

The Students' Perception on the Use of TikTok Application at Jakarta International University

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Abstract

Nowadays, social media like TikTok is utilized for various purposes. It is used for entertainment and educational purposes. That is why, many English learners used TikTok to learn English, specifically English pronunciation. This study aims to find the students' perception of learning English pronunciation through the TikTok application. In order to find the students' perception, the researchers used qualitative method by involving sixteen first-year students majoring in English literature. A questionnaire consisting of thirteen open-ended questions was used to collect the data. The findings indicated that most participants showed positive perceptions as they enjoyed learning English pronunciation through TikTok since it was fun, stress-relieving, and convenient. Moreover, they experienced an improvement in their pronunciation skill and thus, most of them agree that TikTok can be an effective learning method to learn English pronunciation.

Keywords: *English Pronunciation; Perception; Pronunciation Challenge; TikTok*

INTRODUCTION

In this technological era, social media has become a crucial aspect of people's lives that cannot be separated from daily activities. Social media connects people and shares current information about things happening around us (Afidah et al., 2021). Not only is it used for entertainment, but social media is also used for educational purposes (Rachmawati & Cahyani, 2020). Nowadays, the teaching and learning process can be conducted through social media. Many educators utilize platforms like Facebook, YouTube, Instagram, TikTok, and many others to share appealing learning experiences through audio and video (Yang, 2020). For instance, students can easily access many explanation videos about specific topics that will help them broaden their knowledge and understanding. It can also be used as a tool for collaborative learning with other people and this will help students enhance their communication skills and relations (Putri, 2022). Therefore, the benefits of social media can be applied for teaching English to students.

Realizing those said benefits from social media, Indonesian educators can utilize this opportunity to provide more English education exposure to students. English is one of the crucial subjects or courses in the Indonesian curriculum as it provides students with the opportunity to express their opinions concisely so that the students can improve their communication skills (Isadaud et al., 2022). One thing that Indonesian educators can benefit from social media for English learning is teaching correct English pronunciation to Indonesian students. The correct pronunciation is needed as it is the fundamental requirement for achieving effective communication (Dewi & Arifani, 2021).

Correct pronunciation, therefore, is essential to enhance students' communication skills to interact with people and express their opinions confidently (Yagi & Rosari, 2023). If there is no correct pronunciation among English speakers, mispronunciation will occur, leading to misunderstanding (Rosari & Ena, 2019; Talib et al., 2018). Thus, to avoid misunderstanding, students should learn how to pronounce English words correctly, and one of the ways to learn pronunciation is by imitating sounds and visuals that usually occur in videos (Andini & Zaitun, 2023; Rosari & Ena, 2019; Talib et al., 2018), which in this case refers to the ones available in social media. By imitating the correct pronunciation of English words, students will be able to gain more awareness of mispronunciations that they have made and learn the correct ones through mistakes (Andini & Zaitun, 2023; Hasanah & Wahono, 2022).

Many students access English learning videos through social media to learn the correct pronunciation. Of all social media, one of the most used by students to learn English is TikTok, which allows students to access videos anytime and anywhere (Novitasari & Addinna, 2022). TikTok is a video-sharing social media site where users can share, create, and edit their videos within 15 seconds to 5 minutes with sophisticated content recommendations that allow users to choose content related to their needs. In 2019 - 2022, TikTok ranked 2 in the Google Play Store and Apple Store as the most downloaded social media with more than 1 billion users all over the world (Pratiwi et al., 2021). Due to the massive use of TikTok, educators also participate in making interesting English learning videos to provide students with other learning methods to learn English (Dahlia et al., 2020). To be exact, educators use TikTok to teach pronunciation by explaining how to pronounce certain words correctly and demonstrating some correct pronunciation repetition that allows students to imitate the sounds accurately. Not only that, TikTok also serves interactive features such as duets and challenges allowing users to practice with other users to improve their pronunciation skills actively (Pratiwi et al., 2021).

Currently, users can find many accounts on TikTok that specifically teach English pronunciation, such as @aaronsonenglish, @jagobahasa.com, @antonioparlanti, etc. Those TikTok accounts are only three out of many that share many insights about English learning, especially about English pronunciation. These accounts often share many contents about English pronunciation covering different focuses. For instance, a video uploaded by @aaronsonenglish on March 30th, 2021 highlights the correct pronunciation of *through*, *thorough*, *tough*, *though*, *thought*, *throughout*, *although*. In this video, he started the video by pronouncing each word and providing the meaning. Similarly, an account named @antonioparlanti also uploaded TikTok content on March 17th, 2023 which contains a video of him explaining the correct pronunciation of *purchase*. First, he explained that pronouncing *purchase* is different from *chase* although it has the same spelling. Then, he explained how to pronounce this word correctly by providing the phonetic transcription of the word. Not only that, but he also explains with a British English accent which drops the /r/ sound into the /h/ sound. In addition to providing such video content, they usually ask English learners to repeat the pronunciation of some English words to help their audience practice their pronunciation skills. This type of content is commonly known as the Pronunciation Challenge which was published under the hashtag #PronunciationChallenge. Content creators (who dedicate their TikTok account to making content about English Pronunciation) usually make a #PronunciationChallenge where they ask English learners to use the duet feature on TikTok and challenge them to pronounce some English words correctly. With this

exciting feature of TikTok, students are challenged to learn English pronunciation in a more interactive and engaging way. That is why, the researchers are triggered to find the students' perceptions of learning English pronunciation through TikTok application.

Novitasari & Addinna (2022) in their research entitled "Student's Perception on the Use of TikTok for Learning English" found that the students enjoyed learning English through TikTok because of its efficiency in learning from anywhere and anytime. They also found that TikTok helps the students improve their English skills (e.g. listening, speaking, grammar, and pronunciation) and even vocabulary enrichment. Specifically, the English learning video provided on TikTok explains how to pronounce certain English words and it helps the student to practice and improve their pronunciation skills. It is in line with the research by Komariyah et al. (2022) entitled "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)" which found that the students are triggered to speak English and improve their pronunciation skills through pronunciation challenge that is usually uploaded to the platform through the hashtag #PronunciationChallenge because the students can imitate the educators' way of speaking and know the correct pronunciation of certain English words. What is more, Pertami et al. (2023) in their research entitled "The Use of the FloandDay TikTok Channel in Pronunciation" discovered that using TikTok as the media to learn pronunciation gave the students more confidence because the videos available on TikTok are delivered in exciting and non-intimidating ways.

Moreover, Pratiwi et al. (2021) in their research entitled "Utilizing TikTok Application as Media for Learning English Pronunciation" argue that students use TikTok to learn English pronunciation because it provides them with many tips and tricks for pronouncing English words to increase their knowledge. Lastly, Dewi & Arifani (2021) in their research entitled "The Utilization of Line Video Call and TikTok Video for Teaching Pronunciation in Thailand" found that the students are more motivated to learn English pronunciation through TikTok because the English pronunciation videos provided by TikTok are not boring and they can study anytime and anywhere.

By considering the mentioned benefits of TikTok, the researchers are triggered to conduct research on finding the perception of learning English pronunciation through the TikTok application by involving first-year English Literature department students at Jakarta International University. Targeting these students with the different theories of perception by Qiong (2017) and Johns & Saks (2019) will fill in the gap in the study of the student's perception of utilizing TikTok as a medium of learning English pronunciation because no previous research has involved university freshmen majoring in English Literature. The students are new to university life, and they are in a period of adjustment from senior high school to university. This adaptation period unconsciously requires them to find a suitable learning method for learning English pronunciation. Specifically, as an English literature student in an international, the need for correct English pronunciation becomes more necessary. That is to be said, due to TikTok's efficiency and exciting features, they may utilize TikTok to learn English pronunciation because it will provide them with more interactive ways of learning. To be exact, TikTok may serve as a new learning method for them in their adjustment period. It improves students' confidence in pronouncing English words because English pronunciation content on TikTok is explained concisely and pleasingly. Thus, TikTok may be a medium for them to learn English pronunciation.

This research focuses on how TikTok plays a role in the pronunciation learning process of first-year English literature students at Jakarta International University.

Specifically, the researchers are curious to find out how the students perceive TikTok as a medium for learning pronunciation or in other ways, their perception. Perception is defined as the process of understanding the information received by the five senses (Qiong, 2017). To elaborate, perception refers to how individuals interpret the sensations they see, hear, feel, taste, and smell in their environment. According to Qiong (2017) there are three processes of perception. It is classified into these three stages: selection, organization, and interpretation. In the selection stage, the students will transfer the stimuli from their environment into meaningful experiences and the stimuli could be something that they have heard or seen previously. In the organization stage, the students will organize the physical events or objects into several patterns like shape, color, texture, size, etc. The last stage is interpretation. In this stage, students will connect meaning to the selected stimuli. To be more specific, students will add meaning to the given stimuli after they categorize them into stable patterns. Thus, the student's perception of learning English pronunciation through TikTok can be seen through the stimuli the researchers will give to the participants.

Johns & Saks (2019) argue that there are three components of perception namely the perceiver, the target, and the situation. Firstly, the perceiver or the individual who is aware of the stimuli given to them. There are three characteristics of the perceiver that will affect the way they perceive the given stimuli. The first one is the perceiver's experience. One may have past experiences with the given stimuli and it builds the expectations that will affect their perception of the current stimuli. The second one is the perceiver's needs. Frequently, people's needs cause them to perceive what they want to perceive, which influences how they perceive something. The third one is the perceiver's emotions. The emotions like anger, happiness, sadness, fear, etc. can affect the perceiver's perception. Secondly, the target. In this case, the target is the stimuli that the researcher will give to the participant (i.e. #PronunciationChallenge) that the students will try. Thirdly, the situation. The situation refers to the environmental factors between the perceiver and the target. Therefore, knowing these three components is essential as they shape perception.

This research will be beneficial to some parties. First, Indonesian educators, teachers, or lecturers may use this research's findings wisely to teach English pronunciation to students through TikTok's exciting features. Specifically, they may use #PronunciationChallenge and the Duet features on TikTok to share educational videos, providing students with innovative learning experiences and encouraging them to practice their English pronunciation skills. Second, this research is expected to build awareness among the English literature department students about other English pronunciation learning methods. With TikTok, students may learn English pronunciation in more enjoyable ways because educational videos provided in TikTok are explained entertainingly to urge students to practice their English pronunciation whenever they are. Third, it is hoped that this research will benefit future researchers, and they may use this study as their reference material in the same area of research. Ultimately, learning English pronunciation through TikTok is exciting and offers students more engaging ways of learning. Considering all the mentioned benefits, this research will focus on finding the student's perception both positive and negative of learning English pronunciation through TikTok.

METHOD

The researchers used qualitative methods to find the students' perception of learning English pronunciation through TikTok. It is intended to explore and analyze social phenomena (Creswell, 2014) which is TikTok as the medium to learn English pronunciation from the student's perceptions. The participants of this research were 17 first-year students of Jakarta International University majoring in English literature in the academic year of 2023/2024. To collect the data, the researchers utilized a questionnaire as the instrument of this research.

The researchers developed an open-ended questionnaire whose questions were derived from the theory of three stages of perception by Qiong (2017) and the three components of perception by Johns & Saks (2019). The details of the blueprint explaining how the questions are developed from the theories can be seen in Appendix

1. The questionnaire consisted of 13 open-ended questions, exploring the students' experience, feelings, and perceptions after they tried learning pronunciation through TikTok social media, primarily through #PronunciationChallenge. Open-ended questions are useful for seeking perceptions, opinions, and attitudes toward something (Kumar, 2011). The questionnaire was distributed to the 16 participants. The researchers initially found 17 participants, but unfortunately, one participant refused to participate in this research due to her discomfort with publishing her videos or photos. Therefore, the research proceeded with 16 participants.

In conducting this research, the researchers referred to the following procedure. First, the researchers asked the participants to be involved in this research by filling out the consent form. Second, after they agreed, they searched #PronunciationChallenge on TikTok then they tried the top three videos of the pronunciation challenge uploaded under the hashtag #PronunciationChallenge and uploaded the video with the Duet Feature in their personal TikTok account. The researchers chose these three videos as they were the most popular under the hashtag #PronunciationChallenge, assisting participants in choosing the intended videos. Providing the three pre-selected videos would bring more exposure to the participants about learning English pronunciation through TikTok. Third, after trying and uploading the video, the participants reported it to the researchers by sending the video's link. Then, the researchers downloaded the uploaded video from each participant. Last, the participants filled out the questionnaire through Google Forms. The researchers gave the participants five days from November 6th, 2023 until November 10th, 2023 to search for the videos of pronunciation challenges, try them out, and report their experience and perception on Google Forms.

After the researchers received completed questionnaires from all participants, the researchers moved forward to the data analysis process. The data analysis process took place in several steps. First, the researchers assigned a code for the participants. This step had to be done to keep the confidentiality of the participants. After that, the researchers moved to the data coding process. The data taken from the questionnaire will be analyzed and coded with the theory of emotion codes. Emotion codes are defined by summarizing the feelings that the participants may have experienced (Saldaña, 2016). Specifically, the researchers summarized the feelings experienced by the participants, or that the researchers inferred about the participant. Moreover, it explores the participants' worldviews, perceptions, or opinions toward the study (Miles et al., 2014; Saldaña, 2016). These steps are essential because we can see someone's perception toward something by exploring their feelings and emotions about the given stimuli (Johns & Saks, 2019). After that, the coding result was used in the finding and

discussion section. Finally, the last step is drawing conclusions to answer the research question about the student's perception of learning English pronunciation through the TikTok application.

RESULTS AND DISCUSSION

Perception refers to how sensory information is organized and interpreted (Qiong, 2017). It is the feeling of one's experience about the given stimuli (Qiong, 2017). This type of feeling is what the researchers tried to figure out from the experience of the participants after trying to learn English through the TikTok application. The researchers then asked the participants to learn English pronunciation through #PronunciationChallenge on TikTok using the Duet Feature (see Appendix 3). Then they fill out the questionnaire through Google form consisting of 13 questions afterward. After receiving the completed questionnaire, the researchers analyzed the data with the theory of emotion codes by (Saldaña, 2016) by highlighting the keywords from the participants' responses to find their perception of learning English pronunciation through TikTok.

Based on the participants' experiences of learning English pronunciation through this application and specifically through the hashtag #PronunciationChallenge, the researchers were able to collect important data to answer the research question. From the questionnaire results, the researchers found out that the participants used TikTok for several reasons. Most of the participants used TikTok for educational and entertainment purposes. Participant JK, for instance, mentioned that she used TikTok for educational purposes because this social media had lots of educational content that could expand her knowledge. Furthermore, participant ED mentioned she used TikTok for entertainment purposes to know the latest trends, get along with other people, and relieve stress. Additionally, participant KD also said that TikTok was an informative medium where he could find many references about music, a place to go, coffee shops, etc.

From the questionnaire, the researchers could also find out that most participants had a high frequency of using TikTok. Participant SI, for instance, mentioned that she watched TikTok videos if she had free time. In addition, participant JK said that she could open TikTok for 1-2 hours a day if she had free time. Aligned with this, participant AS noted that she used TikTok every day, mostly during break time and after class ended. Participant ED added that during her free time and when she was on the way somewhere, she often accessed TikTok. Moreover, participants RD, KD, and AJ emphasized that they also used TikTok almost every day during their free time. Thus, it can be inferred that the majority of participants had a high frequency of using TikTok and the use of social media happened in the participants' preferred time.

As mentioned previously, the participants also used TikTok for educational purposes. It was found out that some of them even used TikTok to learn English pronunciation. For instance, participant AS explained that she learned English pronunciation through a video about how to pronounce certain words that came to her FYP, which stands for For Your Page. FYP serves as a recommendation page that the user will encounter when they open this application. This page typically consists of videos that are relevant to the user's interest or trending content on the application. Numerous content creators published their videos under the hashtag #fyp to enhance views and elevate brand visibility.

Of all the research participants who once tried TikTok to learn English pronunciation, however, most claimed they had a low frequency of using TikTok to learn English pronunciation. Participant RD, for example, said that she accessed TikTok to learn English pronunciation only when she had an assignment related to it. Usually, she would search for suitable contents related to her material and she would practice using TikTok. In line with that, participant AS mentioned that she used TikTok to learn English pronunciation as long as the video appeared in her FYP. If there was a video about English pronunciation, she would watch it and learn from it.

As mentioned by the participants above, it can be seen that TikTok, as one of social media, consists of various content types, one of which is educational content. One type of educational content that is quite common to see on TikTok is English pronunciation content whose focuses are usually different. TikTok's educational content like English conversation, for instance, according to participant SI, was one of the helpful contents to improve her pronunciation skills. In addition, there was also content called *How to pronounce certain words, speak fast, English vs British accent*, and *#PronunciationChallenge*, some of the content mostly watched by the participants. This shows that the content made by the TikTok creators could trigger English learners to practice and improve their English pronunciation skills (Novitasari & Addinna, 2022).

In addition to the information elaborated above, the researchers also used the questionnaire to explore the participants' perception toward learning English pronunciation using TikTok. To make sure that the participants had more experience learning English pronunciation through TikTok, the researchers invited the participants to try the Duet Feature on TikTok and make three videos under the hashtag *#PronunciationChallenge*. After that, the researchers invited the participants to share their perceptions, feelings, and experiences by answering more questions in the questionnaire.

From the responses to the questionnaire question number 8, the researchers could find out that most participants found no discomfort in learning English pronunciation through TikTok. Instead, they highlighted how learning pronunciation through this TikTok hashtag was quite fun and enjoyable. It was supported by participants VB, NL, and SI who expressed their enjoyment in learning English pronunciation through this type of content as they found this hashtag beneficial to help them practice their English pronunciation skills. In addition, participant RD was very satisfied with learning through TikTok and felt no discomfort from it. Looking at the said participants' responses about their feelings about learning English pronunciation through TikTok, the researchers believed that the participants came up with a positive perception needed in learning English pronunciation. This positive perception is essential because, as stated by Novitasari & Adinna (2022); Pratiwi et al. (2021), fun and stress-free English pronunciation practice and learning will increase students' motivation in their learning process, and this positive perception was accommodated by English pronunciation activity in TikTok.

However, not all participants enjoy learning English pronunciation through TikTok, especially through *#PronunciationChallenge* as they should share their videos online. They expressed the opposite feeling with the said participants above. They mentioned that their discomfort stemmed from their unwillingness to share their pictures or videos on social media. Participant FY, for instance, expressed her discomfort as she was not comfortable posting her videos or images. Aligned with that, participant ZH argued that there were so many different and interesting ways to learn English pronunciation

without sharing content related to themselves. This indicates that the participants thought that learning English pronunciation through TikTok demanded more effort as they had to be willing to show their faces online. This kind of extra effort in learning which was found unpleasurable by the participants, as elaborated by Dewi & Arifiani (2021), can result in the feeling of discomfort, hence the negative perception.

Despite the discomfort experienced by a few participants, the majority found joy in learning English pronunciation through this platform. It is mentioned by participant NL who felt "happy" after learning English pronunciation via TikTok. He even mentioned that he intended to frequently practice English pronunciation through this application more. This can be said that learning English pronunciation through TikTok can provide a medium for students to do independent learning. This is like what Dewi & Arifiani (2021) found in their research showing that learning English pronunciation in TikTok assisted learners to be more independent in learning. Independent English pronunciation learning through TikTok, moreover, will be more engaging to students as TikTok's educational video consists of interesting effects or backgrounds that can increase learners' enthusiasm (Dewi & Arifiani, 2021; Novitasari & Addinna, 2022). Likewise, participant AS experienced joy during her English pronunciation learning time through TikTok. She elaborated that initially, she had to guess how to pronounce the words shown in the video, but the content creator provided the correct pronunciation of each word, allowing her to identify her mistake. Lastly, participant ED added that utilizing TikTok to learn English pronunciation was beneficial as she could immediately correct her mispronunciation by simply watching short videos. By watching and learning English pronunciation through this application, English learners will become more aware of their mispronunciation because they can immediately correct their mistakes by imitating the correct ones made by the content creators (Andini & Zaitun, 2023; Hasanah & Wahono, 2022).

To elaborate more, the participants also highlighted some benefits they encountered after trying the #PronunciationChallenge. Participant PH stated that utilizing TikTok as a learning platform was easy due to the variation of content she could choose. Participant MA even said there was an added benefit during her learning time through TikTok which is vocabulary enrichment. It is because AS often found that the words that appeared in the video were the words she had never heard before. Thus, it can be seen that while TikTok could provide an enjoyable learning environment for participants, this social media can also offer other benefits such as increasing the participants' vocabulary. This is in line with Novitasari & Addinna (2022) who found that besides assisting the learners to improve their English skills, TikTok also helps them to enrich their English vocabulary.

Realizing those said benefits of using TikTok as the media to learn English pronunciation, most participants experienced an improvement in their pronunciation skills after trying #PronunciationChallenge. Participant MA expressed her difficulties in pronouncing words containing the "th" sound. She noted that #PronunciationChallenge helped her understand the proper tongue placement and mouth shape to pronounce words with the "th" sound correctly. This aligns with the argument made by Pratiwi et al. (2021) that this platform offers pronunciation suggestions for English words that will help English learners broaden their pronunciation knowledge. Moreover, participants FY, AJ, and SM were satisfied that this content helped them to improve their pronunciation skills due to its repeatability, allowing them to understand the material fully. Not only was repeatable, but the participants could also access the video anywhere

at any time allowing them to have flexible learning time (Dewi & Arifani, 2021). The satisfaction of the improved skills, however, was not experienced by all participants. Participant ZH explained the limited improvement she encountered. She argued that she merely acquired some new words, not the meaning, so she could not call it an improvement.

Not only did #PronunciationChallenge help participants improve their English pronunciation skills, but it also assisted them in adapting to the needs of English pronunciation mastery as English Literature students in an international university. Participants NL and AS mentioned that they found many different English accents which were important to be known by English literature students. Moreover, possessing accurate English pronunciation is essential for the participants because it enables them to engage in effective communication, particularly in the international university setting (Dewi & Arifani, 2021). In line with that, participant RD highlighted the necessity of English in her current academic pursuits. She emphasized that now she had to communicate in English outside and inside the classroom, considering the background of some of her lecturers and friends who come from abroad. As a result, she needed to communicate effectively in English, and #PronunciationChallenge turned out to assist her in practicing her English pronunciation skills.

TikTok, however, is not the sole medium for learning English pronunciation. Besides TikTok, English learners are clearly provided with other traditional media like textbooks to learn English pronunciation. Nevertheless, the participants highlighted TikTok's uniqueness compared to other media they had previously used. Participants MA, BD, AS, and ED agreed to the interesting features of TikTok. They mentioned that, unlike traditional media (e.g. textbooks), features like duets and challenges provide a more engaging approach to learn English pronunciation. These features allowed them to practice their English pronunciation interactively (Pratiwi et al., 2021). Further elaborated by participant VB that TikTok had a large array of English pronunciation videos. She explained that once she found the desired video, she immediately learned from it and practiced, making TikTok a practical platform for learning English pronunciation.

However, not all participants shared the same views on this matter. Participant ZH stated that TikTok was not unique as it resembled other platforms. She argued that it did not influence students' pronunciation because no teacher would correct their pronunciation, allowing the students to keep their minor mistakes if they made one. However, the participants also explored TikTok's advantages compared to other media they previously used. Participant NL mentioned that TikTok is facilitating him as a student to enhance his listening, speaking, and pronunciation skills. He further emphasized that TikTok indeed assisted him in pronouncing English words properly. Furthermore, participant JK argued that TikTok is convenient as she did not have to purchase any books to study; all she required was internet access, enabling her to learn immediately. Correspondingly, participant AS also agreed with TikTok's convenience as it was free and did not require specific time to study.

After eliciting the participants' perceptions, experiences, and feelings through the discussed questions above, the researchers provided the participants with one particular question that served as a conclusion of their overall opinion about learning English pronunciation through TikTok. This question asked the participant about their concluding judgment of whether they believed that TikTok could be an effective tool for learning English pronunciation, considering all the positive and negative experiences

they might and might not have during their activities of learning English pronunciation through the TikTok hashtag #PronunciationChallenge.

Participants ED, BD, and MA agreed that TikTok may serve as an effective learning tool for learning English pronunciation. They argued that nowadays many young people around the world are engaged in TikTok for various purposes, and one of them is to learn English pronunciation. Participant MA elaborated that if individuals tried the #PronunciationChallenge, many young people would be interested in learning English pronunciation through this application. Participant AS seconded this idea because TikTok was utilized by many people from various countries to teach something. She added that TikTok was free unlike other applications and she could learn anywhere at any time as long as she had time. It is supported by participant FY who agreed that TikTok was efficient because the videos were available all the time. Lastly, participant RD said that the educational content on TikTok would help the students in their learning process, she added that TikTok would entertain the students to learn more. It conforms to the research finding by Dewi & Arifani (2021) who found that the students are motivated to learn English pronunciation deeply as the teaching-learning process can be conducted anywhere and anytime.

While the majority of participants shared similar views on this matter, the minority shared opposing views. Participant ZH argued that TikTok was made for entertainment purposes, so it would be a distraction. "When you watch its content, you lose time," said participant ZH. In addition to that, participant PH explained that the contents on TikTok had not been verified. Then, she added, "As users, we have to be wise in learning something." Participant JK also shared similar views, for her it would be less effective because it would be simpler if she learned directly from a lecturer. It aligns with the research conducted by Novitasari & Addinna (2022) showed that TikTok's algorithm presents random content that may not be related to educational videos. These contents have a high possibility of distracting learners and disrupting their concentration. Furthermore, if learners seek clarification, they can only ask it through the comment section which has limited chances to be answered.

The discussion section of this research has revealed how TikTok was utilized by the participants for various purposes, some of which were information seeking and learning something new like English pronunciation. The frequency of the participants in using TikTok varies as well as the responses on their experience on TikTok. The data of the research revealed that most students agreed with TikTok's efficiency as a learning medium, considering its repeatability, appealing content and features, and convenience. A few participants of the research, however, have opposing ideas, stating that TikTok would be a distraction and that the content on this application has not been verified. This finding shows that learning English pronunciation through TikTok remains a great choice for students although they need to make sure of TikTok content's accountability and trustworthiness.

CONCLUSION

Based on the findings, most participants showed positive perceptions regarding learning English pronunciation through TikTok, especially #PronunciationChallenge. They explained that they feel comfortable learning through this application because it is fun, and stress-relieving, and in some manner motivated them to be more active in the teaching-learning process. Moreover, the participants experienced an improvement in their pronunciation skills. They explained that this content assisted them to be more

active in practicing their pronunciation skills which is in line with the research findings by Novitasari & Adinna (2022). Not only improving participants' pronunciation skills, TikTok also enriched their vocabulary because the words that appeared in the video consisted of new words they had never heard before. In addition, TikTok's video can be repeated several times, so the participants can learn anywhere at any time making the teaching-learning process more convenient.

However, not all participants agreed with all things mentioned above. A very few participants had opposing opinions regarding this matter. One said that she did not feel comfortable posting her videos or photos and she argued that there were numerous methods to learn English pronunciation without publishing something related to herself. She also explained that TikTok was made for entertainment purposes not educational purposes. She added that TikTok will show random videos which were not related to educational videos and it would be a big distraction for the learners. She highlighted that if the learners watched the videos, they would lose time. Additionally, another participant argued that the content had not been verified, so she advised others to be wise in choosing the right content.

The researchers acknowledged both types of perception showcased by participants who experienced learning English pronunciation through TikTok. Although the researchers found that the majority of the participants had positive perceptions, the researchers also found it important to consider the negative perceptions. While TikTok has shown itself as an informative and intriguing medium for learning English pronunciation, its users have to be cautious about the credibility and trustworthiness of the content creators. While the majority of the English learners found TikTok beneficial for their English learning journey, they need to stay critical in choosing the right learning content as well as the creators to make sure that they are not accessing misleading content. Finally, from the result of this research, the researchers found that TikTok can be a great alternative for learning English pronunciation with the aforementioned benefits if caution in content and content creators' selection are taken seriously.

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APPENDIX

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