

EFL LEARNERS' DIGITAL STORYTELLING-BASED TASKS ON TIKTOK APPS: ENCOUNTERED PROBLEMS IN ELT LISTENING AND SPEAKING CLASSROOM

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ABSTRACT

This study aims at finding out causes and problems solving encountered by the thirty EFL Learners of the third semester at the University of Timor (Unimor) Kefamenanu, NTT-Indonesia. To collect the data needed, the researcher applied descriptive qualitative study with questionnaire and interview based on the students' story telling about their "Summer Vacation" on *TikTok* videos. A Semi-structured interview for data collection was applied to collect the data needed. The descriptive evidence indicated that mostly students encountered challenges on both linguistic and non-linguistic issues when delivering their stories on *TikTok* apps. Typical language-related problems encompass inadequacies as such grammar used, words choices and or lack of vocabularies and still there few poor pronunciation. While the non-linguistics problems encountered are anxiety & lack of confidence. The elements contributing to the issue of English speaking and listening in this investigation included diminished motivation, insufficient practice, and apprehension about committing errors. Addressing the challenges of English speaking and listening involves enhancing grammar improvement, pronunciation both British and American accents. Yet, the EFL learners believe that incorporating tasks based on digital storytelling enhances their motivation and facilitates the development of ideas and collaborate in pairs of self-evaluation on their *TikTok* videos as well as their chosen partners' *TikTok* videos. This action done to see the students' critical thinking in their interpretive and critical listening. Last but not least, the majority of students held a positive views regarding the use of *TikTok* apps in improving their listening and

speaking skills. They expressed favorable sentiments, considering *TikTok* to be an engaging, fascinating, inspiring, and enjoyable tool for learning.

Keywords: Digital Story-telling, EFL Learners, *TikTok* Apps

INTRODUCTION

What is the term “*Native Digital*” coined by Marc Prensky (2001)? Presently, the advancements of technology particularly the Internet, smartphones, video games, and other gig apps have become indispensable components of students' life styles. This contemporary generation markedly differs from its predecessors, as they are raised in an environment saturated with new technologies and cannot fathom existence without them. These tools are not only employed for academic purposes but also serve as a means for social interaction to characterize this particular generation.

The primary instruction tools such as Facebook, YouTube, Instagram, and WhatsApp have become the most social networking sites for teachers to utilize them in their teaching learning classrooms. Yet, in the wake of the Covid-19 pandemic, *TikTok* has evolved into a commonly utilized social networking site (Kaye et al., 2021). Recognized as an educational tool, *TikTok* is valued for its extensive user base, rich features, and diverse content (Puspitasari, 2021). Furthermore, it is considered beneficial for both educators and students (Pratiwi et al., 2021).

TikTok, a short video platform launched in 2016 by Zhang Yiming and owned by ByteDance, originated in China as "Douyin" however later changed its name to *TikTok* due to the connotation of "Douyin" as violent in China (Darvin, 2022). Introduced in Indonesia in 2017 with limited users initially, *TikTok*'s popularity has surged, with nearly fifty percent of Indonesians now using it. Initially used for social interactions, *TikTok* has increasingly become a tool for academic purposes, particularly in language learning.

Prior studies have highlighted *TikTok*'s effectiveness in the fields of study especially in ELT classes to enhance EFL learners' proficiency in learning the language skills. *TikTok* Apps is employed as a platform for spoken language development in the digital era, a trend consistent with findings from five previous experiments. As reported recently by Febliansyah and Syafryadin (2023) have reported on “Students' Perceptions on the Use of *TikTok* Application for Digital Storytelling as Speaking Learning Media” Explored students' views on using *TikTok* for digital storytelling in blended learning. Involving 19 seniors from a Bengkulu high school, the research employed a quantitative approach and the Likert scale. Findings showed students favored *TikTok* for enhancing speaking skills, considering it an engaging and effective learning tool. The positive impact on the learning process, as seen in increased feature utilization for digital storytelling, prompted researchers to suggest teachers integrate *TikTok* for English learning, especially for speaking improvement.

It is then supported by Dewi, Y. P. (2023) concerning The Use of *TikTok* Application to Enhance Students' Speaking Skill resulted the utilizing of the *TikTok* application in learning English is very interactive and effective to improve students 'confidence skills in speaking in English with the results of students' scores showing a very drastic increase. Subsequently, it is evident that the positive reception of *TikTok* as a learning tool for speaking skills encourages a closer examination

of its potential benefits in the realm of language education. The impact on students' engagement and utilization of diverse features suggests that *TikTok* may offer a dynamic and effective platform for enhancing language learning experiences. These findings underscore the importance of educators exploring innovative approaches and integrating technology, such as *TikTok*, to foster a more interactive and engaging learning environment.

Improving the Speaking Proficiency of Undergraduate EFL Learners through Project-Based Learning with Presentation (Ubaedillah, 2021). The findings of this research reveal a significant enhancement in students' speaking abilities following project-based training. Students frequently employ presentations to showcase their satisfaction with the training and improved conversational skills. The interviewer concluded that the incorporation of presentations, outdoor activities, and integrated technologies positively influenced students' conversational proficiency. It is acknowledged that a collaborative learning environment contributes to students' technological performance, though time constraints pose a significant impediment to further research. To contextualize within the community and refine communication skills, additional studies are warranted. Similarly, Dewi & Arifani (2021) found that incorporating *TikTok* into teaching improved students' speaking skills.

Eventually, as what has been found by Anggi Pratiwi's research, entitled "Using the *TikTok* apps as an English pronunciation learning tool" (2020), reported positive feedback from respondents. Survey participants exhibited a strong inclination to engage with and understand information through the *TikTok* apps. The study, focusing on pronunciation within the realm of Basic English proficiency, employed a qualitative research approach.

However, based on the problem that I found on my undergraduate EFL learners' Interpretive and Critical Listening problems encountered was under the standard of their achievements. Starting from this class I have an idea that why not *TikTok* Apps? My students play *TikTok* mostly all the time dancing and singing and posted them on social medias such as WA's stories, Face Book, and Instagram. They can do it out and inside the class or sometime go to the street and nature to perform their talents. Therefore, as the researcher, I am interested to explore more and integrate *TikTok* and see the students' development and the perception of EFL students on *TikTok* as learning media. Furthermore, the researcher also wants to know the students' experience of using *TikTok* in Listening and speaking class.

METHODOLOGY

The study employed the qualitative case study method in obtaining, analyzing, and discussing the data. The participants of this study include thirty EFL learners of English Study Program Faculty of Teacher Training and Educational Sciences, University of Timor (Unimor) Kefamenanu. Semi-structured interview for data collection was applied to collect the data needed. It is because the list of questions could be prepared earlier. In a semi-structured interview, the researcher asked only a few prepared questions, and the rest questions were asked spontaneously. The researchers conducted a face-to-face interview in order to obtain an effective data. The data of this study was analyzed using thematic analysis. Maguire & Delahunt (2017) stated that finding themes or patterns in qualitative data is a process known as thematic analysis. The researcher utilized triangulation theory to validate the data. Theory triangulation as stated by Denzin (1978) in Flick (2009) is the process of analyzing evidence while keeping several different viewpoints and hypotheses in mind.

FINDINGS AND DISCUSSIONS

The descriptive evidence indicated that mostly all students encountered challenges on both linguistic and non-linguistic issues when delivering their stories on *TikTok* apps. Typical language-related problems encompass inadequacies as such grammar used, words choices or lack of vocabularies and poor pronunciation. While the non-linguistics problems encountered are anxiety & lack of confidence. The elements contributing to the issue of English speaking in this investigation included diminished motivation, insufficient practice, and apprehension about committing errors. Addressing the challenges of English speaking involves enhancing grammar improvement, pronunciation both British and American accents, and vocabulary or words choices in telling their stories. Yet, the EFL learners believe that incorporating tasks based on digital storytelling enhances their motivation and facilitates the development of ideas and collaborate in pairs of self-evaluation on their *TikTok* videos as well as their chosen partners' *TikTok* videos. The results of the study revealed that a majority of students held a positive view regarding the use of the *TikTok* application for improving their listening and speaking skills. They expressed favorable sentiments, considering *TikTok* to be an engaging, fascinating, inspiring, and enjoyable tool for learning.

CONCLUSION

From the above study, the researcher drew conclusions that each EFL learner has different perceptions towards the use of *TikTok* as a learning media, especially in listening and speaking class. However, all learners interviewed by the researcher agreed that *TikTok* apps is really helpful and advantageous for the learning media. It was found that there are three different perspectives of EFL learners toward *TikTok* as a learning media in listening and speaking class dealing with Linguistics and Non-linguistics aspects. Primarily, *TikTok* provides supplementary learning material. *TikTok* provides various learning content which can help them to understand the material better. Following by the Interactive learning media that *TikTok* has many interactive features which can make the learning process becomes more engaging and fun. The features that students mostly liked were editing by utilizing *CapCut* apps then uploaded them on *TikTok*. Beside improving EFL learners' speaking confidence, it also enhancing students listening comprehension on understanding more native speakers' pronunciation both American and British accents. Furthermore, they have gain many more vocabularies by listening and commenting their partners *TikTok* videos. Most of the students are having doubts about themselves because they cannot speak English fluently. However, after practicing their speaking and listening skills through *TikTok*, the students experienced more motivated and confident when listening and speaking in English.

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