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## TikTok Use as Strategy to Improve Knowledge Acquisition and Build Engagement to Learn Literature in ESL Classrooms

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**Abstract.** The introduction of literature into English classes is an attempt to improve students' language skills. In Malaysian schools, students' interest in the chalk-and-talk method of teaching and learning literature has waned, leading to a decline in students' knowledge acquisition and a reduction in their engagement in learning. One of the ways to solve this problem is to integrate technological platforms, such as social media platform TikTok, into literature assignments. However, there are not many studies that have investigated the use of this application in literature learning for Malaysian secondary school students. In this quasi-experimental quantitative study, the researchers used TikTok as a strategy in teaching literature to 150 Form Two students, selected through purposive sampling, to determine students' engagement in learning literature and improve their knowledge acquisition. The two instruments used were an adopted questionnaire, and pre-tests and post-tests administered to control and experimental groups. Descriptive statistics, such as number, percentage, independent and paired t-tests, were used to analyse the results. The results of the study show that the overall mean of students' engagement with TikTok in learning literature is very high and students' knowledge acquisition in learning literature is positive. The study elucidates how teachers can improve their students' knowledge and promote engagement in literature using TikTok. Both the teaching and learning literature become fun and foster creativity as an appropriate medium, like TikTok, enables student-centred learning.

**Keywords:** learning engagement; learning literature; knowledge assessment; social media; TikTok

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## 1. Introduction

The world has witnessed a succession of four industrial revolutions (IR), starting with mechanised production, that used water and steam in 1760; to electric power production in the second IR in the late 19th century; followed by automated production shaped by electronics and information technology in the third IR; and, finally, now, the emergence of the latest technologies that contribute to blurring boundaries between the physical, digital, and biological worlds in the fourth IR (4IR) (Avelino & Ismail, 2021). The 4IR has brought tremendous changes which are observable in various spheres of life, including education, due to the converging effects of globalisation and the evolution of information and communication technology (Pentang, 2021). These have led to a decline in the humanities across most countries, including Malaysia, with philosophy and literature suffering the most.

As a nation of 32.7 million, Malaysia is the 27<sup>th</sup> most competitive country in the world economically, residing the top Islamic world economy for nine consecutive years (Tani, 2022) and this explains the need to mainstream English as a second language in school policy and planning, despite the primary focus on Bahasa Melayu (the national language of Malaysia) (Siddek & Ismail, 2021). To emphasize the importance of English in Malaysia, it is a required subject in Malaysian schools (Thirusanku & Yunus, 2014). It is taught so that all Malaysians who have completed the national education system should be able to communicate in English, as stated in the Malaysia Education Blueprint (MEB, 2012).

The MEB 2013-2025 also specifies an English literature module as a compulsory component within the English subject for secondary schools. Furthermore, the Ministry of Education has designed the English curriculum to include various literary texts to enable students to critically evaluate characters, setting, plot, and meaning (Hassan et al., 2020). This is done through reading programmes such as the NILAM programme and the Children's Contemporary Literature Programme (Suliman & Yunus, 2014). Despite this ministerial effort, Malaysian school students generally view literature as the most difficult subject to learn (Ismail, 2019).

When teaching and learning literature, it is important to highlight some possible obstacles that can be experienced by both teachers and students. Teachers consider text-related aspects, such as the level of linguistic and stylistic difficulty and the level of cultural (un)familiarity, as critical factors that affect the productivity of the teaching-learning process, which are consistent with the findings of Suliman and Yunus (2014) and Mustakim et al. (2014). Alternatively, students' poor language proficiency and lack of familiarity with other cultural and social backgrounds included in the text are identified as primary challenges (Hussein & Al-Emami, 2016).

Although the content of literary works is supposed to be taught and tested through speaking, listening, reading and writing, Form Two students seem to have little interest in the subject, despite its long-standing history of 18 years in the English syllabus of Malaysian secondary schools. One possible reason is that,

unlike before, literature is not assessed in Form Three Assessment (PT3). Teachers and students may underestimate the importance of understanding the required literature materials to gain knowledge. As a result, students became passive and participated less in literature lessons, resulting in a prescriptive, teacher-centred learning environment, using conventional methods (Ling & Eng, 2016).

Students with poor reading comprehension and vocabulary range are less likely to be able to answer higher order thinking questions (HOTS) correctly and, thus, their desire to learn literature decreases. This leads to a decline in their learning engagement in literature class and knowledge acquisition in terms of their understanding of literary context ideas, as well as grammar and vocabulary (Peels, 2019). Therefore, in order to improve students' learning engagement and knowledge acquisition, teachers need to acquire the ability to integrate technological platforms (Raw & Ismail, 2021), such as social media like TikTok, into literature assignments that can be used both inside and outside the classroom. There are not many studies that have investigated the use of TikTok in literature learning for Malaysian secondary school students. Therefore, the researchers in this study were interested in investigating the effectiveness of using TikTok as strategy to build engagement and improve knowledge acquisition in learning literature. This study aimed to answer the following research questions:

1. What is the level of students' engagement in learning literature through the use of TikTok?
2. What is the impact of using TikTok strategies on students' knowledge acquisition in learning literature?

## **2. Literature Review**

This section is divided into three subsections: the importance of literature; social media platforms; and TikTok use as strategy to build engagement to learn literature improve knowledge.

### **2.1 The Importance of Literature in ESL Classrooms in Malaysia**

Literary genres, such as poetry, dramas, fiction, and non-fiction, all are categorised as literature, which includes both written and spoken works. As Carter and Long highlighted in their 1991 statement, "both literature and language training require building a sense of the language of reactions to 'texts' in the widest sense of the word - in both written and spoken discourses" (pp. 2-3). By developing reading, writing, and critical thinking skills through literary texts, learners are provided with an avenue of inspiration and creativity and important skills for today's world.

Boyles (2012) and Perry (2019) asserted that the entrepreneurial competencies and skills, including critical and creative thinking, innovation, reflection, self-initiative, communication, teamwork and problem solving, required for the 21st century can be developed through literature. Literature also helps with language development by exposing learners to various language styles and levels, through examining vocabulary and styles in literary texts (Muir, 2019). Therefore, for the teaching and learning of literature in ESL classrooms to be effective, they will need to rely heavily on evocative responses where most of the activities carried out in literature classrooms focus on pupil-centred and interactive communication.

Malaysia, like other countries elsewhere, has included literature as a subject in its language curriculum, especially at the secondary and tertiary levels. English literature was almost taken out from the Malaysian education system in the 1970s due to a shift in the medium of teaching in the education system when English was recognised as the nation's second language (Suliman et al., 2019), which affected the teaching and learning of literature.

Another shift occurred when the Ministry of Education (MOE) reincluded the literature component into the secondary school curriculum in 2000 and into the primary school English curriculum in 2005 (Ganakumaran et al., 2003), with the main purpose of improving language proficiency among Malaysian students (Yusoff, 2017). This was to foster students' ability to interact, read and respond effectively to literary texts (Kaur & Mahmor, 2014).

However, one of the challenges in the teaching and learning of literature between 2000 and 2010 was the selection of texts; the novels were said to be uninteresting and unappealing to students (Ghani et al., 2007) and some studies further questioned the need to select local texts as an alternative (Omar, 2017; Mohaideen et al., 2020). This further complicated the effort of maintaining student engagement with the literary texts and improving their knowledge acquisition. Despite the new English curriculum where literature is given equal attention as other skills in an ESL classroom, it is not tested in the Form Three Assessment (PT3) examination.

Past studies have highlighted that ESL learners tend to be disinterested because they lack necessary understanding, and there are limited opportunities given to engage in interactive activities, such as using online media and critical thinking tasks, which explain students' state of passivity in most literature classes which are often described as teacher-centred (Krishnasamy, 2015; Sivapalan et al., 2017; Yee et al., 2018). Teaching and learning literature methods need to be replaced with a holistic, collaborative, innovative and learner-centred approach (Akyildiz, 2019).

Zain et al. (2020) emphasised that academic subjects such as English reading and literature need to be adapted to 21<sup>st</sup> century learning by merging classroom activities or courses that combine expected literacy skills with specific information age skills, including ESL online pedagogy (De Souza et al., 2021). It is, therefore, time to adopt a new approach that focuses on learners rather than teachers, and emphasises universal and lifelong learning by integrating innovative models, such as social media, suitable for Generation Z (those born between 1997–2012), because they are active on social media platforms. These platforms are already incorporated in their daily routines and should therefore be utilised in the field of teaching and learning (Bagarukayo, 2018), especially in learning literature.

## **2.2 Social Media platforms and Their Values**

Social media have features that not only promote communication with friends, classmates and teachers but also encourage participation, collaboration, peer support and engagement in educational activities and tasks that help improve all

four skills (Lim & Richardson, 2016). They are excellent platforms for students to engage with peers for group projects based on videos captured during teacher-led activities, aside from being useful tools for improving learners' vocabulary and grammatical accuracy, while increasing motivation and engagement in classroom activities.

Online social media can serve as a facilitator of lifelong learning, as a formal or informal virtual bridge to close the education gap (Suswati et al., 2019). Facebook, Twitter, Instagram and TikTok are some of the social media platforms that positively influence language learning as mobile learning tools (Kaceti & Klimova, 2019). As an example, Hattem and Lomicka (2016) argued that Twitter as a social platform helps its users to develop cultural and sociopragmatic awareness, and improve their language skills as they learn the language. Not only that, due to its global use, it enables communication and interaction among native speakers of the chosen language across different language levels and in different situations. Furthermore, a study by Rahmawati and Anwar (2022) showed that respondents had a positive attitude toward using TikTok as a strategy for learning vocabulary. In contrast, some have argued that social media can disrupt classroom dynamics (Van den Beemt et al., 2020) and that some of the features can lead to anxiety, loneliness, and depression (Reer et al., 2019). Considering the various benefits that social media usage can bring, teachers can utilise it to help students develop skills that will improve their learning.

### **2.3 TikTok Use as Strategy to Build Engagement to Learn Literature and Improve Knowledge**

The quick evolution of social media has altered how information is shared, communicated, and collaborated (Filo et al., 2015). For example, TikTok is a platform that allows users to produce, view and share 15- to 60-second short videos (Xiuwen & Razali, 2021). It is a suitable platform for students to communicate their ideas in terms of positivity and education thanks to its many interesting elements that appeal to millennials, including research video tasks, language learning, public speaking, and a range of application features (Pratiwi et al., 2021). The platform has an engaging user interface design (Garg & Pahuja, 2020) that encourages students to invest the necessary time and effort to achieve desired outcomes and engage in course-related activities (Khan et al., 2017). This is an effect desired in teaching and learning since students are more involved in the learning process and get a sense of satisfaction when the result is achieved (Viseu & Oliveira, 2012). The use of TikTok also increases students' engagement in lessons.

In teaching and learning, there are three types of student engagement: emotional, cognitive and behavioural engagement (Appleton et al., 2008). While emotional engagement occurs when a student is fully immersed and feels connected to a topic, cognitive engagement refers to the level of involvement, which is highly dependent on the teacher's method, tasks, or activities. Finally, learner action in the form of interaction is referred to as behavioural engagement (Bergdahl et al., 2018). According to Escamilla-Fajardo et al. (2021), students prefer to use TikTok since it stimulates their creativity, increasing their learning engagement

throughout the lesson, and enables active learning which helps improve their knowledge acquisition.

Incorporating TikTok strategies into literature lessons, including using 'pop' quizzes in the form of picture-creating to test students' understanding, producing three-minute videos, and conducting duet challenges enables knowledge gain, all while engaging in a happy and dynamic learning atmosphere. This emphasises knowledge sharing as "the transmission of knowledge from a source in such a way that it is learned and used by the receiver" (Ma & Chan, 2014, p. 52).

This application also fosters an increase in cognitive skills including recognising key components, creating links between knowledge, reorganising the content to create new learning materials, decision-making, and information evaluation. (Ariffin et al., 2021). This is helpful for students as teachers recognise the need for scaffolding to help students better regulate their cognitive activities which support their metacognitive processes, which in turn helps students become more competent (Molenaar et al., 2010). Therefore, the increasing use of social media promotes information sharing and ensures the wide dissemination of knowledge among users in people, groups and organisations by creating a virtual environment conducive to knowledge sharing (Kwahk & Park, 2016). In addition, learners explore online learning materials and create their own content by collaborating with peers as they are accessible through social media, which enhances their knowledge acquisition (Shadiev et al., 2019) and reinforces their learning (Al-Jarrah et al., 2019).

The use of social media is not only effective, but also carries promising potential as a tool to improve knowledge and increase learning engagement. However, there are few studies that have explored the use of TikTok in literature learning for Malaysian secondary school students. Therefore, this study further explores the potential use of TikTok to enhance students' knowledge acquisition and increase learning engagement in the literature classroom.

### **3. Methodology**

A brief explanation of the research methods employed in this study is given. An in-depth description on the demographic, sample, research tools, data gathering, and data analysis is provided.

#### **3.1 Research Design**

In this study, a quasi-experimental research design was used to investigate the effectiveness of TikTok strategies in improving knowledge and promoting learning engagement in literature in ESL classes. With the understanding that a good sample must reflect the entire research population, this quasi-experimental quantitative research mainly uses basic statistics such as frequency, percentage, mean, standard deviation and variance to characterise the study.

#### **3.2 Sampling and Population**

Based on a population of 193 Form Two students from a government school in Johor, 150 Form Two students were selected as the sample for this study (see Table

1), using purposive sampling based on their own judgement and expertise (Campbell et al., 2020). The sample was purposely selected because the researchers wanted to focus on certain and specific characteristics of the sample (see Table 2).

**Table 1. Sample distribution**

Demographic Profile		Frequency (N)	Percentage (%)
Gender	Male	70	47
	Female	80	53
Race	Malay	120	80
	Chinese	20	13
	Indian	10	7
Band	B1	70	47
	B2	80	53
Group	Experimental		
	Boys	35	47
	Girls	40	53
	Control		
	Boys	35	47
	Girls	40	53

Samples were also selected based on three criteria: students access to mobile phone, a decent internet connection, and access to TikTok application (see Table 2). They were then divided into control and experimental groups equally.

**Table 2. Students placed in experimental and control groups based on three criteria**

Criteria	Group	Number of students
<ul style="list-style-type: none"> <li>• Students with mobile phones.</li> <li>• Good internet connection.</li> <li>• Students with TikTok applications.</li> </ul>	Experimental	75
<ul style="list-style-type: none"> <li>• Students without mobile phones.</li> <li>• No/poor internet connection.</li> <li>• Students without TikTok applications.</li> </ul>	Control	75

### 3.3 Research Instruments

This study used two methods of data collection: a document analysis (pre-test and post-test) and a questionnaire.

#### 3.3.1 Pre-Test and Post-Tests

Students' proficiency in literature is evaluated through speaking, listening, reading, and writing in accordance to the Curriculum and Assessment Standards Document (DSKP) (2016) Form Two. However, for this research, only speaking skills was used to assess students' knowledge acquisition of the chosen literary texts, in terms of their understanding of literary context and ideas, as well as grammar, pronunciation, vocabulary and the use of the correct words in the correct order, which answered the first research question.

Since there is a strong relationship between oral language skills and language performance among learners in school (Koross, 2012), the pre-test and post-tests

were administered orally for three weeks. Samples were asked four structured questions on the selected literary text (Table 3) during their English lesson. The questions for the oral portion were taken from the lower secondary level literary textbook *Poetry for Pleasure*, published by the Malaysian MOE in 2014 as a teaching tool. The questions were validated by senior teachers at a vocational school and a government school in Johor. The content and language of the material were rated by the two teachers on a 4-point Likert scale, from Poor to Excellent.

**Table 3. Structured questions taken from *Poetry for Pleasure***

No	Questions
1	What is the meaning of "the dead of night"?
2	What would the child's dad do if he met ghosts?
3	Who solves the problem when there is a spider in the bath? Why?
4	What did you like about this poem?

Only samples in the experimental group received treatments for three weeks, with three speaking-based tasks related to literacy texts. Short videos with questions were posted in the comments section at regular intervals. The students were required to create short videos in which they answered questions based on the texts.

### 3.3.2 Questionnaire

Quantitative research requires an instrument that consists of specific questions in which its answers would allow the analysis of the data (Creswell, 2012) and, therefore, this study uses a 14-question questionnaire to answer the second research question, which was adapted from Alsharidi (2018). The questionnaire was divided into three sections. Section A consists of three questions on demographics, including the respondents' preference of using TikTok and number of hours spent using the platform. Section B consists of two parts: (1) general aspects of TikTok use and its features, and (2) the use of TikTok among Form Two students and the language used to communicate with each other. Finally, section C collects questions about level of engagement (literature practice and interaction on TikTok). Sections B and C contain items measured using a 5-point Likert scale, where 1 = Strongly Disagree (SD); 2 = Disagree (D); 3 = Neutral (N); 4 = Agree (A) and 5 = Strongly Agree (SA).

The questionnaire was validated where it underwent a process of assessing the suitability of interpretations, usefulness and decisions based on the assessment results. Upon receiving constructive feedback on the items, appropriate changes were made in terms of accuracy, clarity, and organisation of the questions to ensure content validity before it was distributed to respondents. The reliability of the questionnaire was checked using SPSS software utilising mean values and percentages for each item to determine Cronbach's alpha value. The alpha coefficient for the 14 items is .702, which means that the items have an acceptable level of reliability (Daud et al., 2018). Overall, these instruments helped in investigating the potential impact of TikTok on improving student learning engagement and knowledge acquisition in literature classes.



### 3.4 Data Collection Procedure

Upon obtaining permission to conduct the study in the selected school, samples were selected based on three criteria: access to a mobile phone, a decent internet connection and access to TikTok application, and the samples were divided equally into a control and an experimental group. For the control group, only pre-tests and post-tests were conducted, followed by formal language instructions, while the samples in the experimental group were given treatments for three weeks before completing the post-test.



Figure 1: TikTok account

A TikTok account was created and the samples in the experimental group were invited to follow the account.

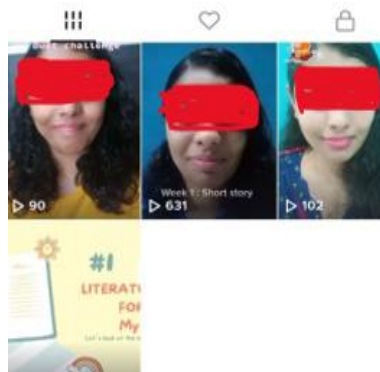


Figure 2: Speaking based activities

For three weeks, the samples were exposed to TikTok posts that contained speaking questions based on DSKP Form Two using Content Standard 5.1.

## 5.0 Literature in Action

CONTENT STANDARDS	FOCUS	LEARNING STANDARDS
5.1 Engage with, respond to and interpret a variety of literary text types	Give a personal response to a variety of literary text types	5.1.1 Explain in simple language connections between characters, places or events in texts and their own lives
	Interpret a variety of literary text types	5.1.2 Identify and describe in simple language the key characters and themes in a text

Figure 3: Content standard

The questionnaires were distributed physically to the samples in the experimental groups of 65 respondents after the post-test, and collected again after ten minutes. Overall, these tools helped in investigating the potential impact of TikTok on improving student learning engagement and knowledge acquisition in literature classes.

### 3.5. Data analysis

For the experimental study, the samples' achievement test scores in acquiring knowledge were analysed quantitatively, both before and after the test using SPSS v. 25 software. For the pre-test and post-tests, an adapted assessment rubric from the Form Three Assessment (PT3) speaking test was used to assess students' knowledge acquisition in terms of grammar, vocabulary and communicative competence when answering questions on literary texts.

Table 4. Adapted PT3 speaking rubric assessment

Score	Overall Spoken Performance
3	Can understand questions and instructions with ease. Can maintain and develop the interaction by asking and responding to questions.
2	Can understand questions and instructions through will sometimes have to ask for repetition of particular words and phrases. Can maintain the interaction by asking and responding to questions in a simple and direct way.
1	Can understand questions and instructions slowly, directly and repeatedly. Can give basic information on familiar topics using short phrases.
0	Candidate uses language(s) other than English.

The range interpretation, which is divided into five levels, was used in this study to determine students' engagement in literature classes with the use of TikTok as learning strategies (Table 5).

Table 5. Interpretation Range

Mean Score	Score Mean Ranking
0 - 0.90	Very Low (Strongly Disagree)
0.91 - 1.80	Low (Disagree)
1.81 - 2.70	Average (Neutral)
2.71 - 3.60	High (Agree)
3.61 - 4.50	Very High (Strongly Agree)

#### 4. Findings and Discussion

The analysis and interpretation of secondary students' use of TikTok as learning strategies to improve knowledge and promote engagement in learning literature in ESL classes were conducted using mean, independent samples t-tests and paired samples tests.

##### 4.1 The Level of Students' Engagement in Literature Learning by Using TikTok

To answer the first research question, "What is the level of student engagement in literature learning through the use of TikTok?", the demographic information in section A, general aspects of TikTok usage in section B, and levels of engagement in section C were examined.

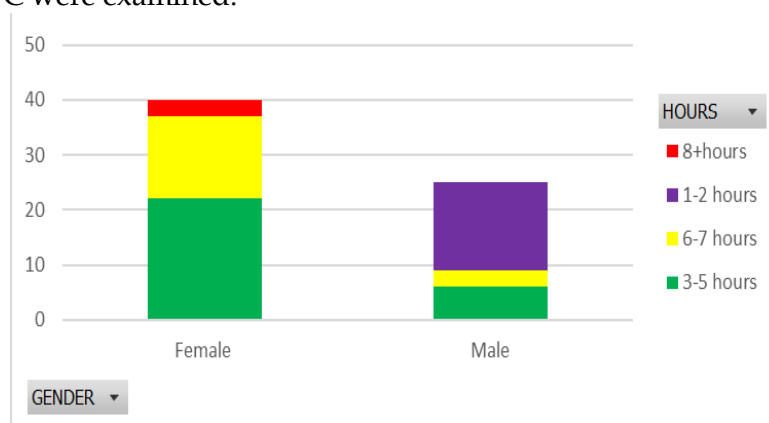


Figure 4: Participants' responses to demographic part

The demographics identify the hours spent on TikTok by gender. It was found that half of the female participants (22) spent 3–5 hours, compared to the six male participants who use TikTok the same amount of time. Compared to the male students, 15 female students spent 6–7 hours each day on TikTok. In contrast, 16 male students spent less than 1–2 hours on TikTok. We may deduce that female students spend more time on TikTok than male students. Despite this difference, it can be argued that TikTok is increasingly integrated into students' daily routines and it can be easily utilised for teaching and learning (Bagarukayo, 2018), especially in literature.

Table 6. General aspects of TikTok usage

	Item	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean score	Level
F1	I find it easy to create an account on TikTok.	0	3 (4)	7 (9)	50 (67)	15 (20)	4.03	Very High
F2	I am an active user of TikTok.	2 (3)	12 (16)	7 (9)	37 (50)	17 (23)	3.73	Very High
F3	I find it easy to write comments on TikTok.	2 (3)	6 (8)	2 (3)	39 (52)	26 (35)	4.08	Very High

F4	I find it easy to share ideas, post videos, etc., interact on TikTok.	4 (5)	5 (7)	7 (9)	37 (50)	22 (29)	3.91	Very High
F5	I use TikTok for educational purposes only.	26 (35)	17 (23)	8 (11)	9 (12)	15 (20)	2.60	Average
F6	I use both English and Bahasa Melayu when I interact on TikTok.	12 (16)	9 (12)	3 (4)	10 (13)	41 (54.7)	3.79	Very High

Section B contains eight questions on attitudes towards TikTok as a social software application (Table 6). Based on the range interpretation, the mean for each sentence is included in Table 5. The average score for using English or Bahasa Melayu in the application was 3.79, indicating that samples recognise the importance of English as a second language by giving similar weight to the local language when using technology, which is concurrent with the findings of Alsharidi (2018). A further 50% of participants said that it is easy to express thoughts, upload videos, and others on TikTok (F4), which allows students to indirectly participate actively in literature lessons and improves their understanding of poems, short stories, and novels (Khan et al., 2017) through its unique social infrastructure. Unlike other social networks such as Facebook or Twitter, TikTok allows text-based responses in the video comment session. This allows for more complex and in-depth audio-video exchanges which increases the learning engagement.

**Table 7. Levels of engagement (Literature practice and interaction on TikTok)**

	Items	SD N (%)	D N (%)	N N (%)	A N (%)	SA N (%)	Mean Score	SD	Level
E1	Using social media such as TikTok offers new ways for me to engage in literature classes.	0	0	16 (21)	46 (61)	13 (17)	3.96	0.625	Very High
E2	I do not like the idea of including TikTok in literature classes because it does not offer me any benefits.	19 (25)	39 (52)	4 (5)	11 (15)	2 (3)	2.17	1.057	Average
E3	I feel no pressure when I make mistakes on TikTok while learning literature.	1 (1)	9 (12)	2 (3)	48 (64)	15 (20)	3.89	0.909	Very High
E4	I feel that TikTok is an encouraging place to engage in literature lessons because no one judges my mistakes.	0	4 (5)	13 (17)	41 (55)	17 (23)	3.95	0.787	Very High

E5	I believe my literature knowledge has improved since I started interacting with classmates and teacher on TikTok.	0	2 (3)	12 (16)	49 (66)	12 (16)	3.95	0.655	Very High
E6	I believe using TikTok to engage in literature helps me to understand the plot, setting, characters and meaning, etc. more easily.	0	0	14 (19)	50 (67)	11 (15)	3.96	0.580	Very High
E7	Continuously practising literature lessons on TikTok like responding to videos, uploading videos, commenting, etc., boosts my confidence in exploring literature texts.	0	2 (3)	2 (3)	64 (85)	7 (9)	4.01	0.479	Very High
E8	I would use TikTok in the future to learn literature.	2 (3)	3 (4)	10 (13)	35 (47)	25 (33)	4.04	0.936	Very High
<b>Grand Mean</b>							<b>3.74</b>	<b>0.753</b>	<b>Very High</b>

Addressing the first research question, it was found that the total mean of literature practice and interaction on TikTok is relatively high ( $M = 3.74$ ,  $SD = 0.753$ ). Based on the interpretation of the range, the overall mean and mean for each sentence are given in Table 5. The results from this study support past studies such as Feroz et al. (2021) and Delfino, (2019). From the survey, 46 “Mostly Agreed” and 13 “Agreed” for statement E1 (“Using social media such as TikTok offers new ways for me to engage in literature classes”), while 16 expressed uncertainties using TikTok which provides new opportunities to engage with literature.

The samples indicated gaining new knowledge about literature during their digital engagement where six samples “Mostly Agreed” and 45 “Agreed” with statement E6 with a mean of 3.96.

TikTok is an audio-visual platform that enables users to make videos to share knowledge (MacKinnon et al., 2021), interact with others with similar interests, and have conversations about learning more. This is in line with the claim in the literature that students feel satisfied when they complete the given task, which boosts their confidence to perform better (Viseu & Oliveira, 2012). For question E7, five participants also “Strongly Agreed”, and 64 “Agreed” that engaging with the platform to learn literature helps them to understand new aspects of the target subject, while boosting their confidence to perform better.

Only 39 participants “Disagreed” with statement E2, that learning literature via TikTok has no benefits. This digitally advanced generation appears to have realized that social media may be utilised for a variety of purposes (Filo et al.,

2015), which makes it easier to incorporate social media, like TikTok, into the teaching and learning process.

This study shows that using TikTok in literature classes makes for interactive and effective learning and helps improve students' knowledge acquisition and enhances their engagement. The participants did not feel anxious when making mistakes while creating videos or commenting, especially passive learners. This is consistent with Faizi et al. (2013), who found that using social media to discuss one's opinions and thoughts is useful for the more intimidated students.

#### 4.2 The Impact of Using TikTok Strategies on Students' Knowledge Acquisition

To answer the second research question, "What is the impact of TikTok strategies on students' knowledge acquisition in learning literature?", the observed impact from using TikTok strategies was examined. The control and experimental groups were tested on their performance in a before-and-after speaking test, which was taken from the main textbook. To find out whether using TikTok in literature learning had an effect on students' knowledge acquisition, independent-samples t-tests were conducted for both the pre-test and post-test of the experimental group, and the means of the pre-test and post-test scores for each group were analysed.

**Table 8. Pre-test results of speaking test**

Pre-Test	Mean	Std Deviation	Std Error	Mean Difference
Control	2.62	1.79	0.21	- 0.43
Experimental	3.05	0.82	0.10	

Before the intervention, the performance scores of the control and experimental groups were identical. At the pre-test (Table 8), the control group received an average score of 2.62 (SD = 1.79), while the experimental group received an average score of 3.06 (SD = 0.82). An administered t-test on the independent samples shows the mean difference 0.43. These results show that the control and experimental groups did not differ substantially in terms of improvement in knowledge acquisition in learning literature. However, after the TikTok intervention, students in the control and experimental groups were administered the same performance test. An independent sample t-test was performed for the post-test to evaluate the effectiveness of using TikTok as a tool to enhance the teaching atmosphere for literature.

**Table 9. Post-test results of speaking test**

Post-Test	Mean	Std Deviation	Std Error	Mean Difference
Control	4.80	2.35	0.27	-2.27
Experimental	7.07	1.83	0.21	

The results, as shown in Table 9, showed a statistically significant difference in terms of mean values between those who had used TikTok to improve their knowledge in the speaking test and those who had not. At the post-test, the mean

score of the experimental group increased significantly ( $M = 7.07$ ), while the control group had a lower mean score for their post-test ( $M = 4.80$ ). This shows that TikTok is considered audio-visually entertaining due to the combination of text, video and music from the literary text, and the medium offers the opportunity to produce useful videos for sharing information that helps in knowledge acquisition (MacKinnon et al., 2021).

When people share their knowledge or learn from others, knowledge sharing occurs (Ma & Chan, 2014). This aids in the development of students' backgrounds and exposes them to new material, as well as their learning about a variety of topics to acquire knowledge (Arias Rodríguez, 2017), which reiterates Zaitun et al. (2021), who highlight that the use of appropriate strategies such as discussions, oral reading, role-playing and video creation on TikTok is more effective in supporting students' knowledge acquisition. These strategies emphasise the importance of improving skills in the classroom to increase students' confidence in using language to make connections and understand the content while engaging a happy and dynamic learning atmosphere.

**Table 10. Paired samples t-test result**

Pair 1 Experimental	Mean	Std Deviation	Std Error	Mean Difference	t	df	Sig (2-tailed)
Pre-Test	3.05	0.82	0.10	-04.01	-19.85	74	0.001
Post-Test	7.07	1.83	0.21				

The pre-intervention mean had lower scores ( $M = 3.05$ ,  $SD = 0.82$ ) than the post-intervention mean ( $M = 7.07$ ,  $SD = 1.83$ ). The result of this test shows that the difference is statistically significant,  $t = -19.85$ ,  $p = 0.001$  (see Table 10). Combining literature, whether in the form of short stories or poems, with social media platforms, such as TikTok, as a learning platform are effective sources for acquiring knowledge through personal exploration based on prior knowledge (Hişmanoğlu, 2005). Learners can practice their skills and expand their knowledge while solving problems by incorporating TikTok into literature lessons, leading to a better level of learning in terms of Bloom's Taxonomy, without the help of others.

Moreover, according to Li et al. (2020), the studies of social media appropriate hashtags make it easier for users to find, connect and disseminate information to gain knowledge, so incorporating TikTok as a learning strategy into literature teaching can promote students' knowledge development in speaking, and serve as a pedagogical aid for literature learning. Thus, teachers and students can make good use of TikTok to enhance their knowledge of literature.

## 5. Conclusion

The implementation of TikTok strategies in literature classes was evaluated and showed a convincing effect on improving students' eagerness to learn and their knowledge acquisition when learning literature. Based on the analysis results, the use of TikTok as a learning strategy in literature classes served the purpose of

improving students' knowledge and high level of engagement, and that its use in literature classes is recommended.

From the findings, the implication is that TikTok can be used in regular classes to increase learning engagement and improve knowledge acquisition. The results of this study will also be helpful for teachers as they have an excellent opportunity to incorporate the trendy social medium of TikTok into their lessons to engage students' attention; incorporate TikTok trends, such as duet challenges and creating three-minute videos, into lessons; and allow teachers to try different ways of imparting knowledge.

However, the limitation of this research is that the results cannot be generalised to the entire population of Form Two students in Malaysian schools as the sample in this study was limited to 130 students. To tackle the limitations of this study, further studies and future research could pursue the following aspects: (1) research to be conducted with a larger sample by including private, international and national schools to create diversity, in which more accurate data can be obtained by including more students from different schools, and (2) future research can be conducted with categorisation by gender to identify more accurately the readiness level among and challenges faced by boys and girls using TikTok in learning literature.

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