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Using Tik Tok as a Way to Enhance Motivation in Reading Fluency through Sight Words Duet

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Abstract

Reading skills plays a crucial role in English language learning, particularly in ESL classrooms. Encouraging learners' engagement is a major impediment when it comes to reading skills. Despite its fundamental purpose within language, struggling readers are often averse to participating in reading-related activities, leading to their poor reading fluency and comprehension, as well as a lack of motivation towards reading lessons. To address this issue, the Tik Tok SiWo Challenge is introduced as a tool to mitigate the issues related to reading fluency through sight word reading outside the classroom, further motivating pupils towards reading. This study aimed to measure the effectiveness of Tik Tok SiWo in enhancing Malaysian primary school pupils' language learning and motivating them in reading fluency by reading sight words. 10 Year 2 Malaysian primary school pupils from a suburban school were selected by purposive sampling strategies to take part in this Design and Development Research. A document analysis was conducted on School Based Assessment, supported by questionnaire and semi-structured interview as the research instruments. The findings revealed that implementing the Tik Tok SiWo Challenge has significantly impacted pupils' language learning. It has improved their concept of automaticity in sight word reading, enhanced their reading fluency, and kept their motivation level high. This study uncovers the potential of using social media platforms such as Tik Tok for educational purposes, especially in improving reading fluency and enhancing pupils' motivation towards reading. Future research should focus on analyzing the impact of the Tik Tok SiWo Challenge in a larger sample, exploring its implications in diverse contexts, and assessing its long-term impact on pupils' reading skills. Ultimately, this study highlights the significance of developing innovative approaches in enhancing language learning, which can foster a positive and engaging learning environment in the classroom.

Keywords: Reading Skills, Reading Fluency, Sight Word, Motivation, Social Media Platform, Innovative Approach

Introduction

With the current challenges with COVID19, global conflicts, climate change as well as growing inequalities, there is a need to think of sustaining human survivability where education is perceived to be one of the solutions since there exists an obvious crisis in education (Millennium Development Goal, 2015). Since "education is a lifeline" (Sustainable

Development Goals, 2022, p. 11), the most basic skills that would enable the expansion of knowledge is reading where its literacy includes the ability to read, comprehend, interpret, and discuss various text types and contexts (Xiao & Hu, 2019). Being literate is essential for many reasons since poor literacy skills can have devastating long-term consequences throughout childhood and adulthood (Hur et al., 2020). The Programme for International Student Assessment (PISA) test for 2018, organized by the Organisation of Economic Cooperation and Development (OECD), revealed that learners in Malaysia had a mean score of 415 in the reading domain compared to the average score of 487 (OECD, 2019). The results further showed that 54% of the learners scored at least Level 2 in reading with only a trivial percentage of learners attaining a reading proficiency of Level 5 or 6. Such results implied that suitable measures ought to be taken to improve reading literacy among learners in Malaysia.

English is Malaysia's second official language of communication (Ministry of Education, 2013). Besides serving as a *lingua franca*, there is a linkage between good proficiency in English and higher employability in Malaysia (Ting et al., 2017). Reading literacy, especially reading fluency in Malaysia, has been extensively researched (e.g. Muhamad et al., 2020; Wong & Abdul Aziz, 2019). While some argued that reading fluency among Malaysian learners is at a considerably average state (e.g. Azlinda et al., 2020; Abd Ghani et al., 2020), these second language learners are also described to be relatively poor in terms of phonics and phonemic awareness (Wang & Lee, 2020). The ability to read does not just mean uttering words and sentences accurately and correctly; it involves other prosodic features such as phrasing, expression, stress, and intonation (O'Brien et al., 2019). This implies that both reading accuracy and reading fluency are equally important. While there are concerns of educating learners with reading strategies to better equip reading experience (e.g. Al Raqqad et al., 2019), the ability to read fluently in a foreign language is an absolute necessity when learning a language. It is often thought that fostering student participation in an ESL classroom instruction is a substantial barrier to developing reading skills. There has been a longstanding debate over the decline in reading fluency among English language learners (ELLs). Reading even short sentences, phrases, and basic sentence structures can be challenging for students in the primary schools. These issues impede their ability to master reading abilities.

As learners of the 21st century, it is vital to make reading activities engaging and enjoyable in order to meet current demands. In fact, most students nowadays prefer to be engaged in educational activities via social media (Iskandar, 2020). The use of internet tools also motivates them to learn through engaging activities (Krishnan et al., 2020). This led to the designing of the Tik Tok SiWo Challenge which aims to contextualise the reading process in everyday life using novel concepts. It was established as a module to increase students' enthusiasm and interest in reading sight words fluently, particularly for those who either have negative perceptions against reading or underperform in their reading skills. This innovation seeks to discover whether it enhances and motivates student learning, particularly in reading fluency.

Innovation Background

Based on past teaching experiences, the researchers found that while most of their English as second language (ESL) learners could read in English, they lack fluency in reading English texts. The researchers realized that some face problems in automatically reading words. When these learners read English words, they take time to process and pronounce the written words. When there are unfamiliar words in the texts, learners would take longer to segment the words into various units, recall the sound for each unit, and blend the sounds to identify

meaningful words. Since word decoding is not instantaneous and learners can not recognize words quickly and precisely, the reading process becomes slower and laborious.

The researchers also found out that the learners are struggling with the ability to recognize sight words automatically. According to Brown et al (2022), this skill is essential as most sight words are phonetically irregular. When students cannot recognize these words quickly, they have to focus on reading each word individually instead of focusing on the meaning of the passage (Tunmer & Hoover, 2019). As a result, they find it increasingly difficult to not only recognize and retain sight words, but also to acquire sight words since they are unfamiliar with English syntax, phonology, or vocabulary. Additionally, acquiring sight words greatly depends on the learners' oral language proficiency. If they do not have a particular word in their oral vocabulary, they will be unable to read it. ESL learners' final challenge is that most sight words do not have easily associated visuals. Consequently, it can be difficult for learners to give meaning to those words (Tunmer & Hoover, 2019). As a result, they often require extra support from their educators and more time to acquire and understand sight words.

The researchers also observed that learners, who struggle to decode words, also face difficulties comprehending meanings while reading. This is reiterated by Megherbi et al (2018), who opined that learners, who can identify words without conscious mental control, could focus their cognitive processes on other aspects of reading, such as text comprehension. Thus, learners should develop mastery in word decoding (or known as automaticity) that enables not only rapid recognition of words but also allows smooth reading and understanding meaning effectively. Sight word acquisition is critical in a child's reading ability because sight words are frequently used, but many words cannot be decoded. Students can increase their fluency by eliminating the need to decode words by spending more time on decodable texts and phonetic patterns. However, identifying students with decoding problems and later providing them with the necessary interventions can improve the likelihood of positive learning outcomes.

Each learner's unique learning style presents challenges that must be accounted for when an educator plans his strategy to introduce the retention and acquisition of sight words. The researchers recognize the importance of sight word acquisition and fluency. Many classroom methods have been studied and used to help students develop this necessary skill. The four most commonly used methods in primary ESL classrooms to help students improve their sight word acquisition and fluency are flashcards, picture-based, game-based, and multisensory. Alternatively, in line with 21st-century learning, the researchers found that it is possible to encourage learners to learn sight words by reading through social media, Tik Tok, where they are engaged in a Tik Tok Sight Words Challenge.

This paper asks two research questions with relevance to the effectiveness of the innovation

- (a) How does the use of Tik Tok SiWo Challenge innovation help enhance Malaysian primary school pupils' language learning?
- (b) How does the use of Tik Tok SiWo Challenge innovation help motivate Malaysian primary school pupils' reading fluency by reading sight words?

Literature Review

Social Media in Language Learning

Social media has garnered great respect and popularity among ESL teachers looking for ways to expand beyond conventional teaching methods. In the ESL context, using social media

provides many opportunities to develop learners' English language skills. Some studies found that social media such as Facebook, Instagram, and Tik Tok have been useful for improving students' English learning skills (e.g. Zam, 2019; Yang, 2020). In fact, Tik Tok is found to be an effective method for resolving classroom motivating concerns, including eliciting positive emotions in acquiring knowledge (Aji & Setiyadi, 2020).

Social media has great potential to support student-centred learning since it is flexible, interactive, and resource-rich. According to Shuhaida (2015), learners are empowered by their learning, therefore increasing their motivation to learn English and allowing self-directed learning. Similarly, Kim (2009) asserted that many educational technology experts believe multimedia technologies can encourage and motivate students to learn languages more effectively. Syofianis et al. (2018) argued that social media is useful in helping students improve their English language skills. This is because social media can be accessed easily, unlike the conventional internet, which needs a computer and internet connection. It also gives them the flexibility in terms of time, variation of accessible sources, and easy access from many places. As social media have penetrated so deeply into our lives, it is tremendously important to analyze the types and nature of each means. Hence, the educators have to take a special interest in improving the language learning of Malaysian primary school pupils. Social media is a good-to-have strategy for enhancing ESL language learning while maintaining a high motivation level.

Reading Fluency

Reading is a process which involves the readers' understanding of written texts and interacting with the expressed ideas. Upon discussing reading, common issues in the Malaysian context that are highlighted include the choice of reading texts (e.g. Haja Mohaideen et al., 2020) and teaching strategies (e.g. Indiran et al., 2022). Yet, it is fluency that allows any ESL reader to develop control over surface-level text processing to focus more on understanding the meanings in the text (Rupley et al., 2020). One of the most widely discussed theoretical components of oral reading fluency is automaticity, which is the ability to decode words automatically without difficulty (Feruzi, 2021). Learners develop automatic processing when they can retrieve lexical knowledge from their working memory and produce a smooth and effortless reading. When learners can automatically recognize words while reading, they can allocate their cognition to focus on higher-order processes such as reading comprehension. Automaticity development often occurs in a continuum throughout their years of learning the language (Brown et al., 2022). The decoding skills slowly develop from recognizing sight words and the words that learners have learned to gradually processing larger chunks of words such as phrases and sentences.

A second theoretical component of oral reading fluency lies in the role of accuracy – the learner's ability to decode words without errors. Learners with accuracy are characterized by the ability to read-out-aloud words in the given texts with few or no errors (Brown et al., 2015). To achieve accuracy in reading, learners need to have a sound knowledge of the phonics rules of the language. The understanding and the mastery of the letter-sound correspondence allow them to read out the words correctly and effortlessly. Accuracy and automaticity are interrelated or even interdependent for some. When learners master the phonics rules, they can sound words with similar spellings faster. This implies that high accuracy in word decoding allows learners to develop automaticity and recognize words faster, leaving the cognitive energy for other reading processes such as comprehension.

Sight Words

Early reading skills, which are often referred to as foundational skills, are critical in a learner's learning process when attempting to read. Foundational skills serve as building blocks. Without these core skills, students will find it increasingly difficult to achieve proficiency at higher reading levels. According to Brown (2022), one of the critical foundational skills that they need to be successful readers is the knowledge of high-frequency words. High-frequency words, also known as sight words, are the most common words that students should be able to read quickly and automatically, as many of them are phonetically irregular. When students can quickly recognize these words, they can shift their focus to the meaning of the passage that they are reading instead of focusing on each word individually (Tunmer & Hoover, 2019). Research shows a clear link between fluency and comprehension.

The differences in comprehension between proficient and poor readers can often be credited to the differences in their ability to recognize words automatically (Tunmer & Hoover, 2019). When students begin to read, they use considerable effort to decode words and recognize sight words. However, as students develop their reading abilities, these skills become automatic. This allows students to use their cognitive resources to construct meaning and comprehend the text using their cognitive resources. If students do not acquire these skills during their early years, they will continue to spend much time identifying and decoding the words they are reading. This may disrupt their fluency and interfere with their text comprehension (Khun & Schwanenflugel, 2019). Therefore, sight word acquisition must become automatic for students to become fluent readers. Once students are fluent readers, their effort can shift from decoding and recognizing individual sight words to comprehending the greater meaning behind several lines of the text from which they are reading. This ability to assign meaning to the text as they read leads to the ultimate goal of fluency and comprehension, allowing the students to continue developing and achieving higher reading levels.

Assessments

In line with SDG identifies its Goal no. 4 as Quality Education where one of its indicators itemizes a target for the achievement of literacy for youths, including both men and women by 2030 (Global Indicator Framework, 2022), the development of literacy in Malaysia is equally emphasized. In fact, the Malaysian early primary education is significantly impacted by the principles highlighted in the Standard Document for Curriculum and Assessment (DSKP) for developmentally appropriate practice (Wilson & Narasuman, 2020). The evaluation for English is also considerably reliant on the outline provided by the DSKP, commonly known as the School-Based Assessment (SBA), which was recently implemented in Malaysia. In order to improve the teaching and learning process, the Malaysian Ministry of Education implemented a synergistic assessment system in 2016 under the Common European Framework of References (CEFR)-aligned ESL curriculum that combines both formative and summative assessment under the umbrella construct of SBA (Sidhu et al., 2018). The English language curriculum places a significant emphasis on acquiring basic language skills to provide students with a solid foundation to enhance their language proficiency.

Reading abilities are also required from the beginning of the primary education system in Malaysia up to the secondary levels. The curriculum is deemed to be developmentally appropriate in accordance with these criteria to the extent that it is differentiated to cater to the requirements and interests of each level. Reading fluency should be the end aim of reading teaching across all grade levels, especially for the primary school level, and reliable evaluation

is essential to determine whether this goal is achieved. SBA which is implemented in Malaysia requires teachers to key in the data on each student daily. In addition, students are assessed by following the Performance Standard Guide for reading skills. Therefore, it is necessary to construct planned activities based on knowledge regarding the children's level of reading ability and interests.

Methodology

Research Design

This research utilised a Design and Development research (DDR) method. Richey and Klein (2007) described design and development as the systematic study of design and development and the assessment process to develop an empirical basis for creating instructional products and tools and new or improved models that control their development. It is a practical research that validates the theory and practice where it permits the researchers to assess the usability of the module as a whole, including both the research samples and the research samples. This study aims to investigate the use of Tik Tok SiWo Challenge innovation in enhancing pupils' language learning and motivation in reading fluency by reading sight words. Concurrently with the document analysis of School-Based Assessment and the distribution of questionnaires to respondents for the statistical representation of the study's findings, interviews with respondents were also conducted.

Samples and Population

This study utilised the purposive sampling strategies for its research population. Purposive sampling strategy is a non-random method that does not require theoretical underpinnings nor a predetermined number of participants (Etikan et al., 2016). 10 students from Year 2 (M = 4; F = 6) from a suburban school in Muar were selected and requested to provide their feedback. The socio-economic background of the respondents reflects a middle-class demographic. The respondents reside in suburban areas and their parents have stable employment, with occupations spanning various sectors. This set of students practised Malay as their mother tongue while English was their second language. These selected students were specifically chosen because of the need for this research, which is enhancing motivation in reading fluency through sight words by utilizing the Tik Tok as the platform of the duet sight words challenge. The pupils were briefed about the mechanism of instrument distribution and the goal of this study. They were informed that their participation was voluntary and that their anonymity would be protected. As part of their approval for their child to participate, respondents' parents filled out an online consent form. This consent was electronically sent. The obtained data were examined, and the results were graphically represented to determine whether the study's objectives were met.

Research Instruments

(a) SBA Document Analysis

Document analysis is a systematic process for assessing or evaluating documents, including printed and digital content. Document analysis necessitates the examination and interpretation of data in order to extract meaning, generate insights, and develop empirical knowledge (Corbin, 2008). SBA Document Analysis was used to evaluate their performance level based on the performance standards guide for Year 2 reading skills. SBA entails teachers organising, implementing, and reporting on the process of gathering data regarding students' progress. Two categories of SBA are administered in schools: formative and summative.

Formative assessment is an ongoing process, whereas summative assessment occurs at the end of a term. The assessment component, together with the content and learning standards, have been incorporated into this document to assist teachers in implementing efficient SBA. Teachers ought to refer to the Performance Standard to determine how well their students have acquired the numerous Learning Standards. The Performance Standards outline the six levels through which students develop their language skills. A transit form was used to record pupils' performance on reading skills using any manner researchers deem appropriate. Therefore, the researchers utilised the transit form as the document analysis. Following the process of document analysis data collection, acquired data are entered into Statistical Package for the Social Sciences (SPSS) software version 28.0 and analysed using paired sample t-test to assess whether the study's objectives were met.

(b) Questionnaire

A set of questionnaires consisting of a series of 12 questions of prompts designed to collect data from a respondent about the usefulness of Tik Tok Siwo Challenge innovation in enhancing Malaysian primary school pupils' language learning. This questionnaire consists of two parts; Part 1 (participants' demographics) and Part 2 (the 12 items of the usefulness construct). Utilizing this questionnaire, pupils answered 12 questions regarding the usefulness of the Tik Tok Siwo Innovation. This questionnaire utilised a 5-point Likert scale ranging from 1 to 5. A 5-point Likert scale (1 indicating Strongly Disagree and 5 Strongly Agree). Upon completing the collection of data through the use of questionnaire, the data are computerised into Statistical Package for the Social Sciences (SPSS) software version 28.0 and analysed using descriptive statistics of mean, standard deviation, percentage and frequency to determine whether the study's objectives were achieved.

(c) Semi-structured Interview

This study collected data through semi-structured interviews. The study was conducted using voice recording on a mobile phone to examine how the innovation motivates Malaysian primary school students to read sight words fluently. In conducting the interview, six out of ten participants were interviewed to investigate their thoughts, feelings, and beliefs regarding a specific topic (Dejonckheere & Vaughn, 2019). The decision to choose a subset of respondents was influenced by various factors, such as the resources available, time constraints, and the principle of data saturation. According to Cresswell (2014), data saturation is the point at which no new information or themes are observed in data collection and is unlikely to yield additional insights. By selecting 6 out of 10, the researcher can focus on obtaining a sufficient amount of data to achieve data saturation. Conducting semi-structured interviews with a smaller number of respondents can still yield rich and diverse insights, allowing in-depth exploration of the research objectives. The participants (M = 3; F = 3) were interviewed using a specific protocol, consisting of four interview questions, including their perception of the innovation, its impact on their reading fluency and their level of motivation in language learning.

The data were examined using Thematic Analysis (Braun & Clarke, 2006). They asserted that thematic analysis is a strategy for detecting, interpreting, and reporting data patterns (themes). The determination of themes involves a systematic and iterative process. The overview of the steps followed to identify themes are familiarization with the data, initial coding, collating codes into potential themes, reviewing and refining themes, defining and naming themes, mapping and organize themes and lastly finalizing themes.

Findings and Discussion

The use of Tik Tok SiWo Challenge innovation helps enhance Malaysian primary school pupils' language learning

To answer the first research question, the research instrument used was document analysis. A paired sample t-test on the document analysis was conducted to assess whether the use of Tik Tok SiWo Challenge innovation helps enhance Malaysian primary school pupils' language learning. To achieve this purpose, the overall mean score of pupils' achievement in the SBA in pre-test is compared to the overall mean score of their post-test. Table 1 shows the descriptive statistics for the pre and post test total mean scores.

Table 1

The descriptive analysis of pre and post SBA achievement

| | | Mean | N | Std. Deviation | Std. Error Mean |
|--------|--------------------------------|------|----|----------------|-----------------|
| Pair 1 | Before Tik Tok SiWo (Pre test) | 2.30 | 10 | .483 | .153 |
| | After Tik Tok SiWo (Post test) | 4.40 | 10 | .699 | .221 |

Table 1 displays the score level of pupils' reading performance in School-Based Assessment before and after the application of Tik Tok SiWo Challenge. A paired t-test was used to compare the pre and post-tests results of the participants. The results show that the pupils' post-test total score (M = 4.40, SD=0.699) is statistically higher than the total pre-test score (M = 2.30, SD=0.483), which reveals that participants' performance in the post-test was better than their performance in the pre-test, that is the pupils' English reading performance has increased significantly in the post-test results.

In addition, a paired sample t-test (Table 2) was carried out to find out whether these observed differences between pre and post oral proficiency tests were statistically significant at the $p < 0.05$.

Table 2

Paired sample t-test between pre and post Tik Tok SiWo Challenge

| Paired Difference | | | | | | | | Significance | | |
|-------------------|--------------------|---|----------------|-----------------|--------|--------|---------|--------------|-------------|-------------|
| | | 99% Confidence Interval of the Difference | | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | Lower | Upper | t | df | One-sided p | Two-sided p |
| Pair 1 | Pre test-post test | -2.100 | .568 | .180 | -2.506 | -1.649 | -11.699 | 9 | <.001 | <.001 |

As Table 2 shows, there is a significant difference ($p < 0.005$) between the pre and post Tik Tok SiWo Challenge $t(9) = -11.699$, $p < 0.001$. Hence, the descriptive and the paired sample t-test results reveal that the participants of the current study achieved better in their reading achievement in SBA at the end of the Tik Tok SiWo Challenge compared to their pre-test scores. These results demonstrate that the use of the Tik Tok SiWo Challenge has considerably influenced the language learning of Malaysian primary school students. This finding is in line with Syofianis et al. (2018) that social media are very useful for students in helping them learn to improve their English skills. Kim (2009) asserted that many multimedia technologies could encourage and motivate students to learn languages more effectively. Hence, using Tik Tok SiWo Challenge as a digital learning platform has enabled students to build self-regulated learning, taking their own efforts to learn while maintaining a high motivation level.

The use of Tik Tok SiWo Challenge innovation helps motivate Malaysian primary school pupils' reading fluency by reading sight words

In order to address the second research question, questionnaires and interviews were used as research instruments. The respondents ($N=10$) completed a 5-point Likert scale questionnaire with smiley faces to facilitate comprehension for young learners. The questionnaire responses are displayed in Table 3 below.

Table 3

Questionnaire data

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree | Total |
|---|-------------------|----------|---------|-------|----------------|-------|
| Q1: I am able to recognize common sight words effortlessly. | | | | | | |
| Frequency | 0 | 0 | 1 | 3 | 6 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 30.0 | 60.0 | 100.0 |
| Q2: I am confident in my ability to recognize sight words correctly. | | | | | | |
| Frequency | 0 | 0 | 1 | 3 | 6 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 30.0 | 60.0 | 100.0 |
| Q3: I can recognize the sight words: the, and, you, that, I, it, is, we, my, me, was | | | | | | |
| Frequency | 0 | 0 | 1 | 3 | 6 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 30.0 | 60.0 | 100.0 |

| | | | | | | |
|--|-----|------|------|------|------|-------|
| Q4: I am confident to read phrases containing sight words. | | | | | | |
| Frequency | 0 | 0 | 1 | 4 | 5 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 40.0 | 50.0 | 100.0 |
| Q5: I can read the sight words commonly used in reading materials. | | | | | | |
| Frequency | 0 | 0 | 1 | 2 | 7 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 20.0 | 70.0 | 100.0 |
| Q6: I always encounter difficulties when reading phrases that include sight words. | | | | | | |
| Frequency | 0 | 0 | 1 | 2 | 7 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 20.0 | 70.0 | 100.0 |
| Q7: I can read sight word without hesitation. | | | | | | |
| Frequency | 0 | 0 | 1 | 3 | 6 | 10 |
| Percent | 0.0 | 0.0 | 10.0 | 30.0 | 60.0 | 100.0 |
| Q8: I am confident to read simple sentences made up of sight words. | | | | | | |
| Frequency | 0 | 1 | 1 | 3 | 5 | 10 |
| Percent | 0.0 | 10.0 | 10.0 | 30.0 | 50.0 | 100.0 |
| Q9: I always practice reading simple sentences made up of sight words. | | | | | | |
| Frequency | 0 | 1 | 1 | 3 | 5 | 10 |
| Percent | 0.0 | 10.0 | 10.0 | 30.0 | 50.0 | 100.0 |
| Q10: I am engaged in using Tik Tok SiWo to improve my sight words recognition and fluency. | | | | | | |
| Frequency | 0 | 0 | 0 | 1 | 9 | 10 |

| | | | | | | |
|--|-----|-----|-----|------|------|-------|
| Percent | 0.0 | 0.0 | 0.0 | 10.0 | 90.0 | 100.0 |
| Q11: I am motivated in using Tik Tok SiWo to improve my sight words recognition and fluency. | | | | | | |
| Frequency | 0 | 0 | 0 | 1 | 9 | 10 |
| Percent | 0.0 | 0.0 | 0.0 | 10.0 | 90.0 | 100.0 |
| Q12: I agree with using Tik Tok SiWo challenge in improving my fluency in reading sight words. | | | | | | |
| Frequency | 0 | 0 | 0 | 1 | 9 | 10 |
| Percent | 0.0 | 0.0 | 0.0 | 10.0 | 90.0 | 100.0 |

The results of the questionnaire also indicated a favourable reaction to the Tik Tok Challenge. This innovation has improved their ability to recognise sight words, as the maximum frequency for recognising sight words is now six (60.0%). Five of the respondents (50.0%) were adamant that they could read sentences more effectively after implementing the innovation activity. Seven respondents (70.0%) are adamant that they can read sight words with ease. Five respondents reported that they could read simple sentences, indicating that their reading fluency had greatly increased. These findings showed that Malaysian primary school learners had grasped the concept of automaticity in reading fluency, as stated in Feruzi (2021) that automaticity refers to the ability to decode words automatically without difficulty. Pupils develop automatic processing when they can retrieve lexical knowledge from their working memory and produce a smooth and effortless reading by being able to read simple sentences.

One respondent agreed, while nine (90.0%) strongly agreed with the questionnaire item of enjoying the activities, which reveals that the respondents had fun during the Tik Tok SiWo Challenge. These findings confirm that enjoying the activities increased respondents' motivation for sight word reading fluency. Jerrasa and Boffone (2021) claimed that adding Tik Tok into the classroom improved students' enthusiasm to learn and digital literacy skills. Consequently, the data reveals that 32 respondents strongly agreed with all questionnaire items. These results highlighted the development in reading fluency and motivation in reading lessons among respondents.

The questionnaire outcomes are consistent with the interview data presented in Table 4, which demonstrates positive responses from the respondents. All respondents agreed that the Tik Tok SiWo challenge was interesting and fun. Some of these responses are:

" yes.. Tik Tok is fun.. I always scroll Tik Tok..." (Respondent 2)

" yaa, I feel happy..." (Respondent 3)

Similarly, five respondents deemed the innovative activities to be exciting. When characterising the Tik Tok SiWo Challenge, respondents used the terms "happy" and "best," indicating that the innovation has increased their motivation to develop reading skills. Based on the interview data, the outcomes of improved reading abilities were also the result of increased motivation. Respondents said that this Tik Tok Challenge helped their reading skills

by boosting their confidence. According to the interview data, five responses reveal the respondents' view of the innovation as "confident" and "useful" for enhancing their reading skills;

"I feel good when read.." (Respondent 1)

"Tik Tok help me read a lot..." (Respondent 5)

These results demonstrate conclusively that this Tik Tok SiWo Challenge has helped these students improve their reading fluency. Thus, it aligned with the findings of Aji and Setiyadi (2020) that Tik Tok is an effective method for addressing classroom motivating issues, such as eliciting positive emotions in acquiring knowledge, and with the opinion of Shuhaida (2015), that learners suppose a great deal of responsibility for their learning, which increases their motivation to learn English and permits self-directed learning. These responses suggest that respondents are more enthusiastic about acquiring reading fluency via the innovation activity.

Table 4

Interview Data

| Themes | Categories of factors | Frequency (N=6) |
|--------------------------|--|-----------------|
| Enhance motivation level | The activity is fun and interesting. | 6 |
| | The activity is exciting | 5 |
| Improve reading fluency | The lesson helps pupils to read better | 5 |
| | The lesson boost pupils' confidence in reading | 5 |

Conclusion

In education, the requirement of sustaining student motivation has long been a topic of controversy. To ensure that ESL students can learn efficiently, it is necessary to develop resources encouraging students, such as their preferences and engaging activities. The Tik Tok SiWo Challenge Module should encourage learners to read fluently in all contexts. In addition, the results indicate that adding social media-based learning effectively engages students in the course. In conclusion, this research aimed to investigate the effectiveness of the Tik Tok SiWo challenge in enhancing Malaysian primary school pupils' language learning and motivating them in reading fluency through sight word reading. According to the study's outcomes, it is possible to conclude that using Tik Tok Sight Words Challenge boosts students' motivation and improves their reading fluency. They not only improved their reading fluency by practising sight words but also maintained a high level of motivation throughout the process. Therefore, participating in the Tik Tok Sight Words Challenge outside of school as an activity can help to motivate kids to improve their reading fluency. The research contributes to the broader body of knowledge in reading by highlighting the importance of engagement and motivation in developing reading skills, particularly in ESL classrooms. The study recognizes the challenge of encouraging struggling readers to actively participate in reading-related activities, which can hinder their reading fluency and overall reading skills. By introducing an innovative approach like Tik Tok SiWo Challenge, the research provides a practical solution to motivate pupils and enhance their reading fluency through sight word reading outside the classroom. This adds to the existing strategies for promoting engagement and motivation in reading instruction, ultimately improving language learning outcomes.

Moving forward, future research in reading can explore the long-term effects of incorporating technology-based reading challenges like the Tik Tok SiWo Challenge. It would be valuable to examine whether sustained engagement with such tools leads to continued improvement in reading fluency and comprehension over time. Additionally, further research could focus on adapting the Tik Tok sight word challenge for different proficiency levels and age groups to assess its applicability in diverse educational contexts. Furthermore, comparative studies can be conducted to evaluate the effectiveness of various digital platforms or social media challenges in fostering reading motivation and fluency. This would provide educators with a range of evidence-based strategies to cater to the diverse needs of learners and promote reading proficiency in ESL Classrooms.

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