EXPLORING GENERATION Z'S METHODS OF LEARNING ENGLISH PRONUNCIATION THROUGH TIKTOK

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Abstract

This research explores how Generation Z perceives learning English pronunciation using the social media platform TikTok. Generation Z is known for its familiarity with technology and social media, including TikTok, which is incredibly popular among them. The main objective of this research is to understand how Generation Z perceives and engages with TikTok as a tool for learning English pronunciation, as well as the challenges and opportunities they encounter. The participants in this study were 10th-grade students from SMKN 3 Bojonegoro who were studying PSPT 1 and 2. The research utilized a qualitative approach, combining questionnaire surveys and in-depth interviews to gather comprehensive data on the students' experiences with using TikTok videos to learn English pronunciation. The results revealed that TikTok is a preferred platform for students to practice English, with 58.6% of students feeling comfortable using TikTok for pronunciation practice. Additionally, 63.8% of students stated that TikTok boosted their self-confidence in practicing English pronunciation. The platform offers opportunities for students to practice English in a relaxed, flexible, and engaging manner, thereby increasing motivation. However, the study also identified some challenges and obstacles faced by students, such as being easily distracted by entertainment content, which can lead to a lack of focus, as well as a lack of direct feedback for error correction. In conclusion, this research suggests that TikTok can be an effective tool for Generation Z to learn English pronunciation, as long as engaging and collaborative content is utilized. It is hoped that these findings will contribute to the development of more modern and interactive language learning methods on digital platforms like TikTok.

Keywords: Generation Z; English pronunciation; TikTok; digital learning; social media

Abstrak

Penelitian ini mengeksplorasi bagaimana Generasi Z memandang pembelajaran pelafalan bahasa Inggris dengan menggunakan platform media sosial TikTok. Generasi Z dikenal karena keakrabannya dengan teknologi dan media sosial, termasuk TikTok yang sangat populer di kalangan mereka. Tujuan utama dari penelitian ini adalah untuk memahami bagaimana Generasi Z memandang dan menggunakan TikTok sebagai alat untuk belajar pelafalan bahasa Inggris, serta tantangan dan peluang yang mereka hadapi. Partisipan dalam penelitian ini adalah siswa kelas 10 dari SMKN 3 Bojonegoro yang sedang mempelajari PSPT 1 dan 2. Penelitian ini menggunakan pendekatan kualitatif, dengan menggabungkan survei kuesioner dan wawancara mendalam untuk mengumpulkan data yang komprehensif tentang pengalaman siswa dalam menggunakan video TikTok untuk belajar pelafalan bahasa Inggris. Hasilnya menunjukkan bahwa TikTok adalah platform yang disukai siswa untuk berlatih bahasa Inggris, dengan 58,6% siswa merasa nyaman menggunakan TikTok untuk latihan pelafalan. Selain itu, 63,8% siswa menyatakan bahwa TikTok meningkatkan kepercayaan diri mereka dalam mempraktikkan pelafalan bahasa Inggris. Platform ini menawarkan kesempatan bagi siswa untuk berlatih bahasa Inggris dengan cara yang santai, fleksibel, dan menarik, sehingga dapat meningkatkan motivasi. Namun, penelitian ini juga mengidentifikasi beberapa tantangan dan hambatan yang dihadapi oleh siswa, seperti mudah teralihkan oleh konten hiburan, yang dapat menyebabkan kurangnya fokus, serta kurangnya umpan balik langsung untuk memperbaiki kesalahan.

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Sebagai kesimpulan, penelitian ini menunjukkan bahwa TikTok dapat menjadi alat yang efektif bagi Generasi Z untuk belajar pengucapan bahasa Inggris, selama konten yang menarik dan kolaboratif digunakan. Diharapkan temuan ini akan berkontribusi pada pengembangan metode pembelajaran bahasa yang lebih modern dan interaktif pada platform digital seperti TikTok.
Kata Kunci: *Generasi Z; pengucapan bahasa Inggris; TikTok; pembelajaran digital; media sosial*

INTRODUCTION

Pronunciation is an essential aspect of English language learning. Pronunciation refers to how someone speaks a language or pronounces words in that language. It encompasses three key elements: sound, stress, and intonation (Astina et al., 2020). Effective pronunciation plays a crucial role in communication by ensuring that the intended message is conveyed and understood by the listener. By mastering proper pronunciation, misunderstandings can be avoided, and relationships between speakers can be strengthened. Additionally, learning English pronunciation is particularly important when engaging with individuals who have different accents in authentic contexts Dewi & Arifani, (2021).

The importance of studying remote speaking practice is even more emphasized by the changing landscape of education and work dynamics (Tauchid et al., 2024). In this new reality, remote communication has evolved from being merely convenient to being essential. Developing good pronunciation skills not only instills confidence when speaking in public but also enhances the ability to interact with people from diverse backgrounds. Therefore, it is imperative to prioritize and enhance pronunciation to effectively communicate in any situation. The use of appropriate learning resources, such as technology, can greatly facilitate the process of improving English pronunciation.

Advancements were made to enhance English language learning. The teaching and learning of English were positively impacted by science and technology. EFL teachers encountered a constantly changing learning environment when integrating technology (Ginting et al., 2022). One effective method was integrating the Internet with computer-assisted language learning (CALL), as mentioned by Rachmawati et al. (2020). Learning technology was instrumental in language learning, especially in motivating and controlling language skills independently using certain applications (Zainuddin et al., 2023). CALL was an educational approach that involved the use of computers to support language education (Hidalgo, 2019). English teachers utilized computers, the Internet, and available software and resources for teaching and learning activities. Students needed a computer and speakers to implement this learning program. The Internet offered a wide variety of resources to support students' activities. CALL had been utilized since the emergence of microcomputers in the 1970s and 1980s (Hidalgo, 2019). With the rise of new technologies like e-learning and virtual learning environments, CALL became a popular approach in language education. This approach provided teachers and students with effective communication opportunities (Hidalgo, 2019).

Another widely utilized learning development is MALL, which stands for Mobile-Assisted Language Learning. According to Nuraeni et al., (2020), MALL is a modern approach to language education that involves the use of applications or websites to facilitate student learning activities. This approach utilizes mobile devices, including smartphones and tablets, to facilitate and enhance the language learning process. Chikhi & Guettaf (2022), referring to Miyagi and Nezarat (2012), also affirm that MALL is closely connected to the utilization of mobile technology in language learning. With MALL, students have the convenience of using their mobile devices to access English materials, videos, and texts at any time and from anywhere. Moreover, they can easily engage in various language learning tasks, including vocabulary exercises, grammar exercises, listening practice, and communication exercises through social media platforms accessible on their mobile devices.

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The advancement of technology has made it easier and faster to access information through mobile devices, such as smartphones. This convenience extends to social media platforms, which are easily accessible to users. According to Alazemi (2021), social media encompasses web-based tools that enable individuals to discover and acquire new information, exchange ideas, and engage with both individuals and organizations. Through social media, users can freely create and share various types of content, including personal information, documents, videos, and photos. These platforms can be accessed using computers, tablets, or smartphones via web-based software or applications. Prabayanti et al., (2022) argue that the availability of social media applications on smartphones has made it easy for everyone to interact and connect with others. There are numerous social media applications available on smartphones for users to choose from. As Suprato (2020) suggests that these applications can be categorized into various types, such as social networking platforms (e.g., Facebook, LinkedIn, and Google+), microblogging platforms (e.g., Twitter and Tumblr), photo-sharing platforms (e.g., Instagram, Snapchat, and Pinterest), and video-sharing platforms (e.g., YouTube, Facebook Live, Periscope, and Vimeo). Users of these applications can conveniently access and share information, as well as create their content.

Furthermore, Social media serves not only as a means of communication and content creation but also as a valuable tool for learning English. In this modern era, students can harness the power of social media to enhance their English language skills (Prabayanti et al., 2022). Students can easily access social media apps through smartphones or other devices, such as tablets and laptops. There are many apps available for learning English. Popular social media platforms that can be used for educational purposes include Telegram, WhatsApp, Instagram, Facebook, and others (Baron, 2020). Social media platforms like Facebook, TikTok, Instagram, and YouTube are popular worldwide for entertainment and educational purposes (Pham et al., 2023). In addition to these, there are various English learning applications available for students, including Duolingo, Netflix, Spotify, Twitter, Cake application, and more. These applications can greatly enhance students' writing, reading, speaking, and listening skills.

Meanwhile, TikTok is a widely used social media platform that allows users to share short videos captured on smartphones (Prabayanti et al., 2022). It provides a range of special features and effects to enhance video content. Users can easily add text, animation, transitions, filters, and more. Many content creators use TikTok to create engaging and informative videos that help students learn. By using interesting methods or videos, students' enthusiasm for learning English can be nurtured. According to Herlisya & Wiratno (2022), TikTok enables users to effortlessly create and share videos in a vertical format, which can be conveniently viewed by scrolling up or down (Bernard, 2021), According to Erniasih (2018), TikTok is not only a popular social media platform but also an effective tool for delivering educational materials to students. This is especially crucial because the role of teachers has shifted from being mere curriculum technicians to becoming curriculum makers. They now design and develop engaging and effective learning experiences for their students (Suharti et al., 2022) The educational videos on TikTok are carefully designed to align with learning objectives, making it easier for students to understand and grasp concepts. Teachers have found this platform to be valuable for explaining lessons and assigning tasks. Additionally, these videos can be easily downloaded and shared, giving students unlimited access to educational content and the key points shared in the videos.

Furthermore, related to TikTok, a study by Anggraini et al. (2022), as cited in Putri & Hartanti (2023), state that the majority of TikTok users belong to Generation Z. According to Forbes, over 60% of TikTok users are from Generation Z, which refers to individuals born after 1996. Another opinion, based on the results of the population census conducted in 2020, states that Generation Z is the Indonesian population born between 1997 and 2012. Study by Demir (2021) state that people born after 2000 are referred to as Generation Z and are often considered the iGeneration or Digital Natives because they grew up with mobile communication technology and the internet. Some of the characteristics of Generation Z are their ability to easily search and verify information needed, as well as quickly share information with others. They actively communicate

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continuously using various communication devices or social media platforms (Dolot, 2018). Thus, this generation views the world differently from people of older generations. From the above statement, it can be concluded that Generation Z is a generation born when information technology was integrated with the digital era.

From the pre-observation survey data collected by researchers on December 28th, 2023 at Vocational High School, SMKN 3 Bojonegoro, the researchers conducted a survey using a questionnaire distributed randomly to 10 class X students. From the results of these pre-observations, the researchers found several phenomena where students have used smartphones as their learning media. During this time, they have used many social media platforms such as Google, Google Classroom, Duolingo, TikTok, and Quizizz as their English learning media. Based on this data, it is clear that 90% of the students frequently utilize TikTok as a platform for learning. According to them, learning through TikTok can enhance their understanding because TikTok content presents information and knowledge clearly and concisely. The use of short, engaging videos with diverse features makes it easier for them to enjoy and comprehend the material. Based on this information, the researchers are intrigued by Generation Z's use of TikTok as a learning tool for English pronunciation.

In this case, to determine the extent to which TikTok can be used as a learning tool for students' pronunciation, it can be assessed based on students' perceptions. If students show high enthusiasm for learning through TikTok, then we can conclude that this application is effective as a medium for learning pronunciation. However, if students are less enthusiastic or even show discomfort in using TikTok, further evaluation needs to be conducted to adjust the learning method to the student's needs. According to Nabila et al. (2023), Students enjoy using the TikTok program to practice pronunciation as part of the tongue-twister learning approach. Therefore, teachers can develop more innovative and engaging learning methods for students by understanding how to incorporate TikTok as a medium for learning pronunciation.

Based on the aforementioned phenomena, this study aims to provide valuable insights into evolving language learning methods in the digital era and contribute to the development of effective language education strategies. Academic reasons are an important factor that prompted this research to be conducted. Generation Z has shown significant interest in using social media platforms such as TikTok for language learning, particularly when it comes to English pronunciation. This research aims to understand how Generation Z uses TikTok as an English learning tool, with a focus on pronunciation. This is relevant because the challenges faced in improving English pronunciation require innovative approaches that align with Generation Z's learning preferences. Based on the provided research background, the following research problems can be identified:

1. What are the students' perceptions of learning English pronunciation through TikTok?
2. What are the challenges and opportunities in using TikTok as a tool for language learning?

Concerning the problem above, the objectives of this research are to determine:

1. To analyze the various perceptions of Generation Z in learning English Pronunciation through TikTok.
2. To identify potential challenges and opportunities associated with utilizing TikTok for language learning.

LITERATURE REVIEW

Digital Learning Platform

The digital learning platform is a system or platform used in an educational context to deliver learning materials digitally. A digital learning platform can be defined as a technological infrastructure that provides access and interaction between students, teachers, and digital learning

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content. This platform usually includes various features such as learning modules, online discussion, evaluation, and other learning aids.

1.1 Several Digital Learning Platforms
1. Duolingo
Duolingo is a widely used language learning platform that incorporates gamification to actively involve learners. Research by Smith (2019) highlighted the effectiveness of Duolingo in improving vocabulary acquisition among English language learners. The study found that consistent use of Duolingo resulted in significant gains in learners' vocabulary knowledge and retention.

2. Quizizz
Quizizz is an interactive quiz platform that can be used to assess students' understanding of English language concepts. A study by Johnson et al. (2020) investigated the effects of Quizizz on student engagement and learning outcomes in the area of English grammar. The results indicated that incorporating Quizizz quizzes into English lessons increased student participation and improved their grammar skills.

3. Google Classroom
Google Classroom is a highly popular learning management system that provides an array of tools for both teachers and students. Martinez (2018) investigated the integration of Google Classroom in English language classrooms and its impact on student collaboration and communication skills. The findings demonstrated that Google Classroom facilitated peer interaction and enhanced language proficiency through collaborative tasks.

4. TikTok
TikTok has gained attention as a potential tool for language learning, despite being primarily a social media platform. Chen and Wang (2021) explored the efficacy of incorporating TikTok as a tool for improving the English pronunciation skills of Chinese learners. Their study revealed that short video clips on TikTok can effectively support pronunciation practice and improve learners' speaking fluency.

5. YouTube
YouTube is a valuable resource for English language learners due to its vast collection of educational videos and tutorials. In a study conducted by Lee (2017), the effect of YouTube videos on improving listening comprehension skills among English as a Second Language (ESL) students was investigated. The results showed that being exposed to authentic listening materials on YouTube led to enhancements in learners' listening abilities.

TikTok
TikTok, also known as Douyin in China, is a social networking service that allows users to share short-form videos. It serves as a platform for people to showcase their creativity, knowledge, and special moments. The service is owned by ByteDance, an internet technology company headquartered in Beijing. TikTok was created in 2012 by Zhang Yiming (Firamadhina & Krisnani, 2021). TikTok is a mobile video-based social media application that allows users to create and share creative and engaging videos on various social media platforms worldwide.TikTok has applied to create a 15-60-second video that is fun, exciting, and interesting (Hayes et al., 2020). Users can use this application to share short videos of 15 seconds or more with all other users. Users can add filters, text, sound, and music, which is very popular when creating creative and custom music videos. The ease of uploading and editing videos has made many people start flocking to have a TikTok account and upload content on this platform. TikTok serves as more than just a platform for entertainment, it can also be utilized as a valuable resource for English language learning. In

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addition to the various types of videos available on TikTok, including lip syncs, duet challenges, song lyrics, cooking tutorials, and health-related content, there is a wide array of videos specifically designed to help users improve their English skills. (Addinna, 2022).

Impact of Tiktok

There are several positive impacts for students who use the TikTok application. Some examples include:

a) As an application that can inspire and nurture students' creativity in their work (Kurniasari & Wulandari, 2022).
b) The TikTok application is a platform that allows users to easily create videos with special and unique effects. It is a popular choice for expressing creativity, particularly through video-making (Zhu et al., 2020)
c) TikTok application is video and music-based and can help teenagers and children improve their video editing skills to create more useful content (Susanto & Permatasari, 2021).
d) As a learning medium for various sciences, instructional videos can be easily accessed by students (Putri & Hartati, 2023).

From the description above, It can be concluded that the TikTok social media application has a positive impact on its users, particularly students. they receive various information and also increase their abilities in terms of technology which is increasingly easy to use, especially as a learning medium.

Below are some of the negative impacts that students may experience when using the TikTok application:

a) Forget time to study. Playing the TikTok application for too long will reduce study time (Pratiwi & Nugraha, 2022).
b) Disrupting health, staring too much at the gadget screen to play TikTok can cause eye damage (Sari & Rahmawati, 2021).
c) Lazy about doing schoolwork, because the time is used to scroll through the latest video updates on TikTok (Firmansyah et al., 2021).
d) Lack of socialization with the surrounding environment. Students tend to be absorbed in TikTok and ignore the real environment. This can be worrying about the development of the child's social life (Rahman & Fauziah, 2022).

The use of TikTok in learning offers an innovative and engaging approach to educating the next generation. By utilizing its creative features, TikTok can be an effective tool to inform, motivate and inspire learners. However, the use of this platform also needs to be accompanied by careful thought and appropriate measures to ensure safety and optimal learning quality. TikTok has a feature that allows users to record videos with audio of their choosing. This includes a wide range of content, from popular songs to movie dialog snippets. Users often use this feature to practice and improve their pronunciation. By using TikTok as a learning tool, you can integrate language learning into your daily routine in a fun and interactive way.

Pronunciation

Pronunciation is the act of producing the sounds of English words. As students learn pronunciation, they adjust to the different ways a word is pronounced in their native language (Dewi & Arifani, 2021). According to the Oxford Learner's Dictionary, pronunciation is defined as the way a person speaks a language or a word within a language, including the specific way in which a word is pronounced. Pronunciation encompasses three key components: sound, stress, and intonation Astina *et al*., (2020). Pronunciation refers to the way we articulate or produce sounds when speaking words. It plays a crucial role in effective communication. The importance of

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pronunciation is increasing due to its impact on speech recognition, speech perception, and speaker identification. Varying pronunciations or sounds can convey different meanings.

The Elements of Pronunciation
1. Vowels
Vowels are vocal sounds a, i, u, e, o. Vowels are divided into 3 types :
  a) Lax
      This voice is often referred to as a weak, soft, or relaxed voice. When pronouncing a word, there is no need to put pressure or loud sounds on the lax sound contained in the word (Roach, 2009).
  b) Tense
      This sound means press, strong, or loud. In other words, we need to put stress on words that contain this type of vowel (Ladefoged & Johnson, 2015).
  c) Diphthong
      According to the *Oxford Advanced Learner's Dictionary* (Hornby, 2015), a diphthong is a sound formed by the combination of two vowel sounds in a single syllable. It is also known as a glide because the tongue moves from one vowel position to another.

2. Consonants
In Indonesian, consonants are also referred to as consonants. This refers to the sound, not the letter. There are two types of consonant sounds in English: voiced consonants and unvoiced consonants.
  a) Unvoiced Consonants
      Unvoiced consonants are consonant sounds that do not cause vibrations in the mouth when spoken. The lips, tongue, and throat remain still when producing these sounds (Yule, 2016).
  b) Voiced Consonants
      In contrast, when you sound a voiced consonant, one of the three limbs experiences vibration (Roach, 2009).

3. Popsounds
Popsounds are also known as sound pop or sound bounce (Ladefoged & Johnson, 2015).

4. Final sounds
Final sounds refer to the last sound in a word (Celce-Murcia et al., 2010).

5. Syllables and Stresses
A syllable is a unit of sound that forms the basis of a word's pronunciation. Stress refers to the emphasis placed on one syllable over others in a word. Stress patterns affect the rhythm and clarity of English speech. (Roach, 2009; Celce-Murcia et al., 2010).

The Methods for Learning Pronunciation
        The two most important approaches to teaching pronunciation are the analytic-linguistic approach and the intuitive-imitative approach. These approaches will be discussed as follows:
  1) The intuitive-imitative approach
      Shabani & Ghasemian as cited in Hismanoglu & Hismanoglu, (2010) stated that in the intuitive-imitative technique, learners can develop a pleasant pronunciation without the need for explicit instruction. This technique involves mimicking and listening to the sounds and rhythms of a foreign language. Nowadays, there are various tools available for this approach, including films, websites, videotapes, computer-based applications, and videos (Shabani & Ghasemian, 2017).
  2) The analytic-linguistic approach
      This method specifically focuses on interventions related to pronunciation. By using vowel charts, phonetic alphabets, and articulatory descriptions, students are provided with specific information about pronunciation (Shabani & Ghasemian, 2017).

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Generation Z

Generation Z refers to the cohort born after the millennial generation. This generation represents a transition from millennials, characterized by the rapid growth of technology. According to the Indonesian Central Statistics Agency (BPS), the population census conducted in 2020 indicated that Generation Z consists of Indonesian residents born between 1997 and 2012 (Prabayanti et al., 2022). Therefore, individuals belonging to Generation Z are currently between the ages of 11 and 26. Additionally, Generation Z is a generation that has grown up alongside advancements in technology. According to Stephenson (cited by Smith, 2017; Adeola et al., 2020; Reinikainen et al., 2020), Generation Z is often referred to as digital natives because they are the first generation to have grown up in a world saturated with digital communication (Stephenson, 2021). Thus, it can be inferred that Generation Z was born during the integration of information technology and the digital era.

The Characteristics of Generation Z

1) Technology and Digital Natives
   Generation Z grew up in the digital and technological age, so they are familiar with the use of technology and the internet from an early age. They tend to be proficient in using technological devices such as smartphones, tablets, and laptops (Prensky, 2001; Seemiller & Grace, 2016).
2) Multitasking
   Generation Z's multitasking skills are excellent, they can do several activities at once, such as browsing the internet while listening to music or watching videos. This behavior is influenced by their constant interaction with digital environments (Twenge, 2017; Turner, 2015).
3) Creative and Innovative
   Generation Z tends to be creative and innovative in creating digital content, such as videos, memes, and other digital artwork. They also frequently use social media to express their ideas and opinions (Fromm & Read, 2018; Schroth, 2019).
4) High Social Awareness
   Generation Z often has a high social awareness of global issues, such as the environment, gender equality, social justice, and human rights. They tend to be active in advocating for social change (Seemiller & Grace, 2016; Schroth, 2019).
5) Practical Approach
   Generation Z tends to have a practical approach to life, including choosing a career and studying. They are more likely to choose practical paths and deliver results quickly (Sparks & Honey, 2014; Schroth, 2019).
6) Reliance on Visual Content
   Generation Z prefers visual content such as images, videos, and memes over long texts. They are also more attracted to social media platforms that offer engaging visual content such as Instagram, TikTok, and Snapchat. Some of these characteristics are not absolute and may vary from individual to individual within Generation Z. However, they provide a general idea of how Generation Z differs from previous generations (Fromm & Read, 2018; Turner, 2015).

Learning English Pronunciation through Tiktok

TikTok has a feature that allows users to record videos with audio of their choosing. This includes a wide range of content, from popular songs to movie dialog snippets. Users often use this feature to practice and improve their pronunciation. By using TikTok as a learning tool, you can integrate language learning into your daily routine in a fun and interactive way.

TikTok has become a valuable tool in education, effectively informing, motivating, and inspiring learners. Using the TikTok application to learn English can greatly enhance students'

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speaking skills (Herlisya & Wiratno, 2022). TikTok also has a significant impact on students' ability to master vocabulary and improve their learning outcomes Rahmawati & Anwar, (2022). learning English pronunciation on TikTok had a positive impact on participants' pronunciation (Adityo & Novitasari, 2023). TikTok offers a unique and entertaining approach to conveying information. Short videos, typically ranging from 15 to 60 seconds in length, provide learners with a brief yet comprehensive grasp of a specific topic. In addition, various creative features such as filters, sound effects, and music enrich the learning experience.

To confirm this new research idea, the researcher reviewed several previous studies that were relevant to this research, to find new ideas that were worked on by the researcher. The first study is from Nasution (2023) entitled *The Effect of TikTok Video in Learning Pronunciation Skill at Grade Tenth of SMA Negeri 2 Lubuk Pakam Academic Year 2022/2023.* This research aimed to investigate the effect of TikTok videos on pronunciation skills among tenth-grade students at SMA Negeri 2 Lubuk Pakam. The sample of this study consisted of 50 students from class X, with 25 students in the experimental group using TikTok video media and 25 students in the control group without TikTok videos. The research method employed was quantitative, involving pre-tests and post-tests with 20 vocabulary items. The findings of this study revealed a significant improvement in students' pronunciation when using TikTok videos. The experimental group had an average pre-test score of 43.6 and a post-test score of 67.68. On the other hand, the control group had an average pre-test score of 37.76 and a post-test score of 48.68. Furthermore, the data calculations demonstrated that the t-observed value was 4.80, exceeding the t-table value of 1.677 at a significance level of 0.05. Thus, it can be concluded that pronunciation learning through TikTok videos is effective.

The second study is from Ferdian Sari & Wangi (2023) entitled *Students' Perspectives on Using TikTok Videos as a Medium for Learning English.* This research investigates students' perspectives on using TikTok as a medium for learning English. This research article utilizes qualitative research methods and employs an inductive approach to investigate the phenomenon of utilizing TikTok videos as a means of learning English. The respondents were 47 students from the College of Health Sciences (STIKes) Banyuwangi who are taking English subjects in the even semester Academic Year 2022/2023. Data collection used observation sheets, questionnaires, and in-depth interviews. Thematic analysis techniques are used to identify patterns, themes, and categories that emerged related to the use of TikTok videos. The results show that students use TikTok for a variety of language learning purposes, including enhancement of listening, speaking, reading, writing, and pronunciation skills. In addition, research findings provide valuable things insight into the specific language skills and components that students focus on when using TikTok for learning English.

The third study is from Adityo and Novitasari (2023) entitled *Learning English Pronunciation through Social Media Tiktok Account.* This research explores the effectiveness of using TikTok, specifically Antonio Parlati's videos, in improving students' English pronunciation. Fourteen fifth-semester students from the English Department were selected as participants based on the researcher's criteria. The study employed a quasi-experimental design, including pre-test, mid-test, and post-test assessments. The tests focused on the pronunciation of ten words featured in Antonio Parlati's TikTok videos. Prior to the mid-test and post-test, participants were instructed to learn the pronunciation of these ten words from Antonio's videos. The research findings indicate that learning English pronunciation through Antonio Parlati's TikTok videos had a positive impact on participants' pronunciation skills. The participants were able to enhance their English pronunciation through this enjoyable method, as explained in Antonio's videos, thus demonstrating the effectiveness of this approach.

From the previous studies reviewed by the researcher, TikTok has been identified as one of the platforms used as a learning medium for students, particularly in English pronunciation. Previous studies have only examined the positive influence of using TikTok as a learning tool for pronunciation. In this study, our researchers specifically aim to explore students' perceptions of

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learning pronunciation through TikTok, as well as the challenges and opportunities presented by TikTok as a learning medium for English pronunciation. This research is based on direct relevance to the problem to be studied, namely pronunciation challenges in learning foreign languages.

METHOD

Research Design

This research focuses more on exploring, understanding, and interpreting a particular context. In this study, researchers used descriptive qualitative methods. Quoted from Paz-Domínguez *et al.,* (2023) Miles and Gay (2019) state that the qualitative approach aims to understand how individuals observe and make meaning of their environment. This research focuses on exploring, understanding, and interpreting a particular context in depth. Through descriptive data collection, this approach allows researchers to explore the hidden meaning in a situation or experience. Common techniques used in this approach include interviews, observation, and text analysis.

To support this in-depth understanding, the researcher used a combination of data collection methods in the form of questionnaires and interviews. This strategy was intended to explore students' perceptions, challenges and opportunities regarding the use of TikTok as a learning tool. The questionnaire was used to assess students' perceptions and level of engagement in utilizing smartphones, particularly TikTok, to improve their English pronunciation. Meanwhile, interviews aimed to gain more detailed insights into students' personal experiences and views on the use of digital media in the learning process. In the interview data, the code **P.1.1** is used to identify responses. The letter **P** stands for "Question", the first number **1** indicates the question number, and the second number **1** refers to the order of the student being interviewed. Thus, **P.1.1** means the response given by the first student to the first interview question.

Research Subject and Setting

Leedy and Ormrod (2015) state the research subject is the person or thing that will be studied in a research project. They explain that research subjects can include individuals, groups, events, or specific phenomena. In this particular study, the research subjects are 10th-grade students majoring in television at SMKN 3 Bojonegoro. The main focus of this research is to examine how Generation Z perceives learning English pronunciation through TikTok. Initially, TikTok was solely used for entertainment purposes, but the researcher's preliminary observations revealed that many students are interested in using TikTok as a learning tool. They believe that learning through TikTok is more contemporary, less boring, and also facilitates a more enjoyable learning experience.

According to Sugiyono (2019), A research location is a place where research is carried out and the necessary data can be obtained. This research takes place in Vocational High School, SMKN 3 Bojonegoro Jl. Panglima Polim No. 49 Kelurahan Sumbang Kecamatan Bojonegoro Kabupaten Bojonegoro.

Research Instrument

According to Arikunto (2010, p. 173) cited in Simaremare et al., (2023), to make research easier, an instrument was chosen to help collect data. In this study, researchers used two types of techniques to collect data, consisting of questionnaires and interviews. which will be explained in detail in the explanation below:

1) Questionnaire
   A questionnaire is a survey research tool that participants use to complete and return their responses to the researcher. According to (Tessalonika Simaremare et al., 2023) that was cited by Cohen (2007:84) questionnaires are very effective for collecting survey data because

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they offer a structured format, provide numerical data, can be distributed without the presence of the researcher, and are usually easy to analyze. The questionnaire is a technique for obtaining data by asking written questions to people who are the subject of research. Researchers used a Likert scale questionnaire adopted from Ferdian Sari & Wangi (2020). The questionnaire was filled in by 58 students.

2) Interview

Interviews are also used to answer the formulation of problems related to the purpose of the research, which is to gain insight into their learning experiences and to explore users' motivations and strategies. In this interview, the researcher will ask the tenth-grade students majoring in television. to determine the students to be interviewed, the researcher used a purposive sampling technique. According to Sugiyono (2010), Purposive sampling is a technique used to select research samples based on specific criteria in order to ensure that the data collected is representative. In this study, the researchers chose a group of students who were willing to participate in interviews. The interviews began with general questions related to the research problem, allowing the students to speak freely and avoid any potential misunderstandings. Some of the questions asked included How do students think about learning English pronunciation through TikTok, How often do they use TikTok in a day and why do they use TikTok, What difficulties do they face when practicing English pronunciation through TikTok, and What are the main reasons they choose TikTok as an English pronunciation learning tool. The interviews were conducted in Indonesian and followed the natural flow of topics that emerged from the information provided by both teachers and students.

Data Analysis Technique

Neuman (2014) states that data analysis is an important step in research which includes organizing data, finding patterns, making conclusions, and presenting results in a way that can be understood. The researchers in this research utilized descriptive analysis as their data analysis technique. Essentially, they descriptively analyzed the data. The questionnaire includes yes and no answers using a Likert scale. The data was presented as a percentage.

Miles and Huberman (1994) stated that there are three methods for analyzing qualitative data: data reduction, data presentation/display, and conclusion drawing. so the researcher will carry out as following:

1) Data Reduction

The field data collected is qualitative and not numerical. Therefore, it is necessary to select core information, choose important things, identify themes and patterns, and reduce irrelevant information.

In the context of this research, interviews and questionnaires will be used as the first step to collect further data. The data reduction process is an important part of data analysis and involves the process of selecting, simplifying, and transforming data. The aim is to create a summary, concise notes, and more focused information.

2) Data Display

Data display refers to the presentation and organization of information in a structured manner, which facilitates drawing conclusions. Qualitative data in the display can be enriched with various elements such as text, images, graphs, diagrams, tables, and others. By presenting the data visually, the information is organized in a pattern of relationships that are easy to understand. In this research, the use of data display is used to organize information to reach conclusions.

3) Conclusion Drawing

The third step in analyzing qualitative data is to draw tentative conclusions, which may be subject to change if significant new information is discovered during subsequent data collection. However, if the new data found strengthens the initial conclusions consistently, then the conclusions

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can be considered credible. The final step of this analysis will show the final results of the research. By using the findings in this research, researchers are expected to provide information and a clear picture of the extent to which TikTok has become a learning medium for Generation Z.

FINDINGS AND DISCUSSION

Finding

This research aims to explore Gen Z's perception of learning pronunciation through TikTok videos. This research focuses on the perceptions of Gen Z students from SMKN 3 Bojonegoro who commonly use TikTok as a medium for learning English. TikTok, as a social media platform popular among teenagers, offers a variety of educational content that can be easily accessed and attracts user's attention. With features such as short videos, challenges, and collaboration, TikTok provides an interactive and fun learning experience for students. This research aims to explore effective learning methods that are compatible with the unique characteristics of Generation Z. This generation is known for their adaptability to technology and preference for visual and interactive learning. Additionally, the study will offer practical recommendations to educators regarding the integration of social media into English language learning.

To answer research question number one, the researcher presents the results of the questionnaire regarding the perception of Generation Z in using TikTok to learn English pronunciation in the following table:

No	Statement	YES		NO	
		N	%	N	%
	Student's Perception of Learning English Pronunciation through Tiktok				
1.	**I use the TikTok application as one of the platforms for learning English**	48	**82,8**	10	17,2
2.	I feel comfortable and easy to understand the pronunciation of words through TikTok	34	58,6	24	41,4
3.	I feel learning through TikTok can improve my English pronunciation.	31	53,4	27	46,6
4.	Learning to use TikTok can help me improve my confidence in pronouncing words.	37	63,8	21	36,2
5.	TikTok makes my English pronunciation learning more flexible and suits my schedule.	32	55,2	26	44,8
6	**TikTok has a variety of English learning content that I can access as needed.**	24	**41,4**	34	58,6

The table above is the result of a questionnaire about students' perceptions of learning English pronunciation through TikTok obtained from 58 Gen Z from SMKN 3 Bojonegoro as respondents with the following details. The first question obtained many YES statements. They use TikTok as one of the platforms to learn English getting the answers 82.8% Yes and 17.2% No. It can be concluded that most of the students respond to this question. It can be concluded that most students gave a positive response to the statement that they use TikTok as one of the platforms for English learning.

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Furthermore, the sixth question contains TikTok has a variety of English learning content that I can access as needed. The answers obtained obtained a minimum of 41.4% YES answers and 58.6% NO answers. It can be concluded that many respondents stated they still find it difficult to find the content they need. The reason may be that in TikTok, there are various accents in pronunciation and they still have difficulty sorting out the accents that they can easily learn. but some students have been able to choose content that suits their abilities.

In conclusion, it can be stated that students' perceptions of learning English pronunciation through TikTok get a positive response. It can be proven, from the data on the results of the student perception questionnaire regarding the use of TikTok as a medium for learning English pronunciation, that positive results were obtained a total of 82.8% of students who chose the answer YES. They used TikTok as one of the platforms used to learn English. The questions get the highest percentage in the table above. however, there is the lowest percentage in the table. There are 41.6% of students who answered YES on the question that TikTok has a variety of English learning content that can be accessed as needed, and half of them stated that it was still difficult to find suitable pronunciation content. There are various accents so they have difficulty finding one that suits their abilities.

This is also reinforced by the results of interviews conducted by researchers to support the statements from the questionnaires filled out by the respondents. To strengthen the results of the data obtained from the questionnaire above, the researcher interviewed to get deeper data regarding students' perceptions of TikTok as a medium for learning English pronunciation:

"What do you think about learning English pronunciation through TikTok?"
Based on the 10 participants who answered, the researcher will show some examples of the answers most expressed by students as follows:

P.1.1: "I think it's very effective is, because the content is short, interesting, and creative. So it's easier to remember."
P.2.1: "In my opinion, TikTok can be a tool for learning English, because the short content is interesting and creative, so it doesn't get boring."
P.4.1: "In my opinion, learning to use TikTok is fun is, because of the interesting content and easy-to-understand explanations."
P.6.1: "My opinion is that learning using TikTok is fun because it is not boring, learning can be more fun not monotonous with interesting and creative content."
P.9.1: "I think learning using TikTok is very good sis because on TikTok there is a lot of English learning content with interesting content so that learning can be more exciting and not boring."
P.3.1: "I think that learning English using TikTok can be a way that can facilitate understanding and make learning more fun."

The results of interviews conducted by researchers are contained in the appendix with codes: P.1.1, P.4.1, P.6.1, P.9.1, and P.3.1. Based on what the students said above, some perceptions about learning English through TikTok are:

a) Learning through TikTok is fun, almost all of them answered that the content on TikTok is very interesting so it is not boring
b) The students feel that watching short videos makes them easy to remember which is very useful for practicing their pronunciation skills.
c) They stated that creative short content makes learning less monotonous so they can understand the material more easily.
d) They also stated that TikTok can be one of the ways to facilitate more exciting and fun English learning.

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To support the answers of the participants above, the researcher asked further questions to be explained by students:

 "How often do you use TikTok in a day and why do you that time?"
Based on the 10 participants who answered, the researcher will show some examples of the answers most expressed by students as follows:

P.1.2: "I use TikTok all the time, usually for 15-30 minutes per session. I use TikTok during that time because I find a lot of entertaining and educational content that helps me in learning English."
P.3.2: "I use TikTok if there is a need or free time, maybe around 15-30 minutes. I use TikTok as entertainment sometimes I also see English educational content."
P.5.2: "I often use TikTok in a day usually around 10-15 minutes. I use the time to watch entertainment content and I use TikTok as a medium to learn English if I want and have free time."
P.9.2: "Almost every time of the day sis, usually for 30 minutes. because there is a lot of entertainment and educational content, especially English which can help to practice my pronunciation."

The results of interviews conducted by researchers are contained in the appendix with codes: P.1.2, P.3.2, P.5.2, and P.9.2. According to what was conveyed by the students mentioned above, there are several statements, such as:

a)   They access TikTok every time around 15-30 minutes per session in a day.
b)   Some of them accessed for about 10-15 minutes each time.
c)   Almost all of them answered that the average time used when opening and accessing TikTok was 30 minutes.

The time is a long duration and can be optimal for accessing English learning content. The purpose desired by participants in accessing TikTok is entertainment. besides that, it is also supported by the desire to practice their English skills, but not entirely to learn English, some of them access English content when they want and have free time to study.

By the questions in the questionnaire, the researcher asked questions to support the answers which were then explained by the students:

"What are your main reasons for choosing TikTok as an English pronunciation learning tool?"
Based on the 10 participants who answered, the researcher will show some examples of the answers most expressed by students as follows:

P.1.4: "I think maybe because TikTok can be accessed easily via a smartphone, and also TikTok is the device most often used by Gen Z. So through interesting short videos it can make learning fun and not boring sis."
P.2.4: "The reason is that I often use TikTok, so I am interested in using it as an English learning media because, with short duration content and flexibility, it can be easily accessed at any time as desired."
P.3.4: "I like it because the duration is short and it makes the learning process feel lighter and less boring."
P.4.4: "I'm happy because the learning method is creative and not boring."
P.6.4: "I like learning using TikTok because the content is not boring, easy to memorize, and easy to practice."

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P.9.4: "It's not boring because the short and creative video content makes me comfortable in learning English so that it can help improve my pronunciation skills."

The results of interviews conducted by researchers are contained in the appendix with codes: P.3.5, P.4.5, P.6.5, and P.9.5. According to what the students said above, most of the main reasons they chose TikTok as an English learning media are:

a) They often use TikTok and it is also easy to access which makes them interested in learning English pronunciation through TikTok.
b) Most of them stated that they like the short duration of the content, so they don't get bored while learning because it is easy to remember and practice.
c) They can access a wide variety of creative learning video content that can make them happy and not monotonous in learning so that it can help improve their pronunciation skills.

Based on the results of the questionnaire and interviews, it can be concluded that students show a positive perception of learning English through the TikTok application. Students choose TikTok as their pronunciation learning media because TikTok is a platform that suits Gen Z today and they tend to use the TikTok application rather than other applications. they don't even feel bored when learning using TikTok because TikTok's creative, short, and interesting content makes their learning process fun and not monotonous. how to access it is also easy and flexible, they can also access various kinds of English learning content that they want. The benefits they get range from increasing their knowledge of English to improving their pronunciation skills in English.

To answer research question number two, the researcher presents the results of the questionnaire on the challenges of Generation Z in using TikTok to learn English pronunciation in the following table:

No	Statement	YES		NO	
		N	%	N	%
Student's Challenges of Learning English through Tiktok					
7.	**I feel that the quality of English pronunciation teaching on TikTok is variable and inconsistent.**	35	**60,3**	23	39,7
8.	**I struggled to find content that suited my pronunciation level on TikTok.**	24	**41,4**	34	58,6
9.	I am easily distracted by non-learning content when using TikTok to learn English pronunciation.	31	53,4	27	46,6

The table above is the result of the questionnaire regarding students' challenges in learning English pronunciation using TikTok obtained from 58 vocational students as respondents with the following details. The seventh question regarding on challenge of the quality of English pronunciation teaching on TikTok being varied and inconsistent, received the highest percentage of YES answers at 60.3% and NO answers at 39.7%. The reason may be due to the variation of accents in the pronunciation content. For students who are learning pronunciation, these accent variations can be confusing and make it difficult for them to understand and imitate the correct pronunciation. In addition, the unstructured content on TikTok is also a challenge. TikTok presents content randomly based on algorithms and user preferences. As a result, students often struggle to find material that suits their ability level. The lack of structure also causes students to feel that the

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material presented is inconsistent, they have to search more intensively to find the right video that suits their needs.

In addition, the eighth question received the lowest percentage in terms of the challenge of finding content that matches their pronunciation level on TikTok. A total of 41.4% answered YES and 58.6% answered NO. English pronunciation content on TikTok may not be consistently tailored to different users' ability levels, for students who are at a beginner or intermediate level, finding content that matches their ability level could be more difficult. However, most students (58.6%) felt that they were able to find and sort content that matched their ability by using TikTok's search feature and algorithms that automatically adjust content according to user preferences.

Based on the questionnaire results regarding students' challenges in using TikTok as an English pronunciation learning media, almost all students stated that they faced various challenges. 53.4% of students stated that they are easily distracted by non-learning content. This is one of the main challenges that students often experience. TikTok offers a variety of interesting content, which can distract students from their main goal, which is learning. In addition, 60.3% of students feel that the quality of English pronunciation teaching on TikTok is variable and inconsistent. There are different accents of English pronunciation and the material may be less structured or informative. This variation can confuse students and make learning difficult. A total of 41.4% of students also expressed difficulty finding content appropriate to their ability level on TikTok. The platform does not have a clear grading or classification system for learning content, so students have to make their effort to find videos that suit their needs which can be difficult for students, especially for those who are just starting to learn English pronunciation.

The researcher also conducted interviews to find out more detailed information about the challenges faced by students in using TikTok as an English learning medium. Therefore, the researcher asked several questions as follows:

"What difficulties did you face when practicing English pronunciation through TikTok?"
Based on the 10 participants who answered, the researcher provides some examples of the most common answers expressed by students below:

P.1.5: "TikTok is usually full of entertaining content, so I easily get distracted and lose focus when practicing pronunciation is. I also feel that the unsystematic structure of the learning content makes it a bit difficult for me to understand."
P.3.5: "I'm usually easily distracted by other entertainment content sis, which interferes with my focus on learning."
P.5.5: "Sometimes disturbed by entertainment content, but not really in my opinion because usually, I have difficulty in finding content that suits my abilities because on TikTok the learning content is less structured."
P.7.5: "My difficulty is usually in finding appropriate content, and also usually distracted by other entertainment content so I fail to focus."

The results of interviews conducted by researchers are contained in the appendix with codes: P.15, P.3.5, P.5.5, and P.7.5. Based on the statements made by the students above, the challenges felt by the students when using TikTok as a medium for learning English pronunciation are as follows:

a) Most of them felt distracted by the entertainment content which made them less focused on learning the pronunciation content due to the entertainment content.
b) They also felt that the unsystematic structure of the learning content made it a little difficult for them to understand
c) In addition, some of them also expressed difficulty in finding content that suits their abilities.

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Although not all of them experienced it, half of them felt the same thing, which is easily distracted by entertainment content.

Based on the results of questionnaires and interviews, it can be concluded that students indicated that students experience challenges when practicing pronunciation through TikTok. Students are often distracted by non-learning content which makes them lose concentration in learning. They also said it was difficult to find content that suited their abilities, many of them felt that the pronunciation content on TikTok varied. There might be different accents that make it difficult to choose content that suits their abilities. In addition, students also stated that they need more structured and specific guidance in using TikTok as a language learning tool. They need strategies or methods to filter and select content that is truly effective for improving their English pronunciation. These challenges show that although TikTok has potential as an English language learning tool, some things need to be improved to increase its effectiveness as a learning medium.

To answer research question number two, the researcher presents the results of the questionnaire on the opportunities of Generation Z in using TikTok to learn English pronunciation in the following table:

No	Statement	YES		NO	
		N	%	N	%
The Opportunities of Tiktok as a media for learning English pronunciation					
10.	TikTok increased my motivation to learn English pronunciation.	31	53,4	27	46,6
11.	The content on TikTok helps me understand how to pronounce English words correctly.	25	43,1	33	56,9
12.	Seeing and listening to correct English pronunciation on TikTok helped me improve my pronunciation.	31	53,4	27	46,6
13.	I am more confident in saying English words after learning from TikTok.	25	43,1	33	56,9
14.	**TikTok videos provide clear pronunciation examples that are easy to follow.**	41	**70,7**	17	29,3
15.	**TikTok makes it easy for me to access English pronunciation learning content anytime and anywhere.**	23	**39,7**	35	60,3

The table above is the result of a questionnaire regarding TikTok opportunities as a learning media for English pronunciation obtained from 58 vocational students as respondents with the following details.

The fourteenth questions get the highest percentage which contains the opportunity for TikTok as a learning media in increasing motivation to learn English pronunciation, getting a YES answer of 53.4% and a NO answer of 46.6%. The majority of respondents stated that TikTok provides clear and easy-to-follow pronunciation examples. The platform has significant potential in helping students improve their English pronunciation skills. It is also in line with the increasing use of short videos as an engaging and interactive learning tool for Generation Z, who prefer visual and audiovisual content.

In addition, the fifteenth question received the lowest percentage, 39.7% answered YES, and 60.3% answered NO. This question contains TikTok provides easy access to English pronunciation learning content anytime and anywhere. It can be concluded that many respondents

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stated that TikTok is not effective enough in providing easy access to English pronunciation learning content. This may be due to several factors, such as the unavailability of internet quota and stable network, the limited features of the platform for more serious learning needs, or perhaps due to respondents' lack of knowledge and skills in utilizing TikTok as a learning tool. Therefore, to improve the effectiveness of TikTok as a learning tool, it is important to provide more relevant content and educate users on how to optimally utilize TikTok for learning purposes.

Based on the results of the questionnaire statements that have been given above, it can be concluded that the benefits obtained by students in using TikTok have a positive impact on improving their ability to learn English pronunciation. Students feel that TikTok increases their motivation to learn English pronunciation. The content on TikTok helps in understanding how to pronounce English words correctly. seeing and listening to the correct pronunciation from TikTok helps them improve their pronunciation skills. students also feel more confident in pronouncing English words after learning from TikTok. besides that, the videos on TikTok provide examples of pronunciation that are clear and easy to follow, helping to support the effective learning process.

In accordance with the results of the questionnaire above, the researcher also conducted interviews to find out more detailed information about the benefits obtained by students in using TikTok as an English learning media. Therefore, the researcher asked several interview questions as follows:

"What are the advantages you get from learning pronunciation using TikTok?"
Based on the 10 participants who answered, the researcher provides some examples of the most common answers expressed by students below:

P.1.7: "According to my experience while learning, I can learn English pronunciation which is more practical and also fun. Because in TikTok, examples are given that are easy to pronounce so it is easy to imitate."
P.3.7: "The benefits I get from learning using TikTok can be an enjoyable learning medium for pronunciation because it helps in understanding how to pronounce words correctly sis."
P.6.7: "I can easily imitate the pronunciation modeled by native speakers and am more confident in pronouncing words after watching the video."
P.9.7: "The advantage I get is that by watching and listening to the videos in the content I can practice pronunciation correctly, and it is easy to practice."

The results of interviews conducted by researchers are contained in the appendix with codes: P.1.7, P.3.7, P.6.7, and P.9.7. Based on what the students said above, the benefits that students get when using TikTok as a medium for learning English pronunciation are as follows:

a) They feel easier in pronunciation after watching videos on TikTok, because in TikTok examples of correct pronunciation are given by native speakers so they are easy to imitate the correct words.
b) it also makes them confident when doing English pronunciation after practicing using TikTok.
c) TikTok is a fun pronunciation learning media that helps understand pronunciation correctly

In general, the use of TikTok as a medium for learning English pronunciation provides various benefits for students. Besides making pronunciation easier and boosting confidence, TikTok also offers a fun and effective way of learning.

Following the results of the questionnaire above, the researcher also conducted interviews to find out more detailed information about the benefits obtained by students in using TikTok as an English language learning media. The researcher asked some questions as follows:

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"Do you feel that your motivation to learn English pronunciation has increased after using TikTok?"
Based on the 10 participants who answered, the researcher provides some examples of the most common answers expressed by students below:

P.1.8: "Since using TikTok, my motivation to learn English pronunciation has increased. Many content creators provide pronunciation tips in a fun and easy to understand way."
P.2.8: "I'm motivated for sure sis because seeing short videos that give pronunciation examples makes me more confident to try speaking in English."
P.4.8: "Yes, I am motivated sis because I can see and listen to how native speakers say the words, so I can imitate more correctly."
P.8.8: "I feel motivated to learn pronunciation using TikTok because it is easy to use for daily practice."

The results of interviews conducted by researchers are contained in the appendix with codes: P.1.8, P.2.8, P.4.8, and P.8.8. Based on what the students said above, whether learning through TikTok can increase their motivation in learning pronunciation gets a positive response, as follows:

a)   They are motivated to learn pronunciation because TikTok content provides how to pronounce correctly with fun and easy to understand methods.
b)   They are motivated to learn pronunciation because it can provide pronunciation examples that make them more confident in pronouncing the word
c)   They are motivated to learn pronunciation because of the short pronunciation video content.

Based on the results of questionnaires and interviews that have been conducted by researchers, it can be concluded that TikTok as a learning media for English pronunciation provides significant benefits for students, including ease of pronunciation, increased confidence, and a fun learning experience. In addition, TikTok is also able to increase students' motivation in learning English pronunciation due to its fun delivery method, good pronunciation examples, and short video duration that can be understood easily. The combination of these factors makes TikTok one of the effective tools in learning English pronunciation for Generation Z.
It can be concluded that TikTok has advantages that can be felt by users who have the aim of improving their English pronunciation skills. However, behind the many advantages that can be felt by participants, there are a lot of obstacles that can be used as encouragement for students to understand various pronunciation challenges that can be used as motivation to continue practicing their English skills. Behind the challenges that can increase motivation, there are obstacles that students feel when using TikTok such as distraction, internet access, and the absence of direct feedback that corrects their pronunciation. it cannot be ignored that every application has different advantages and disadvantages. TikTok also has advantages that can be utilized by users who aim to practice their English skills.

Discussion
The purpose of this study is to analyze students' perceptions of learning English pronunciation through the TikTok application and to identify potential opportunities and challenges for students in using TikTok for language learning. The researcher explored the following aspects:

1. Students' perceptions about learning pronunciation using Tiktok
In this section, the results of data collection that have been obtained in the findings section above are then discussed to describe students' perceptions and experiences in practicing English pronunciation using TikTok. This discussion is supported by theory to find out similarities and

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differences with previous research. Overall, the results of the questionnaires and interview sheets found that students had an initial goal to practice and improve their English pronunciation skills. According to Tessalonika Simaremare *et al.,* (2023) Perception is the process by which individuals select, organize, and interpret their experiences to achieve a particular purpose. In this study, researchers aim to understand how students perceive TikTok as a tool for practicing English pronunciation. The results obtained will be analyzed based on each student's subjective experience.

Another statement was also conveyed by Schiffman and Wisenblit (2019), Perception is a process that involves selecting, organizing, and interpreting information received through their senses, so that they can understand and respond to the environment. This perception of students regarding the use of TikTok is also supported by the results obtained by researchers. The students interpreted based on what they got while they were accessing TikTok. In line with several definitions regarding perception, another definition also supports the research results of researchers, Tessalonika Simaremare *et al.,* (2023) said that the foundation of effective speaking is proper pronunciation. When someone has clear pronunciation, they can speak fluently and precisely, making it easier for others to understand. So it can be concluded that perception and correct pronunciation are a unity that provides meaning that can be understood by each individual by analyzing from various aspects.

Based on the results of the two data collection methods, it can be seen that students' perceptions of TikTok as a medium for practicing English pronunciation get a positive response. This was obtained based on a questionnaire distributed through Google Forms at question points 1-15. In the questionnaire, more than half of the respondents stated that using TikTok to learn is more fun and easy to understand. Most students also felt an increase in self-confidence after learning pronunciation using TikTok. In addition to increasing self-confidence, according to most students, using TikTok can also improve their pronunciation skills when studying independently by practicing pronunciation repeatedly using TikTok.

2. The Challenges of TikTok as a Media for Learning English Pronunciation

With a variety of content and native speaker's pronunciation on TikTok, this makes it easier for students to choose which content suits their ability to learn English. this video-based application can be accessed via smartphone anywhere and anytime as long as there is adequate quota and internet signal. In other words, TikTok can be an opportunity for Gen Z to practice English pronunciation more flexibly and keep up with the times. The use of digital technology must be balanced with the needs of its users in mastering foreign languages, especially English which is a regional language.

Therefore, it can be seen that students' perceptions regarding the use of TikTok as a medium for practicing English pronunciation have many positive things that are ultimately felt by students to improve their English pronunciation skills. In line with the results of research from Paz-Domínguez *et al.,* (2023) which states that it was found that the duration of the video in TikTok helped students remember and learn faster pronunciation of words. That means this technique can be used as a medium of learning. So this research also provides results that lead to a positive response to utilizing technological developments in training students' abilities, especially pronunciation skills in English.

Furthermore, according to the results obtained from previous research, namely research from (Nasution, 2023) The Effect of TikTok Video in Learning Pronunciation Skill at Grade Ten of SMA Negeri 2 Lubuk Pakam Academic Year 2022/2023. If the previous study focused on examining the impact of TikTok videos on students' pronunciation skills, its findings indicate a noteworthy improvement in students' pronunciation when utilizing such videos. Thus, this study aims to explore students' perspectives on learning pronunciation through TikTok, as well as the various opportunities and challenges they encounter while practicing pronunciation through this platform.

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In previous studies, researchers did not find discussions about the challenges experienced by students in using TikTok. This is because the purpose of the previous researcher was to introduce the TikTok application as an alternative learning media that is not boring. In this research, researchers found some difficulties that occurred when students practiced their English pronunciation skills. Researchers can identify these difficulties into two causal factors, namely difficulties from internal and external factors.

These internal challenges come from inside the students themselves, often without them realizing it. The difficulties they experience while practicing English can stem from their attitudes, such as laziness or shyness, which hinder their progress. Unlike internal difficulties, external challenges are easier to recognize. Unstable internet connection, limited data quota, and inadequate devices are the main obstacles for students trying to practice their English pronunciation using TikTok. This is because TikTok requires a stable internet connection to be used optimally. Without enough data and a stable internet network, practicing English becomes difficult. In addition, a lot of non-educational entertainment content can distract students while learning. But, despite these challenges, there are many ways for students to use TikTok effectively for their learning purposes and they can benefit from the platform.

3. The Opportunities of TikTok as a Media for Learning English Pronunciation

In this section, the results of data collection that have been obtained in the findings section above will be discussed to describe the opportunities students get in practicing English pronunciation using TikTok. Based on the data that has been analyzed, it can be concluded that students show positive perceptions regarding English learning through the TikTok application. Students choose TikTok as their pronunciation learning media because TikTok is a platform that suits the characteristics of Generation Z today. Generation Z tends to choose TikTok over other apps for various reasons. Firstly, they feel the content on TikTok is very creative, short, and interesting, thus making their learning process fun and not monotonous. This is different from conventional learning methods which are often considered boring.

In addition, accessing TikTok is easy and flexible, in line with the characteristics of Generation Z who are dynamic and always connected to technology. They can access a wide variety of desired English learning content anytime and anywhere. This flexibility allows students to learn according to their own time, it helps improve learning efficiency and effectiveness.

The benefits they get are diverse. TikTok not only helps increase their English knowledge but also significantly improves their pronunciation skills. Through various videos featuring native speakers, pronunciation tips, and pronunciation challenges, students can observe and imitate the correct way of speaking. Interacting with varied and engaging content also helps them improve intonation and accent, which are important aspects of language acquisition.

In conclusion, the use of TikTok as a medium for learning English pronunciation offers a variety of promising opportunities for students. Not only make the learning process more fun and engaging, but it also provides a range of significant benefits in English language acquisition, particularly in the aspect of pronunciation. TikTok proves to be an effective and innovative learning tool that can fulfill Generation Z's learning needs and preferences.

From the data discussed above, it can be concluded that learning pronunciation through TikTok shows a good response. Students can improve their English skills, become more confident, and get the correct pronunciation. Despite the many benefits, there are still challenges and obstacles faced by students when accessing TikTok.

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CONCLUSION

Conclusion

Based on the results of the research above, it can be concluded that there are several things related to students' perceptions of practicing English using TikTok. In the following, the researcher describes the conclusions which will be divided into two parts, these are students' perceptions when using TikTok as a medium for practicing English and students' challenges and opportunities in practicing English pronunciation using TikTok.

Students' perceptions when using TikTok as a medium for practicing English pronunciation based on the results analyzed in the previous chapter that TikTok is one of the applications preferred by students to practice English. This is because 58.6% of students feel that it is easy and comfortable when learning pronunciation through TikTok. In addition, 63.8% of students said that the existence of TikTok as a medium for practicing English pronunciation can increase their self-confidence. It can be concluded that students give a positive view of the use of TikTok as a medium for practicing English.

The TikTok application has opportunities that can be felt by students who aim to practice English pronunciation skills. Many benefits are felt by students who want to try new methods of learning pronunciation by utilizing the TikTok application to practice their abilities. Increase self-confidence to find a place to practice English that is relaxed, flexible, and not easily boring. It is also a positive thing that students feel. Therefore many benefits can be felt directly by students.

Behind the challenges that can increase motivation, it turns out that there are some difficulties and obstacles experienced by students, including being easily distracted by entertainment content which causes student unfocusedness, lack of direct feedback in terms of correcting errors in practicing pronunciation so that they have to learn independently by watching and listening to examples from the video until they are correct. In addition, some students still have difficulty finding content that suits their abilities. apart from that, each application has different advantages and disadvantages, as well as TikTok which also has advantages that can be utilized by users who aim to practice their English skills.

This research provides new insights into relevant and effective learning methods for Generation Z, particularly in the context of English pronunciation. The results of this research can serve as one of the references for educators in designing more innovative language learning programmes and applications that suit the needs and preferences of the digital generation. This research also contributes to identifying challenges and opportunities in the application of new technologies in education, which can help in the development of more effective learning strategies in the future.

Suggestions

Based on the findings obtained in this study, the researcher provides the following suggestions:

A suggestion for teachers to note is to allow students to practice their English pronunciation skills while continuing to collaborate between practice and digital technology. Providing an alternative practice that is more flexible and relaxed makes students enjoy it more and improves their ability to learn to pronounce correctly. Teachers also need to correct whether or not the pronunciation is correct because if using TikTok alone the students only learn independently and are not given direct feedback, therefore to know that students have pronounced the right pronunciation the teacher needs to occasionally check how they learn.

Advice for students, if the main goal is to choose TikTok as a medium for learning pronunciation in English, then don't be influenced by the temptations that are felt when accessing it. Choose content that you feel is to your abilities and try to keep practicing repeatedly if you want to get the right pronunciation results. keep in mind that TikTok is an alternative media for practicing

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English pronunciation, so there are still exercises that students still do in class. Use the internet and social media wisely to feel the benefits, because so far many people think that social media is only used for entertainment.

For other researchers, it is recommended to conduct and develop this research by expanding the problems and research participants, focusing more on the problems discussed in further research which are still related to students' perceptions and ways of learning in practicing English pronunciation through TikTok.

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