

**TIKTOK AS A MEDIUM FOR LEARNING ENGLISH PRONUNCIATION:
EXPLORING THE PERCEPTIONS OF UNIVERSITY STUDENTS**

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ABSTRACT

This research examines university students' perceptions of TikTok as a medium for learning English pronunciation. The research was conducted due to the increasing use of social media platforms in language learning and the limited studies focusing on students' perceptions of TikTok specifically for pronunciation practice. A quantitative research design was employed, and data were collected through a closed-ended questionnaire adapted based on previous research and developed based on the Technology Acceptance Model (TAM), which includes Perceived Usefulness (PU), Perceived Ease of Use (PE), and Attitude Toward Using (ATU). The participants were 66 fourth-semester students of the English Department at Universitas Riau who actively use TikTok. The collected data were analyzed using descriptive statistical analysis, particularly mean score calculation. The findings reveal that students' perceptions across all three TAM indicators fall within the High category. The results indicate that students perceive TikTok as useful in supporting pronunciation learning through its short videos, clear audio input, visual demonstrations, and interactive features. TikTok is also perceived as easy to use and accessible content, which allows students to practice pronunciation efficiently. In addition, students demonstrate positive attitudes toward using TikTok, showing motivation, enjoyment, and willingness to incorporate the platform into their pronunciation learning activities. Overall, the findings suggest that TikTok is perceived as a beneficial, user-friendly, and well-accepted supplementary medium for learning English pronunciation in higher education contexts.

Keywords: *english pronunciation, students' perception, technology acceptance model, tiktok*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji persepsi mahasiswa terhadap penggunaan TikTok sebagai media pembelajaran pengucapan bahasa Inggris. Penelitian ini dilatarbelakangi oleh meningkatnya penggunaan media sosial dalam pembelajaran bahasa dan terbatasnya studi yang berfokus pada TikTok untuk latihan pengucapan. Penelitian ini menggunakan desain kuantitatif dengan kuesioner tertutup berdasarkan *Technology Acceptance Model* (TAM) yang meliputi Perceived Usefulness (PU), Perceived Ease of Use (PE), dan Attitude Toward Using (ATU). Partisipan penelitian adalah 66 mahasiswa semester empat Program Studi

Pendidikan Bahasa Inggris Universitas Riau yang aktif menggunakan TikTok. Data dianalisis menggunakan statistik deskriptif melalui perhitungan nilai rata-rata. Hasil penelitian menunjukkan bahwa persepsi mahasiswa pada ketiga indikator TAM berada dalam kategori tinggi. Mahasiswa menilai TikTok bermanfaat, mudah digunakan, dan mendukung latihan pengucapan melalui video pendek, audio yang jelas, serta fitur interaktif. Selain itu, mahasiswa menunjukkan sikap positif terhadap penggunaannya. Temuan ini menunjukkan bahwa TikTok merupakan media pendukung pembelajaran pengucapan yang efektif dan diterima dengan baik dalam pendidikan tinggi.

Kata kunci: pengucapan bahasa inggris, persepsi mahasiswa, technology acceptance model, tiktok

A. Introduction

Pronunciation plays a vital role in spoken communication, as it enables speakers to convey meaning clearly and minimizes the risk of misunderstanding. Accurate pronunciation enhances intelligibility and contributes significantly to learners' overall speaking proficiency (Pourhossein, 2016; Yudar et al., 2020). Consequently, pronunciation mastery is a fundamental component of English language learning, particularly for university students who are required to communicate effectively in both academic and professional contexts.

The rapid advancement of digital technology has expanded language learning beyond traditional classroom settings into mobile-assisted and social media-based environments. One platform that has recently

attracted considerable attention is TikTok, a short-video social media application that is widely used among university students. Although initially developed for entertainment purposes, TikTok has gradually emerged as a potential educational medium by offering accessible, engaging, and interactive content that supports flexible learning anytime and anywhere (Fitria, 2022).

TikTok provides several distinctive features that make it particularly suitable for pronunciation learning. Its short, repetitive video format, combined with features such as voice-over, text-to-speech, auto-captions, duet, and stitch, enables learners to imitate native speakers, practice stress and intonation patterns, and receive immediate feedback through comments and peer interaction. These interactive

affordances encourage active learning and may enhance learners' motivation and confidence to practice pronunciation beyond formal classroom instruction.

Previous studies have indicated that numerous TikTok content creators produce English learning materials, including pronunciation-focused content such as phonetic explanations, pronunciation tips, and speaking challenges (Dakhi & Fitria, 2019; Warini et al., 2021). High levels of student engagement with such content suggest that TikTok can function as an effective supplementary learning tool. Preliminary observations among fourth-semester English Department students at Universitas Riau further revealed that most students actively use TikTok, highlighting the platform's strong presence and its potential relevance for pronunciation learning.

Despite the increasing integration of TikTok into educational contexts, empirical research examining university students' perceptions of TikTok specifically as a medium for learning English pronunciation remains limited. Students' perceptions are crucial, as perceived usefulness and motivational

value strongly influence the acceptance and effectiveness of digital learning tools. Therefore, this study aims to investigate university students' perceptions of TikTok as a medium for enhancing English pronunciation, with particular emphasis on its perceived usefulness and motivational impact.

B. Research Methodology

This research employed a quantitative survey design to examine university students' perceptions of TikTok as a medium for learning English pronunciation. The participants were 66 fourth-semester students from the English Study Program at Universitas Riau, selected through purposive sampling based on their experience with pronunciation learning and TikTok usage. Data were collected using a closed-ended questionnaire consisting of 21 items adapted from the instruments developed by Simanungkalit and Katemba (2023), Silaban and Marpaung (2024), Laili (2023) and developed based on the Technology Acceptance Model (TAM), covering perceived usefulness, perceived ease of use, and attitude toward using

TikTok. All items were measured using a five-point Likert scale.

The questionnaire was distributed online via Google Forms, and responses were analyzed using descriptive statistics with the assistance of Microsoft Excel and SPSS version 25. The interpretation of mean scores followed the Likert scale classification proposed by Hadiyanto (2019), as shown in Table 1.

Table 1. Interpretation of Mean Scores

Level	Category	Score Range
1	Very Low	1.00 – 1.80
2	Low	1.81 – 2.60
3	Medium	2.61 – 3.40
4	High	3.41 – 4.20
5	Very High	4.21 – 5.00

The Table 1 shows the average score criteria categorized into five categories: very low, low, medium, high and very high. If the average score is high, then students have a positive perception. Conversely, if the average score is low, then students have negative perceptions.

C. Research Finding and Discussion

This section presents the findings of the study on university students' perceptions of TikTok as a medium for learning English pronunciation. The questionnaire

consisted of 21 items measured on a five-point Likert scale and categorized into three indicators of the Technology Acceptance Model (TAM): Perceived Usefulness (PU), Perceived Ease of Use (PE), and Attitude Toward Using (ATU).

a. Perceived Usefulness

Perceived Usefulness refers to students' perceptions of how useful TikTok is in supporting English pronunciation learning. This indicator consists of seven items focusing on the effectiveness of TikTok features, accessibility of pronunciation materials, and its contribution to students' pronunciation improvement. The findings presented in Table 2 indicate that most respondents selected agree and strongly agree, reflecting positive perceptions toward TikTok's usefulness as a learning medium.

Table 2. The Findings of Perceived Usefulness

No	Statement	Mean	Category
1	TikTok videos help me learn new English pronunciation rules efficiently.	3.93	High
2	Auto-captions on TikTok help me understand correct English pronunciation.	3.75	High
3	Educational hashtags on TikTok help me	3.65	High

	find relevant pronunciation practice materials easily.		
4	TikTok enhances my understanding of how to pronounce English words correctly.	4.10	High
5	TikTok helps me improve my pronunciation skills more effectively than other online resources.	3.48	High
6	The combination of visual and audio content on TikTok supports my progress in practicing pronunciation.	4.10	High
7	The comment section on TikTok allows me to ask questions and receive feedback, helping me improve pronunciation.	3.69	High

Based on the Table 2, all statements under the Perceived Usefulness indicator fall into the *High* category, with mean scores ranging from 3.48 to 4.10. The highest mean scores were found in the statements *“TikTok enhances my understanding of how to pronounce English words correctly”* and *“The combination of visual and audio content on TikTok supports my progress in practicing*

pronunciation” (M = 4.10), indicating that students strongly perceive TikTok’s audio–visual features as beneficial for pronunciation learning. Meanwhile, the lowest mean score was recorded in the statement *“TikTok helps me improve my pronunciation skills more effectively than other online resources”* (M = 3.48). Although this score remains within the High category, it suggests that some students view TikTok as a complementary rather than superior learning resources. Overall, the average mean score across all items confirms that students perceive TikTok as a useful and supportive tool for improving English pronunciation, particularly as an accessible and engaging supplementary learning medium.

b. Perceived Ease of Use

Perceived Ease of Use describes students’ perceptions of how easy and convenient TikTok is to use for learning English pronunciation. This indicator consists of seven items addressing platform navigation, clarity of features, ease of accessing content, and flexibility in pronunciation practice. As shown in Table 3 the majority of respondents expressed agreement with the statements,

indicating favorable perceptions of TikTok’s usability.

Table 3. The Findings of Perceived Ease of Use

No	Statement	Mean	Category
8	TikTok is easy to navigate when searching for pronunciation videos and materials.	4.00	High
9	Learning pronunciation through TikTok requires minimal effort.	3.37	Medium
10	TikTok’s features (captions, audio playback, Duet/Stitch) make pronunciation practice simple.	3.78	High
11	I can quickly find the content I need for pronunciation learning using educational hashtags.	3.84	High
12	The comment section on TikTok is easy to use for asking questions and interacting.	3.65	High
13	TikTok allows me to repeat and practice pronunciation easily.	3.98	High
14	TikTok is user-friendly for learning English pronunciation.	4.01	High

Based on the Table 3, six out of seven statements under the Perceived Ease of Use indicator fall into the *High* category, with mean scores ranging from 3.65 to 4.01, while one statement falls into the *Medium* category. The

highest mean score was found in the statement “*TikTok is user-friendly for learning English pronunciation*” (M = 4.01), indicating that students generally perceive the platform as easy to operate for pronunciation learning. In contrast, the lowest mean score appeared in the statement “*Learning pronunciation through TikTok requires minimal effort*” (M = 3.37), suggesting that some students still experience challenges in maintaining focus or selecting appropriate learning content. Overall, these results indicate that TikTok is perceived as an accessible and easy-to-use platform that effectively supports pronunciation learning despite requiring a certain level of learner effort.

c. Attitude Toward Using

Attitude Toward Using reflects students’ overall feelings, acceptance, and willingness to use TikTok as a medium for learning English pronunciation. This indicator comprises seven items related to frequency of use, enjoyment, motivation, flexibility, and willingness to recommend TikTok for pronunciation learning. The results in Table 4 show that most respondents

demonstrated positive attitudes toward using TikTok.

Table 4. The Findings of Attitude Toward Using

No	Statement	Mean	Category
15	I frequently use TikTok to learn English pronunciation.	3.54	High
16	I often mimic the pronunciation of TikTok content creators.	3.89	High
17	TikTok allows me to practice pronunciation anytime and anywhere.	3.93	High
18	I follow English-learning accounts on TikTok to improve my pronunciation.	3.74	High
19	I enjoy using TikTok to practice English pronunciation regularly.	3.62	High
20	I believe TikTok is an effective tool for improving pronunciation skills.	3.66	High
21	I would recommend TikTok as a pronunciation learning tool to my friends.	3.62	High

Based on the Table 4, all statements under the Attitude Toward Using indicator fall into the *High* category, with mean scores ranging from 3.54 to 3.93. The highest mean scores were found in the statements *“TikTok allows me to practice pronunciation anytime and anywhere”*

(M = 3.93) and *“I often mimic the pronunciation of TikTok content creators”* (M = 3.89), indicating that students value TikTok’s flexibility and its role in providing pronunciation models. Meanwhile, the lowest mean score was recorded in the statement *“I frequently use TikTok to learn English pronunciation”* (M = 3.54). Although this item shows the lowest score within the indicator, it still reflects a positive attitude toward using TikTok for pronunciation learning. Overall, the average mean score suggests that students demonstrate favorable attitudes and strong acceptance of TikTok as a supportive tool for practicing English pronunciation.

Overall, the research results indicate that all three TAM indicators are classified in the High category. The findings indicate that Perceived Usefulness (PU) achieved a high overall mean score (M = 3.82), suggesting that students perceive TikTok as beneficial in supporting their pronunciation learning. The highest mean score was obtained from the item related to understanding correct pronunciation (M = 4.10), indicating that TikTok’s multimodal features—such as short videos, clear audio input, captions, and visual

demonstrations—help learners comprehend pronunciation patterns more effectively. This supports Davis' (1989) notion that technology is more likely to be accepted when users believe it enhances their performance. In this context, students evaluate TikTok as a learning technology that facilitates pronunciation practice rather than merely an entertainment platform. This finding is consistent with previous studies reporting improvements in pronunciation accuracy and awareness through TikTok-based learning (Sun & Zhang, 2022; Novitasari, 2023). Therefore, TikTok functions as a supportive resource that provides accessible and repeated pronunciation input for learners.

Perceived Ease of Use (PE) also recorded a high overall mean score ($M = 3.81$), indicating that students generally find TikTok easy and convenient to use for pronunciation learning. Features such as search tools, personalized recommendations, captions, and replay options reduce learning effort and allow students to engage with pronunciation content efficiently. This result aligns with TAM theory, which emphasizes that ease of use plays a significant role in

technology adoption (Davis, 1989; Venkatesh & Davis, 2003). Previous studies similarly found that social media platforms are perceived as accessible and manageable tools for language practice (Afidah et al., 2021; Cajamarca, 2022). Although one item showed a moderate mean score, some students may have difficulty maintaining focus due to entertainment content and short video duration on TikTok. This indicates that TikTok cannot be considered a superior learning medium, as short videos may limit learning depth and increase distraction (Oanh, 2025; Alfatih et al., 2024).

The Attitude Toward Using (ATU) indicator also fell within the High category ($M = 3.72$), indicating students' positive attitudes toward using TikTok for pronunciation learning. Students expressed enjoyment, willingness to imitate pronunciation models, and interest in continuing to use TikTok as part of their learning routines. According to TAM, positive attitudes are shaped by perceptions of usefulness and ease of use, which influence learners' intention to adopt a technology (Davis, 1989; Venkatesh & Bala, 2008). The results of this study confirm this

relationship, as favorable perceptions of TikTok's functionality and usability contribute to positive learner attitudes. This finding is supported by previous research showing that TikTok increases learner engagement and motivation in English learning contexts (Hafizh, 2025).

Based on the results, the findings demonstrate that TikTok aligns well with the core assumptions of the Technology Acceptance Model. Students perceive TikTok as useful, easy to use, and positively received as a medium for learning English pronunciation. The consistent High classifications across all TAM indicators suggest that TikTok has strong potential as a supplementary platform for pronunciation learning, particularly in higher education contexts where learners are already familiar with digital and social media environments. In this research, TikTok is mainly used by students to watch English-learning videos that focus on pronunciation materials, including phonetic sounds, word stress, rhythm, and intonation, presented through short instructional videos created by pronunciation-focused content creators. Through watching these pronunciation-focused videos,

students are able to observe pronunciation models and practice independently. Therefore, student can utilize TikTok as a supportive learning medium that complements classroom instruction and helps students develop their pronunciation skills through accessible audio-visual materials.

However, TikTok cannot be considered a superior learning medium, as its short video duration may limit the depth of learning materials and reduce students' concentration during the learning process. Furthermore, the platform contains various types of entertainment content that may distract students from focusing on pronunciation learning materials.

D. Conclusion

This research investigated university students' perceptions of using TikTok as a medium for learning English pronunciation, involving 66 fourth-semester students of the English Department at Universitas Riau. Guided by the Technology Acceptance Model (TAM), the analysis focused on three key indicators: Perceived Usefulness (PU), Perceived Ease of Use (PE), and Attitude Toward Using (ATU). The

results of the descriptive statistical analysis showed that all three indicators were classified in the High category, indicating a strong level of acceptance toward TikTok as a pronunciation learning medium. Students perceived TikTok as useful and easy to use due to its short instructional videos, clear audio, visual pronunciation models, and easy access to learning materials, which helped them understand English pronunciation features such as sounds and pronunciation patterns.

In conclusion, the findings indicate that TikTok is positively perceived as a supportive medium for learning English pronunciation. Students showed favorable attitudes toward using TikTok by watching pronunciation-focused videos and practicing pronunciation independently. However, TikTok cannot be considered a superior learning medium, as the short duration of videos may limit the depth of learning materials and may also reduce students' learning focus. Therefore, TikTok is better viewed as a supplementary tool that supports pronunciation learning, particularly in higher education contexts where

students are familiar with digital learning environments.

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