THE UTILIZATION OF LINE VIDEO CALL AND TIKTOK VIDEO FOR TEACHING PRONUNCIATION IN THAILAND

Lilis Kartika Dewi*, Yudhi Arifani
Universitas Muhammadiyah Gresik, Indonesia

ABSTRACT

This study attempts to explore the utilization of LINE video call for teaching pronunciation using the TikTok video, seen from teacher and students' perspectives. This qualitative study involves a teacher and three students in Thailand interviewed through an online platform. The findings showed that both teacher and students gained a positive attitude towards utilizing LINE video call for teaching pronunciation using TikTok. The benefits are increasing students' vocabulary, building self-confidence in pronouncing the words in English, and more interest in joining the class since the application is not boring. On the other hand, the teacher has a problem with the limited time in creating the materials and making the students focus on the learning process. Yet, the students have a problem with internet connection and many assignments to do during online learning. Finally, the students are enthusiastic since TikTok and LINE video calls help them learn English, especially their pronunciation.

Keywords: *LINE Video Call; Teaching Pronunciation; TikTok Video*

ABSTRAK

Penelitian ini mencoba mengeksplorasi pemanfaatan video call LINE untuk pengajaran pengucapan menggunakan video TikTok, dilihat dari sudut pandang guru dan siswa. Studi kualitatif ini melibatkan seorang guru dan tiga siswa di Thailand yang diwawancarai melalui platform online. Hasil temuan menunjukkan bahwa guru dan siswa mempunyai sikap positif terhadap penggunaan panggilan video LINE untuk mengajar pengucapan menggunakan TikTok. Manfaatnya adalah meningkatkan kosakata siswa, membangun kepercayaan diri dalam mengucapkan kata-kata dalam bahasa Inggris, dan lebih tertarik untuk mengikuti kelas karena aplikasinya tidak membosankan. Di sisi lain, guru memiliki masalah dengan keterbatasan waktu dalam membuat materi dan membuat siswa fokus pada proses pembelajaran. Namun, para siswa memiliki masalah dengan koneksi internet dan banyak tugas yang harus dilakukan selama pembelajaran online. Akhirnya, para siswa sangat antusias karena TikTok dan video call LINE membantu mereka belajar bahasa Inggris, terutama pengucapan mereka.

Kata Kunci: *LINE Video Call; Pengajaran Pengucapan; Video TikTok*

INTRODUCTION

The rapid development of technology has impressed people's lives and societies. The invention of contemporary gadgets or tools has altered the way individuals interact with each other. As such, the aid of the device is to have interaction and communication faster and easier than ever before. With this regard, the discovery of cellular phones and smartphones brings a significant role in exchange in the digital era. In particular, the social media offered by these tools has become the center of public attention since the media aids them to interact

handily. The effortlessness and flexibility provided by these tools have assured people to utilize gadgets in other fields such as legal, medical, marketing, and even education (Raja & Nagasubramani, 2018). Amidst the pandemic era, social media is frequently used by many people around the world. However, it discovered that the teachers still find difficulties while conducting an online class since it needs to make an effective materials, indeed it takes a much time (Hirschel & Humphreys, 2021). In fact, in educational contexts, teachers and students also need to equip with the utilization of social media. It is in line with the previous study done by Budianto & Arifani (2021) that students and teachers have burden with the high-volume of online tasks. Also, the teacher face a problem in managing an online class (Dennis, 2021; Gufron & Rosli, 2021).

At the time the study was conducted, we were still living amidst a worldwide pandemic. During April-May 2020, COVID-19 was assigned as a pandemic due to its widespread throughout Thailand and the world. As the influence of the pandemic era, it revolutionized all aspects of the world involving the education aspect. This condition obliged both lecturers and students to master digital technology. Bagata et al. (2020) explained that covid-19 encourages lecturers and students to learn technology to employ in the teaching and learning process. He further stated that online learning technology has a significant role in the success of the teaching and learning process. Meanwhile, it suggests that a lecturer must master online technology to accomplish the classroom atmosphere, distribute lecture materials, and advance student enthusiasm in virtual classes. Simultaneously, students must control the online platform to acquire the material in virtual courses as they did before in real classrooms. Kanoksilapatham (2021) reported that the students agreed that online learning was somehow helpful, and they were not under pressure to study online.

Nowadays, the utilization of social networking applications such as TikTok has taken an essential role in language learning. It supports the previous studies done by Al Fadda (2020), Sherine et al. (2020), and Nurani and Widiati (2021) who stated that popular social media applications such as Instagram, WhatsApp, TikTok and Weblog make students are interested in learning English. They showed a positive attitude towards the utilization of these applications. TikTok has earned the second-highest rank internationally for app downloads on Google Play and Apple store in 2019, reported to Sensor Tower Blog (2020) as cited in Ipan et al. (2020). Therefore, the proliferation of apps like LINE and TikTok encourage teachers to use them in their classrooms. LINE and TikTok are very global forms of application where the use and features offered by these tools are fascinating. The form of teaching pronunciation using the LINE and TikTok applications is considered very suitable for Thai English as Foreign Language (EFL) students. In addition, this application is effortless to use. The system is constantly updated so that some teachers can use LINE and TikTok as suitable learning media to grow and increase the motivation of EFL learners to learn pronunciation.

Pronunciation is crucial to speaking, and appropriate pronunciation can lead to confidence when it employs appropriate grammar, while wrong pronunciation causes ridicule and awkwardness (Akter, 2007). Pronunciation is the process of producing a sound arrangement that does not interfere with communication for both the speaker and the listener (Paulston & Burder, 1976). Yates (2002, as cited

in Gilakjani (2016), pronunciation is a sound production process that plays a role in making a word's meaning. Thus, pronunciation is the process of producing the sound of English words. As students learn pronunciation, they adapt to the new pronunciation of a word made in the first language. The purpose of pronunciation instruction is not to inquire the students to pronounce the same as a native speaker. Instead, comprehensible pronunciation should be the fundamental goal of spoken communication. If students want to change the way English words are pronounced, they must change how they think about how the words sound. It is factual both for individual sounds and for more significant parts of speech such as stress patterns, rhythm, and syllables. Regrettably, pronunciation instructions are sometimes neglected in teaching English (Gilakjani, 2016). In this recent study, the researcher defines the pronunciation term, explains the purpose of English pronunciation, outlines the significance, and mentions some perceptions for teaching English pronunciation using LINE video call.

In addition, EFL students with proper pronunciation usually expand other skills more quickly than those with incorrect articulation. Before the COVID-19 pandemic, Thai teachers used to teach pronunciation to students directly by repetition and imitation drills. It employs a traditional approach since it had not used social media before the pandemic era. However, when the COVID-19 pandemic happened, teachers began to be creative in delivering teaching materials and pronunciation practices to their students. In such a case, the EFL teachers must find out a new way to indicate, practice, and give feedback on English pronunciation which is essentially suitable for the students to learn English pronunciation effectively.

A number of research have also demonstrated the potential use of mobile applications in aiding students to build on their language skills, seen from teachers' and students' perspectives. The first previous study done by Jumariati & Febriyanti (2020) revealed that the use of LINE as a medium for learning English affects students' writing skills significantly. Students' writing scores in grammar, content, and order of sentences have increased their scores. It also showed that feedback given by teachers through LINE could affect students' motivation to improve writing practice. Another previous study was conducted by Zaitun et al. (2021), which indicated that the TikTok application helps students improve their speaking skills through storytelling about the place, object, and person. Meanwhile, a recent study by Xiuwen & Razali (2021) found that the utilization of TikTok can improve students' English communication competence and enhance their attentiveness to use English.

The new policies and growing push for ICT in Thai education has resulted in greater application of computer-assisted language learning (CALL) and mobile-assisted language learning (MALL) in the Thai education context (Boonmoh et al., 2021). Computer-assisted language learning (CALL) is shortly well-defined by Levy (1997 as cited in Boonmoh et al., 2021) as "the exploration and study of computer applications in language teaching and learning". CALL covers an extensive variety of ICT applications and approaches to foreign language teaching and learning, from traditional teaching approaches to more recent manifestations, such as virtual learning environments and web-based distance learning (Schmid, 2009 as cited in Boonmoh et al., 2021). In the era of twenty-first century, mobile devices are also

employed for language learning. Mobile assisted language learning (MALL) is language learning that is boosted through the use of mobile digital devices. MALL is different from CALL in the use of portable devices and personal that allow new ways of learning; it focuses on the continuity or spontaneity of access and interaction across different contexts of use (Kukulska-Hulme & Shield, 2008). Thus, nowadays it could not be separated to the use of digital applications and social media as the media for teaching.

A number of published studies show that the use of social media can aid the students to improve the English language skills of English learners. Al Arif (2019) examined the students perception of the use of social media. It revealed that EFL students show a positive attitude towards using social media in learning English which can help enhance their motivation and readiness to speak and master English. Further, Xu (2019) stated that it is easy and funny to use it to increase their motivation to study English. Unless they perceive more benefits while implementing the LINE video call for teaching pronunciation using the TikTok video, they also got some problems while joining the online class (Dennis, 2021). For the technical difficulties, they have an internet connection problem, so that they cannot join the class and get the materials clearly (Efriana 2021, as cited in Ardiyansah 2021; Johnson et al., 2016). Therefore, English language learners showed their positive attitudes towards the utilization of TikTok in their learning process (Haerazi et al., 2020; Yunus et al., 2019).

A similar study related to the teacher perception of the use of technology in the classroom was done by Boonmoh et al. (2021). It discovered that the teacher gained positive attitude towards the use of technology such as Kahoot since it is more appealing and it is engaging for students. Previous research also displayed that most EFL students have confidence that social media integrated with short videos can help increase their mastery of English communication competence through self-study mode with current topics distributed by English educators (Al-Yaari, 2013; Otchie & Pedaste, 2020; Xiong & Zhou, 2018). Al- Yaari (2013) and Zaitun et al. (2021) revealed that utilizing LINE video call through TikTok video could build the students' confidence in their speaking ability. Also, the students gain several benefits, such as they are less shy and more confident. Besides, they can study everywhere and anytime using a mobile device to learn (Gufron & Rosli, 2021). However, A study by Lee & Yin (2021) reported that the Chinese secondary teacher had the difficulty to make the students focus in online learning and engage with the technology. Thus, she proposed that it should find another way to control the students in online classes. Sometimes, a few students forgot about their assignments while others did not join the class with LINE due to some problems such as internet connection (Gufron & Rosli, 2021; Johnson et al., 2016).

Social media is a medium with a broader scope and has many labels such as the Facebook platform, TikTok, LINE, Instagram, and others that function as a social component and public communication. In this study, TikTok and LINE are used as pronunciation teaching media. TikTok and LINE are very popular and enthusiastically welcomed in Asian countries such as Cambodia, Japan, Indonesia, Malaysia, Thailand, and Vietnam. Popularity has exploded massively in these countries, compared to Instagram and other apps that take a long time to get many followers.

Based on previous studies, there are still few studies related to the perceptions of teaching pronunciation through LINE video call using TikTok. To mention one of them is a study by Pratiwi et al. (2021). This study revealed that the students that the participants showed their positive attitude towards the TikTok application as a video aid whereas learning through the TikTok application could be used as learning strategy to assist and enhance speaking skills and literacy. In this case, the participants delivered a want to apply the TikTok application so that they can watch and comprehend all the content concerning to basic English skills. It is believed that the use of TikTok video is appealing and interesting to be applied in today's era, especially for teaching pronunciation. Pronunciation is significant to be taught since it affects the way students pronounce the words. Yates (2002, as cited in Gilakjani, 2016), pronunciation is a sound production process that plays a role in making a word's meaning. Thus, pronunciation is seen as more than right production of person words or sounds. It must be seen as a significant part of communication that is unified into classroom doings (Gilakjani, 2016).

 With this regard, many teachers employ social media as the media in teaching pronunciation, particularly in Thailand context. Thus, the students and teacher perception are essentially to be revealed in order to discover the practice of pronunciation in the class. Therefore, this study attempts to fill the lacuna by revealing the utilization of LINE video call for teaching pronunciation using TikTok video, seen from teachers' and students perceptions. The concern of this study is to expose the teacher's perception of the role of the LINE video call application as a medium of communication between teachers and students learning pronunciation using the TikTok application. Also, it makes the triangulation with the student's perception of the use of LINE video call for teaching pronunciation using TikTok video. Therefore, this current study addresses the following research questions: (1) What are the teacher's insights and experiences toward utilizing LINE video call for teaching pronunciation using TikTok video? (2) How do the students perceive the utilization of line video calls for teaching pronunciation using the TikTok video?

METHOD

The research design used in this recent study is a qualitative approach in which the study was done based on descriptive data. Creswell & Creswell (2018) stated qualitative inquiry denotes inductive and exploratory. It exposes and comprehends the meaning of individuals or groups in which the researcher analyzes the aim of the data as the final written report for the study.

This study was conducted at the Ban Huaiduanoi School in Thailand or Elementary School in Thailand. The consideration of selecting the Ban Huaiduanoi School in Thailand is because there is collaborative research between Thailand and one of the Universities in Indonesia in which the author was assigned to that school. The subject of this study was an English teacher and a student of each grade from grades 1, 2, and 3. Thus, the total number of students as research subjects amounted to 3 students. An English teacher was chosen as she employed a popular application named TikTok to teach pronunciation. Meanwhile, Students were selected based on the recommendation of the teacher. It also considers that

the students are interested in using TikTok application for many things including for learning activity. Each English class meeting for grades 1, 2, and 3 was held a virtual meeting using LINE video calls in one class together. The school in Ban Huaiduanoi is not big in capacity due to the school position in remote area, so that the students in grades 1, 2, and 3 have a class with the same topics, materials, and teachers. Thai teachers provide English materials such as writing, speaking, pronunciation and others through TikTok videos and continue with face-to-face meetings virtual using the LINE application. For Thai students who are EFL learners, learning English is hard to understand.

To complete the data in qualitative research, thus semi-structured interviews were conducted. It collects data related to people's opinions, feelings, and beliefs in a particular situation in their words. It is also utilized to aid in comprehending individuals' experiences and the meaning they created towards the issue (Ary et al., 2018). The first semi-structured interview is conducted to reveal teacher perception and their experiences while implementing the LINE video call for teaching pronunciation using the TikTok video. It also investigates the affordances and obstacles from its utilization. To triangulate the results, the second semi-structured interview exposes students' perceptions and experiences during the LINE video call implementation using TikTok.

The interview proceeds for about 25-30 minutes for the teacher and the students. All interviews were recorded to make the data collection process more effective and to prevent distractions in writing notes during the interview process. It used English while interviewing and conducted the interview was done through a LINE video call. Then, the data were transcribed and examined to be explained inductively. Finally, it reflects on phrases, sentences or words generated by the participants in the relevant data, relates them to the research question, summarizes the important understanding from them, and concludes from the results and discussion.

FINDINGS
Teacher's Insights and Experiences toward Utilizing LINE Video Call for Teaching Pronunciation Using Tiktok Video

It addressed several questions related to teachers' perceptions and experiences while implementing the LINE video call for teaching pronunciation using the TikTok video. The responses are divided into their experiences, their benefits, and their constraints. First, the teacher was asked about her reasons for utilizing LINE video call for teaching pronunciation using the TikTok video. She stated that the use of LINE and TikTok is due to the pandemic era, which forced her to have an online class. In addition, one way to motivate the students is by using social media, which is very popular in Thailand; two of them are LINE and TikTok. Thus, the interview answers are revealed as follows:

> *Due to the pandemic, face-to-face schools are closed, so I can only teach through LINE and TikTok because it's easy for everyone. Moreover, LINE and TikTok are very popular in Thailand.*

Further, when asked about the steps to teach the students, the teacher said that there are four steps: opening, practicing together, practicing with friends, and presenting the vocabulary/pronunciation with the teacher (individually). Therefore, this interview statement from the teacher could be seen as follows:

I have 4 step to teach my students: (1) Opening: Tell them about the topic, present vocabulary, conversations, (2) Practice Together: I ask students to repeat the word after me, (3) Practice with Friends: Ask students to practice the pronunciation with his friend, (4) Present the vocabulary/pronunciation with the teacher (individually).

While implementing those steps, the teacher was also asked about the benefits of implementing LINE video call for pronunciation using the TikTok video. She proposed several benefits of implementing LINE video call by using the TikTok video. As reported by the teacher that the implementation of LINE video call by using TikTok video could enhance speaking skills and build self-confidence. Before using social media, the students are shy to speak up, yet using LINE video call by using TikTok video can trigger them to speak more. The evidence of the teacher's statement is revealed as follows:

I use CLT (Communicate Language Teaching) because English must to be speak out more than everything, must to be practice with other people, so students not shy. And for the technical benefit maybe usually I only use LINE and TikTok as communication apps with people and entertainment videos only. However, after using these 2 applications to learn the pronouns of my students, I was able to know other benefits of using this application. So it is more able to take advantage of existing technology in accordance with its era.

When I teach it at school, students feel embarrassed only some want to follow my instructions, they are embarrassed by other friends. But when they learn to use TikTok and LINE, they become more confident and not ashamed of their friends.

Apart from the benefits, the teacher also indicated several challenges while teaching the students via LINE and TikTok. In this case, the teacher needs extra time to remind the students about their assignments. Sometimes, a few students forgot about their duties while others did not join the class with LINE due to some problems. Another challenge is to make the students focus on the learning process. For example, some of them may enjoy their toys, drinks, and food. Thus, the teacher has difficulty in controlling the online class. The proof of the interview's results can be seen below:

Remind students many times to collect worksheets and practice pronunciation videos. Because if they are not reminded, they will forget, then sometimes there are students who do not join the class with LINE, so I have to go to their house one by one and ask what the problem that prevents them from taking online classes. Only some students are willing to listen and follow my pronunciation and instructions, others enjoy learning with toys, drinks and food.

When asked about preparing the materials, the teacher faces challenges while designing the materials and creating the activity. The teacher takes a much time to edit the video and to make the video attractively. The teacher's statement is provided as follows:

Yes, because have to prepare and create the activity, create the topic and it takes time to edit the video to deliver it attractively. But it's not a problem, because that's the only way for students to continue to study while the school is still closed.

Even though the teacher faced many challenges, she was excited because the students are more confident and could improve their pronunciation. It is proved through the score before using LINE, and TikTok is 5.9, while after joining the class through LINE and using Tiktok, the score increases to 8.07. Surprisingly, it is shocking to know that the students enjoy the course and improve their pronunciation skills. The evidence of the interview's results is presented below:

Yes of course, when they study in class directly, they feel ashamed that not all children want to speak with me. However, after learning pronunciation using TikTok and meeting me on a LINE video call, they were less shy and more confident. All students can and want to practice pronunciation. [Additional Information: pre-student average is 5.9 and Post is 8.07.]

From the interview results displayed above, it could be drawn that the teacher uses LINE video call and TikTok since those applications are easy to be applied in the online class. It can help her to motivate the students to learn English, especially their pronunciation. The benefits of implementing LINE video call for teaching pronunciation using TikTok video are enhancing speaking skills and building self-confidence. However, the teacher encountered some problems, such as needing extra time to remind the students related to their assignment. It is not easy to make the students focus on the learning process. Moreover, it takes a lot of time to the materials and creates the activity because it needs to edit the video and make it more attractive. Even though the teacher faced many challenges, she was excited because the students are more confident and could improve their pronunciation. It is proved through the score before using LINE, and TikTok is 5.9, while after joining the class through LINE and using Tiktok, the score increases to 8.07. It is surprising to know that the students enjoy the class and improve their pronunciation skills.

Students' Perspective to the Utilization of Line Video Call for Teaching Pronunciation Using Tiktok Video

It has been collected from teachers' insights and experiences toward utilizing LINE video call for teaching pronunciation using the TikTok video. Thus, it is essential to confirm the students' perceptions of using the LINE video call for teaching pronunciation using the TikTok video. It has been collected from the students' representations; three students are involved in this current study.

The first question is related to their perception of the use of LINE video call for teaching pronunciation using TikTok video whether it helps them or not. The students have a positive attitude toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English. Besides, it could help them to improve their English-speaking skills. They reported that they are more interested in joining the class since the application is not dull. Their statements are served below:

Student 1: *TikTok and Line Video can teach speaking and pronouns in an easy and fun way. So it really helps to increase my learning motivation.*

Student 2: *Learning English through TikTok and LINE video calls can improve my English-speaking skills.*

Student 3: *It's fun, it helps my speaking skills and makes me more interested in learning English with TikTok and LINE because it's not boring.*

The positive perceptions could be seen through the benefits they obtained while implementing the LINE video call for teaching pronunciation using the TikTok video. There are several benefits gained by the students, such as they are less shy and more confident. They can study everywhere and anytime. They could be able to practice vocabulary and conversation with friends. It is also fun because

it gives them the confidence to make practice videos that the teacher sends. The proof could be realized as follows:

Student 1: *I can practice by sending videos to the teacher, so it makes me less shy and more confident. Be brave to practice communication and conversation with friends and family.*

Student 2: *I can study anywhere and anytime. After watching the video, there is a desire to practice speaking with the family.*

Student 3: *Being able to practice vocabulary and conversation with friends, it's also fun because it gives you the confidence to make practice videos that are sent to the teacher. Increase vocabulary and be able to know/practice the correct pronunciation of words.*

Unless they perceive more benefits while implementing LINE video call for teaching pronunciation using TikTok video, they also got some problems while joining the online class. It covers technical and academic difficulties. For the technical challenges, they have an internet connection problem, so that they cannot join the course and get the materials. Related to academic issues, they have much homework to do. Thus, they feel that creating the video through TikTok takes much time. The shreds of evidence of students' responses could be revealed as follows:

Student 1: *So a lot of homework from the teacher and takes a lot of time to do it. It takes a lot of time to record pronunciation practice assignments.*

Student 2: *Internet connection and need special attention to understand the material. It must practice more often so that pronunciation and speaking are better so that there is more time to learn.*

Student 3: *Unstable internet connection so that it interferes with concentration during learning. Can't meet face to face in school with teachers, so have to be independent to understand the material on TikTok and LINE. Because I prefer there is direct interaction at school with the teacher, if there are questions about material that are not clear, the teacher can immediately answer without any interference with my internet connection.*

Overall, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. They got insight and knowledge to increase their vocabulary through a short video. They also can make use of TikTok as part of their media of learning English. Besides, one of them reported that they could learn independently through LINE video calls because they have enthusiasm for learning by using TikTok. The responses from the students are listed below:

Student 1: *This is my first-time learning English especially pronouns with TikTok and LINE video calls, and I'm very excited.*

Student 2: *Very happy and excited because the teacher teaches a lot of English vocabulary and pronunciation.*

Student 3: *It is fun and helps me to be able to learn English at home independently, in the video there are also interesting pictures and songs that can increase my enthusiasm for learning.*

From the students' interview results, it could be summarized that the students showed their positive perception toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English. Besides, it could help them to improve their English-speaking skills. They reported that they are more

interested in joining the class since the application is not dull. The students gain several benefits. They are less shy and more confident, they can study everywhere and anytime, and they could be able to practice vocabulary and conversation with friends.

Regarding the challenges, it covers the technical and academic problems. For the technical difficulties, they have an internet connection problem so that they cannot join the class and get the materials. Related to academic difficulties, they have much homework to do. Thus, they feel that creating the video through TikTok takes much time. Nevertheless, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation.

DISCUSSION

Referring to the findings based on research questions, this recent study distinguishes two exciting points: teacher's insights and experiences toward utilizing line video call for teaching pronunciation using TikTok video and how the students perceive the utilization of LINE video call for teaching pronunciation using TikTok video. It includes the affordances and the challenges of teachers and students while implementing the applications for learning pronunciation. From the teacher's perspective, the use of LINE and TikTok is due to its popularity, and it is easy to apply in this current situation (Xu, 2019). It is in line with the previous study done by Zaitun et al. (2021) that the TikTok application makes it easier for the students and teachers to obtain information. The students are excited to use TikTok since they can learn English in a modern way. Previous studies have also showed that a number of the EFL learners alleged that the application of social media combined with short videos could aid advance their English communication competence acquisition through self-regulated learning mode with the widespread topics shared by English teachers (Otchie & Pedaste, 2020; Xiong & Zhou, 2018).

In utilizing LINE video calls using TikTok, the teacher has several steps to follow, including opening, practicing together, practicing with friends, and presenting pronunciation with the teacher (individually). This step is in accordance the previous study done by Xiuwen & Razali (2021) who stated that teachers need to use at least three learning sessions to teach students how to use this popular online language learning tool and provide instructions on how to implement this teaching and learning plan. In addition, innovative teaching procedures are involved: introductions, watching authentic samples, and creating self-recorded videos. In this case, the first step is familiarization, where students are taught to get to know the TikTok language learning tool by watching some sample videos. The second step is to watch authentic samples. After grasping the basic skills of using TikTok tools and managing some samples, students must do their first task of making English recorded videos via TikTok. Assignments consist of creating a short 30 to 60-second video, in which students can choose one topic they are interested in expressing in English via the TikTok platform.

Based on the findings, the teacher gains many benefits from implementing LINE video call for teaching pronunciation using TikTok video while implementing those steps. As reported by the teacher that implementing LINE video call by using TikTok video could students' confidence in speaking skills (Al- Yaari, 2013; Zaitun

et al., 2021). Apart from the benefits, the teacher also indicated several challenges while teaching the students via LINE and TikTok. In this case, the teacher is required to deal with the limited time to prepare the materials. This is in line with the study by Hirschel (2021) that the teachers face several challenges during online classes including the effort to produce an effective materials and it takes much time to do that. Besides, the teacher has difficulty controlling the online class (Dennis, 2021; Gufron & Rosli, 2021). This finding is in in line with the study by Lee & Yin (2021) who reported that the Chinese secondary teacher had the difficulty to make the students focus in online learning and engage with the technology. Thus, she proposed that it should find another way to control the students in online classes. Sometimes, a few students forgot about their assignments while others did not join the class with LINE due to some problems such as internet connection (Gufron & Rosli, 2021; Johnson et al., 2016). Another challenge is to make the students focus on the learning process. It correlates to the study done by Kanoksilapatham (2021) reported that the students agreed that online learning was somehow helpful, and they were not under pressure to study online. However, upon closer inspection, their responses to the item regarding "online lessons keep their attention and keep them focused" clearly showed that online learning does not look as if to be successful, with the lowest average score of only 2.85. This finding seems to corroborate previous findings that most participants do not access all lessons online. Even though the teacher faced many challenges, she was excited because the students were more confident and could improve their pronunciation. Surprisingly, it is surprising to know that the students are enjoying the class and can improve their pronunciation skills (Al Arif, 2019).

It has been discussed the teacher experiences of implementing LINE video calls using TikTok video. Thus it is essential to deliberate the student's perception of the use of TikTok video in their classroom. The students have a positive attitude toward utilizing LINE video call for teaching pronunciation using the TikTok video. They said that it is easy and funny to use it to increase their motivation to study English (Xu, 2019). Besides, it could help them to improve their English-speaking skills. They reported that they are more interested to join the class since the application is not boring. These findings are in harmony with the previous studies done by Al Fadda (2020), Sherine et al. (2020), and Nurani & Widiati (2021). They stated that popular social media applications such as Instagram, WhatsApp, and Weblog make students are interested in learning English. They showed a positive attitude towards the utilization of these applications.

The students gain several benefits, such as they are less shy and more confident (Al- Yaari, 2013). Besides, they can study everywhere and anytime using a mobile device to learn (Gufron & Rosli, 2021). In this case, they could practice vocabulary and conversation with friends, and it is also fun because it gives them the confidence to make practice videos that the teacher sends. Unless they perceive more benefits while implementing the LINE video call for teaching pronunciation using the TikTok video, they also got some problems while joining the online class (Dennis, 2021). It covers technical and academic issues. For the technical difficulties, they have an internet connection problem, so that they cannot join the class and get the materials clearly (Efriana 2021, as cited in Ardiyansah 2021;

Johnson et al., 2016). Related to academic difficulties, the students have many tasks to do in online classes. It is in line with the previous study done by Budianto & Arifani (2021) that students and teachers have burden with the high-volume of online tasks. Thus, they feel that creating the video through TikTok takes much time. The students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. They got insight and knowledge to increase their vocabulary through a short video (Zaitun et al., 2021). They also can make use of TikTok as part of their media of learning English. Therefore, it could be summarized that English language learners showed their positive attitudes towards the utilization of TikTok in their learning process (Haerazi et al., 2020; Yunus et al., 2019).

CONCLUSION

From the explorations above, two points could be highlighted based on the research questions—the first point related to the teacher's perceptions of utilizing LINE video calls using TikTok video. From the teacher's perspective, the benefits of implementing LINE video call using TikTok video are increasing their vocabulary and building self-confidence in speaking English. Meanwhile, the problems are that the teacher has a lot of time to remind the students related to their assignment, it is difficult to make the students focus on the learning process. Moreover, it takes a lot of time to the materials and creates the activity because it needs to edit the video and make it more attractive. Nevertheless, even though the teacher faced many constraints, she was excited because the students were more confident and could improve their pronunciation. The second point is related to the student's perception; it is shown that they gain positive perception toward utilizing LINE video call for teaching pronunciation using TikTok video. For instance, they can increase their motivation and improve their pronunciation. They are more confident in speaking English. They are more interested in joining the class since the application is not boring, and they can study every time and everywhere. Regarding the challenges, they have an internet connection problem and have much homework to do, so they feel that creating the video through TikTok takes much time.

Nevertheless, the students are interested and very excited to join the course because TikTok and LINE video calls help them learn English, especially their pronunciation. Further study is highly recommended to explore other potential use of LINE video call using TikTok video in teaching other skills such as writing or speaking. It needs to include a more extensive subject of research to approve the possible use of this application as a forthcoming learning and teaching tool.

REFERENCES
Akter, M. Z. (2007). Teaching pronunciation: Does it matter? *Modern English Teacher*, *16*(3), 38.

Al Arif, T. Z. (2019). The use of social media for English language learning: An exploratory study of EFL University students. *Metathesis: Journal of English Language, Literature, and Teaching*, *3*(2), 224–233. https://doi.org/10.31002/metathesis.v3i2.1921

Al Fadda, H. A. (2020). Determining how social media affects learning English: An

investigation of mobile applications instagram and snap chat in TESOL classroom. *Arab World English Journal*, *11*(1), 3–11. https://doi.org/10.24093/awej/vol11no1.1

Al- Yaari, A. S. (2013). Using Audio-visual aids and Computer-Assisted Language Instruction (CALL) to overcome learning difficulties of sound system in students of special needs. *Journal for the Study of English Linguistics*, *1*(2), 205. https://doi.org/10.5296/jsel.v1i2.4742

Ardiyansah, T. Y. (2021). Pre-service teachers' perceived readiness in teaching online in international internship program. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *8*(1), 90–102. https://doi.org/10.22219/celtic.v8i1.16456

Ary, D., Jacobs, L. C., Irvine, C. K. S., & Walker, D. (2018). *Introduction to research in education*. Belmont, CA: Wadsworth.

Bagata, D. T. (2020). EFL University Students' Perception on the Use of Online Learning Platform. *Jurnal Penelitian, Pendidikan, Dan Pembelajaran*, *15*(34), 1–12.

Boonmoh, A., Jumpakate, T., & Karpklon, S. (2021). Teachers' perceptions and experience in using technology for the classroom. *Call-Ej*, *22*(1), 1–24.

Budianto, L., & Arifani, Y. (2021). Utilizing whatsapp-driven learning during covid-19 outbreak: EFL users' perceptions and practices. *Call-Ej*, *22*(1), 264–281.

Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Fifth). Los Angeles: SAGE.

Dennis, N. K. (2021). Challenges of implementation digital learning and online collaboration to teach pronunciation during the COVID-19 pandemic in Thailand. *Advances in Social Science, Education and Humanities Research*, *520*(Tvet 2020), 370–374. https://doi.org/10.2991/assehr.k.210203.150

Gilakjani, A. P. (2016). The significance of pronunciation in English language teaching. *English Language Teaching*, *5*(4), 96–107. https://doi.org/10.5539/elt.v5n4p96

Gufron, & Rosli, R. M. (2021). Exploring faculty's experiences in teaching english online: A study at the university level in indonesia. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, *22*(3), 126–145.

Haerazi, Utama, I. M. P., & Hidayatullah, H. (2020). Mobile applications to improve english writing skills viewed from critical thinking ability for pre-service teachers. *International Journal of Interactive Mobile Technologies*, *14*(7), 58–72. https://doi.org/10.3991/IJIM.V14I07.11900

Hirschel, R., & Humphreys, G. (2021). Emergency Remote Teaching : Comparing asynchronous online activities with traditional classroom instruction. *Computer Assisted Language Learning Electronic Journal (CALL-EJ)*, *22*(3), 261–286.

Ipan, D. A., Kulan, W., Igai, A., Christy, C., Blaise, B., Melor, &, & Yunus, M. (2020). Enhancing form 4 pupils' speaking skills via TikTok. *Changing Lives in Brilliant Ways*, *1*(November), 105–108.

Johnson, A. M., Jacovina, M. E., Russell, D. G., & Soto, C. M. (2016). Challenges and solutions when using technologies in the classroom. *Adaptive Educational Technologies for Literacy Instruction*, 13–29. https://doi.org/10.4324/9781315647500

Jumariati, J., & Febriyanti, E. R. (2020). LINE application: An alternative tool to develop writing abilities. *Journal on English as a Foreign Language*, *10*(1), 70–86. https://doi.org/10.23971/jefl.v10i1.1566

Kanoksilapatham, B. (2021). OER as language online lessons to enhance Thai University Students' English language skills in the COVID-19 pandemic era. *3L: Language, Linguistics, Literature*, *27*(2), 130–143. https://doi.org/10.17576/3L-2021-2702-10

Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. *ReCALL*, *20*(3), 271–289. https://doi.org/10.1017/S0958344008000335

Lee, H., & Yin, J. (2021). "As a teacher, COVID-19 means…": Stories of how English teachers in Asia developed resilience during the pandemic. *The Journal of Asia TEFL*, *18*(3), 764–779.

Nurani, S. G., & Widiati, U. (2021). Students' perceptions about the online listening courses during the Covid-19 pandemic. *Celtic: A Journal of Culture, English Language Teaching, Literature and Linguistics*, *8*(1), 126–139.

Otchie, W. O., & Pedaste, M. (2020). Using social media for learning in high schools: A systematic literature review. *European Journal of Educational Research*, *9*(2), 889–903. https://doi.org/10.12973/eu-jer.9.2.889

Paulston, C. B., & Burder, M. N. (1976). *Teaching English as a second language: Techniques and procedures*. Cambridge: Winthrop Puplishers, Inc.

Pratiwi, A. E., Ufairah, N. N., & Sopiah, R. S. (2021). Utilizing TikTok application as media for learning English pronunciation. *Proceedings International Conference on Education of Suryakancana 2021*, *12*, 372–382.

Raja, R., & Nagasubramani, P. C. (2018). Impact of modern technology in education. *Journal of Applied and Advanced Research*, *3*, S33–S35. https://doi.org/10.21839/jaar.2018.v3is1.165

Sherine, A., Seshagiri, A. V. S., & Sastry, M. M. (2020). Impact of whatsapp interaction on improving L2 speaking skills. *International Journal of Emerging Technologies in Learning*, *15*(3), 250–259. https://doi.org/10.3991/ijet.v15i03.11534

Xiong, Y., & Zhou, Y. (2018). Understanding east Asian graduate students' socio-cultural and psychological adjustment in a U.S. Midwestern university. *Journal of International Students*, *8*(2), 769–794. https://doi.org/10.5281/zenodo.1250379

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*, *9*(7), 1439–1451. https://doi.org/10.13189/ujer.2021.090710

Xu, L. (2019). Research on the causes of the "Tik Tok" app becoming popular and the existing problems. *Journal of Advanced Management Science*, *7*(2), 59–63. https://doi.org/10.18178/joams.7.2.59-63

Yunus, M. M., Zakaria, S., & Suliman, A. (2019). The potential use of social media on Malaysian primary students to improve writing. *International Journal of Education and Practice*, *7*(4), 450–458. https://doi.org/10.18488/journal.61.2019.74.450.458

Zaitun, Hadi, M. S., & Indriani, E. D. (2021). TikTok as a media to enhancing the

speaking skills of EFL student 's. *Jurnal Studi Guru Dan Pembelajaran*, *4*(1),
89–94.