

## Investigating Students' Perception in Improving the Ability of Pronunciation through TikTok Videos

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### Abstract

The objective of this study is to investigate the students' perception in using TikTok for their improvement of pronunciation in learning English. This research employed quantitative methods, utilizing questionnaires to gather data on students' perceptions of using TikTok for pronunciation learning. The investigation adopts a descriptive approach, collecting survey responses to examine how students view this application in their pronunciation studies. This research is anticipated to provide valuable insights for various stakeholders, especially educators, who will gain a deeper understanding of the benefits of incorporating TikTok into English as a Foreign Language (EFL) or English as a Second Language (ESL) instruction. This knowledge can be applied to improve the effectiveness of English pronunciation teaching. The platform's ability to host free and innovative content, coupled with its global reach, is expected to significantly influence the development of individualized digital learning paths in the future. These advancements will be driven by shared national and international goals and standards. The research findings indicate that incorporating TikTok videos into a blended learning approach can enhance students' pronunciation skills. Appropriate TikTok content has the potential to stimulate cognitive processes through collaborative and communicative activities, while also fostering innovative educational practices. The incorporation of technology-based tools in English as a second language instruction has led to notable advancements, particularly in improving learners' pronunciation. Students' positive perceptions of the application as enjoyable, user-friendly, engaging, and impactful appear to contribute to their pronunciation progress, although no concrete evidence was found regarding the rate of improvement.

**Keywords:** Improving Pronunciation, TikTok Videos, English Pronunciation

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## INTRODUCTION

Many language teachers are trying to find a new smart way or teaching technique that can attract students' attention in order to achieve the desired outcomes in an appropriate amount of time and to make the teaching-learning process more interesting. Nowadays, there are numerous teaching techniques using electronic devices that can be used in teaching and learning. One of these electronic devices that is rich in professional original content is TikTok. TikTok is one of the most popular social media apps in the world, which has now been downloaded more than 4 billion times (Abbas et al., 2022).

Millions of users interested in content creation have made it one of the preferred digital tools for language teachers on social media. (Choudhary et al., 2020; Li, 2022).

TikTok videos with original synthesis-driven subtitling have been added to the English language teaching curricula and were used in the pronunciation class after phonetics instruction to help students practice and improve their pronunciation of specific English language sounds, rhythm, and musicality. As a result, the extramural work on their pronunciation is designed to improve their skills in independently identifying word stress, sentence stress, weak forms, and other allophonic variations in the target sounds and intonation patterns, and reproducing them in a way that leads to more intelligibility in global settings, but also to interact appropriately with their global peers both inside and outside the academic community (Kaur & Sulaiman, 2023; Fajerin, 2024)

Pronunciation is one of the most difficult problems for students learning a second or foreign language. It often causes a lack of self-confidence in expressing themselves in a foreign language. The advancement of information and communication technology, such as mobile phones, has made this problem easier to solve. Students can make video recordings and save them to their gadgets. However, this alone is not enough; a platform is required that can make it easier for students and teachers to share video recordings of student performance and conduct evaluations. This application has gained popularity among young people in applying effects to digital videos. Through this platform, videos can be uploaded and users can follow each other. In this study, students are required to create pronunciation videos. The students then uploaded their videos, and after the videos were uploaded, teacher evaluations were conducted. The data collected were then analyzed to determine how far the students' pronunciation improved. The data collection method used questionnaires. After that, the responses from the questionnaires were analyzed, and it can be seen that the improvement of students' pronunciation through videos. This study is expected to provide some benefits for students and lecturers (Tejedor-García et al., 2020; Suzukida & Saito, 2022)

The use of technology in the digital age has completely transformed the way people communicate, interact, create, and share information, as well as learn. This study employed a social media platform as a medium to conduct pronunciation practice in an English language classroom (Ansari et al., 2023). It is an innovative platform with built-in video editing features that are designed for short clips, less than 3 minutes, which are often based on catchy music or are about hilarious challenges. As a result, it is a new phenomenon in the digital age, engaging millennial social media users who share and watch user-generated videos for entertainment. Due to its user-friendly interface, it appeals to young people all over the world and is widely used for gathering entertainment content. However, there is potential to utilize it for educational purposes, for example, cultivating creative thinking, language proficiency, life skills, digital skills, and media literacy to enable language learners to function more effectively in the fast-paced digital society (Istifci and Ucar, 2021; Maulina and Sari, 2022)

However, despite the many benefits of social media as an educational tool and the widespread use of various social media platforms, there is still insufficient research in educational management on the impact of such platforms on learning. Moreover, there is a limitation of instructional research that focuses solely on specific subjects or content when examining the effects of social media. The educational use of social media in the instructional process could increase user participation and collaboration. However, the role of social media in education is frequently misunderstood by learners and teachers unless it is correctly applied in the educational process. The present study intended to understand how students' views on the use of a social media platform could impact the learning of English language pronunciation, potentially contributing to educational experiences.

## **Theoretical Framework**

Philosophically, according to Hulu et al (2023), education is an active, ongoing process that requires motivating students to learn something. Education takes place when the student is presented with a problem, thus they try to find answers or solutions, becoming self-reliant, deciphering symbols, and inculcating good habits. Practically, education means students provide the opportunity to interact. They provide the opportunity to do and experience, to encounter meaningful phenomena, and to learn firsthand without direct teaching and lecturing. In other words, students themselves are active in completing the process. In terms of learning completion, education is not an end in itself. The result is in the form of something found, something learned, a solution to a problem, a presentation, all of which are linked to individuals. They involve the world of life experiences and change the way students learn (Wardani et al., 2020; Lombardi et al., 2021).

According to Hutajulu, Sherly and Herman (2022), learning is valued for changing behavior, attitude, understanding, or even as motivation. It is acceptable for someone with learning experience to solve problems and is useful for everyone's life. Such education is said to have been meaningful for the learner and influenced by the behavior and personality of the student. According to Ningsih et al (2022), a person's behavior is a function of the situation and the psychological condition. The effect is also determined by the situation and the psychological condition. According to Piaget in Widodo et al (2024), a person is an active learner who establishes goals and develops actions by observing action sequences. Then, they choose the sequence of actions suitable for the behavior that produces the desired results. According to Sinurat and Herman (2019), learning is an important aspect of human behavior, making one of many efforts to consider all actions and learning efforts as important bricks that have a significant impact on the history of study. Experience satisfies the life of a person until they are able to live a fulfilling life by applying discipline as ordinary principles. This area requires all rules to be flexible, and the student should be responsible for it (Motevalli et al., 2020; Shafiei & Maleksaeidi, 2020; Vu et al., 2022).

Some studies show that students have problems in pronouncing English well. There are some common factors that make it hard for students to pronounce English words. These factors include the differences between the sound systems of students' original languages and the English language, the different sounds produced in the same written form, and also the introduction of different English accents (students are taught using English textbooks from various countries, but the lecturers have different English accents from those in the textbooks). The studies identified suggest using technology as a tool to improve students' English pronunciation since the students are very familiar with it and most of them need the technological aspects or use them in their real life. A tool consisting of a series of phonetic exercises for practicing correct English pronunciation was created, which could be used merely for oral practice or for providing model answers with phonetic transcription. As part of a larger academic project on the use of educational technologies in English pronunciation, the tool was explored using a content delivery platform.

The positive role of technology in improving students' accent and pronunciation, lateralization of sounds of different languages, and interpretations using the flipped classroom was investigated. The results show that the successful use of videoconferencing for distance learning can develop teaching materials that would allow students to create videoconferencing lessons, providing feedback and correction of the language considering the needs of the learner in each specific situation. In proving the potential of video contributions to the development of the idea called the Video Dictionary of English Pronunciation terms, it was shown that information technology can fully support such an opportunity at a relatively small cost. It is argued that student entries help to develop the

idea of various features of an important series that define and enhance the understanding of linguistic features of the Internet. Based on their own research, it addresses the roles and challenges of content designers, both as educators and scholars fulfilling a gap in the literature.

## METHOD

Research design is the overall structure of the research, which shows how variables are manipulated, how they are measured, and what treatment they receive. In this study, the researcher aimed to describe the effectiveness of using TikTok in improving the students' pronunciation. The study will use quantitative data by distributing questionnaires to get an overview of how students perceive TikTok use in studying pronunciation. This research used descriptive research and distributed questionnaire data to identify the perceptions of the students. The purpose of the descriptive study is primarily to compile data by asking people about their knowledge, attitudes, or behavior. In this study, descriptive research is used to identify the problems of the effectiveness of using TikTok in improving the students' pronunciation and to describe the phenomenon of the study situation (Judijanto et al., 2024). The questionnaires will include the following descriptions: understanding of using TikTok in studying pronunciation, benefits of using TikTok in studying pronunciation, challenges of using TikTok in studying pronunciation, and possible improvements of using TikTok in studying pronunciation. The findings of the study inform what students think about the use of TikTok in studying pronunciation. Due to most of the students having problems with pronunciation and a lack of confidence, the researcher constructs the questionnaires to gather as much information as possible to understand students' perceptions in utilizing TikTok in their assignments and improve students' pronunciation. (Rahmawati et al., 2023; Aldossari, 2024)

There were 32 participants involved in this study who have played the TikTok. The students were from one school in North Sulawesi. The location of the school was located in the city of Bitung.

To obtain primary data about students' perceptions of whether videos can affect their pronunciation, we created some videos for the topic of discussion in class that the researcher had already collected from Grade VIII students of the academic year 2024. Then, we randomly selected students to answer the self-efficacy survey using a spreadsheet program. In order to make the study a success, we hope to obtain the consent of the students, parents, and teachers beforehand. Each part that has to be implemented in our study pertains only to participation in the research study. (Rouaud et al., 2022). Hence, questionnaires were created and prepared for the students. The respondent is prepared with a scale of possible responses to the question-ranging from the perception measure "strongly agree" to the exact opposite measure of "strongly disagree" (Depari et al., 2022).

Table 1. Likert Scale

	<b>Likert</b>	<b>Point</b>
1	Strongly Agree (SA)	4
2	Agree (A)	3
3	Disagree (D)	2
4	Strongly Disagree (SD)	1

The primary goal of this study was to first get a sense of the participants' reporting on how well their pronunciation has improved as a result of creating and watching TikTok videos. The second goal was to explore the relationship between students' production and perception toward pronunciation improvement through watching TikTok videos in

English. The data reported in this study was obtained from a questionnaire developed to measure the students' perspectives about improving their pronunciation through TikTok for the course. A 5-point Likert scale was mainly used. The factors may be considered in the data served quantitatively. It was analyzed by using statistical software by conducting the Pearson correlation coefficient analysis and hypothesis test using the independent t-test.

## **RESULTS AND DISCUSSION**

The result of a pre-exposure and post-exposure survey on students' perception and their expectation of the TikTok video as a media source in promoting them to improve their pronunciation. We have determined an improvement in students' perspective of the use of TikTok videos for pronunciation improvement and their expectation of a TikTok video as their new learning media. The positive improvement suggests that students appreciate the effort of integrating the usage of a less formal media source besides the common software provided by their universities to enhance their pronunciation. The increasing demand for personalized media services inspired the diversification and enrichment of multimedia application content and services. The current technologies integrated into video platforms combined with mobile technologies allow individuals to share interesting, surprising, and valuable moments captured from their daily lives. TikTok video promotes students a more timely, sociable, and influential media source associated with their daily lives. TikTok videos, as user-generated content, are a combination of music, dance, lip-sync, skill, and other activities. Since students are very familiar with the TikTok application, they would expect that this video could serve as enjoyable learning material related to their daily lives. On the contrary, formal learning materials that were static in nature and content that weren't related to daily life were unappealing to students. These factors highlighted the significance of considering TikTok as an educational tool, which is not only a valuable tool but also a motivating element that triggers greater interest in the learning process.

The findings of this study are expected to offer significant input to the different stakeholders involved, particularly instructors, who will gain a useful understanding of the advantages of utilizing TikTok in EFL or ESL learning and can implement it to enhance the efficacy of English pronunciation coaching. The liberty to upload free and innovative content, along with the globalization of the TikTok platform, will have a huge impact on the deployment of personalized digital learning pathways in the future, encouraged through common national and global objectives and requirements. The number of user-generated videos created under various hashtags and published by people across different subjects and languages exhibits a cross-curricular and cross-linguistic use. We believe TikTok has the potential to be a base for experimenting in a code-agnostic environment where a policy framework allows educators and learners to acquire data, explore, and learn the technical, creative, and ethical implications of endorsing learning software. That said, TikTok is a social media environment with a high potential for visual identity exposure and privacy disclosure. Although access to data for educators and policymakers could be local, bounding technological, legal, and ethical constraints may be difficult. It is incredibly challenging to eliminate the unethical practices of some users who have taken advantage of the available opportunities to undermine the informational and overall social aspects of the platform due to the significant prominence of the TikTok community. The risk of being exposed to harmful content is seen as highly likely by a wide margin in the context of how some users exploit TikTok. Having reached these conclusions, this research emphasizes the importance of and calls for a comprehensive digital culture.

### **Implications for Practice**

As the findings presented offer a clearer picture following this inquiry, a number of implications for practice request shining evidence. It is hoped that another layer of a blend

in a pronunciation lesson will be presented to move past delivering standard pronunciation lessons. Two concerning factors continuously highlighted by English language learners are that English sounds very dissimilar to Bahasa or that it is frequently challenging to deliver a 'default' standard. Incorporating pronunciation lessons simply by lecturing the sounds one after the other will not be effective. This study demonstrated that there was no longer conflating pronunciation and speaking competence. Most likely, lecturing in any one of the given sounds will be less frustrating, thus liberating time to address other pronunciation issues. This study continuously challenges the necessity that the lectured sound is techno hinged. Any test, which was delivered without support, resulted in failure. From here, the plan must be charged with stopping the failure. Offering a grammatical mediation plan to learners is also a thought-provoking test of necessity. These findings, however, debunk the myth that pronunciation sounds are difficult to 'see'.

Students should always be promised that the role of pronunciation in communication situations is more about establishing varying roles of technology integration in pronunciation classrooms. Studies conducted prior to this had investigated student perception to check for the sound, e.g., developmental readiness, class management, etc., or it principally regarded technology, e.g., tools and their preferences, attitudes, availability. This mainly confirms that such reluctance to lecture pronunciation may lead to students' dependence. Pronunciation continued to cause digital frustration by showing episodes of continual grappling for solutions in addition to being overlooked instead of being a mainstream sound. Having used pronunciation lessons to highlight ambiguous instructions that can hinder application tunes us into implications that may be serendipitously found in other areas that are not only regarding pronunciation instructions; they are possibly beneficial concerning technology integration, supporting any person administering unavoidable confusions between pedagogical decisions. Since the selection of application is such an important aspect, it raises the question of how to relieve the confusion surrounding the selection. While advocating for continuing research to enhance an evidence-based creation procedure, a similar call for round details by tutors is made.

## CONCLUSION

This study concludes that blended learning using TikTok videos can improve students' pronunciation. The suitable content of TikTok has the ability to enhance our thinking through collaboration, communication, and also promote innovative teaching and learning. The integration of technological tools into the teaching and learning process brought significant changes in the teaching and learning of English as a second language, especially in improving students' pronunciation. The students' perceptions that the application is fun, easy, addictive, and quite powerful apparently contribute to the students' pronunciation improvement, despite no supporting data being found for the pace of improvement. A better pronunciation activity was achieved through spending more time on content selection and arrangement. Additionally, the teacher should be proactive in giving feedback, and students should be encouraged to give one another feedback when performing their speaking assignments. It has been found that students' pronunciation of English has significantly improved, and the students also show a positive perception when using TikTok in learning English, especially for pronunciation skill learning.

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