Proposing Language Learning Material with Social Media Towards Learning Beyond Classroom (LBC): Integrating TikTok for EFL Junior High School Students' Speaking Material in Indonesia

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Abstract

This paper explores how TikTok can be used as a creative tool to help junior high school students in Indonesia improve their English speaking skills. By designing materials that combine classroom activities with real-world language use on TikTok, teachers can create fun and engaging lessons. The study follows practical teaching models and shows how speaking task can be connected to students' daily use of mobile phones. It also discusses the benefit of using TikTok such as building confidence, encouraging collaboration, and giving students access to real English and suggests way to solve common problems like privacy and tech issues. The goal is to help students become more active and independent in learning English, not just in school but anytime and anywhere.

Keywords: TikTok, Social Media in Education, Speaking Skills

Abstrak

Tulisan ini membahas bagaimana TikTok dapat digunakan sebagai alat pembelajaran yang kreatif untuk membantu siswa SMP di Indonesia meningkatkan keterampilan berbicara dalam bahasa Inggris. Dengan merancang materi yang menggabungkan aktivitas kelas dengan penggunaan bahasa yang nyata melalui TikTok, guru dapat menciptakan pembelajaran yang menyenangkan dan menarik. Studi ini mengikuti model pengajaran yang praktis dan menunjukkan bagaimana tugas berbicara dapat dikaitkan dengan penggunaan ponsel dalam kehidupan sehari-hari siswa. Tulisan ini juga membahas manfaat penggunaan TikTok, seperti membangun kepercayaan diri, mendorong kolaborasi, serta memberikan akses terhadap bahasa Inggris autentik, dan memberikan solusi atas masalah umum seperti privasi dan kendala teknis. Tujuannya adalah membantu siswa menjadi lebih aktif dan mandiri dalam belajar bahasa Inggris, tidak hanya di sekolah tetapi juga kapan saja dan di mana saja.

Kata Kunci: TikTok, Social Media in Education, Speaking Skills

Introduction

In this digital age, technology offers people a vast space for learning a language that might be explored and utilised. As an example of technological innovation, social media connects individuals worldwide through content creation, information sharing, and real-time conversation (Zeng et al., 2010). In other words, there is an opportunity for social media to shine as learning tools with meaningful and authentic language use outside the classroom (Richards, 2015). One of the examples of social media is TikTok; it helps learners acquire a language actively and collaboratively by allowing them to engage in short video creation and comment section provided. If teachers are aware of these features for learning a language, the interaction between language learners in this application will benefit language learning under the sociocultural theory and social constructivism (Vygotsky et al., 1978). As a result, learning a language through social media routines is now more attractive than learning in a limited classroom setting. Thus, teachers are suggested to take advantage of TikTok's popularity and features to produce language learning resources around it as a significant affordance for language acquisition.

It is noteworthy that even though previous research has demonstrated the favourable impacts of using social media as English learning tools, a limited number of studies have examined the usage of TikTok in EFL classrooms, particularly in learning beyond the classroom. However, research specifically discussed the implementation of TikTok for LBC among secondary EFL students. Despite grade disparities, Yang (2020) found that students had positive perspectives on utilising TikTok as an in- and out-of-class English learning platform to provide students with access to authentic learning materials. Moreover, the finding also suggested

that students expected to employ TikTok to improve their speaking. Thus, being an English teacher, I realise there is much space and possibilities to use TikTok to foster the students' speaking skills.

However, somewhat unfortunate that teachers mainly focus on bringing the technology into the in-class limited material rather than benefiting from learning space beyond the class. Moreover, Richards (2015) argues that what occurs outside of class and inside the classroom are two critical factors influencing the success of second language learning. The situation may exemplify how technology as a medium of Learning Beyond Classroom (LBC) integrates seamlessly with formal instruction to address the desire for language (Choi and Nunan, 2018).

From those considerations, teachers need to take opportunities to use a new form of technology such as TikTok to integrate in-class and out-of-class activities for learning English. Thus, in this paper, I will create a speaking material around TikTok as a MALL resource for LBC. The result will be a speaking worksheet for junior high students and a lesson plan for teachers to follow. The current discussion will be started with an introduction followed by the literature review about social media, its integration with LBC (Learning Beyond Classroom), and the need for creating speaking materials for LBC. The next part is the context that will explore the students, the curriculum, and the school setting. Then, the application will further explain how the learning material is designed and how the activities integrate in-class and out-of-class elements, along with specific implications and constraints. The last part is the conclusion.

1. Literature Review
1.1 Materials and The Role of Materials in Language Learning

To begin with, understanding the definition of material is crucial for the sake of the discussion. According to Tomlinson (2001, p. 66), materials are "anything utilised by teachers or learners to aid in the study of a language." Furthermore, Tomlinson (2012, p. 143) asserts that materials could include videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks, or photocopied exercises. This definition serves the extended meaning by saying that the distinguishing feature of materials is a pedagogical purpose. As a result, a clear distinction can be made between what materials are and what resources are.

1.2 Material Reconceptualisation in the Technological Environment: Material as Product or Process

Connecting to the previous point, the rise of Web 2.0 technology compels us to distinguish carefully between materials and sources. This circumstance was unavoidable because modern technology incorporates online interaction and user-generated content, which has altered the authorship paradigm (Mishan and Timmis, 2015, p. 79).

To add to their list of findings, they pointed out that materials that were thought of as "products," like courseware, the digital version of a coursebook, have been replaced by materials that were considered as "processes," like social networking sites, blogs, and the like (ibid). Now that term has been widened, learning materials are increasingly seen as intertwined with interaction, which acts/tasks as a framework for instruction and the tasks themselves. According to Reinders and White (2010, p.59), the content materials contain knowledge and data sources, while the process materials are tasks created around the source that allows students to practise their language skills. These types of materials will be covered in greater detail below:

1.2.1 Material as product/content

Mishan and Timmis (2015) illustrated this definition with data from a wiki. It becomes a "product" once printed and distributed to students like any handout or textbook. Unrelated to the technology that developed it, its presentation influences how it is used for learning. In other words, material as content emphasises how a specific material is presented rather than how the material is made or used.

1.2.2   Material as Process

This type of material is connected to TBLT (Task-Based Language Teaching), an approach that emphasises tasks for learning a language. Similarly, Mishan (2010, p.150) claims TBLT fits perfectly with the way people work when they use the internet, even though the idea of a task as a goal-oriented and learner-driven activity existed before the digital age. With the spread of participatory media like SNSs, blogs, wikis, etc., the link between the task and technology became even more substantial. Thomas (2009) also stated that teachers viewed SNS Web 2.0 as a chance to examine social constructivism in practice when social interaction precedes the development of an individual (Vygotsky, 1978) by utilising social collaboration technologies, such as social media. Figure 1 depicts the convergence of TBLT, social constructivism, and technology in Mishan and
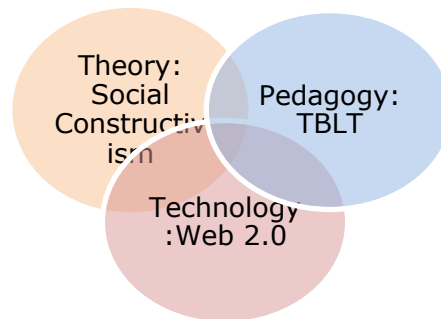
Timmis' (2015, p.86) study.

Figure 1. Tripartite Synergy (source: Mishan and Timmis 2015, p.86)

The figure shows that the three aspects overlap to maximise the value of using technological innovation. For example, social interaction may aid learners' learning via social media if pedagogical tasks are offered using the source.

1.2.2.1 Materials as processes/tasks: social media

Focusing on social media, also known as social networking, is currently presented as an online activity that includes specific types of community-building tools (Lamy and Zourou, 2013). Similarly, Musser (2007) explains that three essential elements characterise social media: user participation, in which social interaction and user-generated content boost user creativity; openness, which refers to a willingness to let others participate in the agile development paradigms; and network effects in which the value of a product increases as the number of users rises. These aspects suggest that social media allows individuals to be creative and interact with other people simultaneously.

Social media have profoundly altered the way a generation communicates and socialises. As previously stated, social media offer an excellent venue for implementing social constructivist theory, which views knowledge as a product of social interaction. Social media tasks and materials must encourage participation, the interchange of ideas, and a true sharing of information within a community to benefit from this advantage. Mishan and Timmis (2015) noticed that one good element of social media that might be used in language acquisition is that it is tilted toward the written form. However, due to the rapid advancement of technology, social media provides not only text-based material for language learning but also videos, for example, TikTok.

1.3 Mobile-Assisted Language Learning and TikTok

The use of mobile technology has increased substantially (smartphones, tablets, etc.), outnumbering laptops and traditional desktops (Pegrum, 2014), where this dynamic generates enthusiasm for MALL (Duman, Orhon and Gedik, 2015; Golonka, Bowles, and Frank, 2014).

There is a wide range of what constitutes MALL. Still, the prevalent traits include time and location flexibility, continuity of study across several devices, quick access to information, and customisation to personal study patterns (Duman et al., 2015; Kukulska-Hulme, 2012; Pegrum, 2014). Reinders and Pegrum (2016), on the

other hand, define mobile-assisted language learning (MALL) as online services or applications (or collections of websites or apps) or activities based on websites or apps. The websites and applications mentioned may specialise in language learning or be more generic.

In the context of language study, mobile technology and social media have formed a kind of symbiotic relationship. It also raises awareness of these devices as practical learning tools that can be utilised anywhere, at any time—for example, learning a language using social media on mobile phones such as TikTok.

Starting with the lockdown situation, TikTok's popularity began to increase (Omar & Dequan, 2020). Based on data from 2020, Indonesia is in second place with approximately 99 million TikTok users which place Indonesia as the second largest TikTok user in the world (Hidayat, cited in Luthen and Soelaiman, 2021). It is a social networking tool for creating 15- to 10-minute videos to share information with the online community using various filters, stickers, texts, background music, and lip-syncing templates, as illustrated in appendix 1. It has been indicated that TikTok for language learning increased students' communicative competence by utilising the features provided (Xiuwen and Razali, 2021) since students used the platform to hone their speaking skills by creating short video clips from their mobile phones. From this finding, it can also be seen that students can learn English on this site by watching short videos of native speakers which enhanced their ability to speak English in the same manner as native speakers. This brief overview indicates that MALL and TikTok have the potential to be used together as learning tools to improve students' speaking abilities.

1.4 Speaking Skills and the Need for Relevant Material Development for Activating In-Class and LBC

LBC could be initiated and suitable for learning language skills, for example, speaking. However, designing speaking material is somewhat challenging if teachers as the designer do not know which aspect to consider. Bygate (1987, cited in Bao, 2013) divides speaking skills into two categories: motor-receptive skills, which focus on structure and good mastery without necessarily employing contexts, and interaction skills, which focus on deciding how and what to say in a specific setting. However, these two skill sets should be taught in their application (Johnson, 1982, p. 22). In other words, they should complement one other for a communicative goal. Content-based activities are also reinforced (Tomlinson, 2013) to organise students from the first encounter and respond to meanings. Moreover, Bao (2013) argues when students learn to self-regulate their performance, they develop their speaking skills most effectively, instead of being controlled by external influences, such as the teachers. Thus, to maximise the speaking learning process, it is necessary to provide material for speaking skills that reflects these perspectives. Following Bao's (2013) suggestions for generating successful speaking materials, the development of speaking materials could be aided by speaking material development frameworks (see section 4.2.1)

1.5 What is Language Beyond Classroom (LBC)?

Before paving the ground to develop language learning materials for LBC, it is essential to understand what LBC is. There should be no restriction on where and when students can learn languages; it does not have to take place solely in the classroom; learning could take place at home and community (Hyland, 2004). Given that language acquisition is not only a learning process in a confined classroom, Barron (2004, p.6) contends that there are numerous physical or virtual settings of learning ecology in and out of school, such as online learning (Nunan and Richards, 2015) and surfing social media (Richards, 2015).

LBC becomes crucial because only a few people have the privilege to remain formal language learners in their careers. Moreover, learning has the best results when students have not only reached a specific degree of proficiency in the language, they are studying but also developed their ability to learn languages to the point where they can continue to learn independently (Reinders, 2020, p. 1). Consequently, LBC provides more options for students to advance their skills regardless of location or time constraints.

Additionally, Reinders and Benson (2017) have explored various terms of LBC used to fit the context of the research study (ibid), as described in figure 2.

DIMENSIONS OF LBC	TERMS
...................LOCATION............. When and where learning takes place	Out-of-class, after-class, extra-curricular, self-access, out-of-school, distance
...............FORMALITY............... The degree to which learning is linked to educational qualifications or structured by educational institutions	Informal, non-formal, naturalistic
...................PEDAGOGY................. The degree to which teaching is involved	Non-instructed, self-instructed
........................CONTROL..................... How decisions are distributed between the learner and others	Autonomous, independent, self-regulated

Figure 2. Dimensions of LBC (Source: Benson, 2011, cited in Reinders and Benson, 2017, p. 562)

Analyzing participation in a particular LBC is made easier with this model's basic framework. To put it another way, although LBC is primarily concerned with location, there are actually various other aspects to consider when considering LBC. Once the location of learning has been identified, we may establish if the learning is informal or formal, uninstructed or instructed, self-directed or directed by someone else.

1.6 Activation of In-class and Beyond Classroom

According to Choi and Nunan (2018), there is no such distinction between language learning inside the classroom and only activating the language outside of it. In other words, learners can acquire new language and language skills while activating their linguistic resources to communicate (Choi, 2017), within and outside of the classroom (Swain, 2000). Thus, the incorporation of an out-of-class component into language instruction is critical.

Research also indicates that effective language learners attribute their growth to time spent outside of class actively engaging with the target language (Lamb, 2002) because they spend a substantial amount of time outside rather than in class (Reinders, 2020). Thus, teachers should consider the out-of-class time and activities for their students to develop their language skills, as supported by Inozu, Sahinkarakas, and Yumru (2010), that learning outside the classroom contributes to language development. According to their findings, although there is a restrictive view of language acquisition in the classroom as the primary learning environment, both in-class and out-of-class activities are beautifully linked to increasing learning success. As a result, it is necessary to optimise in-class and LBC to achieve optimal language learning.

2. Context

This section provides some background information regarding Indonesian junior high schools' settings to understand the teaching practice context and material development. The following sections summarise the specific context.

2.1 The School Setting

The junior high school in discussion is a public school in one of Jember's subdistricts in Indonesia, with approximately 750 students enrolled each year. Despite its adequate school facilities, the institution lacks a language-learning laboratory despite its size. This school has a high-speed internet connection but only has a lab with Pentium 4 computers, which were used primarily to teach students how to operate Microsoft Word and Excel. However, this school offered many extracurriculars, including the English Club, where I volunteered as a tutor for one semester. This program was meant primarily for competition preparation. Still, in 2019 it was re-purposed as a place for students to practise their English, especially speaking, to improve

their fluency. This program is a compulsory for the ninth grade since the school want to generate graduates who are capable in English speaking.

This school also had a unique rule prohibiting students from riding motorcycles. However, because most kids lived far from school, they had to contact their parents to pick them up. As a result, the school lets students bring their phones. However, before beginning the lesson, students had to place their phones in the box on the teacher's desk labelled with their names. The teachers assisted them in organising the storage by creating a checklist. This regulation was implemented to prevent phone interruptions while in class.

As a teacher, I saw this as a chance to use mobile phones as a resource to assist students in learning English in a way that is interactive and enjoyable because the students are familiar with the technology and are exposed to a new method of language acquisition.

2.2 The Coursebooks Used in Context

No English coursebook was utilised for teaching at the school where I taught. The students were only given a bundle of worksheets known as LKS (Lembar Kerja Siswa/Students' Worksheet), which also doubled as a handbook for teachers to use when teaching English. This bundle was commercially published, and the school had an agreement with a particular publisher to purchase new copies each semester. The students did not use textbooks because they were more expensive to buy and had to be renewed each semester. In addition, although there were English coursebooks available, they were around seven years out of date. Therefore, the school employed LKS to continue the English learning process.

2.3 The Curriculum Applied in Context

The 2013 curriculum is used in Indonesia (The Regulation of Ministry of Education and Culture number 35 of 2008 on the Amendment of Regulation on 2013 Curriculum for Junior High School/Islamic Junior High School). It provides a unique approach known as the Scientific Approach (SA). The scientific approach is distinguished by its emphasis on the nature of science, with five stages in the process (observing, inquiring, investigating, associating, and sharing) that lead to the teaching and learning process being more student-centred. The teacher's role is that of a facilitator. However, following this curriculum, the time allotted to English in school has been reduced at all levels. Thus, teachers should find a means to adopt an effective learning method for their students in such limited time.

2.4 The Students in Context

The students were from the same subdistrict where the school located in. Judging from the location, it was not a rural area where students experience difficulty to access any technological innovation or internet.

Regarding their language competence levels, the students, particularly those in the ninth-grade class I taught, are presumably at the intermediate level. They had a general understanding of what the teachers were saying but had some difficulty on using the correct grammar or structure. Although learners may struggle to participate in native-speed conversation, they can make themselves understood in the classroom.

This condition was probably resulted from not learning English in elementary school after the Indonesian government updated the curriculum. Moreover, in 2013, the Ministry of Education and Culture implemented a rule stating that English was not a compulsory subject before the junior high school level (The Regulation of Education and Culture Ministry number 67 of 2013 on the Elementary School Curriculum, p. 9-10). At the intermediate level, the most important things for a teacher to do are to get students interested in the language and show them how it works in real life. Thus, teaching English in grade 9 in this situation is somehow more challenging.

3. Application

3.1 Proposal and Rationale

It is clear from section 3 that resources should be produced to match the needs of students in order to achieve optimum language learning outcomes. The context emphasises that there is insufficient time for students to develop their conversational abilities with the short amount of time available for English learning in class and inadequate school facilities. Likewise, Choi and Nunan (2018) suggest the importance to provide learners with the chance of learning beyond the classroom since exclusively In-class learning is insufficient for achieving high levels of competency in the acquisition of a second language. Moreover, Hyland (2004) asserts that there is no limitation of place and time on learning a language. Therefore, there is a need to provide learning that facilitates how learners can develop their skills in-class and out of class.

Figuring out that MALL provide the prevalent traits include time and location flexibility (Pelgrum, 2014), it strengthens the reason to use mobile phone as one of the tools of language learning. However, considering that this tool covers various applications inside, social media such as TikTok could be chosen as the learning resource as it has been proven of affecting learners' English proficiency positively (Xiuwen and Razali, 2021; Yang, 2020). Another compelling reason of using social media is the unique combination which benefit the characteristics of social media (interaction) to maximise the learning process (task-based learning), which can be seen in figure 1 of Tripartite Synergy in section 2.5.2.
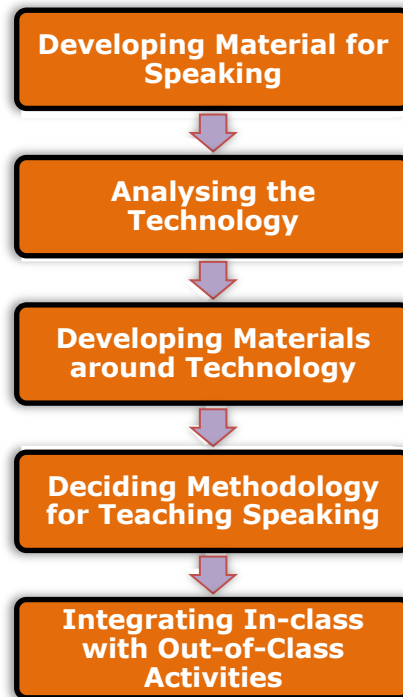
Thus, using social media, teaching speaking could be proposed by using TBLT to activate the unique correlation between social media, interaction, and the assigned tasks. The proposed activity for learners is also used to integrate between in-class and out-of-class activities. Although the TBLT theory is not created only for the development of speaking ability, some scholars suggest that a particular component of this methodology provides space for students to build their speaking ability (Foster and Skehan 1996; Skehan and Foster 1997; Bygate 2001). There is evidence, for example, that giving learners time to plan before tasks can help them produce language that is more fluent, accurate, or complex (Skehan 1998, cited in Goh 2007).

To achieve such a big aim for connecting in-class and out-of-class learning setting, firstly before developing material for a certain skill with such technology form, there is a requirement to analyse the technology that will be used in the learning process. Therefore, Bate's framework of ACTIONS (Bates, 1995, cited in Lambert and Williams, 1999, p. 7) will be used to decide how suitable TikTok as a learning resource is. After that, the learning materials will be developed by using some frameworks that will generate speaking tasks around technology (TikTok). The last stage is integrating the materials created for in-class and out-of-class activities.

3.2 The Material Development Procedure

 Technology may accelerate, magnify, and broaden the impact of successful learning activities in and out of the classroom when properly developed and intelligently utilised. However, to be transformative, selected frameworks and clear procedures must be used to achieve the material goals. Thus, these following frameworks are chosen to create proper speaking material with technology (social media) and activate the integration of in-class and out-of-class learning, which will be illustrated in the format given and explained in each section.

Figure 3. The procedure of Developing Tasks around Technology

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┌──────────────────────────────┐
│  Developing Material for      │
│         Speaking              │
└──────────────────────────────┘
              ↓
┌──────────────────────────────┐
│      Analysing the            │
│       Technology              │
└──────────────────────────────┘
              ↓
┌──────────────────────────────┐
│  Developing Materials         │
│   around Technology           │
└──────────────────────────────┘
              ↓
┌──────────────────────────────┐
│  Deciding Methodology         │
│  for Teaching Speaking        │
└──────────────────────────────┘
              ↓
┌──────────────────────────────┐
│  Integrating In-class         │
│  with Out-of-Class            │
│       Activities              │
└──────────────────────────────┘
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3.2.1 Developing Material for Speaking

Looking at the context, speaking is vital to help learners become familiar with English after being 'far' from English exposure for some years. Moreover, Bao (2013) notes that a wholly supported learner ability will encourage and maximise speaking performance. His notion is reflected in "a proposed framework for effective speaking materials":

The effective materials for oral communication should enable learners to share and process information, control meanings, choose how to participate, use affectivity, use individual knowledge, become aware of ellipsis in spoken language, and go beyond the Initiate-Respond-Feedback (Bao, 2013, p. 416)

The points of above recommendations would be explored as a guidance to fulfill the need of effective speaking material.

Starting with considering that speaking should enable learners to process the information rather than just sharing it through interaction (Bao, 2013). Processing information implies exchanging ideas by allowing students to draw on their own experiences and perspectives, for example expressing preferences and suggesting solution. As a result, learners' current ability and more advanced ability can be bridged by performing novel language functions that have never been performed before, this can lead to greater second language development (Fluente, 2002).

According to Tomlinson (2010, p.90) self-directed learning is also needed in speaking materials to facilitate learner on making their own decision and take control of their performance, instead of waiting for the teachers to instruct them. This situation somehow will allow the real-life communication because students voluntarily

speak. This might be accomplished by encouraging students to ask a question or share their own perspectives on a particular scenario.

Individual learners' interests should be sparked and enhanced by the materials (Brumfit and Robert, 1993) as well as their emotional engagement (Breen and Candlin, 1987). Students will be perplexed if the material is too strange to them and they are unable to discuss it properly because of this (Hunter and Hofbauer, 1989).

By making feedback into a question or a provocative remark, Bao's IRF model suggests that the most successful materials involve classroom conversation beyond the feedback stage in order to maximise student production. Appendix 2 contains the student worksheets that were produced in accordance with these guidelines.

3.2.2   Analysing the Technology before Developing Material

Before dedicating energy and time to adopting technology-based materials, it is helpful to have a framework against which to measure the resource potential worth. In this case, Motteram (2011, p. 310) suggests that teachers can use Bate's ACTIONS model (Bates, 1995, cited in Lambert and Williams, 1999, p. 7) to consider their decision to try new technology for teaching. He adds that Bate's theory has long advocated using technology to facilitate learning (ibid). This model not only gives references and insights for this stage, but it also reduces the possibility of missing essential technology utilization criteria. All of the criteria are stated as questions that must be answered in order to assess the effectiveness of various parts of technology. Thus, before proposing TikTok for the source of material development, this application will be analysed using ACTIONS model. The model will be further explained in appendix 3.

The appendix 4 explains how Bate's model (Bates, 1995, quoted in Lambert and Williams, 1999, p. 7) was used to analyse TikTok. After learning the outcome of the analysis, it is possible to conclude that developing material with TikTok is simple and inexpensive. Considering the context given, adopting TikTok as a learning tool would not be a burden although using phones is the major prerequisite for learning for in-class and out-ot-class. All in all, it is practical and would be beneficial to use TikTok to facilitate the learners' needs especially for teaching speaking. Thus, it is safe to step on the next procedure of building tasks around TikTok.

3.2.3   Developing Materials around Technology

Following consideration of the chosen technology, the next stage is constructing materials around TikTok. For example, one framework that could assist teachers in creating materials with technology is Misan and Timmis' framework of 'Materials Using Technology' (2015, p.90). This framework is chosen because it integrates the distinctive interactivity of mobile devices and apps, Web 2.0 technologies, and social media (as seen in figure 2) into compact digital-age content, which could benefit learners to learn English with social media. Appendix 5 shows a set of this material design framework, while appendix 6 will show the result of using this framework.

3.3.4   Proposing Teaching Methodology to Create a Lesson Plan for In-Class Activity

To utilise the potential of TikTok for both in-class and out-of-class learning, it is necessary to develop materials for speaking and using the suitable technological form, as well as to propose a teaching strategy for the classroom.

Following Mishan and Timmis (2015)'s recommendation, the following instructional technique is TBLT, which build tasks around web 2.0 technology to enhance the social constructivist benefits of social media engagement. This strategy reflects the notion that social media must be accompanied by appropriate tasks in order to be a useful learning resource, as depicted in Figure 2. The three phases of this technique are pre-task, task cylce, and post-task (Willis, 1996), where teachers and students have distinct responsibilities under each of these stages.

Engaging students' thinking about a subject is part of pre-task, which is the initial step. Due to time constraints, it is a good notion to emphasise exponents and make non-salient grammatical characteristics more prominent in order to allow students to acquire more in the input phase in less time (Schmidt and Frota, 1986). That is

why it is so important for students to become familiar with the material at this stage, as it helps with language learning and helps them accomplish their work (Willis, 1996, p. 44). Setting up the scene and preparing certain pupils for the task's linguistic emphasis are examples of pre-task activity that may be included in a lesson plan. Using the task cycle, students will be compelled to work in the target language in order to expand their knowledge of the language and generate interlingual forms (Willis, 1996, p.53). At this point, students are invited to work together on a project with their classmates. Team members are less likely to be reluctant to participate in the learning process because they are driven to fulfil the team's mission (Ehrman and Dörnyei, 1998). At this phase, the teacher may stimulate student critical thinking and self-directed learning by maintaining a safe distance from the students.

An emphasis on correctness and complexity may be brought to the post-task reporting phase by Willis and Willis (1996), however they do not stipulate that the report should be spoken. Repetition of assignments seems to be beneficial for students (Bygate 2001). Consequently, after working with their colleagues in the classroom, the students are requested to create a video project with the same topic using TikTok. For students, this project will allow them to reflect on their speaking practise in class and provide them the opportunity to further their learning outside of the classroom. As a result, classroom and outside-of-class learning are intimately linked. However, before asking the students to do such project as the homework, the short videos and transcripts of an actual L2 discussions in TikTok are then shown to the students as the model and clues for doing the project. The students then could concentrate on vocabulary and intonation in the short videos recommended/provided, as well as precise word pronunciation. Recording their dialogues is the last step for students to complete. These set of tasks will be written in a lesson plan for the teacher to follow (see appendix 7).

3.3.5 Towards Learning Beyond Classroom: Integrating In-class with Out-of-Class Learning

The next step is to generate opportunities for LBC after the material for a speaking skill has been created. To integrate in-class and out-of-class activities as well as promote students' learning beyond the classroom, there are four indicators by Reinders (2020) that teachers should follow, as depicted in figure 4.

Figure 4. An Ecology for Moving from In-Class to Beyond-Class Learning (Source: Reinders, 2020, p. 4)

Looking at the illustration, we can see four roles of teacher and learning environment to help students gradually move from learning in class toward LBC. In the first stage, teachers encourage students to think about opportunities outside the classroom to make them aware of them and get them excited about them. In the second stage, teachers prepare the students for LBC by giving them controlled practice in class. In the third
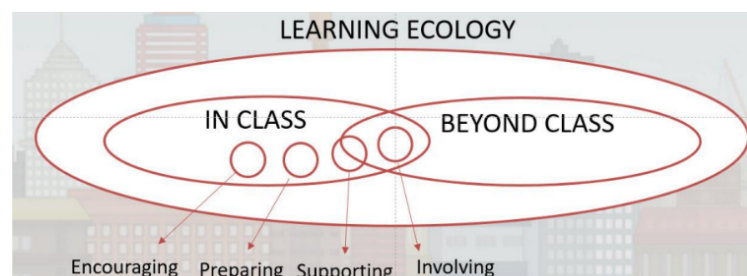
stage, teachers support the student by providing help (for example, through monitoring, feedback, and guided activities) during LBC. Finally, the fourth stage gives the students LBC learning opportunities that require little help. This process is part of a learning ecosystem that sees learning in and out of the classroom as connected. Teachers need to understand these stages of the shifting process to help teachers on designing the appropriate tasks around the source to support the out-of-class learning. This sets of notions are used to create lesson plan in appendix 7 to help teacher connect in-and out-of-class activities.

4.4 The Potential Benefits of Using TikTok for Activation in and Beyond Classroom

Considering that TikTok falls under the category of social media, Richards' (2015, p.13) social media comments reveal the application's strengths.

4.4.1 **Collaborative Learning**: TikTok can be used to foster cooperation and social connections (McLoughlin and Lee, 2010, p.38). In this case, teachers can adjust the tasks surrounding TikTok to be in groups, such as creating roleplay videos in pairs for a specific topic or commenting on each other's videos. As a result, it would compel students to work together to create the best possible videos.

4.4.2 **Multimodal Input**: TikTok supports a variety of language input methods. It can be observed in the captions of each short video, audio, comments, subtitles, questions and answers, or even dialogues in English-language videos. Of course, to access this multimodal source, users or learners must first search for what they are looking for using a hashtag, title, or username. #learnEnglish, for example, or learn English. For example, if students follow a specific user, they will be able.

4.4.3 **Authentic Input**: TikTok exposes students to real-world language use in various contexts, including spoken and written dialogue. TikTok videos will also loop and can be replayed many times, providing the opportunity for learning through the repetition of authentic input.

4.4.4 **Autonomous Learning:** According to McLoughlin and Lee (2010, p.38), social media fosters the development of learner autonomy. TikTok for language learning reflects this idea as well. It enables students to freely select the videos they want to watch based on their needs by using the search feature, which promotes autonomous learning (Rahimi, van den Berg and Veen, 2013). Furthermore, students can create their videos or duet on any video. After that, upload and personalise with stickers, filters, and voice changers. As a result, it will encourage students to practise their English and motivation to be creative.

4.5 The Alleged Problems and Solutions of Using TikTok for Activation in and Beyond Classroom

Greenhow and Robelia (2009) address several problems of social media, which may also be applied to TikTok as a form of social media, as follows:

4.4.5 **Operation Difficulty:** Some students may be unfamiliar with specific social media platforms, which may hinder their ability to use them for educational purposes. Teachers must provide step-by-step guidance if this occurs while students are studying using TikTok. To avoid this disadvantage, they should introduce students to the application and provide brief instructions before using it in the classroom.

4.4.6 **Privacy:** According to Greenhow and Robelia (2009), the possible risk of adopting social media is the difficulty in maintaining students' anonymity, not to mention the possibility of feeling undesired in their online communities. To control such attitude, teachers may want to use the technology that students use to communicate and have fun, but students may see this as an intrusion into "their space." (Mazer, Murphy & Simonds, 2007). However, in TikTok, teachers can protect their students' privacy by instructing them to set their account to "private account" mode. It will allow students to secure their videos as well as any unfamiliar accounts that are not supposed to watch or comment on their videos.

5 Conclusion

It is possible to learn a new language in this digital era since technology provides a wide range of options for doing so. Through the development of material using technology, social media can serve as a relevant and authentic language usage outside of the classroom (Richards, 2015). However, such advancement should be walking along with the learners' needs. While in-class learning alone is not sufficient for achieving high levels

of competency in language acquisition, Choi and Nunan (2018) argue that students should be given the opportunity to study outside the classroom and there is no limit to where or when an individual may acquire a new language (Hyland, 2004). This necessitates the provision of instruction that encourages learning both in and out of the classroom.

In-class learning are always viewed as the major source of information since it is where the formal education obtained, meanwhile the outside-world gives the actual use of learning a language. These two components should be merged in order to reduce the gap between language input and the real-life application.

A good relationship between classroom and non-classroom learning may be made by utilising social media. Although it is difficult to link in-class activities with out-of-class activities owing to the lack of study, it does not indicate that it will be impossible. Consequently, this endeavour should be performed in an ongoing progression for the benefit of students' needs and the efficiency of learning. For future research, it would be beneficial to evaluate the efficacy of integrating in-class and out-of-class learning to know more deeply how these types of learning could affect the learners' cognitive.

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