

EXPLORING TIKTOK FOR ENHANCING SECONDARY SCHOOL STUDENTS' UNDERSTANDING OF LEARNING GRAMMAR: A QUALITATIVE STUDY

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Abstract: Linguistic proficiency in grammar constitutes a critical element of communicative competence, enabling precise and nuanced verbal expression. Consequently, grammar learning within Indonesian educational frameworks represents a pivotal pedagogical objective integrated into curricular design for secondary school students, particularly through qualitative approaches in educational technology and social media phenomenon study. However, there are still many intermediate students who have difficulty learning grammar. TikTok is the solution to become a grammar learning preference, almost all students use TikTok. The research uses qualitative methods that focus on the study of phenomena. Data collection uses observation, reflective journals, interviews, and document analysis. The findings reveal that students perceive TikTok as a highly engaging and enjoyable medium for learning grammar. The platform's short, visually appealing, and interactive videos enable students to grasp grammatical concepts more effectively in a relaxed and informal environment. Additionally, students reported increased motivation and confidence in applying grammar rules in both written and spoken English. These insights suggest that TikTok can be a valuable supplementary tool for grammar education, fostering independent learning and improving overall language proficiency in a digital age.

Keywords: Grammar, TikTok, Phenomenon Study, Independent Learning

Abstrak: Kemahiran linguistik dalam tata bahasa merupakan elemen penting dari kompetensi komunikatif, yang memungkinkan ekspresi verbal yang tepat dan bernuansa. Oleh karena itu, pembelajaran tata bahasa dalam kerangka pendidikan di Indonesia merupakan tujuan pedagogis yang sangat penting yang diintegrasikan ke dalam desain kurikulum untuk siswa sekolah menengah, terutama melalui pendekatan kualitatif dalam teknologi pendidikan dan studi fenomena media sosial. Namun, masih banyak siswa sekolah menengah yang masih mengalami kesulitan dalam memahami pembelajaran tata bahasa. TikTok menjadi solusi untuk menjadi preferensi pembelajaran tata bahasa, hampir semua siswa menggunakan TikTok. Penelitian ini menggunakan metode kualitatif yang berfokus pada studi fenomena. Pengumpulan data menggunakan observasi, jurnal reflektif, wawancara, dan analisis dokumen. Temuan menunjukkan bahwa siswa menganggap TikTok sebagai media yang sangat menarik dan menyenangkan untuk belajar tata bahasa. Video-video pendek, menarik secara visual, dan interaktif dari platform ini memungkinkan siswa untuk memahami konsep tata bahasa secara lebih efektif dalam lingkungan yang santai dan informal. Selain itu, para siswa melaporkan adanya peningkatan motivasi dan kepercayaan diri dalam menerapkan aturan tata bahasa baik dalam bahasa Inggris tertulis maupun lisan. Wawasan ini menunjukkan bahwa TikTok dapat berfungsi sebagai alat pelengkap yang berharga untuk pendidikan tata bahasa, mendorong pembelajaran mandiri, dan meningkatkan kemahiran bahasa secara keseluruhan di era digital.

Kata Kunci: Tata Bahasa, TikTok, Studi Fenomena, Pembelajaran Mandiri

INTRODUCTION

English grammar proficiency is a fundamental aspect of language learning, essential for effective communication and academic success. Canale and Swain's seminal research, as referenced in Mashudi et al., (2022), posits that grammatical knowledge constitutes a critical element of communicative competency, facilitating effective linguistic interaction. Successful communication is intrinsically contingent upon grammatical precision. Gultom (2020) elucidates that the primary pedagogical objective of grammar learning is to cultivate learners' proficiency across receptive and productive linguistic domains: listening, speaking, reading, and writing. Nonetheless, engaging secondary school students in grammar instruction presents significant pedagogical challenges, frequently engendering student disengagement or cognitive resistance. Mashudi et al., (2022) observed that while learners acknowledge grammar's paramount significance, insufficient grammatical comprehension substantially constrains linguistic skill development. Research by Komara and Tiarsiwi (2021) revealed that Indonesian EFL students encounter substantial impediments in grammar acquisition, primarily attributable to pedagogical limitations such as obscure instructional explanations and monotonous methodological approaches. The extant English textbooks' implicit grammar presentations exacerbate these instructional challenges. Consequently, EFL learners advocate for more diversified grammar learning models, particularly those incorporating educational technology as a potential transformative instructional mechanism.

Traditional teaching methods may struggle to hold students' attention and foster a deep understanding of complex grammatical concepts. According to a research from Kristiawan et al., (2022), generating materials that incorporate technology, pedagogy, and local context is a difficulty for English foreign language teachers in Indonesia since they are focused on standardized examinations and exams, resulting in textbook compliance. Grammar instruction can be given in print or in person. The existence of learning preferences also influences the Grammar learning style for secondary students. Learning preferences are simply defined as the method or way that students prefer to carry out learning (Hendriani et al., 2023). Correspondingly, learning preferences constitute a conceptual framework encompassing influential determinants that potentially modulate educational engagement. For instance, certain students demonstrate a predilection for solitary academic pursuits, preferring independent study environments and nocturnal

work schedules. Conversely, alternative learners exhibit a proclivity for collaborative learning contexts, restricting their scholarly activities to institutional settings (Daloglu, 2020). Consequently, learning preferences elucidate the nuanced mechanisms through which students optimally assimilate knowledge within their specific educational milieu.

However, the success of education in accomplishing its aims is heavily reliant on the educational process itself, hence extra attention is required. The teacher's role as a teacher is not just to convey knowledge, but also to pay attention to how he imparts knowledge by generating activity, creativity, mindset, motivation, and nurturing moral values (Addinna, 2022). According to Herlisya and Wiratno, (2022), media as a source of learning evolves in response to advances in learning technology, both audio and visual, and even audio-visual. The presence of media in learning is significant since it can serve as an introduction to clarify the topic, as well as simplify something complex.

The existence of social media really helps teachers to improve learning media. Many social media are able to offer very interesting audio-visuals, one of which is very global now is TikTok (Z. Yang, 2020). The social media platform TikTok has emerged as a widespread pedagogical resource, presenting diverse theoretical frameworks and instructional methodologies for students, particularly within the domain of grammar learning for secondary school students. Given its prolific generation of video-based tutorials and educational content focused on English language acquisition, TikTok has become an instrumental supplementary mechanism for learners to enhance their linguistic comprehension and communicative proficiencies (Rasyid et al., 2023).

Considering TikTok's widespread prevalence and the significance of English linguistic competence, researchers find merit in exploring its potential as an innovative pedagogical instrument for language acquisition. The platform presents a distinctive methodological approach to engaging secondary school students through an interactive and immersive learning environment (Duan, 2023). The application's concise video modality demonstrates considerable efficacy in facilitating English vocabulary instruction, grammar learning, phonetic development, and complementary linguistic capabilities. Moreover, the platform's sophisticated algorithmic mechanism enables personalized instructional strategies by curating content aligned with learners' cognitive interests and educational preferences (Huda Ibrahim Kolej Poly-Tech Mara et al., 2023).

Despite TikTok's potential for English language acquisition, scholarly research on content effectiveness remains limited. A case study exploring TikTok's application in grammar learning can provide critical insights into its pedagogical utility. This investigation examined content typologies, learner perceptions, and instructional experiences, aiming to develop strategic approaches for leveraging social media in language education.

Teaching Grammar Strategy in Indonesia Secondary School Context

Within the Indonesian educational landscape, grammar acquisition represents a critical pedagogical imperative embedded systematically across tiered instructional frameworks (Komara & Tiarsiwi, 2021). This linguistic circumstance engenders nuanced challenges, particularly regarding the conceptualization and systematic implementation of grammatical structures. Predominantly, EFL learners in Indonesia encounter significant cognitive barriers due to limited prior exposure to English linguistic foundations, consequently experiencing substantive comprehension obstacles during language learning processes.

Variations in linguistic proficiency emerge among secondary school students in Indonesia, despite receiving instruction from identical pedagogical sources. The cognitive assimilation of grammatical concepts demonstrates notable disparities, with certain learners exhibiting rapid comprehension while others encounter more substantial cognitive challenges. Consequently, students manifest divergent skill stratifications in grammar learning (Cahyani et al., 2022), reflecting the nuanced spectrum of individual learning capabilities. Differentiated learning trajectories cannot be arbitrarily critiqued or rationalized, as students inherently require multifaceted instructional approaches to attain educational objectives effectively.

Mashudi et al. (2022) elucidated multiple pedagogical methodologies for efficacious language acquisition. Prominent instructional approaches encompass Suggestopedia, Audio-lingual method, Bilingual method, Direct method, Reading method, Situational approach, Eclectic approach, and Communicative approach, among others. These methodological frameworks are predicated upon communicative competency principles. Research by Mistar & Zuhairi, (2020) demonstrated that language learners employ strategic approaches with nuanced variability. Their investigation revealed no statistically significant disparities in grammar learning strategies between high-achieving and lower-

performing students. Notably, learners exhibiting elevated linguistic proficiency demonstrated more frequent utilization of metacognitive strategies compared to their counterparts. Pawlak, (2020) scholarly examination of grammar learning strategy illuminated a distinctive pattern: participants predominantly leveraged cognitive strategies over metacognitive and social-affective approaches to enhance grammatical competence. The researcher systematically delineated grammar learning strategies into four comprehensive classifications: metacognitive strategies, cognitive strategies, affective strategies, and social strategies.

Within Indonesian educational contexts, secondary school students perceive English grammar instruction as unengaging, predominantly employing deductive methodologies. This teacher-centric approach minimally facilitates procedural grammatical comprehension and communicative proficiency (Yunita et al., 2018). Instructional strategies typically involve presenting grammatical patterns, followed by structured practice and evaluative assessments. Classroom interactions centered on textual translation, with educators providing linguistic scaffolding and concluding sessions through targeted vocabulary acquisition assignments (Sugeng, 2015).

Andriani et al., (2021) illuminated significant pedagogical challenges in grammar teaching methodologies, where students predominantly struggled with comprehension. Educators strategically leverage digital resources like YouTube and PowerPoint to facilitate grammar learning. The core instructional objective involves cultivating linguistic proficiency, enabling students to construct grammatically precise communications that align with established linguistic standards. The primary instructional impediment emerges from students' constrained lexical repertoire, rendering prescribed textual exercises frequently incomprehensible and impeding effective sentence construction.

Mobile-Assisted Language Learning (MALL) in Teaching Grammar

Mobile-Assisted Language Learning (MALL) emerges as an innovative pedagogical strategy for foreign language acquisition, positioning itself as a transformative technological intervention within contemporary educational frameworks (Nuraeni et al., 2020). This methodological approach intrinsically correlates with the integration of technological infrastructures, specifically mobile communication devices, into linguistic instructional paradigms. Research by Kukulska-Hulme et al, (2018) substantiates that

leveraging mobile technologies for collaborative linguistic engagement engenders significant psychological and cognitive benefits: it substantially elevates learner motivation, augments experiential enjoyment, and mitigates linguistic performance anxiety. These empirical observations underscore the multifaceted potential of mobile technologies in facilitating comprehensive language learning experiences across diverse instructional contexts. Butarbutar et al., (2021) illuminate Mobile-Assisted Language Learning (MALL) as a transformative pedagogical approach, enabling learners to transcend traditional spatial and temporal learning boundaries. By leveraging mobile technological interfaces, students can seamlessly engage with second language acquisition across diverse contexts, effectively circumventing conventional instructional constraints. Hu and Du, (2022) underscore MALL's distinctive advantages: its unparalleled accessibility, operational flexibility, and capacity to foster dynamic educational interactions. The methodology facilitates comprehensive resource engagement, interpersonal collaboration, and personalized learning experiences, thereby revolutionizing linguistic educational paradigms.

Numerous pedagogical investigations reveal that secondary school students experience considerable cognitive impediments in grammatical comprehension, primarily stemming from psychological apprehension surrounding grammar instruction and intricate challenges in deciphering grammatical tense structures. This phenomenon study represents a critically significant discourse, as profound grammatical competence substantially enhances linguistic proficiency and communicative capabilities. Students are generally concerned about understanding metalanguage concepts such as grammatical rules and complex vocabulary (Collentine & Freed, 2004). As a result, to alleviate this concern and pique students' interest in learning grammar, technology, which has become a popular fad among learners of all ages, must be incorporated. Using MALL is one way to take advantage of the latest technology.

Numerous educational technological applications designed for mobile devices can be implemented to stimulate learners' cognitive development, enhancing linguistic proficiency, analytical capabilities, intellectual curiosity, and innovative potential within secondary school students' learning environments (Shima & Shah, 2017). Learning can be changed in a variety of ways using the benefits of mobile technologies such as music, animation, interactive image scenes, and projection, making it more enjoyable,

fascinating, and successful for learners. Shima and Shah (2017), research reveals that strategically designed digital board games through MALL offer an engaging pedagogical approach to grammar instruction. Participants perceived these interactive platforms as compelling learning tools, demonstrating significant potential for enhancing grammatical comprehension both inside and outside the classroom.

Cukalevska and Johansson, (2020) examined collaborative writing methodologies utilizing Mobile-Assisted Language Learning (MALL) through the Telegram platform, illuminating the substantive advantages of cooperative instructional approaches mediated by technological interventions. Furthermore, their research elucidated that MALL's implementation in collaborative contexts substantially enhances linguistic composition capabilities, as mobile learning paradigms provide personalized educational trajectories enabling individual cognitive progression. Ghorbani and Ebadi (2019), demonstrated the efficacy of Mobile-Assisted Language Learning (MALL) platforms, specifically Telegram, in facilitating grammar learning within English as a Foreign Language (EFL) instructional environments. Instructor-mediated feedback mechanisms emerged as critical scaffolding, providing cognitive reinforcement for linguistic structure internalization and subsequent communicative precision. The research findings underscore the pivotal role of technological interventions as supplementary pedagogical resources, complementing conventional classroom instructional paradigms.

The proliferation of Mobile-Assisted Language Learning, encompassing diverse mobile application platforms, substantially facilitates pedagogical innovation and methodological refinement in English language instruction, particularly concerning grammar learning (Khodabandeh et al., 2017). Educators can strategically leverage application technologies aligned with learners' cognitive requirements, including multimedia resources prevalent among younger demographics, such as YouTube or TikTok.

Previous Researches on TikTok as Language Learning Tool for Grammar

Implementing Mobile-Assisted Language Learning (MALL) within linguistic instruction, scholars can leverage the TikTok application, which offers seamless accessibility through mobile devices. TikTok has emerged as a preeminent social media platform (Yélamos-Guerra & García-Gámez, 2022). As a globally recognized digital communication channel, TikTok demonstrates significant presence within educational

domains. Pedagogical strategies delineate sophisticated instructional methodologies that substantially influence curricular design frameworks, encompassing collaborative, reflective, integrative, constructivist, and inquiry-oriented learning approaches (Tan et al., 2022). This perspective aligns congruently with Generation Z's technological engagement, wherein social media serves as a multifunctional medium for intellectual discourse, idea exchange, and comprehensive information dissemination.

The social media platform TikTok represents a concise video-sharing application predominantly embraced by adolescent demographics. Within this digital environment, users can both consume and generate multimedia content (Herlisya & Wiratno, 2022). Contemporary utilization of TikTok transcends mere recreational purposes, emerging as a potential pedagogical instrument for language acquisition. Researchers Rahmawati and Anwar, (2022), have elucidated that TikTok occupies a prominent position as the secondary preferred social media platform for English language learning, particularly noteworthy in its implementation by educators conducting remote instructional strategies.

The utilization of social media encompasses four fundamental motivations: recreational engagement, interpersonal connectivity, knowledge acquisition, and pedagogical objectives (Yang, 2020). Consequently, social media platforms have been systematically incorporated into educational environments to enhance linguistic competencies. Duan (2023), investigating Tiktok as an innovative linguistic learning modality, elucidated the potential of concise video platforms which have emerged as a predominant digital medium in recent years. These abbreviated visual interfaces garner widespread appeal not merely through accessible content, but additionally through sophisticated algorithmic personalization mechanisms. Consequently, even when individuals pursue intellectual enrichment through these platforms, they experience a sense of intellectual exploration, unencumbered by traditional instructional constraints.

Numerous scholarly investigations have endeavored to explore secondary school students' perspectives regarding the utilization of the TikTok application in grammar learning. Notably, Tessalonika Simaremare et al. (2023), in their qualitative phenomenon study examining Students' Perceptions of the Impact of TikTok on Pronunciation: Insights from Indonesia, discovered that engagement with TikTok videos can stimulate students' educational interest by mitigating instructional monotony. Furthermore, Addinna, (2022) research in the *Journal of English Language Teaching*,

which investigated students' perceptions on employing educational technology through TikTok for linguistic acquisition, revealed predominantly affirmative interpretations of social media-assisted language learning strategies (Maretha et al., 2022).

Due to the large number of studies examining the extent to which TikTok is effective and can be a tool for language learning, author is increasingly interested in researching the types of content and the extent to which students can utilize TikTok as a medium for learning languages. Consequently, the present investigation seeks to address the subsequent research inquiries: (1) How does the utilization of TikTok contribute to the enhancement of secondary school students' understanding of English grammar learning outcomes?; (2) What specific features or aspects of TikTok make it an effective platform for facilitating English grammar learning among secondary school students?; (3) How do secondary school students perceive the pedagogical efficacy of TikTok for learning English grammar?

METHOD

Participants and context

The escalating prevalence of social media platforms like TikTok among adolescent populations unveils innovative pathways for pedagogical interaction. This scholarly investigation examines the potential of TikTok as a mechanism to augment secondary school students' comprehension of English grammar learning. The research objective centers on evaluating the instructional efficacy of TikTok as an educational technology intervention, systematically exploring students' perspectives, identifying optimal content strategies for grammatical understanding, and critically analyzing the inherent advantages and potential limitations of employing TikTok within qualitative grammatical instruction.

Employing a qualitative approach, this study adopts a phenomenological design. Phenomenological research explains what a topic or phenomenon means to a group of people. Phenomenologists seek to describe what all people share as they perceive a phenomenon (Creswell, 2007). The phenomenological inquiry seeks to distill subjective experiences into their quintessential essence. This qualitative educational technology study explores secondary school students' lived experiences with TikTok for grammar learning. Participants in adolescents aged 13-18 actively using social media will be strategically sampled to capture pedagogical platform engagement. The investigative cohort will comprise ten to fifteen students, ensuring substantive data collection.

Ethics and initial contact

Researchers must adhere to critical procedural guidelines when investigating educational contexts. We approached the school principal to secure research authorization, consulted the Deputy Curriculum Coordinator to align research timelines, and interviewed English instructors about their TikTok-based grammar learning strategies and technological instructional resources. We also observed classes informally and inquired about their willingness to participate in this research.

Methodological ethical considerations encompass securing informed consent from participants and their legal guardians, implementing rigorous confidentiality measures, underscoring voluntary involvement, and establishing secure data preservation mechanisms to safeguard participants' personal information. Researchers anticipate that study participants reasonably expect a predetermined threshold of anonymity, although younger social media users might demonstrate diminished apprehension regarding privacy boundaries (Dooly et al., 2017). When involving secondary school students, obtaining parental authorization typically facilitated through institutional channels becomes imperative.

In pursuit of research integrity, the scholarly investigation will concentrate on four pivotal dimensions of methodological rigor: credibility, transferability, dependability, and confirmability. Credibility shall be substantiated through participant validation, wherein research subjects meticulously examine and authenticate the derived insights. Transferability will be reinforced by presenting comprehensive contextual narratives and nuanced findings, enabling potential transferability of research outcomes across diverse scholarly contexts. Dependability will be systematically established via a meticulous documentation process, comprehensively recording all methodological decisions and investigative trajectories to ensure transparent scholarly accountability. Confirmability will be maintained by practicing reflexivity, where the researcher actively reflects on and minimizes their own biases, ensuring the findings truly reflect the participants' views.

Instructional Procedures

The investigative protocol comprises 10 pedagogical sessions (90 minutes, biweekly). Initially, researchers introduced the study's framework, articulating objectives and methodological approach while addressing preliminary inquiries. The linguistic instruction specialist subsequently elaborated on grammar learning principles. At the

second meeting, the teacher will explain in more detail regarding English grammar which he has adapted to the curriculum and lesson plan. During the learning process, the researcher made observations in the classroom. Researchers will pay attention to the activity and interaction of students with teachers, researchers will also take several photos for documentation. Investigators are required to systematically verify participant presence throughout the research process, as attendance documentation is crucial for observational data collection. Subsequent to the concluding session, the educator assigned supplementary scholarly tasks aligned with the previously discussed curricular content and motivated secondary school students to explore TikTok as an emergent learning modality.

In the following week (third meeting), students and the teacher will correct and discuss the students' task-home assignment results and their independent learning results via TikTok. During the fourth instructional session, the educator will elaborate on English grammar learning, subsequently assigning a home-based task that strategically incorporates TikTok as an educational engagement platform. Concurrently, researchers will systematically conduct classroom observational protocols.

In the third week (fifth meeting), the students and the teacher corrected and discussed the students' learning results while doing their task-home assignment using TikTok. At the sixth meeting, the researcher asked the students for time to write a reflective journal while the students were doing independent study using TikTok.

During the fourth instructional cycle, researchers will stratify secondary school students into investigative groups. Through systematic interviews, participants will explore their engagement with TikTok as an educational technological platform. The subsequent session will continue qualitative data collection, systematically examining students' learning interactions.

In the final week, at the ninth meeting, the researcher will ask students to collect all the results of the reflective journals they have written, and ensure that all the data needed for the research has been collected. And at the final, tenth meeting, teachers, researchers and students will hold a sharing session regarding learning outcomes via TikTok as students' preference for studying at home and anywhere.

Data collection

Data procurement will be executed through semi-structured interviews, classroom observation, reflective journals, and document analysis. The semi-structured interviews, a quintessential qualitative research methodology, enable nuanced thematic exploration, providing substantive insights into participants' motivational landscapes and behavioral dynamics while maintaining methodological adaptability (Adams, 2015; Mashuri et al., 2022). Interviews will feature open-ended questions to explore students' experiences and perceptions, the interview questions may include: (1) How do you use TikTok to learn English grammar?; (2) Can you describe a TikTok video that helped you understand a grammar concept?; (3) Why you choose that TikTok video among all many videos you can find?; (4) What do you find engaging about learning grammar on TikTok?; (5) What challenges do you face when using TikTok for learning grammar?

The secondary school students were subsequently requested to compose introspective narratives documenting their perceptions through a reflective journal. This methodological approach centered on their engagement with grammar learning via TikTok, a prevalent social media platform. The journal's primary pedagogical objective was to stimulate students' metacognitive awareness regarding their linguistic progression and elucidate potential challenges inherent in foreign language acquisition (Kristiawan et al., 2022). Qualitative classroom observations will elucidate the interactive dynamics between participants and educational technology-mediated grammar content. Concurrently, comprehensive document analysis will facilitate the identification of emergent thematic patterns and instructional methodologies embedded within the TikTok phenomenon study.

Data analysis method

The investigative methodology employs a meticulous procedural framework for thematic exploration. Thematic analysis (TA) represents a qualitative research method for discerning meaningful patterns within empirical data, demonstrating adaptability across theoretical paradigms (Clarke & Braun, 2017). TA involves immersing oneself in the data to identify common themes that align with research questions (Peterson, 2017). The approach involves profound textual engagement to uncover thematic configurations aligned with research interrogatives (Peterson, 2017). Initial procedures encompass

verbatim transcription of interview dialogues, capturing communicative nuances to ensure narrative fidelity.

Following transcription, open coding will be used to break down the data into discrete parts, labeling each segment with relevant codes reflecting its content, such as "clarity" for phrases like "easy to understand."

Subsequently, axial coding will organize these initial codes into categories and subcategories by identifying relationships between them (Salinger et al., 2008), forming larger categories like "Effective Content Types" and "User Engagement." Thematic analysis will be employed to elucidate emergent conceptual constructs and systematic configurations aligned with the research inquiries. These investigative dimensions will specifically explore secondary school students' perceptions of TikTok as an educational technology platform, comprehensively examining the intrinsic benefits and potential challenges within grammar learning contexts.

Methodological triangulation enhances research credibility by cross-referencing data from interviews, reflective journals, and observations. Graue, (2015) illustrates that when multiple investigative methods converge, the findings' reliability strengthens. Conversely, methodological divergence reveals potential limitations of singular approaches. Member checking further validates interpretations by enabling participant feedback on preliminary research constructs.

The concluding phase integrates thematic elements into a systematic exposition addressing investigative inquiries. By strategically incorporating participant testimonials, the narrative constructs a nuanced representation of lived experiences. The analytical framework interprets insights within scholarly discourse on educational technology and grammar learning, illuminating TikTok's potential as an innovative instructional mechanism for grammar acquisition among secondary school students. The research generates methodologically rigorous findings on social media platforms' educational applications.

RESULTS AND DISCUSSION

Result

Based on the research questions, we divide the research findings and discussion into three sections: TikTok's Contribution to Enhancing Secondary School Students' Understanding of English Grammar Learning Outcomes, Effective Features or Aspects

of TikTok for Facilitating English Grammar Learning, and Secondary School Students' Perceptions of TikTok's Pedagogical Efficacy for Learning English Grammar.

Effective Features or Aspects of TikTok for Facilitating English Grammar Learning

The findings indicate that students find TikTok's "search" feature highly beneficial for learning English grammar. This feature allows users to quickly access a wide range of grammar-related content, including explanations, examples, and tutorials from language educators and influencers. Research indicates that students appreciate the ease of access to tailored learning materials, which enhances their educational experience by allowing them to focus on specific grammar topics that meet their individual needs (Susanto, 2024; Laili et al., 2023; Natasya et al., 2023). The ability to search for particular grammar concepts facilitates a more personalized learning journey, making the process not only efficient but also engaging.

TikTok "search" feature

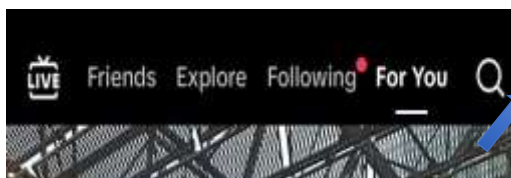


Figure 1. TikTok Feature

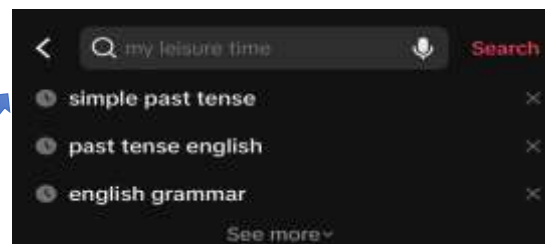


Figure 2. TikTok "search" feature

Moreover, the short video format prevalent on TikTok, characterized by engaging animations and concise explanations, plays a crucial role in enhancing students' comprehension and retention of complex grammar rules. The visual elements and motion graphics used in these videos help break down intricate concepts into manageable segments, making learning more enjoyable compared to traditional methods (Suryati et al., 2024; Tan et al., 2022). Studies have shown that the dynamic presentation of content on TikTok captures students' attention and keeps them engaged, thereby reducing feelings of overwhelm that often accompany conventional grammar instruction (Jiajia & Jamaludin, 2024; Meliana & Seli, 2023). The effectiveness of this approach is further supported by findings that highlight the positive impact of microlearning environments, such as those provided by TikTok, on students' motivation and overall learning outcomes (Asio et al., 2023).

The researcher also asked the students to explain the type of video they used to help them understand English grammar, particularly the simple past tense.

I : Can you describe a TikTok video that helped you understand a grammar concept?

S^A : I always select videos with intriguing animations, even if it's only a video created with Canva, because animations and a lot of colors pique my curiosity and attention.


(Student Interview A, 03:33:52)

Some of the students interviewed said the same thing. *“Animated videos are more interesting and colorful” (Student Interview B, 02:05:30). “PowerPoint video with moving text and fascinating images” (Student Interview C, 02:08:99).*

However, some students have to pay close attention to how the video is narrated to understand what they want to learn. *“I chose videos that I thought were engaging, had good animations, and included video recordings of people explaining directly. The crucial thing is that the explanation is simple to understand” (Student Interview D, 02:40:43).*

During the interview, I requested students to share TikTok videos that they used to help them learn English grammar, particularly simple past tense, so that I could analyze and discover the pattern of the learning video.

Table 1. TikTok Video Pattern Analysis

	<p>Title/Topic: English Simple Past Tense Creator/Account: @english_blis Video Link: https://vt.tiktok.com/ZSMd6mYCw/ Date Posted: 2023-9-6 Length of Video: 00:34 Hook (First 3 Seconds) The video features attractive color characters that many students like, the simple animation also helps students to be able to focus on the content of the video. The topic that is delivered directly can make the content of the material explanation faster. However, the explanation in the video does not use voice over, only using background music. <i>I always select videos with intriguing animations, even if it's only a video created with Canva, because animations and a lot of colors pique my curiosity and attention.</i> <i>(Student Interview A, 03:33:52)</i></p>
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Title/Topic: English Practice Simple Past Tense

Creator/Account: @simpleenglishpractice

Video Link: <https://vt.tiktok.com/ZSMd6pWHr/>

Date Posted: 2024-11-17

Length of Video: 01:02

Hook (First 3 Seconds)

Students liked the video because of the interesting animation. The explanation in the form of voice over also helps students to understand what the video explains. However, the explanation is in English, where students find it a little difficult to understand the explanation using direct English. But the clear animation helps students' understanding.

“Animated videos are more interesting and colorful.” (Student Interview B, 02:05:30)

“PowerPoint video with moving text and fascinating images.” (Student Interview C, 02:08:99)



Title/Topic: Simple Past Tense

Creator/Account: @belajrapaharini

Video Link: <https://vt.tiktok.com/ZSMd6M8hg/>

Date Posted: 2023-5-22

Length of Video: 01:55

Hook (First 3 Seconds)

The video has a boring appearance, and the video maker only records books and hand gestures to teach the content. However, in terms of explanation, the video is easier for students to understand.

“I chose videos that I thought were engaging, had good animations, and included video recordings of people explaining directly. The crucial thing is that the explanation is simple to understand.” (Student Interview D, 02:40:43)

The short video format, particularly as utilized on platforms like TikTok, significantly enhances student understanding and retention of complex subjects such as English grammar. Engaging animations and motion graphics play a pivotal role in this educational approach, as they help distill intricate grammar rules into easily digestible content. Research indicates that the use of video clips in educational settings can elicit emotional responses and maintain engagement, which is crucial for effective learning (Hurtubise et al., 2013). The dynamic nature of these videos fosters a more enjoyable learning experience, contrasting sharply with traditional methods that may feel overwhelming to students (Alexander et al., 2023).

Moreover, the algorithm-driven recommendation system employed by TikTok personalizes the learning experience by continuously presenting students with content that aligns with their interests and previous interactions. This tailored approach not only

reinforces grammar concepts over time but also promotes consistent exposure and practice, which are essential for mastery. Studies have shown that personalized content delivery through short videos can significantly enhance user engagement and retention of information (Li et al., 2022). The interactive nature of these platforms encourages students to engage with the material actively, further solidifying their understanding of the subject matter (Zhang et al., 2022).

In summary, the combination of engaging animations, personalized content delivery, and the interactive features of short videos on platforms like TikTok creates a more accessible and effective learning environment for English grammar. This innovative approach not only enhances student engagement but also facilitates a deeper understanding of complex concepts, making learning a more enjoyable and less daunting task (Knapp et al., 2022).

Discussion

TikTok's Contribution to Enhancing Secondary School Students' Understanding of English Grammar Learning Outcomes

Classroom observations reveal that students are less interested in English learning presented via traditional techniques, even when the teacher attempts to explain using PowerPoint presentations. They appeared passive and lacked motivation to actively participate. The teacher attempted to spark a debate by asking questions. To include TikTok media into the classroom, after explaining the specifics of narrative texts, the teacher asked various questions concerning the linguistic aspects of narrative texts. The teacher assigned students to work on the questions independently, using TikTok videos. Following the assignment, students began actively searching for and selecting learning videos on TikTok. Students were spotted discussing and debating the explanations in the TikTok videos. Students demonstrated increased engagement and enthusiasm while learning English grammar through TikTok-based instructional methods. Compared to traditional approaches, students participated more actively in discussions, eagerly interacted with multimedia content, and exhibited a higher willingness to apply grammatical concepts in real-world scenarios. Research indicates that multimedia instruction can facilitate deeper learning by presenting information in a more engaging and relatable manner, thus fostering a more interactive classroom environment (Davoodi, 2014; Ghanizadeh et al., 2018).

Researcher observed that students were more attentive when lessons incorporated short, engaging TikTok videos that explained grammar rules with real-life examples. Additionally, students retained information more effectively, as evidenced by their ability to recall grammar concepts during classroom exercises and assessments. The visual and interactive nature of TikTok facilitated comprehension by presenting grammar rules in an accessible and relatable manner.

Student reflections further supported the effectiveness of TikTok in improving their understanding of English grammar. The effectiveness of multimedia in language learning is supported by various studies that highlight its role in enhancing cognitive and motivational aspects of learning. For instance, Chang & Lin, 2012 noted that students demonstrated higher motivation and enjoyment when engaged with multimedia programs, which aligns with the observed increase in student enthusiasm when using TikTok for grammar instruction (Chang & Lin, 2012). Many students expressed that learning through TikTok was not only enjoyable but also made complex grammatical rules easier to grasp. Furthermore, the visual and interactive nature of platforms like TikTok allows for the presentation of complex grammatical rules through real-life examples, making them more accessible to learners (Tiarina et al., 2019). This is supported by the findings of reflective journals where students wrote about their experiences learning grammar on TikTok.

This TikTok media helps to find new ways of independent learning, TikTok which is usually used only for entertainment can now be used as a more modern and interactive learning resource (Student B, reflective journal).

Learning to use TikTok is a lot of fun because the lessons in the videos are simple and straightforward (Student B, reflective journal).

It's a lot of fun to learn using TikTok learning videos because many of them are interesting in terms of video production and explanations (Student C, reflective journal).

Students also noted that TikTok an effective tool for independent learning. They appreciate the flexibility it offers, allowing them to revisit lessons at their own pace and review grammar concepts whenever needed. This accessibility encouraged self-directed learning and increased students' confidence in using English grammar correctly. This aligns with the principles of self-directed learning, where learners take ownership of their

educational journey by engaging with content that resonates with their interests and accommodates their individual learning styles (Hadijah et al., 2023).

The findings from both classroom observations and reflective journal analyses indicate that TikTok significantly enhances secondary school students' understanding of English grammar. The platform's engaging and visually appealing content serves as an alternative to traditional grammar instruction, promoting a more interactive and student-centered learning environment. Furthermore, the use of TikTok has been linked to increased motivation among students, as they find the learning process enjoyable and less stressful (Ferstephanie & Lady Pratiwi, 2022).

Secondary School Students' Perceptions of TikTok's Pedagogical Efficacy for Learning English Grammar

The findings indicate that secondary school students view TikTok as an effective medium for learning English grammar, particularly in fostering independent learning. The platform's short, engaging video format enhances students' comprehension of grammatical concepts at their own pace, aligning with the notion that microlearning can facilitate content retention and engagement (Suryati et al., 2024). TikTok's interactive features, including visuals and real-life examples, contribute to making grammar learning less intimidating and more accessible for students (Laili et al., 2023; Suryati et al., 2024). This aligns with research that highlights the potential of TikTok to support flexible, self-paced learning environments, which can be particularly beneficial in language acquisition (Suryati et al., 2024).

However, the implementation of TikTok as a classroom learning tool presents several challenges. A significant drawback is the asynchronous nature of learning on the platform, which contrasts with traditional classroom settings where immediate feedback and clarification are available (Bahagia et al., 2022). Students often encounter misconceptions or require additional explanations that short-form videos do not provide, leading to gaps in understanding (Hu & Du, 2022). Furthermore, disparities in access to technology and internet connectivity can exacerbate inequalities in learning experiences, as not all students have equal opportunities to utilize TikTok for educational purposes (Bahagia et al., 2022). These challenges underscore the need for educators to consider both the advantages and limitations of integrating social media platforms like TikTok into formal educational contexts.

“Traditional learning in class is simpler for me to understand since I can ask and answer directly to the teacher, but TikTok is more engaging, but I don't understand what is explained in the video” (Student A Interview, 05:52:31).

“Less interested since I prefer straightforward explanations from the teacher. Maybe TikTok is preferable for self-study, but in class I prefer the teacher's explanation because I can ask and answer directly” (Student C Interview, 03:38:10).

“TikTok is more effective for self-study, but in-class learning requires direct explanation from the teacher” (Student D Interview, 03:07:07).

“I believe TikTok is a faster way to learn, but direct teacher explanation makes learning simpler. So TikTok is a better tool for increasing comprehension when learning independently” (Student E Interview, 03:22:54).

The asynchronous learning feature offered by TikTok effectively addresses prevalent challenges in traditional classroom settings, such as time constraints and diverse learning speeds among students. This platform allows educators to extend learning opportunities beyond conventional boundaries, enabling students to engage with grammar concepts at their own pace. Research indicates that TikTok's design, which emphasizes microlearning and bite-sized content, enhances the internalization and retention of educational material, making it a potentially valuable tool for English language learning (Lamimi et al., 2024). Furthermore, the interactive features of TikTok, such as the duet challenge, promote collaborative learning, aligning with modern pedagogical strategies (Tan et al., 2022).

Despite these advantages, students have expressed a preference for traditional classroom environments, primarily due to the immediacy of interaction with teachers that TikTok lacks. The challenge of obtaining real-time feedback from content creators on the platform presents a significant drawback for educational use (Adelhardt, 2024). This sentiment is echoed in studies highlighting that while TikTok can foster independent learning, the absence of direct teacher-student interaction may hinder the overall learning experience (Rahmawati & Anwar, 2022). Therefore, while TikTok serves as a beneficial supplement for learning English grammar, it is crucial to implement strategies that enhance student-teacher interaction to maximize its educational potential (Damayanti et al., 2023).

In conclusion, secondary school students generally view TikTok as a beneficial resource for learning English grammar, particularly in fostering independent and asynchronous learning. However, to fully leverage TikTok's educational capabilities, careful integration of content and the development of strategies to enhance interaction between students and educators are essential. This approach will ensure that TikTok is not merely a trendy tool but a substantive educational resource that complements traditional learning methods (Yélamos-Guerra & García-Gámez, 2022).

CONCLUSION

The investigative research, "Exploring TikTok for Enhancing Secondary School Students' Understanding of Learning Grammar," illuminates the transformative potential of TikTok as an innovative pedagogical platform for autonomous grammar learning. The empirical observations indicate that learners perceive TikTok's customizable and adaptable characteristics as remarkably compelling, facilitating individualized engagement with grammatical content through self-regulated progression. This learner-centered methodology enables students to assume agency in their linguistic development, rendering the educational experience more intrinsically motivating and contextually resonant. The short, visually engaging format of TikTok videos, combined with its integration of multimedia elements like text, sound, and visuals, makes complex grammar concepts easier to understand and retain. However, when TikTok is used in formal classroom settings, it may lose some of its charm, as students associate it more with entertainment and casual learning. The structured nature of the classroom can sometimes conflict with the platform's informal and free-flowing style, making it less effective as an integrated instructional tool.

To harness the benefits of TikTok while addressing these challenges, educators should position it as a supplementary resource for independent learning. Teachers can guide students toward reliable and educational TikTok content by recommending curated videos or creating their own grammar-related material. This ensures that students access accurate and pedagogically sound content while exploring topics independently. Additionally, training students to identify credible sources and avoid distractions on the platform is critical to fostering responsible usage. Encouraging students to share helpful TikTok videos or create their own content on grammar topics can enhance peer-to-peer learning and collaboration, further deepening their understanding of grammar concepts.

Furthermore, pairing TikTok with tools for self-assessment, such as quizzes, reflective journals, or even digital portfolios, can help students track their progress and solidify their learning. Teachers can also provide optional activities that link TikTok learning with classroom objectives, ensuring students see the connection between independent exploration and formal education. By leveraging TikTok in this way, educators can respect students' preference for informal, independent learning while still enhancing their grammar skills in a meaningful and engaging manner. This approach positions TikTok as a valuable bridge between traditional and modern educational practices, making grammar learning more accessible and enjoyable for secondary school students.

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