

The Perceived Influence of English Content Shared Through TikTok on College Students' English Competence

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Abstract: *This research aimed to investigate the perceived influence of English content shared through TikTok on the students' English competence. Two hundred students, consisting of 164 females and 36 males, studied at Bohol Island State University, Main Campus, participated in the survey. The participants consist of various college courses and different year levels. A four-point Likert scale questionnaire is being used to gather data for the survey. This tool is used to obtain quantitative data on the college students' perceived influence of the English content shared through TikTok. The questionnaire was made up of 20 statements and divided into four subscales of the perception setup. The quantitative data were examined through frequency and percentage. The quantitative results revealed that college students have positively perceived the influence of English content shared through TikTok. This positive perception ranged from 82% to 99%, implying that the participants responded to all the questionnaire statements. This implies that the English content shared through TikTok helps the college students' English competence. Therefore, the results of quantitative data analysis advocate that the English content shared through TikTok contributes to the enhancement of the college students' English competence.*

Keywords: English competence, TikTok, content, influence, education

1. Introduction

The Philippines recorded 84.45 million social media users in January 2023, or equal to 72.5 percent of the total population (Kemp, 2023). This is one of the pieces of evidence that the rising use of social media platforms has become part of people's lives. People use social media to get connected with their families, friends, and colleagues, which allows them to share ideas or information with others. Moreover, social media as digital technology is divided into six parts, namely: social networking, social bookmarking, social news, media sharing, microblogging, and online forums (Dollarhide, 2023). Examples of social media platforms are as follows: Facebook, YouTube, Instagram, TikTok, Snapchat, Twitter, Pinterest, Reddit, LinkedIn, and Threads (Walsh, 2023).

TikTok is one of the social media platforms that allows users to personalize their video feed based on their interests, likes, and shared videos and it is categorized under media-sharing networks. The latest data published last January 2023, there are around 42.8 million TikTok users in the Philippines, according to the *social media in the Philippines*, (2023). And published in ByteDance advertising resources specified that TikTok had 43.43 million users (about twice the population of New York) aged 18 and above in the Philippines in early 2023, (Kemp, 2023).

In line with the need to improve the way of education, it is important to use social media as a tool to impart learning to the students. Administrators and educators are discovering recent ways to utilize social media to develop connections with students who are in divergent areas around the world. The major benefits of social media for schools are to aid in learning, collaboration, and communication. Students also have the chance to learn beyond the classroom, (Eckel,

2022). Hence, educators and language teachers need to integrate this new lifestyle into their teaching-learning process, (Rasyid, et al., 2023).

Moreover, the popularity of social media platforms brings advantages, including improved communication, easier information access, and a showcase of aesthetic expressions, (Regasa and Ettisa, 2023). Using TikTok can be a great source of knowledge to learn in a short period. But there is a finite context on the use of the TikTok application in teaching and learning as it is commonly used for entertainment purposes for other users, (Zulkipli et al., 2022). Based on the underlying advantages of TikTok on students' learning, this research aimed to investigate the perceived influence of English content shared through TikTok on students' English competence and their view towards the influence of TikTok.

2. Literature Survey

2.1 Social Learning Theory

The Social Learning Theory of Bandura is widely used in educational settings. The theory states that humans learn socially from parents, teachers, peers, friends, and colleagues rather than solely from books. He studied children to understand how they learn from others. The study was called observational learning as it showed that children imitate what action they saw from others and copy it. The theory explains that humans learn socially, not just intellectually. This observational learning is the basic notion in behavioral theories, which centers on how people learn through their interaction with the environment. People can learn new skills, attitudes, and beliefs by observing the models around them, (Main, 2022). Another is on how to

incorporate social media in the classroom, according to the article, *A Guide to Social Media Learning Theory in Education*, (2020), educators must make sure that students can focus the reinforcement on shaping behavior, modeling proper behavior, and confidence as part of the classroom model. It is the flipped classroom model; it includes diverging the students' way of learning from the traditional way. It is how the teachers authorize students to learn at their own pace through watching instructional videos or reading available materials at home. By incorporating the use of social media, teachers should help them continue their learning.

2.2 TikTok as an Educational Tool in Learning Language

TikTok is one of the social media platforms that bring entertainment which allows users to create and watch videos, dance, make money from selling and from several views, etc. On the other hand, since it drives a meaningful impact, users incorporate entertainment in teaching and learning. As Azman, et al., (2021) cited in Saat, (2023), TikTok can help students in enhancing their knowledge and skills with their existing knowledge. Similarly, according to Omar and Dequan, (2020) as cited in Saat, (2023), though videos played for just a few seconds, still it has been known to be a substantial platform to educate users because of their creative and entertaining content. TikTok is considered to enhance students' domains of learning and found to be a functional tool for learning a language. According to the study of Abdullah, et al., (2023), about the perceived usefulness and ease of TikTok, stated that it brought a positive impact on the intention to use TikTok for language learning. TikTok caught the tickle of students to consider the platform as one of the media in language learning. Also, it helps to empower the educational system as it can be utilized

in enhancing the way of teaching and learning process. The author suggested that TikTok can be used as a potential language tool for improving English language skills.

3. Methodology/Approach

This research used an online survey design via Google Form link to investigate the perceived influence of English content shared through TikTok on the students' English competence. Google form is a great tool for creating surveys and other forms quickly and easily, also it is accessible anywhere and it automatically collects responses, (Chernikov, 2023). Two hundred college students from Bohol Island State University, Main Campus participated in the study. Composed of 164 females and 36 males with prior experience watching English content shared through the TikTok application. They came from different departments and different year levels to ensure a wide range of standpoints.

The online survey questionnaire used in the research was written in English language. The questionnaire includes the students' demographic information followed by the 20 statements that measured the students' perception of their English competence. The first 10 statements are the positive context about TikTok and the 10 are the negative statements. The 10 positive statements were divided into four subscales: attractiveness, effectiveness, relevance, and motivation while the other ten are divided into 5 components: distraction, addiction, time-consuming, bullying, and unsecured privacy. This questionnaire is adapted from the research study of Rasyid, Hanjariyah, and Aini, (2023).

Presented on the next page in Table 1 is the blueprint of the questionnaire.

Table 1: Blueprint of questionnaire

| Construct | Indicators | Component | Item Number |
|--|----------------------------|--------------------------------------|-------------|
| Influence of English Content on their English Competence | Attractiveness aspect | Fun English Content learning | 1, 2 |
| | | Enhancing English Competency | 3,4 |
| | Effectiveness aspect | Faster Information | 5 |
| | | Flexibility of learning | 6 |
| | Relevance Aspect | The influence of TikTok apps | 7 |
| | | The used of TikTok apps | 8 |
| | Motivation Aspect | The ease to access | 9 |
| | | The ease to explore deep explanation | 10 |
| | Negative perception aspect | Distraction | 11,12 |
| | | Addiction | 13,14 |
| | | Time Consuming | 15,16,17 |
| | | Bullying | 18 |
| | | Privacy not secure | 19,20 |

The questionnaire was administered to all college students who were actively watching English content on TikTok. The participants filled in the questionnaire through an online

survey using a Google form link. From this questionnaire, the quantitative data were analyzed.

4. Results and Discussion

Table 2: Students' perceived influence of TikTok English content on their English Competence

| No. | Statements | Scales | | | | | | | |
|-----|---|---------------------|-----|-----------|-----|--------------|-----|------------------------|-----|
| | | Strongly Agree (SA) | | Agree (A) | | Disagree (D) | | Strongly Disagree (SD) | |
| | | F | % | F | % | F | % | F | % |
| 1 | Being interested in educational English content on TikTok | 101 | 51% | 93 | 47% | 3 | 2% | 3 | 2% |
| 2 | Exploring English content videos | 80 | 40% | 117 | 59% | 0 | 0% | 3 | 2% |
| 3 | Focusing on speaking skills | 72 | 36% | 119 | 60% | 6 | 3% | 3 | 2% |
| 4 | Prioritizing grammar explanations | 84 | 42% | 107 | 54% | 6 | 3% | 3 | 2% |
| 5 | Being up-to-date and having more detail on English explanations | 42 | 21% | 149 | 75% | 6 | 3% | 3 | 2% |
| 6 | Being flexible to use any time and everywhere | 52 | 26% | 133 | 67% | 12 | 6% | 3 | 2% |
| 7 | Keeping me motivated to learn English | 88 | 44% | 100 | 50% | 9 | 5% | 3 | 2% |
| 8 | Fitting in my busy schedule for language learning | 30 | 15% | 134 | 67% | 33 | 17% | 3 | 2% |
| 9 | Providing in-depth English explanations | 57 | 29% | 125 | 63% | 15 | 8% | 3 | 2% |
| 10 | Being accessible on various devices | 70 | 35% | 127 | 64% | 0 | 0% | 3 | 2% |
| 11 | Distracting me from my other learning tasks | 38 | 19% | 81 | 41% | 59 | 30% | 22 | 11% |
| 12 | Being difficult to focus only on English videos | 23 | 12% | 106 | 53% | 56 | 28% | 15 | 8% |
| 13 | Getting bored with English content on TikTok | 13 | 7% | 56 | 28% | 103 | 52% | 28 | 14% |
| 14 | Struggling to stop scrolling on TikTok | 26 | 13% | 103 | 52% | 59 | 30% | 12 | 6% |
| 15 | Losing track of time on TikTok | 32 | 16% | 107 | 54% | 55 | 28% | 6 | 3% |
| 16 | Disrupting my productivity | 29 | 15% | 107 | 54% | 52 | 26% | 12 | 6% |
| 17 | Finding it time-consuming | 38 | 19% | 107 | 54% | 43 | 22% | 12 | 6% |
| 18 | Leading to cyberbullying | 26 | 13% | 70 | 35% | 79 | 40% | 25 | 13% |
| 19 | Not being suited to my learning style and needs | 13 | 7% | 56 | 28% | 109 | 55% | 22 | 11% |
| 20 | Having concerns about TikTok privacy and security | 28 | 14% | 82 | 41% | 75 | 38% | 15 | 8% |

Presented in Table 2 were the results of the questionnaire consisting of the 20-item statements. This tabulation presents the frequencies and percentages of the college students' perceived influence of English content shared through TikTok on their English competence. The 20-item questionnaire was categorized into five aspects: 1 to 4 items as attractiveness aspect, 5 to 6 items as Effectiveness aspect, 7-8 as relevant aspect, 9 to 10 as Motivation aspect, and 11 to 20 as Negative perception aspect.

First in the attractiveness aspect, as stated, being interested in educational English content on TikTok, the result shows that there are 101 students (51%) who strongly agree, 93 students (47%) who agree, 3 students (2%) who disagree and 3 students (2%) who strongly disagree. This means that many students strongly agree that they are interested in the educational English content shared on TikTok. Likewise, the participants' responses to Exploring English content videos implied that they have positive perceptions. There are 117 students (59%) who agree that they search for educational English content videos that interest them. On the third statement, focusing on speaking skills, there are 119 students (60%) who agree, 72 students (36%) who strongly agree, 6 students (3%) who disagree, and 3 students (2%) who strongly disagree. This implied that most of the college students watched videos that enhanced their speaking skills as they responded positively. On the fourth statement under the attractiveness aspect, prioritizing grammar explanations, the result shows that there are 107 students (54%) who agree and 84 students (52%) who strongly agree. This showed that most college students learn, or grasp grammar explanations shared through TikTok.

In the second part, the Effectiveness aspect, the fifth statement stated that being up-to-date and having more detail on English explanations results that there are 149 students (75%) who agree, 42 students (21%) who strongly agree, 6

students (3%) who disagree and 3 students (2%) who strongly disagree. This implies that TikTok is a great tool to be used for students to gain updated information and they can learn the English language by watching short videos and contexts. On the next item statement, being flexible to use anytime and anywhere, there are 133 students (67%) who agree, 52 students (26%) who strongly agree, 12 students (6%) who disagree, and 3 students (2%) who strongly disagree. The results revealed that most of the college students agree with the flexibility of using TikTok.

The third is the relevant aspect of the college students' perceived influence of English content shared through TikTok on their English competence. The results revealed that there are 100 students (50%) who agree, 88 students (44%) who strongly disagree, 9 students (5%) who disagree, and only 3 students (3%) who strongly disagree. It implies most of the students prefer English-speaking TikTok users and makes them motivated. There were also 12 students (12%) who did not agree with the statement, keeping me motivated to learn English. On the next item statement, fitting in my busy schedule for language learning, the results showed that there are 164 students (82%) responded positively and 36 students (19%) did not agree. This indicates that most students agree that despite their busy schedules, they still have time to watch videos and engage themselves with the English content shared through the app.

The fourth category is the motivational aspect of college students' perceived influence of English content shared through TikTok on their English competence. In the 9th statement, providing in-depth English explanations, the results indicated that there are 125 students (63%) who agree, 57 students (29%) who strongly agree, 15 students (8%) who disagree, and 3 students (2%) who strongly disagree. The results implied that TikTok is not just for entertainment but also a tool that helps them understand

difficult topics in English by following or watching the explanations of TikTok content creators. In the same manner, the results of the 10th statement, being accessible on various devices, there are 127 students (64) who agree, 70 students (35%) who strongly agree, 3 students (2%) who strongly disagree, and no students who disagree. The responses showed that the students positively agree that English content shared through TikTok is very accessible on any kind of device.

The fifth category is the last 10-item negative statement aspect, it was classified into five subcategories namely: distraction (11,12), addiction (12,14), time-consuming (15,16,17), bullying (18), and privacy not secured (19,20). Firstly, for distraction, the statement, distracting me from my other learning tasks, there are 81 students (41%) agree, 59 students (30%) disagree, 38 students (19%) strongly agree, and 22 students (11%) strongly disagree. This means that most of the students agree that TikTok was distracting them from doing other things. In the next statement, it was difficult to focus only on English videos, 129 students (65%) agreed, and 71 students (36%) disagreed. This means that most college students are having a hard time focusing or watching English content videos.

Secondly, for the addiction aspect, getting bored with English content on TikTok, there are 103 students (52%) who disagree, 56 students (28%) who agree, 28 students (14%) who strongly disagree, and 13 students (7%) who strongly agree. This means that most of the college students disagree as they are entertained by the English content shared through TikTok. In the next item statement, struggling to stop scrolling on TikTok, there are 103 students (52%) who agree, 59 students (30%) who disagree, 26 students (13%) who strongly agree, and 12 students (6%) who strongly disagree. This revealed that college students find the English content shared through TikTok fascinating.

Thirdly, for the time-consuming aspect, losing track of time in TikTok, the results reflected that there are 139 students (70%) who agree and 61 students (31%) who do not agree. This implies that college students find themselves scrolling and watching videos without realizing how many hours they consume. For the statement, disrupting my productivity, there are 54% of students who agree, 26% of students who disagree, 15% of students who strongly agree, and 6% of students who strongly disagree. This means that many college students disagree as they did not find watching English content through TikTok disruptive in their productivity. For the next statement, finding it time-consuming, 54% of students agree, 22% of students disagree, 15% of students strongly agree and 6% of students strongly disagree. This means that students invest more time in watching English content videos shared through TikTok as many of them agree with the statement.

Fourthly, for bullying, the statement, leading to cyberbullying, 40% of students disagree, 35% of students agree, and both of students have 13% strongly agree and strongly disagree. This means that most of the students disagree that TikTok leads to cyberbullying so there is a little tendency for cyberbullying. For the last part, it is not suited to my learning style and needs. There are 131 students

(66%) who disagree and 69 students (35%) who agree. The results indicated that learning English content through TikTok aligned with the learning style of college students because most of them disagreed with the statement. However, for the next statement, having concerns about TikTok privacy and security, there are 110 students (55%) agreed and 90 students (46%) did not agree with the statements. This means that college students are worried about the data used in the TikTok App.

5. Conclusion

As per the findings, English content shared through TikTok positively influences the students' English proficiency in multiple domains, including attractiveness, effectiveness, relevance, and motivation. However, the drawbacks also highlighted the danger of TikTok use, particularly in the distraction subcategory, and the compromised privacy of the students. However, one cannot draw the conclusion that TikTok is the only platform that can improve college students' proficiency in English. This study concludes that the perceived impact of English information posted on TikTok can differ based on the material and the user's level of learning.

6. Future Scope

The findings of the study suggest that teachers should utilize the use of TikTok to enhance the students' English competence with proper guidance and instructions. Future researchers may conduct a thematic analysis of quality English content to find out the TikTok users' views, knowledge, experience, or values.

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Conflicting Interests

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