

**UNIVERSITY STUDENTS' PERCEPTION ON THE USE OF *TIKTOK* IN
LEARNING ENGLISH**

SKRIPSI

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STATEMENT OF APPROVAL

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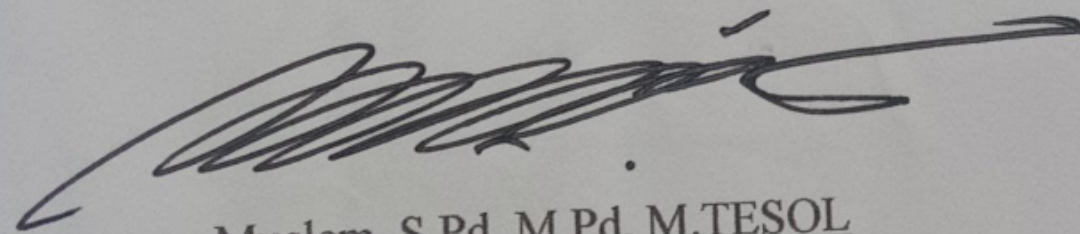
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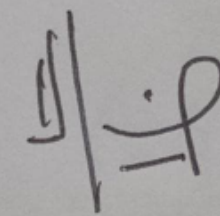
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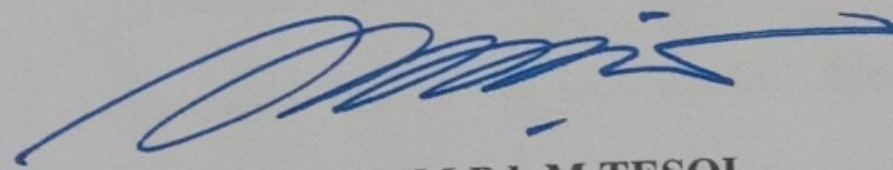
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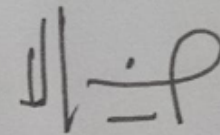
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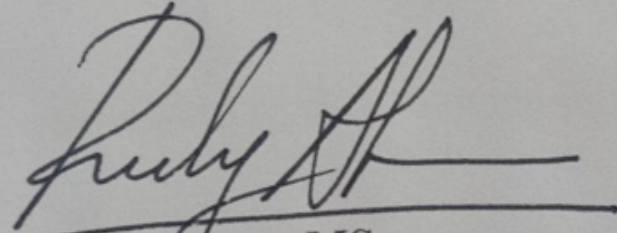
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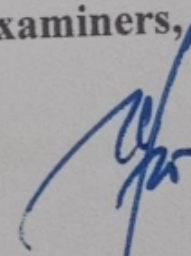
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Langsa, 23 Juli 2024

Maidah Tambunan

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ABSTRACT

Maidah Tambunan. 2024. University Students' Perception on the Use of *TikTok* in Learning English

Supervisor (1.) Muslem, S.Pd, M.Pd, M.TESOL (2.) Shafrida Wati, MA

This study aimed to explore students' perceptions on the use of *TikTok* in English learning and the difficulties they faced in speaking English. This study used qualitative methods with documentation and interview instruments conducted on 6th semester students with a total of 8 participants majoring in English at IAIN Langsa. The indicators of speaking difficulties studied included grammar, fluency, pronunciation, and vocabulary. In addition, the causes of speaking difficulties were identified through the factors of lack of confidence, anxiety, shyness, and lack of motivation. The results showed that all students had a positive perception of the use of *TikTok* in English language learning, especially in improving speaking skills. This research provided insight into the potential use of social media platforms such as *TikTok* in supporting English language learning and identified areas for improvement to address speaking difficulties among university students.

Keywords: *Students' Difficulties Speaking, Factor Students' Difficulties, TikTok for Learning English*

CHAPTER I

INTRODUCTION

A. Background of Study

English is one of the primary or International languages spoken around the world. English is essential in many fields, including global communication, technology, business, science, and popular culture.¹ In global communication, English is the most widely used language in communicating internationally. English is an indispensable International language both in communication technology and indirect social interaction. As a means of global communication, English is essential to be mastered both orally and in written form.

People learn English for a variety of reasons, such as International communication, study abroad, work, and hobbies. Most English is learned by students who are at the education level, especially English majors. In general, students who graduate from English education are able to speak English well and correctly. Therefore, learning English is very demanding for students. With the advancement of technology and globalization, English is becoming increasingly important in global interactions, so understanding and being able to speak English can provide significant advantages in various aspects of life,

¹ Niyozova Aziza Ilyosovna, "Importance of the English Language in Today's World," *International Journal of English Learning & Teaching Skills* 6, no. 2 (2024): 22–24.

such as adding insight, increasing relations with foreign countries, improving careers, understanding new technologies more efficiently, and others.¹

The use of social media can help learn English in a more accessible, engaging and effective way.² One suggested way is to watch videos or movies in English to improve listening skills and increase vocabulary. Then reading news from various English-language media that have official accounts on social media can also help improve reading and increase English vocabulary. In addition, making English statuses or posts can also help in improving English language skills, even if it is only in a simple way such as a short post or status containing a sentence that you want to understand. By using social media, learning English can be done in a more dynamic and interactive way, and can be accessed from anywhere and anytime, making it easier and more effective in improving English language skills.

There are many social media that can be used to learn English, one of which is the *TikTok* application. *TikTok* is a social media platform that allows users to create and share short videos that can contain music, filters and visual effects. *TikTok* can be used as a medium for learning English in an interesting and interactive way.¹ The App allows users to create and share short videos that can contain English materials, such as grammar, tenses, listening, and so on. *TikTok* also

² Jannaty Mismara, "TikTok as Media of Learning English," *Journal of English Education and Technology* 02, no. 02 (2019): 10–77.

allows users to interact with other content through the 'duet' feature which allows users to create videos containing two parts, as well as the "react" feature which allows users to record their reactions to other videos. Many *TikTok* creator accounts share English learning videos, such as @englishunderstood, @callmechia, @jessica_ie, @mr.johnhinday, @ilhamsaheri, and many more. They share material about grammar, tenses, listening, speaking and so on, as well as providing alternative answers and examples of using English in everyday situations.

Nowadays, many people especially university students have difficulties in learning English due to many factors such as not having time, lack of vocabulary, not understanding grammar, difficulty understanding due to differences in writing and pronunciation, lack of motivation to learn, not having a goal to learn English, and many more. The most common factor is the difficulty in English pronunciation due to not being used to using English in daily communication. In fact, unwise use of social media can also affect English learning difficulties, for example using social media only for entertainment, such as playing games, watching comedies, and others. Therefore, using social media wisely can help us in learning English.³

In reality, many people, especially students, use the *TikTok* application every day, but they do not use it to learn English. Based on

³ G Dhanya, "Influence of Social Media on English Language Learning," *VEDA'S Journal of English Language and Literature (JOELL)* 3, no. 1 (2016): 105–110.

the above background, a researcher is interested to conduct a research entitled ***'University Students' Perceptions On The Use Of Tiktok In Learning English'***.

B. Research Questions

Based on the above background, the researcher formulated the problems as follows:

1. What are the difficulties faced by students in learning English, especially speaking?
2. How do students perceive on the use of *TikTok* in learning English?

C. Purpose of Study

The perpose of study are as follows:

- 1.To find out the difficulties faced students in learning English, especially speaking.
- 2.To find out students' perceptions on the use of *TikTok* in learning English.

D. Significance of Study

This study investigates students' perceptions on the use of *TikTok* in learning English especially speaking. The results of this study provide several benefits for students, as explained below:

1. Theoretical Benefits

- a. The results of this study can increase students' learning motivation because this application allows students to learn in a more interactive and fun way.
- b. The results of this study increase readers' knowledge on how to use social media as an English learning tool, especially *TikTok* to improve their English skills.

2. Practical Benefits

- a. This research will add reference for teachers as a learning media tool
- b. The results of this study can help students improve their speaking skills by using features in *TikTok* such as audio-visuals that allow students to learn the pronunciation of words and phrases in English.
- c. This research will be benefitted for English department as a reference for the students to learn English more easily and fun anywhere.

E. Scope of Study

This study aims to understand how students majoring in English at IAIN Langsa perceive the use of *TikTok* as a tool in English language learning, focusing on speaking skills. In addition to examining students' perceptions of *TikTok*, this study also discusses various difficulties faced by students in speaking English, such as

difficulties in grammar, fluency, pronunciation and vocabulary. This research was conducted to get a clear picture of how *TikTok* can help students in the learning process especially speaking English and the challenges faced by students in that context.

CHAPTER II

REVIEW OF LITERATURE

A. Previous of Study

All research requires a literature review, whose function is to provide an explanation of previous studies that are similar and related to the topic. Previous research that can be used as a literature review in this study is research from Hongsa N in 2023 entitled 'The Effects of *TikTok* Application on the Improvement of EFL Students' English-Speaking Skills'.¹ This study used mixed methods research, to look at the effects of using *TikTok* application for EFL students' speaking skills and students' perceptions of using *TikTok* application to improve their speaking skills. Speaking tests and questionnaires were administered to 60 students enrolled in a public speaking class. In addition, 13 students volunteered to participate in semi-structured interviews.

The results showed that *TikTok* was effective in improving EFL students' English-speaking skills. In addition, the students also had a positive perception of the *TikTok* App. Most students agreed that using *TikTok* was fun, encouraged creativity, and provided new opportunities to learn English. *TikTok* should be integrated into language learning contexts to make the classroom environment more interesting and improve students' language proficiency.

Secondly, a research conducted by Pratiwi A in 2021 entitled 'Utilizing *TikTok* Application as Media for Learning English Pronunciation'.⁴ This study aimed to investigate how *TikTok* application become a medium of learning for pronunciation skill. The subject of this study was the university's English education students of Suryakencana. The total number of respondents was eight students of five regular class and three non-regular class. The data collecting techniques were observation and questionnaire.

The data was analyzed qualitatively. The data analysis followed an interactive model from Miles and Huberman, including: data reduction, display data, and verification of data and prediction. This research showed that the respondents had a positive attitude toward *TikTok* application. English videos on *TikTok* used as a learning strategy to help and enhance students' literacy and speaking skills. In addition, respondents expressed a strong desire to use *TikTok* application, to watch and to understand all the contents containing basic English skills.

The third, a research conducted by Novitasari in 2022 entitled 'Students' Perception on the Use of *TikTok* for Learning English'.¹ This research aimed to find out and to describe students' perceptions on the use of *TikTok* for learning English. The participants of this study were students of the English Education

⁴ Mismara, "TikTok as Media of Learning English."

study program class of 2021 who used TikTok to learn English, totaling 21 students filled out questionnaires and 6 students were interviewed. In determining the participants, the researcher used purposive sampling technique. This research used a descriptive method with a qualitative approach. In collecting data, the researcher used documentation and interviews. Based on the results of this study, it was found that students had positive perception on the use of *TikTok* in learning English. Learning English by using *TikTok* can help students to improve their English skills. Learning English through *TikTok* was fun and stress-free. Besides that, *TikTok* has many advantages such as easy access, varied video content, interesting and easy-to-understand content, opportunity to learn from native speakers and free.

Fourth, a research conducted by Destia Herlisya in 2022 entitled 'Having Good Speaking English through *TikTok* Application'.⁵ This study aimed to improve students' speaking skills through the *TikTok* application. The subjects of this study were 20 students of the third semester in English education major at STKIP PGRI Bandar Lampung. The method used was descriptive quantitative method using classroom action research techniques. Based on the result, the improvement of students' learning activities showed the mean score

⁵ Herlisya and Wiratno, "Having Good Speaking English through Tik Tok Application."

of students' learning activities in pre cycle was 68.88, in cycle I was 69 with the criteria was less active. While, the mean score of students' learning activities in cycle II was 76.75 with the criteria were quite active. So, the improvement of students' learning activities the first cycle to the second cycle was 7.75 point. From the analyzed data, it could be concluded that classroom action research by using *TikTok* App improved students' learning activities and students' speaking skill.

The last research was conducted by Dewi Y in 2023 entitled 'The Use of *TikTok* Application to Enhance Students' Speaking Skill'.

¹ This study aimed to determine the improvement of students' speaking skills by storytelling about a person, object or place that you want to describe using the *TikTok* application. The subjects of this study were 36 students of the second semester in STMIK Dian Cipta Cendikia. This research was a qualitative study with a qualitative descriptive approach it revealed events that occur during research in English learning or when students tell stories (storytelling) using the *TikTok* Application. The finding showed that this research has explored how students used the *TikTok* app to create and share stories about people, objects or places they want to describe. In addition, the results from this studied can increase students' experiences, challenges, and successes in using *TikTok* to

develop their speaking skills through storytelling than students who do not use the *TikTok* Application.

The differences between the current research and the research are;

(1). The purpose of this study focuses on finding the perceptions of university students towards the use of *TikTok* in learning English, especially in the aspect of speaking. The previous studies have broader objectives, such as evaluating the benefits of *TikTok* in improving speaking skills, getting students' views on using *TikTok* to learn English, and finding out the impact of *TikTok* on learning English in primary school students. (2). This research uses qualitative method, while other studies used quantitative and experimental methods. (3). This study is conducted to students of the English Department of IAIN Langsa, while other studies were conducted on students of elementary schools, universities, and English education programs at other regions.

B. English Language Learning

Learning English as a foreign language has become a global necessity in this modern era. The research by Kachru in 2005 is English serves as a lingua franca that facilitates international communication in various fields, such as business, academics, technology, and tourism. Therefore, many studies have been

conducted to explore the factors that influence success in learning English as a foreign language.⁶

One important aspect of learning English is motivation. Motivation is one of the keys in determining the success of language learning. Motivated individuals tend to be more persistent, diligent and actively engaged in the learning process. Motivation comes from intrinsic factors, such as personal interests, or extrinsic factors, such as work or academic demands.¹ Apart from motivation, the learning environment is also very influential in the process of learning English. A supportive learning environment, such as an interactive classroom and an English-rich environment can also facilitate the learning process effectively.

Learning strategies also play an important role in learning English.⁷ There are several language learning strategies, such as cognitive, metacognitive, social, and affective strategies, which can help English language learners improve their skills. Understanding individual learning styles and using the right strategies can improve the effectiveness of English learning.

In the context of English language learning, technology has also played an increasingly important role.¹ Digital tools such as

⁶ Cecily Clayton, "The Psychology of Second Language Acquisition," *REFlections* 13 (2010): 58–61.

⁷ Aaron Jones, "Immersion versus Engagement Strategies: Examining the Effects on Conversational Competence amongst Korean Students in an Intensive English Program," *Journal of Language Teaching and Research* 9, no. 4 (2018): 665–674.

multimedia, online resources, and virtual learning platforms have expanded access to English language learning materials and resources (Golonka et al., 2014). The integration of technology in English language learning can increase motivation, interaction and a more immersive learning experience for learners.

Success in learning English as a foreign language is determined by several key factors, including motivation, a supportive learning environment, the use of effective learning strategies, and the integration of technology in the learning process. However, English language learning is a complex process that is influenced by various individual variables. Therefore, a flexible learning approach tailored to individual needs is necessary to achieve success in English learning.

Research conducted by Arifa and Naveed in 2022 revealed that the use of *TikTok* can increase students' motivation and participation in learning English. The short and engaging videos on *TikTok* can help students understand the context of English usage in real-life situations.⁸ In addition, interactive features such as comments and support can create a collaborative and fun learning environment.

⁸ Huining Yang, "Secondary-School Students' Perspectives of Utilizing Tik Tok for English Learning in and beyond the EFL Classroom," *International Conference on Education Technology and Social Science* 3, no. Etss (2020): 162–183.

Another study conducted by Syahrin et al in 2021 showed that *TikTok* can be used as an effective learning media to improve students' speaking skills in English. By creating short videos using English, students can practice expressing themselves and building confidence in communicating.¹

Research conducted by Fatimah and Santiana in 2021 found that the use of *TikTok* can increase students' confidence and motivation in speaking English. By creating short videos and practicing dialogs or monologues, students can practice pronouncing words and sentences better. In addition, the comment feature on *TikTok* also allows students to get feedback from teachers and peers, so they can correct mistakes and improve their speaking skills.⁹

Similar findings were also revealed by Sulistyو and Zannah in 2022 who used *TikTok* as learning media in speaking class. They found that students felt more motivated and enthusiastic in learning speaking because *TikTok* is considered a fun platform that is close to their daily lives.¹ In addition, the use of *TikTok* also helped to improve students' speaking ability, vocabulary and pronunciation. Besides, increasing confidence and motivation, developing speaking skills, and enriching vocabulary and grammar. Overall, *TikTok* is a promising platform to be utilized in speaking learning, the use of

⁹ Titik Komariyah et al., "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)," *Conference on English Language Teaching 2*, no. Celti (2022): 142–154.

TikTok in speaking learning has great potential to increase students' motivation, confidence, and speaking skills.¹⁰

According to Brown, there are some difficulties in speaking English, namely:¹

1. Grammar

Difficulty in combining grammar with daily conversation. Despite understanding written grammar, applying it in daily conversation can be difficult. This can lead to errors in sentences or unnatural language structures.

2. Fluency

Difficulties in speaking can arise due to various factors such as lack of practice, nervousness, or lack of confidence in communication. Improving fluency in speaking requires constant practice, listening and imitating native speakers, and reducing the fear of making mistakes.

3. Pronunciation

Pronunciation in speaking difficulties refer to the challenge of pronouncing words correctly according to the sound rules of the English language. These difficulties include articulation, stress and intonation, pronunciation of specific sounds, and speaking speed. Improper pronunciation can lead to misunderstandings and less effective

¹⁰ Titik Komariyah et al., "The Implementation of TikTok Application to Learn Speaking Skill in English Language Teaching (ELT)."

communication, becoming one of the biggest challenges for students in learning English.

4. Vocabulary

Fluent speaking skills are often hampered by limitations in vocabulary. Learners may know basic words, but find it difficult to express ideas or opinions fluently due to the limited words they know.

Tabel 2. 1 Indicators of Speaking

Aspect	Indicators
Students' difficulties in speaking English	a. Grammar b. Fluency c. Pronunciation d. Vocabulary

C. The Use of *TikTok* in English language Learning

TikTok has become a very popular social media platform among teenagers and millennials. The App allows users to create and share short videos. The videos on *TikTok* are often entertaining, witty and creative, thus attracting the attention of many people.

TikTok, a short video sharing social media platform, has become a new phenomenon that has caught the attention of users around the world, including in the field of education. A number of studies have explored *TikTok's* potential as an effective and engaging English learning tool. In the context of English language learning, *TikTok* can be utilized as an interactive and interesting learning media.

Some of the benefits of using *TikTok* in English language learning include:

1. Increasing students' motivation and participation

The short and engaging videos on *TikTok* can make students more motivated to learn English as they can see the use of the language in a more real context and relevant to their daily lives.

2. Developing speaking skills

Students can practice speaking skills by creating short videos using English. This can help them develop confidence in communicating and expressing themselves.

3. Encouraging collaboration and interaction

Interactive features such as comments and support on *TikTok* can create a collaborative learning environment, where students can give each other feedback and exchange ideas.

4. Promoting creativity and self-expression

TikTok allows students to express themselves creatively through the videos they create, thus increasing their motivation and engagement in the learning process, among many other benefits.

D. The Use of *TikTok* in Supporting the Learning of Speaking

Speaking is one of the most crucial skills in language learning, as it enables effective communication and self-expression. However, many language learners often face challenges in developing their speaking abilities due to various factors, such as limited opportunities for practice, anxiety, and lack of motivation.¹¹ In recent years, the rise of social media platforms has provided new avenues for language learning, including the potential to enhance speaking skills. One such platform that has gained immense popularity, particularly among younger generations, is *TikTok*.¹ This literature review aims to explore the existing research on the use of *TikTok* in supporting the learning of speaking.

In recent years, social media platforms have become increasingly popular among students, offering new opportunities for language learning. One such platform that has gained significant traction is *TikTok*, a short-form video-sharing App that allows users to

¹¹ Lindy Woodrow, "Anxiety and Speaking English as a Second Language," *RELC Journal* 37, no. 3 (2006): 308–328.

create and share creative content. While initially perceived as a platform for entertainment, *TikTok* has the potential to be a valuable tool for enhancing speaking skills in language learning.

Theory Social Constructivism posits that learning is a social process and knowledge is constructed through interaction with others.¹² *TikTok*, as a social media platform, provides opportunities for learners to engage in authentic communication, peer interaction, and collaborative learning, all of which are essential elements by Vygotsky's theory.

Next Multimodal Learning Theory, this theory suggests that learning is enhanced when information is presented in multiple modes, such as visual, auditory, and kinesthetic. *TikTok's* format inherently supports multimodal learning through videos that combine visual and auditory elements.¹

Then Self-Determination Theory (SDT), this theory focuses on motivation, particularly intrinsic motivation, which is driven by autonomy, competence, and relatedness.¹³ *TikTok* can potentially increase students' intrinsic motivation by allowing them to choose content, create their own videos, and interact with a community.

¹² Ray Eads, "Navigating Post-Trauma Realities in Family Systems: Applying Social Constructivism and Systems Theory to Youth and Family Trauma," *Australian and New Zealand Journal of Family Therapy* 44, no. 2 (2023): 1–11.

¹³ Thomas K.F. Chiu, "Applying the Self-Determination Theory (SDT) to Explain Student Engagement in Online Learning during the COVID-19 Pandemic," *Journal of Research on Technology in Education* 54, no. S1 (2022).

Another theory is Situated Learning Theory, its suggest that learning is contextually situated and embedded within a specific social and physical environment.¹ *TikTok* can provide contextualized language learning experiences through real-world, user-generated content.

The last theory is Communicative Language Teaching (CLT), this theory emphasizes the importance of interaction as both the means and the ultimate goal of learning a language. This approach prioritizes real-life communication and fluency over accuracy.¹⁴

Of all the theories described above, in this research, the researcher relies on Multimodal Learning Theory in conjunction with Communicative Language Teaching (CLT) theory because it is more relevant, supportive and appropriate to this study. This theory was developed by Michael Canale and Merrill Swain in the early 1980s, they are experts in the field of applied linguistics and language education.¹ They introduced the communicative competence model which became an important foundation for the CLT approach. They developed this theory in order to address the need to teach language with a focus on the ability to communicate effectively in various social situations.

Michael Canale and Merrill Swain's contribution in developing the communicative competence framework has provided a strong

¹⁴Luis Miguel Dos Sasstos, "The Discussion of Communicative Language Teaching Approach Hi Language Classrooms," *Journal of Education and e-Learning Research* 7, no. 2 (2020): 1–6.

theoretical foundation for the Communicative Language Teaching approach. By emphasizing the importance of various aspects of language competence, they have helped steer language teaching towards a broader and more dynamic focus on the ability to communicate effectively in real contexts. This theory provides a range of significant benefits for the learning of speaking. Here are some of the main benefits.¹⁵

1. Holistic Development of Communicative Skills

CLT focuses on developing communicative competence as a whole, including linguistic, sociolinguistic, discourse, and strategy skills. Students not only learn about language structures but also how to use language effectively in various social contexts.

2. Improved Speaking Fluency and Fluency

In CLT, there is a strong emphasis on speaking fluency. Students are encouraged to speak freely without worrying about grammatical errors, which can improve their fluency as well as their confidence in speaking.

3. Meaningful and Relevant Learning Activities

CLT uses activities based on real-life situations, such as simulations, discussions, and role-plays. This makes learning more relevant and interesting for students and helps them

¹⁵ Kiki Wahyuni et al., "The Implementation CLT Approach to Improve Students Speaking Skills," *Jurnal Riset dan Inovasi Pembelajaran* 1, no. 2 (2021): 144–152.

understand how the skills they learn can be applied in their daily lives.

4. Authentic Social Interaction

Through authentic social interaction, students will learn to communicate in real situations, to help them develop more practical and realistic communication skills.

5. Use of Communication Strategies

Students are taught to use various communication strategies to overcome difficulties when speaking, such as how to ask for clarification, use paraphrase and repeat information. This can help them become more adaptive and competent speakers.

6. Increased Self-Confidence

With more opportunities to interact and speak in the target language, students become more confident in their speaking abilities. Repeated practice in a safe environment supports them to feel more comfortable in using the language.

7. Development of Listening Skills

Speaking and listening are two interrelated skills. CLT integrates activities that involve listening, so students can also improve their listening skills, which are essential for effective communication.

8. Student-Centered Teaching

CLT puts students at the center of the learning process.

The teacher is then a facilitator who supports and guides students in their interactions. This will make students feel more in control of their learning and increase their engagement.

9. More Comprehensive Assessment

In CLT, assessment is not only limited to written tests but also includes performance assessment in their speaking activities. This will give a more accurate picture of the students' ability to communicate orally.

10. Development of Social and Collaborative Skills

In group learning and interactive activities, students learn to cooperate, negotiate and understand others' perspectives. This helps them develop social and collaborative skills in speaking learning.

The CLT approach to learning speaking offers many benefits, including the development of more holistic communicative skills, increased fluency and confidence, meaningful and relevant learning activities, and authentic social interaction. By placing students at the center of the learning process and integrating the use of communication strategies, CLT can help students become more competent and adaptive speakers in their target language.¹

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study provides a thorough analysis of students' challenges and perceptions related to learning English, with a specific focus on speaking skills through *TikTok*. The analysis revealed that students faced notable difficulties in various aspects of speaking English. Grammar was the most challenging area, scoring an average of 12.6, while fluency was the strongest aspect with an average score of 14. Pronunciation and vocabulary also presented challenges, with average scores of 13.9 and 13.5, respectively. The overall average score of 54.1 indicates significant room for improvement in these areas.

The study's findings on students' perceptions of *TikTok* reveal a positive outlook on using the platform for learning English. Students appreciated *TikTok's* engaging and enjoyable content, which made learning less stressful and more interactive. The platform was found to be effective in teaching English grammar through simplified and engaging methods. *TikTok's* features, such as challenges and duet functions, were particularly helpful for improving fluency and pronunciation. Additionally, the diverse content on *TikTok* facilitated vocabulary expansion by presenting new words in varied contexts.

B. Suggestion

The researcher provided some suggestions as follows:

1. The students should be wiser in using social media such as the *TikTok* Application, not only used as entertainment but also must be utilized as a medium for learning English.
2. The educators should always educate students to always utilize social media as a practical and fun learning tool, such as utilizing the *TikTok* App because it is simple and practical.

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