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## **A Study on Microlearning Through TikTok: Utilizing Social Media Videos for English Language Learning**

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**Abstract:** The microlearning approach will be combined with the use of social media platforms, namely TikTok videos, in English language learning. Microlearning is a learner-centered approach that offers short, focused learning units with interactive multimedia accessible across multiple devices. Research using the microlearning approach aims to make English learning in the classroom more flexible and effective in delivering learning materials because it can convey content in the smallest parts for easy understanding. The study will use a descriptive qualitative method with data collection techniques through observation, filling out pre-tests and post-tests, and documentation. The results of study indicate that the dominant micro skills are speaking (43%), writing (24%), listening (18%), and reading (15%). On the other hand, the second pie chart reveals that macro skills mainly focus on speaking (68%), with a smaller percentage in writing (13%), listening (13%), and reading only (6%). Thus, by combining innovative approaches such as microlearning and leveraging the popularity of social media platforms, educators can create interactive and engaging learning experiences for learners. The combination of microlearning, social media platforms, and English language teaching can offer valuable opportunities for learners to improve their language skills in a fun and interactive way. As technology advances in education, implementing these approaches can result in a more effective and dynamic language learning experience.

**Keywords:** ELL, Learning Media, Microlearning, Social Media, Video Tiktok

## **PENDAHULUAN**

The microlearning approach to learning encompasses both theoretical and practical aspects of mobile learning, encompassing short readings of virtual text content and short, observed video segments. The concepts of virtual storytelling, internet searches, social media use, video content, and microlearning tools are applied to develop learners' linguistic and cultural competencies (Vlasicheva, 2022). The survey showed that even after respondents mastered the use of the TikTok app, they still had a favorable attitude toward it as a video aid. Microlearning is a learner-centered approach that offers short, focused learning units with interactive multimedia accessible across multiple devices. Microlearning can be tailored to different learning styles and offers timely training. However, it depends on the educator's ability to create content; not all educators may have the time or resources for this.

In the study, the microlearning approach will be combined with the use of the social media platform TikTok videos in English language learning (Yuniarsih, 2022). English is beneficial for socialization throughout the world (Wijayanti, S., et al., 2025). English is the important tool for global communication (Wijayanti, 2018). The use of social media in teaching allows learners to receive functional supplementary materials and connects them with other academic structures, making learning and teaching more enjoyable. Abdullah (2020) stated that social media not only enhances learning strategies and provides more opportunities for sharing and collaboration, but also provides a way for learners to make valuable contacts for their careers.

Research on social media in education focuses on student learning, teacher professional development, pedagogical research practices, and improving science communication. It includes the belief that social media's role in improving

learners' language skills is highly effective, as outlined (Abdullah, 2020). Qisthi (2018) stated that they observed how learners use their mobile devices and applications, their perceptions and attitudes toward these social media tools, and which social networks they prefer. It begins with an overview of recent advances in the field focused on educational technology and computer-assisted language learning (CALL), then a guide that incorporates various and emerging social media into collaborative learning practices (Kessler, 2013). Both learners and teachers respond positively to the use of social media in the classroom (Aziz, N. et al., 2021).

The study will review previous research conducted by researchers on the microlearning approach as a learning medium. While research by Prasittichok, P. et al. (2024) examined progress in microlearning-based English language education, comprehensive meta-analyses on its effectiveness are still scarce. This study aims to evaluate the effects of microlearning on English speaking among learners through a systematic review and meta-analysis. Microlearning offers significant benefits for English language teaching and improves students' English speaking skills. However, it does have certain limitations. By addressing these limitations, learners can refine optimal pedagogical practices for English learning.

Research by Nitiasih, P.K., et al. (2023) examined how students' lack of interest in learning English tends to be caused by poor retention of the material presented. The purpose of this study is to develop a microlearning approach for English teaching. The effectiveness of video materials developed for junior high school students was evaluated based on the criteria for good English language materials, as indicated by the formula. Furthermore, the checklist consisted of a five-point rating scale: 5 representing excellent, 4 representing good, 3 representing average, 2 representing below average, and 1 representing poor. The results of the study indicated that the quality of the implemented and developed microlearning video materials was good. Therefore, video materials based on a microlearning approach are effective in helping students retain their English language learning.

Research on this topic was also conducted by Ghafar, Z. N., et al., (2023), which examined microlearning, including its uses, benefits, and

limitations. The analysis showed that gamification, infographics, videos, apps, and social media can all be utilized to provide microlearning. The advantages of microlearning, which allows lessons to be delivered in a short time, are supported by several researchers. Microlearning can be accessed anytime and from anywhere. Microlearning is flexible enough to support multiple learning modalities and can be tailored to the needs of students. By making learning accessible, teachers can allow students to select concise, important, desirable, and relevant information. The microlearning approach can improve student comprehension and retention. When lessons are broken down into easily digestible chunks, students and teachers are more likely to retain what they learn.

Drawing on the results of previous research, the author will examine the microlearning approach, collaborating with the TikTok video social media platform. The study will make a significant contribution to understanding and improving English language learning in an engaging, effective, and efficient manner. In conclusion, microlearning offers a flexible and effective method for delivering content in small, manageable units. The students can benefit from social media platforms like TikTok videos to improve their language skills and engage in interactive learning. English has become an international language used in all aspects of life, connecting individuals with the global world to convey information (Wijayanti, S. et al., 2024).

## METHODS

The research location is at Nahdlatul Ulama Indonesia University, Campus B, Parung, Bogor. It was conducted on April 15 - 22, 2025. The population and sample in this study are students of the English Education study program at Nahdlatul Ulama Indonesia University, Campus B, Parung, Bogor. The study will be conducted on the TikTok social media platform. The researcher conducts the study while using the TikTok application interface. It uses a checklist table as a tool to gather information about learning materials from TikTok videos. This checklist aims to gather information from TikTok videos. The checklist table will be used to categorize TikTok videos using productive or receptive skills.

The study will employ a descriptive qualitative method with data collection techniques through observation, pre- and post-tests, and documentation. It is because the phenomenon is identified from multiple perspectives. The research design involves creating a checklist for videos, analyzing it based on a skills table, and explaining the grouped data. The researcher will use a descriptive analysis approach to examine the microlearning approach: collaboration with the TikTok video social media platform. The analysis will help identify the productivity and receptive skills taught in the videos.

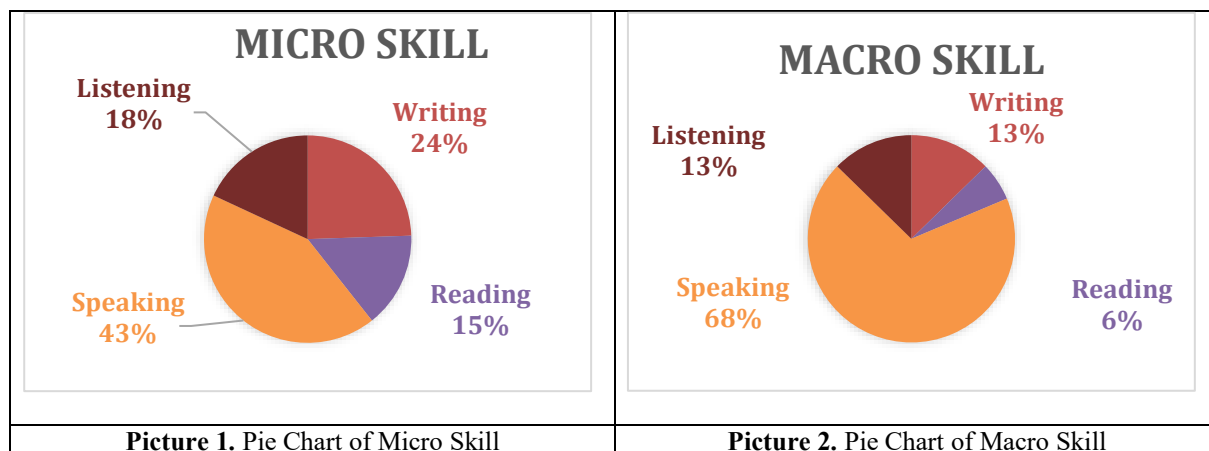
Researchers analyzed data collected from observations, pre-tests, and post-tests by showing several English-language TikTok videos. Responses related to productive and receptive skills were assessed based on what was taught in the TikTok videos. These activities were then documented in photographs. Therefore, researchers could determine whether the content exemplified receptive or productive skills based on micro and macro characteristics. Several types of productive and receptive skills were used in TikTok videos from several TikTok accounts.

## FINDINGS AND DISCUSSION

The research was conducted at Nahdlatul Ulama Indonesia University, Campus B, Parung, Bogor, with a population of second-semester students in the English Education study program.

### Findings

The researchers conducted a content analysis of 30 TikTok videos, categorized into productive skills (speaking and writing) and receptive skills (listening and reading). These videos focused on English language lessons and vocabulary. The videos were mostly from foreign sources or native speakers. The study used two pie charts to present the results of the analysis of 30 TikTok videos for English learning, which were divided into micro and macro skills related to productive and receptive skills. The first pie chart shows that the dominant micro skills are speaking (43%), writing (24%), listening (18%), and reading (15%). The second pie chart reveals that macro skills primarily focus on speaking (68%), with smaller percentages in writing (13%), listening (13%), and reading (6%).



### Productive Skills

These skills are divided into speaking and writing, also known as active skills. Learners need these skills to produce and create their projects, unlike receptive skills. These skills are integrated because every new experience and learning experience will have two receptive skill elements. The data collected was based on checklist data. In the productive skills category, the micro skill of speaking had the highest percentage (43%), followed by writing (24%). 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 relationships between events. In the productive skills category, micro speaking skills videos involved content creators imitating vocabulary, guessing words from pictures, and presenting activities to be explained in English. Macro speaking skills videos focused on communication tasks, explaining relationships between events, and using nonverbal cues. Micro writing skills videos featured guessing answers from pictures, filling in song lyrics, and completing grammar exercises. Macro writing

skills videos used synonyms and paraphrases and employed various writing techniques without correcting.

### **Receptive Skills**

The skills are divided into listening and reading, also known as passive skills. Learners will complete these skills after adhering to the principles of receiving and understanding until they are able to create their own. The data collected was based on checklist data. The macro skill of speaking had the highest percentage (68%), while content related to reading was only included in the macro category (6%). In the receptive skills category, micro-listening skill videos included recorded conversations with related questions and guessing new vocabulary from images. Macro listening skill videos presented listening tests without providing the correct answers. Micro reading skill videos included users reading animated text with the help of audio editing, fairy tales with explanations, and speeches with the meanings of unfamiliar words. However, the analysis of the study provides insight into the distribution of micro and macro skills in TikTok videos for English language learning, with a particular focus on speaking and listening skills, while reading and writing were less emphasized.

### **Discussion**

Findings from an analysis of 30 TikTok videos for English language learning provide interesting insights into the distribution of micro- and macro-skills related to productive and receptive language skills. The dominant focus on speaking and listening skills, in both the micro and macro categories, demonstrates the importance of these skills in language learning and communication. These results align with previous research highlighting the importance of oral language proficiency and listening comprehension for language learners (Celce-Murcia, Brinton, & Snow, 2014). The prevalence of micro-speaker videos, in which content creators imitate vocabulary, guess words from pictures, and engage in interactive communication tasks, reflects TikTok's potential as a platform for improving learners' speaking skills. Previous studies have shown that engaging in interactive and communicative language activities can improve learners' language proficiency and confidence (Richards & Rodgers, 2014). The use of nonverbal cues in macro-

speaker videos also demonstrates creators' efforts to provide a more holistic and contextual learning experience for their audiences. Within the writing category, the higher percentage of micro-speaker videos compared to macro-speaker videos suggests that TikTok users often focus on short, interactive writing exercises. The micro-approach aligns with the principles of microlearning, which aims to deliver content in small, manageable units to meet learners' attention spans and promote better retention (Dolasinski & Reynolds, 2020). However, the absence of reading-related content in the macro category raises questions about TikTok's potential 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 TikTok's potential as an informal learning platform, where learners can access concise 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 of the formal classroom setting (Cook, 2008). The diverse range of content creators, including native speakers and educators, offers learners access to a variety of language models and cultural contexts, which enhances their linguistic and cultural competence (Vlasicheva, 2022). However, it is important 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 must be addressed to ensure a safe and constructive learning environment for young users. Educators and students should be aware of potential risks and adhere to responsible social media use. Therefore, these findings suggest that TikTok and similar social media platforms can play a significant role in enhancing English language learning, particularly in developing speaking and listening skills. Wijayanti, S., Karimah, S. A. (2023) said that using media will make the students interesting in learning English. The abundance of micro-content provides learners with quick and interactive language practice, while the diversity of content creators fosters cultural awareness and exposure to different language models. As technology continues to shape education, integrating social media

platforms like TikTok can lead to innovative and effective language learning experiences.

## CONCLUSION

The study demonstrates the potential of social media, particularly TikTok, as a valuable educational tool for enhancing English language learning in the classroom. It also demonstrates that microlearning, characterized by short, interactive content, can effectively deliver language learning materials through TikTok videos. The analysis revealed that speaking and listening skills were predominantly emphasized in the micro and macro categories, while reading and writing received less attention. Integrating social media platforms like TikTok can enhance learners' enthusiasm and language competence. A learner-centered microlearning approach allows for flexible and efficient content delivery and addresses individual learning needs. By incorporating innovative approaches like microlearning and leveraging the popularity of social media platforms, educators can create interactive and engaging learning experiences for learners. This not only improves language skills but also fosters collaborative learning and connections within the academic structure. In short, the combination of microlearning, social media platforms, and English language instruction can offer valuable opportunities for learners to improve their language skills in a fun and interactive/active way. As technology advances in education, the application of these approaches can result in more effective and dynamic language learning experiences and increase student participation in the classroom.

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