The influence of social media short videos on Indonesians' English acquisition

Dwi Lia Rakhmasari, Berlin Insan Pratiwi
Universitas Putra Bangsa

ABSTRACT

Learning language through social media become a popular method for some people. Using TikTok, Instagram Reels, or YouTube Short makes learners to have unintentional or unplanned learning since many use the applications almost every day. This study explained the impact of short video features on social media on-Indonesians English acquisition. It employed a quantitative approach. The respondents consist of 494 Indonesians from different ages 13-15 years old (y.o), 16-18 y.o, 19-25 yr., 26-35 yr., >35 y.o. The data were collected by distributing questionnaires. Their responses were statistically analyzed. It was found out that TikTok is the most popular application for Indonesian age 13-25 yr., followed by Instagram and YouTube. Meanwhile Instagram is the dominant among the older users, 26- > 35 y.o., followed by TikTok and You Tube. Based on the data, Indonesian users perceive that the most significant impact of short video on their English is vocabulary mastery. Almost all the respondents, 94,1%, agree that they learn a lot of new vocabulary from watching the video. By their vocabulary acquisition, 87.9% of the respondents acknowledge they can read English text more easily. In addition, they (87.4%) believe that their speaking also gets improved from it. of respondents said that they improved their speaking skills after watching short video. 83,6 % of respondents said that they imitate what they hear from the short videos on social media and unconsciously improve their listening skill after watching short videos. The last, 69.8% of respondents believe that their writing improved.

Keywords: *Social Media Short Video, Influence, English Learning*

Introduction

Nowadays, social media has become important tools in human life. It has also become an addiction for some people as it is used mostly to provide contentment and entertainment (Sood, S. et al, 2020). This phenomenon also brings people to an effortless accomplishment era in which people tend to get maximum gain with a minimum effort (Roshdi & Rahmat, 2023). Social media facilitate their users to get information, entertainment and jobs easily from their home.

Association of Indonesian Internet Network Providers, or *Asosiasi Penyelenggara Jaringan Internet Indonesia (APJII)* revealed that more than half of Indonesia's population has now been connected to the internet. Most of them use internet to open social media. They use it as a medium to connect and communicate with other people across the globe. Some specific users, like teachers, even take its advantage, not only to communicate and connect with people, but also to facilitate learning process for their students. Social media is a valuable tool for classroom learning, benefiting students and transforming how teachers deliver instruction (Shahril, Hamid, Tarmudi, Chik, & Noh, 2018).

Knowing that learning a language, especially English is not an easy task people are taking both formal and informal learning to improve their language usage. In formal learning, the activity is sequenced and arranged by a teacher. The activities are usually carried out by teachers in the classroom. In informal learning, none sequenced the activity. The learning process naturally happens without being arranged beforehand. Learning language through social media become a popular method for some people. Most famous social media platforms like Instagram, YouTube and TikTok can be used as a learning platform. Those are quite popular to learn language especially English. Moreover, those applications have very popular features called short videos. In the development of internet quality with 5G technology, short video explosions become a

very happening situation recently. The characteristics of short video applications are a low entry threshold, convenient viewing, and perfect social functions (Duan, 2023).

Nowadays, since the demand for short videos increased, besides TikTok, some applications compete to make this feature for example Instagram with Instagram reels, and YouTube with YouTube shorts. Among them, English, as one of the mainstream languages, has become the choice of most language video creators and viewers. Short videos in TikTok, YouTube and Instagram provided an endless supply of English content which enabled them to continuously practice their English skills especially listening, expanding their vocabulary, and improving their pronunciation knowledge (Duan, 2023). Using social media tend learners to have unintentional or unplanned learning since many uses the applications almost every day. With all the short videos explosion era, this research explains the most used application for Indonesian and Indonesian attitudes toward the applications, the impacts of using the application toward their English language acquisition and what English language acquisition get the most significant impact from the application.

Some researchers have done multiple studies about learning language through videos on social media. This research is significantly inspired by the theories about motivation and the success of learning language through videos especially short videos on social media. Learning language through social media can give motivation toward learners since social media is part of entertainment. It is supported by Omar and Dequan who examined the use of TikTok in terms of consuming, participating and producing behaviors (Omar & Dequan, 2020). 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. Besides, there was also a study from Bossen and Kottasz that 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 (Bossen & Kottasz, 2020).

Learning language through short video on social media also has a significant influence toward learners. Xiuwen & Razali did a study about TikTok and how it impacts English language communication competence acquisition among Chinese international undergraduate students by reviewing previous and recent studies focusing on TikTok and other social medias such as Facebook, YouTube, WeChat and so on (Xiuwen & Razali, 2021). Roshdi and Rahmat also explored the influence of TikTok on form and meaning among undergraduates (Roshdi & Rahmat, 2023). The research revealed that TikTok 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 into lesson plans as a complementary material by educators to teach language learners vocabulary.

Inspired by some previous studies, this research has significant differences. It focused on Indonesian English acquisition through the use of social media in their daily life. This explored how Instagram reels, TikTok and YouTube short have a significant unintentional impact toward their English acquisition. It would imply that Internet users can get more benefit from their social media for their English development if they follow certain strategies or certain types of channels.

Method

This study employed a quantitative research design. A quantitative research depends on data collection and data analysis based on a logical method with the focus on testing theory, influenced by empiricist and positivist ideologies (Bryman, 2016). The purpose of quantitative research is to quantify the data and generalize findings from a sample of a study from varied perspectives. It needs collecting data, analyzing, and interpreting

quantifiable data to prove the hypothesis produced in a specific study.

In gaining the data, researchers used a questionnaire. It was previously used to investigate the influence of cartoons on foreign-language acquisition and the influence of video games on the acquisition of the English language (Poštič, 2015). To adapt to the current purpose, it was extensively modified to examine the impact of short video toward Indonesian English acquisition.

The population in this study consists of 494 Indonesian from different age groups: 13–15-year-old, 16–18-year-old, 19–25-year-old, 26–35-year-old, >35-year-old. Each respondent is questioned 16 questions related to the most

Result and Discussion

This research was accomplished to know the influence of social media short videos on Indonesians' English Acquisition. Some age cohorts were chosen here as the participant of this research. There were 494 Indonesians who were asked to fulfill the questionnaire. The data from the questionnaire were showed, and discussed in this section.

The most popular social media

In the first and second question of the questionnaire, the researcher questioned the participant about how many hours they spent on social media in general in their free time and what kind of social media applications that they mostly used. The data were divided based on their age cohorts: 13–15-year-old, 16–18-year-old, 19–25-year-old, 25–35-year-old and more than 35-year-old. The questions given to the participant were to see what application mostly used in their free time and their attitude toward the applications. It found different answers among the ages. *TikTok* become the most popular application for Indonesians in age of 13-25, followed by *Instagram* and *YouTube*. In the age of 13–15-year-old, 77,4 % participants mostly used *TikTok* followed by *Instagram* and *YouTube*. In the age of 16–18-year-old, 72,2 % participants mostly used TikTok followed by Instagram and YouTube. In the age 19-25-year-old, 72,4 % participants mostly used TikTok followed by Instagram and YouTube. Instagram becomes the first choice among the people in the age of 26->35-year-old, followed by TikTok and YouTube. In the age of 26–35-year-old, 63% participant mostly used

used social media application and their attitudes on the application, the impact of the application toward their English acquisition and what English learning that get the most significant impact toward the application. *Instagram*, *TikTok* and *YouTube* are selected to be the main focus. It is very reasonable since they have short video features. They are also the most famous social media in the world recently. Besides, they are also used to create short videos and directly broadcasted to internet users. As the data was collected, all the answers were reviewed and analyzed, and conclusions were inferred.

Instagram followed by TikTok and YouTube. In the age of > 35-year-old, 50 % participant mostly used Instagram followed by TikTok and YouTube.

The questionnaire asked also presented that respondents use social media to watch short video about 1-5 hours a day. The respondents were also asked some additional questions to strengthen explanations about their attitude toward social media applications. From the questionnaire asked, it found that respondents spend most of their free time using social media about 1- 5 hours a day. 93% of respondent believe that watching short video on social media has a positive impact toward their life. They also believe that social media especially TikTok, Instagram and YouTube are useful for their life.

Short video explosion happens in almost all of popular social media applications in Indonesia. TikTok was the pioneer followed by Instagram with Instagram reels and YouTube with YouTube short. This is a kind of marketing competitions since TikTok with short videos become more popular recently. The impact of short videos in social media toward their English acquisition starts from how often Indonesians try to find English video shorts on their social media especially YouTube shorts, Instagram reels and TikTok. It is not hard since most of short video use English as the language medium. This research found out 46,6% of respondents said that they frequently watch short video in English and 52,2% respondent said that they rarely watch short videos in English and 52,2% respondent said

Chart 1. Most Used Application

Chart 2. Indonesian attitude towards the application
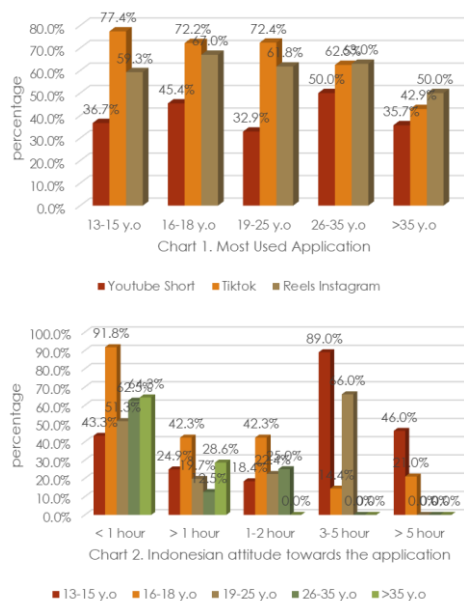
The influence of using Instagram reels, TikTok, and YouTube short for Indonesian's English language acquisition

Chart 3. English Short Video
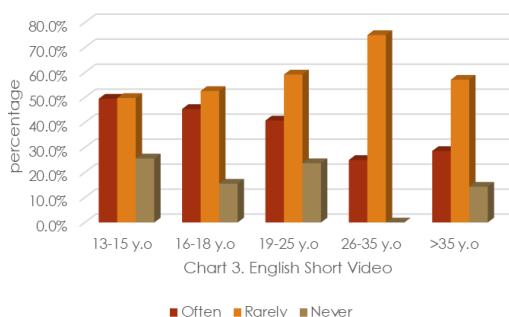
that they rarely watch short videos in English. This means exposure short video in English on social media is quite significant.

The questions asked in this research also explored how respondents get English exposure from the short video on social media. From the questions asked, 76,3 % respondents are exposed to English from the video back sound, 68,8 % from the conversation on the video and the rest said that they found English from the meme, caption, quote, advertisement and description.

71,7 respondents explained that they mostly read English passages from the short video, 75,2% of respondents listen English exposure from the short video, 24, 5 %, respondent tried to imitate the English exposure from the English short video on social media. Respondents also explained that after

they got exposure to English short videos–on social media, they guessed the meaning of the English or translate it through google translate or dictionaries.

Surprisingly, the respondent also said that they unconsciously use the English that they learned from social media in their daily life. They said that they frequently use English when they are talking to friends, playing games, being angry, singing, doing nothing in free time, talking to strangers on OMETV, talking to themselves in the mirror, being confused, and learning in English class.

English language acquisitions that get the most significant impact toward Indonesian

Chart 4. Skill that the most get significant impact
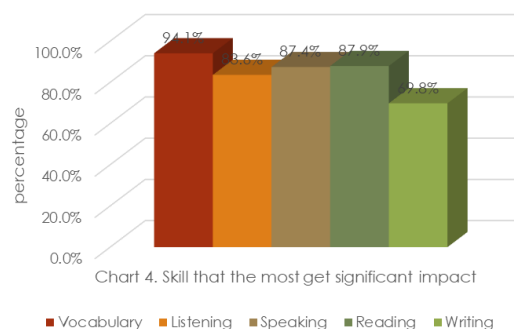
Learning English is not an easy task. Learning English could be from memorizing each word and making good sentences until using it in daily use or conversations. Overall, from all the answers given by the students, it appears that short videos on social media have a considerable influence on language learning. 92,1 % of respondents believe that-short video on social media helps them to learn English.

This study gave several questions toward Indonesians in order to get their thought about English learning that get most significant impact through short videos on social media. This study found that Indonesians believe the most significant impact toward their English are vocabularies. 94,1% of respondents said that they got a lot of vocabulary from the video. One thing that is very clear from the answers of this questionnaire is that short videos are an undeniably great resource for vocabulary expansion, since almost everyone who took the questionnaire confirmed that short video provides a great number of new words to learn.

87.9% of respondents said that since they get a lot of vocabulary from the video it is helpful for them to easily understand about what they

read. Short videos on social media help people to read better than before since after they read, they tend to search the meaning of dictionaries or *Google translate*. Besides, 87.4% of respondents said that they improved their speaking skills after watching short videos. It is proven by using English in their daily life especially in normal occasions like being angry, being confused, talking to friends, playing games, singing, doing nothing in free time, and talking to themselves in the mirror.

Furthermore, since the video also provides the way how English vocabularies is pronounced, Indonesians tend to imitate the pronunciation from the short videos. 83,6 % of respondent said that they imitate what they hear from the short video on social media and unconsciously improve their listening skill after watching short video. Respondents said by imitating the words, they become familiar with the words. If the next day their teachers or friends use the words or they listen the words again from other different videos, they have recognized the words and directly can catch the meaning.

The last, 69.8% of respondents believe that their writing improve. From the open questionnaires, some of them show their ability to write English full sentences correctly. Respondents said that sometimes video creators provide videos with only passage or text in the video. The text can be wise words, personal stories and etc. They also said that video creators frequently put text on the short videos. The function of the text is to make sure the viewers get the point of the short videos that creators are trying to deliver. They explained that what they write are taken from what they read in the short video on social media.

Learning English can become a hard thing to do for some Indonesians. Teachers have tried their best to overcome the problems by giving formal learning in classroom. Using social media become more popular for teachers to give formal learning in the classroom. It is in line with some experts who have successfully researched about the effective social media as a method to learn and to teach English. The first was done by Cagas. The study was done to examine how 16 criminology students from private school can use TikTok to improve speaking and grammar skills (Cagas, 2022). This study compared the result of a pre- and post- test through t-test to test students'

speaking and grammar skills. The findings showed that TikTok videos were really helpful to improve the students' speaking and grammar skills. This study also showed that the majority of the students loved learning through TikTok because the application is unique and intriguing.

The second study was done by Bernard. This study examined the impact of using TikTok contents to enhance the vocabulary learning of ESL students of 'Kolej Vokasional Keningau' majoring in early childhood education course (Bernard, 2021). This study was also to investigate the students' perceptions of using TikTok in language learning. This is a qualitative study that conducted group interviews with eight participants to achieve the research's objectives. It was revealed that TikTok introduced language learners to specific terms and phrases through its videos. The TikTok's diversified video contents motivated and engaged the students to learn English that leads to the expansion of their vocabulary knowledge. It was also reported that TikTok has helped language learners to expand their vocabulary through its features. Bernard (2021) also said that TikTok give positive learning environment for language learners since it creates a fun learning space. Students believed learning English with TikTok made the lessons more enjoyable compared to traditional teaching method.

Another study is done by Anumanthan and Hashim. It 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 students (Anumanthan & Hashim, 2022). This study used mixed method which is a combination of collecting qualitative and quantitative data. The sampling of the participants is 45 Year 5 students. The participants did a pre-test and after intervening the lesson with TikTok those participants sat for post-test. This study interviewed 10 students from the same group using semi-structured interview that was adapted by the Technology Acceptance Model (TAM). The finding showed that students improved significantly in constructing a sentence with regular verbs after teaching regular verbs using TikTok. The results also revealed that TikTok is indeed an effective teaching tool, especially when it comes

to teaching regular verbs and sentence construction since students enjoyed the TikTok involvement.

Different from those studies, this research is not done formally in the classroom. It investigates how Indonesian can learn English unconsciously through short video on social media in their free time. This research is also not only focus on TikTok but also Instagram Reels and YouTube Short. It enclosed two other different applications since this research employed some different cohorts of age. This research revealed that different age has different application preference.

Indonesians, who put English as a foreign language need more often to be exposed by what they have learnt in the classroom. As a foreign language, English is not used in Indonesians' daily life. It makes the amount of the target language is so limited since the source of learning is only the materials and their teacher in the classroom. In the digital era, especially with the spread of short videos on social media, Indonesians are making greater use of all possible ways and sources to acquire and learn the target language.

The English short videos exposure on social media makes Indonesians' free time exposed by English source from their home. Short videos allow Indonesians to have more

opportunities to contact and be exposed by English. Watching English short video especially in *TikTok*, *Instagram Reels*, or *YouTube Short* can become unconscious learning process for Indonesians. English songs, conversations, texts and etc. on short videos in social media can enrich Indonesians English knowledge. The activities on social media may positively affect Indonesians' English language acquisition since they can practice their English language meaningfully. According to Kozhevnikova, language exposure becomes important factors to determine the successful of language teaching and learning (Kozhevnikova, 2019).

This research found that participant believe that short video exposure gave significant influence toward their English. This is in line with Kozhevnikova theory. In other words, to master English well, Indonesians potentially may utilize English short videos on social media as a medium to strengthen their English learning (Kozhevnikova, 2019). To support students 'learning process, teachers also can share thousand interesting and fun English short videos from *TikTok*, *YouTube Short* and *Instagram Reels* so that students can watch at home in their free time.

Conclusion

Recently, more experts agree that short videos on social media can influence language acquisition in a positive way. The questionnaire is one of the most helpful in determining the advantages of learning a language both in active ways and in the passive exposure to the language during watch. This research strengthens the theory of how short videos on social media can influence English acquisitions. The English short video explosions on social media become reasonable reasons for how Indonesians can get more knowledge about the English language. Moreover, most Indonesians internet users spend more than 2 hours a day to

open social media. Many people debated about the good and bad impacts of social media. Here, researchers are trying to explain instead of focusing on bad impact, people can start taking advantage of short videos on social media as a learning medium. This research obviously proves that English short videos on social media can have positive impact on Indonesians' English acquisition. This research can become a recommendation for language teachers to use social media as a learning media. This research also can give a different point of view for stakeholders and content creators that what we create on social media can have a very significant influence on users.

References

Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils . *Creative Education*, 896-912.

Bernard, A. V. (2021). Expanding ESL students' vocabulary through TikTok videos. .

Bossen, C., & Kottasz, R. (2020). Uses and gratifications sought by pre-adolescent

and adolescent TikTok consumers. Young Consumers. https://doi.org/10.1108/yc-07-2020-1186.

Bryman, A. (2016). *Social Research Methods.* Oxford: Oxford University Press.

Cagas, R. L. (2022). The Use of TikTok Videos in Enhacing the Speaking and Grammar Skills of Higher Education Students. *Language Education Forum*, 1-3.

Duan, C. (2023). Tik Tok: A New Way of English Learning. *Journal of Education, Humanities and Social Sciences, 8*, 127-133.

Kozhevnikova, E. (2019). The Impact of language Exposure and Artificial Linguistic Environment on Students Vocabulary Acquisition. *International Journal of Social Sciences*, 430-439.

Omar, B., & Dequan, W. (2020). Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage. *International Journal of Interactive Mobile Technologies, 14*(4), 121-137. Retrieved from https://online-journals.org/index.php/i-jim/article/view/12429

Poštič, S. (2015). Influence of Cartoon Network on the Acquisition of American English During Childhood. 188-195.

Roshdi, N. A., & Rahmat, N. H. (2023). How Does Tiktok Influence the Acquisition of Form and Meaning in Language Use? *International Journal of Academic Research in Business and Social Sciences, 13*(4), 1435-1450. doi:10.6007/IJARBSS/v13-i4/16803

Shahril, A. M., Hamid, R., Tarmudi, S., Chik, C. T., & Noh, I. (2018). Using Social Media as One of Learning Tool: Facebook Enhances Learning Practices among Higher Learning Students in Malaysia. *International Review of Management and Business Research, 7*(2), 380-386. doi:10.30543/7-2(2018)

Xiuwen, Z., & Razali, A. B. (2021). An Overview of the Utilization of TikTok to Improve Oral English Communication Competence among EFL Undergraduate Students. *Universal Journal of Educational Research*, 1439-1451. doi: 10.13189/ujer.2021.090710