MICROLEARNING: IN SOCIAL MEDIA TIKTOK VIDEO

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Abstract. This study explores the potential of utilizing social media, particularly TikTok, as an effective educational tool for enhancing English as a Foreign Language (EFL) learning. Employing a descriptive qualitative research method, the study conducted a content analysis of 100 TikTok videos, categorizing them into productive (speaking and reading) and receptive (listening and writing) skills. The research findings indicate that microlearning, represented by short and interactive content, can be a successful approach for delivering language learning materials through TikTok videos. By integrating innovative approaches like microlearning and leveraging the popularity of social media platforms, educators can create engaging and interactive learning experiences for EFL learners, fostering collaborative learning and academic connections.

Keywords: Media Social, TikTok, Receptive, Productive Skills

Abstrak. Penelitian ini mengeksplorasi potensi pemanfaatan media sosial, khususnya TikTok, sebagai alat pendidikan yang efektif untuk meningkatkan pembelajaran Bahasa Inggris sebagai Bahasa Asing (EFL). Dengan menggunakan metode penelitian kualitatif deskriptif, penelitian ini melakukan analisis konten terhadap 100 video TikTok, mengkategorikannya ke dalam keterampilan produktif (berbicara dan membaca) dan reseptif (mendengarkan dan menulis). Temuan penelitian menunjukkan bahwa pembelajaran mikro, yang diwakili oleh konten pendek dan interaktif, dapat menjadi pendekatan yang berhasil untuk menyampaikan materi pembelajaran bahasa melalui video TikTok. Dengan mengintegrasikan pendekatan inovatif seperti microlearning dan memanfaatkan popularitas platform media sosial, para pendidik dapat menciptakan pengalaman belajar yang menarik dan interaktif bagi para pelajar EFL, mendorong pembelajaran kolaboratif dan koneksi akademis.

Kata Kunci: Media Sosial, TikTok, Reseptif, Keterampilan Produktif

INTRODUCTION

The use of social media in teaching provides students with the opportunity to receive additional useful materials and connect with other academic structures that make learning comprehension and teaching more enjoyable. Sasikala et al. (2021) stated that social networking tools not only enhance learning strategies and provide more opportunities to enable sharing and collaboration but also provide a way for students to make valuable contacts for their careers.

Research on social media in education focuses on student learning, teacher professional development, pedagogical research practice, and enhancing science communication (Greenhow et al.) This includes the belief that the role of social media in improving students' language skills is a particularly effective outcome, as outlined (Abdullah, 2020). Nasrullah et al. (2017) said they observe how students use their mobile devices and applications, their perceptions, and attitudes towards these social media devices, and which social networks they prefer. Use social media and encourage students to use social media to improve their English skills (Zam, 2019). It begins with an overview of recent advances in the field with a focus on educational technology and computer-based language learning (call), then guides incorporating various social and emerging media into collaborative learning practices (Kessler, 2013). Both students and teachers respond positively to the use of social media in the classroom (Yunus, 2012).

Microlearning overlaps theoretically and practically with cellular learning topics and also includes short readings of virtual text content, and short video segments observed through 2-3 question quizzes or micro podcasts. Concepts of virtual storytelling, internet quests, social media use, video content, and other microlearning tools are applied to the development of students' linguistic and cultural competencies (Vlasicheva, 2022). The survey shows that even after the respondents have mastered how to use the TikTok app, they still have great attitudes towards the TikTok application as video help by (Pratiwi et al., 2020). Microlearning is a learner-centric approach that offers brief, concentrated learning units with interactive multimedia, accessible on various devices. It can improve students' retention and understanding, but it may not be suitable for complex subjects that require in-depth explanations. Microlearning can be adapted to different learning styles and offers just-in-time training. However, it relies on educators' ability to create content, and not all educators may have the time or resources for it.

English as a Foreign Language (EFL) is important for global communication and is impacted by new technologies. Speaking and listening are productive skills while reading and writing are receptive skills. EFL learners may have greater receptive competence initially, and productive competence requires directed output and attention. Teaching EFL includes a focus on pronunciation, and proficiency in communication is a key objective. Social media platforms, including TikTok, can contribute to EFL learning and boost students' enthusiasm and language competence. TikTok, a popular video platform, can be utilized as an educational tool with its editing features, short video format, and customization options.

In conclusion, microlearning offers a flexible and effective method for delivering content in small, manageable units. EFL learners can benefit from social media platforms like TikTok to enhance their language skills and engage in interactive learning. By incorporating these approaches into education, teachers can cater to individual learning needs and provide innovative, efficient learning experiences.

METHOD

The study will utilize a descriptive qualitative research method, chosen because it allows for the identification of phenomena from different perspectives. The research design involves creating a checklist for videos, analyzing them based on a skills table, and explaining the grouped data. The researcher will employ a descriptive analysis approach to examine the Micro-Learning: EFL in TikTok videos. This analysis will help identify the macro and micro skills taught in the videos, specifically those related to productive and receptive skills.

This study will be taken on the social media TikTok platform, with the hashtag #EnglishSpeaking#EnglishTips#EnglishTeacher#EnglisLearning#English #learn. The researcher did the research when doing the interface using the TikTok application. This uses a checklist table as a tool to collect information about cases from TikTok videos. Sathiyaseelan (2015) stated that instrument is categorized based on their structure or form, function, and availability. This checklist aims to collect information from TikTok videos. The checklist table will be used to categorize the TikTok videos into micro and macro using productive or receptive skills.

The researchers analyzed the data that had been collated from the result of digital checklist data via TikTok videos. The results of responses related to the productive and receptive skills that are taught in TikTok videos. Therefore, the researcher was able to define whether the content was receptive or productive skills according to micro and macro characteristics. There are categorized types of micros and macro also productive and receptive skills used to TikTok videos from multiple TikTok accounts.

RESULTS

The researcher conducted a content analysis of 100 TikTok videos, categorized into productive skills (speaking and writing) and receptive skills (listening and reading). These videos, with over a thousand followers and an average audience of 10,000 likes, focus on English lessons and vocabulary with movie examples. The videos are mainly from abroad or native speakers with different learning styles and topics.
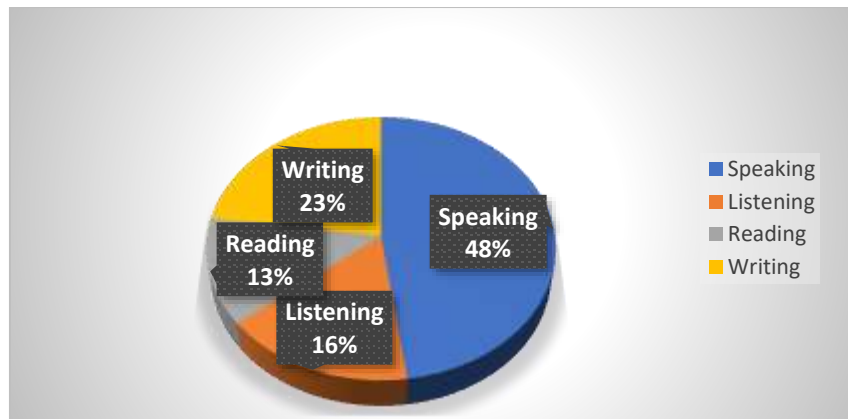
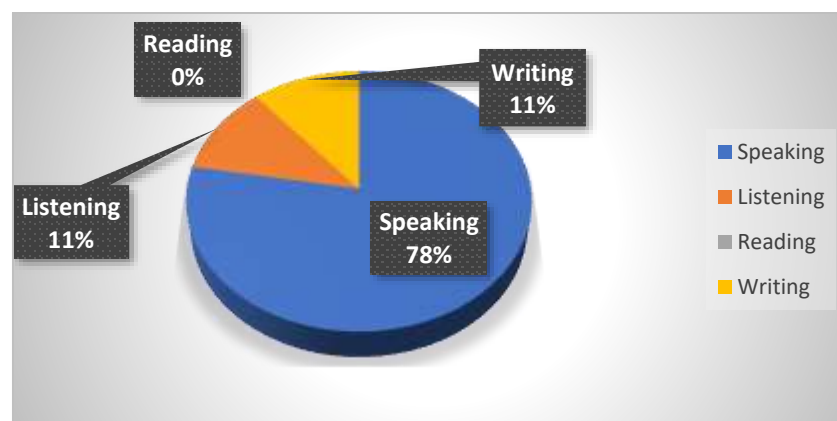**Figure 1.** Micro skills that showed in tiktok video by characteristics

Figure 2. Macro skill that showed in tiktok video by characteristics

The study used two pie charts to present the results of analyzing 100 TikTok videos for EFL learning, divided into micro and macro skills related to productive and receptive skills. The first pie chart showed that micro skills were dominant in speaking (48%), followed by listening (16%), reading (13%), and writing (23%). On the other hand, the second pie chart revealed that macro skills were mostly focused on speaking (78%), with a smaller percentage in listening (11%) and writing (11%), and no content related to reading.

Productive skill

In these skills divided into speaking and writing, also known as active skills. The learners need these skills for produce and create project work by their own, it would be vice versa with receptive skills. Those skills are a unity since every new experience and learning will have two elements of receptive skills. The collected data based on checklist data.

In the productive skills category, the micro skill of speaking had the highest percentage (48%), followed by writing (23%). The videos focused on teaching vocabulary, pronunciation,

and communication tasks, with creators using various techniques such as imitating vocabulary, guessing words from pictures, and explaining connections between events. In the productive skills category, the micro-speaking skill videos involved content creators imitating vocabulary, guessing words from pictures, and presenting activities to be described in English. The macro speaking skill videos focused on communication tasks, explaining connections between events, and using nonverbal cues. The micro writing skill videos featured guessing answers from pictures, filling in song lyrics, and completing grammar exercises. The macro writing skill videos employed synonyms and paraphrases and used various writing techniques without providing corrections.

Receptive Skill

In these skills divided into listening and reading, also known as passive skills. The learners will be completing this skill after abided with receive and understand until able to make by their own. The collected data based was taken on checklist data. The macro skill of speaking had the highest percentage (78%), while no content related to reading was found in the macro category. In the receptive skills category, the micro listening skill videos included recording conversations with related questions and guessing new vocabulary from pictures. The macro listening skill videos presented listening tests without providing the correct answers. For the micro reading skill videos, users read moving text with voice editing assistance, fairy tales with explanations, and speeches with unfamiliar words' meanings. However, there were no characteristics of reading components in the macro skills.

However, the study's analysis provided insights into the distribution of micro and macro skills in TikTok videos for EFL learning, with a particular focus on speaking and listening skills, while reading and writing were less emphasized.

DISCUSSION

The findings from the analysis of 100 TikTok videos for EFL learning present interesting insights into the distribution of micro and macro skills related to productive and receptive language abilities. The dominant focus on speaking and listening skills in both micro and macro categories suggests the significance of these skills in language learning and communication. These results align with previous research that highlights the importance of spoken language proficiency and listening comprehension for language learners (Celce-Murcia, Brinton, & Snow, 2014).

The prevalence of micro speaking skill videos, where content creators imitate vocabulary, guess words from pictures, and engage in interactive communication tasks, reflects the potential of TikTok as a platform for enhancing learners' speaking abilities. Previous studies have shown that engaging in interactive and communicative language activities can lead to improved language proficiency and confidence in learners (Richards & Rodgers, 2014). The use of nonverbal cues in macro speaking skill videos also demonstrates the creators' efforts to provide a more holistic and contextualized learning experience for their audience.

In the writing category, the higher percentage of micro writing skill videos compared to macro videos indicates that TikTok users often focus on short and interactive writing exercises. This micro approach aligns with the principles of microlearning, which aims to deliver content in small, manageable units to cater to learners' attention spans and promote better retention (Dolasinski & Reynolds, 2020). However, the absence of reading-related content in the macro category raises questions about the utilization of TikTok for macro-level reading skill development. Future content creators may consider exploring opportunities to incorporate macro reading activities that engage learners in longer texts and reading comprehension tasks.

The analysis also highlights the potential of TikTok as an informal learning platform, where learners can access bite-sized language learning materials. Previous studies have recognized the role of informal learning in language acquisition, emphasizing that learners can benefit from exposure to authentic language use outside formal classroom settings (Cook, 2008). The diverse range of content creators, including native speakers and educators, offers learners access to various language models and cultural contexts, enhancing their language and cultural competencies (Vlasicheva, 2022). However, it is essential to consider the ethical aspects of using TikTok and other social media platforms for language learning. As highlighted by Meral (2021), ethical issues such as data security and inappropriate content should be addressed to ensure a safe and constructive learning environment for young users. Educators and learners should be mindful of potential risks and adhere to responsible social media use.

Therefore, the findings suggest that TikTok and similar social media platforms can play a valuable role in enhancing EFL learning, particularly in developing speaking and listening skills. The abundance of micro-content provides learners with quick and interactive language practice, while the variety of content creators fosters cultural awareness and exposure to different language models. As technology continues to shape education, incorporating social media platforms like TikTok can lead to innovative and effective language learning experiences.

CONCLUSION

In conclusion, this study highlights the potential of social media, particularly TikTok, as a valuable educational tool for enhancing English as a Foreign Language (EFL) learning. The research demonstrated that microlearning, characterized by short and interactive content, can effectively deliver language learning materials through TikTok videos. The analysis revealed that speaking and listening skills were predominantly emphasized in both micro and macro categories while reading and writing received less attention. The integration of social media platforms like TikTok in EFL education can boost students' enthusiasm and language competence. The learner-centric approach of microlearning allows for flexible and efficient content delivery, catering to individual learning needs. However, it is important to acknowledge that complex subjects may require more in-depth explanations, which microlearning might not fully accommodate.

By incorporating innovative approaches like microlearning and leveraging the popularity of social media platforms, educators can create interactive and engaging learning experiences for EFL learners. This not only enhances language skills but also fosters collaborative learning and connections within academic structures. In summary, the combination of microlearning, social media platforms, and EFL teaching can offer valuable opportunities for students to improve their language skills enjoyably and interactively. As technology continues to shape education, embracing these approaches can lead to more effective and dynamic language learning experiences.

RECOMMENDATIONS

This research is expected to have both practical and theoretical benefits. The practical implications will be valuable for the readers, particularly the viewers of TikTok videos. They will be able to explore new methods, utilize existing content, and create materials to enhance both macro and micro skills related to productive and receptive language abilities. This study will also benefit those who use the TikTok app for learning English, as it will provide insights into using TikTok videos as effective educational resources. Additionally, the audience will gain a new approach to language learning and receive guidance on utilizing technology, specifically the TikTok app, as a tool for language improvement.

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