

## **PROMOTING PARALINGUISTICS FEATURES THROUGH VOICEOVER CHALLENGES ON TIKTOK APPLICATION**

Indra Sudrajat<sup>1\*</sup>, Ridha Amalia<sup>2</sup>

<sup>1,2</sup>STKIP Pasundan, Indonesia

Email: indra.sudrajat22@gmail.com<sup>1</sup>

First Received: February 2023

Final Proof Received: March 2023

### **ABSTRACT**

The aim of the research is to find out how students promote paralinguistics features in TikTok voiceover and to investigate how TikTok can increase learner control over learning content and learner involvement in the content offered by the TikTok application. The rapid development of technology and communication (ICT) has made major changes in the world of education such as the TikTok application namely voice over Tiktok uses paralinguistics features to help respondents practice expression and intonation in their ability to play an event with confidence. In addition, each respondent has a different response to the learning content. At the first, they looked surprised, excited and challenged. Once they get to know Tiktok dubbing using deeper paralinguistics features, they look more expressive, proficient, and confident. TikTok is believed to be able to promote elections that refer to various features on TikTok, such as TikTok voiceovers using paralinguistics features. The research instrument used to collect data was observation which consisted of two meetings which showed students' progress towards the content and also the participants' involvement in using the Tiktok application, the second interview which showed their responses to the content offered by the Tiktok application. The way that features paralinguistics features in Tiktok dub. The results of this study indicate that Tiktok makes a different contribution to each respondent.

**Keywords:** *paralinguistics, TikTok application, voiceover.*

### **INTRODUCTION**

Technology users in recent years are still involved in a lot of research lately, the rapid development of technology and communication (ICT) has made a big change in education (Dahdal, 2020; Ramey, 2013; Salo et al., 2017). The effective use of technology in education has changed aspects of education and created more educational opportunities. As a result, teachers learn about how to integrate technology into their classrooms. Thus, teachers involve technology as a learning tool through social media so that learning is more interesting.

In the current generation of learners, social media can be observed from how they react to content and teaching and learning activities presented online. They prefer concise content with interactive and engaging elements such as videos, animations, (Chuah et al., 2020), and opportunities to create their content (Al-Qaysi et al., 2020). Studies also show that if properly integrated, social media can be an effective platform to promote active

learning (Dahdal, 2020) and student communication skills through paralinguistic features (Howard 2020).

Paralinguistic is a study regards symbols both vocal and non-vocal, besides verbal message, including body language, facial expression, and speaking. Paralinguistic is usually used to complement verbal message delivery. Nonverbal communication through paralinguistic cues such as punctuation marks and emoticons are one of the mechanisms for building an interpersonal relationship in text-based interaction (Liebman & Gergle, 2016). One of the social media that can be used today as a platform to promote active learning is Tiktok. One of the social media that can be used today as a platform to promote active learning is Tiktok.

TikTok, the video-sharing social network operated by ByteDance Ltd., has emerged as one of the most popular social media platforms in recent years with more than 2 billion downloads globally, and currently, Tiktok users in Indonesia reached 92.2 million users. TikTok's social networking features also allow content can be shared with a particular community by using hashtags or posting directly to followers (Kaye et al., 2021). It has evolved into a repository of useful micro-learning content (Kaye et al., 2021) including voiceover challenges.

Voiceover challenges are a type of content where users can voice certain texts provided by other users who are role models for them. This challenge can show from voiceover to helping students master English speaking skills that many EFL students still find speaking skills very difficult to master (Hinkel, 2005). However, research on TikTok voiceover as a media to practice speaking English is still underutilized.

Based on the explanation above, promoting students' paralinguistic features through the voiceover challenge of TikTok to improve students' speaking skills and self-confidence is still underutilized. Therefore, this research will be conducted to provide valuable information about students in Cimahi using paralinguistic features through the Tiktok voiceover challenge about the benefits and challenges that students face when using the Tiktok voiceover challenge to learn to speak English. The research problems are formulated the following research question:

1. How do The Students Engage In Voiceover?
2. How does Voiceover Promote Students' Paralinguistic Features?

## **Review of Literature**

### ***Paralinguistics***

In this modern era verbal and nonverbal communication in online reality same as face-to-face communication. Verbal elements in communication include words spoken while nonverbal elements include paralinguistic. Paralinguistic is a study regards symbols both vocal and non-vocal, besides verbal message, including body language, facial expression, and speaking. Paralinguistic is usually used to complement verbal message delivery. Nonverbal communication through paralinguistic cues such as punctuation marks and emoticons is one of the mechanisms for building an interpersonal relationship in text-based interaction (Liebman & Gergle, 2016).

Winoto et al. (2017), say that paralinguistics are related to the ability to convey verbal messages. This aspect concerns the ability and impermanence in regulating the intonation of the voice. Paralinguistic or more commonly known as body language or non-verbal

language is a reflection of a person's output related to their emotions. According to Pease and Pease (2004), every cue and also body movement carried out by a person is the key to knowing for sure the emotions experienced by a person at that time. The main key to understanding body language is to understand the type of emotions experienced by a person and at the same time also hear the words spoken.

Maulana & Gumelar (2014), say that nonverbal messages can be used to provide meaning in communication, and also feelings or emotions can be more accurately conveyed in nonverbal messages, rather than verbal messages. Paralinguistics are words or sentences that are spoken in certain ways, each way of saying can give its meaning. Paralinguistic clues are how people pronounce verbal symbols. While verbal cues indicate what was said, paralinguistic cues explain how to pronounce it. Includes intonation and tempo of speech.

### ***Paralinguistic Components***

In explaining the paralinguistic components, there are still differences among experts in dividing paralinguistic grouping. Marian and Trager still limit paralinguistics to only the ways of pronouncing words and the intonation of sounds. Further on this subject Trager in Liliweri (2004) mentions several paralinguistic components related to verbal-vowel cues, namely as follows:

#### ***Intonation***

Intonation is the high and low of the voice. In intonation, communication can give a certain meaning regarding something to be conveyed. High intonation gives the meaning of affirmation and a form of anger. While low intonation gives the meaning of softness or friendliness. According to Hyang (2016), speech that is not intonation will only be heard and will sound monotonous. In communication, we can emphasize the meaning of speech more through pauses in front of words or sentences. Pauses can make meaning in speech stronger. In this section are:

- a. Whispering and weak voices will be difficult to hear. This shows a person who is difficult to open up to, has difficulty expressing feelings, or is shy.
- b. The ever-changing voice. The volume indicates difficulties, doubts, or feelings of inadequacy in discussing a topic being discussed.
- c. Fluency in speaking. It demonstrates readiness and mastery of the material being discussed.
- d. Stutter and doubt. It shows restlessness or sensitivity to the subject of conversation.
- e. Complaints. It indicates emotional distress or dependence on others.

### ***Facial expressions***

In the paralinguistic concept, the facial expression component is part of the process of interaction between the communicator and the communicant as the communication progresses. Therefore, facial expressions are also part of the way a person pronounces his verbal symbol. The combination of the mouth, tongue, eyes, and eyebrows is a person's expression. A communicator must pay attention to the communicant's facial expressions. For example, the face of students who listen to the lecturer's message, whether the

enthusiastic gaze is full of attention and interest or the stare is blank, indifferent, and not paying attention.

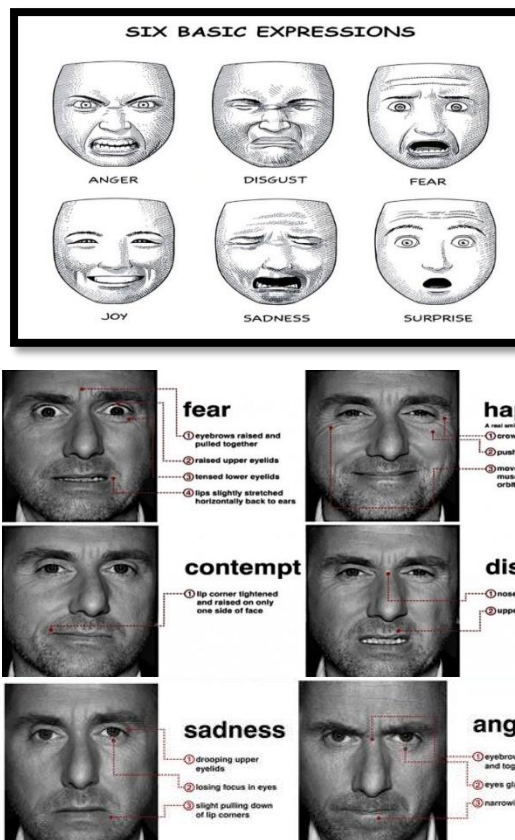


Figure 1. Using faces to convey a certain meaning

Based on the explanation above, paralinguistic features are words or sentences that can provide meaning in spoken communication in certain ways. The use of paralinguistic features can be used through voiceover.

### **Voiceover**

Voiceover is a voice that is narrated and comes from outside the screen, be it a male, female, or child voice. The voice directly tells all or part of the story that the audience witnessed. When recording voiceovers, the thing that must be considered is to concentrate on the script and be aware of missed words or mispronunciations. In addition, we must pay attention to the narrative flow and ensure that the tempo, style, and dynamics remain consistent (Kozloff, 2007). Kozloff also added that voiceovers designed for narrated videos can create cutting-edge intimacy and irony. Voiceover however occurs in conjunction with an image or sequence of images that convey information to the viewer. Therefore, numerous images and voiceovers will help the audience understand the story.

According to Kozloff (2007), there are roughly 2 types of voiceover, the first there is a third-person narrative or as an author and there is a first-person narrative or as a character. First-person narration is a more general form of voiceover, usable in any genre. First-

person narration can serve to help convey information and aid in the presentation of complex chronologies. First-person voiceover narration can also show the feelings and thoughts of the characters.

The most important thing in voiceover recording is the emotions and imagination of the voice actor (Wilcox, 2007). Imagination is important because, in voiceover, when the voice actor imagines reading the script, it can show the emotions of the character. In voiceover recording should not only be read but emotions should also be involved in the voiceover. When recording if the voice actor reads the script without using the emotions and identity of the character then the appearance of the voiceover voice will be flat.

### ***TikTok Application***

In recent years, the rapid development of information and communication technology (ICT) has made major changes in education. According to Ramey (2013), the effective use of technology in education has changed aspects of education and created more educational opportunities. Thus, teachers involve technology as a means of learning through social media to make learning more interesting.

Social media can be observed from how they react to the content and teaching and learning activities presented online. They prefer concise content with interactive and interesting elements such as videos, animations, (Chuah et al., 2020), and the opportunity to create their content (Al-Qaysi et al., 2020). Studies have also shown that if well integrated, social media can be an effective platform for promoting active learning (Dahdal, 2020) and student communication skills (Howard 2020). One of the social media that can be used today as a platform to promote active learning is Tiktok.

Tiktok is an application that provides special, unique, and interesting effects that can be used by users of this application easily to make cool short videos and can attract the attention of many people who watch it. The Tiktok app is a Chinese social network and music video platform launched in September 2016. This TikTok application is an application that can also see short videos with various expressions of each creator, and users of this application can also imitate other users' videos. According to Qorib (2018), the TikTok application is the latest social media application that allows users to create and share interesting videos, and interact in the comment column and private chat. This application presents interesting and easy-to-use special effects. The impact is that anyone can create a cool and interesting video. TikTok is in demand by all circles, especially millennials and generation Z. This application can be used as a medium of entertainment and learning in making and sharing videos with other TikTok application users. The TikTok application is in the form of creating and sharing video content with fellow TikTok users.

TikTok is an application that allows a person to help express themselves on social media. The form of self-expression here can be done in many ways, be it making videos that can add creativity, making lipsync, or making challenge videos. TikTok social media is an audio-visual media; it can be listened to and can also be seen.

Based on the explanation above, Tiktok is in great demand by young people as a millennial generation and is a means to promote many things. In the use of Tiktok, there are so many young figures who appear with an interesting and stunning speech style with various purposes such as promoting innovation, affirming the advantages of a product that

has been circulating, dissecting or clarifying a problem, conveying actual ideas with the power of data-based arguments, providing educational information about certain noble values, and various other ideas or themes that continue to develop as science advances knowledge and technology that can help in interesting learning media.

In addition, students also need to understand the use of online learning media such as the TikTok application in their English learning process. According to (Kaye et al., 2021) Media, online learning has been carried out so that it has caused a drastic increase in the use of mobile applications in teaching and learning in various educational institutions.

## **METHOD**

This research was a qualitative research method with a case study design. Qualitative research is used to describe and analyze the promotion of students' paralinguistic features through Voiceover challenges on Tiktok. A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context (Sheikh, 2011). Furthermore, in terms of case study, there is a phenomenon that will be focused on individual experiences, beliefs, and perceptions (Sokolowski in Absor, 2007).

A qualitative case study is a research methodology that helps in exploring phenomena in certain contexts through various data sources and conducting exploration through various lenses to reveal several aspects of the phenomenon (Baxter & Jack, 2008). Whereas a qualitative case study offers larger detail about a particular phenomenon, people can share and understand others' social experiences, a case study also provides a holistic interpretation and always refers to a social context (Stake, 2005; Suryani, 2008). Additionally, a case study does not involve any treatments, experiments, or manipulated social settings and the data will be considered natural phenomena in people's real lives (Suryani, 2008).

Last, there are two reasons for using the case study approach. First, this study is aimed at how students engage in voiceover using the paralinguistic feature. Second, this research is expected to promote paralinguistic features in TikTok voiceover in learning.

Thus, this design is very suitable for this research which conducts about promoting students' paralinguistic features through voiceover challenges on TikTok.

## **Respondents**

The participants of this study were students having practiced using paralinguistic features in the Tiktok voiceover application in learning at a college in Cimahi, West Java. Most of them were at an intermediate level in using the TikTok application in learning English. The reason why the researcher chose students in Cimahi as the participants in this research was that many students used the TikTok application that could facilitate the research.

## **Procedures**

This research used several steps in collecting data. To obtain the data, the instruments used in this study were observation and interviews. The first step is to choose a topic about the material in of learning such as dialogue text through TikTok voiceover media. Second, students at one the higher education in Cimahi campuses who frequently used tiktok were selected asked voluntarily to participate in this join the research. Eventually, there were



two students who willingly joined the research. The two students were asked to create video on tiktok voiceover using two challenges, the first was to make a voiceover video 15 second long with 1 topics and the second is to make a 20 second voiceover video with 1 topics.

In this study, the data were collected by doing an observation through video recording. According to Arikunto, observation is a technique of data collection that is done by conducting thorough research, as well as systematically recording (Gunawan, 2013, p. 143 as cited in Ekasari, 2019). The researcher used a recorder (video and voice recorder) to record the learners' behavior while using the Tiktok application as a means of learning content. This is in line Gormanorman and Clayton (2005) define observation studies as involving the systematic recording of observation phenomenaenon or behavior in natural situation.

Interview or question-and-answer sessions are one of the best ways to learn or explore profound information from someone (Utami, 2020). An interview offers the possibility of gaining insight into the interviewee's world and a deeper understanding of the nature or meaning of the interviewee's everyday experiences (Boulderstone, 2006).

This technique was used to get an overview and additional information about the use of students' paralinguistic features using the voice-over challenge on TikTok for students in Cimahi. It supported the data needed, and this technique used structured interviews, namely open-ended questions that was asked during the interview in the hope of getting an impartial answer (Creswell, 2012). Before conducting the interview, the writer used paralinguistic features through voiceover on TikTok in class activities.

## **Procedures**

Furthermore, data collection was carried out by observation and interviews. The observation made by the participants was carried out for 15 seconds - 30 seconds, the participants promoted paralinguistic features through TikTok voiceover media with dialogue texts that had been made by the researcher.

Another schedule to do is the interview session. The purpose of the interview is to gather information and a deeper understanding, in another case, students at one of the Cimahi campuses about how to promote paralinguistic features through the media of TikTok voiceover.

The next step is to organize and classify the data. The data is reduced and classified by considering which information includes voice and challenges related to promoting paralinguistic features using the TikTok voiceover challenge. Next, the data are compared with their respective categories and then displayed. after that, the data is then analyzed and interpreted.

## **Data Analysis**

In analyzing the data, the focus on open-ended questions is thematically analyzed by focusing on emerging themes, interviews, observations, and collected data through recordings so that accurate information was obtained by observing all intelligence. The data is reduced and classified by considering which information includes voice and challenges related to promoting paralinguistic features using the TikTok voiceover

challenge. Next, the data are compared with their respective categories and then displayed. after that, the data is then interpreted.

## FINDINGS AND DISCUSSION

In this study, observation was used in the form of recordings, videos, and related pictures or photos about promoting students' paralinguistic features through voiceover challenges on TikTok.

Present the results of your work. Use graphs and tables if appropriate, but also summarize your main findings in the text. Do NOT discuss the results or speculate as to why something happened; that goes in the Discussion.

### Observation

#### *Participant 1 (P1)*

The participants recorded video 1 using voiceover challenges on TikTok application. In challenge 1, while doing voiceover, P1 used expressions for showing dislike towards something. P1 expressed her feeling through her look, eye movement, and her thinning lips revealed her snobbery or feeling proud.

Not only did P1 express her feeling through facial expression, she exhibited her feeling through words as well since the voiceover challenge demanded. The script showed "oh my God", "vintage", "so adorable" to show her surprise looking at fabulous skirt worn by her interlocuter. However, instead of showing admiration, P1 demonstrated the annoyed look. Her forehead was frowed and her upperlip was pulled back and thinned.

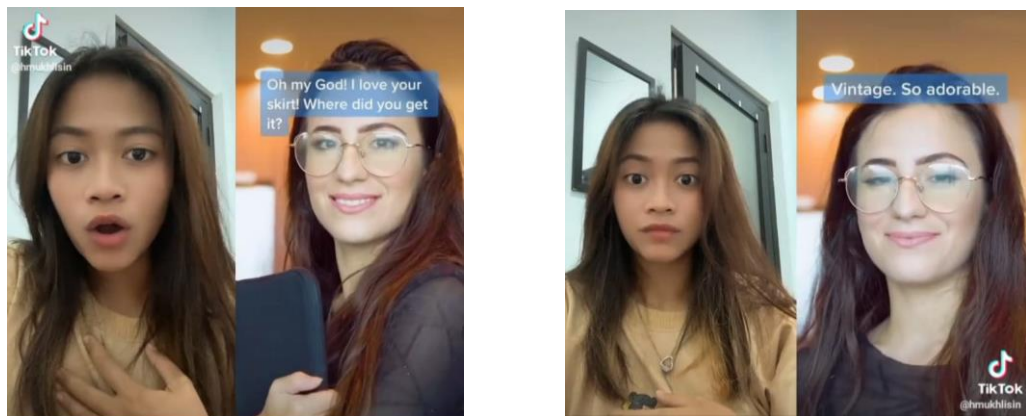


Figure 1. Surprised look

When she said "OMG", "vintage", and "so adorable" using a shocked expression because she saw someone wearing clothes that she thought very disgusting, it was clear that her eyes looked bigger and her lips were smaller. The intonation was very clear when saying "OMG" with high tone.

Surprised expressions appear when someone experiences something which occurred unexpectedly spontaneously. When someone is surprised, it can be seen from their



expression. There are several characteristics of the expression of surprised people such as raising both eyebrows, having wide eyes, and lips that shrink.

In challenge 2, in the sentence "that is the ugliest effing skirt I've ever seen", it can be seen using a contempt expression because the actions taken are negative, and the tone of speech sounds slow and low.

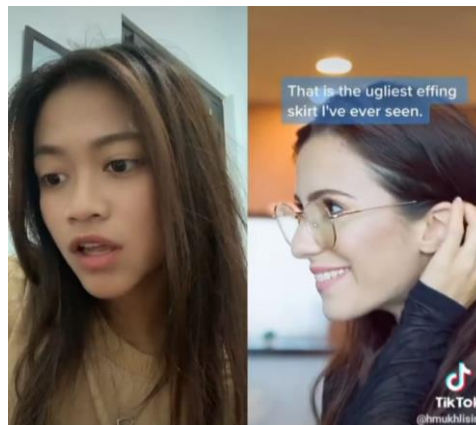


Figure 1. Contempt look

Slurs are expressions or actions by which one person necessarily offends another. Usually, the insult is manifested through words that have a negative connotation in the language concerned, words that are popularly called bad words, though, also words that are not formally considered bad words and whose intention to hurt can be considered as an insult.

To sum up, in the first video, at the beginning of using the paralinguistic feature using voice over on tiktok, P1 got a result good which is close to the assessment standard. She was able to use language fluency at all levels usually related to the profession of all needs, some of the masks accurately portray the emotion labeled, student shows some knowledge of expression used for potraying the emotions labeled, the faces show some attempt at craftsmanship. Even so, she made her own way to continue practicing in intonation and expressions to suit your needs, then tiktok voice over always her solutions in various paralinguistic features that can help with intonation and expression. even though the results of the first recording were not good but she tried the next recording to make it better.

In the second video, in the phrase "listen to me" the expression used is fear. She felt frightened or shocked by something that appears spontaneously. When someone is scared, it can be seen from their expression that she was afraid of what would happen to her friend, and it was clear that she made a request to her friend by using an agitated expression. The

tone of speech used is also in the form of requests and invitations, low intonation makes it more suitable to the needs of the role.



Figure 3. Fear look

The role performed in challenge 2 used sad expressions, in a sentence “fine...don’t come crying to me when she hurts you again”.

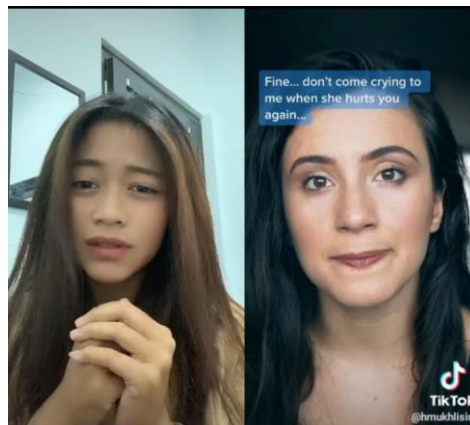


Figure 4. Sad look

Sad expressions appear when someone feels hopeless because of things that are not as they wish. When someone is sad, it can be seen from their expression. There are several characteristics of the expression of people who are sad. Like the gaze of the two eyes that are out of focus, the outer corner of the eye drops down, the tip of the lip down and the middle of the lip up.

From the data above it shows that the results of the P1 assessment get a value be better than the first assessment, expressions and intonation are close to the assessment standards.

P1 seemed very interesting when using the TikTok voiceover application using the paralinguistic feature as a medium to practice speaking English with confidence. She was the most enthusiastic respondent compared to other respondents. Seen from her speech and expression, he also said that his curiosity made the voiceover TikTok like an entertainment

in practicing English. P1 was also very surprised to know that there are a lot of features present in the TikTok app. She also finds it easy to use the voiceover TikTok application by using paralinguistic features because the use of the TikTok application is very flexible and easy to promote.

### **Participant 2 (P2)**

P2 Using expressions for showing like towards something, because it can be seen from the expression that shows a wide smile, visible teeth and eyes that are fixed on something, namely seeing clothes that are not used as usual, as if wanting to give a compliment.



Figure 5. Happy look

In the words “vintage” and “so adorable”, P2 used a playful expression because she saw someone wearing clothes that she thought it was very flashy, it was clear that her eyes seemed to be focused on something and her lips were smaller, but she still spoke with a pleasant looking expression, her intonation was very clear. when saying “OMG” in a soft tone.



Figure 6. Playful look

In video 2, when P2 said “when...*don't come crying to me when she hurts you again*” it can be seen that the expression used is the expression that she didn't care anymore like feeling dissatisfied, because the eyebrows were raised, the eyes were enlarged, and the mouth was rounded, and the tone was used, namely with a sigh and low tone as if you have given up on what has been discussed.

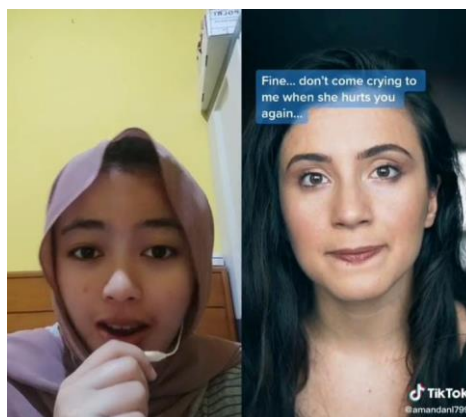


Figure 7. Dissatisfied look

In this video, P2 had met the standard criteria because she expressed something using the appropriate expressions and intonations that matched the expressions. Therefore, P2 combined intonation and expression well. Thus, Tiktok voiceover challenge using paralinguistic features could involve students in learning.

### Interview

This interview was conducted to gain engagement and how students promote paralinguistic features using the TikTok voiceover challenge. There are two participants named P1, and P2. The responses are contained in the table below.

Tabel 1. Interview data of P1

Participant	No	Question
P1	1	What do you know about Tiktok Voiceover? "Tiktok voice-over has voice features that can be changed such as google voice, cartoon characters make video tutorials or make other videos that can use our voices, for those who are less confident, this feature can help us"
	2	How do you feel after using Tiktok Voiceover? "Feel confident speaking English because TikTok voiceover already provides text that must be read like dialogue"
	3	Does the Paralinguistic feature make you more confident in speaking? "Yes, very helpful, with the paralinguistic feature, I want to continue learning English by using various expressions and appropriate intonation"
	4	What is the difference between public speaking and in front of a camera? "Public speaking makes me less confident because I rarely speak in public, when I speak in public I lack expression because I feel shy, but if I speak in front of the camera I am more confident and my expression looks according to what I feel, with TikTok voiceover I can express what I feel"
	5	Does Tiktok voiceover using paralinguistic features make you more confident? "very helpful, I became more confident in speaking English by using the paralinguistic feature using the TikTok voiceover application"
	6	Will you recommend Tiktok Voiceover using the Paralinguistic feature to others? "I already did. I already recommend this application to some of my friends so that they can confidently speak English using the TikTok voiceover challenge"

Tabel 2. Interview Data of P2

Participant	No	Question
P2	1	What do you know about Tiktok Voiceover? “Tiktok is usually used to make funny and unique videos, but content creators who make TikTok voiceover make the appearance of TikTok even more fun”
	2	How do you feel after using Tiktok Voiceover? “More confident and can practice pronunciation in English”
	3	Does the Paralinguistic feature make you more confident in speaking? “Yes of course, because paralinguistic features let me know about accent, pitch, volume, speech rate, modulation, and fluency in speaking”
	4	What is the difference between public speaking and in front of a camera? “When speaking in public, many audiences watch and listen, if I speak the wrong way I will feel embarrassed, but when I speak in front of the camera there is only me and if I speak the wrong way I can make a new video without feeling ashamed”
	5	Does Tiktok voiceover using paralinguistic features make you more confident? “Of course, apart from speaking, paralinguistic features can also make me more confident by expressing what I feel according to what I will say”
	6	Will you recommend Tiktok Voiceover using the Paralinguistic feature to others? “Of course, because it will be so easy and fun”

The findings of this study indicate that participants are positively involved in the behavioral engagement. Based on the results of the documentation and interviews, the two participants showed that they were enthusiastic to learn to speak English using paralinguistic features in the TikTok voice over the application, they experienced different ways of speaking in front of the camera compared to speaking in public/in class. It can be seen that the TikTok application encourages them to learn to be confident in speaking foreign languages, especially English, and can also make it easier for them to express every word that will be spoken.

*“It's very fun to use the TikTok application, because since online learning I often learn through videos, but I don't interact with other people, so I feel shy when talking to other people, but after installing the TikTok application which has various features I want to learn more and try practice speaking English because many content creators make videos via voiceover, so I can interact together through the camera screen, and that makes me confident and practice fluency in English.” (P1)*

P1 mentioned the features of the Tiktok application with enthusiasm, P1 explained the vowels in the voiceover feature which can facilitate pronunciation in foreign languages such as English, and P1 explained that voiceover can help train confidence in speaking.

P1 seems very interesting when using the TikTok voiceover application using the paralinguistic feature as a medium to practice speaking English with confidence. She was the most enthusiastic respondent compared to other respondents. Seen from her speech and expression, he also said that his curiosity made the voiceover TikTok like an entertainment in practicing English. P1 was also very surprised to know that there are a lot of features

present in the TikTok app. She also finds it easy to use the voiceover TikTok application by using paralinguistic features because the use of the TikTok application is very flexible and easy to promote.

*“It's funny because it can entertain me when I feel bored while studying, I can watch funny videos, and may also use TikTok as a medium for practicing speaking a foreign language, for example, English, many features that TikTok has, for example, voiceover which can improve the atmosphere my heart, and I also learned about the paralinguistic features in TikTok through talking in front of the camera.” (P2)*

P2 explained the interesting content in the TikTok application that can improve the mood in practicing speaking English and can improve pronunciation because of making various interesting videos.

In this last assessment, P2 has entered the standard criteria because he can already express something using the appropriate expressions and intonations that match the expressions, therefore P2 can combine intonation and expression well. With Tiktok voiceover using paralinguistic features it can involve students in learning.

The participant engagement showed positive engage. In line with the result, Blumenfeld and Paris (2004, as cited in Sesmiyanti,2016) had explicated that students who engaged emotionally will encounter an experience of affective reactions such as interest and enjoyment.

The researcher can determine what and why respondents choose speaking aspects as their learning about the research question based on the theory of control over learning content, which is a component of learner autonomy, and the explanation of the application of paralinguistic features in the application of TikTok voiceover in chapter II. information on how to use the TikTok app. Then, according to an earlier study, by Sakina (2016) and Benson (2013), learner autonomy is the responsibility for all decisions students make, including those regarding the learning content. Sakina (2016) said that learner autonomy is the "what" and "why" of language acquisition.

Overall, the participants appreciated the learning experience since it provided them with more opportunities to practice speaking English effectively and eloquently. Through a TikTok voiceover challenge utilizing paralinguistic elements, they also demonstrated their enthusiasm for practicing speaking abilities. The participant's answers to the open-ended questions also reflected their favorable opinions of using TikTok to hone their speaking abilities.

The results of the study (2 students) with the theme of open-ended questions such as vowels, facial expressions, self-confident and engaging content. Through a TikTok voiceover challenge utilizing paralinguistic elements, they also demonstrated their enthusiasm for practicing speaking abilities. The participant's answers to the open-ended questions also reflected their favorable opinions of using TikTok to hone their speaking abilities.

The results of this study are by those found by Pratiwi et al. (2021) in their study involving Indonesian students. TikTok is seen as a useful tool to encourage students to use the target language. However, their study involved only three participants, and only qualitative data were analyzed. In terms of usability, the findings from this study support



research showing how videos can be used to improve their pronunciation into intonation, expression, and confidence (Encalada & Sarmiento, 2019; Kaur et al., 2014). Although they mentioned the difficulty in following certain accents, the participants were enthusiastic about the exposure to different speakers of English. This sentiment indirectly increases their motivation to learn.

Archambault and Colleagues (2009) are almost the same as the results of this study. There are three distinct types of students engagement: Behavioral engagement includes a student's compliance with rules and involvement in the classroom and with extracurricular activities. Affective engagement includes the experience, feelings, attitudes, and perceptions a student has toward school, specifically the student's sense of belonging, interest, willingness to learn, and a general sense of liking school. Cognitive engagement refers to the cognitive function involved in a student's learning process.

## CONCLUSION

The study comes to the following conclusions. TikTok makes a different contribution for each respondent. Namely, TikTok helps respondents to practice expressions according to their needs. In this case, the respondent practices to show his happiness, anger, sadness, hatred, disappointment etc. In addition, TikTok can also help students to practice clarity of words by using intonation according to the required expression, such as when angry using a high tone, when using a soft and seductive tone of invitation, when sad using a low tone and giving up. In this case, TikTok can involve students in learning English using TikTok voiceover using paralinguistic features.

The limitation of the research will be limited to high school students in Cimahi who use the Tiktok voiceover application in the Promoting Students Paralinguistic Features through Voiceover Challenges on Tiktok activities from September 2022 – November 2022.

It is expected that the result of this research can give information about learners' control over learning content by using the TikTok application. Further research is suggested to investigate learners' self-confidence and fluency in other specific skills, for example promoting paralinguistic features using the tiktok voiceover application in learning materials, to obtain more in-depth findings for certain contexts. In addition, future research can conduct research that applies certain methods to promote students' paralinguistic features in certain skills that are beneficial to learners. The researcher also hopes that the results of this study can inspire other researchers to conduct further research with the same theme or goal.

## REFERENCES

- Al-Qasim, N., Mohamad-Nordin, N., & Al-Emran, M. (2020).  
*What leads to social learning? Students' attitude Use the "Insert Citation" button to add citations to this document.*
- Anjaniputra, A. G. (2013). *Teacher's strategies in teaching speaking to students at the secondary level. Journal of English and Education, 1(2), 1-8.*
- Aranego Jr, R. B. (2020). *Reducing Students' Affective Filter in Spoken*

- English through Exposure to TikTok Challenge. *Psychology and Education Journal*, 57(9), 6444- 6449. <https://doi.org/10.17762/pae.v57i9.3055>
- Chuah, K. M. (2013). Aplikasi media sosial dalam pembelajaran Bahasa Inggris: Persepsi pelajar universiti. *Issues in Language Studies*, 2(1). <https://doi.org/10.33736/ils.1680.2013>
- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, (2007). *Qualitative research designs: Selection and implementation. The counseling psychologist*, 35(2), 236-264.
- Dahdal, S. (2020). Using the Tiktok social media application for active learning. *Journal of Educational Technology Systems*, 49(2), 239-249. <http://dx.doi.org/10.1177/0047239520928307>
- Kaye, D. B. V., Chen, X., & Zeng, J. (2021). The co-evolution of two Chinese mobile short video apps: Parallel platformization of Douyin and TikTok. *Mobile Media & Communication*, 9(2), 229-253. <https://doi.org/10.1177%2F2050157920952120>
- Swanson, D. A., & Morrison, P. A. (2010). *Teaching business demography using case studies. Population research and policy review*, 29(1), 93-104.
- Albrecht, Irene, Haber, Jörg Seidel, Hans-Pete. (2022). *Advances in Modelling, Animation and Rendering*, 283-293
- Al-Skaf, S., Youssef, E., Habes, M., Alhumaid, K., & Salloum, S. A. (2021). *The Acceptance of Social Media Sites: An Empirical Study Using PLS-SEM and ML Approaches. In Advanced Machine Learning Technologies and Applications: Proceedings of AMLTA 2021 (pp. 548–558). Springer International Publishing.*
- Syauki, M. P., & Yuliani, A. *The Effectiveness of Using Small Group Role Play Towards Students Speaking Skil (Bachelor's thesis, Jakarta: FITK UIN Syarif Hidayatullah Jakarta).*
- Olson, A., & Peterson, R. L. (2015). *Student engagement. Lincoln: University of Nebraska-Lincoln.*
- Franco, E., Matamala, A., & Orero, P. (2010). *Voice-over translation: An overview.*
- Jacobson, J. L., Boersma, D. C., Fields, R. B., & Olson, K. L. (1983). *Paralinguistic features of adult speech to infants and small children. Child Development*, 436-442.
- Mary Zarate, J., Tian, X., Woods, K. J., & Poeppel, D. (2015). *Multiple levels of linguistic and paralinguistic features contribute to voice recognition. Scientific reports*, 5(1), 1-9.
- Li, Y., & Zhang, S. (2022). *Qualitative data analysis. In Applied Research Methods in Urban and Regional Planning (pp. 149-165). Springer, Cham.*