

**EXPLORING THAILAND SENIOR HIGH SCHOOL
STUDENTS' PERCEPTION OF USING TIKTOK AS AN
INSTRUCTIONAL MEDIA TO LEARN PRONUNCIATION**

THESIS

Submitted to State Islamic University of Kiai Haji Achmad
Siddiq Jember in partial Fulfilment of the Requirements
For a Bachelor Degree (S. Pd)
Faculty of Tarbiyah and Teacher Training
English Education Program



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FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
MAY 2025**

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Has been examined and approved in partial
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Faculty of Tarbiyah and Teacher Training
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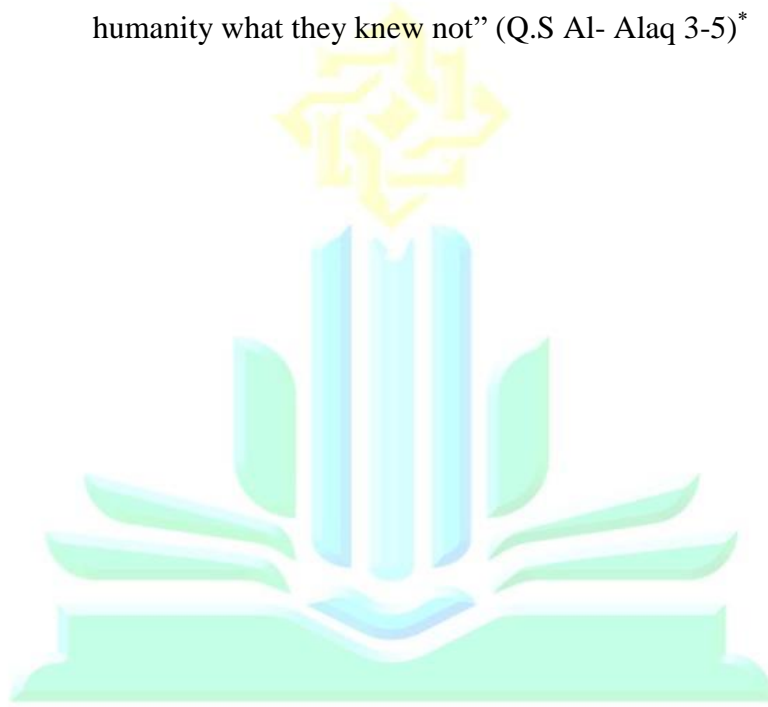


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MOTTO

(٥) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٤) الَّذِي عَلَّمَ بِالْقَلَمِ (٣) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ

“Read And your Lord is the Most Generous, Who taught by the pen, taught humanity what they knew not” (Q.S Al- Alaq 3-5)*



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* Ministry of Religious Affairs. (2019). Qur'an Kemenag. Retrieved on May 12, 2025, from <https://quran.kemenag.go.id/>

DEDICATION

I proudly dedicate this thesis to:

1. To my dear parents, the best support system and my role models Abi Hasinuddin and Umami Suwarsi, thank you for always striving to provide the best for the author's life, sacrificing sweat, energy, and thoughts, thank you for never ceasing to give prayers and sincere affection. They may not have had the opportunity to experience education up to university level, but they were able to educate the author by providing motivation and support until the author completed their studies up to a bachelor's degree.
2. My teachers, starting from kindergarten, elementary school, junior high school, high school, and until now, have provided me with a lot of experiences and knowledge throughout my studies until I finally reached this point.
3. My beloved sibling and the entire extended family, thank you for your prayers and support to the author in completing this thesis.

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ACKNOWLEDGMENT

Praise and gratitude I extend to the presence of Allah SWT who has bestowed His mercy, guidance, and blessings, so that I was able to complete this thesis entitled "Exploring Thailand Senior High School Students' Perception of Using Tik Tok as an Instructional Media to Learn Pronunciation". This thesis was written as a requirement to obtain a Bachelor's Degree in Education (S.Pd) at the State Islamic University of Kiai Haji Achmad Siddiq Jember. In the process of writing this thesis, I realize that it would not have been completed without the support, assistance, guidance, and encouragement from various parties, both directly and indirectly. Therefore, with the utmost respect, I would like to express my deepest gratitude to:

1. To Allah SWT, for His abundant mercy, guidance, and facilitation throughout the entire process of writing this thesis.
2. Prof. Dr. H. Hepni, S.Ag., M.M., Rector of the State Islamic University of Kiai Haji Achmad Siddiq Jember, for the opportunity and support provided to pursue higher education at this institution.
3. Dr. Abdul Mu'is, S.Ag., M.Si., Dean of the Faculty of Tarbiyah and Teacher Training, for granting the opportunity to complete my studies and supporting the completion of this thesis.
4. Dr. Nuruddin, M.Pd.I, S.Pd.I., as the Head of the Department of Islamic Studies and Language Education who has given permission to carry out this research.
5. Dewi Nurul Qomariyah, S.S., M.Pd., Head of the English Education Department, for the guidance and support during the thesis writing process.
6. Dr. Dra. Khoiriyah, M.Pd., my thesis supervisor, for her invaluable guidance, constructive feedback, encouragement, and unwavering support throughout the development of this thesis.
7. Sandi Ferdiansyah, M.Pd., S.Pd., as the DPA who has helped me from the beginning of my studies until now.

8. All lecturers of the English Education Department, for their dedication and commitment in providing knowledge, insight, and academic guidance throughout my years of study at the State Islamic University of Kiai Haji Achmad Siddiq Jember.
9. Mr. Mangsood Mateh, The Head of Santiwit Songkhla Technological College School Thailand, along with all teachers and staff, for granting permission and offering assistance during the research process.
10. Mr. Diaby Sidiki, the English teacher, and all participating students, for their cooperation and contribution to the success of this research
11. All of my friends, whose names cannot be mentioned individually, for their constant encouragement, support, and solidarity throughout my academic journey.

In conclusion, I would like to express my sincere appreciation for all forms of support, prayers, and motivation received during the completion of this thesis. I am fully aware that this work is still far from perfect; therefore, I welcome any constructive suggestions, feedback, and criticism for future improvement. May this thesis be beneficial to all who are involved or interested in this field of study. I also sincerely apologize for any unintended errors or shortcomings found in this work.

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ABSTRACT

Wardah, 2024: *Exploring Thailand Senior High School Students' Perception of Using TikTok as an Instructional Media to Learn Pronunciation*

Keyword: Perception, Instructional Media, Tiktok, Pronunciation

Teaching in a different country like Thailand presents its own challenges due to language and cultural differences. For someone who also comes from a country where English is a foreign language (EFL), teaching English in another country requires effective strategies to help students understand English pronunciation in class, such as using technology-based instructional media, for example, Tik Tok. Students can quickly master the correct pronunciation from native speakers using interactive and accessible short videos on that platform. Therefore, the researcher investigates Thailand students' perceptions of using TikTok as instructional media for learning pronunciation.

The objectives of this research are derived from the research questions, including: (1) What are the perceptions of senior high school students in Thailand regarding the use of TikTok as instructional media to learn English pronunciation? (2) What are the obstacles faced by senior high school students in Thailand when using TikTok as instructional media to learn pronunciation?

This research uses a qualitative descriptive method. The study was conducted at Powocho Santiwit Songkhla Technological College in Thailand. The researcher selected one class including 5 students from the 3rd grade of the engineering department in this research. Data were obtained from observations, interviews, document reviews. Data were analyzed using the data analysis proposed by Miles, Huberman, and Saldana which includes data condensation, data display, and drawing and verifying conclusions.

Finding (1) from 5 Thailand students showed that 3 students had a positive perception, students stating that the use of Tik Tok as instructional media is Creating an interactive learning environment and easy-to-understand learning technique. Students also stated that using Tik Tok could enhance their self-confidence. On the other hand, 1 student felt that the use of Tik Tok is not suitable as instructional media because TikTok's structure is mainly for entertainment. Another student stated that while TikTok may not be suitable for learning pronunciation, but they felt that using TikTok could help students in learning pronunciation. Findings (2) from 5 Thai students show that 2 students stated that the obstacles when using Tik Tok in class are the quality of the internet. And 2 students stated that they experience distractions from other videos on Tik Tok, which sometimes makes students lose focus on learning. Meanwhile, 1 student stated that the difference in accent makes it a bit difficult for students to express a word and sentence in English.

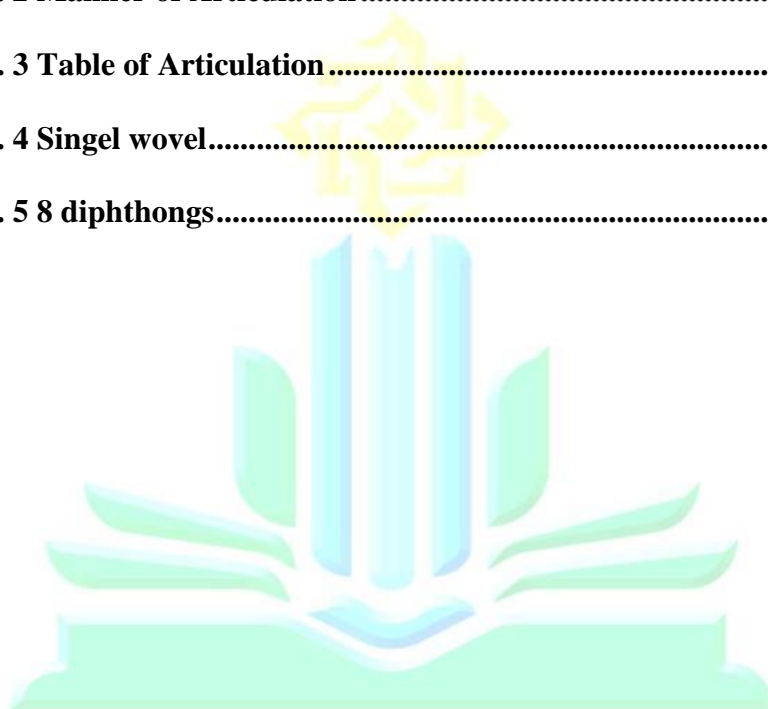
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CHAPTER I

INTRODUCTION

The first chapter contains some aspects related to the topic of study. They are research context, research questions, research objectives, research significance, and definition of key term, and systematic discuss.

A. Research Context

in recent years, in the era of globalization, student exchange between countries has become an important necessity in human resource development and improving the quality of education. For example, Indonesia sends students to Thailand, or conversely, Thailand sends students to Malaysia through student exchange programs, short courses, or teaching assistance programs. One such program is the Indonesia International Student Mobility Awards (IISMA), which is part of the Kampus Merdeka program that provides undergraduate (S1) students with the opportunity to study at top universities abroad.¹ This program is a realization of the Ministry of Education and Culture's efforts. According to the Ministry of Education and Culture, in 2024, 2,277 students were selected for the overseas student exchange program, marking a 51% increase from last year's quota, which highlights the importance of further study.² This exchange allows students to broaden their horizons, enhance cross-cultural skills, and build international

¹ Putri, Prof. Ir. Sudjarwadi, M.Eng., and Prof. Dr. Ir. Sahid Susanto, "Analisis Implementasi Indonesia International Student Mobility Awards (IISMA) Dalam Kebijakan Merdeka Belajar Kampus Merdeka di Universitas Gadjah Mada"

² Pers, "Peserta Terpilih IISMA 2024 Capai 2.000 Lebih Mahasiswa."

networks. Furthermore, these programs also play a role in strengthening diplomatic relations and cooperation between countries in the field of education.

In addition to student exchange programs abroad, there is also a teaching assistance program abroad, where students engage in teaching practice overseas. This program is a form of collaborative learning activity conducted with teachers, tutors, or facilitators abroad. Teaching assistance abroad can be carried out as part of an international internship program.³ This program has been implemented at UIN KHAS Jember since 2018 until now, with the university sending its students to Thailand to carry out the teaching assistance program for 2-4 months. In such contexts, students sent to other countries to participate in the teaching assistance program abroad are required to have competencies such as ICC (Intercultural Communication Competence), pedagogical, and professional competencies to successfully carry out the program.

Moreover, teaching in a different country like Thailand presents its own challenges due to language and cultural differences. According to Khoiriyah et al. emphasize the emotional and pedagogical complexities faced by pre-service teachers when conducting online or cross-cultural teaching, highlighting that emotional experiences and professional identity construction are deeply influenced by intercultural challenges and

³ Sobara, "Eksplorasi Pengalaman Mahasiswa Prodi Pendidikan Bahasa Jerman Universitas Negeri Malang Saat Mengikuti Program Asistensi Mengajar."

technological adaptation.⁴ Teachers must adapt to the Thailand language, which is very different from Indonesian, and also understand local traditions and social norms that influence how students interact and learn in the classroom. According to Byram when individuals from different languages and/or countries interact socially, they bring their knowledge about their own country and that of others into the situation.⁵ Therefore, teaching in Thailand requires a teacher to be flexible and open to these cultural and linguistic differences in order to ensure an effective learning environment. therefore, it is necessary ICC (intercultural communicative competence) for both teachers and students it also requires particular effective strategy to teach students English pronunciation. According to Byram, Intercultural Communicative Competence (ICC) is the ability of an individual to communicate and interact with people from other cultures in a way that respects differences. It includes a positive attitude towards other cultures, an awareness of intercultural dynamics, and the ability to adapt and adjust in cross-cultural situations.⁶ Therefore, if there are cultural differences between the teacher and the students in the learning process, it requires ICC (intercultural communicative competence) Therefore, teaching English in another country can be achieved effectively

⁴ Khoiriyah, Utami Widiati, Bambang Yudi Cahyono, and Sri Rachmajanti. "Delving into EFL Pre-Service Teachers' Emotional Experiences: Professional Identity Construction in Online Teaching Practice Programs." *Journal of English Education and Linguistics Studies (JEELS)* 11, no. 1 (2024): 317–346.

⁵ Byram, *Teaching and Assesing Intercultural Communicative Competence Multilingual Matters*.

⁶ Byram.

As someone who also comes from a country where English is a foreign language (EFL), to assist students in understanding English pronunciation in class, teaching English in another country requires effective strategies, such as using technology-based instructional media like Augmented Reality (AR) and Virtual Reality (VR), educational videos, video conferencing tools, and educational apps and software. In order to ensure thorough comprehension of the topic and to help bridge the communication gap, efficient instructional media are necessary when teaching with language variations between teachers and students. according to Puyada, et, al. Instructional media refers to any type of learning tool that can be employed in the learning process to improve effectiveness and efficiency in accomplishing learning objectives.⁷ TikTok is one of an instructional media that can be regarded as an effective instructional media to use for both students and teachers who had different cultural background because in TikTok provide pronunciation because it pronounces by native speakers.

Learning English pronunciation with TikTok has a number of benefits. Students can quickly master the correct pronunciation of native speakers using the platform's interactive and accessible short video. In addition, innovative materials can motivate students to actively participate in pronunciation practices using enjoyable methods provided by their creators. Students can replay videos on how to pronounce words correctly, which can enhance their confidence. According to Warini, TikTok is a useful tool for

⁷ Puyada et al., "Effectiveness of Interactive Instructional Media on Electrical Circuits."

honing English pronunciation because it provides a constant, fun, and real-life learning experience Millennials and Gen Z consider Tik Tok a useful online English learning resource.⁸ As an instructional media, TikTok facilitates learner-centered language acquisition by integrating audio-visual content with engaging digital communication features that support autonomous and interactive learning. According to Yang, students perceive TikTok as a motivating and effective platform for learning English because it offers authentic language exposure, encourages creativity through video-making, and provides an informal environment for practicing speaking and pronunciation skills.⁹ According to Mayer that learning will be more effective when information is presented verbally along with visual aids simultaneously.¹⁰

In recent years, the government has made tangible efforts to improve educational standards and broaden students' global perspectives through instructional assistance and foreign student exchange programs such as the Indonesian International Student Mobility Awards (IISMA). The differences in language, culture, and learning styles present significant barriers for students participating in teaching assistance programs abroad, such as in Thailand. Students must possess strong intercultural communication competence (ICC) as well as pedagogical competence to succeed in such

⁸ Warini et al., "Daya Tarik Tiktok Sebagai Media Pembelajaran Bahasa Inggris Online."

⁹ Huining Yang, "Secondary-School Students' Perspectives of Utilizing TikTok for English Learning in and beyond the EFL Classroom," *International Journal of Emerging Technologies in Learning (iJET)* 15, no. 21 (2020): 195–204,

¹⁰ According to Mayer that learning will be more effective when information is presented verbally along with visual aids simultaneously

cross-cultural environments. According to Machfudi , sustainable changes in English teaching practices in madrasahs can only be achieved if teachers are equipped with communicative and contextual pedagogical approaches that meet students' needs.¹¹ This reinforces the importance of preparing prospective teachers, including those participating in international teaching assistance programs, with effective and relevant teaching strategies. The difficulties of intercultural communication that students encounter when teaching abroad are frequently not sufficiently addressed by traditional educational materials. However, as a solution to the difficulties of teaching pronunciation in foreign contexts, the use of technology-based digital media that corresponds with the traits of the present generation has not yet been thoroughly investigated.

This study offers a novel approach by investigating how students enrolled in an international teaching assistance program in non-English speaking nations, like Thailand, can use TikTok as a learning medium for English pronunciation. This research focuses on the utilization of TikTok features such as pronunciation explanations and videos of native speakers with short videos. It analyzes relevant TikTok content such as videos that pronounce vocabulary correctly from native speakers or phonetic exercises. Thus, the use of TikTok can assist students in teaching assistance to explain the material without gaps in language differences. This study also explores

¹¹ Machfudi, The Long-Term Impact of an English Language Teacher Training Program on Teachers' Practices in Madrasah Tsanawiyah in Indonesia (PhD diss., University of Southern Queensland, 2017),

how students' intrinsic motivation is affected by aspects of entertainment and social interaction on the platform, as well as challenges such as distraction or varying content quality.

The short video feature from native speakers on TikTok can offer a real and accessible learning experience, which is the basis of its use as an educational tool for teaching English pronunciation, especially in cross-cultural contexts such as student exchange programs. TikTok's short video format creates an engaging and dynamic learning environment by allowing students to watch and mimic native speakers' pronunciation in real time. According to Warini, the characteristics of TikTok, such as comments and duets, which allow for instant feedback from teachers and native speakers, make it an effective platform for ongoing, entertaining, and authentic learning opportunities.¹² Through the utilization of the TikTok platform, researchers can investigate its instructional potential as a means to bridge linguistic and cultural differences, ensuring effective pronunciation teaching without implying commercial support, thus improving intercultural communication competence (ICC).

Therefore, with the explained background above, the researcher tries on conducting the research entitled: ***“Exploring Thailand Senior High School Students' Perceptions of Using TikTok as an instructional media to Learn Pronunciation”*** to know how is the position of Tik Tok that is used in

¹² Warini et al.

teaching the students in English pronunciation at Thailand Senior High School.

B. Research Focus

Based on the background of research above, the researcher presents the research focus as follows:

1. What are the perceptions of senior high school students in Thailand regarding the use of TikTok as an instructional media to learn English pronunciation?
2. What are the obstacles faced by Thailand senior high school students in using TikTok as an instructional media to learn pronunciation?

C. Research Objective

Based on the research focus above, the researcher presents the research focus as follows:

1. To explore the perceptions of senior high school students in Thailand toward the use of TikTok as an instructional media for learning English pronunciation.
2. To explore the obstacles faced by Thailand senior high school students in using TikTok as an instructional media to learn pronunciation.

D. Research Significant

1. Theoretical Significant

This research provides a comprehensive understanding of Thai senior high school students' perceptions of using TikTok as an

instructional media in pronunciation learning. Additionally, this study contributes to the development of English language learning strategies for teachers and students from different countries and cultural backgrounds. This research also enriches and expands knowledge about pronunciation learning strategies through TikTok content.

2. Practical Significant

a. English Teacher

By understanding Thai students' perceptions of using TikTok as an instructional media, English teachers both local and international can better integrate social media platforms into their teaching practices to enhance pronunciation learning. This is especially useful for EFL pre-service teachers (PsTs) who are currently involved in teaching internships or assistant teaching programs (Asjar) in Thailand. Insight into student preferences and learning behavior can help these teachers select relevant, culturally appropriate, and engaging content to improve pronunciation instruction effectively. Researcher

b. Researcher

This research will contribute to the growing body of literature on the use of digital media in education, particularly in the context of language learning.

c. Students

For Thai senior high school students learning English as a foreign language, this study offers an alternative and more engaging method for practicing and improving their English pronunciation. By using a familiar and widely used platform like TikTok, students can access authentic pronunciation models, mimic native speakers, and practice independently in an enjoyable, low-pressure environment. It also empowers students to take more control over their own learning process outside of formal classroom settings

E. Definition Of Key Term

1. Perception

Perception is the process by which a person understands information obtained from the environment and gives meaning to the received information. Perception can be acquired from the environment through the senses such as vision, hearing, touch, smell, and taste. Additionally, perception can also be shaped by experience, knowledge, as well as social and cultural context. For example, when two people look at the same object, they may understand the object differently due to differences in background or experience.

2. TikTok

TikTok is a social media platform that features short videos with durations ranging from 15 seconds to 3 minutes. The app provides easy-to-use video editing tools, and it also offers face filters, sound effects, and music that can be added to the videos we create. TikTok showcases a

variety of engaging content to watch, including dance, comedy, educational videos, tutorials, and lip-sync performances. TikTok has now become one of the fastest-growing social media platforms in the world, attracting attention from various groups, especially young people.

3. Instructional Media

instructional media are tool Technologies, techniques, or resources used to enhance the learning process, help deliver content, and help students comprehend ideas or information are known as instructional media. These media come in a variety of formats, including digital tools like computers and the internet, interactive apps, educational software, presentations, videos, photos, and audio. The primary goals of instructional media are to increase the effectiveness and engagement of the teaching and learning process and to present information in a way that is understandable to various learner types, including kinesthetic, visual, and auditory.

4. Pronunciation

The way words are pronounced in a language is known as pronunciation. Pronunciation includes the way sounds are pronounced as well as the intonation, rhythm, and stress in speaking. Pronunciation of words correctly is essential to ensure that listeners can understand them. Mispronunciation can lead to misunderstandings or confusion in a conversation. Furthermore, a person's pronunciation can change based on their accent, dialect, and language variations.

F. Structure of Thesis

The structure of the discussion includes a description of the flow of the thesis discussion from the introduction to the conclusion. A descriptive narrative, not a table of contents, was the format of systematic writing. The following is an explanation of the first, core, and final parts:

Chapter I the introduction of the thesis was discussed, including the research context, research questions, research objective, research significances, definitions of key terms, and discussion structure.

Chapter II discussed a review of related literature, which included earlier research from this study and a theoretical framework.

Chapter III this study's research methodology was discussed, which included the research design, research subject, data source, data collection and analysis, and data validity.

Chapter IV discussed about research object description, research finding and discussion.

CHAPTER II

LITERATURE REVIEW

This chapter provide a literature review no the subject. It is made up of previous research and a theoretical framework.

A. Previous Research

In this part, the researchers discuss previous relevant studies for future research. The discussion includes analysis, objectives, findings, methods, similarities, and differences.

1. The first previous study was conducted by Anggi E. Pratiwi, Naura N. Ufairah, and Riska S. Sopiah, published a journal article titled "Utilizing TikTok Application as Media for Learning English Pronunciation." This study investigates how students of English Education at Suryakencana University can use TikTok as a tool for learning pronunciation. The research subjects consisted of 8 participants, including 5 regular class students and 3 non-regular class students. Data was collected through observation and questionnaires. The study employed a qualitative approach using the interactive model developed by Miles and Huberman, which included data reduction, data display, data verification, and conclusion drawing. In collecting the data, the researcher asked the respondents to try using the #PronunciationChallenge with the Duet feature and then share the video with the researcher. After that, the researcher asked the respondents to fill out a questionnaire with

questions about the use of Tik Tok in learning pronunciation. We can conclude that social media can be affective learning media in learning and teaching process especially using mobile devices to assist language learning.¹³ The results of this study indicated that respondents found Tik Tok to be a useful aid in learning English, particularly for enhancing literacy and speaking skills.

2. The second previous study was conducted by Jesana Tesselonika Simaremare, Melda Veby Ristella Munthe, Herman Herman, Shaumiwaty Shaumiwaty, Endang Fatmawati, and Nanda Saputra, published a journal article titled "Students' Perception of the Impact of Tik Tok on Pronunciation: Insights from Indonesia." This study examines the factors influencing students' perceptions of using TikTok for pronunciation improvement. The research subjects were 8th-grade students from Class A at Cinta Rakyat 3 Junior High School in Pematang Siantar. Researchers used a questionnaire with 15 questions as the data collection technique. The questionnaire was based on a Likert scale, ranging from strongly agree to disagree. The percentages results from the questionnaires were taken from Google and then entered into a table and presented as a summary. This study employed a descriptive qualitative approach, involving an exploration of an issue and data collection using words. The findings indicate that students' perceptions of Tik Tok's use in improving pronunciation were positive. Using

¹³ Prattiwi, Ufairah, and Sopia, "Utilizing TikTok Application as Media for Learning English Pronunciation."

TikTok videos can make students interest in learning because watching video while learning can reduce students' boredom.¹⁴

3. The third previous study was conducted by Rocio M. Paz-Domingueza, Guadalupe P. Pérez-Noriegab, Tomás Hernández-Ángelesc, and Hilda Hidalgo-Aviles, published a journal titled "Students' Perception on the Use of Tik Tok as a Tool for Improving English Pronunciation." This study examines the perceptions of A2-level students on using TikTok to enhance their English pronunciation. The research aims to explain how students and teachers can utilize the app as an additional learning aid. Participants in this study were four students from the English course at ICSHu who required remedial support. The researchers used a qualitative research approach, collecting data through interviews to analyze students' opinions on using TikTok to improve pronunciation.

Based on the findings, it can be concluded that TikTok offers certain features that can both support and hinder students in learning English.¹⁵

In this study, the researchers found not only positive perceptions of Tik Tok usage but also noted that students reported some drawbacks to its use in their learning.

4. The fourth previous study was conducted by Lilis Kartika Dewi and Yudhi Arifani published a journal titled "The Utilization of Line Video Call and TikTok Video for Teaching Pronunciation in Thailand." In this

¹⁴ Tesselonika Simaremare et al., "Students' Perceptions of the Impact of TikTok on Pronunciation: Insights from Indonesia."

¹⁵ Paz-Domínguez et al., "Students' Perceptions towards the Use of TikTok as a Tool for Improving English Pronunciation."

study, the researchers explored the perspectives of Thai teachers and students on using Line Video Call and TikTok for pronunciation teaching. This research was conducted at Ban Huaiduanoi School in Thailand or an elementary school in Thailand. The subjects of this study were English teachers and one student from each grade, grades 1, 2, and 3. The students were selected based on the teacher's recommendation. The study involved teachers and three Thai students who were interviewed online. The researchers employed a qualitative research approach, basing the study on descriptive data. The study aimed to understand how Thai teachers and students view the use of Line Video Call and TikTok for pronunciation instruction. The findings revealed that both teachers and students responded positively to the use of Line Video Call and TikTok in pronunciation learning. Students became more confident in pronouncing English vocabulary and were more interested in attending classes, as these applications were considered engaging and not boring. The students showed great interest and enthusiasm in participating in the course, as TikTok and LINE video calls supported their English learning, particularly in improving their pronunciation.¹⁶

5. The fifth previous study was conducted by Sari Lailihaz Hutagalung published a thesis titled "Students' Perception of the Use of TikTok in Learning English Outside the Class for Tenth Grade Students at SMKN 1 Bandar Lampung" This research examines the perceptions of students

¹⁶ Dewi and Arifani, "The Utilization of Line Video Call and TikTok Video for Teaching Pronunciation in Thailand ."

at SMKN 1 Bandar Lampung regarding the use of TikTok in learning English outside the class. The study aimed to understand how SMKN 1 Bandar Lampung students perceive the use of TikTok in English learning. The research subjects were subject was one class of tenth-grade students at SMKN 1 Bandar Lampung, namely Desain Komunikasi Visual-2 (X DKV-2) for the 2023/2024 academic year. The research method used was descriptive quantitative, with data collection using interview and questionnaires. The data for the survey was disseminated via Google Forms, and the researcher sent participants a link to the questionnaire and surveys to complete via Google Forms. After then, the researcher could view the outcome using Google Forms.¹⁷

Table 2. 1

The similarities and differences between previous research

No.	TITLE	THE DIFFERENCES	THE SIMILARITIES
1.	Utilizing TikTok Application as Media for Learning English Pronunciation	1. The previous research, the researcher does not examine students' perceptions of using TikTok, but rather focuses on how English Education students at Suryakencana University can use TikTok as a tool to assist in pronunciation	1. Both researchers have the same media that use in this topic about tiktok 2. Both studies used a qualitative approach as a method.

¹⁷ Hutagalung, "Students perception of the use of TikTok in learning, English outside the class for tenth grade students at SMKN 1 Bandar Lampung."

		<p>learning.</p> <p>2. The research subjects are students of Suryakencana University</p> <p>3. Between previous research and current research have different research location</p>	
2.	Students' Perception of the Impact of TikTok on Pronunciation: Insights from Indonesia	<p>1. In this study the researcher did not include what TikTok content was used in this research.</p> <p>2. The research subjects are junior high school students</p> <p>3. Between previous research and current research have different research location</p>	<p>1. Both researchers have the same topic about students' perception of TikTok on pronunciation</p> <p>2. Both studies used a qualitative approach as a method.</p>
3.	Students' Perception on the Use of TikTok as a Tool for Improving English Pronunciation	<p>1. In this study the research subject are students from English course.</p> <p>2. In this study is examines of using TikTok to enhance English pronunciation</p> <p>3. Between previous research and current research have different research location</p>	<p>1. Both reserachers have the same topic about students' perception of TikTok on pronunciation</p> <p>2. Both studies used a qualitative approach as a method.</p>
4.	The Utilization of Line Video Call and TikTok Video for Teaching Pronunciation in Thailand	<p>1. In this study, examine the use of Line video calls and TikTok videos for teaching pronunciation.</p> <p>2. In this research, the researcher focuses on</p>	<p>1. Both reserachers have the same topic about students' perception of TikTok on pronunciation</p> <p>2. Both studies used</p>

		how TikTok is used in class and does not focus on how students perceive TikTok.	a qualitative approach as a method 3. The research subject are students from Thailand.
5.	Students' Perception of the use TikTok in Learning English Outside the Class for Tenth-Grade Student at SMKAN 1 Bandar Lampung	<ol style="list-style-type: none"> 1. Previous researchers focused only on learning English, while current researchers focus on pronunciation. 2. Between previous research and current research have different research location 	<ol style="list-style-type: none"> 1. Both reserachers have the same topic about students' perception of TikTok on pronunciation 2. Both studies used a qualitative approach as a method.

Based on the discussion that has been described in the table above regarding previous research, it can be proven that there are several differences and similarities with the current research that will be presented. The similarities between previous research and current research are that both have similarities in the topics and variables studied. Meanwhile, the differences between previous research and current research are the focus of variables and more specific research methods. For that, the current research wants to offer a qualitative descriptive research design that has its own uniqueness from all the previous research above.

B. Theoretical Framework

At this study the researcher will explain in more depth the theoretical framework of each component or part of each variable contained in this research.

1. Concept of Perception

a. Definition of Perception

According to Gibson Perception is the direct process that occurs between the interaction of an individual and the environment.¹⁸ According to Walgito Perception is the process of individuals interpreting something that begins with the process of sensing, which is the process of receiving stimuli by individuals through sensory tools or also called sensory processes.¹⁹ In philosophy, psychology, and cognitive science, perception is the process by which awareness or understanding of sensory information is obtained and comprehended.²⁰

Perception is the process by which messages or information are entered into the human brain, as well as a person's beliefs, presumptions, or opinions about the information they have received and absorbed from their surroundings. Humans constantly engage with their surroundings through this sense. The senses of sight, hearing, touch, taste, and smell are all used in this interaction.

¹⁸ Gibson, "The Ecological Approach to Visual Perception."

¹⁹ Walgito, *Pengantar Psikologi Umum*.

²⁰ Qiong, "A Brief Introduction to Perception."

b. Form of Perception

according to Solso et al. Perception is a cognitive process that enables people to evaluate and comprehend sensory data from their environment, Experience, knowledge, expectations, and other psychological elements all influence perception in addition to the stimulus that was received.²¹

in this context perception can be divided into three primary categories: positive perception, negative perception and neutral perception. According to Azwars as cited in Sulistiyawati that that the criteria for measuring perception are divided into three, namely positive perception, negative perception and neutral perceptions.²²

1) Positive Perception

Positive perception is an individual's point of view in interpreting a phenomenon, object, or information with a positive perspective. In other words, the individual has a good understanding of the perceived object. Positive perception often arises from personal experiences, an optimistic attitude, and fulfilled expectations that align with one's anticipations.

2) Negative Perception

Negative perception is an individual's point of view in interpreting a phenomenon, object, or information with a negative perspective. In other words, the individual has a

²¹ Solso, Maclin, and Maclin, *Cognitive Psychology*.

²² Sulistiyawati, "Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata Pelajaran Bahasa Indonesia Di Madrasah Aliyah Negeri 2 Surakarta."

negative perception that contradicts the established expectations. Negative perception often arises due to an individual's dissatisfaction with a particular object.

Several factors influence negative perception, including a lack of understanding, unmet expectations, negative social influence, a pessimistic mindset, and others.

3) Neutral Perception

Neutral perception is an individual's viewpoint in interpreting an object, situation, event, or phenomenon without emotional bias, whether positive or negative. In neutral perception, the individual views and evaluates something objectively without personal preference or specific feelings. Neutral perception assesses things through a fair and balanced attitude, and processes information based on facts and logic. The neutral perception of how a person handles things in a balanced way does not lean towards one side.

4) Perception Process

According to Joseph A. Devito, perception is complex. Nothing influences the message that enters our brain. For example, someone else's whisper to us and writing on paper. What happens out there can be different from what reaches our brain.²³ Qiong explained that the perception process

²³ Joseph A. DeVito, *The Interpersonal Communication Book*.

consists of three stage.²⁴ The three stages of perception process include the following three things:

a) Selection

The first stage in the perception process is selection, where selection is the process of transforming environmental stimuli into meaningful experiences.

In everyday life, people continuously receive information, which can come from conversations with those around us or events we observe in our surroundings. Due to the vast amount of information received simultaneously, people cannot comprehend all the information obtained. As a result, individuals experience information overload and disorder.

b) Organization

The second stage in the perception process is organization. This stage involves organizing external information by finding meaningful patterns. This categorization places things into characteristics such as color, shape, size, and texture of the objects we encounter. Similarly, some people describe human perspectives in terms of race, skin color, or nationality.

²⁴ Qiong, "A Brief Introduction to Perception."

c) Interpretation

The third stage in the perception process is interpretation. Interpretation is the process of assigning meaning to the selected stimuli and categorizing it into a structured and stable form. However, each person may interpret the same stimulus differently. For example, a kiss or a tight hug in public is a Western way of greeting with the meaning "Hello," while in Eastern countries, such behavior is often interpreted as "romantic affection." Due to differing backgrounds and experiences between individuals, diverse perceptions arise, leading each person to interpret the same stimulus differently, resulting in varied meanings.

It can be concluded that in the narrow sense perception is sight, how someone sees something, while in the broad sense it is view, how someone interprets something. From the description above, perception is a view or view of an object, event or relationship obtained through collecting information and interpreting messages.

2. TikTok as an Instructional Media

a. Definition of TikTok

TikTok is an application Media and video music entertainment platforms Chinese origin launched in early September

2016. TikTok provide access to Users to create music videos short themselves.²⁵ TikTok is a highly popular social media platform today, offering short videos ranging from 15 seconds to 3 minutes that allow users to express their creativity through various content such as entertainment, information, tutorials, and educational videos. TikTok is a very popular social media app worldwide. According to Arya and Rosalina, the site has amassed a sizable user base, especially among younger people, who use it as a central location for sharing clear knowledge and insights.²⁶ TikTok has more functionality than other social media platforms.²⁷ These characteristics, which enhance expressiveness and creativity, include text, animations, transitions, and unique filters. In addition to using TikTok for amusement, young people especially those in Generation Z are using it to learn about other topics. According to Rocio M. Paz-Dominguez et al., TikTok provides a variety of content that can be used by English language learners to study and improve their pronunciation skills, helping them better understand English pronunciation.²⁸

²⁵ Nugroho and Setiyadi, "APLIKASI TIK TOK SEBAGAI MEDIA PEMBELJARAN KETERMPILAN BERSASTRA."

²⁶ Pratama K and Roslaini, "The Relationship Between Students' Habit in Watching English Tiktok and Their Vocabulary Mastery in Senior High School."

²⁷ Adawiyah, "Pengaruh Penggunaan Aplikasi TikTok Terhadap Kepercayaan Diri Remaja Di Kabupaten Sampang."

²⁸ Paz-Domínguez et al., "Students' Perceptions towards the Use of TikTok as a Tool for Improving English Pronunciation."

Aside from being an entertainment platform, TikTok also serves as a learning platform, enabling students to see and hear correct pronunciation and intonation of English words from native speakers. TikTok facilitates both visual and auditory learning processes. According to Cajamarca, teachers should implement various learning strategies to optimize speaking skills through "interactive methods" that allow students to practice English with native speakers daily.²⁹ Learning solely with non-native speakers does not provide an environment for practicing pronunciation in real-life contexts with native speakers. In conclusion, Tik Tok can be used as a learning medium for students' pronunciation, as they can repeat the words they hear in the videos.

b. Advantage of using TikTok

TikTok has several advantages that make it a popular and effective platform for both entertainment and learning According to hutagalung:³⁰

1) Short Video Format

The short video duration is one of TikTok's main advantages. Most people prefer quick content and are reluctant to spend time watching longer videos. With this format, users and creators can receive and convey messages quickly and concisely, allowing more time for watching and creating

²⁹ Jazmine, "TikTok And The Speaking Skill."

³⁰ Hutagalung, "Students Perception of the Use of TikTok in Learning, English Outside the Class For Tenth Grade Students at SMKN 1 Bandar Lmapung."

content. This fast content consumption model makes Tik Tok highly addictive and popular across various groups. According to Wu, L, society tends to prefer content that is quick, engaging, and time-saving.³¹

The short duration of TikTok videos makes users prefer Tik Tok because it is delivered directly to the core of the message without much introduction so that users can receive information faster, concisely, interestingly and easily remembered. The short video duration also makes it easier for users to watch their favorite videos over and over again. Short videos are also easier to consume by users who have limited time.

2) Educational and Entertainment Platform

In addition to being a platform for entertainment, TikTok also offers various types of educational content, such as tips, tutorials, knowledge, language lessons, motivational content, and more. TikTok's algorithm can recommend content to users based on the types of content they enjoy, such as informative or educational videos. According to Salma N et al., it is stated that educators no longer need to use monotonous learning media in the classroom, as the use of TikTok can facilitate educators in presenting material as engaging as possible.³²

³¹ Wu, "Comparative Analysis of Video Stories and User Behaviors on WeChat and Tik Tok."

³² Ramdani, Nugraha, and Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran Dalam Pembelajaran Daring."

With a variety of creative features and short video durations, TikTok not only showcases entertainment video content but also presents educational content in an interactive and engaging way. This allows educators to deliver learning materials in a more attractive and easily understandable manner for students. This can increase students' interest in learning, especially for generations that are already familiar with social media. Therefore, with the proper utilization, TikTok can be an effective tool to support learning in the digital era.

3) Disadvantage of TikTok

Here are some of the disadvantages of Tik Tok that are often of concern:³³

a) Distraction focus

Displaying short videos and entertainment on various topics makes users accustomed to quick consumption, which can divert attention and disrupt focus and endurance when studying or working. According to Odell, Tik Tok is seen as a time-wasting machine that can distract people from more meaningful things.³⁴

The availability of various content with a short duration also has a negative impact on Tik Tok users, the short video duration causes users to quickly stimulate the desire to

³³ Hutagalung, "Students Perception of the Use of TikTok in Learning English Outside the Class For Tenth Grade Students at SMKN 1 Bandar Lampung."

³⁴ Odell, "Can We Slow Down Time in the Age of Tik Tok."

always move from one content to another so that they cannot remember the time.

b) Addiction

The powerful algorithm causes TikTok users to unconsciously continue watching content that aligns with their preferences, which can potentially lead to addiction among users, resulting in excessive time spent that may affect their productivity and mental health. According to Hastomo et al. (2022), the excessive amount of time spent on the TikTok app can lead to addiction for some of its users.³⁵

The TikTok algorithm that uses video content adjusts the content based on the user's preferences, thus creating a backlash that makes users more detached. As a result, users who postpone their work, sacrifice sleep time or even spend time viewing video content on tiktok. This addiction is characterized by a tightly controlled urge to keep opening apps without a clear purpose and the right time.

4) Definition of Instructional Media

Richad Mayer states that learning will be more effective when information is presented verbally along with visual aids

³⁵ Hastomo et al., "Students' Perception of Using TikTok Application for Learning Vocabulary."

simultaneously.³⁶ According to Robert Heinich et al, as cited in Intan Media is a type of jamak that is derived from the word "medium," which directly translates to "medium." The purpose of this media is to facilitate communication, and it focuses on anything that conveys information between respondents and recipients.³⁷ According to lutfiana I Instructional media are tools used by a teacher as an intermediary between the source of information (the teacher) and the receiver (the students), allowing students to engage with the information and fully participate in the teaching and learning process.³⁸ Instructional media are tools, materials, or technology used to communicate information, messages, or subject matter throughout the learning process. Their purpose is to help students understand the material better, draw their attention, and learn more effectively. Instructional media are tools used in the learning process to facilitate students' understanding of a subject. From the explanation above, it can be concluded that instructional media refers to all types of media, such as audio, books, videos, and digital technology, used to support the teaching and learning process. According to Valencia et. al as cited in Nabila that Utilizing TikTok as an

³⁶ Mayer, *Multi Media Learning Second Edition*.

³⁷ Lutfiana, "Students' Perception of Instructional Media Used by English Teacher at Eight Grade of SMPN 2 Kunduran Blora in Academic Year 2022/2023."

³⁸ Lutfiana.

instructional media enables us to boost student motivation because it is a well-known trend that they are accustomed to and is linked to leisure and enjoyment of their free time.³⁹

According to Richard Mayer's "Cognitive Theory of Multimedia Learning" this theory states, learning occurs more successfully when information is given using a combination of text, visuals, and sounds since it helps to strengthen memory.⁴⁰

This theory's tenets are supported by Tik Tok, a platform for short videos that blends text, music, and graphics to provide students a more engaged understanding of the subject matter.

According to Heinich et. al, as cited in Intan instructional media serve to:⁴¹

1. Increase student motivation.
2. Provide concrete examples of the material being taught.
3. Facilitate student interaction with the content.

According to Mayer There are seven categories of instructional media⁴² including:

a) Realia

Realia are authentic, unaltered objects that are utilized by teachers to aid in the teaching and learning process both

³⁹ Valenzano, "What 's in a Name ? Exploring the Definitions of ' P Ubluc ' and ' S Peaking .'"

⁴⁰ Mayer, *Multi Media Learning Second Edition*.

⁴¹ Lutfiana, " Students' Perception of Instructional Media Used by English Teacher at Eight Grade of SMPN 2 Kunduran Blora in Academic Yearr 2022/2023."

⁴² Mayer, *Multi Media Learning Second Edition*.

within and outside of the classroom. Realia can serve as a jumping off point for introducing the lesson and/or the material's understanding notion.

b) Pictures

Examples of graphic materials include pictures and images. Graphic materials are two-dimensional or non-photographic materials that mix verbal and symbolic visual information to be used to communicate messages and information. This type of media includes cartoons, charts, drawings, and graphics. Images can serve a variety of functions, including discussion, prediction, decoration, communication, understanding, and drills.

c) Course Book

A course book is one type of print material that teachers have utilized as a teaching and learning tool. Along with information and written materials, it also includes student assignments and exercises.

d) Board

A board is any board used in a classroom, whether it be a whiteboard or a blackboard. A board can be used as a notepad, explanatory tool, image frame, public workbook, gaming board, or notice board, among other things.

e) Overhead Projector (OHP)

With OHPs, or overhead projectors, teachers can display a variety of content on overhead transparencies.

f) Flipcharts

One type of media that includes large sheets of paper is a flipchart. Writing down topics being addressed during a discussion is its primary application.

g) Computer Based Technology

There are two essential elements of instructional media. They are software and hardware. A computer and an LCD projector are required pieces of equipment for this educational medium. Both audio and video content are included in this educational resource.

With a short video duration and an engaging format, Tik

Tok allows educators to deliver material in a creative and concise, fun way, reaching a wider audience, especially the younger generation. According to Yang, TikTok can be a mediating function or intermediary between teachers and students.⁴³ Through features such as text, duets, visual effects, music and share interactivity, TikTok offers multimedia experiences that can increase student engagement. according to Nur Aziz and Sabella that with the learning media, students can capture the information or

⁴³ Yang, "Secondary-School Students ' Perspectives of Utilizing Tik Tok for English Learning in and beyond the EFL Classroom."

explanations they need or what the teacher wants to convey and it will be assisted by the features in TikTok.⁴⁴

According to Mayer, under the Cognitive Theory of Multimedia Learning, combining visual and aural components can make learning more interesting for pupils and improve their comprehension of the subject matter.⁴⁵

The visual and aural elements of TikTok enable students to listen to pronunciation while observing mouth movements, which strengthens the pronunciation learning process.

Based on the explanation above, it can be concluded that TikTok has the potential to be a useful instructional media.

TikTok's accessible and engaging app allows it to accommodate a wide variety of children's learning

demands. TikTok has the advantage of being able to attract students, especially because TikTok is an application that is very popular with students and is creative. It also has an interactive aspect that can be incorporated into the

educational process. In addition, TikTok is in line with the growth of the millennial population, who are very familiar with digital technology and mobile devices.

3. Pronunciation

⁴⁴ Aziz and Sabella, "Tiktok as Media of Learning English (Experimental Research on the Third Class of Senior High)."

⁴⁵ Mayer, *Multi Media Learning Second Edition*.

a. Definition of pronunciation

According to Peter Roach, pronunciation is the process of making speech sounds, which involves a number of different elements such as vowels, consonants, intonation, and stress.⁴⁶ Pronunciation refers to the correct sounds, intonation, and stress that are employed when speaking a word or language. Accurate sound articulation and highlighting specific syllables within words or sentences are key components of proper pronunciation, which is necessary for effective and transparent communication. It guarantees accurate comprehension of spoken words by others.

Hamer defines pronunciation as the way the sounds of words and sentence stress are placed, as well as how tone and intonation are used to convey our meaning and feelings.⁴⁷ A further definition of pronunciation taken from the Oxford Dictionary is that pronunciation is the way in which specific words and sounds of a language are spoken.

b. elements of pronunciation

There are five main components that must be learned in pronunciation. Here are the components:

1) Consonant

A consonant is a sound in a language that is produced by obstructing or restricting the airflow from the lungs due to parts

⁴⁶ Roach, *Roach. English Phonetics and Phonology: A Practical Course*.

⁴⁷ Harmer, *The Practice of English Language Teaching Fourth Edition*.

of the mouth touching each other.⁴⁸ For example, both lips can come together to produce the sound 'b' as in the word "put". This example represents one type of closure that characterizes consonant sounds.

a) Manner of articulation

Manner of articulation is the way in which airflow is obstructed or modified as it passes through the vocal tract to produce consonant sounds.

Table 2. 2
Manner of Articulation

Plosive	Plosive or stop is a sound produced by completely blocking the airflow with an active articulator and then releasing it like an explosion. Examples of plosive sounds in English are B, P, T, D.
Affricate	An affricate is a sound produced by a complete blockage of the airflow when the tip of the tongue touches the gum ridge behind the upper incisors, followed by a slow release of air that creates friction. Examples of affricates in English include /tʃ/, the "Ch" sound in the word "check," and /dʒ/, which sounds like the "j" in the word "jump."
Fricative	A fricative is a sound produced when airflow passes through a narrow gap in the vocal tract, partially obstructing the air and creating friction. Examples of fricative sounds in English include F, V, S, and Z.
Nasal	Nasal is a sound produced in the nasal cavity. It occurs when air exits through the nose because the airflow to the mouth is blocked by the position of the tongue and lips. Examples of nasal sounds in English include /m/ in the word "man", /n/ in the

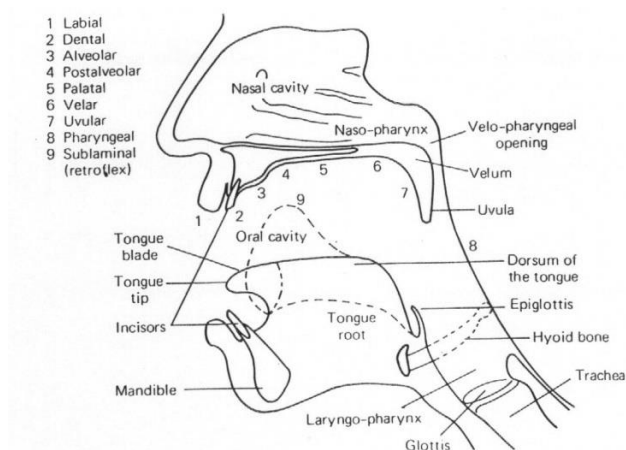
⁴⁸ Aminah, "Pronunciation: A Handbook for English Department Undergraduate Students Faculty of Letters and Humanities."

	word “net”, and /ŋ/ in the word “sing”.
Lateral	Lateral is a sound produced when air passes through the sides of the tongue while the front part of the tongue touches the alveolar ridge, blocking the airflow in the center. Example: /l/.
Aproximant	An approximant is a sound produced when the articulators come close to each other but not close enough to create friction or turbulence. In English, approximant pronunciation includes: /w/, /r/, /j/, and /l/.

b) Place of Articulation

Table 2. 3
Table of Articulation

Bilabial	A sound produced by the closing movement of both lips, occurring when the lips touch or come close to each other, such as /p/, /b/, /m/, and /w/.
Labio-dental	A sound produced when the lower lip touches the upper teeth. Examples in English: /f/ in the word “fan” and /v/ in the word “van”.
Dental	A sound produced when the tip of the tongue almost touches the upper teeth. Example: /θ/ in the word think and /ð/ in the word this.
Alveolar	A sound produced when the tip of the tongue touches or approaches the alveolar ridge, such as /t/, /s/, /n/, /z/, /l/, and /d/.
Palato-alveolar	A sound produced when the tip of the tongue touches the alveolar ridge and the hard palate. Example: /tʃ/ in the word “church” and /dʒ/ in the word “judge”.
Palatal	The middle of the tongue is raised to touch or approach the palate, such as /j/.
velar	The back of the tongue touches or approaches the soft palate (velum), such as /k/ and /ŋ/.
Glottal	Friction produced when airflow passes through the gap between the vocal cords, such as /h/.



Picture 2. 1
Areas of Articulation

2) Vowel of English

A vowel is a letter or sound produced with an unrestricted flow of air through the mouth without significant obstruction or constriction. In English, the vowel letters are A, E, I, O, U, and sometimes Y. While A, E, I, O, and U are always considered vowels, the letter Y is considered a vowel when it functions as one, as in the words "my" or "gym." These vowel letters are essential for forming syllables and words in the English language. In English phonetics, there are 20 vowel sounds, divided into 12 Singel vowel and 8 diphthongs.

Here are 12 Singel vowel:

Table 2. 4
Singel vowel

Short	Long
ɪ - bin	i: - see
e - pen	ɑ:- heart
æ - man	ɔ: - four

ʌ - fun	u:blue aʊ
ɒ - hot	ɜ: - bird
ʊ - look	
ə - about	

Here are 8 diphthongs:

Table 2. 5
8 diphthongs

eɪ - play
aɪ - buy
ɔɪ - boy
əʊ - phone
aʊ - loud
ɪ ə - cheer
eə - hair
ʊə - cure

3) Sound

Each language has different sounds, so it is important to

learn the phonemes in English to achieve good pronunciation and improve speaking skills, leading to greater confidence.

Although the phonemes /k/ (like the c in can), /ɪ/ (like the an in can), and /t/ (like the t in tootfi) are only sounds, when combined in a specific order, they form the instantly recognizable word /kaet/ (cat).⁴⁹

By using particular areas of the mouth and throat called articulators, a proficient speaker can make a variety of linguistic sounds. Articulation starts with the lips, which help create some

⁴⁹ Harmer, *The Practice of English Language Teaching Fourth Edition*.

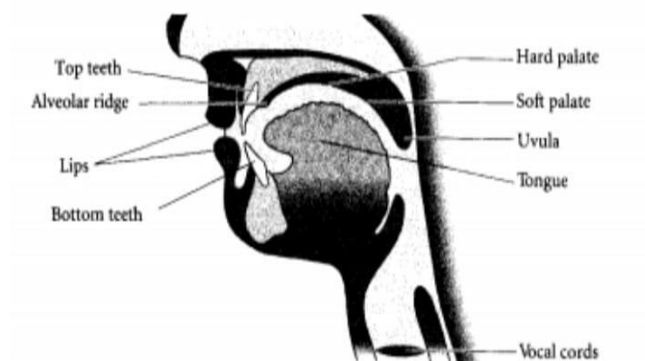
English sounds like /p/, /b/, and /m/ by shutting or bringing the lips together

Additionally, teeth play a significant part in the generation of sounds. For example, when the bottom lip touches the top teeth, /f/ and /v/ are generated.

When the tip of the tongue meets or approaches the alveolar ridge, the hard region just behind the upper teeth, sounds like /t/, /d/, and /s/ are produced. When the tongue gets close to the palate, it can produce sounds like /ʃ/ (sh in "ship") and /ʒ/ (j in "measure") thanks to the hard palate, which is the hard area in the middle of the mouth.⁵⁰

The soft palate, also known as the velum, is a soft tissue at the rear of the mouth that helps produce sounds like /k/ and /g/ when the back of the tongue meets or approaches it. Last but not least, voiced sounds like /z/ and /b/ are produced by the vocal cords (also called vocal folds) in the larynx vibrating, as opposed to voiceless sounds like /s/ and /p/ that do not involve vocal cord vibration. Speakers can produce a variety of sounds needed for communication by coordinating and combining these different articulators.

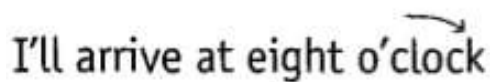
⁵⁰ Harmer.



Picture 2. 2
parts of the mouth

4) Stress

Stress or emphasis is an important component in pronunciation, as it places emphasis on specific syllables. English and American speakers often differ in their emphasis. For example, in British English, "Ballet" is stressed on the first syllable (bal), whereas in American English, the second syllable (let) is typically stressed. When we place emphasis on a specific syllable in a word, it can change the meaning or message. For example, the word "record" can be pronounced as RE-cord, which means a noun, "a recording," while with emphasis on the second syllable as re-CORD, it becomes a verb meaning "to record." It can be concluded that words with different stress patterns can change their meaning depending on where the emphasis is placed. Intonation is the pitch of the voice when speaking, which conveys meaning and a person's expression in speech. For example:



I'll arrive at eight o'clock

Picture 2. 3
example stress

Observe how the pitch direction shifts with a single word (clock). The tone unit's nucleus is what we refer to as this (I'll be there at eight).⁵¹ A tone unit is any group of words or sounds that share a common core. This tone unit is consequently a statement, as indicated by the lowering tone.

5) Rhythm

The pattern of pitch and stress in a sentence is called its rhythm. Rhythm is the song of words or sentences. The rhythm of words or sentences is not always the same. The time-stressed nature of English means that some syllables or words are stressed regularly while other syllables become shorter and unstressed.⁵² This pattern is different from time-stressed languages, where each syllable is roughly the same length. To make speech sound more natural and easier for native speakers to understand, it is important to understand rhythm. Example "Betty Botter bought some butter, "But," she said, "this butter's bitter if I bake this bitter butter, it would make my batter bitter.

⁵¹ Harmer.

⁵² Miryani, "Elements of Pronunciation."

But a bit of better butter that would make my batter better”. The sentence indicates that the movement in speaking is marked by stress and rhythm so that the listener can understand what we are talking about.



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CHAPTER III

RESEARCH METHOD

A. Research Approach and Design

This study used a descriptive qualitative methodology to investigate how students view TikTok as a teaching tool for pronunciation. Students' experiences, opinions, and perceptions of learning pronunciation on TikTok are thoroughly examined using the descriptive qualitative technique. The real-world experiences of students and their interpretations of TikTok use in relation to English language learning are the main subjects of this study.

Qualitative research approach is a methodological framework used in research that emphasizes the collection and analysis of non-numerical data to understand and interpret complex phenomena. This approach focuses on exploring and gaining insights into the underlying meanings, patterns, and contexts within a given research topic. Qualitative research often involves methods such as interviews, observations, content analysis, and thematic analysis to uncover subjective perspectives, experiences, and social dynamics. Researchers using this approach seek to develop a deeper understanding of human behavior, culture, and social phenomena through rich, context-specific data rather than relying on numerical data and statistical analysis as in quantitative research.

Whereas, the current study was investigated using descriptive research design. According to Creswell the descriptive method of research is

to gather information about present existing condition. Creswell explained the purpose of descriptive method is to find a detailed explanation and description about the object of the research systematically.⁵³ The researcher chose this research design because the design is suitable for analyzing a phenomenon, event and social situation.

B. Research Location

This research was conducted at Powocho Santiwit Technological College in Thailand. Which is located in Ban Na, Chana District, Songkhla 90130, Thailand. The researcher chose this school for three main reasons. First, the researcher observed a phenomenon of cultural differences between teachers and students with diverse backgrounds. Second, the school's location is suitable for using TikTok as instructional media in the teaching and learning process. Third, the school's location can help clarify the research's focus, such as scientific learning about how Powocho students perceive the use of Tik Tok as instructional media in pronunciation learning.

C. Research Subject

The reserach subject were from 3rd accounting class including 5 students. This study will employ the subjects as data sources, provided that the subjects are relevant to the research topic. Purposive sampling was used in qualitative research to identify and recruit the people who were suitable for the study. Because of the location and potential participants who can be

⁵³ Creswell, "Research Design Qualitative, Quantitative, and Mixed-Methods Research. Third Edition."

useful in comprehending the main occurrence at the field and the variables being explored in the research, purposeful sampling is acceptable for this particular study.

Purposive sampling is a technique used in qualitative research to identify and recruit suitable research respondents. Purposive sampling is suitable for the current study since it relates to the location and individuals who are useful in comprehending the main occurrence in the field. The homogenous sample method of purposive sampling was then employed in this study since it was suitable for the phenomena.

Since all of the recruited subjects shared traits that were pertinent to the study's objective, homogeneous sampling was selected. In other words, researchers were able to get more detailed and reliable data since the volunteers shared the same background, experience, or involvement in the phenomenon under study. Since the goal of this study is to investigate perceptions, experiences, or opinions that emerge inside particular groups that share similarities, homogeneous sampling works incredibly well.

D. Data Collection Technique

In qualitative research, there are three methods of data collection.⁵⁴ The purpose of data collection is to obtain in-depth information about the perceptions and views of subjects to help the researcher understand how individuals interpret a particular phenomenon.

⁵⁴ Creswell.

1. Observation

Observation is a process of collecting information where the researcher observes activities, people, places, and situations being studied. In this case, the researcher uses participant observation, where the researcher directly becomes part of the group or situation being studied. The researcher also actively participates in the activities of the environment being observed. The researcher conducts direct observation of students while using Tik Tok to learn pronunciation, observing their reactions to the videos, interactions with the content, and the application of pronunciation.

2. Interview

According to John W. Creswell, an interview is a data collection technique used to obtain information from participants by asking open-ended questions. Creswell explains that interviews are an essential method in qualitative research because they allow researchers to explore the experiences, perceptions, and views of subjects more deeply.⁵⁵ The interview is an essential part of data collection techniques because it allows us to understand the respondent's perspective and life experiences.

According to Creswell, there are four types of interviews: (a) One-On-One Interview – A data collection process in which the

⁵⁵ Creswell.

researcher conducts an interview with one participant at a time. (b) Focus Group Interview – A data collection process in which the researcher conducts an interview with a small group consisting of 4 to 6 people to understand a collective perspective on a phenomenon. (c) Telephone Interview – A data collection process in which the researcher conducts an interview through a phone call with participants who cannot be interviewed in person, asking a small number of general questions. (d) Email Interview – A data collection process in which the researcher conducts an interview by sending written questions via email, which is operated using a computer and the internet.⁵⁶

In this research, the researcher used Telephone Interview with model Semi-Structured Interview, A Semi-Structured Interview is a type of interview that uses a set of guiding questions as a reference, but the interviewer can also modify questions or further explore based on the respondent's answers. The reason researchers use this interview method is that it allows for flexibility and a more dynamic interaction between the interviewer and the respondent, resulting in deeper information and a better understanding of students' perceptions of using Tik Tok as instructional media in pronunciation learning.

3. Document review

Document review is a data collection method that uses types of documents or records relevant to the research topic as evidence. The

⁵⁶ Creswell.

term "documents" reviewed can include photos, videos, digital documents, written records such as journals or articles, and so on, containing information related to the phenomenon being studied.

In addition to using interviews and observations, the researcher will also employ document review as a data collection technique. The researcher will examine documents related to how TikTok serves as a tool in education, as well as review documents concerning the policies of educational institutions in Thailand regarding the extent to which technology and social media are utilized in teaching English in senior high schools in Thailand. Other documents will also be selected according to the researcher's needs.

E. Data Analysis

Data analysis is the process of organizing information and drawing conclusions from data obtained through observation, interviews, and document review to explain it effectively. There are three stages that must be traverse:⁵⁷

1. Data Condensation

Data condensation is the process of filtering, organizing information, and data that has been collected to facilitate its management and analysis. This process ensures that relevant data can be centralized while unnecessary data can be eliminated.

⁵⁷ Miles and Huberman, "Qualitative Data Analysis."

In this study, the researcher filters information and data, such as transcribing all interviews for analysis, and eliminates data that is irrelevant and does not provide useful information. The researcher only extracts information related to students' perceptions of TikTok in pronunciation learning that will be used.

2. Data display

Data display is the stage of presenting data obtained in an organized and easily understandable form to provide a clear overview of the analyzed data. Presentation can be in the form of visual displays such as tables, graphs, or diagrams. This stage facilitates the researcher in interpreting the results of the analysis to the readers more effectively. By using data display, researchers can present the analysis results in a clearer and more structured manner.

In this study, the researcher will present the findings in narrative form. The presentation will begin with students' positive experiences of using TikTok, making learning more enjoyable and interactive, and will cover the benefits, such as how TikTok's short videos help students with correct English pronunciation.

3. Conclusion Drawing

Conclusion drawing is the final stage in data analysis, where the researcher draws conclusions from the data obtained based on the findings gathered.

The researcher in this study formulates findings about students' perceptions of utilizing TikTok as an instructional medium by drawing conclusions from the analysis. Students generally see TikTok as a useful resource for learning pronunciation, for example, even though there are still issues getting relevant content.

F. Data Validity

Validity is the accuracy or measurement of data or instruments used in research, ensuring that the research results are truly accurate and precise. according to Creswell, validity is the act of making sure that the findings of qualitative research appropriately represent the reality under study.⁵⁸ the significance of validity approaches like member of verification, triangulation, and thick description in achieving data validity is emphasized in qualitative research. In this study, the researcher used technique triangulation and source triangulation to ensure the validity of the data obtained.

1. Data triangulation

Triangulation technique is a method used to determine valid data by cross-checking the same information using different methods. The purpose of the triangulation technique is to help researchers provide a more comprehensive understanding of the issue being studied.

2. Data Source

Source triangulation is a technique used to ensure valid data by cross-checking the same information from different sources. The

⁵⁸ Creswell, "Research Design Qualitative, Quantitative, and Mixed-Methods Research. Third Edition."

purpose of source triangulation is to compare data from one source with data from other sources to confirm validity. By using source triangulation, researchers can see whether the data obtained is consistent across various sources or if there are any differences.

G. Research procedure

1. Pre-field stage
 - a. Developing research design
 - b. Choosing research field
 - c. Processing the permission
 - d. Assessing the state of the field
 - e. Preparing research instrument
2. Stage of field work
3. Stage of data analysis

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CHAPTER IV

RESEARCH FINDING AND DISCUSSIONS

A. Description of Research Object

1. The History of Santiwit Technological Collage⁵⁹

Santiwit Technological College is an educational institution founded by Mr. Sa-nguan Suksawee in 1981 under the name "Songkhla Vocational School," abbreviated as "Sor Sor." Then, in 1989, its name was changed to "Songkhla Technology School," abbreviated as "Sor Khor Tor." This change was officially announced by the Ministry of Education in 2012. According to the announcement, private vocational schools were allowed to add an educational institution prefix to their names. Thus, the institution adopted a new name, "Songkhla Technological College."

The vocational programs available at Santiwit Technological College are as follows:

Vocational Certificate Level (3 Years)

- Business Administration
 - Computer Business
 - Foreign Language (English)
 - Accounting

- Industry

⁵⁹ Basic Information and Teaching Module

- Metal Technology (Welding)
- Automotive Mechanic
- Tourism Industry
 - Tourism

a. School Identity

- 1) school name: Santiwit Songkhla Vocational School (Santiwit Songkhla Technological Collage)
- 2) School Code: 11990100146
- 3) Village: 13/6 Village No. 6
- 4) District: Chana
- 5) Province: Songkhla
- 6) Post Code: 901330
- 7) Country: Thailand
- 8) Affiliation: Office of Private Education, Songkhla Province
- 9) Telephone: 074-802150
- 10) Email: santiwit@hotmail.com

2. Vision and Mission⁶⁰

a. Vision

Committed to providing quality education and professional training to meet the needs of society while adhering to morality, ethics, and Islamic principles as a way of life.

⁶⁰ Basic Information and Teaching Module

b. Mission

- 1) Provide education that equips students with high-quality professional competencies.
- 2) Organize extracurricular activities that integrate Islamic principles and the Philosophy of Sufficiency Economy, fostering students with good morals, ethics, behavior, and character in accordance with Islamic teachings.
- 3) Implement modern education that aligns with the needs of the labor market and entrepreneurship while adapting to economic conditions.
- 4) Establish networks and collaborations for academic and professional services with various sectors both domestically and internationally.
- 5) Promote and develop research, discoveries, innovations, and technology to benefit the community and society.
- 6) Develop an education quality assurance system, vocational education standards, and encourage educational institutions to align with the ASEAN Community.

B. Data Presentation and Analysis

Chapter III has outlined the methods and theories that will be applied in data development and conclusion formulation, which will then be analyzed. In this study, the data is presented in categories corresponding to the research topic.

Data presentation is a crucial aspect of any research, as it serves as evidence that the author has conducted direct observations of the research object, interviewed various informants to gather information, and collected supporting documents. Furthermore, this aligns with the data collection strategy determined by the researcher, which includes interview, observation, and document analysis.

1. Thai Students' Perceptions of Using TikTok as an Instructional Media to Learn Pronunciation

Based on the results of observations conducted by the researcher at senior high school in Thailand, the researcher found that the majority of students showed interest in using TikTok as instructional media for learning English pronunciation. Students appeared to be active during the pronunciation learning process using short videos from TikTok, and they also frequently engaged during the learning process when using short videos from TikTok.

The audio-visual display helps students understand the material more easily and imitate the pronunciation of vocabulary correctly. The use of TikTok as instructional media for learning pronunciation also creates an enjoyable learning atmosphere, and students appear more confident in practicing their pronunciation. The entertaining video display also keeps students from getting bored during the process of learning pronunciation using Tik Tok.

However, the researchers also found that some students' limited internet access became an obstacle for some students to access the videos provided by the teachers. Students also indicated that they view Tik Tok only as a medium of entertainment because its structure is not like education. The researchers also found that some students were distracted by other videos, making them appear unfocused due to curiosity about the next video. Therefore, the researchers want to explore the perceptions of Thai students regarding the use of TikTok for learning pronunciation. Based on interviews conducted with 5 senior high school students in Thailand, the researcher found differing perceptions regarding the use of TikTok as an instructional media to learn pronunciation.



Picture 4. 1
students use Tik Tok

a. Positive Perceptions of Using TikTok as an Instructional Media in Pronunciation Learning

Based on the data obtained from the interview, three students expressed a positive perspective on the use of TikTok as an instructional media for learning pronunciation. During the interview, the researcher asked students questions about how they perceived the use of TikTok as an instructional medium to learn pronunciation and whether TikTok could help students in learning pronunciation. From the results of the interviews, the researcher categorized the interview results into 2 categories as follows

1) Creating an interactive learning environment

Based on the results of the observations conducted by the researcher, students showed that the use of TikTok as instructional media for learning pronunciation is engaging and pleasant. This is evident from the enthusiasm of the students during the learning process, where they were active in mimicking the pronunciation of English vocabulary presented in the TikTok videos shared by the teacher.

In addition, the use of TikTok as instructional media creates a more enjoyable and less boring atmosphere due to its appealing videos. The use of TikTok as instructional media that features audio visuals makes the learning process less boring, thus students become interested in learning activities

because the video materials presented are liked by the students.



Picture 4. 2
the joyful expression of students during learning

This is related to the researcher's interview with Thailand students, based on the results of the interview, students stated that the use of TikTok as an Instructional can creating an interactive learning environment, AM stated:

*"I think using TikTok as a medium for learning pronunciation is very interesting. The videos on Tik Tok are short and easy to understand. Besides that, there are many creators who provide pronunciation guidance in a fun way, which makes learning more enjoyable. Using TikTok also helps me understand the material about correct pronunciation more quickly. This is because my teacher is not from Thailand, but from Indonesia, and since we both have different native languages, Tik Tok helps the teacher deliver pronunciation lessons in a way that's easier for students to understand"*⁶¹

The statements above indicate that the use of TikTok as an instructional media in pronunciation learning provides a more

⁶¹ AM was interviewed by author

enjoyable and dynamic learning experience. The features offered by TikTok assist students in the learning process. Moreover, using TikTok as an instructional media makes the lessons feel less boring. The classroom environment becomes more engaging as students practice English pronunciation method.

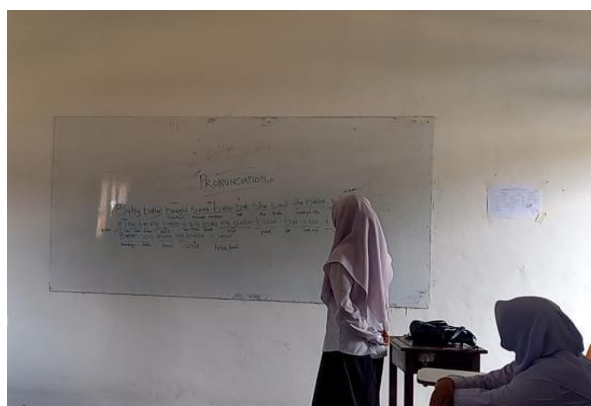
Therefore, the use of TikTok as instructional media creates a fun classroom atmosphere that has a positive impact on the learning environment, thus motivating students to learn. In addition, the interesting video features make students more enjoy the learning process in class.

2) Increase confidence

Based on the results of observations made by the researchers, it shows that the use of TikTok as instructional media for learning pronunciation can increase students' self-confidence. This is evident during the learning process, as students can replay the videos shared by the teacher to practice pronunciation. While practicing with TikTok videos, students can repeat them repeatedly until they can correctly practice English pronunciation.

The short and clear video features make students feel more comfortable while learning. Students can practice

pronunciation repeatedly with concise and compact explanatory videos, allowing them to learn at their own pace without fearing making mistakes in front of their peers.



Picture 4. 3
students practice pronunciation in front

This is related to the researcher's interview with Thailand students, based on the results of the interview, students stated that the use of TikTok as an Instructional can help students increase confidence, students SS stated:

*"I feel that TikTok helps because I can replay the videos many times until I fully understand. If there's a difficult word, I can pause the video and imitate the pronunciation slowly. For example, when the teacher asked me to read an English sentence using the tongue twister method, I could watch a tutorial on TikTok and repeat the video several times. So, when it was my turn to perform it in front of the class, I already felt confident"*⁶²

Based on the results of the observation and interview, it was found that students considered the use of TikTok as an instructional media to help students increase their confidence in learning and practicing English pronunciation. Sulwanaa

⁶² SS was interviewed by author

students stated that the ability to replay the video several times allows students to imitate speech correctly, thus making students more prepared and confident.

These consistent answers from the students show that TikTok is an important tool for boosting students' confidence when it comes to honing their English pronunciation in addition to being an entertaining learning environment. A helpful and inspiring learning environment is greatly enhanced by the chance to practice independently at their own speed and engage with real language models.

From the interview results, students have a positive perception of using TikTok as a teaching medium for learning pronunciation. The use of TikTok as a teaching medium not

only enhances students' understanding of correct pronunciation but also creates a fun learning atmosphere and encourages students' confidence to speak in English.

Moreover, the use of TikTok as instructional media can increase students' interest in learning pronunciation in class.

Therefore, the use of TikTok can be an effective supporting medium for teaching pronunciation.

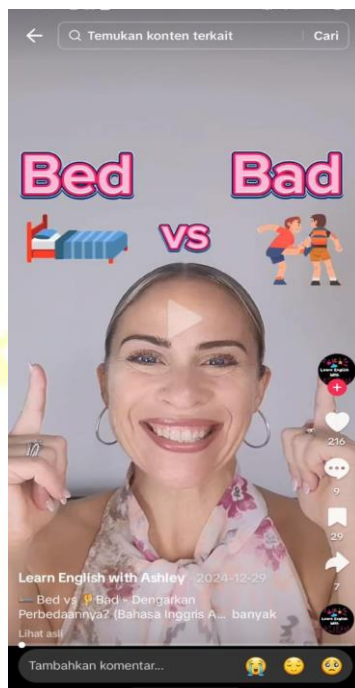
b. Negative Perceptions of Using TikTok as an Instructional Media in Pronunciation Learning

Based on the data obtained from the interview, one student expressed a negative perception on the use of TikTok as an instructional media for learning pronunciation. the researcher categorized the interview results into one category as follow:

1) Lack of Learning Structure

Based on the observation results conducted by the researchers, it shows that Thai students feel that the use of TikTok as instructional media is not suitable for learning media because TikTok does not have a clear educational format, but rather is only for entertainment. Students consider that the videos presented on TiTok are unstructured like the curriculum and the way the learning material is delivered is less in-depth.

This is due to the light and entertaining nature of the student content, which indicates a lack of clear structure and learning format. Although the learning materials presented through TikTok can be engaging, the presentation is considered lacking in depth and does not support a comprehensive understanding of the material.



Picture 4. 4
example of TikTok video without an opening

This is related to the researcher's interview with Thailand students. Based on the results of the interview, students stated

that the use of Tik Tok as an Instructional does not have a clear educational structure, student S stated:

*"In my opinion, TikTok is not suitable as the main medium for learning pronunciation because it doesn't have a clear learning structure. The videos that appear are based on algorithms, not a specific curriculum, so the material we learn might not be in a logical sequence"*⁶³

The student believes that TikTok is not suitable to be used as a learning platform because the information presented is perceived as lacking in accuracy.

S added:

⁶³ S was interviewed by author

*"TikTok is less helpful because I feel it lacks focus, as its format is more like entertainment. I find it more helpful to use learning methods that are more serious, such as listening to podcasts or watching longer educational videos"*⁶⁴

This is related to the researcher's interview with English Teacher. English teacher stated:

*"One major limitation is that TikTok is primarily designed for entertainment, not education. The content quality varies, so students might pick up incorrect pronunciation or slang that isn't appropriate for academic settings. There's also limited control over what students see, meaning they could get distracted easily"*⁶⁵

This statement highlights that student perceive TikTok negatively as a learning tool. The main reasons include the lack of accuracy in the information provided by content creators and the absence of a systematic learning structure.

Since TikTok's algorithm determines video recommendations based on user preferences rather than an established curriculum, the learning process can become disorganized.

According to educational structure, video that are shown to students must fulfill requirements based on national learning principles in order to be beneficial and aid in the learning process. Structure is one of the primary requirements, which means that the video content must have a distinct introduction, body, and closing portion. The movie should give a quick

⁶⁴ S was interviewed by author

⁶⁵ English teacher was interviewed by author

summary of the subject in the first part to grab students' interest and give them a taste of what they will be studying. After that, the content in the body part should be presented in a methodical and targeted way, utilizing straightforward language, pertinent illustrations, and examples that are suitable for the situation and the students' ability levels. Meanwhile, the video should conclude with a succinct synopsis of the content or provide thought-provoking questions that motivate students to engage and think, like simple homework that they can do on their own.

These findings suggest that TikTok is less effective as an instructional media for pronunciation learning due to its lack of a structured and systematic approach compared to formal curriculum-based learning.

c. Neutral Perceptions of Using TikTok as an Instructional Media in Pronunciation Learning

Based on the observations conducted by the researcher, it was found that students feel that the use of TikTok as instructional media for learning pronunciation is less effective. This is evident during the learning process, as students feel that the explanation videos presented by the teacher are too short, leading them to feel less understanding of the explanations in the TikTok videos.

In addition, students appear to need more detailed explanations and more time to properly understand the pronunciation of words in English. Therefore, when students do not fully understand the explanations in TikTok videos, they will ask the teacher for a more detailed explanation.



Picture 4. 5
example content for Tik Tok with a brief explanation

However, students also seem to benefit from the use of Tik Tok as instructional media for learning pronunciation. Students appear to be actively, enjoy during the class, asking questions and practicing how the explanations in the Tik Tok videos instruct on the correct and enjoyable pronunciation of English vocabulary.



Picture 4. 6
students enjoy the class

This is related to the researcher's interview with Thailand student. One Thai student had neutral perceptions regarding the use of TikTok for pronunciation learning. They believed that while TikTok was not entirely effective as an instructional media, it could still be useful when supplemented with explanations from teachers. Student SC state:

*"I think TikTok is not very effective for learning pronunciation because the videos are quite short and don't always provide in-depth explanations. Additionally, not all information sources on TikTok can be trusted, so teachers need to carefully select the content and limit TikTok usage in the classroom"*⁶⁶

Sofia added:

*"TikTok is somewhat helpful, but teachers need to carefully choose the content, as not all videos provide correct pronunciation. Teachers should also look for references from other sources to ensure my pronunciation is accurate, and they need to prepare the material to be explained themselves, not rely solely on TikTok"*⁶⁷

⁶⁶ SC was interviewed by author

⁶⁷ SC was interviewed by author

The statement above indicates that students have mixed feelings about using TikTok as an instructional media. On one hand, they find Tik Tok less effective due to short video durations, limited explanations, and varying content reliability. On the other hand, they acknowledge that TikTok can still be beneficial if used wisely and supplemented with additional materials from teachers.

These findings emphasize that while TikTok can serve as a supplementary tool for pronunciation learning, it should not be relied upon as the sole learning resource. The teacher's role in selecting appropriate content, providing additional explanations, and offering alternative references is crucial in ensuring effective pronunciation learning using TikTok.

2. Obstacles Faced by Students in Using TikTok as an Instructional Media in Pronunciation Learning

The results of the interviews regarding the challenges and difficulties faced by Thailand students when using TikTok in pronunciation lessons revealed that out of 5 students, 2 students reported experiencing signal issues (poor internet connection), 2 students mentioned facing distractions while using the platform, 1 student expressed confusion due to accent differences. These findings highlight that although TikTok can be a helpful learning tool, there are still

practical and content-related obstacles that need to be considered in its implementation

a. Signal issues

Two students reported experiencing signal problems while using TikTok. This was due to unstable internet connectivity in the classroom, making it difficult for students to stream videos smoothly. As a result, they needed extra time to access the TikTok application. Student S state:

“Sometimes I have difficulty getting a good signal in class”⁶⁸

UM added:

“The limitations of the internet and signal sometimes make it difficult for me to use Tik Tok”⁶⁹

This is related to the results of observations conducted by the researcher. The researcher found that several students experienced signal issues when the teacher shared TikTok videos with them. It was observed during the learning process that some students faced signal problems while watching the TikTok videos, which caused these students to be unable to access the videos smoothly. As a result, the students fell behind in understanding the material presented in those videos.

This can affect students' understanding of the subject matter and their participation in class discussions. Such technical difficulties can also lower students' motivation to learn, especially if

⁶⁸ S was interviewed by author

⁶⁹ UM was interviewed by author

they feel left behind or struggle to keep up with the content presented through digital media.



Picture 4. 7
difficult signal while in class

From the results of the interview above, students stated that the obstacle encountered was that it was difficult to get a good signal to access the videos shared by the teacher, so that sometimes it interfered with the effectiveness of the learning experience. When the TikTok video shared by the teacher cannot be accessed or does not play smoothly due to signal issues, it can lead to a loss of concentration among students and hinder the delivery of the material in the video to the students

b. Distractions

From the observations made by the researcher regarding the use of TikTok as instructional media for learning pronunciation among Thai students, the researcher found that Thai students

experienced distractions from other videos on TikTok. This was evident when the teacher instructed them to open the Tik Tok video shared by the teacher, students were seen watching other videos that were not relevant to what the teacher shared.

The effectiveness of TikTok as an educational tool has decreased due to students' attention being distracted from learning objectives. Distractions also lead to a decrease in active engagement during learning activities, and delays in following teacher instructions are also caused by more entertaining videos.



Picture 4. 8
students experience distraction by watching live

This is related to the results of observations conducted by the researcher. Two students admitted to getting distracted while using TikTok. The distractions were mainly caused by their tendency to watch other entertaining videos, such as trending music, funny video

or viral content. As a result, students found it difficult to focus on educational content provided by their teacher, as they were tempted to explore other videos. Students AM state:

“I often lose focus because of other videos on TikTok that are unrelated to learning. When I open the app, I often subconsciously keep scrolling through videos, which reduces my concentration in learning pronunciation”⁷⁰

SS added:

“Since TikTok’s algorithm shows videos based on user preferences, when I need to watch a video assigned by my teacher, I sometimes get distracted by other content and lose focus”⁷¹

This is in accordance with the results of the researcher's interview with the English teacher:

“The biggest challenge is that TikTok’s algorithm is designed to keep users scrolling. Students can easily get distracted by unrelated videos, memes, or viral trends. Also, the informal nature of the platform might make it harder to establish a serious learning environment. Without clear guidelines, students might focus more on making entertaining videos rather than improving pronunciation”⁷²

From the results of the interview, the students stated that they experienced distraction when using TikTok as instructional media. Video features that are entertaining in nature make students distracted by other videos that are not related to learning. In addition, the teacher also stated that distraction is the biggest

⁷⁰ AM was interviewed by author

⁷¹ SS was interviewed by author

⁷² English Teacher was interviewed by author

challenge that students must face when using TikTok as instructional media.

In this condition, TikTok poses a significant risk to students' ability to concentrate while studying despite its extraordinary visual and auditory appeal. Teachers report that children are still easily influenced to watch other interesting videos, even though the learning materials have been made as engaging as possible. Some educators even feel compelled to give repeated instructions to students to keep their attention on the subject matter. Therefore, it is very important for teachers to create more efficient control mechanisms, such as limiting access through third-party apps or adopting alternative platforms that focus on learning.

c. The difference accent and alphabet between English and Thailand

The results of the observations conducted by the researchers show that during the use of TikTok as instructional media for learning pronunciation, Thai students experienced confusion with accents; they were confused about the differences between British and American accents. This can be seen when the teacher shows videos of pronunciation with different accents. The student shows a confused and inconsistent response in mimicking the pronunciation of words. They frequently blend American and British accents, which makes their pronunciation less precise. When asked to choose

the right pronunciation, some students choose the British version while others choose the American version, demonstrating this confusion even when they are not aware of the context in which each accent is used.

Based on the observational results, students learning English often feel confused by the differences between Thai and English accents. The differences in the pronunciation of several vowels and consonants that do not exist in Thai are one of the primary causes. Since there are no equivalent sounds in their native language, native Thai speakers find it challenging to pronounce the /θ/ sound in the word "think" or the /ð/ sound in the word "this." Students often substitute these with sounds that are easier to recognize, such as /s/ or /d/, which leads to mispronounced words and communication problems. In addition, because the intonation and word emphasis in English differ greatly from Thai speech patterns, students often misinterpret texts. This indicates that students' accents influence their speech patterns as well as their overall understanding of English

This demonstrates that, even though Tik Tok can be an engaging educational tool and offer a variety of content, teachers must give clear instructions on how to use different English accents to avoid confusion and help students grasp pronunciation in a more structured manner.



Picture 4. 9

content about the differences between American and British accents on Tik Tok

This is related to the results of observations conducted by the researcher. One student stated that they felt confused by the different accents used by content creators in each video. Differences in accents such as British, American, or non-native speaker accents can cause confusion for students who are still at the early stage of learning pronunciation. This variation also makes it difficult for students to decide which accent they should adopt. Student SC state:

*" Not all content on TikTok is accurate or comes from reliable sources. Sometimes there are different pronunciations, which makes me confused about which one is correct. I have to look for other references to ensure my pronunciation is correct and the difference in writing between Thai and English makes it difficult for me to read "*⁷³

⁷³ SC was interviewed by author

Additionally, English teachers report that students may become confused by the accent variances on TikTok, particularly if they are not used to hearing different pronunciations of the English language. Because some accents can drastically change how words are pronounced, this may make it more difficult for them to understand the information being conveyed.

Accent differences can influence students' imitation of speech and pronunciation in addition to their listening skills. Students may mimic pronunciations that are less appropriate based on the standards taught in class when they are exposed to different accents without fully comprehending them. This can cause confusion or inconsistent language development.

C. Discussion

After the data was obtained as presented in the findings above, the next step in this research is to analyze the collected data. Students' perceptions of using TikTok and the obstacles they face can be seen from the findings in the field. Based on the

problem formulation in Chapter 1, the data obtained is as follows:

1. Thai Students' Perceptions of Using TikTok as an Instructional Media to Learn Pronunciation

Based on the research findings, it was revealed that students' perceptions of using TikTok as an instructional media for learning pronunciation can be seen from the researcher's questions number 4

and 5, namely students' opinions on the use of TikTok in pronunciation learning and their opinions on the effectiveness of TikTok as an instructional media. This is evidenced by the classification of students' perceptions into three categories: positive, negative, and neutral perceptions. This is in line with Azwar's as cited in Erlina statement that the measurement of a person's perception is divided into three categories: positive, negative, and neutral perceptions.⁷⁴ A positive perception indicates that a person has a favorable view of the object or phenomenon being observed. Meanwhile, a negative perception reflects an unfavorable view of the object being assessed. As for the neutral perception, it shows that the individual's view is neither inclined to good nor bad, but rather remains in the middle. The factors that influence students' positive, negative, and neutral perceptions are related to how they evaluate and interpret sensory data from their environment. According to Solso et al., in addition to the stimuli received, perception is also influenced by experience, knowledge, expectations, and other psychological factors.⁷⁵ Therefore, it can be concluded that differences in students' perceptions largely depend on how each individual thinks and processes the information they receive. Each student has a different background of experience, level of understanding, and psychological

⁷⁴ Sulistiyawati, "Persepsi Siswa Terhadap Pembelajaran Daring Pada Mata Pelajaran Bahasa Indonesia Di Madrasah Aliyah Negeri 2 Surakarta."

⁷⁵ Solso, Maclin, and Maclin, *Cognitive Psychology*.

factors, which leads to variations in how they interpret a given phenomenon.

Based on the results of interviews regarding students' perceptions of using TikTok as an instructional media in learning pronunciation, various responses were obtained from the students. It was found that 3 students gave positive responses and stated that using Tik Tok helped them learn pronunciation in a more interesting and enjoyable way. On the other hand, 1 student gave negative responses, feeling that Tik Tok was less effective as an instructional media because the information presented might not always be accurate. Meanwhile, 1 other student gave neutral responses. According to them, using TikTok has both advantages and disadvantages. TikTok can be an interesting learning tool, but guidance from the teacher is still needed to ensure that the materials learned align with academic objectives. From these perceptions, it can be concluded that the majority of students have a positive perception of using Tik Tok as an instructional media in learning pronunciation.

This aligns with the findings of Novitasari and Addina, which suggest that the short video duration and engaging content on TikTok make the learning process less exhausting⁷⁶ Therefore, the use of TikTok helps students improve their pronunciation skills and makes it easier for them to understand the material. This related with Richad

⁷⁶ Novitasari and Audina, "Students' Perception on the Use of Tik Tok for Learning English. Journal of English Language Teaching,."

Mayer aligns that learning occurs more successfully when information is given using a combination of text, visuals, and sounds since it helps to strengthen memory. Additionally, the interesting delivery of content in the videos creates an enjoyable learning atmosphere, so students are less likely to feel bored in class. As a result, the learning process becomes more interactive and engaging for students. From the interview results, the researcher also found that students are able to discover how to pronounce English words like native speakers and understand how native speakers articulate each word.

This is in line with Novitasari and Addina, who stated that students are not only able to search for English topics they want to learn, but they can also find videos created by native speakers that help them learn pronunciation directly from those speakers.⁷⁷

Therefore, the use of TikTok in pronunciation learning allows students to observe and practice how native speakers pronounce English words through these videos. Through such content, students can learn correct pronunciation, intonation, and vowel sounds effectively.

In addition, students showed a positive perception toward the use of Tik Tok because they view the application not just as an entertainment platform, but also as an engaging and relevant learning

⁷⁷ Novitasari and Audina.

resource. This is due to TikTok's popularity among teenagers, which makes it more easily accepted as a learning medium. According to research conducted by Afidah, Sari, and Hanifah, students consider Tik Tok not only suitable as a medium for learning English, but also appealing and enjoyable for students.⁷⁸ Furthermore, according to Mei and Aziz, as cited in Jihadia S's thesis, the study found that the majority of respondents were able to access Tik Tok and considered it an effective tool for learning English as a second language.⁷⁹

In addition, some students also have a negative perception of using TikTok as a medium for learning pronunciation. They believe that Tik Tok lacks a clear learning structure. A similar conclusion was also expressed by Cajamarca, stating that students can be easily distracted by TikTok because it is an entertainment-based application. Therefore, students feel that TikTok is not suitable as a learning tool, as it is designed primarily for entertainment rather than academic purposes.

Overall, students not only have a positive perception of using TikTok as an instructional medium for pronunciation learning, which helps them improve their English pronunciation, but they also have a negative perception, recognizing that TikTok has its shortcomings.

⁷⁸ Afidah, Sari, and Hanifah, "Investigating Students' Perspectives on the Use of Tiktok As an Instructional Media in Distance Learning During Pandemic Era."

⁷⁹ Fitri, "Persepsi Siswa Terhadap Pemanfaatan Tiktok Sebagai Media Pembelajaran Bahasa Indonesia Pendahuluan."

Based on the interview results regarding the use of TikTok as an instructional medium for pronunciation learning, it was found that students had diverse responses. A total of 4 students gave positive feedback, stating that TikTok helped them in their pronunciation learning. On the other hand, 1 student provided a negative response, feeling that the use of TikTok was less helpful in improving pronunciation. From these interview results, it can be concluded that the majority of students have a positive perception of using TikTok to improve their pronunciation. Overall, most students feel that Tik Tok has been helpful in their pronunciation learning process.

This is in line with previous research conducted by Zaitun et al, which found that the Tik Tok application makes it easier for both students and teachers to access information.⁸⁰ Students are enthusiastic about using TikTok because they can learn English in a modern way. Therefore, the use of TikTok not only helps students in pronunciation learning, but also assists teachers, especially those with language differences, in delivering pronunciation material correctly and in an enjoyable manner. Previous studies also indicate that a number of EFL (English as a Foreign Language) learners believe that combining social media with short videos can support the

⁸⁰ Zaitun, Hadi, M. S., & Indriani, "TikTok as a Media to Enhancing the Speaking Skills of EFL Student ' s."

development of students' English communication skills through independent learning on various topics shared by English teachers.⁸¹

Additionally, the use of TikTok in pronunciation learning also provides benefits to students by increasing their confidence in practicing English pronunciation. Previous research has also stated that students gain several advantages from using audiovisual tools in learning, such as increased self-confidence.⁸² Furthermore, students can practice pronunciation independently or with peers outside of class, which boosts their confidence and prepares them for learning when they return to class. This aligns with previous studies Gufron & Rosli, which found that students can learn anytime and anywhere using mobile devices.⁸³

The use of TikTok in pronunciation learning helps students practice pronunciation correctly through the videos provided by the teacher. Since the videos are engaging, students can replay them if they feel their pronunciation is still not correct. This is also in line with Kartika L and Arifani Y (2021), whose research revealed that students showed positive perceptions towards using LINE video calls in conjunction with TikTok to learn pronunciation.⁸⁴ The use of this

⁸¹ Otchie and Pedaste, "Using Social Media for Learning in High Schools: A Systematic Literature Review."

⁸² Ali Saad Al- Yaari, "Using Audio-Visual Aids and Computer-Assisted Language Instruction (CALI) to Overcome Learning Difficulties of Sound System in Students of Special Needs."

⁸³ Gufron and Rosli, "Exploring Faculty's Experiences in Teaching English Online: A Study at the University Level in Indonesia."

⁸⁴ Dewi and Arifani, "The Utilization of Line Video Call and TikTok Video for Teaching Pronunciation in Thailand."

method can enhance student motivation and assist in improving English pronunciation.

2. Obstacles Faced by Students in Using TikTok as Instructional Media for Pronunciation Learning

The use of TikTok as an instructional media in pronunciation learning is an innovative approach that combines digital technology with communicative language learning methods. TikTok provides Thai students with an engaging and enjoyable learning experience, especially in the area of pronunciation. However, the use of TikTok also presents certain challenges for Thai students when using the platform. These obstacles are important to consider in order to understand the limitations of TikTok's role in pronunciation lessons.

Based on interview results regarding the challenges faced by students in using TikTok as instructional media for learning pronunciation, it was found that out of 5 students: 2 students reported experiencing internet connection issues, 2 students faced distraction from unrelated videos, and 1 student expressed confusion regarding accent differences.

These findings highlight that while TikTok offers potential as a learning tool, its effectiveness is influenced by both technical and content-related factors

A. Signal issue

The use of TikTok as instructional media naturally requires a stable internet connection. Unstable internet connectivity is one of the main challenges faced by Thai students, as internet access plays a crucial role in the use of TikTok. In a study conducted by Merizawati H. et al., it was stated that one of the common challenges encountered was internet connectivity.⁸⁵ When the internet connection is unstable, it can affect both the ability to watch videos and student engagement.

Areas with limited or unstable internet access can become a significant barrier that hinders the effectiveness of learning, as students may be unable to access the videos provided by their teachers. The use of TikTok as an instructional medium for pronunciation learning is an innovative approach that combines digital technology with communicative language learning methods.

TikTok offers Thai students an engaging and enjoyable learning experience, especially in pronunciation. However, the use of TikTok also presents challenges for Thai students when using the application. These challenges are important to understand in order to identify the limitations of TikTok's role in pronunciation learning.

B. Distraction

The wide variety of content available on TikTok often causes students to become distracted by other unrelated videos. The urge to keep scrolling through the app becomes one of the main challenges

⁸⁵ Merizawati et al., "Is Tik-Tok a Helpful Application for Improving College Students' English Pronunciation?"

faced by Thai students, making it difficult for them to stay focused on the educational videos assigned by their teachers. According to the study by Merizawati H. et al., the abundance of distracting content can divert students' attention from their original learning objectives.⁸⁶

Since TikTok is primarily designed as an entertainment platform rather than an educational one, it is not uncommon for students to lose focus and become absorbed in unrelated content, which ultimately affects their ability to concentrate on the learning task at hand.

C. The difference accent and alphabet between English and Thailand

The difference between British and American accents is one of the challenges faced by students. Students often feel confused about which accent they should use—British or American. This is in line with the findings of Sylvia T. and Dwiyanti S., who stated that the wide variety of English accents such as British, American, and Australian can be confusing for students due to differences in pronunciation, intonation, and accent

The grammatical structure, phonetic system, and vocabulary of Thai and English are very different, causing confusion for students learning English.⁸⁷ These elements contribute to common mistakes in word usage, syntax, and pronunciation, which ultimately hinders their

⁸⁶ Merizawati et al.

⁸⁷ Sylvia and Diriyanti, *Your Essential First Step to Get Success*.

ability to communicate clearly in English. According to Padermprach, one of the main causes of challenges for English learners with a Thai language background is the structural differences between Thai and English.⁸⁸

The variation of accents presented by content creators on TikTok often leads to confusion and hesitation among students, making them afraid of making mistakes when trying to practice pronunciation in front of the class.



⁸⁸ Padermprach, "The Problems of English Language Education at the Upper Secondary Level in Thailand the Perceptions."

<https://1library.net/article/linguistic-differences-and-first-language>

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the conclusions and research suggestions are discussed. The conclusion contains the main points of the research, accompanied by research suggestions.

A. Conclusions

Based on the research that has been carried out and the analysis of data in the previous chapter, the researcher puts forward the following conclusions.:

1. Based on the findings of the interviews, this study highlights how Thailand senior high school students' perception of using TikTok an instructional media to learn pronunciation. Most Thai students have a positive perception of the use of TikTok as an instructional medium to learn pronunciation. Thailand students stated that the use of TikTok in learning pronunciation is interesting and fun so that it makes it easier for Thailand students how to pronounce English words. The use of audio visuals and examples from native speakers makes students have a more attractive pronunciation learning experience. Thai students also state that using it as an instructional media helps Thai students increase their confidence to speak English. The TikTok feature with short videos allows Thai students to repeat videos as much as they can.

2. Based on the results of the interview, explain the obstacles students face when using the TikTok application as an instructional media to learn pronunciation. These obstacles are unstable internet connections, other video distractions, and differences in accents that make students confused. Some students shared positive experiences with TikTok despite these limitations, highlighting how fun and easy to understand TikTok is as an instructional medium for learning pronunciation. Improving device accessibility, internet infrastructure, and time management capabilities are necessary to overcome these barriers. In addition to combining TikTok with other teaching methods, educational institutions and teachers must also be an important part of helping students use the app responsibly. Differences in accents: Teachers must choose an accent that is suitable for use by beginner students. By overcoming these challenges, students can take advantage of TikTok's potential as an instructional media to learn pronunciation.

B. Suggestion

At the end of this chapter the researcher provides suggestions that may be useful for teachers, students, schools and future researchers. The researcher gave the following suggestions:

1. For teachers.

The researcher advised teachers to be more prepared starting from the material and video content that will be shared with students.

Teachers must also provide a time limit on the use of TikTok as an alternative medium to students.

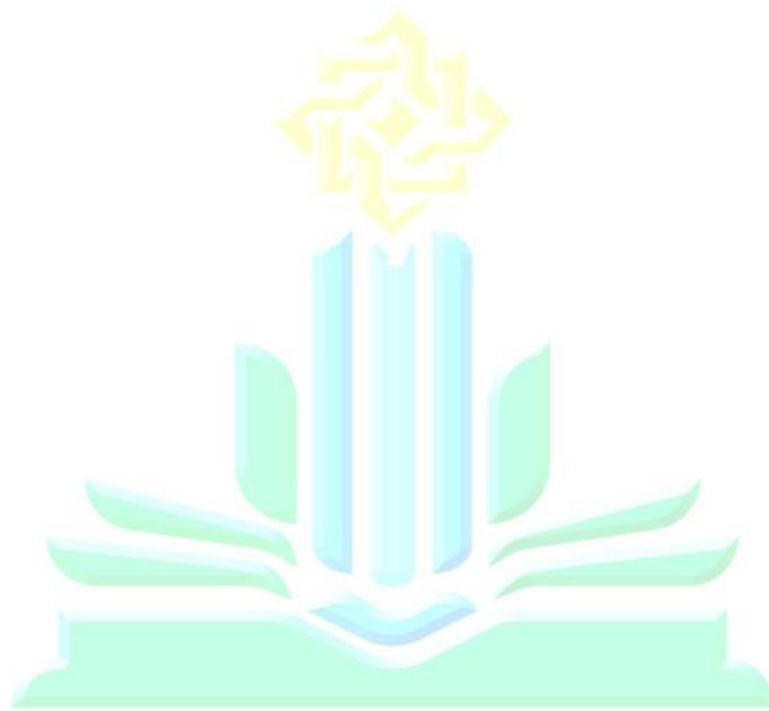
2. For Students.

The next suggestion is aimed at students who use social media to be wiser in using the Tik Tok application not only for fun but also for positive things. And remember that the main purpose of using TikTok as an instructional medium for learning is not just for entertainment.

3. For future researchers

This research will be useful for future researchers who will examine how students perceive, especially regarding the use of TikTok to learn English. This research provides significant contributions both theoretically and practically in the field of English language teaching, particularly in the aspect of pronunciation learning through digital media. As English is a foreign language in many non-English speaking countries such as Thailand and Indonesia, effective and culturally adaptive pronunciation instruction remains a challenge. In the future, researchers need to consider the uncertain future of TikTok as an educational tool. Although it remains popular among Gen Z, its long-term usage depends on factors such as how long the app continues to be used, competition from other platforms, and its ability to adapt to educational needs. For future researchers, this study has limitations because the sample only comes from one class consisting of 5 students at a single institution, and the findings may not represent the perceptions of

students from other schools, different majors, or other regions in Thailand.



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Appendix 1

Research Matrix

Title	Variable	Indicators	Source of Data	Research Method	Research Problem
Exploring Thailand Senior High School Student's Perceptions of Using TikTok as an instructional media to Learn Pronunciation	<ol style="list-style-type: none"> student's perceptions Tik Tok as an Instructional media pronunciation 	<ol style="list-style-type: none"> definition of perception form of perception perception process definition of Tik Tok advantages of Tik Tok and disadvantage of Tik Tok Tik Tok as an instructional media definition of pronunciation Consonant, Vowel, sound, 	<ol style="list-style-type: none"> interview <ol style="list-style-type: none"> English teacher Student's Observation <ol style="list-style-type: none"> Objective condition of English course of powocho santiwit Implementation of Tik Tok as a Tool to learn pronunciation in the Class Document reviews <ol style="list-style-type: none"> The profile of senior high school of santiwit Songkhla technological collage The vision and mission senior high school of santiwit The data of students Google form of student's perception 	<ol style="list-style-type: none"> Approach and type of the research: <ol style="list-style-type: none"> Qualitative Case study Data collection <ol style="list-style-type: none"> Interview. Observation. Document reviews. Data analysis <ol style="list-style-type: none"> Data condensation Data display Drawing and verifying conclusion Validation of the data: Triangulation techniques 	<ol style="list-style-type: none"> What are the perceptions of senior high School students' in Thailand regarding the use of TikTok as an instructional media to learn English Pronunciation? What are the obstacles faced by students in

		stress, rhythm			using Tik Tok as a tool to learn pronunciation?
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Appendix 2

DECLARATION OF AUTHORSHIP

The undersigned below :

Name : Wardah
 Place, date of birth : Probolinggo, 23 january 2002
 Address : Kedungcaluk, Krejengan, Probolinggo
 Faculty : Tarbiyah and Teaching Training
 Program : English Education

State that this entitled "Exploring Thailand Senior High School Students' Perception of Using TikTok as an Instructional Media To Learn Pronunciation" is truly my original work. It does no incorporate any material previously written or published by another person except those indicated in quotation and bibliography do the fact I am the only person who is responsible for this thesis if there is any objection or claim for other.

Jember, 27 Mei 2025

Author,



Wardah

NIM. 214101060024

Appendix 3

Lesson Plan

MEETING 1

Learning Objectives

After participating in learning, students are expected to be able to:

1. Explain the meaning of pronunciation orally and in writing.
2. Identify the importance of correct pronunciation in English communication.
3. Provide examples of incorrect and correct pronunciation with the help of videos from native speakers on TikTok.

Learning Steps

Pre-Activity (15 minutes)

1. The teacher opens the learning by greeting students and doing ice breaking in the form of guessing English words that are often mispronounced.
2. The teacher conveys the learning objectives of the day.
3. Perception: Light questions and answers about students' experiences when mispronounced in speaking.

While-Activity (35 minutes)

1. Observe
 - Students watch 1–2 TikTok videos from native speakers about common pronunciation mistakes in English (e.g.: words "beach" vs "bitch", "sheet" vs "shit").
 - The video is played using the cellphone respectively.
2. Asking & Reasoning

- Teacher guides class discussions:
 - What is pronunciation?
 - What is the impact of mispronouncing the word?
- Students discuss the content of the video and take notes on the meaning of pronunciation and examples.

3. Try

- Students are asked to look for vocabulary whose pronunciation is similar
- Some students are asked to practice in front of the class.

Post-Activity (10 minutes)

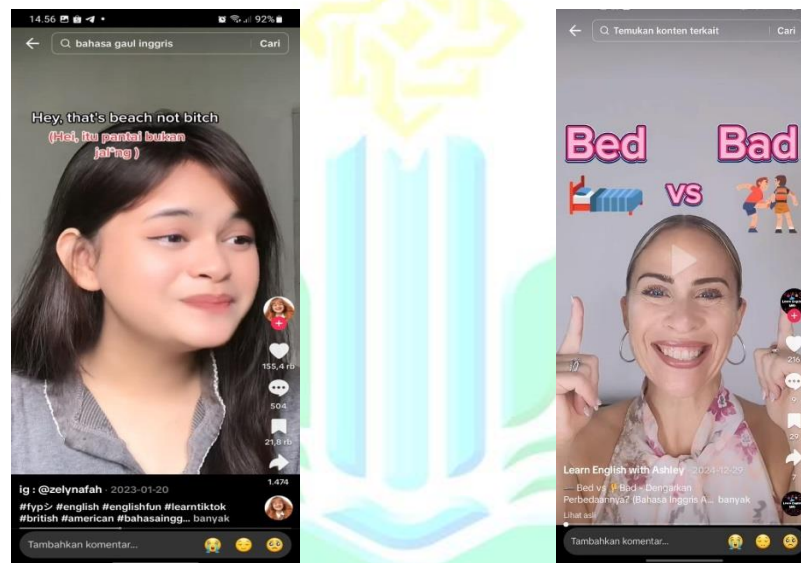
1. Teachers and students deduce the meaning of pronunciation and the importance of correct pronunciation.
2. Teachers provide feedback and appreciate student participation.
3. Assignment: Students are asked to find 1 TikTok video about pronunciation from native speakers to share in the next class

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MATERIAL

Activity 1

TikTok



Activity 2

1. Book
2. Pen

WORKSHEET



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MEETING 2

Learning Objective

1. Distinguishing between /r/ and /l/ sounds using discriminatory listening activities.
2. Identify the tongue, teeth, and mouth placement necessary to articulate the /r/ and // sounds through watching articulatory description presentations and practicing in the mirror.
3. Paying attention to the importance of the correct pronunciation of /r/ and /l/ and how it affects the meaning through the reading of the sentence of the least couple with the partner

Learning Step

Pre-Activity (15 minutes)

1. Ask students how many letters are in their LI. Then ask how many letters there are in the English alphabet.
2. Introduce /r/ and /l/ by saying a few word pairs (red/led, rake/lake, wrong/long) and ask students if they can hear the differences. Ask a few students to say the pair to the person sitting next to them, and then ask the pair if they can hear the difference again.

Post-Activity (30 minutes)

1. Explain to students that to pronounce the /r/ and // sounds they will use their tongue and teeth.
2. Instruct students that they will learn to make /r/ and /l/ sounds first. The teacher will then present a description of the articulation using a Tik Tok video. The teacher will encourage students to pay attention to how the tip of the tongue

moves up and backwards, noting that there is no contact between the front of the tongue and the teeth or the roof of the mouth.

3. The teacher also presents the articulation place picture to the students and explains the location of the tongue through the picture.

4. Students must say each of the following words using (grass, fresh, crash, spread) and words (glass, flash, splash, clash) after watching the video shared by the teacher.

5. Ask Students: Where does the tongue go? What are the lips doing?

Post-Activity (15 minutes)

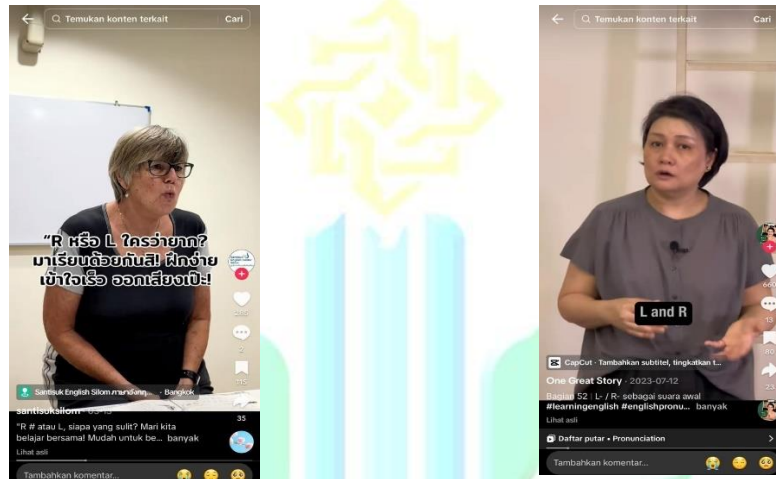
1. Students are asked to look for 5 vocabularies with the letter /r/ and 5 vocabularies with the letter /l/.
2. Students are asked to practice with the teacher one by one in turn.
3. Teachers provide feedback and appreciate student participation.

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MATERIAL

Activity 1

TikTok video



Activity 2

Articulation picture



Activity 3

Book

Pen

WORKSHEET



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MEETING 3

Learning Objectives

After participating in learning, students are expected to be able to:

1. Understand the concept of stress in the pronunciation of words and sentences.
2. Identify the location of stress based on the example of a tongue twister.
3. Practice tongue twister with appropriate pressure and intonation, imitating native speakers on Tik Tok.

Learning Steps

Pre-Activity (15 minutes)

1. The teacher greets the students and opens the lesson by mentioning some examples of funny tongue twisters.
2. The teacher asked: "What happens if you misemphasize a word in a sentence?"
3. The teacher explains the learning objectives.

Post activity (30minutes)

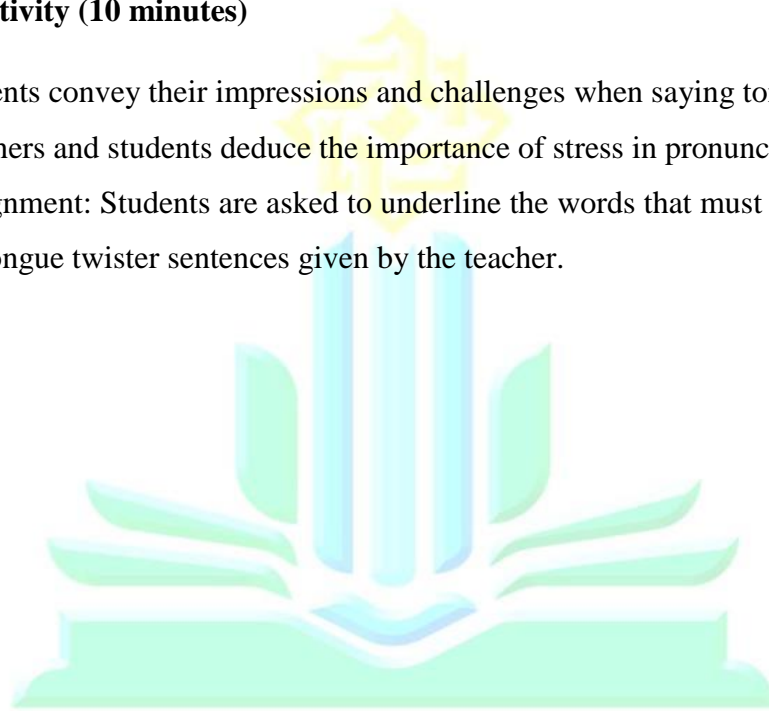
Model: Audio-Lingual + Experiential

1. Observe
 - Teacher plays a TikTok video featuring native speakers reciting tongue twisters such as: "She sells seashells by the seashore. "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"
2. Asking & Reasoning
 - Class discussions:
 - What is stress in pronunciation?
 - Where is the pressure in the tongue twister?
3. Try

- Students practice pronouncing tongue twisters individually and in pairs.
- The teacher gives corrections and direct feedback.

Post-Activity (10 minutes)

1. Students convey their impressions and challenges when saying tongue twisters.
2. Teachers and students deduce the importance of stress in pronunciation.
3. Assignment: Students are asked to underline the words that must be stressed by the tongue twister sentences given by the teacher.

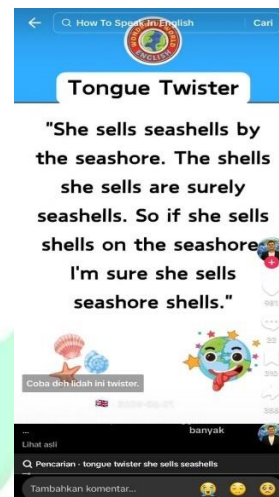


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MATERIAL

Activity 1

Tik Tok video

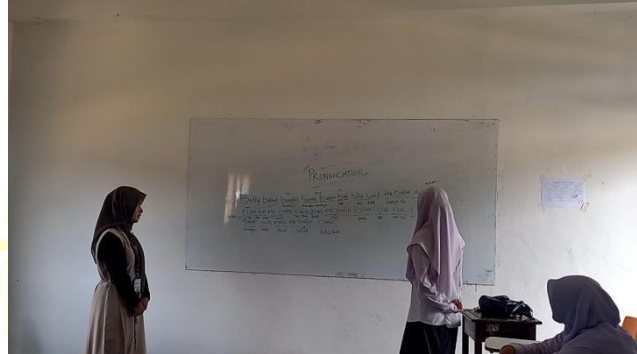


Activity 2

1. Book
2. Pen

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WORK SHEET



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Appendix 4

Criteria assessments

Criteria	Score 4 (Very Good)	Score 3 (Good)	Score 2 (Satisfactory)	Score 1 (Poor)
Articulation Pronunciation is unclear and hinders understanding.	Pronunciation is clear and precise without errors.	Pronunciation is fairly clear, with minor mistakes that do not interfere with understanding.	Pronunciation is somewhat unclear, with several mistakes that disrupt understanding.	Pronunciation is unclear and hinders understanding.
Stress	The stress on words and sentences is very accurate and natural	The stress is mostly correct, with some minor mistakes.	Stress is often wrong or inconsistent.	There is no proper stress, it sounds flat or completely wrong.
Intonation	Intonation varies well, according to the meaning of the sentence.	Intonation is quite good, sometimes it sounds flat.	Intonation is monotonous or not appropriate in some parts.	Intonation is not appropriate or does not sound different.
Phoneme Accuracy	All phonemes are pronounced very accurately (for example: /θ/, /ð/, /f/). Most phonemes are correct, with some minor mistakes.	Most of the phonemes are correct, some minor errors.	Some phonemes are mispronounced, quite distracting.	Many phonemes are mispronounced, very distracting.
Fluency	Speaking fluently without hesitation or repetition.	Fluent with slight pauses or repetitions.	Some hesitations and disturbing repetitions.	Often stopping or repeating, not fluent.

Appendix 5

Interview result

English Teacher

1. I think TikTok can be a great tool for improving English pronunciation if used properly. It provides exposure to authentic pronunciation from native speakers, interactive content, and a fun, engaging way to practice speaking. Many students enjoy short-form videos, which makes them more likely to engage with pronunciation exercises compared to traditional methods. Plus, features like voice filters, slow-motion, and duet videos allow students to focus on specific pronunciation aspects.
2. One major limitation is that TikTok is primarily designed for entertainment, not education. The content quality varies, so students might pick up incorrect pronunciation or slang that isn't appropriate for academic settings. There's also limited control over what students see, meaning they could get distracted easily. Additionally, not all accents on TikTok are standard, which could lead to confusion if students are not guided properly.
3. The duet feature is especially useful because students can practice pronunciation alongside a native speaker or teacher. Automatic subtitles also help with listening and pronunciation by allowing students to see the words as they hear them. Slow-motion playback can help students break down difficult sounds. Native speaker models are, of course, valuable, but students need guidance in selecting reliable content.
4. The biggest challenge is that TikTok's algorithm is designed to keep users scrolling. Students can easily get distracted by unrelated videos, memes, or viral trends. Also, the informal nature of the platform might make it harder to establish a serious learning environment. Without clear guidelines, students might focus more on making entertaining videos rather than improving pronunciation.
5. Advice for Teachers Using TikTok for Pronunciation

- Set clear learning objectives – Make sure students know what they should focus on (specific sounds, intonation, fluency, etc.).
- Guide students to quality content – Recommend reliable TikTok accounts with good pronunciation.
- Use the duet feature: Encourage students to practice with native speakers or even with their own recordings for self-evaluation.
- Limit screen time and distractions: Have structured tasks so that students don't just scroll aimlessly.
- Encourage active participation: Get students to create their own pronunciation practice videos and give feedback on each other's work.
- If used strategically, Tik Tok can be a powerful tool, but it requires careful planning to ensure it stays educational and doesn't turn into just another source of distraction.

Student 1 AM

1. TikTok is a social media application used to create and watch short videos. Many people have become famous through this app.
2. I have been using it for quite a long time.
3. Yes, I have used it in class. My teacher, who is from Guenia, used the TikTok app to practice English pronunciation.
4. I think using Tik Tok as a media for learning pronunciation is very interesting. Because the videos on Tik Tok are short and easy to understand. In addition, there are many creators who give pronunciation guides in a fun way, making learning more enjoyable. Using Tik Tok also helps me understand the correct pronunciation material more quickly. Since my teacher is not from Thailand but from Indonesia, we both have different native languages, so TikTok helps the teacher explain pronunciation in a way that is easy for students to understand.
5. Yes, TikTok really helps me learn pronunciation. The videos on TikTok are interactive and often use examples from native speakers. I can imitate the way

they speak and practice immediately. When a teacher from Indonesia teaches Thai students, their English accents might be different. Therefore, using Tik Tok helps both the teacher and the students explain and understand English pronunciation from native speakers better.

6. I often lose focus because of other unrelated videos on TikTok. When I open the app, I often unconsciously keep scrolling through videos, which reduces my concentration in learning pronunciation.

Student Sofia Chehoh

1. TikTok is a social media platform that has many fun challenges, such as dance challenges, pranks, and others.

2. I think it's been quite a long time, around four years ago.

3. Yes, I have used it before.

4. I think TikTok is not very effective for learning pronunciation because the videos are quite short and do not always provide in-depth explanations. Moreover, not all information sources on TikTok can be trusted, so teachers must carefully select content and limit Tik Tok usage time in class.

5. TikTok is quite helpful, but teachers must choose content carefully because not all videos provide correct pronunciation. Teachers also need to find references from other sources to ensure my pronunciation is accurate, and they should prepare the necessary materials themselves, not just rely on TikTok.

6. Not all content on TikTok is accurate or comes from reliable sources. Sometimes there are different pronunciations, which makes me confused about which one is correct. I have to find other references to make sure my pronunciation is right and the difference in writing between Thai and English makes it difficult for me to read.

Student 3 sulkeflee

1. On Tik Tok, there is a feature called the "For You Page" or FYP that shows videos based on our interests, so we can easily find interesting content.
2. I don't remember exactly how long, but I'm sure it's been a very long time.
3. Yes, I have used it before.
4. In my opinion, TikTok is not very suitable as the main medium for learning pronunciation because it doesn't have a clear learning structure. The videos appear based on an algorithm, not a specific curriculum, so the material we learn may not be in order.
5. TikTok is not very helpful because I find it hard to focus due to its entertainment-oriented format. I benefit more from more serious learning methods, such as listening to podcasts or watching longer educational videos.
6. Sometimes I have trouble getting a good signal in class.

Student 4 Sulwana Salaeh

1. On TikTok, we can learn many things, from cooking recipes and study tips to makeup.
2. I've been using it for a long time, maybe more than three years.
3. I have used it before.
4. I once joined a pronunciation challenge on TikTok that encouraged me to speak and record myself. It helped me become more confident in speaking English without being afraid of mispronouncing words.
5. I find TikTok very helpful because I can watch videos repeatedly until I truly understand. If there's a difficult word, I can pause the video and pronounce it slowly. For example, when the teacher asked me to read an English sentence using a tongue twister method, I could watch a clip on Tik Tok and repeat it many times. So, when the time came for me to read in front of the class, I felt confident.

6. Because the TikTok algorithm displays videos according to user interests, when I have to watch videos assigned by the teacher, I sometimes get distracted by other content.

Student 5 U M

1. I like TikTok because it has many filters and effects that make videos more interesting and creative.

2. I've been using it for several years.

3. I have used it before.

4. I think using TikTok to learn pronunciation is an interesting experience. In those videos, there are lessons on how to pronounce commonly used words in daily life, such as 'gonna' instead of 'going to' or 'wanna' instead of 'want to'. Or using tongue twisters, which makes the classroom atmosphere more fun. This helps me speak more naturally like a native speaker, which in turn helps students understand pronunciation more accurately.

5. Yes, Tik Tok helps me learn pronunciation. Using TikTok also helps us understand the correct pronunciation because we have a teacher from abroad who cannot speak Indonesian. So, it's easier for students to understand the material because the videos are interesting and easy to follow.

6. Internet and signal limitations sometimes make it difficult for me to use TikTok.

Appendix 6

Research Instrument

A. Observation Instrument

1. Geographic condition of Santiwit Songkhla Orphanage, Thailand.
2. The implementation of pronunciation teaching using Tik Tok at Santiwit Songkhla Technological College Thailand

B. Interview Instrument

Teacher interview

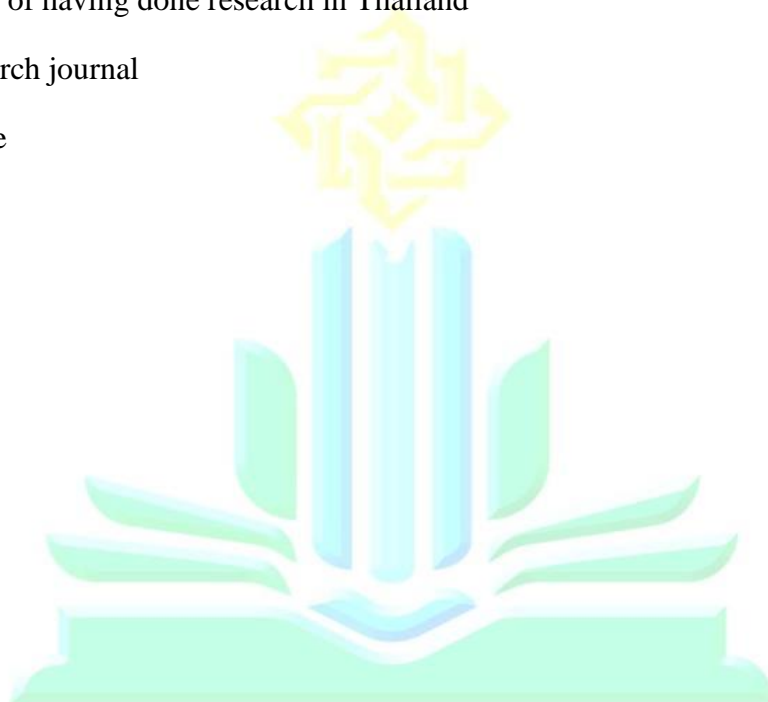
1. How can Tik Tok be applied as an instructional media for learning pronunciation?
2. Are there any limitations in using Tik Tok as a medium for learning English that teachers should be aware of?
3. Which aspect of Tik Tok do you think is most helpful for students in improving their pronunciation? (For example: native speaker models, duet features, automatic subtitles, or others)
4. What are your thoughts on the potential distractions when students use Tik Tok for learning?
5. What advice would you give to teachers who want to use Tik Tok as a tool for teaching English pronunciation?

Student's interview

1. What do you know about Tik Tok?
2. How long have you been using Tik Tok?
3. Have you ever learned pronunciation using Tik Tok?
4. What do you think about using Tik Tok as an instructional media for learning pronunciation?
5. Does learning pronunciation through Tik Tok help you improve your pronunciation?
6. What challenges and difficulties do you face when using Tik Tok for learning pronunciation in class?

C. Document Review Instrument

1. Lesson plan
2. Interview result
3. Letter of having done research in Thailand
4. Research journal
5. Figure


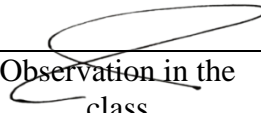


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Appendinx 7 Research Journal

RESEARCH JOURNAL

Exploring Thailand Senior High School Students' Perception of Using Tik Tok as
an Instructional Media to Learn Pronunciation

No	Date of Time	Activity	Notes
1.	03 June 2024	the researcher does the preliminary study by conducting the observation The researcher asked permission to conduct research	
2.	10 June 2024	The researcher asked permission to conduct research	
3.	17 June 2024	Observe the implementation of tiktok for learning pronunciation at powocho	Observation in the class
4.	24 June 2024	Observe the implementation of tiktok for learning pronunciation at powocho	Observation in the class
5.	01 June 2024	Researcher colleted data	Collecting observation result
6.	10 June 2024	Researcher organizing the data	Organizing observation result
7.	03 January 2025	Researcher do interview with Thailand students	Interview with Thailand students
8.	06 January 2025	Researcher analyses data	Analyzing the data in every chapter
9.	23 January 2025	Researcher represented the data	Representing the finding of analysis in the interview
10	28 January 2025	Validity the data	Checking and validating the data
11.	10 february 2025	Conclusion	Concluding the data based on the result of analysis data

Direktur Santiwit Songhkla Technological College Thailand



Appendix 8 Research Permission letter



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Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7814/In.20/3.a/PP.009/07/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala Santiwit Songkhla Technological Collage
13/6 M.6 T. Banna A. Channa Ch. Songkhla

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060024 Nama : WARDAH

Semester : Semester tujuh

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "Exploring Thai Senior High School Students' Perceptions of Using TikTok as an Instructional Media to Learn Pronunciation." selama 40 (empat puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Dr. Mangsod Mateh

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 01 Juli 2024

Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 9 letter of research completion



วิทยาลัยเทคโนโลยีสันติวิทย์สงขลา

Santivit Songkhla Technological College

13/6 M.6 T. Banna A. Chana Ch. Songkhla 90130 TEL.+66833971005

Email. mangsod@hotmail.com

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN

NOMOR: STC031/06/2024

Yang bertanda tangan di bawah ini:

Nama : Dr. Mangsod Match

Jabatan : Direktur Santiwit Songhkla Technological College Thailand

Alamat : 13/6 Tambon Bana Chana Provinsi Songhkla, Thailand

Dengan ini menerangkan

Nama : Wardah

NIM : 212101060024

Jurusan : Tadris Bahasa Inggris

Instansi : Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember

Alamat : Jember Jl. Mataram No. 01 Karang Mluwo, Mangli Kec.
Kaliwates, Kab. Jember Jawa Timur 68136

Berdasarkan surat dari fakultas tarbiyah dan ilmu keguruan Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, tanggal 5 Juli 2024 yang bersangkutan telah melaksanakan penelitian di Santiwit Songhkla Technological College Thailand dengan judul " EXPLORING THAILAND SENIOR HIGH SCHOOL STUDENTS' PERCEPTION OF USING TIKTOK AS AN INSTRUCTIONAL MEDIA TO LEARN PRONUNCIATION" selama 40 hari mulai hari Senin, 3 Juni 2024 sampai dengan 11 Juli 2024

Thailand, 10 Juli 2024

Direktur Santiwit Songhkla Technological College Thailand



Appendix 10 Figure

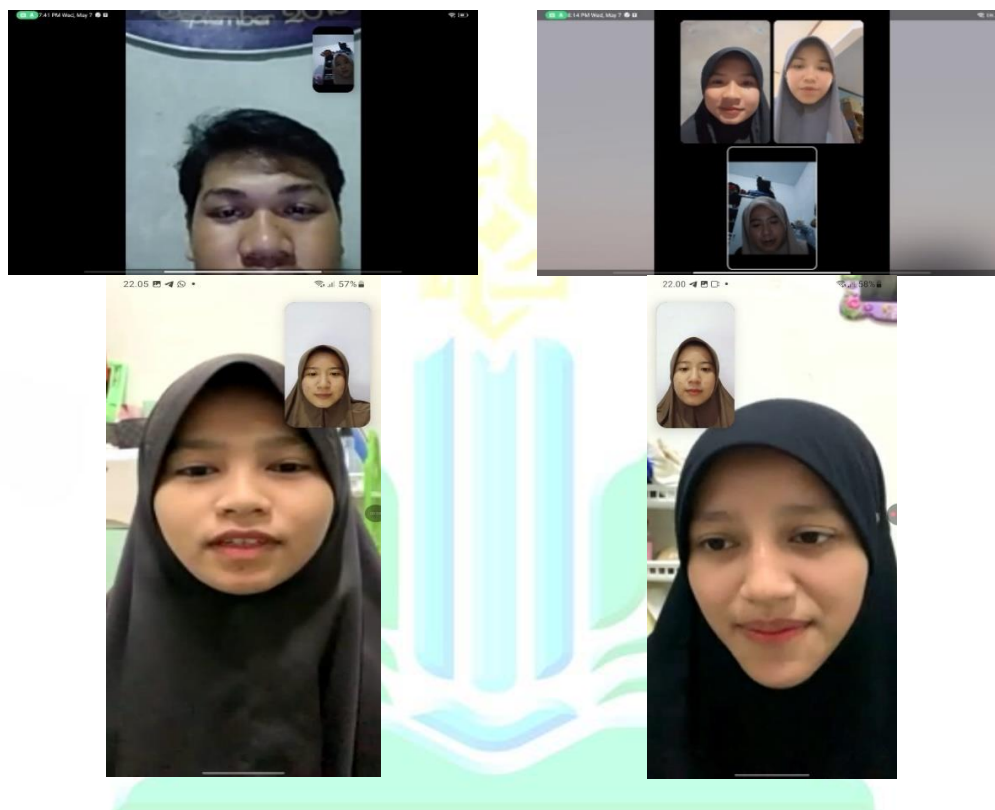
Santiwit Songkhla Tecnological Collage Building School



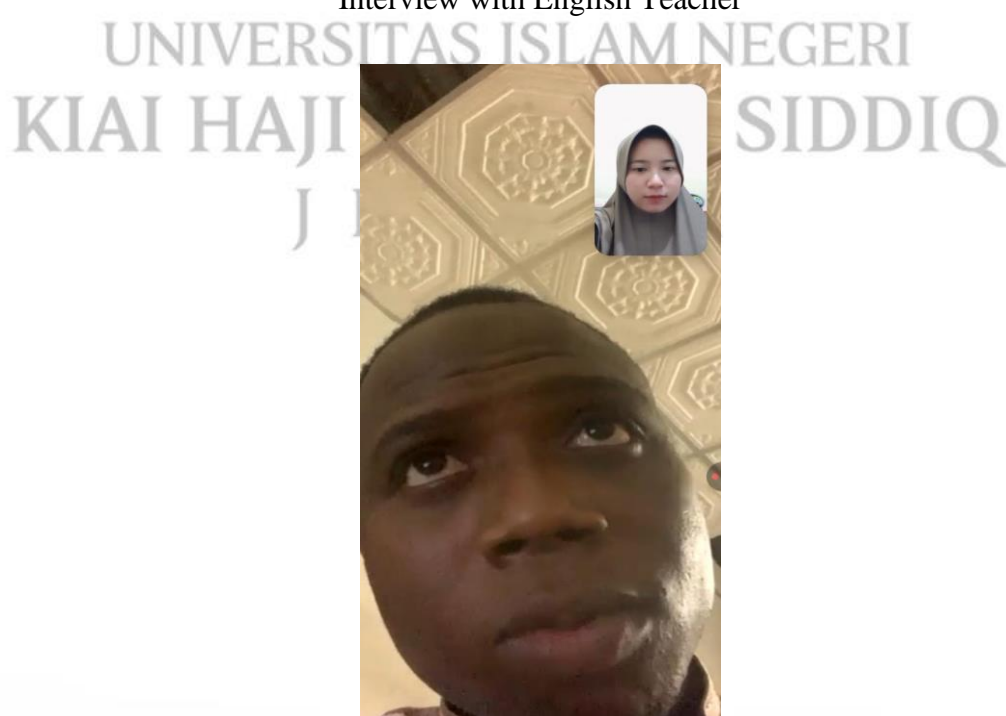
Source: The picture taken by the researcher

Documentation interview

Interview with students



Interview with English Teacher



Appendix 11 Plagiarism Letters



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 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Wardah
 NIM : 214101020024
 Program Studi : Tadris Bahasa Inggris
 Judul Karya Ilmiah : Exploring Thailand Senior High School Students Perception of Using
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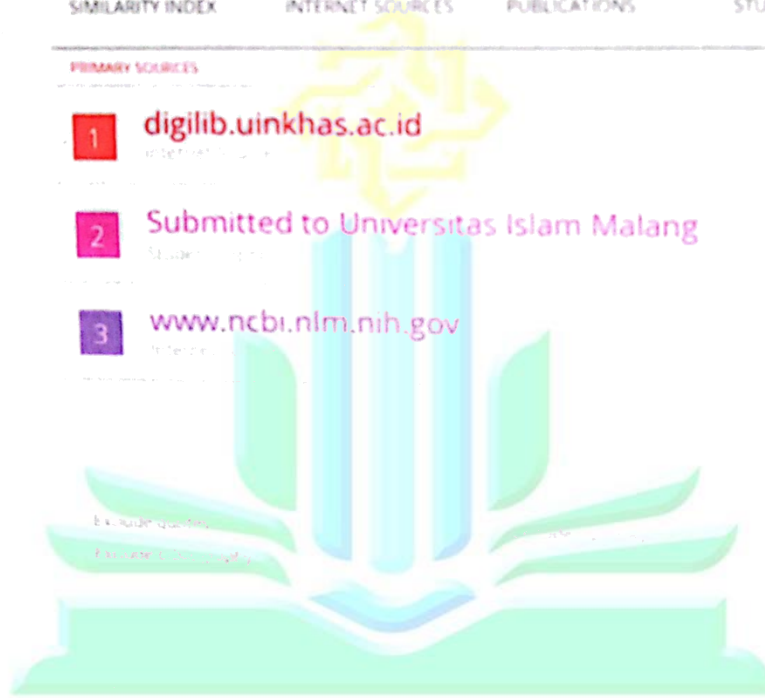
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 "Utilizing Tiktok Application in Learning
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 Journal of English Language and Education,
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Appendix 12 Curriculum Vitae

Researcher' Biography



Name : Wardah

Place, Date of Birth : Probolinggo, 23 Januari 2002

Address : Kedungcaluk, Krejengan, Probolinggo

Gmail Address : wandawardah7@gmail.com

Educational Background :

1. SDN KEDUNGKALUK 01 (2008-2014)
2. MTS DARUL LUGHAH WAL KAROMAH (2014-2017)
3. MA DARUL LUGHAH WAL KAROMAH (2017-2020)