

Influence of Tiktok Usage on English Language Proficiency Among Junior High School Students

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ABSTRACT : This study explored the influence of TikTok usage on the English language proficiency of Grade 7 students at an Integrated School in Villanueva, Misamis Oriental, Philippines. Specifically, it examined how students' frequency of use, purpose of usage, and engagement in English-language activities on TikTok relate to their proficiency in vocabulary, grammar, and reading comprehension. Using a descriptive-correlational research design, the study employed total population sampling involving 159 junior high school students. A validated and reliable questionnaire was used to collect data, including adapted items from standardized English proficiency assessments. Descriptive statistics revealed that most students use TikTok primarily for entertainment, with limited engagement in educational English-language content. The results showed that the majority of students demonstrated low proficiency levels in grammar and reading comprehension. Spearman correlation analysis indicated no statistically significant relationship between TikTok usage patterns and English language proficiency. Additionally, ANOVA results showed no significant difference in vocabulary scores based on the purpose of TikTok usage. These findings conclude that while TikTok can serve as a platform for incidental exposure to English, it cannot be considered an effective standalone tool for improving English language skills. The study recommends the guided use of educational TikTok content to supplement classroom instruction and further research on structured digital interventions that can positively impact language learning in formal education settings.

KEYWORDS –Engagement, English Language Proficiency, Grammar, Reading Comprehension, TikTok Usage

I. INTRODUCTION

Social media has significantly transformed daily life by reshaping the way people connect, learn, and share ideas. Initially designed for social networking, these platforms have evolved into powerful educational tools, offering users exposure to diverse linguistic content. This role became even more essential during the COVID-19 pandemic, as digital platforms became essential for remote learning and 21st-century learning framework.

Among the most popular social media platforms is TikTok, a short-video application that enables users to create and share content on various topics. With approximately 2.05 billion users, TikTok ranks as the 5th widely used social media platform globally, capturing 7.09% of social media users (Datareportal, 2024). Originally intended for entertainment, TikTok has emerged as a valuable tool for language learning, allowing users to practice speaking, enhance communication skills, and engage with educational content.

The Philippines has long faced challenges in English language proficiency, as reflected in international assessments. The Programme for International Students Assessment (PISA), conducted by the Organisation for Economic Cooperation and Development (OECD), provides a global evaluation of students' performance. In

2018, the Philippines ranked the lowest in reading comprehension, with 80% of Filipino students struggling to understand complex texts (OECD, 2019). Additionally, only 0.05% of students reached Level 5 proficiency, indicating advanced reading skills (DepED, 2019). By 2022, the PISA results showed minimal improvement, with the Philippines ranking sixth lowest in reading. Only 24% of students achieved basic reading proficiency (Chi, 2023). Recognizing this educational crisis, the Department of Education (DepED) implemented initiatives such as Sulong Edukalidad and the MATATAG Curriculum in 2023 to improve the country's educational framework and enhance students' reading skills and writing skills.

Recognizing TikTok's potential as an educational platform, the Department of education (DepED) launched the TikTok for Education initiative to integrate the platform into teaching and learning. This effort began with the "TikTok for Education: The Educators' Content Creation for Interactive Teaching" webinar, which aimed to equip teachers with the skills to create engaging and instructional content (DepED, 2021). This initiative seeks to enhance digital learning strategies and support innovative educational practices. Recent studies suggest that TikTok can have a positive effect on English language learning. Recent studies suggest that TikTok can positively influence English language learning. Sun et al. (2022) found TikTok usage showed a strong positive correlation with grammar proficiency, suggesting that the platform can be an effective tool for enhancing these language skills.

However, despite the increasing exposure to social media, studies have also identified gaps in English proficiency among Filipino students. Al-Freih(2023) examined Grade 7 students at Mariveles National High School (Cabcaban Annex) and found that despite their high exposure to social media, their English proficiency remained at the beginning level, with no students reaching developing or advanced levels. Similarly, according to the study of Abanador& Malonzo(2022), Grade 7 learners at Cotabato City National High observed that while students excelled in viewing skills due to social media exposure, they struggled significantly in listening, speaking, reading, and writing.

Despite these findings, there is limited research specifically examining the influence of TikTok on English proficiency among junior high school students in the Philippines. While previous studies have explored general social media use in language learning, few have focused on TikTok's role in developing vocabulary, grammar, and reading comprehension. Additionally, existing studies have primarily been conducted in higher education settings, leaving a gap in understanding how TikTok impacts younger learners. This study aims to address this gap by investigating the influence of TikTok engagement and English proficiency specifically on grammar, vocabulary, and reading comprehension among Grade 7 students at Integrated School.

II. CONCEPTUAL FRAMEWORK

This study is grounded on the premise that TikTok usage—as a modern social media platform—can influence students' English language proficiency, particularly in vocabulary, grammar, and reading comprehension. The schematic diagram illustrates the hypothesized relationship between the independent variable, which is the profile of TikTok usage, and the dependent variable, which is English language proficiency.

The independent variable is operationalized into three components: Frequency of usage: how often students access TikTok; Purpose of usage: whether for entertainment, education, or communication; and Engagement in English-language activities: active participation such as viewing, commenting, or creating English content. The dependent variable, English language proficiency, is measured through: Vocabulary (word knowledge and usage); Grammar (sentence structure and accuracy); Reading comprehension (understanding and interpreting texts).

The framework is underpinned by Social Learning Theory (Bandura, 1977), which emphasizes learning through observation, imitation, and modeling in social contexts—such as TikTok’s interactive environment. It is further supported by Extramural English Learning (Sundqvist & Sylvén, 2022), highlighting language acquisition outside formal education through digital media.

Recent studies support this conceptual link. For example, Pham et al. (2023) found that TikTok use positively impacted vocabulary acquisition through repeated exposure to authentic content. Sun et al. (2022) demonstrated that students using TikTok for educational content showed improvement in reading comprehension. However, Al-Freih (2023) warned that casual use of TikTok, mainly for entertainment, may not significantly improve formal language skills.

Thus, this framework suggests that intentional and frequent engagement with English content on TikTok may foster improvements in language proficiency, though outcomes may vary depending on the nature of use.

III. PROBLEM STATEMENT

This study aims to investigate the influence of TikTok usage on the English language proficiency, specifically grammar, vocabulary, and reading comprehension of Integrated School students. Specifically, it seeks to answer the following questions:

1. What is the profile of the respondents’ TikTok usage in terms of:
 - 1.1. Frequency of use;
 - 1.2. Purpose of usage; and
 - 1.3. Engagement in English language activities?
2. What is the level of English language proficiency of the respondents in terms of:
 - 2.1. Vocabulary,
 - 2.2. Grammar, and
 - 2.3. Reading Comprehension?
3. Is there a significant influence of TikTok usage on the students’ English language proficiency?

This study is hypothesis-free for Problems 1 and 2, as these are descriptive in nature. For Problem 3, which seeks to determine the influence of TikTok usage on students’ English language proficiency, the following null and alternative hypotheses are formulated and will be tested at the 0.05 level of significance:

Null Hypothesis (H_0): There is no significant influence of TikTok usage—measured in terms of frequency of use, purpose of usage, and engagement in English language activities—on the English language proficiency of students, specifically in vocabulary, grammar, and reading comprehension.

IV. METHODOLOGY

This study employed a descriptive-correlational research design to examine the influence of TikTok usage on the English language proficiency—specifically vocabulary, grammar, and reading comprehension—of Grade 7 students. This design allowed the researchers to determine relationships between variables without manipulation (Bhandari, 2021). The study was conducted at San Martin Integrated School, a DepEd-managed partially urban Secondary Public School located in Barangay San Martin, Villanueva, Misamis Oriental, Philippines. The respondents were 159 Grade 7 students selected through total population sampling, as all students across three sections were included. Necessary approvals were obtained from the research instructor, adviser, dean, and school principal. Parental consent and student assent were secured before administering the

questionnaire. Surveys were conducted face-to-face to ensure clarity and data reliability. Ethical guidelines, including voluntary participation and confidentiality, were strictly followed.

A modified and validated questionnaire served as the primary instrument. Part I assessed TikTok usage in terms of frequency, purpose, and engagement in English-language activities. Part II evaluated English proficiency using adapted items from the İstanbul Gedik University English Proficiency Exam, covering vocabulary, grammar, and reading comprehension. Two expert validators assessed the instrument using a 4-point scale. Item-Level Content Validity Index (I-CVI): 43 of 48 items scored 1.00; 5 items scored 0.50. Scale-Level CVI using the Average method (S-CVI/Ave): 0.948, indicating high content validity (Yusoff, 2019). To ensure internal consistency: Cronbach's Alpha (CA) was computed during the pilot test. TikTok Usage section: 0.89. English Language Proficiency section: 0.91. These values demonstrate excellent reliability, confirming the instrument's consistency in measuring intended variables. Responses were scored and categorized to interpret levels of TikTok usage and language proficiency. Descriptive statistics were used for Problems 1 and 2. Spearman correlation and ANOVA tested the relationship between TikTok usage and English proficiency at a 0.05 significance level.

V. RESULTS AND DISCUSSION

Table 1 provides a breakdown of the respondents' TikTok usage frequency. The data indicates a varied range of usage patterns among the respondents. A significant portion of the respondents, specifically 61 individuals (38.99%), fall into the "High Usage" category, using TikTok every day for 1-2 hours. This suggests that daily engagement with the platform is common among a substantial number of participants. However, it's important to note that a considerable number of respondents also exhibit less frequent usage. Both "Very Low Usage" (less than a week) and "Low Usage" (1-3 times a week) account for notable portions of the respondents, with 41 (25.16%) and 37 (23.27%) individuals, respectively. In contrast, "Moderate Usage" (4-6 times a week) is less prevalent, represented by only 8 respondents (5.03%). Furthermore, the "Very High Usage" category, involving TikTok use every day for 3 or more hours, represents the smallest group, with only 12 respondents (7.55%). Overall, the data illustrates a spectrum of TikTok usage, with a notable concentration in the daily 1–2-hour range, but also significant representation in the less frequent usage categories.

Table 1. *Frequency Distribution of Respondents' TikTok Usage in terms of Frequency of Use*

Frequency of Use	Frequency	Percentage	Description
Less than a week	41	25.16	Very Low Usage
1-3 times a week	37	23.27	Low Usage
4-6 times a week	8	5.03	Moderate Usage
Every day (1-2 hours)	61	38.99	High Usage
Every day (3 or more hours)	12	7.55	Very High Usage
Total	159	100	

The findings on TikTok usage patterns among Grade 7 students have significant implications for language learning. The varied range of usage patterns, with a substantial number of respondents falling into the 'High Usage' category, suggests that regular engagement with the platform is embedded in the daily routines of many students.

These findings are supported by previous research, such as the study by Sun et al. (2022), which found that students who consistently engaged with English content on TikTok showed improvements in vocabulary, grammar, and listening skills. However, they emphasized that the type and quality of content accessed play an important role in these outcomes. On the other hand, students with infrequent exposure to English-language content, as reported by Al-Freih (2023), scored lower on vocabulary assessments, highlighting the importance of even brief but consistent exposure to English through digital media. The pattern of TikTok usage among Grade 7

students aligns with the study's theoretical framework, particularly Bandura's (1977) Social Learning Theory and Sundqvist and Sylvén's (2022) concept of 'Extramural English Learning.' Both theories emphasize that meaningful language acquisition depends not only on the frequency of exposure but also on the quality of interaction, intentionality, and the contextual relevance of the learning material.

The findings suggest that while high-frequency TikTok users have greater exposure to English, without intentional learning strategies, they may not fully realize the platform's educational benefits. Students with low and very low usage are at a particular disadvantage, missing opportunities for incidental language learning. Therefore, guiding students toward purposeful engagement with English-language content on TikTok is essential for harnessing its potential as a supplementary tool for enhancing English proficiency among Grade 7 learners.

Table 2 illustrates the various purposes for which respondents use TikTok. The most common purpose, with 108 respondents (67.92%), is "Entertainment (watching funny, dance, or music videos)". This indicates that a significant majority of the respondents primarily use TikTok for entertainment. In contrast, "Education (watching informative videos, tutorials)" is the second most frequent purpose, but with a much smaller representation of 26 respondents (16.35%). The remaining purposes are used by even fewer respondents: "Social Interaction (connecting with friends, engaging in comments)" accounts for 12 respondents (7.55%), "Self-expression (creating and posting content)" has the lowest frequency with only 3 respondents (1.89%), and "English language learning (following English-based content, improving skills)" is used by 10 respondents (6.29%).

Table 2. *Frequency Distribution of Respondents' TikTok Usage in terms of Purpose of Usage*

Purpose of Usage	Frequency	Percentage
Entertainment (watching funny, dance, or music videos)	108	67.92
Education (watching informative videos, tutorials)	26	16.35
Social Interaction (connecting with friends, engaging in comments)	12	7.55
Self-expression (creating and posting content)	3	1.89
English language learning (following English-based content, improving skills)	10	6.29
Total	159	100

The findings on TikTok usage purposes among Grade 7 students have significant implications for language learning. The dominance of entertainment as the primary purpose of TikTok usage, with 67.92% of respondents using the platform for watching funny, dance, or music videos, suggests that students primarily view TikTok as a source of entertainment rather than a tool for learning.

These findings are supported by previous research, such as the study by Alghamdi et al. (2022), which found that Grade 7 EFL students in Northern Sumatra predominantly engaged with TikTok for humorous and musical entertainment. Similarly, Al-Freih (2023) emphasized that while student engagement with TikTok was generally high, its use for academic purposes remained secondary to entertainment. Despite the primary use of TikTok for entertainment, research suggests that the platform holds significant potential for English language learning if strategically guided. Studies by Alghamdi et al. (2022) and Al-Freih (2023) found that students who intentionally engaged with English-based content on TikTok experienced measurable improvements in speaking fluency, pronunciation, and comprehension. The findings suggest that educators can creatively and intentionally integrate TikTok into English language teaching to enhance students' language proficiency. This can be achieved by encouraging students to follow curated English-learning accounts, participate in educational

challenges, and create content with linguistic goals. By doing so, TikTok can shift from being a platform of passive consumption to a powerful tool for language learning.

Table 3 presents the frequency distribution of respondents' engagement in English language activities on TikTok. The table uses descriptive terms to categorize the level of engagement, ranging from "Never" to "Always." A significant portion of the respondents, 91 (57.23%), indicated "Sometimes" engagement, representing "Moderate Engagement." This suggests that a majority of the respondents have some level of involvement in English language activities on the platform, but it's not consistent behavior. The second largest group, 24 (15.09%), reported "Always" engagement, or "Very High Engagement," indicating a notable subset of respondents who are consistently involved in English language activities. Those who engage "Often," or show "High Engagement," make up 13 respondents (8.18%). On the other end of the spectrum, 11 respondents (6.92%) "Rarely" engage, classified as "Low Engagement," and 20 respondents (12.58%) "Never" engage, representing "Very Low Engagement." The table reveals that while a majority of respondents have at least some engagements in English language activities on TikTok, the level of engagement varies, with "Sometimes" being the most common and "Never" being a less frequent occurrence.

Table 3.*Frequency Distribution of Respondents' TikTok Usage in terms of Engagement*

Engagement	Frequency	Percentage	Description
Always	24	15.09	Very High Engagement
Often	13	8.18	High Engagement
Sometimes	91	57.23	Moderate Engagement
Rarely	11	6.92	Low Engagement
Never	20	12.58	Very Low Engagement
Total	159	100	

This suggests that while students are interacting with English materials, this exposure is not consistent enough to guarantee substantial language development without additional support. These findings are supported by previous research, such as Sun et al. (2022) and Khan& Akhtar(2023), which highlight the potential of TikTok as a valuable tool for language learning due to its engaging and entertaining format. The existence of respondents who rarely or never engage in English activities on TikTok signals a potential digital divide in terms of access, interests, or digital literacy skills (Pham et al., 2023). Students with minimal exposure to English content on TikTok miss opportunities for incidental learning, which can hinder language development.

Guiding students on how to engage purposefully with educational and language-rich content on TikTok is essential to realize its potential as a supplementary tool for English language learning. Educational strategies should focus on promoting purposeful engagement with English language content, particularly for students with low or no engagement.

Table 4 illustrates the distribution of respondents' English language proficiency levels in vocabulary, categorized into five descriptive levels: "Excellent," "Very Good," "Satisfactory," "Needs Improvements," and "Poor". The data reveals that the largest group of respondents, 58 individuals (36.48%), fall into the "Needs Improvements" category, indicating that a significant portion of the respondents have difficulties with vocabulary. Following this, 45 respondents (28.30%) are classified as "Satisfactory," suggesting a moderate level of vocabulary proficiency. The "Poor" category includes 24 respondents (15.09%), representing those with the lowest vocabulary skills. In contrast, the "Very Good" and "Excellent" categories represent smaller portions of the respondents, with 22 (13.84%) and 10 (6.29%) individuals, respectively, indicating fewer respondents demonstrate higher levels of vocabulary proficiency.

Table 4. Frequency Distribution of Respondents' English language proficiency in terms of Vocabulary

Score	Frequency	Percentage	Description
9 – 10	10	6.29	Excellent
7 – 8	22	13.84	Very Good
5 – 6	45	28.30	Satisfactory
3 – 4	58	36.48	Needs Improvements
1 – 2	24	15.09	Poor
Total	159	100	

Mean= 4.64

Std. Dev.= 2.17

The findings on English language proficiency levels in vocabulary among Grade 7 students reveal a concerning trend. The largest group of respondents (36.48%) falls into the "Needs Improvements" category, indicating significant difficulties with vocabulary. Additionally, 15.09% of respondents are classified as "Poor," representing those with the lowest vocabulary skills. The mean score of 4.64, which falls within the "Needs Improvement" range, reinforces the trend that students have yet to reach a satisfactory level of vocabulary mastery. The standard deviation of 2.17 reflects a moderate spread of scores, implying that most students performed near the mean.

The findings show that over half of the student population (51.57%) struggle with vocabulary acquisition, which is an important concern. Vocabulary forms the foundation for reading comprehension, writing fluency, listening skills, and oral communication. Without a strong vocabulary base, students may struggle to understand lessons, engage in discussions, and express themselves effectively. Addressing this gap through innovative, technology-integrated, and context-driven strategies may significantly enhance students' English language development and broader academic performance. Targeted interventions, such as vocabulary-building exercises and language learning apps, can help students improve their vocabulary skills and overall English language proficiency.

Table 5 shows the distribution of the respondents' English language proficiency in grammar. The proficiency levels are categorized into five descriptions: "Excellent," "Very Good," "Satisfactory," "Needs Improvements," and "Poor." The data indicates that the majority of the respondents struggle with grammar. A significant 81 respondents (50.94%) are classified as "Needs Improvements," and a substantial 47 respondents (29.56%) are categorized as "Poor." Together, these two categories account for over 80% of the respondents, highlighting a widespread difficulty in grammar skills. Only a small fraction of the respondents demonstrates higher grammar proficiency: 25 respondents (15.72%) are "Satisfactory," 5 respondents (3.14%) are "Very Good," and a mere 1 respondent (0.63%) is "Excellent."

Table 5. Frequency Distribution of Respondents' English language proficiency in terms of Grammar

Score	Frequency	Percentage	Description
9 – 10	1	0.63	Excellent
7 – 8	5	3.14	Very Good
5 – 6	25	15.72	Satisfactory
3 – 4	81	50.94	Needs Improvements
1 – 2	47	29.56	Poor
Total	159	100	

Mean= 3.34

Std. Dev.= 1.66

The calculated mean score of 3.34, which corresponds to the "Needs Improvement" range, reinforces the overall trend of low grammatical proficiency. The standard deviation of 1.66 reveals that respondents' scores are relatively close to the mean, indicating a consistent performance pattern where most students are clustered within the lower proficiency range.

The findings emphasize the urgent need for systematic intervention to address poor grammar proficiency. Educators can consider implementing remedial grammar programs, in-service training for English teachers, and integrating interactive grammar instruction strategies. Formative assessments and continuous monitoring can also be employed to track learners' progress and inform instruction. These findings are consistent with previous research, such as Kim(2023) and Garcia& Santos(2022), which highlight the need for targeted remediation and structured grammar interventions to address persistent academic weaknesses in grammar among junior learners.

Table 6 details the distribution of respondents' reading comprehension proficiency, categorized into five levels: "Excellent," "Very Good," "Satisfactory," "Needs Improvements," and "Poor." The data clearly indicates that the respondents face significant challenges in reading comprehension. The largest portion, 81 respondents (50.94%), falls into the "Needs Improvements" category, and a substantial 61 respondents (38.37%) are classified as "Poor." These two categories together represent a large majority of the respondents, demonstrating a widespread difficulty in reading comprehension skills. Notably, none of the respondents were rated "Excellent" or "Very Good," and only 17 respondents (10.69%) were rated "Satisfactory."

Table 6. *Frequency Distribution of Respondents' English language proficiency in terms of Reading Comprehension*

Score	Frequency	Percentage	Description
13 – 15	0	0	Excellent
10 – 12	0	0	Very Good
7 – 9	17	10.69	Satisfactory
4 – 6	81	50.94	Needs Improvements
1 – 3	61	38.37	Poor
Total	159	100	
Mean= 4.17		Std. Dev.= 1.87	

The table reveals a concerning trend of low reading comprehension proficiency among the respondents. The mean score of 4.17 falls within the Needs Improvement range, underscoring the general weakness in reading comprehension among the respondents. This suggests that many students are unable to effectively comprehend, interpret, and importantly engage with reading texts. The standard deviation of 1.87 further indicates that most of the scores are relatively close to the mean, pointing to a consistent pattern of low performance with minimal variation. These results imply that the reading challenges are not isolated to a few individuals but are a common issue across the group. Given that English is the medium of instruction in many subjects, these difficulties in reading comprehension may also hinder students' broader academic success. These findings align with the results of Gruta (2023), who observed similar challenges among secondary students in Sorsogon, particularly in identifying main ideas, drawing inferences, and processing informational texts. Gruta attributed these difficulties to limited early exposure to structured reading strategies. Similarly, Garcia & Santos (2022) emphasized that reading challenges often stem from insufficient scaffolded support during earlier educational stages. Their study highlighted the effectiveness of remedial reading interventions, such as guided reading sessions, targeted comprehension exercises, and differentiated instructional approaches, in improving students' reading skills over time.

The results suggest an urgent need for the integration of explicit and systematic reading strategies into the Grade 7 curriculum. Evidence-based methods such as SQ3R (Survey, Question, Read, Recite, Review), reciprocal teaching, and the use of graphic organizers should be incorporated to help students better understand, analyze, and reflect on texts. Furthermore, teachers must be equipped with specialized professional development programs focused on reading pedagogy suited for early secondary learners. By addressing these gaps, schools

can help foster stronger reading comprehension skills, which are foundational not only for English learning but also for success across the academic curriculum.

Table 7 shows the overall English language proficiency of the respondents, combining their scores across vocabulary, grammar, and reading comprehension. The proficiency levels are categorized into five descriptions: "Excellent," "Very Good," "Satisfactory," "Needs Improvements," and "Poor." The data reveals that the majority of the respondents demonstrate low overall English language proficiency. A substantial 96 respondents (60.38%) fall into the "Needs Improvements" category, indicating significant challenges across the three skill areas. Additionally, 15 respondents (9.43%) are classified as "Poor," representing the lowest level of overall proficiency. In contrast, none of the respondents were rated "Excellent," and only 2 respondents (1.26%) were rated "Very Good." A smaller portion, 46 respondents (28.93%), were rated "Satisfactory."

Table 7.*Frequency Distribution of Respondents' Total English Language Proficiency*

Score	Frequency	Percentage	Description
29 – 35	0	0	Excellent
22 – 28	2	1.26	Very Good
15 – 21	46	28.93	Satisfactory
8 – 14	96	60.38	Needs Improvements
1 – 7	15	9.43	Poor
Total	159	100	
Mean= 12.15		Std. Dev.= 3.86	

The table indicates that the respondents' overall English language proficiency is generally low, with a majority needing improvement. The mean score recorded was 12.15, which falls within the Needs Improvement bracket, confirming the general trend of low English language proficiency among the respondents. The standard deviation of 3.86 suggests that the scores are relatively close to the mean, implying limited variation among students' performance. This pattern shows that a large proportion of students share similar difficulties in key English language domains, with only a small number performing at higher proficiency levels.

The findings of this study are consistent with the results of Garcia& Santos(2022), who investigated the reading comprehension levels of Grade 7 students at the University of La Salette. Their study found that approximately 32.88% of students were classified from low average to very poor reading levels, highlighting similar struggles in English comprehension and proficiency. This trend was further supported by Kim(2023), who reported that Grade 7 students' proficiency in the core communication skills—listening, speaking, reading, writing, and viewing—strongly influenced their academic performance, emphasizing the integral role of language mastery in overall educational achievement. Moreover, institutional initiatives, such as the Department of Education's Division Memorandum No. 374, s. 2024, advocate for a more rigorous and structured approach to assessing and improving students' reading and English proficiency levels. The use of standardized tools like the English CRLA and Phil-IRI was emphasized to better identify literacy gaps and to guide the development of targeted interventions for struggling learners, particularly at the junior high school level.

Table 8 shows the correlation between the students' profile in TikTok Usage and their English Language Proficiency. Since both frequency of usage and engagement in English language activities are ordinal data, Spearman correlation is utilized.

Table 8.*Spearman Correlation Result of Students' English Proficiency and Their Profile in TikTok Usage*

Frequency of Usage		Engagement	
Spearman's rho	p-value	Spearman's rho	p-value

Vocabulary	0.084	0.291 ^{ns}	0.008	0.922 ^{ns}
Grammar	-0.129	0.105 ^{ns}	0.016	0.844 ^{ns}
Reading Comprehension	-0.014	0.858 ^{ns}	0.011	0.890 ^{ns}
Total English Language Proficiency	-0.006	0.936 ^{ns}	0.017	0.834 ^{ns}

ns- not significant

As presented in the Spearman Correlation results, examining the relationship between students' TikTok usage profiles and their English language proficiency. The table includes correlations for both frequency of usage and engagement in English language activities on TikTok, in relation to vocabulary, grammar, reading comprehension, and total English language proficiency. The results indicate generally weak correlations between the frequency of TikTok usage and English proficiency, with Spearman's rho values ranging from -0.129 to 0.084, none of which are statistically significant (p-values ranging from 0.105 to 0.936). Similarly, the correlations between engagement in English language activities and English proficiency are also weak, with Spearman's rho values between 0.008 and 0.017, and no statistical significance (p-values ranging from 0.834 to 0.922).

The findings presented in Table 8 indicate that there is no significant influence of TikTok usage—both in terms of frequency and engagement in English language activities—on the overall English language proficiency of Grade 7 students. Despite theoretical expectations based on Social Learning Theory (Bandura, 1977) and the concept of Extramural English Learning (Sundqvist & Sylvén, 2022), the results demonstrate that mere exposure to English content on TikTok, without structured learning activities or intentional practice, does not result in measurable improvements in vocabulary, grammar, reading comprehension, or overall language proficiency.

This outcome implies that informal and incidental exposure to English on TikTok is insufficient to develop the academic language skills needed by Grade 7 students. Although platforms like TikTok can provide opportunities for hearing authentic English, the lack of structured input, explicit correction, scaffolded activities, and academic rigor likely limits their educational impact. As a result, while TikTok may motivate students or increase their interest in English, it does not substitute for formal language instruction essential for significant proficiency gains.

The result supports previous studies that acknowledged TikTok's role in offering exposure to real-life English but emphasized that effective language learning requires active, structured engagement. While TikTok provides ample opportunities for incidental language exposure, research by Sun et al. (2022) reveals that learners benefit more significantly when their engagement with the platform is purposefully directed toward linguistic goals. They argue that without explicit guidance or active interaction, the effectiveness of exposure through entertainment-driven platforms like TikTok remains limited. Similarly, Alghamdi et al. (2022) found that structured activities—such as following English-based content channels or participating in challenges with specific learning outcomes—can transform passive viewing into active language development. Additionally, Al-Freih (2023) emphasize that while TikTok fosters motivation and interest in English, teacher-facilitated frameworks are essential to ensure that exposure translates into measurable language gains, particularly in skills like grammar, vocabulary, and pronunciation.

These findings highlight the need for educators, curriculum designers, and language policymakers to treat TikTok and similar platforms as supplementary tools rather than primary methods for language instruction. Structured interventions, purposeful integration of digital media, and explicit teaching strategies remain important to enhancing the English proficiency of Grade 7 students. Without strategic guidance, reliance on social media alone will not close the proficiency gaps identified in this study.

However, with regards to the purpose of usage, the data is nominal. Hence, to see its influence on English language proficiency, the data is compared based on their purpose: Entertainment, Education, Social Interaction, Self-expression, and English language learning. To do this, Analysis of Variance is utilized, once, the assumption is achieved.

Table 8 shows the results of Levene's test, which was conducted to check the assumption of homogeneity of variances for vocabulary scores across different purposes of TikTok usage. The test yielded an F-statistic of 1.433 with 4 degrees of freedom for the numerator and 154 degrees of freedom for the denominator. The p-value associated with this test is 0.226. In interpreting Levene's test, the primary focus is on the p-value. A p-value greater than 0.05 indicates that the assumption of homogeneity of variances is met, meaning the variances of the groups being compared are roughly equal. In this case, the p-value of 0.226 is greater than 0.05. The conclusion is that the assumption of homogeneity of variances is met for the vocabulary scores. This result justifies the use of one-way analysis of variance (ANOVA) to further analyze the differences in vocabulary proficiency across the different purposes of TikTok usage.

Table 8. *Test for Equality of Variances (Levene's) for Vocabulary*

F	df1	df2	p
1.433	4.000	154.000	0.226

The finding of homogeneity of variances lends credibility to the study's methodology and statistical analysis. It ensures that the results of the ANOVA analysis are reliable and accurate, allowing researchers to draw meaningful conclusions about the influence of TikTok usage on vocabulary proficiency. The use of Levene's test and subsequent ANOVA analysis demonstrates a rigorous statistical approach, ensuring that the study's conclusions are grounded in empirical evidence. This validation is essential for establishing the credibility and reliability of the research findings. Levene's test results provide a solid foundation for further analysis using ANOVA. The study's findings will offer valuable insights into the relationship between TikTok usage and vocabulary proficiency, contributing to a deeper understanding of the role of social media in language learning.

Table 9 presents the results of the one-way ANOVA, which examined whether there were significant differences in vocabulary proficiency among students who use TikTok for different purposes—namely, Entertainment, Education, Social Interaction, Self-expression, and English language learning. The analysis revealed that the sum of squares for "Purpose" was 37.593, with 4 degrees of freedom, and the mean square was 9.398. The sum of squares for "Residuals" was 706.973, with 154 degrees of freedom, and the mean square was 4.591. The resulting F-statistic was 2.047, with a corresponding p-value of 0.090. Since this p-value (0.090) is greater than the significance level of 0.05, the ANOVA indicates that there is no statistically significant difference in vocabulary proficiency across the different purposes for which students use TikTok. Furthermore, the eta-squared (η^2) value of 0.050 suggests that the purpose of TikTok usage accounts for only 5% of the variability in vocabulary scores, indicating a small effect size.

Table 9. *ANOVA Result for Vocabulary*

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Purpose	37.593	4	9.398	2.047	0.090	0.050

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Residuals	706.973	154	4.591			

Note. Type III Sum of Squares

The purpose of TikTok usage does not significantly impact vocabulary proficiency among students, as evidenced by the ANOVA results ($F = 2.047$, $p = 0.090$). This finding is consistent with previous research suggesting that the relationship between social media usage and language proficiency is complex and influenced by multiple factors. The small effect size ($\eta^2 = 0.050$) indicates that only 5% of the variability in vocabulary scores can be attributed to the purpose of TikTok usage, supporting the idea that other factors may play a more significant role in determining vocabulary proficiency. Studies have shown that TikTok can be an effective tool for improving English language skills, particularly speaking skills (Hu and Du (2022); Rininggayuh et al. (2024).

With regards to grammar, assumption check, through Levene's Test, is shown in Table 10.

Table 10. Test for Equality of Variances (Levene's) for Grammar

F	df1	df2	p
0.947	4.000	154.000	0.438

Table 10 displays the results of Levene's test, used to assess the assumption of homogeneity of variances for grammar scores across the different purposes of TikTok usage. The test yielded an F-statistic of 0.947, with 4 degrees of freedom for the numerator and 154 degrees of freedom for the denominator. In this case, the p-value of 0.438 is greater than 0.05. This leads to the conclusion that the assumption of homogeneity of variances is met for the grammar scores. This result supports the use of one-way analysis of variance (ANOVA) to analyze potential differences in grammar proficiency across the different purposes of TikTok usage.

Table 11 presents the results of the ANOVA analysis, which investigated whether there were significant differences in students' grammar proficiency across different purposes of TikTok usage. The analysis revealed that the sum of squares for "Purpose" was 7.068, with 4 degrees of freedom, and the mean square was 1.767. The sum of squares for "Residuals" was 428.592, with 154 degrees of freedom, and the mean square was 2.783. The resulting F-statistic was 0.635, with a corresponding p-value of 0.638. Since this p-value (0.638) is considerably greater than the significance level of 0.05, the ANOVA indicates that there is no statistically significant difference in grammar proficiency across the different purposes for which students use TikTok. Furthermore, the eta-squared (η^2) value of 0.016 suggests that the purpose of TikTok usage accounts for only 1.6% of the variability in grammar scores, demonstrating a very small effect size.

Table 11. ANOVA Results for Grammar

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Purpose	7.068	4	1.767	0.635	0.638	0.016
Residuals	428.592	154	2.783			

Note. Type III Sum of Squares

This implies that other factors may play a more significant role in determining grammar proficiency. A study on junior high school students found no significant relationship between social media exposure and grammar proficiency, with a relatively low correlation between time spent on social media and grammar proficiency test scores. This is consistent with the findings of Quiño(2022), which suggest that other factors may play a more significant role in determining grammar proficiency. Effective use of social media in language learning also depends on how it is integrated into the learning context and the level of engagement and interaction with the platform. Studies have identified various factors that influence grammar proficiency, including age, individual differences in language learning abilities, and the quality of content consumed on social media (Alghamdi et al., 2022; Rininggayuh et al., 2024).

The findings suggest that educators and policymakers should consider a deeper approach to leveraging TikTok for language learning, focusing on factors that contribute to grammar proficiency and exploring ways to integrate social media into language education effectively.

With regards to reading comprehension, Levene's test, to check the assumption, is shown in Table 12.

Table 12. *Test for Equality of Variances (Levene's) for Reading Comprehension*

F	df1	df2	p
2.480	4.000	154.000	0.046

Table 12 shows the results of Levene's test, which was used to check the assumption of homogeneity of variances for reading comprehension scores across different purposes of TikTok usage. The test yielded an F-statistic of 2.480, with 4 degrees of freedom for the numerator and 154 degrees of freedom for the denominator. With a p-value of 0.046, which is less than 0.05, this leads to the conclusion that the assumption of homogeneity of variances is violated for the reading comprehension scores. This means that the variances of the reading comprehension scores are significantly different across the five TikTok purpose groups (Entertainment, Education, Social Interaction, Self-expression, English language learning). Because the homogeneity of variance assumption was violated, the researchers used the Kruskal-Wallis test instead of ANOVA.

Table 13 presents the results of the Kruskal-Wallis test, which was employed to analyze reading comprehension scores across different purposes of TikTok usage, specifically Entertainment, Education, Social Interaction, Self-expression, and English language learning. This non-parametric test was used because the assumption of homogeneity of variances was not met. The Kruskal-Wallis test result indicates that there is no statistically significant difference in reading comprehension proficiency among students who use TikTok for different purposes ($\chi^2 = 4.123$, $df = 4$, $p = 0.390$). This suggests that the purpose of TikTok usage does not have a significant impact on reading comprehension skills.

Table 13. *Kruskal-Wallis Test Result for Reading Comprehension*

Factor	Statistic	df	P
Purpose	4.123	4	0.390

These findings are consistent with previous research suggesting that the relationship between social media usage and reading comprehension is complex and influenced by multiple factors. The study by Alghamdi et al. (2022), revealed that social media platforms were least used for educational purposes. Although students exhibited positive reading attitudes, their inclination towards productive reading habits, such as finding time to read during vacant hours, was lower. The study also found that overall reading competence indicated ineptitude. Another study conducted by Alghamdi et al. (2022), found that digital natives tend to excessively use social media for entertainment, which can be detrimental to their reading comprehension skills if they become too

distracted by the content. This study suggests that students need to increase their digital literacy and prioritize their reading comprehension skills to achieve academic success

The results imply that educators and policymakers should consider a deeper approach to leveraging TikTok for reading comprehension development. Rather than focusing solely on the purpose of TikTok usage, they may need to explore other factors that contribute to reading comprehension proficiency.

Lastly, assumption check was also done for the Overall English Proficiency. Levene's test is shown in Table 14.

Table 14. *Test for Equality of Variances (Levene's) for the Overall English Language Proficiency*

F	df1	df2	p
0.900	4.000	154.000	0.466

Table 14 displays the results of Levene's test, which was conducted to assess the assumption of homogeneity of variances for the overall English language proficiency scores across the different purposes of TikTok usage. The test yielded an F-statistic of 0.900, with 4 degrees of freedom for the numerator and 154 degrees of freedom for the denominator. The resulting p-value is 0.466, meaning, the assumption of homogeneity of variances is met for the overall English language proficiency scores. This result justifies the use of one-way analysis of variance (ANOVA) to further analyze the differences in overall English language proficiency across the different purposes of TikTok usage.

Table 15. *ANOVA Result for the Overall English Language Proficiency*

Cases	Sum of Squares	df	Mean Square	F	p	η^2
Purpose	34.071	4	8.518	0.564	0.689	0.014
Residuals	2324.306	154	15.093			

Note. Type III Sum of Squares

The ANOVA results for the overall English language proficiency revealed that the sum of squares for "Purpose" was 34.071, with 4 degrees of freedom, and the mean square was 8.518. The sum of squares for "Residuals" was 2324.306, with 154 degrees of freedom, and the mean square was 15.093. The resulting F-statistic was 0.564, with a corresponding p-value of 0.689. Since this p-value (0.689) is considerably greater than the significance level of 0.05, the ANOVA indicates that there is no statistically significant difference in overall English language proficiency across the different purposes for which students use TikTok. Furthermore, the eta-squared (η^2) value of 0.014 indicates a very small effect size, meaning that only 1.4% of the variability in overall English language proficiency can be attributed to the purpose of TikTok usage. This implies that other factors may play a more significant role in determining English language proficiency.

These findings are consistent with previous research suggesting that the relationship between social media usage and language proficiency is complex and influenced by multiple factors (Hu & Du, 2022). Other studies have also found that the effectiveness of social media in language learning depends on various factors, such as the type of content consumed, individual differences in language learning abilities, and the level of engagement with the platform (Al-Freih, 2023).

The findings suggest that educators and policymakers should adopt a deeper approach to utilizing TikTok for language learning. Instead of solely focusing on the purpose of TikTok usage, they should consider other factors that influence language proficiency. This includes the quality of content consumed on the platform,

individual differences in students' language learning abilities and preferences, and the level of engagement and interaction with TikTok. By taking these factors into account, educators can create more effective language learning experiences that leverage the potential of TikTok.

VI. CONCLUSION

Based on the findings of this study, it can be concluded that TikTok usage, in its current form and frequency among Grade 7 students, does not significantly influence their English language proficiency, particularly in vocabulary, grammar, and reading comprehension. Although the majority of students engage with TikTok daily, their usage is primarily for entertainment rather than educational purposes. Statistical analyses—including Spearman's correlation, ANOVA, and Kruskal-Wallis tests—revealed no significant relationships between TikTok usage (frequency, purpose, engagement) and language proficiency outcomes. The overall proficiency levels of students remained low, with most falling under the "Needs Improvement" category, especially in grammar and reading comprehension.

The study concludes that while TikTok can serve as a platform for incidental exposure to English, it cannot be considered an effective standalone tool for improving English language skills. Structured pedagogical interventions, targeted content engagement, and intentional learning strategies are essential to harness the educational potential of social media platforms like TikTok. Educators are therefore encouraged to guide students toward purposeful and academically enriching digital engagements, ensuring that technology supplements—rather than replaces—evidence-based language instruction.

Moreover, the study implies that casual or entertainment-based exposure to English content on TikTok is insufficient to enhance academic language skills. While the platform offers opportunities for incidental learning, meaningful language development requires structured, intentional, and content-specific strategies. Therefore, educators and policymakers should view TikTok not as a standalone instructional tool but as a supplementary resource. With guided integration into classroom instruction, TikTok could become a platform for interactive and engaging language practice—provided it is aligned with specific learning goals, monitored for content quality, and embedded within a broader language learning framework.

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