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How Does Tiktok Influence the Acquisition of Form and Meaning in Language Use?

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Abstract
We have entered the era of effortless accomplishment. We want to have maximum gain but minimum effort. Learning a language is not an easy task. Many are taking formal courses to improve on their language usage. Nevertheless, many have benefited incidental learning of mastering a language. This quantitative study is done to explore the influence of TikTok on form and meaning among undergraduates. A purposive sample of 129 participants responded to the survey. The instrument used is a 5 Likert-scale has sections on TikTok motivation, on form and meaning. The survey contains 7 items on TikTok motivation. In addition to that, there are 8 items on form as well as 7 items on meaning. Findings revealed that TikTok does have influence on form and meaning. Findings also showed that there is a positive moderate relationship between TikTok motivation with form as well as meaning. The findings gathered in this study show that TikTok can be used as an alternative to teach and improve language learners' vocabulary and TikTok videos can be integrated in lesson plans as a complementary material by educators to teach language learners vocabulary.
Keywords: TikTok, Language, Vocabulary, Form, Meaning

Introduction

We have entered the era of effortless accomplishment. We want to have maximum gain but minimum effort. Learning a language is not an easy task. Many are taking formal courses to improve on their language usage. Nevertheless, many have benefited incidental learning of mastering a language. Incidental learning is unintentional or unplanned learning that results from other activities. One popular way of learning is through the social media.

Social media has become an important part of many people's lives. It is being widely used as a medium to connect and communicate with other people across the globe. For some social media users like students, social media is not just a place to communicate and connect with people, it is a tool or platform for learning. Shahril et al (2018) reveal that the usage of social media is a beneficial tool of classroom learning for students and it has changed the delivery style of teaching and learning. Social media platforms like Instagram, Twitter, YouTube and even TikTok can be used as a learning platform.

As Montag et al (2021) summarise that TikTok can be a platform to post educational content, vocabulary learning happens on the application. Incidental vocabulary learning is defined as a learning process that happens while doing activities that involve comprehending such as reading, listening, reading while listening and viewing Hulstijn (2013) and it happens unintentionally (Permata, 2022). Therefore, TikTok can be considered as a platform for incidental vocabulary learning to happen.

Even though TikTok is relatively new, a good number of research has been done to look at its influence and impacts on numerous areas. An area of research that was studied by researchers before is education. Several studies were done to examine TikTok and its influence on teaching and learning process. A study by Escamilla-Fajardo et al (2021) on incorporating TikTok in higher learning suggests that the application promotes learning motivation among the students, creates an engaging learning environment and encourages skill development such as creativity and curiosity. Another research by Anumanthan and Hashim (2022) points out that TikTok is an effective teaching tool as it offers a fresh approach to education that combines technology, kinaesthetic movement and learning approach. Since TikTok is an effective tool of learning, TikTok can be a platform to learn and improve an individual's vocabulary knowledge. Bernard (2021) shares that TikTok helps to expand English as Second Language (ESL) learners' vocabulary skills by introducing them to specific terms and phrases through the various content and features of TikTok videos. Learning and acquiring vocabulary were said to be fun when TikTok videos are involved (Anumanthan & Hashim 2022). So, this study is done to explore how users view as the influence of TikTok in the learning of form and meaning in language. Specifically, this study is done to answer the following questions;

- What are the factors that influence TikTok motivation?
- How does TikTok use influence the learning of form in language ?
- How does TikTok use influence the learning of meaning in language?
- Is there a relationship between TikTok motivation with form and meaning?

Literature Review
Learning Through Entertainment

Multiple studies have used this theory to study the motivations of using social networking sites. Specifically, researchers like Omar & Dequan (2020); Bossen & Kottasz (2020) have employed this theory to study TikTok users' motivations to use the application. A study by Omar and Dequan (2020) was done to examine the use of TikTok in terms of consuming, participating and producing behaviours. This theory was incorporated in the study and through a survey involving 385 participants, it was revealed that users' motivations have a significant influence on TikTok use. Based on their study, the motivations for using TikTok include archiving, self-expression, social interactions, and escapism. Next, a study by Bossen and Kottasz (2002) applied this theory to examine the motivations of pre-adolescents and adolescents' TikTok usage. They found that passive consumptive needs like surveillance, relaxation, gathering information and seeking for entertainment are the most important gratifications sought when using TikTok. Through these studies, entertainment is one of the motives that appear to be the main motive. Thus, it can be concluded that entertainment is the main motive of TikTok use

Past Studies on TikTok and Language Learning
The study by Xiuwen & Razali (2021) was done to explore TikTok and how it impacts on English language communication competence acquisition among Chinese international undergraduate students by reviewing previous and recent studies focusing on TikTok as well as other social medias such as Facebook, YouTube, WeChat and so on. It is important to note that even though previous relevant studies have showcased the positive effects of using social media as learning aids in English language communication acquisition, very few literatures having been published focusing on the utilization of TikTok in English language communication acquisition. The findings of this paper revealed the potential of using TikTok for international undergraduate Chinese students out of EFL classroom in improving their English Communication Competence and for increasing their interests of speaking English. The researchers showcase critical views, recommendations, as well as implications for the utilization of TikTok in the field of English language communication competence acquisition among EFL undergraduate students.

Next, another study was done by Cagas (2022) was aimed to examine how criminology students can use TikTok to improve speaking and grammar skills. 16 criminology students from a private school participated in this study. The students took a pre- and post- test to test their speaking and grammar skills. After comparing their results through t-test, the findings showed that TikTok videos helped to improve the students' speaking and grammar skills. It was also revealed that the majority of the respondents favoured learning through TikTok because the application is unique and intriguing. This study shed some light on the potential of combining social media and language teaching.

The study by Bernard (2021) examined the impact of using TikTok contents to enhance ESL students' vocabulary learning and investigate the students' perceptions of using TikTok in language learning. This qualitative study conducted group interviews with its eight participants to achieve the research's objectives. The participants are students selected from '*Kolej Vokasional Keningau*' majoring in early childhood education course. From the study, it was revealed that TikTok introduced language learners to specific terms and phrases through its videos. Due to TikTok's diversified video contents, students are more motivated and engaged to learn English that leads to the expansion of their vocabulary knowledge. It was reported that TikTok has helped language learners to expand their vocabulary through its features. Features like captions and subtitles they are able to learn the correct enunciation and accurate pronunciation of unfamiliar words. TikTok also familiarised language learners with multiple vocabulary sets via its authentic content. As TikTok allows creators to post authentic and real-life content, language learners are able to learn English and expand their vocabulary based on authentic learning materials. Lastly, Bernard (2021) reports that TikTok promotes positive learning environment for language learners. The students mentioned that TikTok creates a fun learning space that lessons are more enjoyable compared to traditional teaching method.

Anumanthan. and Hashim (2022) explored the effectiveness of TikTok in improving the use of vocabulary mainly focusing on regular verbs with a particular representation by a group of Year 5 pupils. This study was conducted using mixed method which is a combination of collecting qualitative and quantitative data. 45 Year 5 pupils were chosen using convenience sampling as the participants of this study. The participants sat for a pre-test and after intervening the lesson with TikTok those participants sat for post-test. The data was then

triangulated by interviewing 10 pupils from the same group using semi-structured interview that was adapted by the Technology Acceptance Model (TAM). After analysing the data collected from both the instruments, the findings showed that pupils improved tremendously in constructing a sentence with regular verbs after teaching regular verbs using TikTok. The results further revealed that the pupils really enjoyed the lesson when TikTok was involved, found it effective and very easy to use in making their own verb videos, and most of them were keen in creating educational contents in future. This study concludes that TikTok is indeed an effective teaching tool, especially when it comes to teaching regular verbs and sentence construction.

Conceptual Framework

Figure 1 shows the conceptual framework of the study. This study explores the relationship between TikTok motivation (Omar and Dequan, 2020) and the learning of form in language. It also explores the relationship between TikTok motivation and the learning of meaning in language. According to nation (2021), form refers to the spoken and written form of the language. This means the learners focus on the sound of the utterance, and even how the language is in the written form. Next, form also refers to the word parts in the utterance. In addition to that, nation (2001) also states that the learning of language involves the learning of meaning. This can be traced from the concepts and references, or even associations.
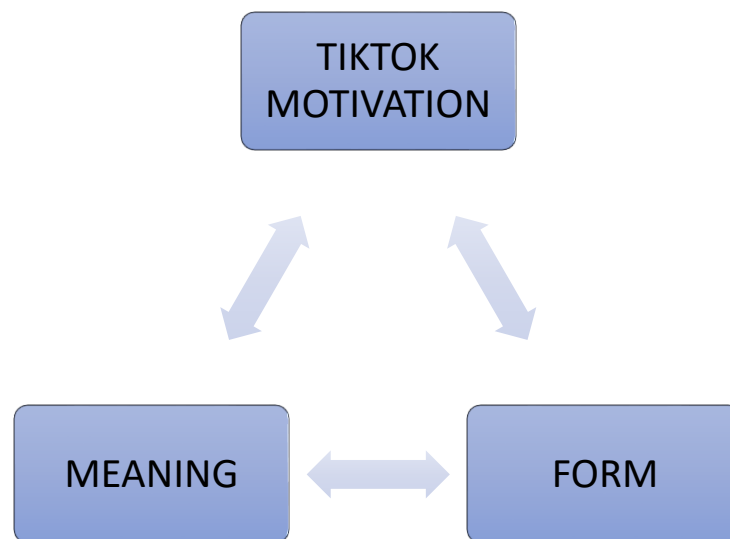

Figure 1 -Conceptual Framework of the Study- How does TikTok influence the learning of Form and Meaning in language learning?

Methodology

This quantitative study is done to explore the influence of TikTok on form and meaning. A purposive sample of 129 participants responded to the survey. The instrument used is a 5 Likert-scale survey and is rooted from Omar and Dequan (2001) on TikTok motivation and also Nation (2001) on form and meaning to reveal the variables in table 1 below. The survey has 3 sections. Section A has items on demographic profile. Section B has 7 items on TikTok motivation. . Section C has 8 items on form . Section D has 7 items on meaning.

Table 1
Distribution of Items in the Survey

SECTION	HEADING	NO OF ITEMS
B	TikTok Motivation (Omar and Dequan ,2020)	7
C	Form (Nation, 2001)	8
D	Meaning(Nation, 2001)	7
	Total number of Items	22

Table 2
Reliability of Survey

Reliability Statistics

Cronbach's Alpha	N of Items
.940	22

Table 2 shows the reliability of the survey. The analysis shows a Cronbach alpha of 959, thus, revealing a good reliability of the instrument chosen/used. Further analysis using SPSS is done to present findings to answer the research questions for this study.

Findings
Findings for Demographic Profile
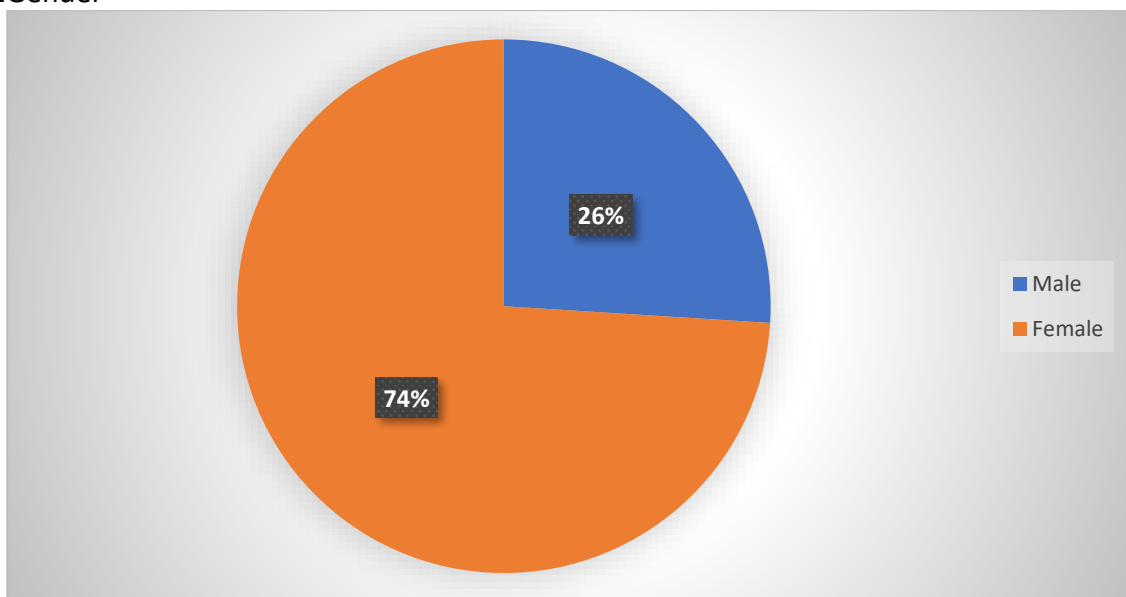This section presents data for the demographic profile.

Q1Gender

Figure 2- Percentage for Gender

Figure 2 shows the percentage for gender. 26% of the respondents are male. Female respondents made up 74%.
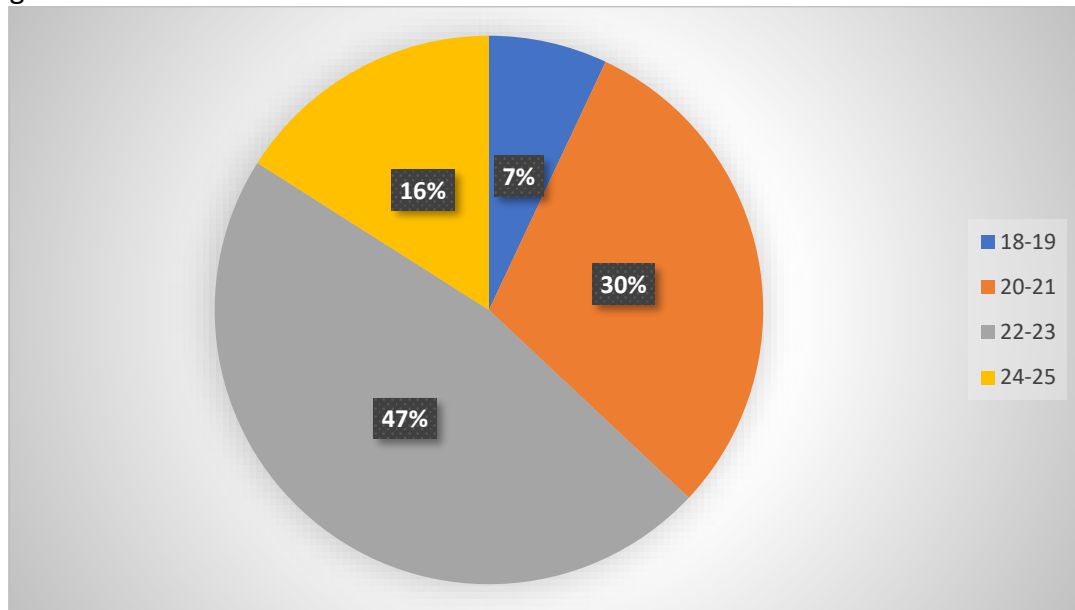
Q2 Age

Figure 3- Percentage for Age

Figure 3 shows the percentage for age group of the respondents. 7% are aged from 18-19. Next, 30% are 20-21 years old. 47% are aged 22-23 while 16% are aged 24-25 years old.
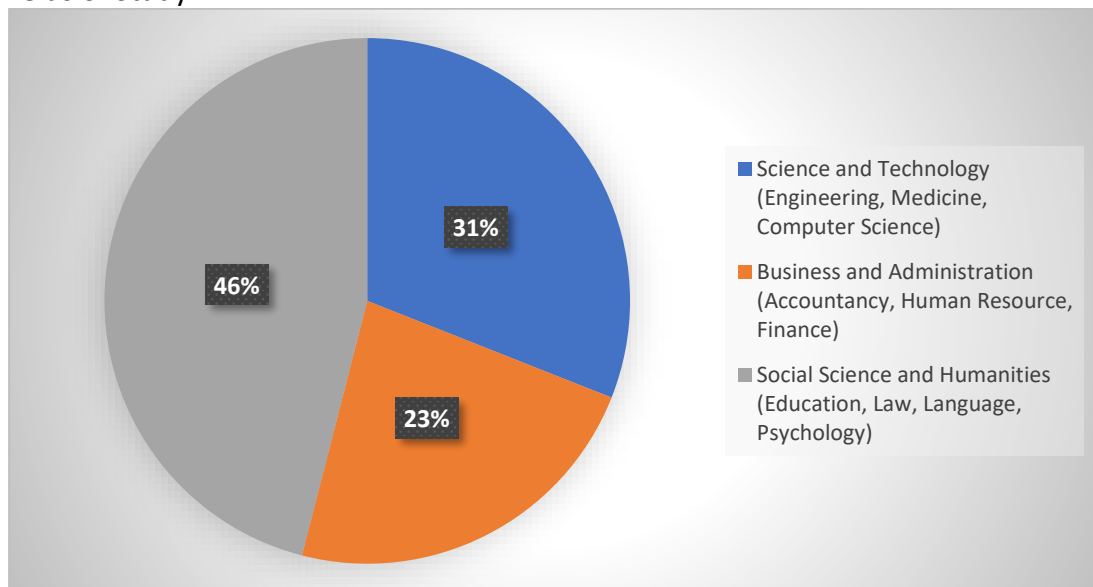
Q3 Fields of Study

Figure 4- Percentage for Fields of Study

Figure 4 shows the percentage for fields of study. 31% of the respondents are from the field of science and technology cluster (Engineering, medicine and Computer science). Next, 23% are from the business and administration cluster (Accountancy, Human Resource and

Finance. Finally, 46% are from the social science and humanities (education, law, Language and Psychology).
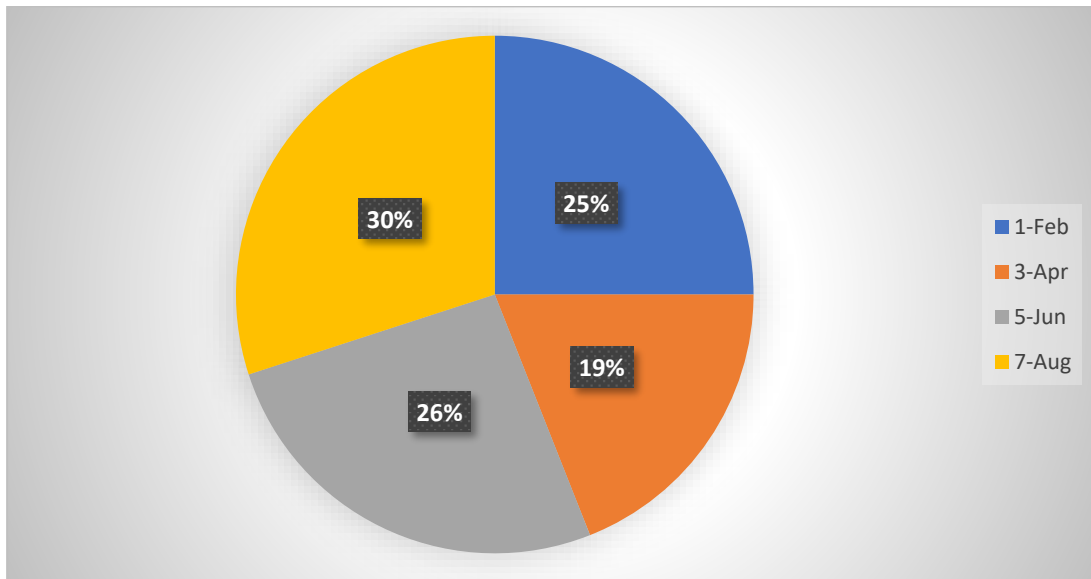
Q4 Semester

Figure 5- Percentage for Semester

Figure 4 shows the semester of the respondents. 25% are in their 1-2 semester. Next, 19% are in their 2-4 semester. 26% are from 5-6 semester while 30% are studying in 7-8 semester.
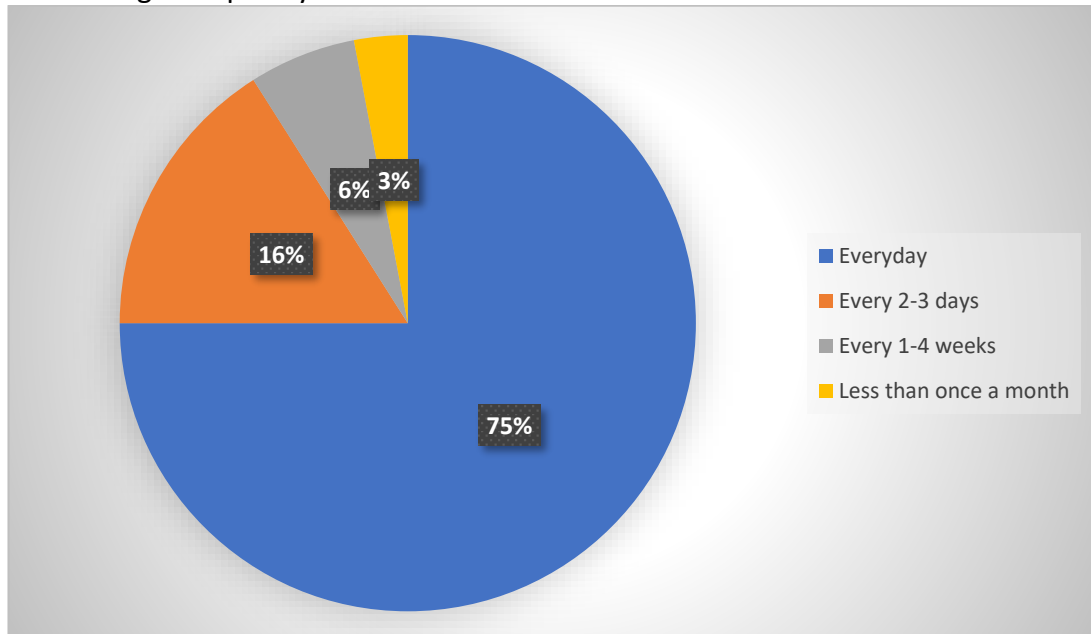
Q5 TikTok Usage Frequency

Figure 6- Percentage for Tik Tok Usage

Figure 6 shows the percentage for Tik Tok usage frequency. 75% claimed they used Tik Tok every day. 16% reported they used Tik Tok every 2-3 days. Next, 6% said they used Tik Tok every 1-4 weeks while 3% said they used Tik Tok less than once a month.

Q6 TikTok Usage Time
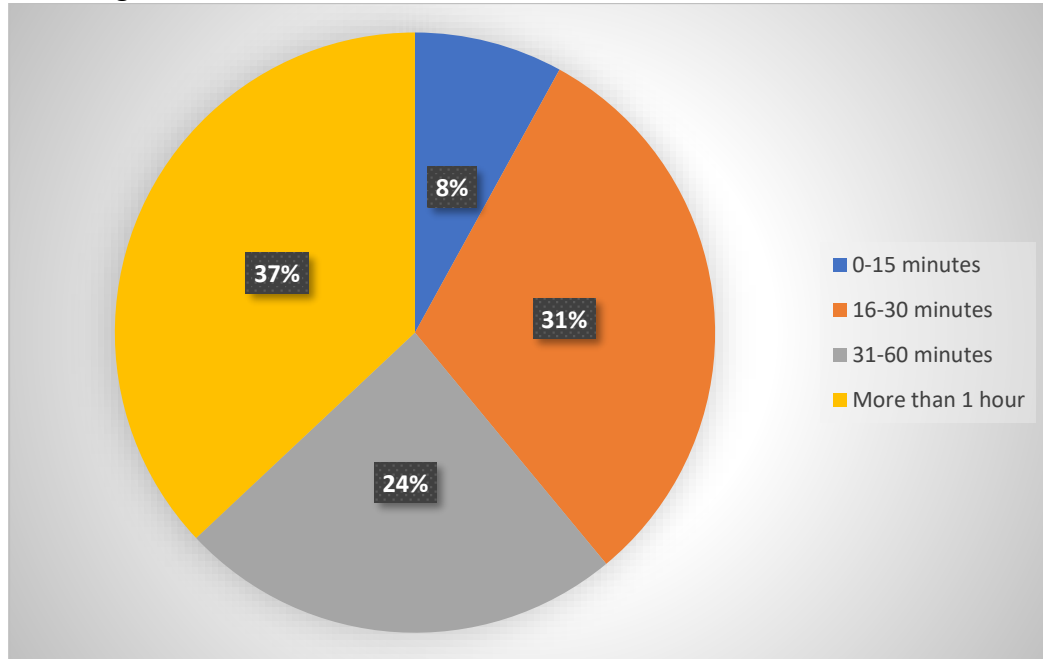
Figure 7- Percentage for Duration of Tik Tok Usage

Figure 7 shows the percentage for duration of Tik Tok usage.. 8% reported they used between 015 minutes. Next, 31% said they used between 16-30 minutes. 24% said they used between 31-60 minutes and 37% said they used more than one hour at any one time.

Findings for TikTok Motivation
This section presents data to answer research question 1- What are the factors that influence TikTok motivation?

Users' Motivation in Using TikTok
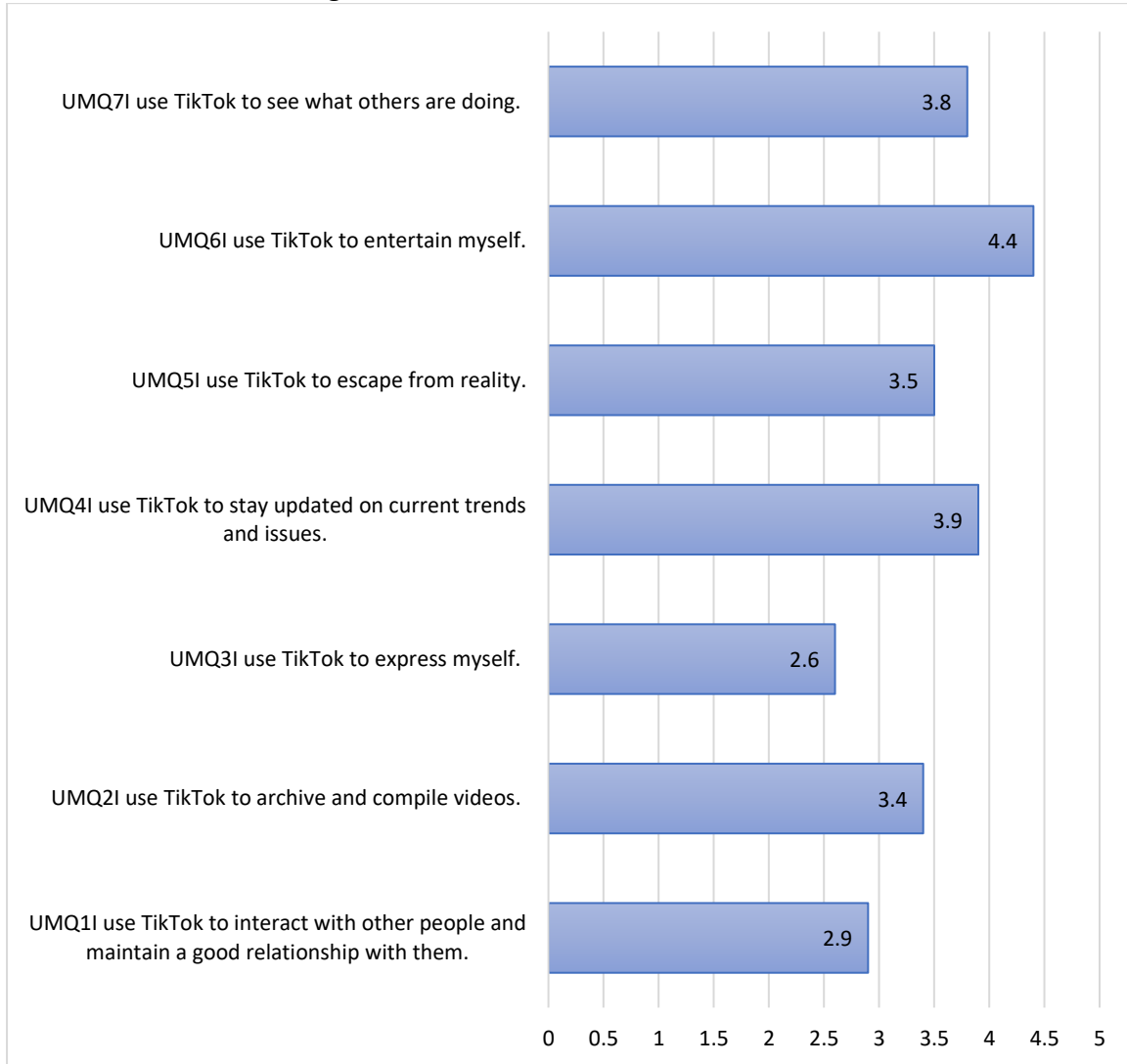
Figure 8- Mean for Motivation in Using Tik Tok

Figure 8 shows the mean for users' motivation in using Tik Tok. The highest mean is 4.4 for the item "use TikTok to entertain myself.". This is followed by the mean of 3.9 for the item "use TikTok to stay updated on current trends and issues". The item "use TikTok to see what others are doing" had a mean of 3.8 . The lowest mean is 2.6 for the item "use TikTok to archive and compile videos".

Findings for Form

This section presents data to answer research question 2- How does TikTok use influence the learning of form in language ?
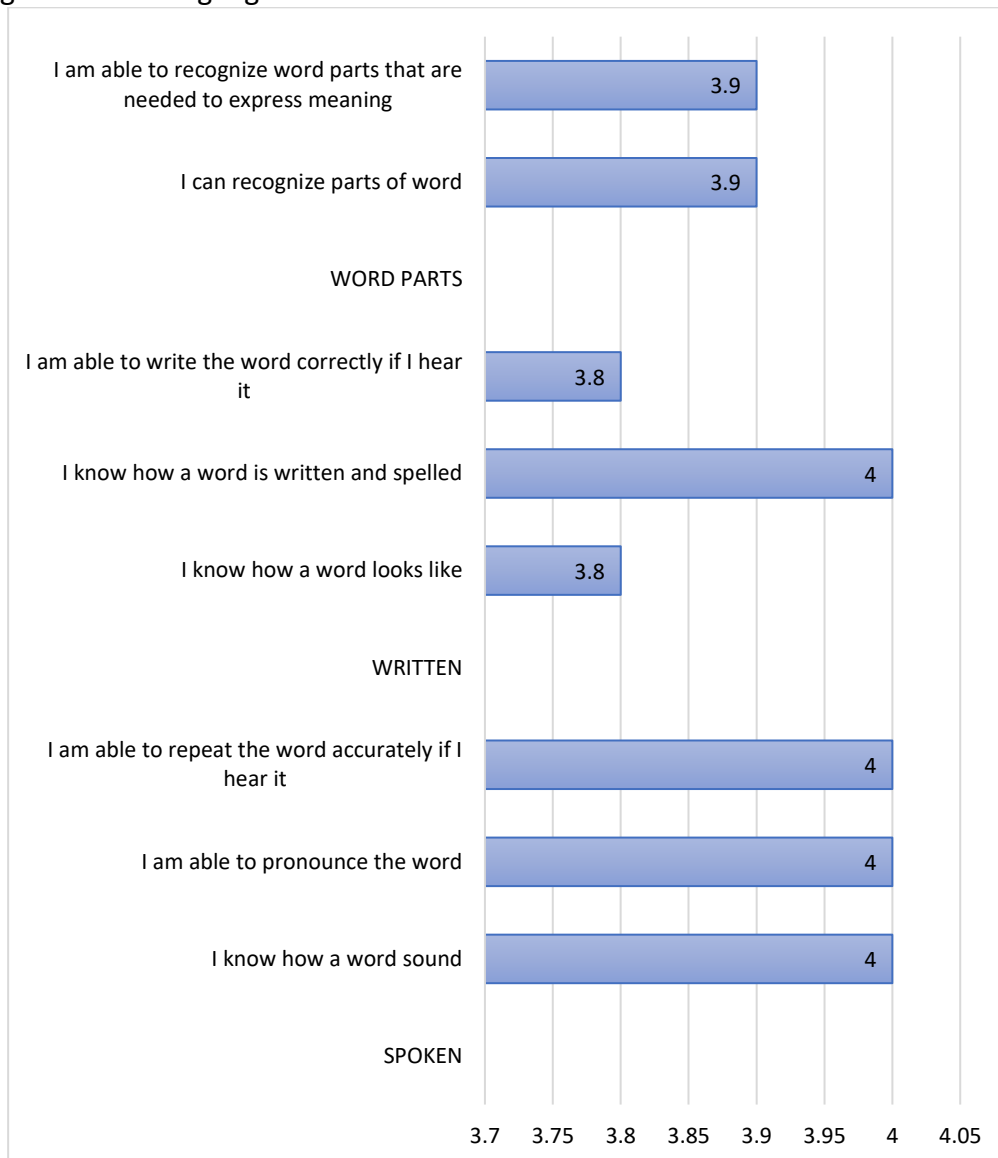

Figure 9- Mean for Form

Figure 9 above shows the mean for form. Four items share the highest mean of 4 and they are "know how a word is written and spelled", "able to repeat the word accurately", " able to pronounce the word" and "know how a word sound". This is followed by two items with the mean of 3.9 and they are "able to recognize word parts" and also "can recognise parts of word".

Findings for Meaning
This section presents data to answer research question 3- How does TikTok use influence the learning of meaning in language?
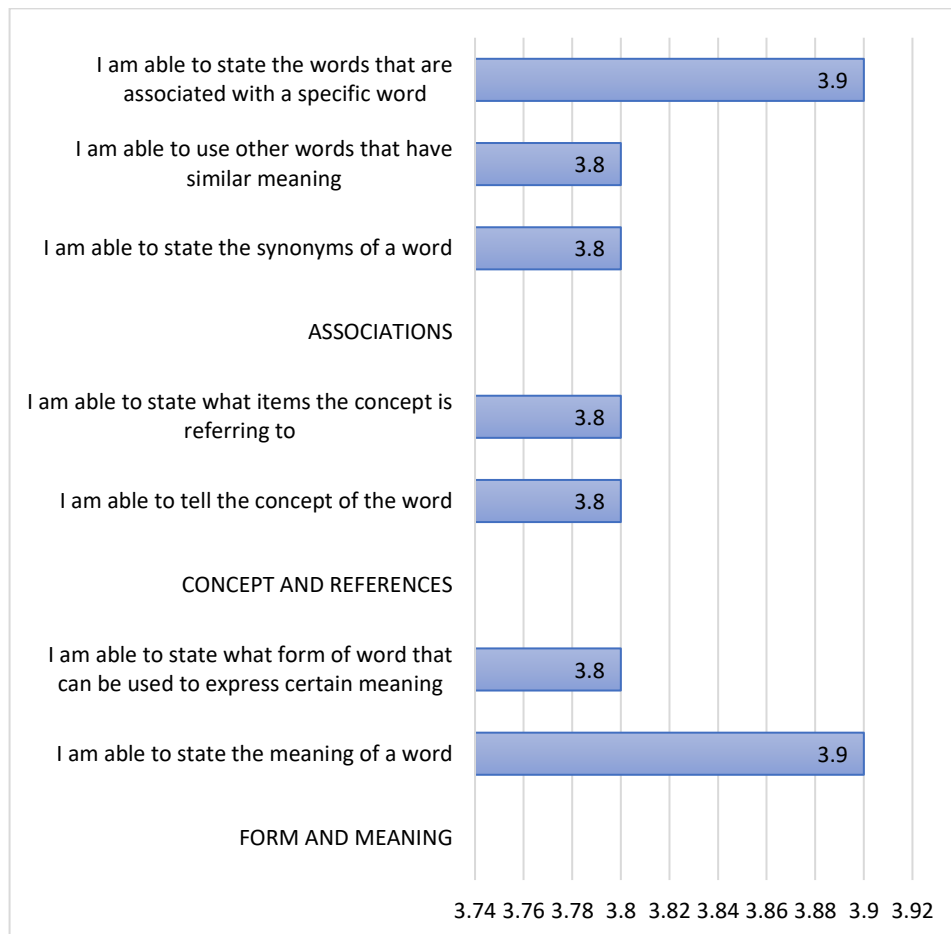

Figure 10- Mean for Meaning

Figure 10 shows the mean for meaning. Two items share the highest mean of 3.9 and they are "able to state the words that are associated with a specific word" and " able to state the meaning of a word". Nex, five items share the same mean of 3.8 and they are " able to use other words", " able to state the synonyms", " able to state what items the concept is referring" and " able to state what form of word that can be used to express certain meaning".

Findings for Relationship between
This section presents data to answer research question 4- Is there a relationship between TikTok motivation with form and meaning?

To determine if there is a significant association in the mean scores between metacognitive, effort regulation, cognitive, social and affective strategies data is anlaysed using SPSS for correlations. Results are presented separately in table 3, 4, 5 and 6 below.

Table 3
Correlation between Motivation and Form

Correlations

		TOTALMOTIVATION	TOTALFORM
TOTALMOTIVATION	Pearson Correlation	1	.589**
	Sig. (2-tailed)		.000
	N	129	129
TOTALFORM	Pearson Correlation	.589**	1
	Sig. (2-tailed)	.000	
	N	129	129

**. Correlation is significant at the 0.01 level (2-tailed).

Table 3 shows there is an association between TikTok motivation and form Correlation analysis shows that there is a moderate significant association between TikTok motivation and form (r=.589*) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a strong positive relationship between TikTok motivation and form.

Table 4
Correlation between Motivation and meaning

Correlations

		TOTALMOTIVATION	TOTALMEANING
TOTALMOTIVATION	Pearson Correlation	1	.471**
	Sig. (2-tailed)		.000
	N	129	129
TOTALMEANING	Pearson Correlation	.471**	1
	Sig. (2-tailed)	.000	
	N	129	129

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows there is an association between TikTok motivation and meaning Correlation analysis shows that there is a moderate significant association between TikTok motivation and meaning (r=.471*) and (p=.000). According to Jackson (2015), coefficient is significant at the .05 level and positive correlation is measured on a 0.1 to 1.0 scale. Weak positive correlation would be in the range of 0.1 to 0.3, moderate positive correlation from 0.3 to 0.5, and strong positive correlation from 0.5 to 1.0. This means that there is also a moderate positive relationship between TikTok motivation and meaning.

Conclusion

Summary of Findings and Discussions

Form

Nation (2001) classifies form into 3 different aspects which are spoken, written and word parts. Through this aspect of vocabulary knowledge, Nation (2001) focuses on whether learners are able to repeat a word accurately after they hear it, their ability to write a word correctly after hearing it and the capability to identify word parts. Findings for this research found that TikTok does have an influence on young adults' vocabulary knowledge specifically in terms of form. This finding is consistent with other studies that have taken a similar approach.

This finding is similar to the finding by (Yang, 2020). It was reported that English language learners prefer to use TikTok as it improves their listening, speaking and writing skills. Due to TikTok's short video function, learning materials can be easily utilised and understood by learners thus their vocabulary in terms of form can be improved. Similarly, Bernard (2021) reveals that TikTok has introduced language learners to new terms and phrases while allowing them to learn the correct enunciation and accurate pronunciation. By watching TikTok videos repetitively, they managed to expand their vocabulary and improve their pronunciation. This study also agrees with the finding by Erwani et al (2022) that TikTok allows learners to learn word form by having online teachers to teach them to read on TikTok and they could learn spoken word through TikTok video contents. Alghameeti (2022) discloses that TikTok, a platform that includes the image of a word, makes it easy for language learners to remember the words and phrases. All in all, these findings reveal that TikTok has an influence on form of words.

Meaning

Meaning was classified as form and meaning, concept and references and associations by (Nation, 2001). In his framework, he focuses on loan words, synonyms and the word contexts. Through the responses gathered in the survey, the finding of this study show that TikTok has an influence on meaning. There are several studies that have reported similar findings to this study.

Findings by Yang (2020) suggest that TikTok can be used as a learning platform for language learners to learn new words or phrases from American or British TV series clips. The finding also agrees with Bernard's (2021) finding that learners can learn new words and their meaning through captions and subtitle provided by TikTok and TikTok diversified content allows learners to learn new and unfamiliar words in different context. One respondent reports that every time she came across a new word, she would refer to the dictionary to find the meaning of the word. In general, the findings listed above agree with this study's finding that TikTok influence young adults' vocabulary knowledge in terms of meaning.

(Pedagogical) Implications and Suggestions for Future Research

This study aims to investigate the influence of TikTok on young adults' vocabulary knowledge specifically in terms of form, and meanin. The findings gathered in this study can conclude that incidental vocabulary learning happen on TikTok and the platform has an influence on young adults' vocabulary knowledge. Due to this, TikTok can be used as an alternative to teach and improve language learners' vocabulary. TikTok videos can be integrated in lesson plans as a complementary material by educators to teach language learners vocabulary. Educators can also promote learning through TikTok as independent learning that can be done by

language learners. They can use the application outside of learning hour to gain personal knowledge on vocabulary.

Language learners should utilise this platform to expand and improve vocabulary. Incidental learning can happen while they are scrolling their TikTok thus autonomous and independent learning take place. However, it is advisable to use TikTok as supporting materials to learn autonomously and independently. Language learners should not rely and depend mainly on TikTok to learn, expand and improve their vocabulary knowledge. They should also be selective in choosing and watching TikTok's contents to make it a credible and resourceful platform for vocabulary learning.

Future researcher can look into other language aspects are incidentally learnt from TikTok. In addition to that, future researchers might also look into some positive and negative influence that TikTok has on language learning.

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