

Tiktok as a Formative Assessment in English Classes

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Abstrak

This study delves into the significance of alternative-formative assessment in language learning and teaching, particularly focusing on the perspectives of educators. Utilizing TikTok as a social media platform, teachers employ alternative-formative assessments to enhance language skills, specifically targeting speaking and listening proficiency. Employing a narrative inquiry methodology, this research draws insights from the experiences of two English teachers who have previously integrated TikTok into their formative assessment practices. The findings underscore TikTok's effectiveness as a medium for evaluating speaking and listening skills, providing a platform for teachers to offer feedback and students to engage in reflective commentary. The study reveals that TikTok facilitates dynamic interactions, enabling feedback beyond the platform through video downloads. Students actively contribute to the evaluation of the teaching and learning process. As a suggestion for future research, document analysis on the mechanics of alternative assessment implementation is proposed, aiming to enrich the existing literature on language assessment. This study contributes to the evolving discourse on leveraging digital platforms for formative assessment, emphasizing the potential for dynamic and interactive evaluation in language education.

Keywords: *alternative assessment, EFL, feedback, formative assessment, social media, TikTok.*

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A. INTRODUCTION

Assessing student progress is essential in the process of teaching and learning, and the use of alternative-formative assessment (AFA) has become a vital approach to improve student learning. Developmental assessment is a method of evaluating students that focuses on providing continuous feedback to both teachers and students during instruction. It is a student-centered approach that addresses the limitations of traditional assessment methods (Carr, 2002; Warner & Palmer, 2018; Weurlander, et al., 2012). Contrary to conventional methods of evaluation, AFA places emphasis on providing ongoing feedback throughout the learning process, promoting the ability to adjust and respond to the requirements of students.

Although the significance of AFA is acknowledged, the flaws in traditional assessment methods continue to exist, requiring a more thorough analysis of the justifications for educators to adopt alternate ways. The objective of this study is to fill this knowledge gap by examining the several important aspects of AFA, such as its contribution to the development of assessment tools, monitoring and encouraging student advancement, and offering diagnostic feedback (Herman, Aschbacher, & Winters, 1992).

The present state of education, worsened by the effects of the Covid-19 pandemic, has experienced a significant increase in the utilization of short-video social media platforms as instruments for language acquisition, specifically in the domain of English as a Foreign Language (EFL). The loss of physical schools necessitated a sudden transition to online programs, highlighting the importance of exploring inventive methods for English language teaching. English language

educators have typically favored sites like Facebook, Instagram, and WhatsApp. However, the rapid surge in popularity of TikTok during the epidemic, with over 3.5 billion downloads by July 2023, highlights its increasing importance, particularly among teens.

Within the dynamic educational environment, this study aims to suggest an alternate method of evaluating student progress, employing the platform TikTok due to its distinct attributes and extensive appeal. Although previous studies recognize the impact of social media platforms on improving language abilities in distant learning, there is a lack of comprehensive research investigating the effectiveness of TikTok in this particular setting. The study seeks to fill this research vacuum by examining the effectiveness of social media platforms, specifically TikTok, in enhancing the English communication abilities of EFL students. The literature review will cover ideas pertaining to speech, auditory perception, and the distinctive characteristics of TikTok, thus laying the foundation for a comprehensive investigation of its possible influence on language instruction.

The primary objective of this study is to examine the feasibility of utilizing TikTok as an alternate method for formative assessment, taking into account its capacity to improve English language proficiency among students learning English as a foreign language (EFL) during the Covid-19 epidemic. The study intends to address the research gap and offer insights into the successful incorporation of TikTok into language learning curriculum by thoroughly examining existing ideas and literature. This research aims to provide significant insights to the continuing discussion on utilizing digital platforms for formative assessment, specifically in the field of English language teaching.

1. Alternative-Formative Assessment

Educational assessment is crucial for evaluating students' comprehension and proficiency in academic subjects. Alternative-Formative Assessment (AFA) is a method of evaluating student learning that is different from other assessment approaches. It is considered transformative since it changes the way we traditionally think about evaluating students. This study examines the fundamental nature of AFA, investigating its principles, applications, and the influence it has on improving the learning process. The use of performance-based assessments, which can provide a more comprehensive view of students' abilities and progress (Aknouch, 2023; Dung & Dieu Ha, 2019).

Alternative-Formative Assessment represents a departure from conventional summative evaluation methods, emphasizing ongoing, continuous feedback throughout the learning journey. Unlike traditional assessments that primarily focus on assigning grades at the end of a learning period, AFA is inherently formative, fostering a dynamic and responsive approach to student evaluation. AFA encompasses a myriad of strategies, including but not limited to project-based assessments, portfolios, peer evaluations, self-assessments, and real-world applications of knowledge (Tessmer, 2008).

Because alternative assessment is continual, it is able to focus on both the process and product of learning ((Al-Abdullatif, 2020; Hamayan, 1995). In other words, rather than summative evaluation, alternative assessment refers to alternate ways to standard testing methodologies, such as ensuring students' ongoing language development and informing teachers' instructions, as well as revising teachers' teaching styles. In this regard, the alternative assessment might be thought of as a formative assessment - an assessment for learning that is ongoing. We will use the terms alternative and formative assessment interchangeably in this text to contrast its nature with summative or traditional testing procedures. Alternative assessment gives teachers a platform to connect assessment and instruction, allowing them to continuously monitor and alter instruction depending on what has already

been assessed. In other words, if the goals of a predetermined instructional program are satisfied, the process is continued; otherwise, it must be altered. As a result, alternative assessment is thought to be more informative and beneficial to instructors than traditional test scores in terms of assisting teachers in redesigning the curriculum in a way that is more sensitive to students' learning development (Hamayan, 1995).

2. TikTok as social media and its function in language assessment

Social media is a collective of internet-based applications that enable people to make and share content. It is a form of media that focuses on user participation, which encourages users to interact and collaborate (Kaplan, Andreas & Haenlein, 2010). The functions of information technology in education include: 1) acting as a knowledge store; 2) acting as a learning aid; 3) acting as an educational facility; 4) acting as a standard of competence; 5) acting as administrative support; 6) acting as a management tool; and 7) acting as educational infrastructure. The advancement of information technology, as well as the move from traditional to modern learning, has a favorable impact. As a result, it is possible to conclude that the usage of learning media, including digital social media, will be able to add alternatives in increasing understanding and become an alternative source of knowledge that will help the success of the teaching process in the classroom.

TikTok is a global phenomenon and a very popular social media platform in the world, with hundreds of millions of users (Li & Li, 2021). It allows users to share three-minute-long videos with a variety of creative and unique features. TikTok has proven to be an excellent instrument for acquiring language skills, especially in the realm of learning the English language. It was discovered that students exhibited a favorable disposition towards utilizing TikTok to enhance their English pronunciation and communication abilities, respectively (Pratiwi et al., 2021).

TikTok has the potential to be used as a tool for assessing language proficiency, specifically in listening and speaking skills. Implementing formative assessments is one potential method for evaluating listening and speaking abilities. Throughout the learning process, these assessments are used to monitor students' progress and provide feedback. Teachers can effectively gauge students' abilities in listening and speaking by incorporating formative assessments into the evaluation of these skills (Tan et al., 2022; Xiuwen & Razali, 2021). TikTok serves as a valuable tool for online formative assessment, gradually enhancing the overall incentives for second language acquisition among learners. It was found that there were distinct attributes of TikTok, including video-related characteristics and the duet challenge, which can augment instructional approaches in ESL classes. These findings demonstrate that secondary-school students exhibited favorable dispositions towards utilizing TikTok as a tool for English language acquisition, both within and outside of the educational setting. Additionally, it effectively contributes to the creation of a more convenient teaching and learning environment for English as a Foreign Language (EFL) learners (Wijaya, 2022; Yang, 2020)

a. Listening Skills

The ability to comprehend spoken language in the context of English as a Foreign Language (EFL) is an intricate and diverse talent, involving the comprehension of accents, pronunciation, syntax, and vocabulary. EFL students frequently encounter difficulties in these areas, particularly when confronted with unfamiliar accents and incorrectly uttered words (Yavuz et al., 2015; Yunira, 2019). In order to tackle these difficulties, the concept of contextualized language training has been suggested as a

possible remedy. Evaluating students' listening skills can be accomplished by assessing their proficiency in literal, inferential, and critical comprehension levels (Putri, 2018).

According to Loren (2017), intuitively interactive media is a compelling learning medium for students to develop fundamental listening skills. As one of the components of learning, learning media plays a crucial role in ensuring that learning occurs in line with the learning goals. Based on this perspective, it is evident that audiovisual learning materials are necessary to facilitate auditory comprehension. Based on the available features, the TikTok application can meet the audio-visual requirements of the character. In an English as a Foreign Language (EFL) setting, the utilization of social media and interactive multimedia can improve listening abilities. This is achieved through the provision of captivating and significant information, frequent exposure to listening resources, and the establishment of connections with varied cultural backgrounds. Studies have demonstrated that social media platforms like YouTube and Snapchat can be utilized efficiently to improve the listening abilities of English as a Foreign Language (EFL) learners, in comparison to conventional audio recording methods (Nasser Al Harbi, 2020, Vo, 2015). In addition, interactive multimedia tools offer learners the chance to acquire and practice crucial problem-solving abilities, collaborative working skills, and provide suitable support, advice, training, and scaffolding for language learners. In addition, social media has the benefit of adaptability, enabling students to select subjects and materials that correspond to their interests and academic objectives, thereby enhancing the learning experience by making it more captivating and significant. Hence, the incorporation of social media and interactive multimedia in English as a Foreign Language (EFL) instruction might enhance listening proficiency by furnishing genuine and varied listening resources, fostering active participation, and facilitating recurrent exposure to the language. (Arono, 2014; George, 2018).

b. Speaking Skills

Proficiency in speaking is an essential component of learning a foreign language, particularly in the context of English as a Foreign Language (EFL). Enhancing confidence, creativity, and competence are fundamental objectives in this regard (Boonkit, 2010). Nevertheless, the instruction of oral communication has traditionally been disregarded, resulting in difficulties for both educators and students. Research conducted by Afifah and Devana (2020) has shown that task-based learning is an effective method for enhancing speaking abilities in English as a Foreign Language (EFL) classrooms. Although speaking is crucial, young learners of English as a Foreign Language (EFL) frequently face challenges in this domain, which might impede their language acquisition and communication abilities (Hosni, 2014).

Speaking is the ability to articulate sounds or words that reflect or convey intentions, ideas, emotions, and feelings, and that are structured and developed to meet the needs of the listener (Oktavia & Kunci, 2015). Each individual has a unique manner of conveying thoughts, ideas, and passionate speech. To improve speaking skills, the learning environment must be adequately specified. TikTok has the potential to serve as a language evaluation instrument, especially for the improvement of speaking skills. It allows users to quickly and easily incorporate background noises into the program. Social media can be used to improve EFL students' speaking skills by providing opportunities for communication with native speakers, implementing social media as a strategy in teaching oral courses, and using social media in preparing classroom speaking activities. Interactive multimedia can effectively transmit messages found in the learning materials, promote schoolwork achievements, create virtual settings, integrate various kinds of media contents and technology into a single interface,

and help learners to learn language (Nabung, 2023; Namaziandost & Nasri, 2019). Tik Tok utilizes these capabilities to process words that represent or transmit intents, ideas, emotions, and feelings that evolve in response to the listener's requests. (Xiuwen & Razali, 2021; Salsabila, et al., 2021)

B. METHOD

Narrative inquiry, a qualitative research design, serves as the foundational approach for this study. This design relies on stories to elucidate human actions, specifically exploring the life experiences of individuals over time. Narrative inquiry involves collaboration with participants, allowing for a deeper understanding of their experiences through a dynamic and evolving process (Creswell, 2014; Caine, Clandinin, & Lessard, 2021; Puplampu, Caine, & Clandinin, 2020). The engagement with participants occurs in specific locations or sequences of locations, embedded in social interactions within their milieus.

Research Locations and Participants:

The study focuses on two English teachers, participants in an online workshop conducted by a professional learning community in Indonesia. The workshop titled "Pemanfaatan Aplikasi TikTok di Kelas Bahasa" attracted teachers from diverse schools, with Teacher A hailing from Bandung Barat and Teacher B from Subang. Both educators boast over a decade of experience in the field of English teaching, providing a rich foundation for exploring their perspectives on the integration of TikTok in language classrooms.

Data Collection:

To gather data, the researchers initiated in-depth individual interviews with the participants, guided by a semi-structured format. Open-ended questions facilitated the exploration of participants' thoughts, allowing for the emergence of themes relevant to the study (Barkhuizen et al., 2014; Kvale and Brinkmann, 2009; Brounéus, 2011). The interview process aimed to delve into the participants' experiences, capturing both successful and challenging narratives. Recorded conversations ensured accuracy in preserving the participants' voices, with provisions for clarification and additional queries.

Analysis of the data in narrative inquiry involves a collaborative and iterative process. As plot outlines evolve throughout the study, written materials are continually reviewed, and additional data is collected to refine the narrative (Creswell, 2014; Caine, Clandinin, & Lessard, 2021). The researchers engage in a nuanced examination of the narratives, seeking patterns, themes, and insights that contribute to a comprehensive understanding of the teachers' perspectives on utilizing TikTok in language classrooms.

Prior to the interviews, participants were provided with a clear explanation of the study's goals. Informed consent was obtained, emphasizing the voluntary nature of participation. The study adheres to ethical standards, ensuring confidentiality, privacy, and respect for the participants' perspectives. The relaxed interview atmosphere allowed participants to share their stories comfortably, fostering an environment conducive to open dialogue. The division of the interview into three sections—life history, current experience, and contemplation and aspiration—prioritized a holistic exploration of the participants' narratives.

C. FINDINGS AND DISCUSSION

This section will discuss the findings and discussion from the interview held by the writer and the participants. The findings will be divided into three stages: a) life history, b) contemporary experience, and c) reflection and aspiration on meaning and compare the participants.

1. Life history

Teacher A is a male teacher who teaches English in one of the junior high schools in Kabupaten Bandung Barat. He has been teaching English for over a decade. He was a graduate from a reputable university in Indonesia and had his Bachelor's degree majoring in English Education. Teacher A is familiar with alternative-formative assessment since the first years of his teaching career. He conducted the alternative-formative assessment in two ways, orally and written. Orally when he gave feedback, and written usually took a longer time compared to what he does recently.

Teacher B is a female teacher who teaches English in one of the senior high schools in Kota Subang. She also has been teaching for more than ten years. She was a graduate from a college in Indonesia and had his Bachelor's degree majoring in English Education, too, and she is familiar with formative assessment.

Based on these findings, it can be concluded that both Teacher A and Teacher B are highly experienced educators who have instructing English in a variety of educational levels and locations in the Indonesian province of West Java. Both of these individuals have earned Bachelor of Arts degrees in English Education from some of the premier educational institutions in the nation. The fact that they began using alternative-formative assessment (AFA) at an early stage in their teaching careers is evidence of their commitment to implementing innovative teaching strategies. The need of instructors' perspectives and understanding of formative assessment in order to carry it out in an efficient manner (Dayal, 2021; Zopluoglu & Jr., 2019). The publication by Robinson et al. (2014) draws attention to the significant impact that teachers' participation in professional development has on their utilization of formative assessment. The fact that there is a direct connection between understanding and the application of these strategies is evidence of the existence of a positive connection.

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Practices of AFA Employed by Teacher B Teacher B, who works at a senior high school in Kota Subang, has, just like Teacher A, enthusiastically accepted AFA throughout her lengthy and fruitful career as a teacher. We all have a comparable educational background in English Education, which

means that they share a common basis in teaching approaches. This is because we all have a similar educational history. The frequent use of AFA by the teachers is in line with contemporary educational paradigms, which place an emphasis on continuous evaluation and timely feedback in order to enhance the learning of students (Fluckiger et al., 2010; Robinson et al., 2014; Pishchukhina & Allen, 2021).

Despite the fact that both teachers make use of AFA, it is essential to recognize that Teacher A and Teacher B may have different approaches to teaching, as well as varying degrees of importance placed on receptive or productive abilities. It is possible that significant findings regarding the efficacy and individual preferences associated with each technique could be realized through an examination of the minute differences that exist between their techniques. Furthermore, the selection of AFA methods may be influenced by the varied curriculum requirements and student expectations connected with different school levels, such as junior high and senior high. This is because the curriculum requirements and expectations vary from level to level.

2. Contemporary experience

Both of the teachers were familiar with alternative-formative assessment. Long before the TikTok application was created, they both knew the importance of alternative-formative assessment.

Teacher A shares his experiences in using the TikTok application for alternative-formative assessment. This assessment can show the process of students' progress while studying. Since students had been familiar with TikTok, teacher A faced no meaningful obstacle. He said that actually he was learning how to use the application from the students first. After becoming familiar with the application he then made use of its features. He used video duet to assess formatively on students' listening and speaking skills. As for assessing listening skill, teacher A found that TikTok video duet could provide a variety of original and engaging content created by native speakers or language enthusiasts. Students can view videos on a variety of topics, including speeches, musical performances, and more. Students exposed to authentic language enhance their listening comprehension and adapt to real-world language usage. Yang (2020) also discovered that using the TikTok application, students could access authentic listening content. TikTok provides a platform for each student who comes from different cultural backgrounds or even different countries to share content with a variety of dialects and accents. This exposes students to a wide variety of language styles, accents, and dialects, allowing them to familiarize themselves with various linguistic variants and improve their listening skills and their ability to understand other speakers. Cahyono (2023) reached the same conclusion regarding the application of TikTok in EFL classes.

TikTok videos are short and easy to understand. This feature is ideal for students to practice listening in small chunks, which is very helpful for real conversations. TikTok is also a visual platform that includes videos and frequently accompanied by captions, subtitles, or gestures that provide additional context. These features help students in comprehending the topic and improving their English performance. TikTok allows students to replay videos as often as necessary to fully understand the material. This repetition enables students to practice listening to the same information multiple times, allowing them to develop comprehension over time.

TikTok video duets, as one of the interactive features encourage students to actively engage with the content material and participate in discussions. TikTok has a vast library of information in a variety of languages and subject areas, allowing students to select content based on their individual interests

and levels of proficiency. This self-directed approach to content selection encourages students to take responsibility for their learning and engage with material that resonates with their preferences, thereby increasing motivation and engagement during the listening experience. (Silaban, 2021; Rachmawati, 2022)

Meanwhile Teacher B added that formative assessment also can improve speaking skill in the way of self-expression and creativity. TikTok encourages self-expression and creativity by allowing users to create and share their own videos. Students can practice public speaking by documenting themselves speaking, acting, or presenting on various topics. This allows children to engage in authentic language production and develop confidence in expressing themselves verbally. TikTok enables students to compose and perform scripted dialogues or sketches. They can collaborate with their peers to construct dialogues, hone their pronunciation, and focus on specific language functions or lexicon. This activity enhances the students' fluency, intonation, and overall speaking proficiency. TikTok's trend-driven language challenges and collaborative projects can be utilized to acquire a language. Teachers can assign tasks requiring students to film videos in which they discuss a particular topic, respond to prompts, or perform a role. These activities promote free-flowing discourse, inventiveness, and interaction with other TikTok users.

The interactive elements of TikTok, such as comments, collaborations, and video responses, enable students to interact with their peers and receive feedback on their speaking performance. Students can provide constructive feedback on one another's videos, engage in discussions, and learn from one another's linguistic usage. Exercises in Pronunciation and Imitation: Because TikTok is audiovisual, students can view and hear native speakers or proficient language users. Students can practice their pronunciation by mimicking the videos' tempo, intonation, and accents. This allows them to improve their general speaking abilities and pronunciation. Students can use TikTok to refine their presentation and public speaking skills. This is inline with the previous finding that indicated the teacher held a favorable perception of online formative assessment in relation to peer participation during student exams and the improvement of test content. The teachers possessed the ability to assist students in discerning their strengths and shortcomings in their oral communication abilities, facilitating the enhancement of their overall speaking proficiency. (Michos, 2022; Sumaharani, et al, 2023)

Students can document and share current events-related lectures, stories, and discussions that are instructive or compelling. This practice improves communication lucidity, thought organization, and the ability to effectively engage an audience. Students are able to engage in authentic listening and response by watching TikTok videos and creating their own video responses. This activity enables children to spontaneously express themselves, express personal thoughts or reactions, and practice listening comprehension as they respond to the content provided by others. The features that TikTok has then can be enhanced since teachers could give feedback in the comment section. Peer assessment also happened so that they could learn and give feedback from one student to others.

Teacher A and Teacher B, who were knowledgeable about alternative-formative assessment even before TikTok became popular, demonstrate different methods and viewpoints in utilizing the platform for language acquisition.

Teacher A use TikTok as a valuable tool to actively include students in formative assessments, with a specific emphasis on enhancing their listening and speaking abilities. He acknowledges the platform's capacity to introduce kids to genuine language, unique dialects, and other linguistic approaches. By utilizing video duets, he evaluates students' listening abilities by accessing the diverse range of material offered by native speakers or language enthusiasts. This method is consistent with studies that highlights TikTok's function in providing genuine listening material, which contributes to improved language comprehension (Yang, 2020). The concise duration of TikTok videos enables efficient practice of listening skills in short segments, promoting the development of authentic conversational abilities. Additionally, the visual aspect of the site, through the use of captions, subtitles, or gestures, enhances comprehension. In addition, Teacher A observes that TikTok's interactivity allows students to actively participate in content, choose material according to their unique interests, and replay videos to enhance comprehension. The user highlights TikTok's ability to facilitate autonomous learning, inspire pupils, and improve their auditory engagement (Silaban, 2021; Rachmawati, 2022).

Conversely, Teacher B highlights the significance of TikTok in enhancing speaking abilities by encouraging self-expression and creativity. She commends TikTok for promoting public speaking by allowing students to record themselves discussing numerous subjects and engaging in genuine language production. TikTok serves as a platform for students to create pre-planned conversations, work together with classmates, and improve their ability to speak fluently and with proper intonation. The platform's language acquisition options are presented through trend-driven language challenges and collaborative projects. Teacher B emphasizes the interactive elements of TikTok, such as comments and video responses, which promote peer contact, feedback, and learning from language usage. TikTok essentially serves as a platform for improving one's pronunciation, delivery, and public speaking abilities. She recognizes the platform's function in helping students evaluate their oral communication skills, in line with research that supports online formative evaluation for peer engagement and overall enhancement of competency (Michos, 2022; Sumaharani et al., 2023).

Both teachers acknowledge TikTok's capacity for formative assessment. However, Teacher A highlights its influence on listening skills, exposure to authentic content, and self-directed learning. In contrast, Teacher B emphasizes its contribution to fostering speaking abilities, creativity, and student interaction. Their unique viewpoints demonstrate the adaptability of TikTok as an instructional instrument, accommodating various aspects of language acquisition.

3. Reflection and aspiration on meaning

Teacher A reflected and learned from the reflection that the pandemic condition had forced teachers to find an alternative assessment that was effective and engaging. He also mentioned that it was important to note that while TikTok can be a beneficial tool for alternative formative assessment as well as improving listening skills, it should be used strategically in conjunction with other language learning activities. Teachers should guide students in selecting appropriate content, provide guidance on effective listening strategies, and encourage reflection and analysis of the materials encountered on TikTok. He would keep on using TikTok as an alternative formative assessment even though the learning and teaching process were held in an onsite (at school).

Teacher A contemplates the profound influence of the epidemic on education, acknowledging the need to discover efficient and captivating alternate techniques for evaluating students. The significance of adaptation in response to unexpected difficulties is underscored by his realization. The recognition that TikTok can be a valuable instrument for alternative formative evaluation and enhancing listening skills highlights the incorporation of technology into language instruction. Teacher A supports a methodical approach, emphasizing the significance of directing students in choosing content, promoting efficient listening techniques, and stimulating critical thinking. This is a deliberate evaluation of TikTok's function within a wider framework for learning languages (Anumanthan & Hashim, 2022).

Teacher A demonstrates a strong dedication to utilizing TikTok even in traditional classroom settings, indicating its lasting significance beyond the limitations of online learning.

Teacher B reflected and learned from the reflection that it was important for teachers to guide students on responsible and appropriate usage of TikTok, provide clear guidelines on content creation and language accuracy, and foster a positive and inclusive learning environment. TikTok should be viewed as a supplementary tool to support speaking skill development and should be integrated into a well-rounded language learning curriculum. She realizes that using TikTok as an assessment tool not only evaluates not only the learning process but also the teaching process. Various studies have emphasized the capacity of TikTok to improve English language proficiency. The platform has a notable impact on enhancing the speaking abilities of English as a Foreign Language (EFL) students. Furthermore, students have shown favorable attitudes towards its utilization. Essential attributes of TikTok can improve instructional methods in EFL classrooms, specifically video-related attributes and the duet challenge. The pioneering aspect of TikTok in enhancing oral communication abilities, namely in the field of English Language Teaching (ELT). The efficacy of task-based learning methods in enhancing students' listening abilities, indicating a possible harmonization with the properties of TikTok (Hongsa et al., 2023; Tan et al., 2022;). This way teachers could also improve their performance in teaching.

From this data it can be concluded that both teachers acknowledge TikTok's value as a potent instrument for language acquisition, with Teacher A underscoring its capacity for alternative formative evaluation, and Teacher B emphasizing its beneficial influence on linguistic proficiency. Both professors prioritize the need of providing instruction and promoting accountability when using TikTok, taking into account its influence not only on students' assessment but also on their overall learning experience. Both educators advocate for the use of TikTok into language teaching methodologies, highlighting its potential advantages for enhancing language proficiency.

Besides the similarities, the teachers also have some differences in perceiving TikTok as an formative assessment tool. Teacher A emphasizes the strategic utilization of TikTok within a larger framework, whereas Teacher B views TikTok as an additional tool incorporated into the curriculum. Teacher A demonstrates a dedication to employing TikTok over an extended period, highlighting its enduring importance. On the other hand, Teacher B examines the role of TikTok in assessing both the learning and teaching processes. Differentiating between Content and Guidelines for Usage: Teacher A prioritizes facilitating students' subject selection and strategy development, whereas Teacher B prioritizes providing explicit instructions on content creation and language precision.

Both teachers acknowledge the promise of TikTok in language instruction, but they have distinct methods. Teacher A prioritizes strategic utilization and sustained dedication, while Teacher B emphasizes incorporating TikTok into the curriculum and evaluating the learning process comprehensively.

D. CONCLUSION

The primary purpose of this research is to explore the viability of TikTok as an alternative formative assessment tool in the context of language learning, with a focus on English as a Foreign Language (EFL) students. By leveraging the unique features of TikTok, the study aims to investigate its potential for assessing language skills, particularly listening and speaking, while considering its advantages and limitations in the assessment process.

This research has successfully delved into the multifaceted role of TikTok as a valuable tool for assessing language learning. The analysis incorporates the distinctive features of TikTok, including genuine content, short and captivating videos, linguistic diversity, and interactive capabilities. By aligning these features with formative assessment needs, the study underscores TikTok's suitability for evaluating various language skills, providing opportunities for authentic language practice in real-life situations.

Diverse Language Skills Assessment: TikTok proves effective in assessing language skills, particularly listening and speaking, through individual or group tasks, challenges, and projects. The platform's interactive nature encourages students to engage in authentic expressions, fostering language growth.

Creative Expression and Peer Interaction: TikTok empowers students to express themselves creatively and interactively with peers. Peer assessment becomes a viable aspect, enhancing collaborative learning and active participation in language development.

User-Friendly Platform: TikTok's user-friendly interface facilitates seamless sharing and analysis for both students and teachers. It encourages self-assessment, peer assessment, and collaborative learning, contributing to an inclusive and participatory language learning environment.

The study acknowledges TikTok's limitations as an assessment tool, particularly in evaluating complex grammar or reading comprehension. To ensure consistency and fairness, the importance of designing clear rubrics and criteria is emphasized.

In conclusion, TikTok emerges as a dynamic and engaging alternative formative assessment tool, offering unique opportunities for language skill evaluation. The platform's user-friendly nature and interactive features enhance students' involvement in their language growth. However, the study emphasizes the importance of cautious design and clear criteria to mitigate potential inconsistencies and unfair assessments. A call for future research is made, suggesting a document analysis of TikTok's assessment practices to contribute to the evolving literature on language assessment. This research adds valuable insights to the discourse on leveraging digital platforms for formative assessment in language education.

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