpreted as 'sometimes' when it comes to the extent of utilization of the TikTok application in terms of vocabulary. The overall weighted mean is 3.34, interpreted as always.

The results imply that the TikTok application is an effective tool that can help the respondents acquire English vocabulary and learn the meaning and information of new words. However, it is also worth mentioning that the respondents still prefer textbooks to the

TikTok application in language learning. However, the overall results show the positive impact of the TikTok Application in terms of acquiring vocabulary.

The result of this study was supported by the study of Mazlan et al. (2021), which found that TikTok can be a tool for enhancing students' ability to acquire vocabulary among language learners [16].

Table 3. The extent of Utilization of TikTok Application in terms of vocabulary.

Indicators	Weighted Mean (WM)	Rank	Interpretation
1. Using the TikTok application helped me gain more information about the unfamiliar English words to me.	3.53	1	Always
2. Watching TikTok video content helped me quickly remember the unfamiliar words that I'd encountered.	3.43	3	Always
3. The TikTok application is useful in helping me learn new English words.	3.45	2	Always
4. In learning English vocabulary, I would prefer to watch TikTok content about language learning than using a textbook.	3.13	10	Sometimes
5. Language learning videos in the TikTok application are effective in improving my vocabulary.	3.35	5	Always
6. Whenever I encounter unfamiliar words in TikTok videos, I can easily analyze how the words are used to understand their meaning.	3.35	5	Always
7. I learned that a word could have multiple meanings through the TikTok application.	3.30	7	Always
8. By watching videos in the TikTok application, I was able to learn the synonyms and antonyms of a certain word.	3.18	9	Sometimes
9. I feel more confident using new vocabulary in conversations after using TikTok as a language tool.	3.25	8	Sometimes
10. Using the TikTok application, I learned the appropriate usage of words in various situations, including formal and informal settings.	3.35	5	Always
Overall Mean (OM)	3.34	--	Always

Legend

- 3.26 – 4.00–Always
- 2.51 – 3.25 - Often
- 1.76 – 2.50 - Sometimes
- 1.00 – 1.7 - Never

The short video on TikTok contains simple words or phrases, and students can learn how to use the words. Accordingly, pupils learn the usage of new words they had found by using TikTok. Alghameeti (2022) also stated that TikTok contributes significantly to improving learners' English vocabulary, as it provides different levels of vocabulary to be learned [17]. Moreover, TikTok contributes to expanding learners' vocabulary in an effective way, as it offers many attractive features. Through TikTok's features, learners may learn multiple novel words in a video using subtitles and captions.

Table 4. The extent of Utilization of TikTok Application in terms of pronunciation.

Indicator	Weighted Mean (WM)	Rank	Interpretation
1. Watching TikTok content related to language, I was able to learn different accents, such as Australian, American, and British.	3.28	8	Always
2. TikTok videos help me in pronouncing difficult words.	3.45	1	Always
3. TikTok content allows me to learn the proper pronunciation of the "th" sound.	3.25	9.5	Sometimes
4. I find myself practicing my pronunciation more often because of TikTok.	3.33	6	Always
5. I have noticed an improvement in my pronunciation since using TikTok.	3.35	5	Always
6. TikTok videos are way better than any printed materials for learning pronunciation.	3.30	7	Always
7. TikTok content provides me with a diverse range of content that is useful for practicing different aspects of pronunciation, such as stress, intonation, and rhythm.	3.43	2	Always
8. Since using TikTok, I have become more confident in my pronunciation skills.	3.25	9.5	Sometimes
9. TikTok content has helped me overcome pronunciation challenges and improve my clarity.	3.40	3.5	Always
10. By engaging with TikTok content, I have become more mindful of pronunciation and articulation.	3.40	3.5	Always
Overall Mean (OM)	3.33	--	Always

Legend

- 3.26 – 4.00 – Always
- 2.51 – 3.25 - Often
- 1.76 – 2.50 - Sometimes
- 1.00 – 1.7 - Never

Table 4 shows the extent of utilization of the TikTok application in terms of pronunciation. The data was obtained using 10 indicators focused on vocabulary acquisition and answered by a total of 40 respondents.

Among the ten indicators in the extent of utilization of TikTok application in terms of pronunciation, the three indicators that got the highest result are statements 2, 7, and 9,10, which got tied in the third rank. The second indicator was ranked 1 with a 3.45 weighted mean.

The seventh indicator got the rank 2 with a 3.42 weighted mean, while with a 3.40 weighted mean, the ninth and tenth indicators got the rank three among the ten indicators. All three highest results were interpreted as 'always' when it comes to the extent of utilization of TikTok application in terms of pronunciation. On the other hand, the three lowest results are the indicators 3 and 5, 1 and 6. Indicator 6 was in the seventh rank with a 3.30 weighted mean. While indicator one was ranked 8 with its 3.28 weighted mean. Finally, indicators 3 and 8 got tied in rank 9.5 with a 3.25 weighted mean. All three lowest results among the ten indicators were interpreted as 'sometimes' when it comes to the extent of utilization of the TikTok application in terms of pronunciation.

It shows that in terms of acquiring pronunciation, most of the respondents always find the TikTok application to be an effective tool in helping them gain knowledge. At the same time,

there is also an indication that some of the respondents find the TikTok application sometimes helpful in acquiring knowledge in terms of pronunciation.

A recent study that found that employing TikTok in the classroom improved students' speaking abilities [18] further supports this finding. While TikTok was used as a teaching tool, students reported feeling more driven to learn the language and participating in enjoyable class activities. They also reported feeling more confident while speaking English. Additionally, the study discovered that TikTok assisted kids in developing their writing, speaking, and listening abilities. The study emphasizes TikTok's potential advantages for teaching English to non-native speakers. This survey also sheds light on how students feel about using TikTok in the classroom and how they perceive it. This may increase the efficacy of language instruction and acquisition. Furthermore, the results corroborate the notion that TikTok videos aid pupils in honing their pronunciation and speaking abilities. According to this study, teachers of English should use the TikTok app to create quick films that will assist their pupils with speaking and pronouncing words correctly [19].

Table 5. Summary table of the Extent of Utilization of TikTok Application in terms of Grammar, Vocabulary, and Pronunciation as Perceived by the Respondents

Domain	Weighted Mean (WM)	Rank	Interpretation
Grammar	3.19	3	Often
Vocabulary	3.33	2	Always
Pronunciation	3.34	1	Always
Overall Mean	3.29		Always

Table 5 is the summary of the extent of utilization of the TikTok application in terms of grammar, vocabulary, and pronunciation as perceived by the respondents. Among the three domains (grammar, vocabulary, and pronunciation), vocabulary placed in the first rank with a 3.34 weighted mean, interpreted as 'always.' It was followed by the pronunciation in the second rank with a 3.33 weighted mean, which also was interpreted as 'always.' Then, in the third rank is the grammar, with a weighted mean of 3.19 with the interpretation of 'often.' Moreover, the overall weighted mean is 3.29, with 'always' as the interpretation when it comes to the extent of utilization of TikTok application in terms of grammar, vocabulary, and pronunciation as perceived by the respondents.

TikTok can be utilized as a tool for learner-centered instruction, which can provide students the power to take charge of their learning process and advance their language abilities at their own speed. Also, TikTok videos can be utilized to learn new vocabulary words and perfect your pronunciation [18]. In a different study, Alqahtani (2015) hypothesized that encouraging students to record and assess their own language performance allows the students to foster self-reflection and self-assessed language [20]. Through this, students can assess their grammatical skills by practicing their own grammar to enhance their learning of the English language.

7.3 Significant Relationship between the Utilization of the TikTok Application and the Perceived Impact on the Second Language Acquisition of the Respondents

With the increasing globalization throughout the world, learning two or more languages is the norm and not the exception. Second-language acquisition is the knowledge in a first language and encompasses the process an individual goes through as he or she learns the elements of a new language. In this generation, technology has become an integral part of the language-learning process. It can be one of the ways to create a real and enjoyable atmosphere

for young language learners when it is used correctly and effectively [21]. Technology enables young language learners to acquire language skills outside the classroom. The use of technology improves students' motivation and attitudes in learning English as a second language [22].

Table 6 presented the significant relationship between the utilization of the TikTok Application and the perceived impact on the respondents' second language acquisition in terms of grammar, vocabulary, and pronunciation.

Table 6. Significant relationship between the Utilization of TikTok Application and the Perceived Impact on the Second Language

Domain	Perceived Impact		
	<i>r-value</i>	<i>p-value</i>	<i>Interpretation</i>
Grammar	0.836	0.000	Significant
Vocabulary	0.868	0.000	Significant
Pronunciation	0.876	0.000	Significant

Using the Pearson R technique, the computed r-value is 0.836 along grammar, 0.868 along vocabulary, and 0.876 along pronunciation, and all p-values are less than 0.001 along all three domains.

Based on the data presented, the relationship between the utilization of the TikTok application and the perceived impact on the second language acquisition of the respondents was found to be significant. This finding implied that the TikTok application has become a useful tool in teaching English to second language learners. It is a useful application that improves not only speaking ability but also the students' creativity, grammar, motivation, and vocabulary. EFL learners who use TikTok could acquire English language communication competence via these short videos in English without the limitations of space and time [23]. In addition, short videos of language education make the acquisition of knowledge convenient and reduce the seriousness of academic education [24]. Indeed, in the current era, the researchers can see in various studies and surveys that the TikTok application does attract positive learning experiences for learners.

8 Conclusion and Recommendation

8.1 Conclusion

Based on the significant findings of the study, the following conclusions are drawn: The result shows that TikTok Application has a positive Impact on Second Language Acquisition among the respondents. The researcher found out that the utilization of the TikTok Application is considered an effective learning tool to teach and improve knowledge, especially in English skills, while enjoying. Consequently, this application can easily attract audiences or viewers because it is an innovative, creative, and engaging presentation of information. In addition, the short video clips help make the discussion of any particular topic clearer and more understandable in a short duration of time.

8.2 Recommendation

In light of the significant findings and conclusions drawn from the study, the following recommendations are presented. TikTok's application may teach lessons creatively, interestingly, and engagingly to the students. Also, it may be considered as an effective new vehicle to promote e-learning, specifically in technological innovations. Pedagogy integrating TikTok into student learning for grammar, vocabulary, and pronunciation can be an innovative approach. Using TikTok for language learning involves creating short, engaging videos that demonstrate grammar rules, vocabulary usage, and pronunciation. Students can participate by creating their own videos, practicing pronunciation, and engaging in interactive challenges. Peer feedback and exposure to authentic content further enhance learning. Emphasize responsible usage and online safety while promoting an enjoyable and effective learning experience. Incorporating TikTok into language learning encourages creativity, active participation, and peer engagement. It transforms language learning into a dynamic and enjoyable experience, helping students retain and apply grammar, vocabulary, and pronunciation skills in real-life contexts.

The teachers may use this application to make the lessons more innovative and productive, especially in the presentations of discussion, which can capture the interest of the students while they are teaching. Hence, the students can easily learn and appreciate the English language since the TikTok application possesses a pleasing presentation, which can make the information more attainable and comprehensive. Also, its educational TikTok videos give to make the teaching-learning process creative and enjoyable. Lastly, to cope with the present technological advancement, this application is beneficial to building strong progress, especially for the betterment of the teachers and students for meaningful academic outcomes.

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