

Potentials of Tiktok as a Self-Directed Learning Material in English as Perceived by Students

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Abstract

Technological advancement made its way to make learning unmeasurable in various aspects as numerous social media platforms were being made and utilized as a medium of language learning. One of which is Tiktok, a platform that showcases short videos with different content – vines, talents, advice, and educational content. This study aimed to see how students perceived Tiktok in terms of ease of use, effectiveness, intentions to use, and attitudes toward the potential of Tiktok as a self-directed learning material in English. The respondents of the quantitative study were 1,105 senior high school students from Angeles City, all of which are using Tiktok application. A questionnaire was administered to the respondents to collect data. Data concerning perceived ease of use, perceived effectiveness, intentions to use, and attitudes toward Tiktok as a self-directed learning material in English were analyzed quantitatively for means and standar deviations. The results reveal that the overall mean scores show that students agree to the perceived ease of use and perceived effectiveness of Tiktok as a self-directed learning material in English. The students also had positive intentions to use and attitudes toward the potential of TikTok as a self-directed learning material in English. The findings indicate that TikTok is of great help for students in terms of learning the English language since majority of the respondents are using TikTok as a learning tool. This study shows that the respondents have positive perceptions on the potential of TikTok as a self-directed learning material in English. It is recommended that educators incorporate TikTok as an instructional material in the future. Future researches may look into the perception of teachers as an instructional expert toward the potential of TikTok as a self-directed learning material in English.

Keywords: *TikTok, Self-Directed Learning Material, social media, Learning Material in English, English Language*

Introduction

Human language is regarded as an invaluable resource that a person can possess as it serves as a means of communication for an individual to gain knowledge and understanding. Then, because English is regarded as the universal language, learning it is necessary. According to Putra (2020), the significance of learning English in today's world cannot be overstated or overlooked, given that English is the language spoken in the majority of the globe. Learning English has now become a challenge for every learner given that most students are attending online classes, but due to the widespread use of social media sites, language learning has become accessible. However, social media sites give irrelevant topics to language

learning like exposing children to inappropriate sites that may cause harm or addiction to learners.

The social media platform, a vital tool for advanced internet-based communication technology, offers helpful information (Manca & Ranieri, 2013). Social media was initially only seen as a tool for socializing, but as time went on, it was widely adopted and used in a variety of fields, including (Nasir & Khan 2019). Social media has become the focus of attention of higher educational research (Manca & Ranieri, 2016) and its adoption for teaching has gradually triggered (Seaman & Tinti-Kane, 2013).

There are many kinds of social media that students use to learn English. YouTube is an application which provides many resources of videos to learn new topics, allowing the students to learn English by watching English videos. Instagram which allows students to share videos, pictures and captions easily among their friends. WhatsApp is another social media where students can share their ideas and use it for communicating, enhancing their English skills. Twitter and Facebook provide interesting posts and tweets that students can learn from and improve their English skills. Other social media students use for learning English are as follows: Telegram, Google, TikTok, Quora and Discord.

Technological advancement made its way to make learning unmeasurable in various aspects as numerous social media platforms were being made and utilized as a medium of language learning. One of which is TikTok, a platform that showcases short videos with different content – Vines, Talents, Advice and Educational Content. Though some contents in the said platform are inappropriate, some studies have seen its potential as a self-directed learning material in English as some content creators are now utilizing TikTok as an educational platform most especially in teaching the English language. As Wu (2020) stated that youngsters, especially Gen Zs, are spending an average of 52 minutes every day on TikTok and due to this amount of time being spent, he concluded that TikTok should be taken into consideration as an educational platform and that made success in Indonesian and Indian school. In the topic English Language Learning, TikTok could provide short videos discussing English Language Lessons by English Educators for its young users to learn in an innovative mode. Hadi et al. (2022) declared that audio-visual learning can motivate students' understanding when being utilized in everyday classroom settings. With that we can say that TikTok and its educational content can increase one's learning with the presence of media moving image-based learning as the platform contains short videos that can be seen by multiple youngsters.

If we look at it from an instructional standpoint, TikTok is a video that has been used as a learning tool. Video has the potential to be a potent

educational and motivating tool during the teaching and learning process. With the help of video, students can more easily learn certain subjects because it is an audiovisual medium that can be used to transmit and receive messages. In the learning process, media is frequently viewed as graphic. To record, process, and reorganize visual or verbal information, use photographic or technological instruments. Educational media is utilized in the learning process to facilitate communication and interaction between professors and students. Learning media can help to clarify how messages and information are presented, facilitating and improving the learning process and outcomes.

In May 2020, TikTok announced a new #LearnOnTikTok campaign to promote a variety of instructional films to assist pupils' study during COVID-19 lockdowns (Hutchinson, 2020). TikTok is now useful for students to learn English since it gives exposure, particularly because the majority of TikTok users are native English speakers and use the English language, yet there are no significant proofs of how accurate their contents are (Hutchinson, 2020). It also provides sociability and engaging individuals naturally to attract whether live, online, for example, groups study together; they offer and receive feedback and are held responsible, allowing them to have a feeling of connection and self-paced learning but not all students are capable of learning by themselves. Several researches are now being undertaken to determine how social media platforms like TikTok might help language learners enhance their language abilities and proficiency.

According to the TikTok Data Report for 2019, language instruction videos placed second in the Top 5 most popular knowledge category. Language acquisition, based on these facts, plays a significant role in the distribution of educational videos on TikTok. One of them is attempting to learn English. On TikTok, a number of educational accounts are presenting materials on learning English. They include unique effects and interesting editing in their educational video content. However, no study has gone into further depth on how students develop their identities. Based on the aforementioned description, the researchers want to discover more

about the relationship between students' consumption behaviors and learning English through TikTok media.

English Language Learning

Language is a vital part of communication, local or international, and as per Ahmadi (2017), one important element in attaining language proficiency is the method that the teachers are utilizing. Since the pandemic started, the teaching method that largely depends on taking notes and rote learning has been replaced by the technology where teachers are required to have sufficient knowledge about new technologies and social networking sites. Innovative ways contribute in affecting changes, which is generally for the greater good.

According to a different study by Mokhtar and Dzakiria (2015), the English language's global influence has given it the relevance it has today because it is taught as a second language in some schools all over the world, making it a required subject for students. Teachers use pedagogies, teaching strategies, and learning resources to support the teaching and learning of this international language in an effort to ensure that English is taught effectively.

From the past to the present, learning a language has become absolutely essential. As stated by Rabiah (2012), "Through language, we can show our perspective, our understanding of the issue, the history of the country and our state, our education level, and even our character". People can communicate freely with others in the outside world thanks to language. Since English is an international language and the primary language used for communication, learning the language is essential for millennials. Almost all industries use English as a means of communication with the outside world, including those in the economy, development, education, business, and national defense. English is frequently listed as one of the skills that are required by the modern workplace.

One of the most challenging abilities that students must master is speaking. Why? Because, despite being in the English education department, students are often hesitant to speak a foreign language when they believe they lack proficiency in the language.

Furthermore, the researchers discovered that most students struggled to speak due to a lack of vocabulary mastery and practice. This challenge lowers students' enthusiasm and interest in continuing to improve their English skills. Many students excel at writing English but freeze up when it comes to speaking the language. According to Pratiwi (2021), "there are six important things considered to be useful: that someone can be more fluent and brave in speaking. They are confidence, fluency & accuracy, finding the right words, showing where we are going, keeping the listeners interested and sounding natural."

According to Kong (2013), English has grown to be so crucial that people start studying it fervently at a young age. It can be difficult and tedious at times to learn a foreign language. Since motivation is crucial for learning English, finding effective ways to inspire students to study the language is a crucial problem. Students who have strong learning motivation approach their studies correctly and positively, put forth great effort to master English with a clear goal and desire, and as a result, earn higher grades than students who lack motivation and see learning English as a strenuous and tedious task. It is true that student motivation is such an essential component of language learning that no teacher could avoid being concerned about it. Therefore, a deeper understanding of motivation is required.

Furthermore, Bouchaib et al. (2018) stated in their study that all methods that can enable students to realize their full potential are necessary for success in learning the English language because learning the English language is not only dependent on the way the teacher teaches or how his planning influences the students, but it is also a personal process that learners must take ownership of in order to get the best results in their learning.

Influence of Social Media in Language Learning

The influence of social media on second language acquisition and learning has been witnessed by language practitioners and educators in particular. A recent study discovered that a group that got learning, engagement, and motivation through a social networking site performed better on an

English proficiency exam than a group that received instruction face-to-face (Wamba & Carter, 2016). According to Cabrera (2018), social media had a favorable influence on its users' English language acquisition. However, they might come with benefits or dangers that prevent someone from studying the English language. Web social media platforms could be beneficial for providing up-to-date information, a substantial amount of language input, interaction with native language speakers, and creative learning. Moreover, these same media outlets can divert language learners with their misinformation, impolite language, and fake human contact. The researcher suggests that language students make use of social media to improve their chances of getting online access to native English speakers directly. To ensure that learners' needs for 21st Century skills like communication, teamwork, creativity, critical thinking, and others are met, these same technologies are necessary. It is advised that learners be taught to select the proper media and activate their filters to distinguish between fake and real information, wholesome and not, and unscholarly or ungrammatical and sound language texts when dealing with the pitfalls of social media in English language learning. Language learners are advised to practice communicating more in person rather than online because genuine human connection is either scarce or nonexistent on a virtual screen. By utilizing the key components of communication, communication breakdown is avoided. Furthermore, it is recommended that educators or adults educate their students about the risks of these trends and direct these younger individuals to text-rich sources of sound English language due to the prevalence of abbreviated writings, memes, and internet slangs, which reduce the writing skills of language novices.

According to (Jahromi, 2020), social media may be both a friend and an enemy in terms of natural language processing. While he sees social media as a source of "spelling irregularities, free-form adoption of new terminology, and regular breaches of English grammatical conventions," he also sees the benefit of "lexical normalization" in the same linguistic context.

In order for students to be proficient and an effective communicator they must be able to hone

their macro skills (Meepprom, 2014). Take into account the Facebook app, one effective way to be proficient in a certain language is to be able to utilize the language in daily life, means through communicating and Facebook is one of the communication tools that was popular and being used by many before TikTok. As per Vigotsky (1978), Facebook, which is regarded as a good place for expressing one's own thoughts, is an example of a platform where using a language can help learners develop their own understanding of the language in addition to being a means of communication.

Bai (2018; as cited in Alvear, 2022) created a questionnaire survey was developed and given to second graders who don't take English courses in colleges as part of a quantitative empirical study based on vocabulary learning methodologies. The study's other objectives included identifying the difficulties that students encounter when learning English vocabulary and supplying them with details on practical solutions. This led to the conclusion that methods for teaching students' English vocabulary should include those that foster independence, effective communication, the use of appropriate phrases and words, and accuracy in vocabulary usage.

Fahdin (2021) presented a study in *Khazanah: Jurnal Mahasiswa* about students' perceptions of the use of TikTok in learning English vocabulary. The study employed online questionnaires as instruments and utilized surveys as the research strategy. The results of the survey suggest that users can increase their vocabulary in English by watching short videos on TikTok with English-language material. Students have commended TikTok as a language learning tool since the English content videos were easy to understand and retain numerous vocabularies they encountered on the videos, such as verb, noun, and other topic vocabulary. Fahdin (2021) found that using TikTok as a language learning medium is acceptable currently. By watching the movies, students enhanced their vocabulary, which had a favorable impact on the students.

According to Decenilla et al., (2022), the use of digital or social media as teaching aids for students can also be seen as an example of technology

integration in education. These platforms are now taken into consideration by many institutions as they encourage students' interest in learning and encourage exploratory and collaborative learning. The use of student-created mini-lecture Tiktok videos as a strategy to improve knowledge and learning performance is then implied as accurately addressing the concept of 21st-century education on the integration of technology in learning.

Tiktok as a Social Media in Language Learning

According to Ahlse et al. (2020; as cited in Alvear, 2022), TikTok is regarded as an app that combines the best attractions for these young people because generation Z is motivated to participate in apps where daily graphic content is generated. The current generation is surrounded by technology, knows how to use it, and their learning style is more visual than any other.

TikTok stands out due to the simplicity with which a video of speaking practice may be created by combining a TikTok fixture with a genuine native speaker. TikTok features a duet option and divides the screen for synced, coordinated, or comparison performance (Anderson, 2020). Seeing hashtags like #speakenglish and #englishspeaking illustrate that speaking learning is available on the TikTok platform, and those hashtags have collected over 260 million views. The users' goals are to spread the word about the educational benefits of speaking to as many people as possible throughout the world.

According to Aziz and Sabella (2021), students may watch and search for various learning videos about speaking on TikTok, making learning engaging and entertaining. Include less exercise to practice speaking when the instructional technique is not suitable. Students have a limited amount of time to learn, which affects their comprehension and accomplishment. As a result, when utilizing TikTok, students are inspired and may improve their speaking fluency by watching numerous unique videos from native speakers and practicing them effectively; they can also utilize and learn them anytime and wherever they like.

As stated by Revesencio et al., (2020), Through the use of the duet video feature, which allows one user to challenge other users to complete a performance

or skill presentation, TikTok has assisted viewers in improving their English language abilities, including vocabulary and speaking skills. TikTok is regarded as a reliable resource for nanolearning. It is acknowledged as an effective pedagogical tool for closing the gap between formal and informal learning.

Based on the results that were examined, it can be demonstrated that students' scores and ability are rising by using TikTok as a learning medium for speaking. This suggests that using TikTok may stimulate the fluency of students' speaking ability. Another reason for students' respect is that TikTok is an entertaining medium to use for learning, and can be used anytime and wherever they are. By comparing students' scores before and after using TikTok as a learning tool, it is clear from the previous research issues that using the TikTok application may improve students' speaking fluency; the score before offering the treatment was low, but after delivering the treatment using the TikTok application became higher (Aziz & Sabella, 2021).

Tiktok and Its Educational Dimension

Learning during the Covid-19 pandemic is difficult because students can complete their coursework through an online system without having to go to class (in a network). However, it lessens students' desire to study, and if a number of problems arise, such as unstable networks and a lack of suitable technology, the absence of social media may result in poor communication. TikTok, as a learning tool, can therefore be used to rekindle students whose enthusiasm has dimmed as a result of online learning. The TikTok trend that has spread throughout the community, especially among Gen Z or the millennial generation, undoubtedly has both positive and negative effects. Although the TikTok app is frequently used as a form of entertainment, it has also been used to distribute many educational materials. It goes without saying that TikTok's large and enthusiastic user base, which surpasses that of many other applications, is a distinct advantage for the spread of content. Educational learning content created and shared through TikTok has benefited a wide range of people, especially students. The created learning materials included journaling techniques,

applications to help with homework, and student suggestions (Mustofa et al., 2022).

TikTok application provides video clips that are short and are all about English language learning content provided by English instructors and educators, as well as other types of instructional content in the context of English language communication education. It has native English speakers on its forum for kids to learn in an innovative type of way. Students can also use the application TikTok to make online spoken English presentations in the style of short films. Teachers, as well as some other TikTok users, can comment in this situation to help enhance the English communication skills of this group of pupils. As a result, including TikTok into teaching and learning activities among young people could assist in strengthening these students' willingness to learn.

Students should be offered a variety of activities to choose from, as well as increased use of autonomy-supportive behaviors, so that all students can participate in the way that is most comfortable for them (Reeve et al., 2004). With the progress of technology and contemporary student learning methods, it is critical to investigate the relationship between social networking sites and interactive online learning in ESL, listening training, in particular.

According to Afidah et al. (2021), the TikTok application has many benefits in the educational process, which includes the following: first, it serves as an interesting and fun, engaging, and revolutionary learning medium when paired with suitable techniques. Second, TikTok can handle five macro skills owing to a range of application capabilities. Next, TikTok which is a simple application that can be used in education. It has a great amount of users and overwhelming majority of young individuals so it has the ability to be an outstanding educational material for the nation's upcoming generation. Fourth, there are many unique aspects that appeal to millennials, giving TikTok an ideal platform for students to communicate their opinions on positivity and education including video research activities, language acquisition, public speaking, and the like. Finally, the TikTok program is sometimes viewed adversely by some members of the public since

many users utilize it incorrectly. TikTok, on the other hand, offers several advantages if used correctly.

The use of TikTok as a learning tool in EFL was recognized by 88% of the students. Everyone who agrees that in the modern age, TikTok can pique the interest of any student. The videos must be high-quality and captivating, with concise and understandable learning components. More than half of those surveyed said speaking abilities are the abilities they want to hone and use via TikTok. TikTok's benefit is that it has numerous engaging elements that keeps students engaged in their studies. The problem is that the TikTok program demands a large amount of space. The summary of the survey results shows that the students believe that using the TikTok application for learning, especially in EFL classes, is both outstanding and achievable (Afidah et al., 2021).

It is hypothesized that supervised learning or active participation among peers in a group builds both internal and external linguistic knowledge and expertise (Khadimally, 2021). Technology-assisted vocabulary acquisition has the potential to boost the vocabulary growth of school-aged second language learners tremendously (Yang et al., 2021). Google Meet, Google Classroom, Google Forms, Kahoot, Quizziz, and other online tools appear to be dedicated to assisting the teaching and learning process. Despite the fact that professors are heavily using these platforms to provide lectures in the midst of the ongoing Covid-19 pandemic, a variety of online platforms attract learners like a magnet. Facebook, YouTube, Instagram, Twitter, TikTok, and other social media apps are examples of these platforms. The learners who tend to spend more time in this setting are the audience when compared to platforms designed specifically for educational purposes. TikTok, a popular social media app, has the potential to be a useful educational tool, according to Khlaif and Salha (2021), because it enables for the delivery of distinct learning units in a short amount of time (less than 60 seconds). Success can be attributed to TikTok's videography features; some educators have produced TikTok-based projects that are published within private classroom groups. Using TikTok to produce and deliver creative learning content can aid nano-

learning-based pedagogical approaches, making it easier to create high-quality e-learning content (Khlaif & Salha, 2021). Students might generate content independently or together since they are very creative and engaged in TikTok. It is also clear that the majority of young students are kinesthetic learners. However, it appears that there is a study gap in the area of using TikTok for educational reasons. As a result, the researcher recognized this as a chance to boost the research's uniqueness by incorporating TikTok into the study. Writing sessions could be used as an intervention to help Year 5 students enhance their vocabulary in regular verbs.

Zourou and Lamy, on the other hand, characterized social media as content recycling and sharing, structural flexibility due to ease and comprehensive use, and distribution channels or effect potential of conveying goals (Zourou & Loiseau, 2013), which is similar to the TikTok explanation. Some smartphone apps, such as YouTube, Instagram, and TikTok, according to Lekawael, are worth learning to speak since they allow pupils to practice their language skills both inside and outside the classroom. Both inside and outside the classroom Students can listen to conversations that will enable them to improve their language skills. With the appropriate language skills that he desires to gain, speaking gets a little simpler (Lekawael, 2017).

According to Quinto et al., (2023) assert that TikTok may be useful in the Philippine educational sector. Teachers may more effectively explain important concepts to learners and assist them in making videos as part of their learning output or performance with the aid of its user-friendly interface. Also, teachers can use free instructional resources from the internet into their courses.

Self-Directed Learning

Zhu and Bonk (2022) claim that learning is becoming more informal and self-directed. The curriculum content, scheduling, locality, instructional methods, and approaches are all at the learners' control. With the development of technology, a sizable number of online learning resources have led to informal learning, which allows individuals to gain knowledge whenever they want and need to. The good news is that many

of these educational resources are publicly accessible, allowing students to easily access them whenever they need them and from wherever they are. Language learners who have access to the internet have a great opportunity to use digital learning resources at their own schedule and can study anywhere or whenever they choose.

The most widely acknowledged self-teaching definitions and self-directed learning (Manning, 2007) both emphasize the learner's control over learning planning and implementation. Self-direction is defined as a high degree of autonomy in determining the direction and content of learning. If self-directed learning is to occur, it is risky to claim that adults' independence must be distinguished by a highly regulated control over the goal and intent of their activities. Although some degree of direction and purpose is required for any type of education, adults might embark on an intellectual journey with no clearly defined, definite, or definitive end in mind.

According to McLoughlin and Lee (2010), independent learners who are self-directed can study and manage their own learning processes and resources, as well as autonomously reflect on and evaluate their own learning. The ability of self-directed language learners to advance their knowledge freely and have control over their learning process has risen and expanded owing to the simple accessibility of current educational instruments and internet resources. Language learners can now simply enroll in online courses and institutions, sign up for and take them, and have access to free teaching resources and tools. By taking online courses, participating in MOOCs, academic forums, and using social media, they may advance their knowledge and language skills. As a result, current educational technology and e-learning materials offer huge potential for facilitating independent learning. Because of this, today's educational technology and online learning materials have a lot of potential to assist self-paced learning.

Self-directed learning may be seen as a dynamic process of meaning formation. By critically examining learning expectations, meaning can be created, and this can encourage people to be flexible

and open to new ideas. The learner is not only a passive recipient of knowledge; rather, he or she is an active and self-directed participant in the learning process who aims to create a meaningful understanding of the learning material offered in the educational setting. Emphasis is placed on learning as belonging, learning as becoming, learning as experiencing, and learning as doing. Learning must prioritize personal development, and instruction must connect to students' lives, emotions, and learning experiences for them to reach their full potential (Du Toit-Brits, 2018).

Students' self-direction in learning has been contested in the literature as a result of the interplay and interconnectedness of students' interests. The learning environment and personal. Yet, according to a number of other authors in SDL, students' self-direction in learning is linked to intrinsic motivation and teachers' facilitation tactics (Langshaw, 2017). These features are compatible with the model proposed. Students' unique learning qualities, the learning environment, and a meaning-making learning transformation process, according to this paradigm, can transform students into self-directed, lifelong learners with a sense of purpose.

Brockett and Hiemstra (2018) argues that the self-directed learner should be able to not be regarded as an intellectual Robinson Crusoe, castaway and cut off from the rest of the world. Adults make contact with books, educational programs, and automated systems in their quest of skills, knowledge, and insight, all of which were created by humans to aid skill development or knowledge acquisition. Despite the fact that the creators of these educational tools are not physically present, they have some control over the learner's cognitive activities.

According to Moradi (2018), the advancement of self-directed learning (SDL) in language instruction and acquisition, in addition to the development of necessary Self - directed learning abilities, in connection with effective educational strategies and procedures, can immensely encourage students to plan and decide things for their learning, along with assess their own progression, eventually contributing to successful learning. Although students might not be aware of how to manage and

control their own learning process, they will be able to do so with appropriate education and by getting involved and collaborating throughout every stage of defining objectives, preparing for them, evaluating alternative educational strategies, recognizing learner needs, and evaluating their development. Incorporating SDL may serve as a helpful way to improve linguistic competence as well as a useful tool for inspiring students to participate in learning activities within and beyond the classroom. Since learners have ownership of the lessons, they choose to gain knowledge and the concerns they choose to alleviate in real-world settings. They are able to choose, plan, manage, and evaluate their educational activities, which can be completed anywhere and at any time.

Theoretical Framework

Self-Regulated Learning Theory

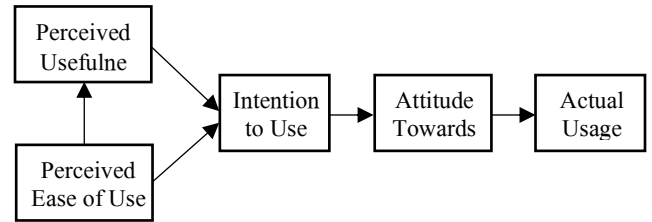
SRL theory is a new concept in cognitive psychology, with roots in Albert Bandura's social-cognitive learning theory (1997). One reason for the interest in SRL is that we live in a world where life-long learning is becoming increasingly essential and informal learning contexts needing self-regulation abilities are proliferating (Beishuizen & Steffens, 2011). According to Zimmerman's (1998) cycle model, self-regulation is a self-directed learning process that happens in three stages these includes, forecasting (processes that occur before the learning endeavor), execution control (activities that occur during learning), and self-reflection are examples of these (processes that occur after learning). SRL is an example of determining the acceptance of students in integrating technologies to their learning. Winne (2006), on the other hand, claimed that tools and technologies can only enable SRL if they are specifically built and implemented for it. Students and instructors must also possess the necessary abilities and willingness to use digital technology. SRL is improved when instructional techniques and delivery methods are integrated into the design and usage of technology with a focus on improving student comprehension of the work, making a plan and selecting strategies to finish the task, and assessing the plan's efficacy on those strategies. The researchers are concerned with the use of technology, particularly TikTok in and

outside of the classroom to help students learn the English language using self-regulation.

Technology Acceptance Model

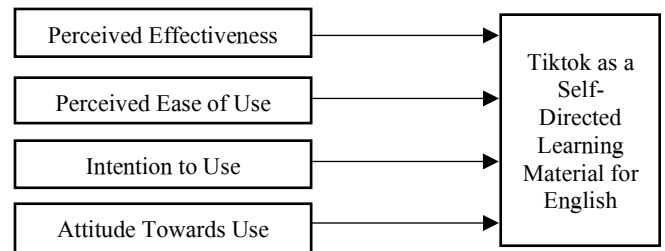
This research used the adapted model of the Technology Acceptance Model (TAM) by Davis (1989). TAM claims that a person's attitude toward technology may be defined by their adoption of technology based on perceived use or perceived ease of use (Chen and Lin, 2018). TAM is an information systems model that has been studied in older populations to explain how users adopt and use new technologies, particularly in the workplace (Davis et al., 1989). The TAM has been used in a variety of technology-related studies, either in its initial state or as a revised method or as an extended model (Venkatesh & Davis, 2000; as cited in Arbaugh, 2014). The ease of using the TikTok application, which emphasizes user creativity in creating short movies, is a vital component in deciding a positive perception. This framework was created to help people learn how to use new technology (Al-Tall, 2020). Wang et al. (2017) discovered that the desire to reuse technology is decided by personal opinion when utilizing the technology rather than the opinion of friends or colleagues. Researchers can use this to determine students' perceptions of TikTok as a medium for learning the English language, as well as their understanding of TikTok as a platform for learning the English language. This should be emphasized that the research project aims to examine the TAM variables in relation to students' use of Tiktok for self-directed learning material. Researchers can use it to assess the potential of Tiktok among students, as well as their knowledge of Tiktok to be a medium for learning English through self-directed learning. The goal of this study was to examine senior high school students' views regarding TikTok as a self-directed platform for English learning. Students' desire to interact with a learning material is significantly impacted by how easy or difficult it is to use the technology involved. The study will also concentrate on how students perceive TikTok. Some students may encounter difficulties as a result of modern technology, and it is beneficial if their perceptions and points of view are collected and considered.

Figure 1. Technology Acceptance Model (TAM) (Davis, 1989)



Conceptual Framework

Figure 2. Conceptual Framework



The conceptual framework in this study, shown in Figure 2, was derived from the TAM. The proposed conceptual model posits an accurate understanding of TikTok necessitates greater insight into SHS students having direct access with TikTok and evolving into a self-directed learning platform for learning English based on the TAM which perceives the application's perceived ease of use, perceived effectiveness, intentions of use, and attitudes. Perceived ease of use (PEU) is defined as “the degree to which someone thinks using a single platform will be easy”. If the technology is simple to use, then the challenges have been modified. If TikTok is not easy to use and the functionality is complex and difficult, no one has a positive attitude towards it. Perceived effectiveness (PE) is defined as “the degree to which someone thinks that utilizing a particular technology would increase their ability to accomplish their tasks”. It refers to whether or not someone thinks that technology is useful for what they need to do. Intentions to use is defined as “the extent to which a person has made intentional plans to engage in or refrain from engaging in a specific future action”. Attitude is defined as “the positive or negative feelings of an individual towards an action”.

Research Problems

TikTok might be utilized as an assessment language tool to measure students' learning outcomes and as an out-of-class language learning tool to push students to focus on their communicative English language learning, based on the unique qualities of the TikTok and its popularity among Z-generations (Xiuwen & Razali, 2021). TikTok associated with short videos could help provide access to English language communicative settings while also reducing the inconvenience for language learners regardless of distance or settings which allows these EFL learners to improve their English language communication competence in the modern digital arena (Nariyati et al., 2020). Therefore, the students will have a new way of finding an alternative medium for learning English language whether in and out of class. With this study, researchers want to describe the perspective of students on the potentials of TikTok for becoming a self-directed material for learning the English language.

The purpose of this study is to determine perceptions toward the potentials in using TikTok as a self-directed learning material in order to improve their English learning and academic performance. Thus, it aims to answer the following questions:

1. How may the perceptions of the respondents in the TikTok as a self-directed learning material in English be described in terms of:
 - 1.1 ease of use,
 - 1.2 effectiveness,
 - 1.3 intention of use, and
 - 1.4 attitudes
2. What is the implication of the study?

Methods

Research Design

Quantitative research was chosen for this study to determine the level of Senior High School students in Pampanga of the potentials of TikTok as a self-directed learning material in English as perceived by the students. According to Torrentira (2020), Quantitative research uses statistical analyses that are expressed numerically to describe the respondents' perceptions or experiences. The survey method was employed as the goal of the study was

to find out the perception of students of the potentials of TikTok as a self-directed learning material in English. As a result, to study and estimate the variables, quantitative data are gathered, collected, encoded, and statistically processed. This approach aims to identify characteristics, quantify them, and create statistical methods to explain what is being observed.

Research Instruments

To measure perceptions of students on the potentials of TikTok as a self-directed learning material in English, a survey method was used to assess TikTok's potential as a self-directed learning material in enhancing the students' English language learning and competence based on the TAM. This study was based on a revised survey form created by the researchers that was based on Kitchakarn's (2016) learning tool entitled "How Students Perceived Social Media as a Learning Tool in Enhancing Their Language Learning Performance". It consisted of revised questions from Zaitun et al. (2021)'s TikTok as a Media to Enhancing the Speaking Skills of EFL Students on the aim to perceive the potentials of TikTok as a self-directed learning material in English. The questionnaire had an unequal items per factor as the adapted questionnaire had unequal items as well.

The researchers utilized four sets of questionnaires from the 23-items questionnaire utilized in a 4-point Likert Scale. The survey includes the perceived ease of use, perceived effectiveness, attitudes, and the intention to use categories which are considered from the dimensions of TAM. The research tool underwent the validation process conducted by seven (7) experts in English language teaching. The validators include three licensed professional teachers, three experts graduated with master's degree, and an expert with doctorate degree. The researchers utilized the Lawshe Method where the experts were prompted to provide feedback on how effectively each question measures the relevant construct. The final items of the questionnaire were revised as recommended by the validators, as some items are redundant and some are not essential.

Furthermore, the researchers examined the reliability of the proposed statements using a pilot study with a group of respondents. This was done to

support the validity of the experts and determine the efficiency and quality of the study. A pilot study was conducted in order to determine the level of participation amongst senior high school students in Pampanga prior to this study. The pilot research involved selected senior high school students from Republic Central Colleges enrolled in the first semester of the academic year 2021–2022. Respondents received survey questionnaires and were conducted by 30 students from the aforementioned school.

The collected data were assessed for internal consistency by a statistician using the Cronbach Alpha formula, which requires a value of 0.70 or above to be considered acceptable. The findings of the reliability tests revealed that the claims stated under criteria using the 23-items survey received an acceptable ratio of 0.806 for the 5 items on Perceived Ease of Use, 0.929 for the 9 items Perceived Effectiveness, 0.912 for the 4 items on Ease of Use, and 0.890 for the 5 items on Attitudes.

Table 1. Pilot Study: Cronbach Alpha

Scale	No. of Items	α
PEU	5	0.806
PE	9	0.929
IU	4	0.912
A	5	0.890

Note: Attitude (A); Perceived Ease of Use (PEU); Perceived Effectiveness (PE); Intentions to Use (IU)

*Acceptable value of .70 (Nunnally, 1978)

This demonstrates a high internal consistency in which respondents agree that most of the items are essential and the study achieved most of these criteria, showing that it was valid and relevant.

Sampling Technique and Respondents

The data were collected from one (1) private and three (3) public high schools and colleges in Pampanga. The respondents came from different kind of schools as the respondents has equal access to TikTok regardless of their economic status. The respondents were senior high school students and were selected through convenience sampling. This study used a sampling technique in which the researchers selected their sample solely for purposes of convenience. Members of the target population who meet certain practical criteria, such as easy accessibility, geographic proximity,

availability at a specific time, or the willingness to participate, are included for the purpose of the study through convenience sampling, a type of nonprobability or nonrandom sampling (Dornyei, 2007; as cited in Etikan, Musa, & Alkassim, 2016). They were selected as research respondents considering they are appropriate respondents in meeting the objectives of the research. The sample size of the study is computed using a program named Raosoft. This application calculates the sample size or margin of error by analyzing the statistics and underlying method in detail (Raosoft, 2004). The researchers used Raosoft to compute the sample size with 5 as the margin of error and confidence level of 95%.

The calculated respondents resulted in senior high school students from Republic of Central Colleges, senior high school students from Francisco G. Nepomuceno Memorial High School, senior high school students from Angeles City National Trade School, and senior high school students from Angeles City National High School which are Pampanga-based SHS schools. The study gathered 1,105 respondents which is the minimum recommended size for this study.

Data Analysis

The data gathered from the respondents was encoded in Microsoft Excel 2019 ed. and analyzed using the License IBM SPSS Statistics version 25 to answer specific questions stated in the research problem. Data were statistically recorded and analyzed by SPSS/Windows program. Data concerning perceived ease of use, perceived effectiveness, intentions to use, and attitudes toward TikTok as a self-directed learning material in English were analyzed quantitatively for means and standard deviations. The ranges were as follows: 1.00-1.50 = strongly disagree, 1.51-2.50 = disagree, 2.51-3.50 = agree, 3.51-4.00 = strongly agree. The scores gained from the questionnaire were calculated for mean and standard deviation and will be used to describe the four factors: ease of use, effectiveness, intentions to use, and attitudes.

Ethical Considerations

The research respondents were provided consent forms regarding the study prior to taking part in the research. The Data Privacy Act of 2012, a law that

aims to protect all forms of information, will provide protection for survey respondents. All of the respondents' personal information will be kept private and confidential. The confidentiality of the respondents' responses was guaranteed by the researchers. Whereas if the questions and surveys make the respondents uncomfortable, they will have the option to stop participating both prior to and during the study. The respondents were also requested for permission to share the findings of the study by the researchers. The results gathered from the participants will be solely used for research purposes. The research was carried out in an open and honest manner above all else.

Results

The research findings from the information gathered from the respondents are presented in this chapter. The questionnaire serves as the primary data source, and statistical analysis is used to supplement it. The results will be discussed in relation to the study's stated research goals. The methodology chapter of the book already covers the technique used to analyze the data.

Table 2 demonstrates the overall mean score of students' perceived ease of use which is 3.44 and translates to "agree". The mean score of each item is as follows: item no. 1 (It is easy to access

TikTok from my mobile phone.) is 3.71, item no. 2 (It is easy to post photos and videos on TikTok.) is 3.52, item no. 3 (It is easy to search for posts about the English language on TikTok.) is 3.41, item no. 4 (TikTok makes my interaction with English language educational contents understandable.) is 3.32, and item no. 5 (TikTok makes my interaction with English language educational contents clear.) is 3.26. After considering each item, it was discovered that the five items could be arranged as follows, going from most to least important: ease of accessing from mobile phone, ease to post photos and videos, ease of searching for posts about the English language, interaction with English language educational contents made understandable, and interaction with English language educational contents made clear. The first two items have a mean score that translates to "strongly agree" and the three remaining items have a mean score that translates to "agree". The TikTok application's many features can be used to link English learning to it, allowing students to make the most of the app. The TikTok application can also make it simpler for teachers and students to obtain information, and students may also feel happier while learning as a result of their new experiences with unconventional English learning (Zaitun, 2021).

Table 2. Ease of Use of Tiktok

Statement	Mean	SD	Level
1. It is easy to access TikTok from my mobile phone.	3.71	0.479	Strongly Agree
2. It is easy to post photos and videos on TikTok.	3.52	0.609	Strongly Agree
3. It is easy to search for posts about the English language on TikTok.	3.41	0.599	Agree
4. TikTok makes my interaction with English language educational contents understandable.	3.32	0.605	Agree
5. TikTok makes my interaction with English language educational contents clear.	3.26	0.587	Agree
Overall	3.44	0.600	Agree

Table 3 shows the overall mean score of students' perceived effectiveness of TikTok as a self-directed learning material in English translates to "agree" (Mean = 3.21). The first highest mean score fell on items no. 5 (TikTok improves the students' ability to make meaning through texts in the English language.) and no. 6 (TikTok improves the

students' ability to engage in meaningful conversations using the English language.) with the mean score of 3.25, followed by items no. 4 (TikTok develops the students' grammar awareness in the English language.) with the mean score of 3.23, items no. 2 (TikTok enhances the students' vocabulary in the English language.) and no. 3

(TikTok makes it easier for students to understand the grammar rules of the English language.) with the mean score of 3.22, item no. 8 (TikTok improves the study strategies of students studying the English language.) with the mean score of 3.21, item no. 1 (TikTok helps students to enhance their oral proficiency in the English language.) with the mean score of 3.20, and item no. 9 (TikTok improves the students' attitudes towards Learning the English language.) with the mean score of 3.16. The lowest mean score was on item no. 7 (TikTok improves the English writing composition of the students.) with the mean score of 3.15. All of the items have a mean score that translates to "agree". Another study's findings showed that TikTok's duet video feature, which allows users to challenge other

users to complete a performance or skill presentation, helped viewers improve their English language proficiency, including vocabulary and speaking abilities (Ichara, 2022). TikTok is acknowledged as a source of information for nano learning. It is regarded as a useful pedagogical tool for bridging the gap between formal and informal learning. After exploring the use of the TikTok application as an educational tool for teaching listening, a recent study established the usefulness of TikTok as a tool and gathered positive feedback from the respondents. Due to its novelty and intriguing features, respondents preferred using the TikTok app to the conventional mind map as a way to learn English (Adnan et al., 2021).

Table 3. Effectiveness of TikTok as Self-Directed Learning Material in English

Statement	Mean	SD	Level
1. TikTok helps students to enhance their oral proficiency in the English language.	3.20	0.558	Agree
2. TikTok enhances the students' vocabulary in the English language.	3.22	0.588	Agree
3. TikTok makes it easier for students to understand the grammar rules of the English language.	3.22	0.624	Agree
4. TikTok develops the students' grammar awareness in the English language.	3.23	0.623	Agree
5. TikTok improves the students' ability to make meaning through texts in the English language.	3.25	0.612	Agree
6. TikTok improves the students' ability to engage in meaningful conversations using the English language.	3.25	0.611	Agree
7. TikTok improves the English writing composition of the students.	3.15	0.683	Agree
8. TikTok improves the study strategies of students studying the English language.	3.21	0.632	Agree
9. TikTok improves the students' attitudes towards Learning the English language.	3.16	0.673	Agree
Overall	3.21	0.624	Agree

Table 4 displays that the overall mean score of students' intentions to use TikTok as a self-directed learning material in English was at 3.40 that translates to "agree". The first highest mean score fell on item no. 2 (I like to watch videos of English language educators on TikTok to increase my confidence in speaking in English.) with the mean score of 3.43, followed by item no. 1 (I like to watch videos of English language educators on TikTok to expand my vocabulary.) with the mean score of

3.42, and item no. 3 (I like to watch videos of English language educators on TikTok to improve my oral proficiency.) with the mean score of 3.39. The lowest mean score was on item no. 4 (I want to use TikTok as a learning tool to improve my pronunciation and speaking skills in the English language.) with the mean score of 3.37. All of the items have a mean score that translates to "agree". TikTok can be used to create and distribute interesting educational content. The majority of

TikTok's educational content is distinctive and appealing visually, which makes it enjoyable for viewers (Hayes et al., 2020).

Table 4. Intention to Use Tiktok as Self-Directed Learning Material in English

Statement	Mean	SD	Level
1. I like to watch videos of English language educators on TikTok to expand my vocabulary.	3.42	0.610	Agree
2. I like to watch videos of English language educators on TikTok to increase my confidence in speaking in English.	3.43	0.601	Agree
3. I like to watch videos of English language educators on TikTok to improve my oral proficiency.	3.39	0.581	Agree
4. I want to use TikTok as a learning tool to improve my pronunciation and speaking skills in the English language.	3.37	0.607	Agree
Overall	3.40	0.600	Agree

Table 5 exhibits the overall mean score of students' attitudes toward TikTok as a self-directed learning material in English which was at 3.25 which translates to "agree". The mean score of each item is as follows: item no. 1 (I feel actively involved in all English-related activities on TikTok.) is 3.21, item no. 2 (TikTok can provide learners with new prospects of real time communication and linguistic interchange.) is 3.22, items no. 3 (I feel positive towards the use of the TikTok application when learning English.) and no. 4 (I believe that the TikTok application helps to be more engaged in

learning English.) is 3.27, and item no. 5 (I believe that TikTok is a good idea for me to use as a platform for English learning for my future coursework.) is 3.28. All of the items have a mean score that translates to "agree". The findings are consistent with a study that demonstrated that students' attitudes toward using TikTok videos as English learning tools are favorable; because of its numerous intriguing features, TikTok videos are especially effective at grabbing students' attention and reducing boredom in EFL classes (Afidah et al., 2021).

Table 5. Attitudes of Students towards Tiktok as Self-Directed Learning Material in English

Statement	Mean	SD	Level
1. I feel actively involved in all English-related activities on TikTok.	3.21	0.618	Agree
2. TikTok can provide learners with new prospects of real time communication and linguistic interchange.	3.22	0.579	Agree
3. I feel positive towards the use of the TikTok application when learning English.	3.27	0.597	Agree
4. I believe that the TikTok application helps to be more engaged in learning English.	3.27	0.587	Agree
5. I believe that TikTok is a good idea for me to use as a platform for English learning for my future coursework.	3.28	0.619	Agree
Overall	3.25	0.601	Agree

Discussion

The purpose of the study is to determine the Potentials of TikTok as a Self-directed Learning Material in English in order to improve their

English learning and academic performance. The findings of this study include the ease of use, effectiveness, intention to use and attitudes of the

respondents in the TikTok as a Self-directed Learning Material in English.

In general, the respondents agreed on the ease of use of TikTok as a self-directed learning material in English because TikTok is also accessible in different electronic devices. Most of the respondents perceive it as very efficient and effective to use not just because it is handy but it also helps them to acquire knowledge that they really need (Wenninger et al., 2014). Through the Internet, social media platforms are easily accessible (Chawinga, 2017). The interactivity of a social media platform makes it a better medium for virtual classes. Due to social media's growing popularity, there is now more literature on tertiary education, which examines how students and teachers use social media in the classroom and the underlying principles of education (Chawinga, 2017). In general, the academic sector has a wide variety of portals and tools to support online learning. Furthermore, while their respective institutions support them in the online learning activities, educators can acknowledge, collaborate with, or validate the creativity of their students (Aldheleai et al., 2021).

The respondents agreed that TikTok helps students to enhance their oral proficiency in the English language; TikTok enhances the students' vocabulary in the English language; TikTok makes it easier for students to understand the grammar rules of the English language; TikTok develops the students' grammar awareness in the English language; TikTok improves the students' ability to make meaning through texts in the English language; TikTok improves the students' ability to engage in meaningful conversations using the English language; TikTok improves the English writing composition of the students; TikTok improves the study strategies of students studying the English language; and TikTok improves the students' attitudes towards Learning the English language. Generally, the respondents have positive perceptions in the effectiveness of TikTok as a self-directed learning material in English. Previous research has suggested that social media can improve learning by fostering social learning. Social media enhances student-centered learning and active learning in addition to facilitating

instructors' communication (Moghavvemi et al., 2018). The growing popularity of social media among students is therefore due to a variety of factors (Almari et al., 2020). It can communicate virtually with a wider audience around the world and is not limited by its unique qualities. As a result, there are a variety of factors contributing to social media's growing popularity among students. Its unique qualities and capacity for virtual communication with a wider audience around the world are not limited. Particularly, students now use social media for a variety of purposes, such as information searching, group collaboration, and interpersonal connection (Van Den Beemt et al., 2020). Tiktok has developed into one of the most well-liked categories of social networks as a result of the current and quick evolution of social media. To put it another way, TikTok has been recognized as a capable channel for procedural learning (Kahil et al., 2021).

The great majority of the respondents are using TikTok as a learning tool. They all agreed that they intend to use TikTok to expand their vocabulary; to increase their confidence in speaking English; to improve their oral proficiency; and to improve their pronunciation and speaking skills in the English language. There are about 30.8M active users of TikTok around the globe that also explains how wide is the extent of TikTok and its efficacy (West, 2019). According to Fahdin (2021), using TikTok these days as a language learning tool is a possibility. Students who watched brief videos with English material content said it had a positive effect on them and helped them learn more words.

The attitude of the respondents on TikTok as a self-directed learning material in English was positive. Asterhan and Rosenberg (2015) said that, many studies found out that TikTok is a very useful Social Media Application in terms of academic discussions and connections. They concluded that students do not just use TikTok for entertainment and social purposes but also for educational purposes. As stated by Pratiwi et al. (2021), the TikTok app is widely used because it is advantageous and offers benefits like making studying simpler and more enjoyable, enabling users to watch entertaining

videos, interact with others, and quickly learn about current events around the world.

Conclusion

Based on the foregoing findings, the following conclusions are drawn:

1. The respondents have positive perceptions on the ease of use and effectiveness of TikTok as a self-directed learning material in English. They agreed that TikTok is easy to access from their mobile phone; TikTok makes their interaction with English language educational contents clear; TikTok helps students to enhance their oral proficiency in the English language; and TikTok improves the study strategies of students studying the English language.
2. The great majority of the respondents are using TikTok as a learning tool. The respondents all agreed that they intend to use TikTok to expand their vocabulary; to increase their confidence in speaking English; to improve their oral proficiency; and to improve their pronunciation and speaking skills in the English language.
3. The respondents have a positive attitude to TikTok as a learning tool because it provides learners with new prospects of real time communication and linguistic interchange and they believe that the TikTok application helps to be more engaged in learning English.

Delimitations of the Study

The purpose of the study is to determine the Potentials of TikTok as a Self-Directed Learning Material in English as Perceived by Students. The perceptions and attitudes of the respondents toward TikTok as a Self-Directed Learning Material in English is delimited only to the self-assessment by the Senior High School students using the questionnaire that has been adopted and revised on the “How Students Perceived Social Media as a Learning Tool in Enhancing their Language Learning Performance” (Kitchakarn, 2016). There will be no actual observation made to fully access the students’ perceptions and attitudes toward the potentials of TikTok as a self-directed learning material in English.

Recommendation

The future researchers could focus on the perception of the teachers as an instructional

expert or manager toward the potential of TikTok as a self-directed learning material in English. Furthermore, this study might be useful for future researchers to further dive into the relationship of the factors of the TAM model. Moreover, the future researchers could conduct a study looking for the differences of the perception of the students on the potentials of TikTok as a self-directed learning material in English in terms of demographics. The results of the study shows that educators can incorporate TikTok as an instructional material in the future.

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