Does TikTok Effective in Stimulating Language Development for Children Aged 5-6?

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Abstract

Purpose – This study aims to find the effect of using the TikTok application on the language skills development of children aged 5-6 years, including speaking, reading, delivering expressions, and understanding stories in group B at TK Laboratory UM Blitar City.

Design/methods/approach – The research method used is quasi-experimental with One-Group Pre-test Post-test Design. The data was obtained through observation. The number of samples is 14 children in class B-3.

Findings – Based on the results of the t-test calculations using the Paired Samples Test, the t_{count} was 15,716 with a significance level of 5%, more significant than the t_{table} with a value of 2.16. While the significance value obtained is $0.000 < 0.05$, then H_0 is rejected, and H_1 is accepted. Thus, there is a significant average difference between the pre-test and post-test scores.

Research implications/limitations – This study interpreted that there is a good influence in the use of the TikTok application on the development of language skills of children aged 5-6 years.

Practical implications – The results show that using the TikTok application for children's learning media can be done by viewing the educational content consisted in the application.

Originality/value – Researchers highlighted that social media could be an alternative learning tool that improves student development skills.

Keywords: TikTok application; Language skills; Children aged 5-6 years

Paper type: Research paper

Introduction

The utilization of technology with the help of the internet network in education has become a necessity in today's era, it is done as a form of adjustment to the demands of life. The demands of life in question are conditions in which technology currently dominates the activities carried out by all ages, from children to adults. In the education scope, the existence of technology with an internet network can be a source in finding materials, learning models, and acquiring learning media used in learning. According to Luisandrith, et al. (2020) the need to choose the appropriate learning media is important so that students can understand the learning materials well. Learning media that are not following the child's development, curriculum, and learning standards have led to cases, especially for minors, by age (Ananda, 2017) something who likes to imitate adult speech styles, likes stories and scenes such as violence, crime, imitates adult behavior, many of which come from electronic media which is currently easily accessible by all ages.

Electronic media can be easily reached by children, such as one of the electronic media used by children is gadgets. Now, gadget evenly distributed among all ages. Through gadgets, children can open various sites and applications, including the application that currently has many users in Indonesia, which is TikTok application. The TikTok application is a music video-based application that provides benefits for users, such being more creative in making short videos and music. According to Mana (2021), TikTok's presence originated from China which appeared in September 2016. Furthermore, it is known that the number of users is almost 10 million in Indonesia. In the statement of Nugroho et al., (2021) most users are school-age children (students) because this application attracts millennials.

The TikTok application can be one of the applications that people in Indonesia are interested in, for certain reasons, according to Yang et al., (2019) said that (a) TikTok can generated short videos with a back song that can describe the current condition according to the content shown in the video, (b) The duration in making videos on this application starts from 15 seconds to 3 minutes, and (c) There is flexibility for users to choose a song, edit the song to fit the image or video created. The content available in the TikTok application can be adjusted to the user's interests, therefore content that is not following the age and condition of the child can be avoided using the dislike feature consisted in the application. This requires support from adults to accompany children when open or use the application, especially for early childhood.

According to Muhiyatul Huliyah (2016), Early Childhood Education is a coaching effort given to children from early birth to 6 age years through the stimulation provided by education, so that physical, spiritual development, and the child's growth can develop optimally, and child will have the readiness to prepare the next level of education. Developmental aspects in Early childhood divided into various aspects, such religious and social aspects moral, social and emotional, cognitive, artistic, and language. Development aspects in early childhood that have been mentioned according to Uce (2017) will experience rapid development when they are 3-6 years old. This period is called the period golden age. The period in which children's development occurs rapidly and will affect developments at the next age stage. One of the aspects in early childhood development is the language aspect. A language is a tool for communication that is obtained by humans from birth by proceeding in an environment. According to Manurung, a child's process of learning a language is continuous, it is a series that can be arranged into a sentence and begins with simple words to become a combination of words that become more complicated sentences.

According to research by Eni et al., (2017), A language is a tool for interacting with communication that produce with sound, words, as a means for conveying thoughts and feelings. The current language style that Indonesia used is a distinctive form of each region. It is important to master the language in delivering information from one person to another to exchange ideas, express desires and feelings. The process in acquiring language learning for early childhood can be done with various things, such as by listening to stories from parents, looking at pictures with simple descriptions, reading storybooks and observing. However, based on what is happening in the current era, the presence of technology dominates all processes that occur in human life,

including children. The media and the surrounding environment also have an influence for the language development of children aged 5-6 years which can be seen from the learning process while playing which is currently being carried out in a hybrid of face-to-face and online via smartphones. From some of the expert opinions above, it can be concluded that language skills in early childhood are the child's ability to process syllables and sentences, facial expressions, and body language so that they can convey feelings, desires, rejections, intentions, and goals to others around the child. Language skills for early childhood are developed in order to make children can use verbal and non-verbal language in their surrounding environment.

In the beginning of this research, researchers made observations in the TK Laboratorium UM Kota Blitar in the B3 group, which turned out to show a problem in the learning process. The problem lies in the language aspect. Especially the ability to express ideas, feelings, and difficulties in communicating. This problem is caused by several factors. Such, children tend to be passive because the transition from online learning has occurred for more than a year and now starting to meet face-to-face although; it is limited in making children less comfortable. This was happened because usually children's activities while online at home are spending time with gadgets. By consuming gadgets, children are not interested in doing physical activities to mingle with friends because of the lack of motivation and encouragement for themselves. In addition, some children have difficulty in communicating with people around them, feel insecure to meet or talk to other people, stimulation used in improving their feeling for children and in language learning is still less varied during limited face-to-face learning. In TK Laboratorium UM Blitar, it can be seen that some children's ability to express their language is still below from the standard Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 137 of 2014 which should be controlled by children at the age of 5-6 years in the B class group.

The use of TikTok application can be used for language development media for children aged 5-6 years, especially in the aspect of the ability to express language. In the TikTok application, children can see interesting shows created by TikTok Creator Content with several themes such as interesting games, children's stories, children's songs, of course, the shows provided on TikTok can be a bridge in developing children's learning abilities in terms of language mastery. This is in line with research Aji (2018) about TikTok Application as a Media for Learning Indonesian Language and Literature that is; if the application TikTok is used according to the situation and condition of the child, this application can be an appropriate learning tool and an interactive learning medium. There is another study entitled The Effect of Big Book Media on Speaking Ability in Early Childhood which was conducted by Septiyani & Kurniah (2017) then the determination of the sample is divided into two groups, namely experimental and control. T-test results show the average of the control group's of speaking ability was lower than the experimental group that had been treated. There is another study by Fitriana et al., (2021) about The Effect of TikTok Social Media on Early Childhood Kinesthetic Intelligence, this study explains the use of the content presented on the Tik Tok application. With the content on the TikTok application, children can imitate dances, songs, gymnastics without any coercion from the environment and people around them. The age of children is the age of playing and learning, so when using the TikTok application children will be entertained and more fun for children to help them to learn.

The novelty of the current study is to use variables, namely the use of the TikTok application and the development of language skills of children aged 5-6 years carried out through the experimental method with the Pre-test and Post-test which is done by quantitative data analysis. The location of the research was carried out in the Blitar by paying attention to the spread of the TikTok application in Blitar which is certainly different from other areas. Based on the description of previous researchers regarding the TikTok application and the development of language skills, the researchers are interested in conducting research and knowing whether there is an effect on the use of the TikTok application as a means of language development for children aged 5-6 years which is carried out at TK Laboratorium UM Kota Blitar in Group B.

Methods

This research uses quantitative research methods with a quasi-experimental type of research. Experiments are research that is used to find the consequences of a treatment that has been determined according to (Sugiyono, 2016). This research is Quasi-Experimental with research design One Group Pre-test-Post-test Design, which is a research design that has a process to provide pre-test before being given treatment and post-test after the treatment. The selected sample is given pre-test (initial test) (O_1), followed by giving treatment (X) to know the development of language skills. After that given post-test (O_2) to measure the success of the treatment that has been given. This study has an independent variable, namely the use of the TikTok application, which is the influence; the dependent variable is the development of language skills of children aged 5-6 years which is the result of the influence given by the independent variable.

The population and sample in this study were students of TK Laboratorium UM Kota Blitar in group B for the 2021/2022 academic year. With a sample of group B3 students with a total of 14. The research was conducted during the learning process by involving B3 class teachers as research partners, and B3 class students as research subjects. The location of the research was carried out at TK Laboratorium UM Kota Blitar. Institution Address at Jl. RA. Kartini No. 17 Kepanjenlor Kec. Kepanjenkidul Kota Blitar. This research was conducted from October 2021 to December 2021.

In this study, the data collection technique used observation. The observation was used to observe the development of children's ability to express language in group B3 before and after being given treatment. The research instrument in this study was an observation sheet. Instruments can be a useful tool for researchers in the process of observing research for accurate data acquisition (Sugiyono, 2016). The observation sheet includes indicators and aspects in the form of a checklist used When doing pre-test and post-test to get data related to the development of children's language skills before and after the implementation treatment.

Data analysis was carried out after data collection was completed and the data had been collected. The part of the data that was analyzed statistically was the result of observations pre-test and post-test using with SPSS. The normality test was carried out to determine whether the data held were normally distributed or not by using the normality test Kolomogorv Smirnov. Furthermore, a homogeneity test was carried out to determine the data variance and a t-test (paired sample test) as the last step for data acquisition results. The t-test was used to find differences in the results of variables after being given treatment, and to find the effect of using the TikTok application on the development of language skills of children aged 5-6 years. This data analysis is done through SPSS. This research hypothesizes that the use of the TikTok application has a real influence on the development of language skills of children aged 5-6 years in TK Laboratorium UM Blitar.

Result and Analysis

The treatment was carried out for three days, the treatment aimed to strengthen the indicators used to collect observational data pre-test and post-test. Based on observations pre-test and post-test were conducted in group B3 with a total of 14 students. In TK Laboratorium UM Blitar, the results showed that the TikTok application had a significant influence on the development of language skills of children aged 5-6 years. According to the classroom's teacher, the TikTok application is currently very popular, because teachers often see children who suddenly feel like students' are dancing, but the dance is not like traditional or modern dances but dances that come from the TikTok application that is imitated. Furthermore, the results of the observations analyzed show the results that the TikTok application influences the language skills of children aged 5-6 years. This can be seen in table 1 of the observation results pre-test and post-test development of language development abilities.

Table 1. Pre-test and Post-test Observation Results

No.	Pre-test	Post-test
1	38	51
2	36	51
3	34	44
4	36	41
5	32	47
6	35	45
7	35	47
8	34	46
9	37	50
10	31	45
11	38	52
12	38	51
13	35	46
14	31	39
Total	**490**	**655**
Avearge	**35**	**46.79**

The score results on the development of children's ability to express language which includes aspects in answering, mentioning, communication, sentences, expressions, stories, book concepts before getting a treatment using the TikTok application is still low; as this can be seen from the average number contained in the Pre-test table of 35. After being given treatment in the using the Tik Tok application, there were differences in the results of the child's ability to express language. In the Post-test table, it can be seen that the overall average result is 46.79, which means that the average result increases in a positive direction.

After that, the data is tested for assumptions. The assumption that needs to be fulfilled is that the data to be analyzed has a normal data distribution and the variance of the data should be homogeneous. Therefore, it is necessary to test for normality and test for homogeneity.

One-Sample Kolmogorov-Smirnov Test

		pretest	posttest
N		14	14
Normal Parameters[a,b]	Mean	35,00	46,79
	Std. Deviation	2,418	3,926
Most Extreme Differences	Absolute	,143	,151
	Positive	,107	,121
	Negative	-,143	-,151
Test Statistic		,143	,151
Asymp. Sig. (2-tailed)		,200[c,d]	,200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Figure 1. Normality Test Results

Figure 1 shows the results of the normality test with Kolmogorov Smirnov, which obtained the total value of the pre-test significance of 0.200 and the post-test significance value was 0.200. In this normality test, the decision is determined if the significance value is greater than 0.05; then the data has a normal distribution. In Figure 1, the calculation of the normality test using Kolmogorov Smirnov shows the data is normally distributed with proven significance pre-test of 0.200>0.05 and post-test of 0.200>0.05.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Nilai	Based on Mean	2,795	1	26	,107
	Based on Median	2,763	1	26	,109
	Based on Median and with adjusted df	2,763	1	21,952	,111
	Based on trimmed mean	2,761	1	26	,109

Figure 2. Homogeneity Test Results

The next stage after the normality test and the results of the research data are known to be normal, then the next analysis test is the Homogeneity test. The homogeneity test was conducted to determine the variance of the data obtained, then the data was concluded to include homogeneous data or not. Based on the homogeneity test table above, it shows that the data Based on Mean which is the result of the sum and comparison of pre-test and post-test scores df 1 of 1, df 2 of 26, and a significance of 0.107. Because the significance value is 0.107 > 0.05, therefore according to the basis of decision making in conducting the homogeneity test, it can be concluded that the data variance of the pre-test and post-test scores is the same or homogeneous.

Paired Samples Test

		Paired Differences							
				Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
		Mean	Std. Deviation		Lower	Upper			
Pair 1	pretest - posttest	-11,786	2,806	,750	-13,406	-10,166	-15,716	13	,000

Figure 3. t-test result

The results of the t-test analysis on giving treatment in using the TikTok application on the development of language skills of children aged 5-6 years in TK Laboratory UM Blitar showed that the value of Sig. (2-tailed) was 0.000, with a significance level of 5%, then based on the test the H_0 rejected and H_1 accepted. It can be concluded that there is a significant difference in the use of the TikTok application on the development of language skills of children aged 5-6 years in the B3 group in TK Laboratorium UM Kota Blitar. This shows that there is an effect in using the TikTok application on the development of language skills of children aged 5-6 years. From data Mean Paired Differences shows -11.786 which indicates a difference between the average of learning outcomes Pre-test with average learning outcomes Posttest.

Discussion

The Development of the Ability to Express the Language of Children aged 5-6 Years Before Using the Tik Tok Application

The first meeting was before the child received treatment using the Tik Tok Application. At pre-test, the researcher assessed children of daily activities that are usually carried out in the classroom and at school-related to aspects of children's language development. The activities observed by the researchers which is activities that have elements of children's language development such as answering questions correctly, mentioning objects, communicating with friends and other people, compiling sentences with patterns, expressing expressions, and mentioning concepts in a story which was held on the 2nd of December.

Before doing a pre-test, it is necessary to know in advance the indicators of achievement of the development of the ability to express early childhood language in STPPA in the Regulation of the Ministry of Education and Culture No. 137 of 2014. On scoring pre-test researcher role as a companion of the class teacher. Score results pre-test overall is 490 with an average of 35. The results obtained from the score pre-test shows that the development of the ability to express language in group B aged 5-6 years is still at the stage of starting to develop. Children's language

development is said to reached the stage of developing well if it can meet the existing standards for achieving language development for children aged 5-6 years in the Regulation of the Ministry of Education and Culture No. 137 of 2014 (Permendikbud, 2014) that children can answer questions correctly, mention groups of pictures, can communicate in spoken language, compose simple sentences in a complete structure, can convey ideas to others, continue stories that have been heard, understand concepts in books story. Furthermore, the characteristics of the development of language skills of children aged 5-6 years are: (a) Children like to talk non-stop like babbling and tend to nag, (b) talk like an adults from the process of imitation, (c) learn five to ten new vocabularies every day from the process of listening and imitating, (d) using verb forms, such as the predicate subject which at an early age has begun to be arranged, (e) the intensity of crying, the child's whining begins to decrease because at this stage the child can use protest sentence forms such as "don't bother me, hey it's mine, don't use my toys, I don't want to, go away", (f) the child begins to be able to determine the steps to solve a problem by talking to himself and as if thinking, and (g) starting to be able to describe an object, a picture with his sentence and language, and the child can tell experiences.

Several factors that influence the less-than-optimal language development, especially the ability to express language, are language stimulation that is less interesting and monotonous when learning in the classroom. The learning media provided does not stimulate children's language development, because children tend to like screen time. In limited face-to-face meetings, the use of screen time restricted. When screen time is utilized with various interesting teaching programs, it can be one of the aids to train children's language development skills. The learning presented in the class is individualistic so the child's adjustment process with friends is hampered because basically according to Khaironi (2018) language can be used as a tool or means to communicate between individuals with other individuals or in a group.

Next, after done pre-test is then given treatments to strengthen the aspects of language development for children aged 5-6 years. Various activities were carried out to give reinforcement to the B3 group in UM Laboratory Kindergarten. The treatment given is the use of the TikTok application which is integrated into the learning videos that are presented in various children's learning activities. Strengthening activities using the TikTok application in the B3 group provides innovation in learning methods, the use of the TikTok application for learning is carried out through storytelling activities, interactive communication, and viewing content that is appropriate for the child's age to improve children's language skills. There are many stories or fairy tales in the Tik Tok application. Through storytelling, children can develop imagination and expand vocabulary. As stated by Hastuti (2019), when children are 3-6 years old, children begin to understand the plot of a story by listening carefully, at this age children understand the phenomena that occur around them. Children can remember some events, or something that happened and stories that are heard by them.

Activities related to the development of the ability to express language by using the TikTok application for group B3 are by practicing listening, speaking, practicing reading, and practicing writing which is early childhood language development skills. These activities are outlined in the child's learning process by using reference indicators on the observation sheet that has been made. Listening activities are carried out when giving treatment that is, children listen to short stories that have complete elements such as more than 3 characters, setting of the place, setting of atmospheres, and main content of the story. As stated in (JR et al., 2018) Listening is an activity carried out by listening to information well, listening requires attention, understanding, and interpretation to understand the content or message that has been conveyed through spoken language. After the story has been read, it is continued for questions and answers to explain the components of the story. The speaking activity carried out to improve the language skills of children in group B3 is to tell experiences and describe an object using the child's language. As in (Afdalipah et al., 2020) the benefits of speaking practice for children are to make it easy to express ideas, feelings, and desires, and add to the child's experience.

Treatment was done by using the TikTok application and other physical media, namely with children observing content about chain storytelling displayed on TikTok videos and other

supporting learning media. Next, the children turn telling stories in front of the class using their language. The reading activity carried out as a form of treatment using TikTok is to see a video content that is presented on content about sorting a random sentence that is converted into a complete sentence having a subject, predicate, object, and description. Reading is an activity to find the content and information contained in reading and writing by Febriani et al., (2020) Based on this theory, the activity is continued with the children reading storybooks and explaining the contents of the stories to obtain information from the storybooks. The next activity is writing, according to Mustari et al. (2020), Writing skills are abilities in children's fine motor activities in using writing tools and producing comprehensible writing. Writing is done by giving worksheets for children to write consonants and vowels on the worksheets and blackboard provided.

The development of the ability in expressing the language of children aged 5-6 years after using the Tik Tok application
Next meeting after done pre-test, treatment using the TikTok application, then do it post-test. Post-test was conducted to determine the success of the reinforcement that has been carried out related to the development of language skills through the Tik Tok application. At the time the researchers made observations after doing a pre-test in the B3 group at TK Laboratorium UM Kota Blitar, especially in the aspect of the ability to express children's language, children seems to have started to develop well and even closer in developing as expected. With the presence of the TikTok application as a medium for learning and obtaining information through the content provided, some children seem quiet at first pre-test and treatment which becomes more active and can mingle with other friends. Children look happier in the learning process in class as suggested by Batoebara (2020) Another benefit that is provided when someone uses the TikTok application is the level of self-confidence increases, relieves stress, and develops creativity and imagination. In line with Marini's statement (2019), by using TikTok, children can imitate dances, singing gymnastics with various music provided in the application; from the point of view of children using the TikTok application is very fun because when children use something that smells of technology, children do not feel there is any pressure from outside. With children who like to talk long, babble, and want to prioritize their responses, feelings; it shows the result that treatment that was done in group B3 can be absorbed by the child.

The children activeness in the classroom makes easier for children to communicate and interact with friends. The children began to scramble to express their opinions, intentions, and tell each other both in front of the teacher, in front of the class, and in front of their friends. When learning in class, children are more enthusiastic in responding the information conveyed by the teacher. It can be seen that children can answer questions correctly and repeat the intent of the questions in their language, children can summarize stories that have been read, can mention the setting and characters in the story that is following the theory put forward. Children begin to have a vocabulary used in speaking such as the presence of conjunctions as expressed by Papalia at (Aulina, 2012) which stated that the language skills in children aged 5-7 years is that children can give interpretations on several things' simple words, knowing the meaning of opposite words, then the child can use conjunctions, prepositions in daily activities.

According to Deriyanto, et al., (2018) some factors influence someone in using the Tik Tok application. Among them are internal factors such as curiosity, and inner self motivation. External factors, namely the current condition that media can be easily accessed by all ages, technological advances which are marked by the prevalence of gadget users, not only adults but children now have their gadgets. In this study, the average use of children's gadgets to watch, play games, and do other things on their gadgets is more than 3 hours a day. However, the use of gadgets remains under parental supervision.

The ability to express language in the B3 group after receiving treatment has approached very well because when children enter pre-school age, language skills become one of the aspect that affects the learning process of children in the surrounding environment. The children's learning process uses media that are adapted to the characteristics of children's development and the development of the current era. The existence of digital media such as the TikTok Application

which is used with parental supervision and regular parental control of content that children enjoy is one of the efforts to take advantage of technological advances that are filled with positive things.

The Effect of Using the TikTok Application on the Development of Language Skills for Children aged 5-6 Years

Results pre-test and post-test show that there is a significant difference between the previous implementation of the TikTok application and after implementing the use of the TikTok application in learning, especially in the aspect of the ability to express the language of children aged 5-6 years in Group B3 in TK Laboratorium UM Blitar. These differences proved the effect of the treatment. In addition, the difference can be seen from the increasing average results of pre-test to post-test and calculating the value post-test, used t-test to find out t count as a reference in drawing conclusions that have been formulated hypotheses.

According to Dewanta (2020), the benefit of TikTok for children is with playing facial expressions, imitating speech styles, vocabulary in the video, imitating body movements. Gestures, facial expressions are one of the intermediaries in expressing intentions and goals to others, in the form of non-verbal language. Through the TikTok application which is used as a means in developing language skills for children aged 5-6 years in group B Paud Laboratorium UM, the results show that children are more enthusiastic in learning, children feel happier when learning, so they are not easily bored; it is easier to follow directions and guidance from researchers, as well as children can play roles by using their bodies and facial expressions to communicate. It can be found in Hurlock which shows that language is included in all oral communication, written, gestures, facial expressions, and art or pantomime (moving the body following the intent and purpose).

This following theory according to (Raodah et al., 2021) who said that when a child is declared capable of communicating and interacting with adults, it will improve understanding of language concepts, and children will begin to learn to speak and to talk from their environment. Therefore, it can be concluded that the application of the use of TikTok application in the learning process of children in group B3 affects the development of language skills of children aged 5-6 years at UM Laboratory Early Childhood Education.

The application in using the TikTok application as a means of developing language skills for children aged 5-6 years that was adapted from previous research in the written ideas by Aji (2018) with the research being conducted at this time is that the TikTok application can be applied as a learning tool for early childhood. TikTok content that has been shown to subjects in TK Laboratorium UM Blitar in group B3 as stimulation for children's learning has been adjusted to the indicators of the ability to express children's language. The development of children's language skills is different in group B3; this is due to several factors, according to (Princess, 2020) there are several factors that children's language development abilities those are family environment, health, intelligence, desires, environmental conditions, and economic abilities in each family.

Conclusion

Based on the results of research and calculations that have been carried out in hypothesis testing, the conclusion that can be drawn from this research is that there is an effect of using the TikTok application on the language skills of children aged 5-6 years in group B3 in TK Laboratory UM Blitar. Results on the pre-test conducted show a total score of 490 with an average of 35. Results post-tests show the total overall score is 655 with an average of 46.78. Based on the calculation results t-test using Paired Samples Test, t_{count} is 15,716 with a significance level of 5%, greater than t_{table} with a value of 2.16. While the significance value obtained is $0.000 < 0.05$, then H_0 rejected and H_1 accepted. Thus, there is a significant average difference between the pre-test and post-test scores. It can be interpreted that there is an effect of using the TikTok application on the development of language skills of children aged 5-6 years. The results of the research that researchers have done can have implications for schools by presenting the fact that schools should maximize facilities to assist aspects of child development, not only facilities in the physical

learning media but other facilities in the freedom of children to use technology for learning that must be considered. So that children do not experience obstacles and disturbances in their development, especially language development.

Declarations

Author contribution statement

Lutfiana Silvi Karimah conceived the presented idea. Usep Kustiawan developed the teory of language development. Rosyi Damayani Twinsari Maningtyas developed the theory of TikTok application. Saprolla Rollie C. Deporos verified the analytical methods. All authors discussed the result and contributed to the final manuscript.

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The datasets generated during and/or analysed during the current study are available from the corresponding author on reasonable request.

Declaration of interests statement

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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