

# Reducing Students' Affective Filter in Spoken English through Exposure to TikTok Challenge

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## ABSTRACT (Times New Roman, bold, 10)

Nowadays, TikTok is one of the popular media. TikTok Video Challenge has become common to internet users especially to students. Most of the latter are exposed and fond of this application. This provides students an avenue to emulate dance steps, song numbers, and famous lines from various models. Meanwhile, the issues on the lack of self-confidence and motivation among Filipino students to their spoken English have been the challenge to second language teaching. Thus, this study is positioned to determine the effectiveness of exposure to TikTok Video Challenge in reducing students' affective filter. This study utilized a quasi-experimental research design. There were twenty (20) First Year students as subjects of this study. Results shown that exposure to TikTok Video Challenge can potentially increase students' motivational level and confidence level in their spoken English.

## Keywords

TikTok Challenge; Reducing Affective Filter; Spoken English

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## Introduction

It is observed that most of the students are hesitant to speak English during class discussions, individual recitations, and other communicative activities in the classroom. Students display lack of motivation, lack of confidence, hesitations, and resistance that increase their affective filter in terms of spoken English.

The fear of committing mistakes in terms of grammar, choice of words, and pronunciation can negatively affect students' confidence. This is a common reason why students are frightened to speak English (Clark, 2002). This dilemma is termed as anxiety which lessens brain's ability to process the language properly.

The researcher observed that students nowadays are fond of doing the Tiktok Video Challenge in a social media called Facebook. TikTok is a video-sharing app that allows students to create and share short videos on any topic.

The researcher would like to gauge if exposure to TikTok can potentially lessen students' anxiety in spoken English.

## Literature Review

Motivation plays a crucial part in learning. Motivation strengthens the drive of students to learn the target skills. It directs the behaviour towards specific goals and helps students to acquire knowledge, develop social qualities, increase initiation, persist in activities, improve performance, and develop a sense of discipline (Singh, et.al, 2012).

In addition, self-confidence plays vital role in speaking a second language. Self-confidence is a key to start a conversation (Gurler, 2015).

Awkwardness, fear of mistakes and being uncomfortable of the use of English are accounted to students' resistance to speak in the classroom (Baldwin, 2018)

Truly, learning speaking in second language is affected by the affective filter, including motivation, self-confidence and anxiety, etc. This would entail that emotional stability of students can affect students' performance (Min, 2016). Cited by Schutz (2019), Krashen's Affective Filter Hypothesis exemplifies that motivation, self-confidence, anxiety and personality traits can hinder students' language learning. The low motivation, low self-esteem, and anxiety can increase the affective filter. These prevent language learning to pass through.

Krashen (2002) cited by Jamila (2014) finds that learners with high motivation, self-confidence and a good self-image, and with a low level of anxiety are well equipped for success in second language acquisition. In addition, the affective filter serves as a 'screen' that is strengthened by emotional variables such as fears, hesitations, resistance etc. that can prevent learning (Bilash, 2019).

On the other hand, TikTok is a free social media app that let people watch, create, and share videos -- often to a soundtrack of the top hits in music -- right from a phone. This is blended in a social media app like Facebook with over 100 million users worldwide (Ucciferri, 2020). Yu (2020) claims that TikTok can potentially develop

person's self-esteem by doing original content or imitating models available in social platforms.

### Methods

This study utilized a quasi-experimental research method. A researcher-made self-assessment questionnaires were utilized in determining the extent of students' affective filter towards spoken English before and during TikTok exposure.

A researcher-made self-assessment survey were used in this study. The questionnaire contains two parts: Part 1-Motivational Level, and Part 2- Self Confidence Level. Each part contains seven-item statements or conditions where students are to respond using the four-point scale. Data were treated quantitatively.

### Methodology

This study was conducted at Sultan Kudarat State University-Kalamansig Campus. SKSU-Kalamansig has a total of one thousand students having 30 permanent faculty. The school is located at Poblacion, Kalamansig, Sultan Kudarat that lies in a 3 hectare-land area.

The participants of this study were twenty (20) first year students who are fond of TikTok. These students are of different courses who were purposively selected.

To obtain such data, the researcher first asked permission to the concerned campus officials. After the approval, the researcher selected sample participants. These participants were then oriented of the nature of the study and the processes. Then, pre-survey of the affective filter of students were done through a Google form. Then, class was held in an asynchronous online delivery mode which last from 5-7 days depending on the pacing of the students. After which, students take the post assessment survey.

### Data Analysis

This study utilized the mean, weighted mean, and paired t-test in analysing the data. The mean and weighted mean were utilized in determining the motivational and confidence level of students through a self-assessment survey. Meanwhile, the paired t-test was utilized in determining the

significant difference between paired variables at 0.05 level of significance.

### Results

Table 1 shows the item-statements relative to motivational level of students, the obtained weighted means, and overall weighted mean, and the description.

Table I  
Motivational Level of Students during the Pre-Assessment.

<i>Item-Statements</i>	<i>Weighted Mean</i>	<i>Description</i>
1. I love to speak English language frequently in classes.	2.31	Disagree
2. I am eager to sound like the native speakers.	2.5	Disagree
3. I frequently watch English movies and TikTok videos to emulate speakers of English.	2.69	Agree
4. I constantly practice speaking English by myself	2.69	Agree
5. I dare to approximate the proper English sound production.	2.31	Disagree
6. I exert extra efforts to learn the proper intonation, stress, phrasing, etc.	2.5	Disagree
7. I wish to speak Philippine English perfectly	2.75	Agree
<b>OVERALL</b>	2.54	Agree

Table 1 shows the motivational level of students during the pre-survey. As shown, items 3, 4, and 7 obtained weighted means of 2.69, 2.69, and 2.75 respectively that fall on description level of agree. This means that students moderately watch English movies and TikTok videos to emulate speakers of English, often practice speaking English, and

discreetly wish to speak Philippine English perfectly. These entail that students' effort to approximate the acceptable spoken English is moderate.

Meanwhile, items 1, 2, 5 and 6 obtained weighted means of 2.31, 2.5, 2.31, and 2.5 respectively that fall on description level of disagree. These denote that students do not like to speak English in classes, negative in sounding like the native speakers, resistant in approximating the proper English sound production, and uninterested to learn the proper intonation, stress, phrasing, etc. This denotes that students is less motivated to produce the spoken English as medium of communication. The overall weighted mean of 2.54 which belongs to description level of Agree means that the motivational level of students is moderate. This implies that students have weak inspiration to achieve intelligible spoken language. Further, it implies that students need to be exposed in activities that may provide them opportunities to appreciate English in communicative activities.

Table 2 shows the item-statements relative to confidence level of students, the obtained weighted means, and overall weighted mean, and the description before TikTok Exposure.

Table II

Confidence Level of Students based on the Pre-Assessment Survey

<i>Item-Statements</i>	<i>Weighted Mean</i>	<i>Description</i>
1 I do not get conscious to commit errors in my spoken English.	2.19	Disagree
2 I am confident in using English Language in speaking.	2.06	Disagree
3 I don't get anxious when I have to answer a question in my English class	2.12	Disagree
4 I feel like sounding native speaker in using the English language.	2.19	Disagree

5 I dare to approximate the proper English sound production.	1.94	Disagree
6 I am certain in using English in expressing my personal beliefs.	2.12	Disagree
7 I am calm whenever I have to speak in my class.	2.0	Disagree

**OVERALL** 2.09 Disagree

As shown, items 1, 2, 3, 4, 5, 6, and 7 obtained weighted means of 2.19, 2.06, 2.12, 2.19, 1.94, 2.12, and 2.0 with overall weighted mean of 2.09 which fall on description level of Disagree. This means that the students get conscious to commit errors in their spoken English, lack of confidence to use English in speaking, get anxious when answering a question, does not feel sounding like native speakers, do not dare to approximate the proper English sound production, not certain in using English words to express personal beliefs and uncomfortable whenever to speak English.

Data reveals that students' are less confident to communicate using the English language. These imply that students need exposure to communicative language activities to approximate their fears, hesitations, and other negative thoughts. Table 3 shows the item-statements relative to motivational level of students, the obtained weighted means, and overall weighted mean, and the description during the TikTok exposure.

Table III

Motivational Level of Students during the Post Assessment

<i>Item-Statements</i>	<i>Weighted Mean</i>	<i>Description</i>
1 I love to speak English language frequently in classes.	3.12	Agree
2 I am eager to sound like the native speakers.	3.0	Agree
3 I frequently watch English movies and TikTok videos to	3.31	Strongly Agree

emulate speakers of English.		
4	I constantly practice speaking English by myself	3.37 Strongly Agree
5	I dare to approximate the proper English sound production.	3.31 Strongly Agree
6	I exert extra efforts to learn the proper intonation, stress, phrasing, etc.	3.5 Strongly Agree
7	I wish to speak Philippine English perfectly	3.56 Strongly Agree
<b>OVERALL</b>		3.31 Strongly Agree

Table III shows the motivational level of students during TikTok exposure. As revealed, items 1 and 2 obtain weighted means of 3.12 and 3.0 that fall on description level of Agree. This denotes that students as exposed in TikTok Challenges have moderately loved to speak English and sound like the native speaker. This connotes that teachers still need to work to improve students' eagerness and habits to speak English.

Moreover, items 3, 4, 5, 6, and 7 obtained weighted means of 3.31, 3.37, 3.31, 3.37, 3.31, and 3.5 which belong to description level of Strongly Agree. Data entail that during exposure of TikTok challenges, students frequently watch videos, practice speaking English constantly, dare to approximate proper sound production, exert much efforts to learn supra-segmental phonemes, and strongly wish to speak Philippine English perfectly. These imply that students have the strong drive to sound good in English.

The overall weighted mean of 3.31 which belong to description level of Strongly Agree. This reveals that students' motivational level during TikTok Challenge is very high. This implies that students' enthusiasm to approximate the proper English sound production in communication is indeed very commendable.

Table 4 shows that item-statements relative to confidence level of students, the obtained weighted means, and overall weighted mean, and the description during TikTok exposure.

Table IV

Confidence Level of Students based on the Post Assessment

<i>Item-Statements</i>		<i>Weighted Mean</i>	<i>Description</i>
1	I do not get conscious to commit errors in my spoken English.	2.62	Agree
2	I am confident in using English Language in speaking.	2.56	Agree
3	I don't get anxious when I have to answer a question in my English class	2.62	Agree
4	I feel like sounding native speaker in using the English language.	2.62	Agree
5	I dare to approximate the proper English sound production.	3.06	Agree
6	I am certain in using English in expressing my personal beliefs.	2.75	Agree
7	I am calm whenever I have to speak in my class.	2.69	Agree
<b>OVERALL</b>		2.7	Agree

Table IV discloses the confidence level of students during the TikTok Challenge. As revealed, items 1, 2, 3, 4, 5, 6, and 7 obtained weighted means of 2.62, 2.56, 2.62, 2.62, 3.06, 2.75, and 2.69 respectively with over all weighted mean of 2.7 that fall on description level of Agree. Data mean that students never get nervous to commit errors, confident in using English Language, don't get anxious when speaking, feel sounding like native, dare to approximate sound production, certain in using English in expression of oneself, and calm in speaking during TikTok. These imply that students moderately develop their confidence in using



English language in communication. However, data imply that students still need more exposure to increase their confidence level.

Table 5 shows the means, computed t, and description of the difference between the motivational level of students before and during TikTok exposure.

Table V

Difference between of the Means in Pre-Assessment and Post Assessment of Students' Motivational Level

Paired Variable	Mean	Computed t-value	Description
Pre-Assessment	2.54	-10.89	Significant
Post Assessment	3.31		

T crit= -2.45

Table 5 on the previous page shows the difference between the means in Pre- and Post-Assessment of Students' Motivational Level. Data reveal that the absolute value of computed t (-10.89) is greater than the absolute critical t-value. This means that the t-statistics falls on rejection region. Thus, there is sufficient evidence to reject the null hypothesis stating there is no significant difference between the means of pre-assessment and post-assessment. This implies that there is significant increase in Motivational Level after the exposure of students to TikTok Challenges.

Table 6 shows the means and computed t-value of the difference between the confidence level before and during TikTok exposure.

Table VI

Difference between of the Means in Pre-Assessment and Post Assessment in Terms of Students' Confidence Level

Paired Variable	Mean	Computed t-value	Description
Pre-Assessment	2.09	-6.67	Significant
Post Assessment	2.7		

tcrit= -2.45

Table 6 shows the difference between the means in pre-assessment and post assessment in terms of students' confidence level. As revealed, the absolute t-value (-6.67) is greater than the t-crit (-2.45). It means that the null hypothesis stating there is no significant difference between the confidence level in pre-assessment and post-assessment is

rejected. This implies that there is significant increase in the means of students' confidence level upon exposure to TikTok Challenge.

## Discussions

The foregoing findings imply that students have less motivational level and lack of self confidence in using English as medium of communication. Students have weak inspiration and encouragement to achieve the smooth sound production in their spoken utterances. However, it is clear that during exposure to TikTok Challenge students' drive to approximate the acceptable spoken fluency increases. Also, students' resistance and negative thoughts in spoken English decrease.

Teachers may utilize TikTok Video Challenge as communicative activity to increase students' motivation and confidence of the use of English in communication. This TikTok Video Challenge could be an avenue for students to practice speaking English without so much pressure.

## Conclusion

Exposure to TikTok Challenge allows students to have the model in communication. The provision of opportunities for students to demonstrate TikTok Challenge is indeed of great help for them to minimize their fears, hesitations, and resistance in speaking.

It is concluded that exposure to TikTok Challenge can reduce students' affective filter through increasing students' motivational level and self-confidence level.

## Limitations and Future Studies

This study is limited only in determining the motivational level and confidence level of students as determinants to students' affective filter. Further study should be conducted to verify the veracity of results. Further, other factors that contribute to affective filter shall be investigated. Furthermore, a standardized test on determining the levels of affective filter shall be conducted in a large scale of subjects.

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