



STUDENTS' PERCEPTION IN USING TIKTOK AS AN ENGLISH LEARNING MEDIA AT ENGLISH DEPARTMENT OF VICTORY UNIVERSITY SORONG

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ABSTRAK

Penelitian ini mengkaji persepsi mahasiswa tentang penggunaan TikTok sebagai media pembelajaran Bahasa Inggris di Jurusan Bahasa Inggris Universitas Victory Sorong. Tujuan penelitian ini adalah untuk mengeksplorasi bagaimana mahasiswa memandang efektivitas, kelebihan, dan tantangan TikTok dalam mendukung proses pembelajaran Bahasa Inggris mereka. Metode kualitatif deskriptif digunakan dalam penelitian ini. Partisipan adalah mahasiswa Jurusan Bahasa Inggris Universitas Victory Sorong, yang dipilih secara purposive sampling. Data dikumpulkan melalui kuesioner dan wawancara untuk mendapatkan informasi mendalam mengenai pengalaman dan pendapat mahasiswa. Temuan penelitian menunjukkan bahwa sebagian besar mahasiswa memiliki persepsi positif terhadap penggunaan TikTok sebagai media pembelajaran. Mereka percaya bahwa TikTok membantu meningkatkan kosakata, pengucapan, dan keterampilan berbicara mereka melalui video pendek dan menarik. Lebih lanjut, aplikasi ini meningkatkan motivasi dan minat mahasiswa dalam belajar Bahasa Inggris karena fitur-fiturnya yang interaktif dan menghibur. Namun, beberapa mahasiswa melaporkan tantangan seperti masalah koneksi internet, gangguan dari konten yang tidak relevan, dan keterbatasan materi pembelajaran. Kesimpulannya, TikTok dianggap sebagai media pembelajaran yang efektif dan menyenangkan yang mendukung pembelajaran Bahasa Inggris jika digunakan dengan benar. Oleh karena itu, disarankan agar dosen membimbing mahasiswa dalam memilih konten pembelajaran untuk memaksimalkan hasil pembelajaran.

Katakunci: Persepsi mahasiswa, Tiktok, Media belajar Bahasa Inggris

ABSTRACT

This study investigates students' perceptions of using TikTok as an English learning medium at the English Department of Victory University Sorong. The purpose of this research is to explore how students view the effectiveness, advantages, and challenges of TikTok in supporting their English learning process. A descriptive qualitative method was employed in this study. The participants were students from the English Department of Victory University Sorong, selected through purposive sampling. Data were collected through questionnaires and interviews to obtain in-depth information regarding students' experiences and opinions. The findings reveal that most students have positive perceptions of using TikTok as a learning medium. They believe that TikTok helps improve their vocabulary, pronunciation, and speaking skills through short and engaging videos. Furthermore, the application increases students' motivation and interest in learning English because of its interactive and entertaining features. However, some students reported challenges such as internet connectivity issues, distractions from unrelated content, and limited educational materials. In conclusion, TikTok is perceived as an effective and enjoyable learning medium that supports English learning when used properly. Therefore, it is recommended that lecturers guide students in selecting educational content to maximize learning outcomes.

Keywords: Students' perception, TikTok, English learning media



1. INTRODUCTION

English has become a global language used in almost every aspect of modern life, including education, technology, diplomacy, and business. To understand the importance of English in academic and social contexts, it is important to examine how modern scholars define it. English is considered a very important basic competency, especially in the world of education. Mastery of English supports improved learning outcomes and adaptation to digital learning systems through expert systems (Putri et al., 2023).

TikTok has gained immense popularity and is widely used. It features short videos with a maximum duration of 60 seconds. This format of brief videos on TikTok engages students and fosters an enjoyable learning experience as highlighted by (Salsabia et al. 2021). The platform's popularity among users makes it an appealing medium for language learning. Additionally, TikTok offers various interactive features, such as comments and private chats, allowing users to interact with the videos and creators. Moreover, TikTok provides a wide range of special effects that users can utilize to create impressive and captivating videos. These features contribute to TikTok's growing user base and its potential as an effective educational tool. Therefore, considering TikTok's popularity, short video format, and interactive features, it presents a unique opportunity for language learners to enhance their speaking skills and engage in immersive language learning experiences

TikTok can be accessed via mobile phones. TikTok application must adapt to shifting trends and surges at this time. As well as the TikTok app is a social media platform that permits users to publish movies with various video editing features so that they can be customized to their liking. The TikTok application can also be referred to as m-learning because it can be utilized with a mobile phone (Pratiwi, Ufairah, & Sopiah, 2021). TikTok is helpful in supporting the teaching and learning at the classroom. They demonstrated that some pupils' pronunciation has improved as a result of using the TikTok application in learning process (Pratiwi et al., 2021).

TikTok has various benefits that make it one of the most popular social media platforms today. The application serves as a source of entertainment through a wide range of creative content, such as music videos, comedy, and engaging challenges. In addition, TikTok can also be used as an educational medium, as many users share information, tutorials, and knowledge in various fields. TikTok is also an effective promotional platform for individuals and businesses to introduce products and services and to build personal branding. With its user-friendly features and wide audience reach, TikTok encourages users to be more creative and innovative in producing content.

However, the use of TikTok also has several drawbacks that need to be considered. Excessive use can lead to addiction, which may disrupt productivity and daily activities, especially among students. Moreover, there is still content that does not comply with social norms or is inappropriate for certain age groups, as well as the risk of spreading inaccurate information. The short duration of videos can also affect users' ability to concentrate. On the other hand, social pressure and negative comments on the platform may have an impact on users' mental health and self-confidence. Therefore, it is important to use TikTok wisely so that the benefits outweigh the negative effects.

The purpose of this study is to determine whether independent English learning can be facilitated by the TikTok app and how it can be used. Perception is the process by which individuals interpret something in their minds and interact with their surroundings through their five senses. How TikTok can support learning and improve students' English is a matter of student perception.

The title "Students' Perceptions of Use TikTok as an English Learning Media at English Department of Victory University". The students' perceptions of using TikTok videos as media for English learning is the purpose of this research. Therefore, based on the research background above, the researcher wants to know the students' perceptions of TikTok media to increase their motivation in learning English.



The urgency of the study is 'to describe the students perceptions of using tiktok application as media for learning english. And To find out students' perceptions regarding the use of tiktok as a meida for learning Engilsh. Describing English learning using the TikTok application is the aim of this study.

2. THEORETICAL REVIEW

According (Astalini et al., 2021) perception is a form of student assessment of information or learning materials. In this study, perception was used to assess electronic mathematical physics modules based on gender differences. Meanwhile (Uswatunisa & Anastasia, 2022) perceptions are defined as individuals' feelings and thoughts about their experiences, in this case, in practicing speaking English in online classes. This study shows that perceptions can be influenced by anxiety, self confidence, and grammatical difficulties. (Benlahcene et al.,2020) Students' perceptions of student-centered learning can be explained through affective, cognitive, and metacognitive approaches. Positive perceptions emerge when these approaches are applied well in language learning. According to (Rahnev et al 2021) students' perception, their brains do not just passively receive information, but actively interpret and estimate the meaning of learning input based on experience and context a process called probabilistic perception. Students' perception about TikTok is the process of considering their points of view based on their own (hearing and seeing) as a reaction to and interpretation of what they have experienced about the positive and negative impacts of utilizing TikTok videos as media for English learning (Fahdin, R. G. P. 2020).

Perception is divided into two categories: positive and negative. A positive perception is a person's assessment of an object or information viewed from a positive perspective and in accordance with expectations or applicable regulations. This perception arises from a sense of satisfaction, knowledge, and experience with the perceived object.

Conversely, a negative perception is a negative view or assessment of an object or information that is inconsistent with general norms or expectations. Negative perception can be influenced by several factors, including a lack of knowledge, limited individual experience with the object, and dissatisfaction with the object that forms the basis for the perception. Based on this description, it can be concluded that perception, both positive and negative, influences a person's behavior. This is related to how an individual interprets and understands all the information obtained from the observed object.

In essence, attitude is an integration of various components, where according to Baron and Byrne, Myers also states that attitude contains three components that form the attitude structure, namely: Cognitive component (perceptual component), namely the component related to knowledge, views, beliefs, namely things related to how people perceive the object of attitude. Affective component (emotional component), namely the component related to feelings of pleasure or displeasure towards the object of attitude. Pleasure is a positive thing, while displeasure is a negative thing. Conative component (behavioral component or action component), namely the component related to the tendency to act towards the object of attitude. This component shows the intensity of the attitude, namely showing the extent of a person's tendency to act or behave towards the object of attitude.

Media comes from Latin and is a plural form of the word "medium" which means introduction or intermediary. According to the National Education Association in (Sapriyah 2019), the media is a form of communication in audio or print that can be manipulated, seen, heard, and read. Briggs in (Sapriyah alsom 2019) stated that media is any physical tool that can convey messages for students to learn. Meanwhile, Gagne in (Sapriyah 2019) stated that media are various components that can stimulate students to learn.



In general, the types of learning media are divided into: Visual media: visual media is media that can be seen. This media relies on the sense of sight. Examples of visual media such as photos, pictures, comics, sticky pictures, posters, magazines, books, miniatures, props and so on. Audio Media: audio media is media that can be heard. This media relies on the sense of hearing as its channel. For example: voice, music and songs, musical instruments, radio broadcasts, and sound cassettes or CDs and so on. Audio Visual Media: audio visual media is media that can be heard and seen simultaneously. This media moves the senses of hearing and sight simultaneously. For example: drama media, performances, films, television and media that are now mushrooming, namely VCD. Multimedia: multimedia is any type of media summarized into one. For example the internet, meaning apply all available media including learning long distance.

3. RESEARCH METHOD

Qualitative approach with a descriptive research type is the research method. Qualitative research aims to explore in depth the meaning, experience, and perception of research subjects towards a particular phenomenon. In this context, the study focuses on how students interpret and respond to the use of TikTok as a learning media.

Descriptive research is used to provide a systematic overview of students' perceptions of TikTok as a learning tool. This approach is considered relevant because it allows researchers to capture social realities based on the perspectives and experiences of participants directly (Sugiyono, 2022, Creswell, 2021).

4. RESULT AND DISCUSSION

4.1 Overview of Research Location at University Victory of Sorong

The University of Victory Sorong was founded by Mrs. Filiani Marunduri and Mr. Edward Kalami. University Victory Of Sorong is in the construction of Yayasan the Victory Sorong Foundation. The background of the establishment of this college is based on the desire of the founder to provide education and educate the younger generation in the land of Papua. University Victory Of Sorong was founded on June 5, 1992, which at that time was still named Victory Academy Of Sorong. In 2000 the status of the Academy of Victory Sorong was raised to become the Sorong College of Economic Sciences (STIE) which has 3 majors including Accounting, Management, and Development Economics. In accordance with the Decree of the Minister of Education of the Republic of Indonesia Number 93/D/o/2008 precisely on June 5, 2008 the status of STIE Victory then changed to Victory Sorong University with 11 study programs and 5 faculties. The complete address of Victory University Sorong (UNVIC) is Jalan Basuki Rahmat, Km. 11.5, Klasaman Village, East Sorong District, Sorong City, Southwest Papua Province.

4.2 The Research Results

This chapter provided a comprehensive overview of the findings and discussions from the research conducted from English Department students. The primary objective was to address the research questions by presenting the results obtained. The researcher delved into the outcomes of the interviews that were carried out from English Department students. The following sections thoroughly interview findings.

4.2.1 The Research Results of Interview

4.2.1.1 For the Students

The results of the interviews that will be discussed with the questions that the researcher asked to 3 students in each semester the research is taken at University Of Victoty Sorong were interviewed by researchers to obtain accurate data or information related to the research title namely: Student's



Perception In Using Tiktok as an English Learning Media at English Department of University Of Victory Sorong City.

1. First Semester

There were 3 students that the researcher interviewed, and the researcher conducted this interview in the first semester class of the English language education study program.

In general, this interview illustrates that students view TikTok as an interesting, practical, and relevant medium of learning, despite having limitations in terms of material depth and distraction potential. Therefore, TikTok is most effective as a complement to formal learning, not as a substitute.

2. Third Semester

There were 3 students that the researcher interviewed, and the researcher conducted this interview in the third semester class of the English language education study program.

Based on the results of the interview, it is seen that the use of TikTok as a medium of English language learning arises from the student's personal initiative. They began to take advantage of this platform because they are interested in a more relaxed, fun, and more relaxed way of learning. This shows that the initial motivation of students in using TikTok is more informal and independent, not because of academic demands.

In terms of benefits, most students recognize that TikTok helps understand English in terms of vocabulary, listening, and pronunciation. However, these benefits are not always consistent and only effective when combined with other exercises. Thus, TikTok's role is more on strengthening practical aspects than in-depth mastery of the material.

Students also have the hope that TikTok can be integrated in formal learning, for example by providing authentic examples, material variations, or supporting in classroom activities. This expectation shows that students see TikTok not as a substitute for formal learning methods, but rather as an innovative tool to increase motivation and variety in the learning process.

In addition, students mention some of the educational TikTok accounts that they follow regularly. This indicates that they already have informal references that are considered useful. However, this condition also confirms the importance of digital literacy, because not all accounts provide accurate content and according to academic standards. Therefore, the role of educators becomes important in providing credible account recommendations and relevant to learning needs.

In all, interview results show that students view TikTok as an interesting, practical, and relevant medium to support English language learning, despite certain limitations. With proper management, TikTok can be used as a complement to formal learning, especially to increase the motivation, engagement, and exposure of English in an authentic manner.

Here are some reasons why some students disagree with the use of TikTok as a medium of English learning (English learning media):

1. Content is not always educative.

Many learners argue that the TikTok algorithm is more accentuating entertainment than education, making it difficult to find content that is really relevant for learning English. This makes the learning process unfocused and less purposeful.

2. Disturbance and high distraction.

TikTok is designed to attract attention through short videos and scrolling endlessly. As a result, learners are easily distracted and have difficulty maintaining concentration while trying to learn through these platforms.



3. The duration of the video is too short.

Short video formats limit the depth of the material. As a result, students only get a small piece of knowledge without a thorough explanation, making their understanding superficial.

4. Reliance on entertainment.

Due to its pleasant nature, some learners can become more focused on their entertainment than in terms of learning, so the effectiveness of this medium to learn English becomes low.

4.2.2 The Research Results of Documentation

The result of documentation that researcher obtained when conducting observation and interviews, University Of Victory Sorong City, for semester firsts, third and fifth. I took photos during interviews in every semester 1, 3 and 5 in the English language education study program.

4.3 Discussion

The research results show that TikTok has great potential as an innovative and engaging English language learning medium. Its short, creative, and accessible content makes students more enthusiastic about learning. This aligns with research that found TikTok effective in improving vocabulary, pronunciation, and confidence in speaking English (Dwipa et al., 2024).

Several weaknesses have also been identified, such as TikTok's focus on entertainment rather than education. Students tend to be distracted by non-academic content, so learning effectiveness depends on their ability to manage their time and select relevant content.

In general, this study confirms that TikTok can be used as a supporting medium for English language learning, but it cannot completely replace formal learning methods. Integrating TikTok with classroom learning and the role of teachers in guiding the use of this medium are crucial for optimal learning outcomes.

Students feel that TikTok is able to provide a fun, monotonous, and accessible learning experience. Short and creative content makes the learning process more interesting so as to increase motivation to practice English. Students judge that English-language content on TikTok is relevant and beneficial for improving language competence. TikTok is considered an effective additional medium for learning outside the classroom because it can help strengthen the understanding of grammar, vocabulary, and listening skills. Although the majority of positive perceptions, some students mention the existence of obstacles such as distractions due to entertainment content, limited time in listening to the material, as well as privacy issues when creating their own content. This shows the need for guidance in utilizing TikTok optimally as a medium of learning.

These results confirm that TikTok has the potential to be an effective supporting medium in English language learning. Lecturers and teachers can take advantage of educational content on TikTok or encourage students to create creative content related to English. It not only improves language skills, but also trains creativity, confidence, and student communication skills.

From the interview it was also revealed that students benefited in the form of increased vocabulary, listening, and understanding of daily expressions. TikTok is considered to provide authentic content that is relevant to real life, thus helping students understand the use of English in informal and formal contexts. These results are in line with previous research that mentions that TikTok is effectively used as an additional source of material to support English learning outside the classroom.



5. CONCLUSION

Based on the research results and discussions regarding student perceptions of using the TikTok app as an English language learning medium, the following conclusions can be drawn:

1. **Student Perception Tends to Be Positive**
Most students have a positive perception of TikTok as an English language learning medium. They consider the app engaging, easily accessible, and suited to the learning styles of the digital generation.
2. **TikTok Helps Student's to Improve Language Skills**
TikTok contributes to improving students' vocabulary, pronunciation, and speaking skills. Short videos with authentic models make it easier for students to imitate pronunciation and expand their vocabulary.
3. **Increased Motivation and Learning Independence**
TikTok can increase student motivation and engagement in learning. Interactive features such as duets and comments encourage students to become more confident using English in real-life contexts.
4. **Barriers to Using TikTok**
Despite positive perceptions, there are barriers such as distractions from entertainment content, limited internet access, and a lack of systematic material structure. These factors can impact TikTok's effectiveness as a learning medium.
5. **Potential as a Supporting Medium, Not a Replacement**
TikTok has great potential as a supplementary learning medium, but it cannot completely replace formal learning methods. Integration with classroom learning strategies is still necessary to maximize learning outcomes.

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