

Students' Perceptions of the Impact of TikTok on Pronunciation: Insights from Indonesia

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Abstract

This research examines the factors influencing students' perception of TikTok on students' pronunciation. It gathered descriptive, qualitative data. The researcher chose Grade VIII-A students of SMP Cinta Rakyat 3 Pematang Siantar as the subjects of this research. To collect the data, the researcher used questionnaires that contained 15 questions. The questionnaires were in the form of a Likert scale from strongly agree to strongly disagree. The data in this research was analyzed in the form of words, definitions, quotations, statements and chart figures which support this research. Students answers on the questionnaires showed a positive response towards the use of TikTok, it can be seen from a large number of respondents agreeing or strongly agreeing.

Based on the data, all of the internal factors of perception were found and there was only one external factor that was not found in this research which is unfamiliar object. It can be concluded that, students have positive perception towards the use of TikTok on students' pronunciation

Keywords: Investigation, perception, pronunciation, TikTok

Introduction

Language is a tool of communication among all of the human beings. People can express their ideas, opinions, feelings and so on through language. They as social beings are in need of social interactions in their daily lives. Interaction among people can be carried out using language as a tool for communication. People can be helped by language, as a tool of communication and to express themselves. For example, language can allow communication of feelings and stating of wants, as well as requesting help or support. Without language, people cannot do their activity as social beings. Many of the everyday needs of people require the use of communication and by extension the use of language in its many forms to facilitate that communication.

Communication is the activity transferring and receiving information, ideas or feelings from one place, person or group to another. It is sometimes used as a tool of social interaction among people. It has kept humanity alive because they need to communicate with each other

as human beings. Through the use of language, it becomes easier for people to convey their ideas, feelings, viewpoints, perspectives, information, etc. (Resmi et al., 2023).

Communication has important functions, such as to share ideas, viewpoints, perspectives and exchange information between people. With language, people can understand each other better. According to Hybels & Weaver (2004:7), communication is all the activity between two people or more to share information, ideas, and feelings (Hulu et al., 2023). From the definition above, it is concluded that communication is the process of sharing or delivering information, ideas, emotions, knowledge, and to get mutual understanding, similar meaning and to change behavior.

There are four language skills; listening, speaking, reading and writing. These four skills can be grouped into passive or receptive (listening and reading) and active or productive skills (speaking and writing). Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. A student can be considered a good English user if he has mastered these four skills (Niswa et al., 2023). This is supported by Uma & Ponnambala (2001) who define the mastery of language skills as determining the students' communicative competence in the target language.

This research is related to only one skill, that is speaking and the researcher chooses one facet within the speaking skill, that is "pronunciation". The foundation of speaking is pronunciation. By having good pronunciation, the speaker can speak fluently and accurately which can be understood easily. Pronunciation plays an important role in English speaking. By having good pronunciation, the speaker and the listener can increase the quality of their communication.

It is essential that every speaker speaks with good pronunciation to leave impact to the listener. Understandable pronunciation is one of the basic requirements of learners' competence and it is one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes difficulties in language learning (Gilakjani 2012).

Learning pronunciation is quite difficult for Indonesian students because they have been used to speaking their mother tongue and English is a foreign language for them. The common problem of learning English pronunciation for Indonesian students is caused by the differences between the phonetics of Indonesian and English (Sinurat and Herman, 2019).

The researchers have observed while conducting teaching practice (PPL) in SMP Cinta Rakyat 3 Pematang Siantar, that many students have problems and difficulties with pronunciation. The students did not know how to spell correctly and had less practice using English in daily conversation. Although they had a rich vocabulary, they felt embarrassed to speak because they did not have self-confidence and were afraid of using incorrect pronunciation.

For example, there were some students who wanted to ask a question from their teacher but they chose not to ask the question because they were afraid, that they will pronounce it incorrectly. Based on the researcher's experience while conducting PPL in grade IX-C at SMP Cinta Rakyat 3 Pematang Siantar, it was noted that when the students need to answer the questions of their teacher about a narrative text, a student showed the researcher the task and the researcher told the student to answer the question from the teacher. However, the student did not answer the question because the student was afraid to pronounce the answer.

In order to get students' enthusiastic in learning, the teachers have to deliver suitable strategies while teaching. Teachers can be assisted by instructional media that can be used in the classroom activities. According to Fitrawati (2015), there are three types of instructional media that can be used by the teachers to deliver the material to the students. The first instructional media is audio. It contains something that can be heard, such as a song or a podcast. The second is visual. It is something that can be seen, such as a photograph, book or slide. The last type is Audio-Visual. It is a combination of Audio and Visual that not only can be heard but also can be seen. It may help the teachers to get students' attention. Examples of Audio-Visual media are Films and television. In this era of technology, many videos can be used as learning media in the teaching-learning process such as pronunciation learning. One of the most popular video platforms currently is TikTok.

In the teaching learning process, teachers and students can utilize various videos, such as TikTok videos. It is a video-sharing short app that enables its users to create and share 60-second videos. It is a social media application that enable its users to create interesting videos and interact with other users in comments and private chats (Deriyanto and Qorib 2018). This application has a variety of interesting and easy-to-use special effects available to the users. With TikTok, everyone can easily create an impressive video, this is what makes TikTok an application with many users. They are short, easy to create, and convenient to share (Syah, Nurjanah & Mayu, 2020:86).

There are many videos about English learning on TikTok. According to Koniah, Fitriarningsih & Rohmah (2021), TikTok videos give a strong contribution to both entertainment content and the language learning process for students; mainly contributing to interest and motivation, understanding of language context, and points of reference or specific stimuli. Moreover, TikTok videos are shorter in duration. They can capture interest and require a shorter span of attention for many learners (Hutajulu, Sherly and Herman, 2022). Thus, TikTok videos can be used as learning media for English learning, especially for pronunciation learning, by the students and it is easily accessible though their devices anywhere and anytime.

Like with other learning media, TikTok as a media for learning English has advantages and disadvantages in assisting students' pronunciation learning. Every student has a distinct perception of using TikTok in pronunciation learning. For this reason, this research intends to analyse students' perceptions of whether TikTok is able to contribute to pronunciation learning or not and how the students acquire pronunciation skills from TikTok.

Its aim is to understand the role played by Tik-Tok in the students' pronunciations of English language.

Its objectives are:

1. To identify the factors influencing students' perception towards the use of TikTok videos for pronunciation learning for grade VIII students at SMP Cinta Rakyat 3 Pematang Siantar.
2. To determine whether the TikTok Video gave positive or negative perception to the students

Theoretical Framework

Perception is the activity of selecting, regimenting, and defining human sensations in a purposeful process. Robbins & Judge (2013) indicate that perception is process by which individuals organize and interpret their sensory experience so that it makes sense to them (Ningsih et al., 2022). Lots of things happen in a classroom. Every student is different. Each of them has a different perception. It is necessary to understand how people perceive something because it will lead to a better understanding of their behavior. People's behavior depends on their perceptions. In addition, Soemanto (2006), states that a positive perception leads to happiness. Similarly, a negative perception leads to unhappiness (Silalahi, Silalahi and Herman, 2021). Someone's desire and action will be influenced by that happiness and unhappiness including in learning activities and learners' desire and action. It means that, if the students have a good perception, it will be easier for them to understand the lesson because their mind is happy while doing the learning activity. On the other hand, students with negative perceptions will feel that the learning activity is boring (Triana et al., 2021). It is necessary for the teacher therefore to get the students' positive perceptions because it will improve their happiness which leads to their desire and action in learning activities. That is because perception has an important role in education (Depari et al., 2022).

In terms of information, each student has his/her own way. It will lead to students' different perceptions. Each students' perception toward the use of TikTok for pronunciation learning may be different. This can be caused by many aspects. Some students may think that a particular TikTok video for learning is interesting, fun and enjoyable. On the other hand, some students may think that a particular TikTok video is boring, useless and not interesting.

Inspirations for the Research

The researcher is inspired by a similar previous study as a reference in conducting this research. Syamsiani & Munfangati (2022) in their research entitled “Students’ Perception toward the Use of TikTok Videos for Learning English”, used TikTok videos to teach English. According to her observation, students had various perceptions of the teaching of English using TikTok videos. Her research aim was to understand students’ perception and the defiance students deal with in using TikTok Video for learning English. The method used was a descriptive qualitative method. They concluded that there are various positive and negative perceptions among the students about the use of TikTok videos in learning English. Moreover, the students also face many kinds of challenges that must be dealt with when using TikTok videos to learn English.

Another previous research is focused on three fourth semester students of the Ahmad Dahlan University, English Education Department. The subjects are grade VIII students of SMP Cinta Rakyat 3 Pematang Siantar. The similarities between the previous research and this research are that they both look through TikTok Videos for learning English. The difference is that the previous research focuses on the challenges students deal with in using TikTok Videos for learning English while this research that will be conducted is focused on the students’ opinion, attitudes, the advantages, and feelings after used TikTok videos as learning media for pronunciation learning.

Research Methodology

A. Research Design

This research used a descriptive qualitative research method. It involved exploring an issue, creating an accurate understanding of a phenomena, collecting data based on words, assessing the data for description using a text analysis form, and construing the more relevant significance of the findings (Creswell, 2012; Herman et al., 2023). Research should have a specific method to analyze the problem that is being considered. The data in this research will not deal with numbers or formulas, but will be in the form of words or quotations. This method utilized in this research is to find out students’ perceptions toward the use of TikTok videos on pronunciation learning.

B. Subject of the research

Purposive sampling was utilized by the researcher to choose research participants. Ary et al. (2010) explain purposive sampling as the process of selecting a sample by selecting subjects based on the specific purpose. Grade VIII-A Students at SMP Cinta Rakyat 3 Pematang Siantar were selected. It is supported by some factors. First, the researcher was conducting practice teaching (PPL) there and was familiar with the students. Second, the students used TikTok and own devices so they have had experience in using TikTok. Finally, the teacher believed that VIII-A Students would cooperate with the researcher.

C. Instrument of the Research

According to Arikunto (2010:173), in order to simplify the research, a research instrument is chosen to help collect the data. Ary et al (2010:424), state that the most common research instruments in qualitative research are questionnaires, observations, interviews and document analysis. In this research, the researcher used questionnaires to collect the data. The indicators used on the questionnaires was the internal factors of perception (feelings, attitudes, opinion, presupposition, ambition or expectance, interest, process of learning, physical conditions, necessity and motivation) of using TikTok videos for students’ pronunciation learning.

E. Technique of Data Collection

Collecting the data means recognizing and choosing individuals for a study, receiving their permission to study them, and accumulating information by asking people questions or observing their behaviors (Creswell, 2012:293). Questionnaires is a form used in a survey

design that respondents in a study complete and return to the researcher. According to Cohen (2007:84), the questionnaire is a very useful instrument for collecting survey information, providing structure, often numerical data, being able to be administered without the presence of the researcher and often being comparatively straightforward to analyze.

The questionnaires can be served in the form of multiple choice or attitude scales, for example, the Likert scale. According to Sugiyono (2015:141), the Likert scale is used to measure the attitudes, opinions, and perception of a person or group of people about social phenomena.

The responses are to be prepared with a scale of possible responses to the question, ranging from the perception measure “strongly agree” to the opposite measure of “strongly disagree”

Table 1. Likert Scale

	Likert	Point
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

F. Technique of Data Analysis

Data from the questionnaires must be examined after data collection. The results from the questionnaires were put into a table and presented as frequency and percentage summaries. The result from frequency and percentages was taken from a google form. There are various aspects of the model that may be examined, including data reduction, data visualization, and conclusion drafting. Reduction of data comes first. It describes the method of selecting, concentrating and summarizing the unprocessed information from observations, written records or the other qualitative data (Miles, Huberman, and Saldana, 2014; Batubara et al., 2023).

The data in this research was analyzed in the form of words, definitions, quotations, statements or dialogue which can give supporting evidence. The data analyzed was based on the students’ perception and the results were presented descriptively. In other words, the data was analyzed by the researcher according to the topic and then presented in a narrative way. The aims of analyzing this data was to learn how students perceive using TikTok videos for their Pronunciation learning, including the application they have used, how they communicate with TikTok, how valuable it was to them and any difficulties they have had when utilizing TikTok.

Research Findings and Discussion

A. Research Findings

The findings are described below: The first data are related the internal factor of perception, there are 10 indicators that were collected from this internal factor:

1. Students’ feelings towards the use of TikTok videos for students’ pronunciation learning.

In this first indicator, the researcher discusses students’ feelings towards the use of TikTok videos for students’ pronunciation learning and the results are as follows.

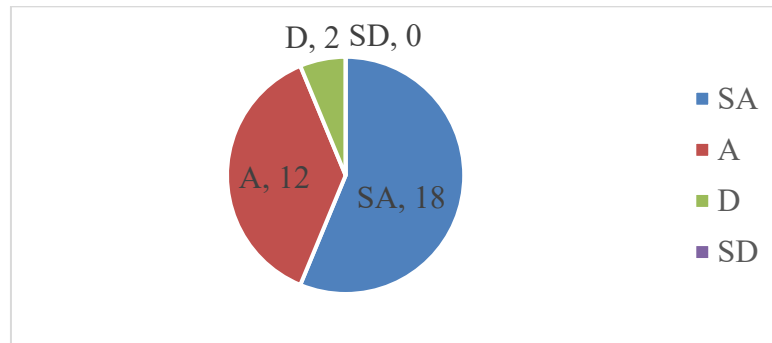


Fig. 1: I'm interested in the use of TikTok videos for pronunciation learning.

The figure above shows that from 32 students, there are 18 students who strongly agree with the statement, followed by 12 students who choose agree and 2 students who choose disagree and there is no students who chose strongly disagree. This shows that many students are interested and had a positive response to the statement about their interest in the use of TikTok videos.

2. Students' attitude toward the use of TikTok videos for students' pronunciation learning.

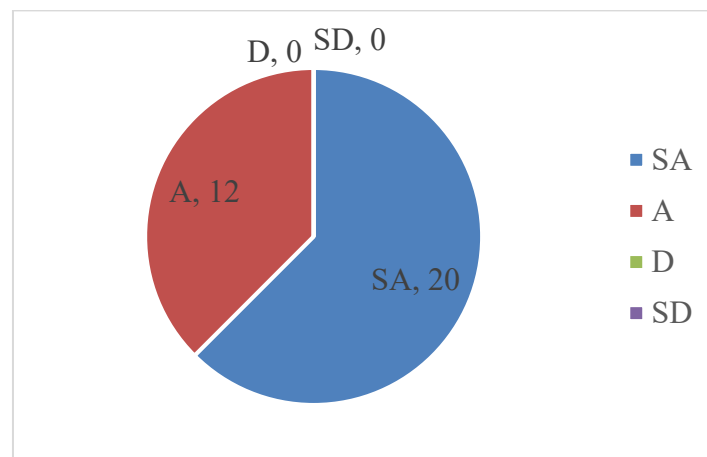


Fig. 2: I use TikTok not only for entertaining but for learning.

From the data above, it can be seen that from 32 students, there are 20 students who chose strongly agree, 12 students who chose agree and there are no students who chose disagree or strongly disagree. From this data, the researcher concluded that students' attitudes towards the use of TikTok videos for students' pronunciation learning, was positive and many students agree with the statement that students use TikTok not only for entertainment purposes but also for learning and that meant the second indicator of perception that is attitude was found on students' perception toward the use of TikTok Video.

3. Students' opinions towards the use of TikTok videos for students' pronunciation learning.

By considering that students may have a choice in choosing media to help students' learning, it is necessary to analyze what students think about the use of TikTok videos for students' English pronunciation learning. Figure 3 below contains the result of a survey of students' opinions towards the use of TikTok Video to help them with pronunciation:

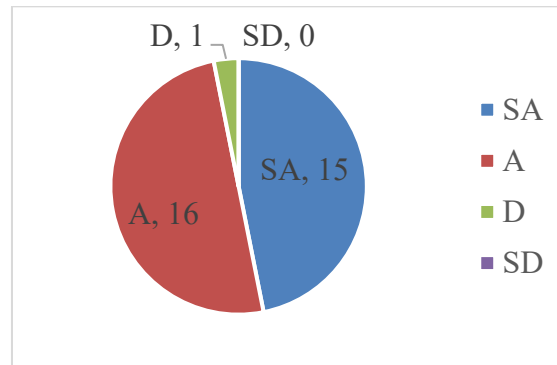


Fig. 3: From TikTok, I can learn how to pronounce something with segmental features of pronunciation and supra segmental features.

From the figure above, the researcher found that from 32 students, there are 15 students who chose strongly agree, followed by 16 students who chose agree and 1 student who chose disagree. The third indicator of internal factors that is opinion was found on students' perception. The data showed that most students agree with the statement that TikTok videos can help them in pronunciation. that, from TikTok, students can learn how to pronounce something with good pronunciation (with segmental and suprasegmental features of pronunciation). The researcher concluded that students' opinions were positive towards the use of TikTok videos. s

4. Students' presuppositions towards the use of TikTok videos.

Talking about the tool or media to help students in English learning, in this research the use of TikTok videos, students may have presuppositions towards the use of TikTok videos for students' pronunciation learning. The result can be seen below:

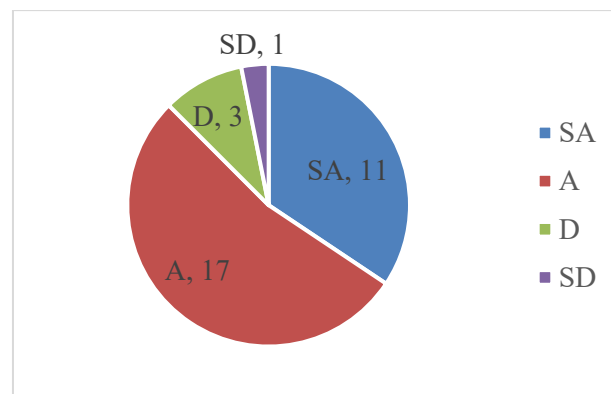


Fig. 4: I am motivated in learning pronunciation toward the use of TikTok Video to improve my pronunciation.

In line with the statement above, the figure showed that of the 32 students surveyed, there were 11 students who chose strongly agree, 17 students who chose agree, 3 students who chose disagree and no students who choose strongly disagree. From this data, the researcher concluded that the fourth indicator of internal factors of perception, presupposition, was found on students' perception towards the use of TikTok videos because many students strongly agree and agree with the statement in indicator 4 that students motivated in learning pronunciation toward the use of TikTok Video to improve students' pronunciation.

5. Students' ambition or expectance toward the use of TikTok Video on students' pronunciation learning.

In using media to learn, students have ambition or expectation, the researcher analyzed students' ambition or expectation towards the use of TikTok videos for students' pronunciation learning. The results can be seen below:

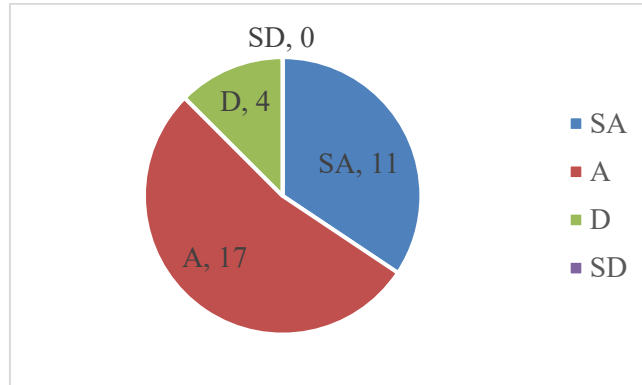


Fig. 5: I can freely express myself on TikTok as pronunciation practice.

From the figure above, it shows that of 32 students who were surveyed there were 11 students who chose strongly agree, 17 students who chose agree, 4 students who chose disagree and there were no students who chose strongly disagree. This shows that there was students' ambition or expectation toward the use of TikTok videos.

6. Students' interest towards the use of TikTok videos for students' pronunciation learning.

There are many applications that students have on their smartphones, one of the applications that students may have is TikTok. In line with the indicator that is students' interest towards the use of TikTok videos, the researcher analyzed whether the students were interested in TikTok videos. The result can be seen below:

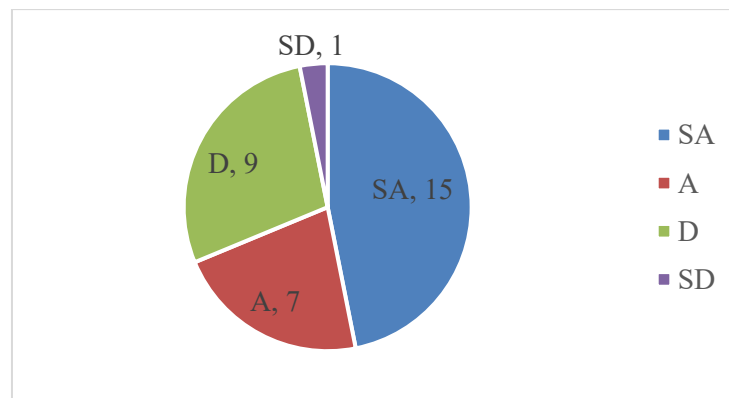


Fig. 6: The TikTok application is an application that I often use compared to other applications on my smartphone/HP.

The data above shows that of 32 students that were surveyed, there are 15 students who chose strongly agree, 7 students who chose agree, 9 students who chose disagree and 1 student who chose strongly disagree. This shows that students agree with the statement that students often use TikTok on their smartphones compared with other applications.

7. Students' process of learning toward the use of TikTok Video on students' pronunciation learning.

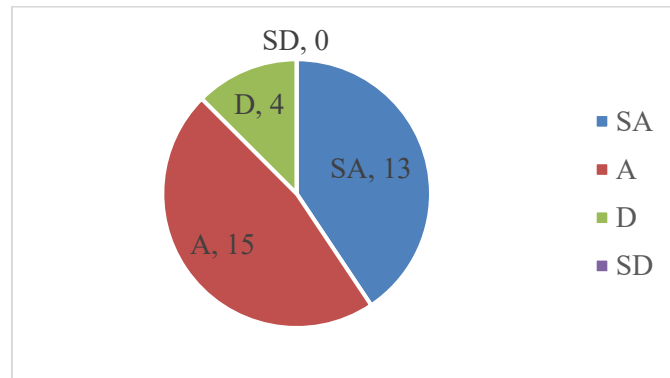


Fig. 7: Practice Pronunciation through TikTok so fun and interesting. So, I do not feel bored.

From the data presented above, it shows that out of the 32 students who were surveyed, there were 13 students who chose strongly agree, 15 students who chose agree, and 4 students who chose disagree. It explains that the process of learning factor on students' perception was found because students agree with the statement practice pronunciation through TikTok so fun and interesting and students do not feel bored, that students' process of learning toward the use of TikTok showed positive respond from students.

8. The affect of Students' personalities on the use of TikTok videos for students' pronunciation learning.

Students' personalities affected students' achievements in learning.

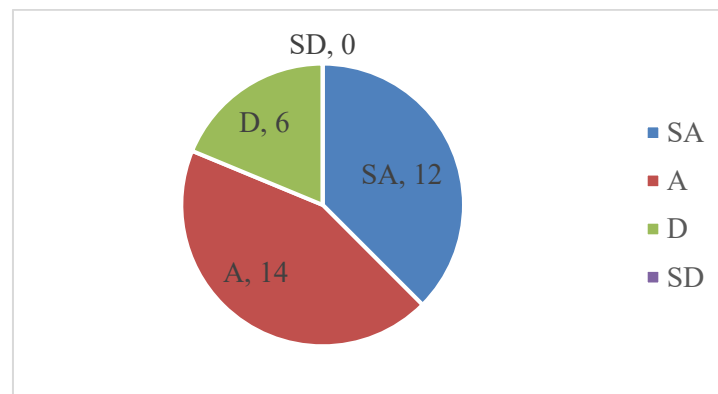


Fig. 8: I often feel embarrassed and less self-confident when I pronounce something, practicing pronunciation using TikTok can reduce my fear of incorrect pronunciation and increase my self-confidence.

The data above shows that out of the 32 students surveyed, 12 students chose strongly agree, 14 students chose agree, 6 students who chose disagree and there were no students who chose strongly disagree. Students show a generally positive response in terms of students' personalities, it can be seen from the data that almost all of the students agree with the statement that given to the students. This meant one of internal factors of perception that is personality was found on students' perception.

9. Students' need to use TikTok Video on students' pronunciation learning.

In the term of students' necessity, the researcher provided the statement to found out and analyzed whether the TikTok Video fulfill students' necessity in the use of TikTok Video as a media for learning. The data can be seen below:

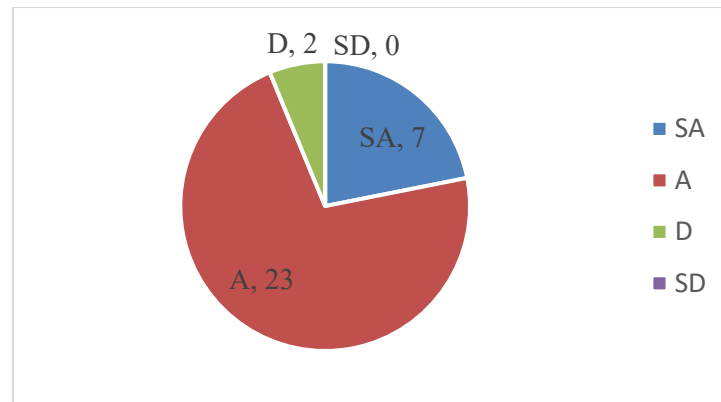


Fig. 9: English content and challenges on TikTok help me to practice my pronunciation by recording it.

From the figure above, it can be seen that out of the 32 students surveyed, 7 students chose strongly agree, 23 students chose agree, 2 students chose disagree and no students chose strongly disagree. The positive response from the students explain that TikTok videos provided students necessity in terms of media use for learning.

10. Students' motivation toward the use of TikTok videos on students' pronunciation learning.

It is necessary to find out and analyze whether the use of TikTok videos gives motivation to the students. The data can be seen below:

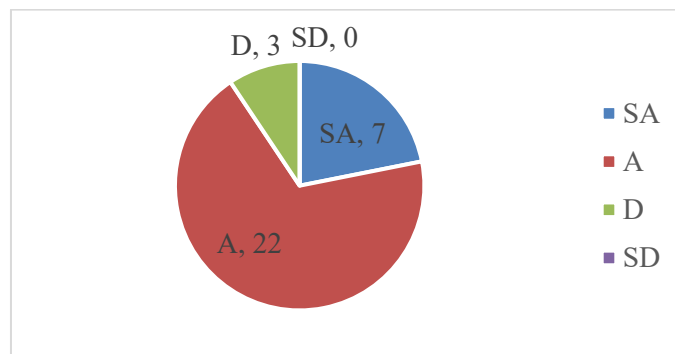


Fig. 10: I can freely express myself on TikTok as pronunciation practice and TikTok is one of the effective media to improve my pronunciation

The data above shows that of the 32 students who were surveyed, there were 7 students who chose strongly agree, 22 students who chose agree, 3 students who chose disagree and there were no students who chose strongly disagree. The researcher concluded that TikTok videos gave motivation to the students in terms of pronunciation learning because students gave positive responses and agreed with the statement.

This is the second data from external factor of perception, there are 5 indicators that collected from internal factor:

11. Students' family support toward the use of TikTok videos for students' pronunciation learning.

Support from family can affect students' achievements, the data that the researcher collected is represented in the figure below:

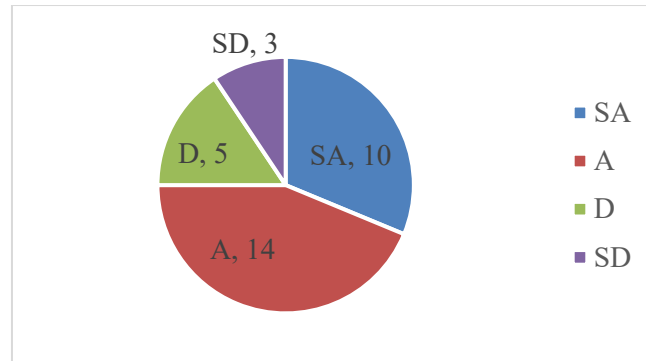


Fig. 11: My parents supervise me when using of TikTok

From the figure above, it clearly shows that from the 32 students surveyed, there were 10 students who chose strongly agree, 14 students who chose agree, 5 students who chose disagree and 3 students who chose strongly disagree with the statement regarding family support towards the use of TikTok videos for learning. It explained that, family support was found in terms of the use of TikTok videos for students' pronunciation learning.

12. Students' perception of Tiktok and its impact on the utility of TikTok for learning

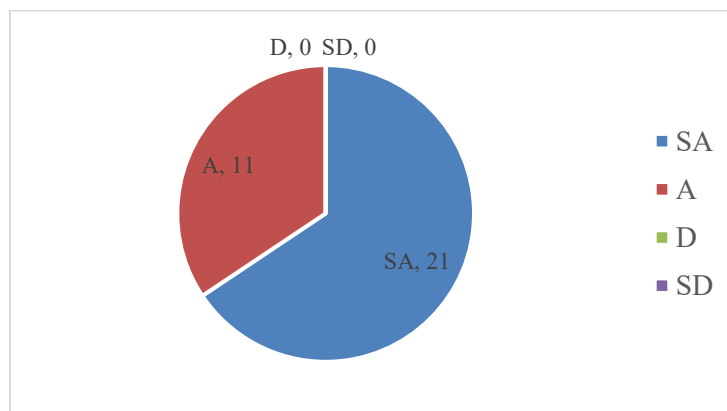


Fig. 12: Nowadays TikTok is the most popular app.

It can be seen that from 32 students who were surveyed, 21 students chose strongly agreed and 11 students agree with the statement that nowadays TikTok is the most popular app. Thus that, the situation factor of perception was found on students' perception.

13. Information that students obtained from TikTok videos and the impact of that information on students' pronunciation

In terms of the use of TikTok videos as learning media, the researcher analyzed whether TikTok videos gave new and useful information to students. The data can be seen below:

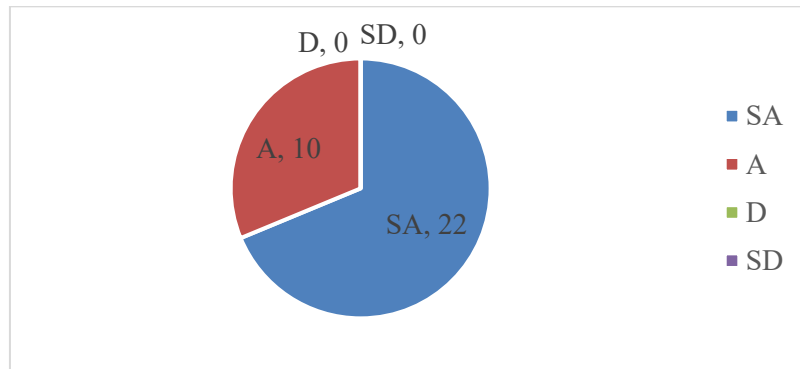


Fig. 13: Using TikTok made it easier for me to find new words and sentence or context in which they appear, and it easier for me to remember them.

From the data above, it can be seen that there were 22 students who chose strongly agree and 10 students who chose agree. Generally, all the surveyed students agreed with the statement that the use of TikTok videos helped students to find new words and sentences or contexts, it meant that, it is true that there is information that students can obtain from the use of TikTok videos as learning media, in this case information to help students with their pronunciation. The researcher concluded that information obtained factor of perception was found on students' perception toward the use of TikTok Video on students' pronunciation learning.

14. Familiar object

In line with the use of TikTok videos on students' pronunciation, the researcher wants to know whether TikTok videos are familiar objects for the students or not. The data collected can be seen below:

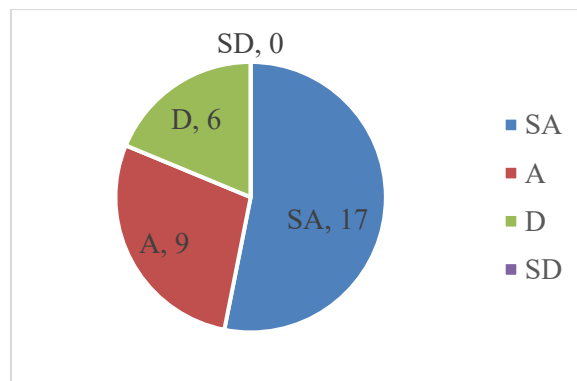


Fig. 14: I am a TikTok user, I often spend hours on TikTok and am familiar with TikTok.

It can be seen from the data above that, there were 17 students who chose to strongly agree, 9 students who chose to agree, and 6 students who chose to disagree, with the statement that they were familiar with TikTok videos, the student was a TikTok user and often spent hours on TikTok. That means that familiarity factors of perception was found on students' perception.

15. Unfamiliar object

The researcher decided to find out whether there were students that still feel unfamiliar with TikTok videos. The results are presented below:

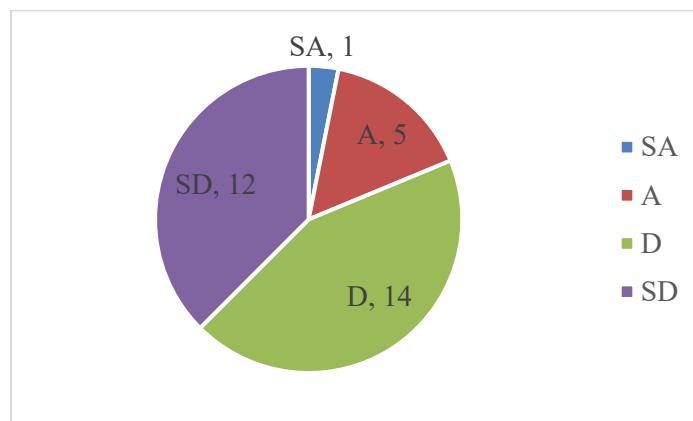


Fig. 15: I am confused by TikTok features and unfamiliar with TikTok.

The data above shows that, from the 32 students surveyed, 1 student chose strongly agree, 5 students chose agree, 14 students chose disagree and 12 students chose strongly disagree. It meant that, almost all of the students were familiar with TikTok Videos and unfamiliar objects were not found in the students' perceptions towards the use of TikTok videos for students' pronunciation learning.

The findings in this paper are presented to answer the question on the problem of the research. That is, what are the factors found in students' perceptions towards the use of TikTok videos for students' pronunciation learning? Based on the data gained, it is concluded that all of the internal factors (feeling, attitude, opinion, presupposition, ambition or expectance, interest, process of learning, personality, necessity and motivation) of perception were found in students' perception and there was only 1 external factor (family support, situation, information obtained, familiar object and unfamiliar object) that was not found in the students' perception: that is unfamiliar object factor.

B. Discussion

Based on the findings, this paper discusses and answers the research problem, that is to find out the factors that affect perception of the use of TikTok videos for improving students' pronunciation. According to Miftah Toha (2003:154) there are two factors of perception, those are internal factors and external factors. From all of the data gained and analyzed, the researcher found that all of the internal factors of perception (feeling, attitude, opinion, presupposition, ambition or expectance, interest, process of learning, personality, necessity and motivation) were found in students' perceptions towards the use of TikTok videos for improving students' pronunciation, the external factors of perception (family support, situation, information gained, familiar object and unfamiliar object) were mostly present except for the last factor that is unfamiliar object. However, that alone does not mean that students have a bad perception, it is shown that students are generally familiar with TikTok and have a positive perception towards the use of TikTok videos.

According to the findings, it can be concluded that most of the students have a positive perception of the use of TikTok videos. It can be seen from the data gathered that the largest amount of data was in agreement and was followed by strong agreement. As it is mentioned above, the students only chose strongly disagree and disagree in response to the statement about TikTok as the unfamiliar object for students. There was family support which meant that not all of the students chose strongly agree or agree. That means the parents give free access to the students to use TikTok. This can be a bad thing for the parents and the students, because in this era of technology, all of the TikTok videos can be easily and freely accessible and there are TikTok videos that can be a bad influence on the students. Thus, even though TikTok videos can be used for educational purposes, the parents need to supervise the students in the use of TikTok to avoid content that could be a bad influence on the students.

In doing this research, the researcher used other research as reference. A study entitled “Students’ Perception Toward TikTok Media to Improve Their Speaking Ability”. The research determined and analyzed students’ perceptions using questionnaires and the researcher made the questionnaires based on 3 indicators, those are students’ feeling of using TikTok media for speaking ability, time spent using TikTok media for learning and the last indicator, challenges of using TikTok for learning English. The findings of the research were the use of TikTok as a medium is quite good for students especially for learning English, it can be seen from the data gained in this research based on predetermined criteria. Compared to this research, which aims to find out what the factors found in students’ perceptions towards the use of TikTok videos for students’ pronunciation learning. The researcher concluded that all of the internal factors and external factors were found on this research, but the only external factor that the researcher didn’t find was unfamiliar object. From all of the data gained in this research that there were found the internal and external factors of perception, the researcher concluded that students have positive perceptions towards the use of TikTok but the students need the parents to supervise the students in the use of TikTok to avoid TikTok videos that can be a bad influence on the students.

Conclusion

The purpose of this research was to find out the internal and external factors of students’ perceptions towards the use of TikTok videos for improving students’ pronunciation, specifically for Grade VIII Students at SMP Cinta Rakyat 3 Pematang Siantar. The researcher used questionnaires to collect the data and analyzed the data qualitatively.

In this era of technology, teachers can utilize video as learning media, one of the videos that can be easily accessed is TikTok. The use of TikTok videos can gain students’ interest in learning because watching video while learning can reduce students’ boredom. In the teaching and learning process, students’ perceptions are important for the teachers before the teachers create teaching materials and lesson plans. Students’ perception can affect students’ achievements in learning, this is supported by Montague (1997:49) that state what student’s feelings are about an object is a student’s perception, it means that if students have a good feeling toward the use of TikTok videos, it can help them in their learning so that the students can achieve something from the learning process.

There are internal factors and external factors which the researcher analyzed and found through the questionnaires that were given to the students, the researcher found that all of the ten internal factors (feeling, attitude, opinion, presupposition, ambition or expectance, interest, process of learning, personality, necessity and motivation) were found in students’ perception and external factors (family support, situation, information obtained, familiar object and unfamiliar object) were found in students’ perception.

Based on the explanation above, it can be concluded that students’ perception toward the use of TikTok videos for improving students’ pronunciation in Grade VIII Students at SMP Cinta Rakyat 3 Pematang Siantar gained positive perception.

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