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The Perception of English Study Program Students on Using TikTok Videos for Learning Pronunciation

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A B S T R A C T

This study aimed to find out the perceptions of English Education Study Program students about using TikTok videos for learning English pronunciation. Pronunciation is an important component of speaking skills, but students often have limited exposure to authentic pronunciation. As TikTok is becoming increasingly popular, this application can be used to learn through short videos. This study used a mixed-method design, starting with quantitative data collection, followed by qualitative data collection. The quantitative data was collected from a questionnaire given to 70 fifth-semester students from the English Education Study Program, Faculty of Teacher Training and Education, Universitas Riau. Qualitative data was obtained from interviews with eight selected individuals. The results showed that students had positive perceptions about using TikTok to learn pronunciation. They considered TikTok to be easy to use, fun, and useful for learning English pronunciation. Additionally, students showed a positive attitude and willing to continue using TikTok, although many see it as only an additional tool, not the main one. To wrap up, TikTok can be a good tool for learning pronunciation if used correctly when learning English.

1. Introduction

English pronunciation is the ability to produce sounds in English and pronounce words, phrases, and sentences correctly, paying attention to intonation, spelling, and word stress (O'Connor, 2009; Ali, 2023). Pronunciation has been considered one of the important elements in language proficiency for learners (Novitasari & Adityo, 2023; Anggini et al., 2023). This is very important in oral communication because incorrect pronunciation can cause confusion, even if learners understand grammar and vocabulary well (Kholis, 2021; Nurman, 2021). Almuslimi (2020) states that learners with good pronunciation are usually easier to understand, while those with poor pronunciation often have difficulty conveying messages clearly even though the sentence structure used is correct. Therefore, teaching

pronunciation is very important in English language learning, especially in educational programs that require students to improve their speaking skills effectively.

However, mastering English pronunciation remains a problem for many learners, especially in the context of English being learned as a foreign language. Ammar (2022) states that one of the main reasons why pronunciation is difficult is the lack of exposure to authentic English, especially from native speakers. In developing countries such as Indonesia, the use of English in everyday life is not common, so opportunities for students to hear natural pronunciation, including stress, rhythm, and intonation, are very few (Lee & Jun, 2016). Consequently, Kaszycka, (2021) finds out classroom teaching is often inadequate to help students improve their pronunciation, especially if teaching methods still focus on textbooks and explanations from teachers.

To overcome these challenges, technology integration in language learning has become increasingly important. Technology-based learning environments provide access to a wide range of learning resources, real-life language experiences, and interactive learning methods outside the classroom (Ghory & Ghafory, 2021). In addition, technology-based learning also encourages students to learn independently, provides flexibility, and increases student participation (Altun & Ahmad, 2021). Among various technological tools, social media has become a well-known and influential way of learning languages. The use of social media in education has increased rapidly in recent years, especially among students. (Novitasari & Adityo, 2023). According to Han (2022), social media platforms allow students to access authentic content, interact with different language users, and engage in informal learning activities that support formal learning.

In recent years, TikTok has become one of the most popular social media platforms, especially after the Covid-19 pandemic. TikTok allows users to create and view short videos ranging from 15 seconds to three minutes in length, making it an attractive platform for educational purposes (Aziz & Sabella, 2021). Abdullah et al. (2023) state that TikTok offers a wide variety of English-language content, such as pronunciation tips, accent training, vocabulary explanations, and speaking exercises shared by native speakers and language teachers. Moreover, Fitria (2023) states that the audio-visual format on TikTok allows leaprners to see mouth movements, intonation patterns, and word stress, which are important elements in learning pronunciation.

To date, there have been many studies conducted on students' perceptions of using social media to learn English pronunciation. For instance, research conducted by Prastyo et al. (2022), Phuong and Loi (2023), and Maspufah et al. (2023) focused on students' perceptions of the use of YouTube to learn English pronunciation, where the results showed positive perceptions and many benefits felt by students in using YouTube for English pronunciation learning. Then, the research conducted by Mahmud et al. (2022), Firmansyah and Widiastuty (2024) that focused on students' perceptions of the use of Instagram for learning English pronunciation. The result also found students' positive perceptions on the use of Instagram for

learning English pronunciation, as well as the benefits of using Instagram in English language learning. From proceeding explanation, it can be seen that the use of social media is increased in the world of education and greatly helps students in learning, especially learning English pronunciation.

Nevertheless, despite the growing body of research on social media in pronunciation learning, studies focusing specifically on TikTok remain limited, particularly in the Indonesian higher education context (Sarkila et al., 2024 ;Simaremare et al., 2023). Most existing research has concentrated on platforms such as YouTube and Instagram, leaving TikTok underexplored as a pronunciation learning tool. Moreover, there is a lack of empirical research investigating English education students' perceptions of using TikTok videos for learning pronunciation in Pekanbaru, especially at FKIP Universitas Riau. Understanding students' perceptions is essential because perception influences learning behavior, motivation, and the effectiveness of instructional tools (Mubarokah et al., 2022; Peláez et al., 2024).

Since TikTok is very popular among students and can provide exposure to authentic English pronunciation, it is important to know how English Education students view the use of TikTok videos to learn pronunciation. Therefore, this study aims to find out the perceptions of English Education Study Program students at the Faculty of Teacher Training and Education, Universitas Riau, regarding the use of TikTok videos as a tool for English pronunciation learning. In addition, this study is expected to be a reference for creating more interesting and effective methods of teaching pronunciation in English education.

2. Methodology

This study used a mixed-method design with an explanatory sequential approach. According to Creswell and Creswell (2017), this method begins with collecting quantitative data first, followed by qualitative data to explore the results in more depth. This approach was chosen because it can provide both a general overview and a more detailed understanding. The results were expected to provide a broader understanding of how students view TikTok videos as a medium for learning pronunciation.

The population consisted of 116 fifth-semester students from the English Study Program at Universitas Riau. This research used purposive sampling technique, as suggested by Rai & Thapa (2019), to select participants who had completed pronunciation and phonology courses and who used TikTok to learn pronunciation from native speakers. Of these, 34 students were assigned to a test group and excluded from the main research sample, leaving 70 students who met the criteria and participated in the study.

The instruments used in this study were a questionnaire and semi-structured interviews. The questionnaire consisted of 25 items adapted from Abdullah, et al. (2023) and structured five indicators from the Technology Acceptance Model

(TAM): perceived usefulness, perceived ease of use, attitude toward using, behavioral intention to use, and actual system use. The items were adjusted to focus on students' perceptions of using TikTok videos for learning pronunciation, and several items were changed to unfavorable statements in order to minimize response bias. The responses were recorded on a 5-point Likert scale, ranging from strongly disagree (1) to strongly agree (5). To calculate the average of students' perception on using TikTok videos for learning pronunciation, the researcher adopted the descriptive interpretation of the mean score from Hadiyanto and Arif (2012) in Syaifuddin et al. (2021), as shown in Table 1 below:

Table 1. Interpretation of Mean Score

No	Mean Score	Descriptive Interpretation
1	1.00 – 1.80	Very Low
2	1.81 – 2.60	Low
3	2.61 – 3.40	Medium
4	3.41 – 4.20	High
5	4.21 – 5.00	Very High

This study examined data quantitatively and qualitatively in an integrated manner. The study began with testing the instrument on 34 students to evaluate the validity and reliability of the questionnaire. The results of the pilot test showed that the research tool was valid and had a very high level of reliability, with a Cronbach's Alpha value of 0.947 for all 25 statements. This process ensured that each question in the questionnaire was clearly and consistently formulated and accurately reflected students' views on the use of TikTok videos in pronunciation learning. All data collected was authentic and unmanipulated, providing a reliable basis for the main research.

Next, the survey was distributed online using Google Forms, with instructions for filling it out sent via WhatsApp. The collected data was then analyzed using Microsoft Excel and SPSS version 31.0 to obtain descriptive statistics, including frequency, percentage, mean, and standard deviation. This questionnaire used a five-point Likert scale and was based on five indicators in the Technology Acceptance Model (TAM), namely perceived usefulness, perceived ease of use, attitude toward using, behavioral intention to use, and actual system use.

To supplement the numerical data, semi-structured interviews were conducted with eight students randomly selected from the research sample. The purpose of these interviews was to gain a deeper understanding of the students' motivations, challenges, strategies, and experiences in learning pronunciation using TikTok. Each interview session lasted 7 to 10 minutes, was conducted in person, and was recorded and transcribed after obtaining permission from the participants. The validity of the qualitative data was maintained by checking the codes and themes by experts, as well as including direct quotes from participants as supporting evidence for the research results. Thematic analysis was applied to the interview data through a process of coding and theme development supervised by academic experts. In the final stage, the qualitative results were combined with the quantitative results in the discussion, thereby creating a more complete and in-depth

understanding of the students' perceptions. In this study, the researcher adapted the interview questions from the research conducted by Sarkila et al. (2024); Laili (2023); Mei and Aziz (2022), as shown in table 2. below:

Table 2. Interview Questions

No	Items
1	In your opinion, how useful is TikTok for helping you learn and understand English pronunciation?
2	How easy is it for you to use TikTok to learn English pronunciation?
3	What are your thoughts and feelings about using TikTok as a tool for learning English pronunciation?
4	Do you plan to continue using TikTok and recommend it to others for learning English pronunciation?
5	Can you describe how often and in what ways you use TikTok videos from native speakers to specifically learn English pronunciation?

3. Results and Discussion

Results

This study involved 70 students from the English Education Study Program, Faculty of Teacher Training and Education, Universitas Riau, who were in their fifth semester. The participants in this study had taken the Pronunciation and Phonology course in the previous semester, so they already had basic knowledge of English pronunciation, including recognition of vowel and consonant sounds, word stress, and intonation. Then, the students were in the phase of developing their speaking skills, where pronunciation was still a difficulty in oral communication. Even though they had received formal lessons on pronunciation in class, some students still had difficulty imitating the way native speakers spoke accurately. This shows that students need more exposure to real English pronunciation to improve their pronunciation skills.

Before utilizing TikTok as a learning tool, pronunciation teaching in the classroom was done in a traditional manner. This included direct explanations by the lecturer, pronunciation exercises, and the use of textbooks and audio materials included in the learning modules. Although this method helped students understand the theory of pronunciation, they had limited opportunities to hear various pronunciations from native speakers. In addition, limited time in class meant that pronunciation exercises could not be done in depth. As a result, some students felt less confident when pronouncing words or sentences in English correctly. This situation has led students to seek additional learning resources outside of class, such as through social media, which offers authentic English-language content that is easy to find.

In this study, TikTok was used as a tool for independent pronunciation learning outside of class hours. Students used TikTok by watching videos created by native English speakers or English teachers explaining various aspects of pronunciation, such as how to pronounce certain sounds, word stress, sentence intonation, and differences in speech between various accents. Students were allowed to choose

TikTok videos that suited their needs and interests, as long as the content was related to learning pronunciation. The short videos offered by TikTok made it easy for students to understand the material quickly and repeat it. Here is an example of a TikTok video that is often used in English pronunciation learning, taken from one of English educational content creator, @english.with.lucy, which can be seen in Figure 1 and Figure 2 below:

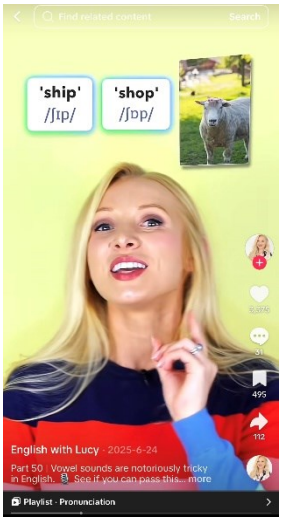

Figure 1. Example of TikTok Video Used for Learning English Vowel Sounds

Figure 2. Example of TikTok Video Used for Learning English Consonant Sounds

The results of this study were obtained through questionnaires and interviews with fifth-semester students of the English Education Study Program at Universitas Riau. Both quantitative and qualitative data are presented together to provide a comprehensive picture of how students perceive the use of TikTok videos in their pronunciation learning process. Data analysis was conducted based on five main indicators in the Technology Acceptance Model (TAM), namely perceived usefulness, perceived ease of use, attitude towards using, behavioral intention to use, and actual system use. The statements of the questionnaires in indicator 1 can be seen in table 3. below:

Table 3. Students' Perceptions of the Usefulness of TikTok for Learning Pronunciation

No	Items	Mean	Interpretation
1	Using TikTok improves my English language skills.	4.09	High
2	Using TikTok doesn't significantly enhance my English pronunciation ability.	3.30	Medium
3	I find TikTok useful in learning English pronunciation.	4.20	High
4	Using TikTok doesn't help me to learn pronunciation very quickly.	3.90	High
5	Using TikTok increases my knowledge of the English pronunciation.	4.24	Very High
	Total Mean	**3.95**	**High**

Table 3 shows that students generally have a positive view of how TikTok can be used in learning pronunciation. Overall, students tend to agree that this platform helps them in the process of learning pronunciation, as seen from the high total average score of 3.95. The statement that received the highest score was related to how TikTok helps students increase their knowledge of English pronunciation, with an average score of 4.24. In addition, students also showed a high level of agreement regarding the general benefits of TikTok as a means of learning pronunciation, with an average score of 4.20. However, there was a slightly lower level of agreement regarding students' views on the direct impact of TikTok in significantly improving pronunciation skills, with the lowest average score of 3.30. These results are supported by information from interviews, in which a number of students stated that using TikTok had a positive impact on improving their English pronunciation and their overall English learning experience, as seen in the statements below.

Enhance Students' Pronunciation Ability

Students explained that TikTok is very useful for improving their English skills. They stated that watching videos from native speakers, English teachers, and content creators helps them understand pronunciation, listening, and even grammar.

P1 : "*For me, TikTok is very useful because my pronunciation has improved a lot. As we know, there are many content creators, both from Indonesia and native speakers like Americans, that appear on our FYP. So, it helps a lot with pronunciation and is very useful*."

P2 : "*Honestly, in my opinion, TikTok is* very useful*... I can listen to native speakers, or even English teachers... It helps me improve my* listening skills and pronunciation."

P3 : *"Actually, TikTok is really useful for me because I can get a lot of videos in English. It helps me enhance my English."*

P4 : *"Personally, TikTok is pretty useful for me in learning English pronunciation."*

P5 : *"In my opinion, TikTok is very useful. I can spend my entire day scrolling on TikTok. Most of the videos on my "For You" page are in English, so it helps me understand what they say and the meaning behind it."*

P6 : *"I think it's very useful because there are so many videos in English, especially from native speakers. It really helps improve our pronunciation."*

P7 : *"I think it's very useful because many influencers and TikTokers create content about pronunciation. So, it's very helpful for us to learn English, especially pronunciation."*

P8 : *"I think TikTok is really useful for me because on my TikTok app, I like learning with videos. These videos help improve my pronunciation and grammar."*

Students Learn Pronunciation Incidentally

A number of participants revealed that they benefited from learning pronunciation indirectly through English-language content that appeared on the For You Page (FYP), even though the videos were not official teaching materials.

P1 : *"We can learn unconsciously from random videos. The algorithm focuses on showing us content that can help improve not only pronunciation but also other aspects of English."*
P4 : *"They are random content from native speakers talking to each other. It helps improve pronunciation unconsciously."*

Provides Exposure to Native Speakers

Several participants stated that they mostly watch content from native English speakers almost every day, and this habit supports the improvement of their pronunciation proficiency.

P1 : *"As we know, there are many content creators, both from Indonesia and native speakers like Americans, that appear on our FYP. So, it helps a lot with pronunciation and is very useful."*
P2 : *"Honestly, in my opinion, TikTok is very useful because it always provides short videos that are interesting. I can listen to native speakers, or even English teachers or lecturers who explain things in short videos."*
P3 : *"From my FYP, it's mostly native speakers."*
P4 : *"I don't remember any specific names, but I like watching native speakers on TikTok."*
P5 : *"Maybe around 2 hours, because most of the videos on my "For You" page are from native speakers."*

The statements of the questionnaires in indicator 2 can be seen in table 4. below:

Table 4. Students' Perceptions of the Ease of Use of TikTok for Learning Pronuniation

No	Items	Mean	Interpretation
6	I find it easy to follow and focus on English pronunciation content on TikTok.	3.79	High
7	I don't find TikTok to be flexible for learning English pronunciation anytime and anywhere.	3.90	High
8	I find it easy to access TikTok to find content focused on English pronunciation.	4.26	Very High
9	I don't find TikTok easy to use when learning English pronunciation.	4.06	High
10	The English pronunciation content on TikTok would be clear and understandable for me.	4.14	High
	Total Mean	**4.03**	**High**

Table 4 shows that students perceived that TikTok is easy to use for learning English pronunciation. Overall, these results indicate that students do not

experience much difficulty in accessing and using TikTok to learn pronunciation, as evidenced by the high total average score of 4.03. The statement that received the highest level of agreement (M = 4.26) relates to the ease with which students can access TikTok and find content focused on pronunciation, which shows how easy it is to access this platform. Other aspects of ease of use, such as the clarity of content and overall comfort for learning pronunciation, also received good approval score, with average scores between 4.06 and 4.14. On the other hand, slightly lower approval score emerged for aspects related to the ability to stay focused and flexibility of use in various situations, although these aspects were still scored positively with a mean score of 3.79. Data from interviews reinforce these results, showing that students see TikTok as an accessible and easy-to-use tool for learning English pronunciation. The students stated that they could quickly find relevant content and navigate the platform without any problems, making pronunciation learning easier.

Ease of Access and Navigation

All participants stated that TikTok is very easy to use. They mentioned that they can simply open the app, scroll through their For You Page, and find the videos that help them learn pronunciation, even if the content isn't explicitly designed as a lesson. Features like subtitles, repetition, and the ability to search for specific topics or preferred content creators make TikTok highly accessible.

P1 : *"It is very easy because most of the content on my FYP is in English. The pronunciation is always something I notice. Because I frequently watch it, I start to understand how to improve my pronunciation, even though the videos may not directly teach pronunciation. Random content using English still helps me a lot."*

P2 : *"It is easy because TikTok is simple and easy to access. I can search for pronunciation tips, like how to pronounce diphthongs or vowel sounds. Native speakers repeat the words correctly, and that helps me a lot."*

P3 : *"It's really simple and easy. I just open my phone, connect to the internet, scroll through TikTok, and there are many videos that provide pronunciation practice. It's really easy."*

P4 : *"TikTok is very easy to use. We can search for what we want to learn, and we can also find content creators that we prefer. So, it's very accessible."*

P5 : *"I think it's very easy because TikTok is like my comfort social media. I scroll through it every day."*

P6 : *"It's very easy because we can watch TikTok everywhere, just open the app. It's very accessible."*

P7 : *"Because it's very easy to use. Nowadays, everyone uses TikTok, so you just open the app and either search or it appears on your FYP. It's very easy."*

P8 : *"TikTok is very easy to use for learning because it's online and accessible anywhere, like at home or in class. If I want to improve my pronunciation, I just search on the search bar or browse my For You Page."*

The statements of the questionnaires in indicator 3 can be seen in table 5. below:

Table 5. Students' Attitude Toward Using TikTok for Learning Pronunciation

No	Items	Mean	Interpretation
11	Learning English pronunciation via TikTok is enjoyable.	4.19	High
12	Learning English pronunciation via TikTok is not a good idea.	4.10	High
13	I like using TikTok to learn English pronunciation.	3.81	High
14	I am not enthusiastic about using TikTok to continue improving my English pronunciation proficiency.	3.93	High
15	Learning English pronunciation via TikTok is a wise idea.	3.94	High
	Total Mean	**3.99**	**High**

Table 5 reveals that students have a positive view of the use of TikTok in learning English pronunciation, with a total average score of 3.99. The statement that received the highest average score (M = 4.19) relates to the enjoyment and engagement students feel when using TikTok. Other aspects, such as students' liking for the platform, their willingness to continue using it, and their views on its usefulness as a learning tool, also received high score, with average scores ranging from 3.81 to 3.94. These results show that students are generally motivated and have a positive view of using TikTok in their pronunciation learning process. The results from numerical data above are supported by interview data. The students showed positive feelings, enjoyment, and enthusiasm toward using TikTok for learning pronunciation.

Enjoyable Learning Experience

Students explained that they feel enjoyable and comfortable learning through TikTok. The videos make their learning feel natural, and the entertaining content keeps them engaged.

P1 : *"I enjoy it. I think many people also do, because in this modern world, technology and social media are very important. I feel comfortable learning through TikTok, and I believe many others feel the same."*

P5 : *"Yes, I really enjoy using TikTok. Like I said before, I love scrolling on TikTok."*

P6 : *"I enjoy it a lot. I watch videos in English, and it motivates me to improve my pronunciation. I also follow many English-speaking content creators."*

P7 : *"I feel happy because it helps me a lot, especially with rare vocabulary. It really helps me."*

P8 : *"I enjoy learning English pronunciation through TikTok because it feels more fun than using textbooks. I can listen to pronunciation from native speakers, influencers, and other people who use English. It makes me happy and motivated, especially when I find interesting English learning content."*

Improved Students Motivation

Several students stated that TikTok boosts their motivation and confidence.

P2 : *"I feel excited and motivated because I often use TikTok. I feel like every time I open the app, I can learn and practice pronunciation and see explanations about English. It motivates me and makes me more interested. It's exciting."*

P6 : *"I enjoy it a lot. I watch videos in English, and it motivates me to improve my pronunciation. I also follow many English-speaking content creators."*

P8 : *"I enjoy learning English pronunciation through TikTok because it feels more fun than using textbooks. I can listen to pronunciation from native speakers, influencers, and other people who use English. It makes me happy and motivated, especially when I find interesting English learning content."*

The statements of the questionnaires in indicator 4 can be seen in table 6. below:

Table 6. Students' Behavioural Intention to Use TikTok for Learning Pronunciation

No	Items	Mean	Interpretation
16	I intend to recommend TikTok to my friends for learning English pronunciation.	3.81	High
17	I don't intend to use TikTok as one of my tools to learn English pronunciation.	3.84	High
18	I intend to use TikTok frequently for learning English pronunciation.	3.56	High
19	I don't intend to spend more time on TikTok to learn English pronunciation.	3.59	High
20	I intend to make TikTok my number one choice for learning English pronunciation.	3.20	Medium
	Total Mean	**3.60**	**High**

Table 6 reveals that students have a positive attitude toward using TikTok in the process of learning English pronunciation, with a high average total score (M = 3.60). The statement with the highest average score, 3.84, relates to students' desire to recommend TikTok to their friends and use it in their daily learning activities. Other aspects, the desire to use TikTok regularly or make it their main learning resource, received a slightly lower average score (M = 3.20). This shows that although students are generally motivated to use TikTok, some of them are still not fully relied on this platform as their main medium for learning pronunciation. Interview responses support this results. The students are willing to recommend TikTok to peers, continue using it regularly, and incorporate it as a part of their learning routine.

Willingness to Recommend TikTok for Learning Pronunciation

Students were eager to recommend TikTok to their friends who want to improve their pronunciation.

P1 : *"Yes, it is very recommended. I will keep using it because the content, whether it's directly teaching pronunciation or just random, still helps us improve our pronunciation unconsciously. Like how native speakers pronounce things."*
P2 : *"TikTok is easy to access. People can use it with just their phones. I would recommend both the videos and the content creators who give good explanations about pronunciation or English in general."*
P6 : *"I don't really have a personal plan to learn pronunciation through TikTok, but I do recommend it because it's easy to use, and there are many content creators who speak English, especially native speakers. It helps with pronunciation."*
P7 : *"I will continue using TikTok to improve my pronunciation, and of course, I will recommend it to my friends."*
P8 : *"Of course, I plan to keep using TikTok to learn English pronunciation. I will also recommend it to my friends because it helps a lot. When I want to check how to pronounce a new word, I often search it on TikTok."*

Willingness to Use TikTok for Learning Pronunciation

Students also explained that they plan to keep using TikTok regularly for pronunciation learning. Moreover, some mentioned that they turn to TikTok whenever they need to check a new word.

P1 : *"Yes, it is very recommended. I will keep using it because the content, whether it's directly teaching pronunciation or just random, still helps us improve our pronunciation unconsciously. Like how native speakers pronounce things."*
P3 : *"I will continue using TikTok to improve my pronunciation. But I don't think I will recommend it to my friends because most of them prefer to study using books."*
P4 : *TikTok is always updating and adding new features. So, in the future, I will still rely on it."*
P7 : *"I will continue using TikTok to improve my pronunciation, and of course, I will recommend it to my friends."*
P8 : *"Of course, I plan to keep using TikTok to learn English pronunciation. I will also recommend it to my friends because it helps a lot. When I want to check how to pronounce a new word, I often search it on TikTok."*

The statements of the questionnaires in indicator 5 can be seen in table 7. below:

Table 7. Students' Actual Use of TikTok for Learning Pronunciation

No	Items	Mean	Interpretation
21	I use TikTok as one of my tools to learn English pronunciation.	4.01	High
22	I don't recommend TikTok to my friends to learn English pronunciation.	3.97	High
23	I use TikTok frequently for learning English pronunciation.	3.71	High
24	TikTok is not my number one choice for learning English pronunciation.	2.97	Medium

25	I spend more time on TikTok to learn English.	3.23	Medium
	Total Mean	**3.58**	**High**

Table 7 shows that students reported a high level of TikTok usage for learning English pronunciation, with an overall average score (M = 3.58). The statement with the highest score (M = 4.01), shows that students utilize TikTok as a learning tool and are willing to recommend it to their friends. On the other hand, other aspects such as how often they use TikTok or how much time they spend on the platform for learning received the lowest average score (M = 2.97). This shows that although students use TikTok, not all of them use it consistently or make it their main source for improving their pronunciation proficiency. Interview responses below provide further insight into how students incorporate TikTok into their learning habits.

Regular and Frequent Use

Several participants mentioned that they use TikTok regularly, with many watching English-related content daily or several times a week. They often follow creators who teach pronunciation and learn new words as these videos appear on their For You Page.

P2 : *"I usually watch TikTok videos every day. I watch at least one video per day to practice pronunciation. I follow many content creators who focus on pronunciation. I choose the content that interests me. Sometimes it's about IELTS speaking, pronunciation, or other English materials. I find it very helpful."*

P3 : *"Actually, yes. It's been two years since content like that started appearing on my FYP. I use TikTok to practice pronunciation, but I also watch movies and K-dramas using English subtitles."*

P4 : *"I use TikTok every day. But, specifically for pronunciation, maybe two or three times a week, when the video appears while I'm scrolling. I usually watch the video until the end and learn how to pronounce certain words."*

P6 : *"Very often, every day. When I get bored, I open the app, and the first video that shows up is usually in English. I enjoy watching it."*

P7 : *"I use TikTok about one or two hours a day, mostly randomly. Sometimes, when I focus on pronunciation, maybe for an hour. I also learn other things like reading or quizzes. There are many creative contents."*

P8 : *"I usually use TikTok about three or four times a week to learn pronunciation. I follow some native English speakers who teach pronunciation in a simple way. Sometimes I share pronunciation videos with my friends. For me, TikTok is one of the best choices because it's easy to use and I can learn anytime."*

Supplementary Use

Students also revealed that they use TikTok as a supplementary learning tool, not as their main source of information. To obtain clearer information, they still rely more on other platforms such as YouTube, Instagram, or dictionaries.

P2 : *"Maybe it's my second choice. I use Instagram more because I have more followers there. Also, Instagram Reels and YouTube allow for longer videos, while TikTok videos are shorter. But TikTok videos are better for quick and fun explanations."*

P4 : *"I still learn from dictionaries and YouTube, which has longer videos and clearer pronunciation. TikTok is just a support for me."*

P5 : *"It's useful, but not the most important. There are many distracting contents on TikTok that might interrupt the learning process. Maybe YouTube is more useful in terms of content, but I think it's boring sometimes. That's why I prefer TikTok."*

Discussion

Of all indicators studied, the highest perception was found in the Perceived Ease of Use aspect. It shows that students consider TikTok to be simple, accessible, and user-friendly as a learning tool. These results are consistent with previous studies. Laili (2023) found that university students in Indonesian EFL contexts viewed TikTok as an effective platform for language learning due to its simple interface and seamless functionality. Moreover, Fitria (2023) found that in pronunciation-related content, TikTok videos receive high engagement levels because users find the short-video format easy to revisit. These results support the notion that students' positive evaluations of the platform are greatly influenced by its simplicity of use.

The second highest perception appeared in the Attitude Towards Using indicator, which shows that students feel positively about learning pronunciation through TikTok. Many students expressed that learning pronunciation through TikTok is much more enjoyable and less stressful compared to traditional methods such as classroom exercises or textbooks. These results are consistent with previous studies. Rumapea (2024) found that ESL students perceived TikTok as an enjoyable learning medium that boosts their motivation because the learning materials on TikTok videos related to their daily lives. Sarkila et al. (2024) also found that English majors in Indonesia had positive attitudes toward TikTok due to its relatable and entertaining format, which helps them stay engaged while learning new language content. Moreover, Mutiara and Rosari (2024) highlighted that students at Jakarta International University considered TikTok a fun and refreshing alternative to conventional learning tools, especially for practicing pronunciation. These results indicate that the platform's ability to provide an emotionally supportive learning environment has an impact on student attitudes, in addition to its functionality. Students are more likely to persevere and develop positive learning attitudes when they feel comfortable and entertained.

The third highest perception found in the Perceived Usefulness aspect. The students believe that TikTok videos can improve English pronunciation skills. Many students say that they can see elements of pronunciation such as word stress, tone of voice, and mouth movements from native speakers or highly skilled speakers through TikTok videos. These results are in line with previous studies. Silaban and Marpaung (2024) found that 45% of their participants agreed TikTok had significantly improved their English pronunciation. Moreover, Dewi and Arifani (2021) demonstrated that students using TikTok showed noticeable improvement in their pronunciation proficiency and confidence. Those results support the findings of this research, which show that TikTok is considered a useful tool for improving accuracy, fluency, and understanding of sounds.

The fourth highest perception found in the field of Behavioral Intention to Use. Students showed a positive behavior in continuing to use TikTok in the process of learning pronunciation and recommending it to others. However, some students argued that TikTok should be used as a supplementary tool rather than the main source for learning. Some respondents revealed that they still rely on textbooks, classroom learning, and other platforms such as YouTube to obtain more structured learning. These findings are consistent with the results of this study, which show that TikTok is considered a useful tool for improving accuracy, fluency, and understanding of sounds.These findings are reflected in similar studies. Laililajri et al. (2025) found that while students found TikTok useful, they preferred to combine it with more formal learning resources for better outcomes. Moreover, Nasichah (2023) found that students had positive attitudes toward TikTok, their intention to use it in the long term depended on how well it complemented their existing learning practices. In this study, students' desire to use TikTok appears to depend on the situation and context, with the understanding that TikTok is better used as a relaxed and enjoyable learning tool, rather than as the main teaching material.

Finally, the fifth highest perception found in the Actual System Use area. The students proactively use TikTok as a tool to learn pronunciation, although the level of use and depth varies. Some students admit to watching pronunciation videos several times a week, while others accidentally discover such content while browsing the For You page (FYP). This pattern is consistent with previous research findings. Sulistiani et al. (2025) found that EFL secondary school students using TikTok for pronunciation practice showed measurable improvement, especially when guided by a learning goal. Then, Hidayah (2024) explored how EFL students engaged in self-regulated pronunciation learning on TikTok, noting that many used strategies like mimicking, repeating, and slowing down speech, despite facing distractions. Moreover, Alharthy (2025) found that students used TikTok primarily for entertainment, incidental vocabulary and pronunciation learning still occurred, indicating that actual use often blends with informal exposure. Thus, this study shows that students do use TikTok to learn pronunciation, but not always in a systematic manner or with a specific goal in mind. To improve its effectiveness, teachers are advised to provide selected content, guide students toward specific learning goals, and incorporate TikTok-based tasks into formal learning.

4. Conclusion

This study explores the perceptions of English Program students regarding the use of TikTok videos in the English pronunciation learning process. Overall, the findings show that students view TikTok as a good, useful, and interesting learning tool. This platform is considered simple to use, easily accessible, and flexible, encouraging students to view English pronunciation content more often. In addition, students show a positive attitude towards learning pronunciation through TikTok because the learning process feels more enjoyable and motivating

TikTok is also considered effective in providing real pronunciation examples, especially through native speakers, which helps students understand word stress, tone of voice, and how to pronounce sounds. Although many students intend to continue using TikTok and recommend it to others, they tend to see this platform as a tool, not as a primary source for learning. The ways in which students utilize TikTok for pronunciation learning vary, ranging from deliberate practice to indirect learning when using the application in everyday life. Thus, it can be said that the research objective has been achieved because this study successfully describes the views and experiences of students when using TikTok as a means of pronunciation learning. For future studies, researchers should investigate the extent to which pronunciation learning using TikTok is effective through experiments, by looking at teachers' opinions, and also by investigating how focused TikTok activities can be incorporated into formal pronunciation lessons to improve the learning outcomes.

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