Tik-Tok As A Medium To Enhance Pupils' Vocabulary: A Review

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Abstract - **The revolution of technology has always made our life easier. It performs several tasks in many parts of modern life. Tik-Tok, a popular application among worldwide netizens in recent years, has gotten a lot of attention. In Malaysia, the number of Tik-Tok users has expanded in lockstep with the international trend. Even though some adults claim that Tik-Tok might affect its users negatively, it does have a positive side, especially to the youngsters. In 2020, due to the pandemic, teachers in Malaysia started to adopt Tik-Tok in their offline lessons. Tik–Tok is one example of the blended learning enrich virtual approach. It can be used as a project-based learning because pupils will have fun creating their videos. Therefore, this paper aims to review the usage of Tik-Tok as a medium to enhance pupils' English vocabulary. Researchers found that utilizing the Tik-Tok application does help in making students engaged in the lessons from past studies, especially in improving vocabulary. Hence the finding of this study could encourage teachers to embrace Tik-Tok and other social media usage as one of their teaching strategies to help pupils acquire the English language.**

Keywords - **technology, blended learning, Tik-Tok, vocabulary**

I. INTRODUCTION

Technology and communications have undergone a revolution, and all indications point to continued technological advancement and usage of information technology (Berisha-Shaqiri, 2015). With the progress of technology, several applications began to emerge (Bicen & Kocakoyun, 2017). With the help of the Internet, people can now search the whole globe via many social platforms. Social media platforms are a relatively new concept to facilitate large-scale communication and cooperation (Aldahdouh et al., 2020). They made it possible for everyone, and at any moment, to connect with anybody else anywhere, using any device.

School shutdown and house lockdown are two of the restrictive methods used by governments and politicians throughout the globe to prevent and control the spread of COVID-19 (Petretto et al., 2020).

Since the start of the lockdown, schools, colleges, and institutions have switched to video conferencing systems like Zoom and Google Meet (De' et al., 2020). They should

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reinvent themselves to ensure that learning is continuous. In 2020, the Malaysia Education System came out with a Home-Based Learning Manual. Teachers can utilize learning platforms like Digital Educational Learning Initiative Malaysia (DELIMa), Cikgootube, EduWebTV, and social media apps to teach their students (Ministry of Education, 2020). All educators are encouraged to employ any media technology for teaching and learning fully. According to Cleveland-Innes and Wilton (2018), Students do not need to be physically unified in one place for these learning activities, but can be networked online digitally. Teachers must devise a strategy of applying knowledge that does not place excessive stress on the students.

However, when teaching online, some challenges occur. The negative side of this approach is that some students did not have access to Internet and gadgets since they rely on their parent's cell phones and devices. Chan et al. (2020) quote the Senior Minister (Education) said that online access is restricted and hard for parents and their children without technological devices. So, the teachers have to provide a compact explanation lesson to the students to make it easier and less demanding. Therefore, teachers start to adopt Tik-Tok to make it applicable and more accessible anytime and anywhere. Tik-Tok is a popular social networking platform utilized by people of all ages nowadays. According to Iqbal (2021), 689 million TikTok users internationally from the monthly state. There are 4 million Tik-Tok users, and 41% are from 16-24 in Malaysia (Cheah, 2020). Therefore, researchers believe that this application is popular among teens and young adults.

To pass the Malaysian education system English proficiency test, all pupils must demonstrate proficiency in all four areas of the language: listening, speaking, reading, and writing. Therefore, students must learn an extensive vocabulary to become well-versed in four critical areas. In understanding language, acquiring vocabulary plays a vital function (Susanto, 2017). Nie and Zhou (2017) claimed that vocabulary is known as language building blocks and people have to grab them to learn the language. Vocabulary knowledge is also a critical element for second language students since the limited vocabulary inhibits efficient communication (Alqahtani, 2015).

To understand more on this study, researchers identify how the Tik-Tok application might increase the learners' vocabulary in Google scholar and other sources. Additional research and preceding literature, specifically on how and why teaching and learning using Tik-Tok benefits ESL students between 2017 and 2020, are pertinent.

Therefore, this research paper aims to review the usage of Tik-Tok as a medium to enhance pupils' English vocabulary

II. LITERATURE REVIEW

ICT in Education

ICT is the acronym for information, communication and technology (Ghavifekr & Yulin, 2021). Qian (2020, as cited in Ghavifekr and Yulin, 2021) states that people gradually integrate ICT into various fields, such as industries, public and private sectors, and the continuous development of ICT technology economic development as well as education. Thus, teachers start to integrate ICT inside their teaching and learning sessions to make students more fun and engaged during learning. With the emergence and popularity of online education in recent years, more and more researchers have begun to recognize the relevance of ICT integration in education.

Some scholars indicated that although ICT might benefit ELT, it might not be cost-efficient compared with traditional teaching methods (Yang et al., 2020). But, ICT makes lessons more exciting and motivating for the learners (Sabiri, 2020). The utilization of technology allows for interaction between educators and students as well as a variety of input and output options (Ahmadi, 2018). It also helps students develop their critical thinking abilities, confidence, and enthusiasm to learn other languages, and the class is student-centred. With ICT, the pupils can search a thousand and one types of information to meet their learning needs, especially in learning English, which is quite dull for them (Chua et al., 2019).

Blended Learning

Blended learning is a type of traditional face-to-face training combine with e-learning, an effective teaching method that incorporates modern teaching methods (Graham, 2006). According to Ang and Yunus (2018), blended learning is an innovative education. This would make learning sessions more dynamic. O'Connell (2016, as cited in Cleveland-Innes & Wilton, 2018) presents seven sample configurations for teacher evaluation. They may not be a one-size-fits-all method for learning. Adopting and implementing blended education has gained huge popularity in recent years (Krishnan & Yunus, 2019)

When done properly, a blended learning technique is student-centered. Active learning entails working together or performing individual reflections or projects. A Demirci (2017) research demonstrated that active learning successfully teaches science courses and boosts student mood. It also gives future knowledge in a real-world setting. Children share information and gain knowledge here.

A previous investigation was done to prove that mixed learning helps acquire English. LMS was user-friendly and helped improve their vocabulary (Ahmad et al., 2018). It helps students feel compelled to study, interact, and join online forums even after the course is over. According to Krishnan and Yunus (2019), using blended learning among low-skilled students to study CEFR English enhances their vocabulary, linguistic components of understanding sentence structures, encourages autonomous learning and also allows them to use their ICT skills.

Vocabulary Teaching and Learning

Vocabulary is a significant part of learning a language. The mastering of vocabulary would enable users in the second language to better grasp communications and express meaningfully (Zainal & Rahmat, 2020). Teaching vocabulary is a substantial part of a teacher's craft (Harmer, 2015). The vocabulary is another "half" of form-oriented teaching (Brown & Lee, 2015). They are helping students to learn vocabulary, allocating specific class time to vocabulary learning, encouraging students to develop word-learning strategies, and unplanned vocabulary teaching in class.

As during school years, students' vocabulary must expand fast in order to prepare them for practical, academic, and communicative tasks. Students should know between 36 000 and 136 000 words by the time they reach the age of 17 (Ankucic, 2019). Harmer (2015) state that providing visuals clarifies their meaning and makes sure students encounter new terms to understand how the vocabulary is applied. Vocabulary teaching and learning were shown to be the most successful ways of improving students' cognitive skills in terms of how they recall, comprehend, and utilize vocabulary in daily conversation. (Asyiah, 2017). It is also perceived as influential in improving students' effectiveness and understanding of the language.

Motivation in Language Learning

Motivation is referred as the combo of persistence and hunger to attain the objective of language acquisition with positive attitudes toward the language learning (Ulfa & Bania 2019). In the learning environment, encouraging pupils to participate in educational tasks is an important element of a teacher's teaching-learning approach if the instructor wants to see continuous and high-quality results (Filgona et al. 2020). The motivation to study English reveals how much a person wants to learn the languages and how pleasant the task is. Incentives of students in studying English must be focused on good and negative results (Azar & Tanggaraju 2020).

The previous study indicates that English second language learners in Malaysia place a greater emphasis on implicit motivation to learn English as a second language, which includes both practical and intellectual grounds. Learning motivation is more than desiring or intending to study. It comprises the mental work of the learner (Seven, 2020). Therefore, teachers have to find an alternative to motivate the students during language learning. They will also look for opportunities to develop their second language abilities in order to broaden their cultural experience, enjoy

themselves, and accomplish integrative goals (Zhang et al., 2020).

Tik-Tok application in Teaching and Learning.

The Tik-Tok application is the most recent social media platform that teachers have utilized to entice children to study English. Teachers have been utilizing this software to make studying more interesting, engaging, and comprehensive. Tik-Tok is a video-sharing website where users may create 15-second videos. Video segments can also be integrated, resulting in 60-second pieces (Dilon, 2020). It corresponds to the goal of the teachers, who wanted to create a short, concise, and pleasant learning the video to ensure that students understood what they had learned that day.

A study was carried out utilizing the Tik-Tok program. Researchers believe that it encourages a student to use action verbs in fun learning atmosphere and then recalling the information later by viewing the videos created (Che Ismail et al., 2019). Students will cultivate a positive learning culture and, at the same time, inspire their classmates to learn innovatively. Tik-Tok's impacts on kids are essential to understanding how it has played a significant part in their lives. Yu (2019) has stated that this software also encourages creativity and allows users to show just their imagination.

III. DISCUSSION

Educators in face-to-face classrooms have been integrated with ICT into the curriculum even before the epidemic began to make it more enjoyable and relevant. According to Ang and Yunus (2018), the interaction between pupils, the textbook, and the teacher itself is just a routine activity to the pupils, and pupils need attraction for them to learn. Therefore, the teacher will always find new ideas to make the learning more active and fun for the pupils. With the ICT help, blended learning has been primarily applied to deliver their lessons either online or offline during teaching and learning at home for pupils. It benefits both teachers and pupils in terms of time and context delivery.

In learning a language, vocabulary is dominant. Students need to know more words to speak and write. Tik-Tok may be the ideal platform to inculcate the bravery of learners in studying and to spread information properly in the English language (Aziz et al., 2019). As it has music, videos, and actions, teachers adapt it in their teaching and learning sessions. Hence, through Tik Tok, it will cultivate the students' enjoyment in learning new vocabulary. Provided that, the Tik-Tok application is one kind of social media that help to increase students' interest and motivation to learn (Che Ismail et al., 2019). Students also not anxious about using English on social media (Zainal & Rahmat, 2020). They feel motivated to exchange knowledge or pieces of information if the content of it is achieved and understandable, especially to those who have the same interest as them. Therefore, they will not feel shy when communicating in the English language as long as the content is understandable by the other person.

Tik Tok can be a medium to enhance pupils' vocabulary by making them as one kind of assessment. Teachers are suggested to create a creative assessment so that students keen to learn. Tutt (2021) has mentioned that teachers used Tik Tok as their assignment in language learning by adding #TeachersonTikTok and #learnonTikTok in their assignments. Vocabulary is one of the components of language acquisition that might benefit from the social media (Sivagnanam & Yunus, 2020). Using social media to acquire new terminology inspires and encourages rural children to learn. Tik-Tok is entertaining and meaningful for the learning session and it is accessible anytime and anywhere. Therefore, students subconsciously acquire the word as they engage in it. In other words, the Tik-Tok application has shown to support children in the development of their vocabulary, whether they are from urban or rural regions.

Tik Tok can be a tool in enhancing students to acquire vocabulary among language learners. The short video in Tik Tok contains simple words or phrases and students could learn how to use the words. Accordingly, pupils learn the usage of new words they had found by using Tik Tok. Social media improved their English language proficiency, particularly in writing, communication, vocabulary, and reading (Hamat & Hassan, 2019). Therefore, Tik-Tok is an excellent tool to enhance the student's vocabulary and help them acquire the English language confidently without shame and feel motivated to share and communicate with different kinds of vocabularies with people with the same interest. Thus, Tik-Tok application really does help in enhancing students' English vocabulary.

IV. CONCLUSION

In conclusion, Tik-Tok can pique students' interest and motivating them to learn English. It is not only Tik-Tok, but there are also a lot of social media nowadays that can be used. Social media also can be a tool in improving their language acquisition. Teachers should prepare themselves in a new norm where pupils are growing up with advanced technology. Nowadays, social media has been a tool in enhancing the language learning environment, and subconsciously they are attracted to read and listen to any information in English. Tik Tok can be used as one kind of assessment in language arts, and indeed, the pupils will be more creative to produce their product as stated in the project-based learning. More social media and technology-based tools will be used in the English language learning in the future. In order to have students with quality and English skills, teachers must plan and embrace all learning strategy changes especially with the ongoing ICT revolution.

V. REFERENCES

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