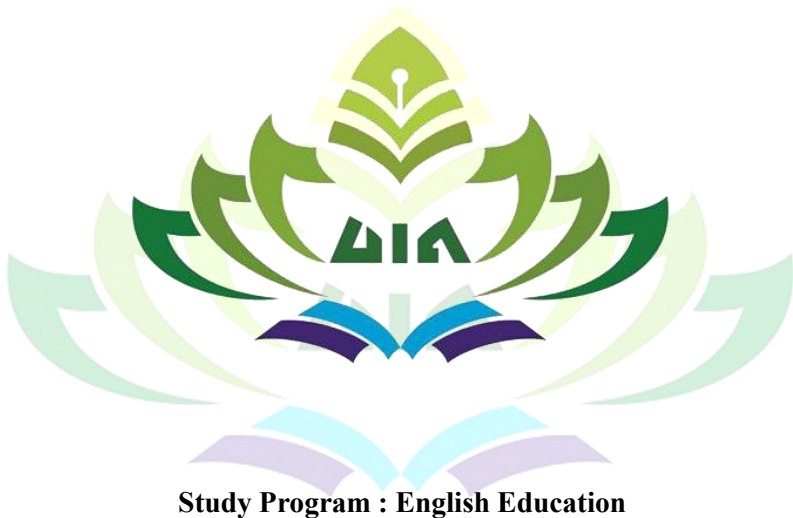


**STUDENTS' PERCEPTIONS ABOUT THE USE OF TIKTOK
FOR IMPROVING PRONUNCIATION IN SPEAKING
ENGLISH AT UIN RADEN INTAN LAMPUNG**

A Thesis

By:

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**TARBIYAH AND TEACHER TRAINING FACULTY
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UNIVERSITY LAMPUNG
1448 H / 2026 M**

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FOR IMPROVING PRONUNCIATION IN SPEAKING
ENGLISH AT UIN RADEN INTAN LAMPUNG**

A Thesis

Submitted as a Partial of the Requirements for S1-Degree

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ABSTRACT
STUDENTS' PERCEPTIONS ABOUT THE USE OF TIKTOK
FOR IMPROVING PRONUNCIATION IN SPEAKING
ENGLISH AT UIN RADEN INTAN LAMPUNG

Social media has become an increasingly influential part of daily life, particularly in the ways individuals' access and engage with information. According to IDN Media data (2024) TikTok was the second-most widely used application in Indonesia. Beyond its primary function as an entertainment platform, it has increasingly been used to educate whether formal or informal learning. The study was conducted because TikTok provides short and engaging English content that support students' pronunciation learning, while students' perceptions of its use specifically for pronunciation need to be understood.

This study employed descriptive quantitative research design using a survey method. The data were collected through a questionnaire consisting of 18 valid and reliable statements using a five-point Likert scale from Strongly Agree and Strongly Disagree. The sample consisted of 92 students from the English Education Study Program academic year 2024/2025 at UIN Raden Intan Lampung, with 23 students selected from each of semesters 2, 4, 6, and 8 through stratified random sampling. The data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation.

The results showed that students generally had a positive perception of using TikTok to support English pronunciation learning. The ten indicators were categorized as Good or Very Good. The highest mean score was found in Self-Awareness at 4.36, indicating that TikTok helped students become more aware of their pronunciation errors. Meanwhile, Media Accessibility had the lowest mean score at 3.59, although it was still categorized as Good. Therefore, TikTok was positively perceived by students as a supporting medium for learning English pronunciation in speaking.

Keywords: Students' Perception, TikTok, English Pronunciation, Descriptive Quantitative

DECLARATION

The researcher identifies the undersigned below:

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Bandar Lampung, 28 July 2026

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MOTTO

وَلَسَوْفَ يُعْطِيكَ رَبُّكَ فَتَرْضَىٰ ﴿٥﴾

“And your Lord is going to give you, and you will be satisfied.”

(QS. Ad-Duhaa 93:5)

(<https://quran.com/id/93/5>)



DEDICATION

In the name of Allah, the Most Gracious, the Most Merciful. We offer all praise and gratitude to the presence of Allah who has given us strength, patience and fortitude so that this thesis can be completed. Shalawat and greetings may always be poured out on the Prophet Muhammad SAW, now and forever. With deep sincerity, I would like to dedicate this thesis to:

1. My parents, Mr. Sri Hartono and Mrs. Sumiyatun, who did the hard works and pushing all the efforts for education since I was a kid, it is such a big gratitude to realize I live with this privilege of studying.
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4. Almamater UIN Raden Intan Lampung. Feeling proud that I get to learn a lot of things not only academic, but also the people and environment of the green campus.

CURRICULUM VITAE

The researcher's full name is Titaniva Harton Kasrath with a nickname "Tita", she was born in Bekasi on 25 May 2003. She has an older sister that makes her the youngest in the family.

She began her formal education at the age of 5 in SDN Satria Jaya 03 along with going to TPA, that moment she already learn to read both in English and Arabic, the language learning continued because she was part of bilingual class (English-Arabic) in MTsN 1 Kota Bekasi and graduated from SMAN 3 Tambun Selatan in 2020, In the same year, she was accepted as an undergraduate student at the State Islamic University (UIN) Raden Intan Lampung, majoring in English Education.

During her study, the researcher was a very active student, she began joined UKM Bahasa in her first year and later in the second year joined Ikatan Mahasiswa Jabodetabek Lampung and that's the time she always busy until the night comes, studying, volunteering, doing project sometimes filled her weekend by joining event, like course or bimtek. In her third year she got trusted to be Secretary General in UKM Bahasa along with getting accepted to a fully funded KKN International to Thailand from LP2M but sadly it collided with her acceptance as BIB MOSMA Study Exchange to USA; that made her the only awardee from the campus. The afterwards of spending 1 semester abroad, she still has ambitions to follow Internship in Humas UIN RIL, she takes part in helping to run a program that associated with Humas UIN RIL such as content creating and writing, she also takes part in campus accreditation with other selected students, afterwards she got offered many opportunities including being a speaker both live and online even in local radio RRI Lampung, work as a presenter for podcast, teaching English as well. The researcher hopes the skill and all the experiences will have impact on the surroundings and her future life.

Bandar Lampung, 28 July 2026

The researcher,

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The researcher is aware of the many parties who provided support and assistance during the completion of this research and final assignment. Therefore, the researcher would like to express her gratitude to all parties who have helped and provided moral and material support. The researcher would like to express her special thanks to:

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9. To all the research participants who have dedicated their time and energy to participating

May Allah SWT reward you all with good deeds. Finally, nothing is perfect, nor is this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, 28 July 2026
The researcher,

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CHAPTER I

INTRODUCTION

A. Title Confirmation

Title confirmation is crucial to assert and elaborate on the words related to the title of this research. The research entitled “Students’ Perceptions about the Use of TikTok for Improving Pronunciation in Speaking English at UIN Raden Intan Lampung” Thus, the researcher described the terms that were contained in this paper as follows:

Student Perception is a process of understanding something, a situation or an experience. This involves how students interpret the information they receive, and form opinions or judgements based on their comprehension. Students’ perceptions are highly subjective and can be influenced by multiple factors such as past experiences, motivation, technological familiarity, and social interaction. For example, if students have previously used TikTok for entertainment, their perception of its use in learning may be shaped by their prior experiences with the app’s content, ease of access, and visual appeal. In educational research, understanding perception is essential because it can inform how a particular method or tool is received and utilized by learners. In the context of language learning, perception becomes a lens through which students interpret their exposure to English sounds, pronunciation patterns, and speaking models presented in short-form video content.

TikTok application is a social media platform that allows users to create, share, and watch short videos. TikTok media is an exciting and practical application because it helps increase students' confidence in speaking when learning English with increased scores compared to not using the application. Since *speaking* involves the ability to produce spoken language clearly, and *pronunciation* is a key component of that clarity, this research highlights how TikTok may help improve both. Thus, this title reflects the goal of identifying how students perceive the use of

TikTok in improving their English pronunciation through speaking practice.

B. Background of the Problem

In today's digital era, social media has become an inseparable part of daily life, especially among young people. One of the fastest-growing platforms is TikTok, initially known for entertainment purposes but now increasingly recognized for its educational potential. Many users are now engaging with TikTok not only for leisure but also to access learning materials, including English language content.

According to phenomenon from an article on [Indonesiana.id](https://indonesiana.id) "Pengaruh TikTok dalam Pembelajaran Bahasa Inggris" TikTok provides a wide range of educational videos that are engaging and easy to understand. This format helps increase learners' motivation to study English, particularly because of its visual appeal and short duration. As TikTok is dominated by a global audience, the platform naturally includes vast amounts of English content, positioning English as a functional lingua franca for learning and communication across borders.

From the perspective of language learning theory, the Audio-Lingual Method by Richards and Rodgers (2014) emphasizes repetition and reinforcement in language acquisition. TikTok's format of short, looping videos aligns with this method, giving learners repeated exposure to authentic pronunciation models.

Developing strong English-speaking skills remain a crucial objective for students worldwide. Traditionally, language acquisition has relied heavily on textbooks and classroom instruction. These methods provide a structured foundation, but they can sometimes lack the dynamism and engagement to motivate students, particularly in the age of rapid technological development, whereas technology has an important role not only in daily life, but it reaches an educational field. It is the era when our lives are surrounded by devices and connected to the world through the internet and social media.

Furthermore, Mohamad (2020) stated that the 21st-century is mostly filled by Generation Z or often called as Gen-Z are using information and communication technology (ICT) for their learning. Born in the age of digital era (1997 – 2012), these generations are usually proficient in using and playing the social media activities since they don't want to miss the latest popular information. Based on IDN Media data (2024, p. 29-31) the majority of 602 Gen Z from their survey spends approximately around 1 to 6 hours on social media in the daily life and TikTok is in the second place of most frequently used platform, it captured the attention of 36% of female and 29% of male respondents. The popularity of TikTok allows many users, especially young people, to take advantage of this platform to obtain information and knowledge that is packaged clearly through TikTok content.

Currently, many users especially students, use TikTok not only to access entertainment but also educational content, including short videos related to English learning. There are many content creators who provide English learning content, such as pronunciation, speaking challenge, grammar quiz, common mistakes, and so on. Hashtags used for English Learning topics on the platform include #learnenglish (over 1 billion posts), #funenglish (12,300 posts), #englishlesson (336,000 posts), and #pronunciation (147,600 posts) illustrate the growing trend of using this platform for language learning.

In line with the rapid growth of digital platforms, TikTok has increasingly attracted attention from language educators due to its potential to support microlearning and student engagement. Unlike traditional learning environments, TikTok videos are short, visually stimulating, and often use authentic spoken language, which may offer a more accessible model for learners seeking to improve their pronunciation. Fitria (2023) explores TikTok's utility as a medium for language learners, emphasizing its effectiveness in teaching pronunciation. The study highlights that TikTok's short-form videos, featuring clear audio and visual cues, can aid learners in acquiring proper pronunciation skills. Similarly, Jah et al (2024) discuss the pedagogical benefits of TikTok in English language learning. They note that TikTok's

multimodal content—combining text, audio, and visuals—can enhance learners' motivation and autonomy. The platform's informal and entertaining nature reduces learning anxiety, making it an effective medium for language acquisition.

From a psychological perspective, motivation and perception significantly influence learning outcomes. When students perceive a tool like TikTok as useful or relevant, they are more likely to interact with it in a meaningful way. According to Robbins perception is “the process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. These theoretical perspectives suggest that if students perceive TikTok as effective for learning pronunciation, they are more likely to actively engage with pronunciation-based content on the platform.

Given the increasing educational role of TikTok and the importance of pronunciation in speaking, it becomes relevant to explore how students perceive this platform specifically in the context of pronunciation practice. Understanding students' perceptions may reveal insights into how social media platforms are integrated into language learning behavior and whether they contribute positively to the development of speaking skills — particularly pronunciation, which often receives less instructional time compared to other language components.

Although previous studies have explored the use of TikTok in the context of English language learning, most of them remain broad in scope or lack theoretical depth. The study by Novitasari and Addinna (2022) investigated TikTok for learning English in general, without focusing on any specific skill area such as pronunciation. Likewise, Sarkila et al. (2024) examined TikTok's role in learning speaking, but pronunciation was not highlighted as a separate linguistic element, and key aspects like stress, intonation, and sound awareness were not discussed in detail. Meanwhile, research by Silaban and Marpaung (2024) did address pronunciation using a quantitative method, but it did not apply specific theories of perception and offered limited analysis regarding how TikTok's features influence pronunciation development.

In contrast, previous studies have explored the use of TikTok in English language learning, including its potential to support pronunciation learning. However, many studies have focused on the effectiveness or implementation of TikTok as a learning tool. Therefore, there is still a need to examine how students perceive TikTok as a supplementary medium for supporting English pronunciation practice, particularly in speaking. In this context, the present study focuses on students' perceptions of the use of TikTok for English pronunciation learning among students at UIN Raden Intan Lampung.

C. Identification and Limitation of the Problems

Based on the background of the problems that have been described, the researcher identified the problems as follows:

1. Students may imitate pronunciation from TikTok content, but the effectiveness of this habit in enhancing actual pronunciation skills remains unclear.
2. While TikTok contains a large amount of English educational content, especially pronunciation videos, students may not be consciously utilizing this content as a learning tool but only as an entertainment.

Therefore, the researcher limited the discussion to students' perception and did not measure actual improvement in pronunciation skills. Also, the aspect of speaking skills discussed in this research was narrowed down specifically to pronunciation, and did not cover other sub-skills such as fluency, intonation, or vocabulary use in speaking. The data in this study were collected using a questionnaire and analyzed descriptively, other methods such as experimental design or pronunciation testing were not included; the questionnaire was filled by students from 2nd, 4th, 6th and 8th semester of English Education program at UIN Raden Intan Lampung in the academic year of 2024/2025 who actively used TikTok application.

D. Problem Formulation

Based on the previous background and problem above, the problems of this research are:

1. How do students at UIN Raden Intan Lampung perceive the effectiveness of TikTok for improving their pronunciation in speaking English?
2. In what ways do students at UIN Raden Intan Lampung believe TikTok's content and features can contribute to their improvement of pronunciation in speaking English?

E. Objective of the Research

The researcher concludes the purpose of this study from the formulation of the problem above as follows:

1. To investigate how students at UIN Raden Intan Lampung perceive the use of TikTok for improving pronunciation in speaking English.
2. To analyze the specific aspects of TikTok that students find beneficial for improving pronunciation in speaking English.

F. Significance of the Research

Significance of the Research the following are the implications of the research which are determined by the reasons for conducting it:

1. Theoretical benefit

This study can be used as a helpful reference for future research on how students' perceptions about using TikTok to improve their English pronunciation. The findings can help researchers evaluate the effectiveness TikTok for this purpose and contribute valuable insights to the field of technology-assisted language learning.

2. Practical benefit

The research findings can be beneficial for English language teachers at UIN Raden Intan Lampung. By understanding how students perceive TikTok's potential to improve pronunciation, teachers can explore incorporating relevant TikTok content or strategies into their teaching

methods. This can potentially lead to more engaging and effective pronunciation practice for students.

G. Relevance Research

It is determined some of the relevancy of the research as follows this time:

Firstly, Silaban et al. (2024) on the research entitled “Students’ Perceptions of Using TikTok Application in Improving Pronunciation”. This research applied a quantitative descriptive method, and the data were collected using a closed questionnaire consisting of 30 Likert-scale statements, involving 84 students from various study programs at Universitas Advent Indonesia. The results of this research showed that 45% of students agreed TikTok is an effective tool for learning pronunciation, indicating a positive perception of its role in supporting pronunciation practice.

Secondly, research entitled “The Influence of TikTok Videos in Increasing Students’ Pronunciation Ability” by Safila, Quthny, & Zainuddin (2023). The purpose of this research is to find how TikTok videos impact on students’ English pronunciation. The method used was quasi-experimental research involved by 40 students from MAN 2 Probolinggo, divided equally into an experimental and control group. The experimental group used TikTok videos as a learning medium, while the control group employed traditional learning strategies. The findings revealed the post-test scores of the experimental group were notably higher with significant improvement, as evidenced the mean value in the experiment class was 85.40 and the control class was 58.30. This can be concluded that TikTok videos have proven to be effective in improving students’ pronunciation ability.

Thirdly, Mutiara and Rosari (2024) conducted research titled “The Students’ Perception on the Use of TikTok Application at Jakarta International University”. This qualitative research aimed to explore first-year English literature students' perceptions of using TikTok for learning English pronunciation. The study involved 16 participants who responded to a questionnaire

comprising 13 open-ended questions and doing the duet feature on TikTok videos under #PronunciationChallenge. The result is most participants had positive perceptions such as feel comfortable, have fun and stress relieving, in which TikTok is a great alternative media for learning English especially pronunciation.

Forth, research titled *“Students’ Perception on the Use of TikTok for Learning English”*, Novitasari and Addinna (2022) explored how students perceive TikTok as a tool for English language learning. The research used a qualitative descriptive method, collecting data through observation sheets, questionnaires, and interviews. Participants included 21 students from English Language Education program at Universitas Negeri Padang class of 2021, selected by purposive sampling. In results, 85.7% of students found TikTok easy to use for learning English, 100% acknowledged the abundance of English content on the platform, and 90.5% appreciated the accessibility of English content anytime and anywhere. Students perceive that TikTok made learning English more enjoyable and stress-free, with engaging and easily understandable content despite minor challenges like internet data problems, TikTok is worth using app for learning English.

Fifth, the research entitled *“Students’ Perception on the Use of TikTok for Learning Speaking English”* written by Sarkila, Islam, & Fatmawati (2024). The data were collected through interviews and observations to explore students' perceptions of using TikTok as a medium for learning English speaking skills. Participants were consisting of 11 English Education students at Zainul Hasan Genggong Islamic University. The results of this research showed that students perceived TikTok as a versatile medium, offering diverse and engaging content, more than half students reported increase confidence in speaking and communicate in English. However, the students also find the non-educational content as distraction, but despite its TikTok serves as an effective medium for enhancing students’ speaking skills.

The results from the five previous studies show that TikTok is not only useful for practicing pronunciation, but it also changes how students experience English learning overall. Instead

of just being an extra tool, TikTok creates a more relaxed, fun, and interactive way of learning that helps reduce students' fear of making mistakes. Studies like Silaban et al. (2024) and Safila et al. (2023) show that students improved in pronunciation and performed better when using TikTok compared to traditional methods. At the same time, other studies (Mutiarra & Rosari, 2024; Novitasari & Addinna, 2022) found that students feel more comfortable, enjoy the learning process, and like how easily they can access useful content. Even though some non-educational distractions exist (Sarkila et al., 2024), most students still feel more confident in speaking and using English.

From these findings, we can see a new pattern: TikTok mixes learning with entertainment in a way that builds students' motivation, confidence, and pronunciation skills at the same time. This creates a fresh learning model where English practice becomes part of students' everyday lives, not just something that happens in the classroom.

H. Systematic of the Research

Systematic of the research is a structured explanation of how the research is organized into chapters. To reach the expected goals, this study is divided into five chapters namely:

Chapter I presents the background and basis of this research, which focuses on students' perceptions of using TikTok to improve their pronunciation in speaking English. This chapter includes the background of the problem, identification of the problem, limitation of the problem, formulation of the problem, objectives of the research, significance of the research, and systematic of the research.

Chapter II contains previous literature and theoretical frameworks that are relevant to the research. This chapter explains perceptions theory, TikTok as media platform, pronunciation in English speaking and hypothesis.

Chapter III explains the research method used in this study. It includes research design, time and place of the research, population and sample, data collection technique (questionnaire), research instrument, and technique of data analysis.

Chapter IV presents the findings of the study along with the discussion. It describes the results of the questionnaire distributed to the participants and interprets them in connection with the theories and previous literature discussed in Chapter II.

Chapter V contains the conclusion of the research, implications, and suggestions for future studies and for educators. It also includes a reflection on the limitations of the study and possible directions for further research.



CHAPTER II

THEORITICAL FRAMEWORK

A. Review of Related Theories

1. Perception

a. Definition of Perception

Perception is a fundamental concept in both psychology and education that refers to the cognitive process of interpreting and organizing sensory information to understand the world. It is not simply receiving information through the senses, but rather how individuals select, organize, and interpret that information. According to Robbins and Judge, “Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment.” This definition emphasizes that perception is more than the passive receipt of stimuli; it involves active interpretation influenced by psychological and contextual factors. Unlike sensation, which simply registers external stimuli, perception enables individuals to understand, evaluate, and respond to their surroundings, shaping behavior, decision-making, and communication.

In learning environments, perception functions as the lens through which students interpret instructional messages, judge the usefulness of media, and respond to academic challenges. Robbins and Judge (2019) highlight that “people’s behavior is based on their perception of what reality is, not on reality itself.” For instance, a student’s willingness to engage with TikTok content for learning purposes depends not on the objective qualities of the platform, but on how the student perceives its credibility, clarity, and relevance to their learning goals.

Several factors influence perception, including individual differences (such as attitudes, personality, and expectations), characteristics of the object being perceived and the context or situation in which perception occurs

(such as time and environment). For example, in the classroom or during self-directed learning, a student may perceive an English-speaking TikTok creator as either a helpful language model or an irrelevant distraction, depending on their prior learning experience and motivation.

Slameto (2015) offers a complementary view, stating that perception is the process of organizing the stimuli received through the senses into something meaningful. According to him, perception is closely tied to learning because students interact with their environment and learning media through sensory input—sight, sound, and touch—and then process that information based on their individual mental frameworks. In education, especially in second language acquisition, perception becomes the lens through which learners interpret teaching materials, media, and tasks.

Based on the information above, the researcher can infer that perception is a dynamic and interpretative process in which individuals give meaning to the sensory information they receive. It is not merely about sensing stimuli, but rather involves cognitive judgement shaped by personal experiences, emotions, values, expectations, and the surrounding context. Perception allows learners to make sense of their environment, evaluate what they encounter, and determine how to respond to learning situations and it influences how students absorb, process, and react to educational content, thus playing a central role in determining learning effectiveness. It can vary between individuals depending on their mindset, prior knowledge, and the learning conditions they are exposed to.

b. Types of Perception

According to Slameto (2015) perception refers to the process of organizing and interpreting sensory input so that it becomes meaningful to the individual. He explains that perception is not just about receiving stimuli, but how

those stimuli are shaped into understanding and response. Slameto classifies perception into two main types based on the individual's evaluation of the object being:

1. Positive Perception

Positive perception is an individual's favorable interpretation of a stimulus or object, which occurs when the object is aligned with the perceiver's personality, values, or preferences. In this case, the subject tends to accept and respond positively to what is perceived because it fits their internal disposition.

2. Negative Perception

Negative perception is an individual's unfavorable or rejecting interpretation of a stimulus or object. This occurs when the perceived object is considered incompatible with the perceiver's personality, expectations, or values. As a result, the subject tends to resist or reject the object being perceived.

A positive or good perception serves as a solid foundation for effective learning. When an individual possesses a favorable perception, they are more likely to have a strong basis for acquiring knowledge. Conversely, those who hold negative perceptions may encounter difficulties in the learning process. In fact, negative perception can lead to psychological distress. As stated by Kartono and Gulo, stress is defined as a condition of physical or psychological tension caused by the perception of fear and anxiety.

Meanwhile Robbins and Judge (2019) define perception as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. This process is influenced by the perceiver's characteristics (such as attitudes, motives, interests, experience, and expectations), the characteristics of the target being observed, and the context of the situation. In their behavioral theory

framework, Robbins and Judge outline key components of perception that can be grouped into three functional types:

1. Cognitive Perception

Cognitive perception refers to the way individuals mentally process and interpret information. It involves recognition, memory, evaluation, and logical analysis. In the context of this study, cognitive perception relates to how students process information from TikTok content (e.g., understanding how a word is pronounced or how intonation is used in speech). It reflects their awareness and mental evaluation of whether TikTok provides useful language input. When a student states, “I understand better how to pronounce certain English words after watching TikTok,” this illustrates cognitive perception.

2. Affective Perception

This type of perception is associated with emotions and feelings in response to stimulus. It plays a role in determining how students emotionally react to the learning platform. If students feel excited, motivated, or even anxious when learning through TikTok, they are expressing an affective perception. Robbins and Judge suggest that affective responses can enhance or hinder behavior — for instance, positive feelings toward TikTok may increase a student’s willingness to keep learning through it.

3. Behavioral Perception

Behavioral perception refers to the tendency to act based on the cognitive and emotional interpretation of a situation. It is the outcome of both what students think and feel about the learning experience. For example, if a student perceives TikTok as fun (affective) and effective (cognitive), they are more likely to engage with it regularly (behavioral). Robbins and Judge describe this as the translation of perception into action, which becomes

crucial in education since student participation is a behavioral outcome influenced by their perception.

In the context of this study, behavioral perception is related to students' behavioral intention toward the use of TikTok for pronunciation learning. When students perceive TikTok positively and consider it useful for improving their pronunciation, this perception may be reflected in their willingness to continue using the platform for learning. Therefore, behavioral intention in this study refers to students' willingness to continue using TikTok to improve their English pronunciation.

c. Factors Influencing Perception

Robbins and Judge (2019) explain that these influences fall into three categories:

1. Perceiver

Perception begins with the individual who observes. The characteristics of the perceiver such as attitudes, personality, motives, interests, past experiences, and expectations—play a central role in how stimuli are interpreted. These internal factors shape the perceiver views of the world, often filtering and organizing information in ways that align with their existing beliefs and prior knowledge.

2. Object

Attributes such as novelty, motion, sound, size, background, proximity, and similarity can all draw attention or distort interpretation. Objects that stand out due to one or more of these attributes are more likely to be noticed and processed, potentially leading to skewed or incomplete judgements.

3. Situation

The context or environment in which perception occurs also influences how information is received and processed. Situational variables such as time of day, location, social setting, and even temperature can alter perception. These contextual cues may enhance

or reduce the perceiver's sensitivity and accuracy, contributing to variability in how stimuli are interpreted.

d. Process of Perception

According to Walgito (2017), the process of perception consists of several stages. First, a stimulus is received by the human senses—this is known as the physical or natural stage. Next, the stimulus triggers a physiological response that is transmitted through sensory nerves. After that, the brain processes the information so that the individual becomes consciously aware of the stimulus; this is the psychological stage. Finally, the process ends with a response or reaction based on what has been perceived.

Therefore, it can be concluded that perception involves both psychological and sensory processes working together to help individuals understand and respond to their environment.

2. Media in Teaching Pronunciation

In language education, pronunciation is a fundamental component of speaking skill that directly affects learners' ability to communicate effectively. Teaching pronunciation, however, is often seen as one of the most complex aspects of language instruction due to the intricacies of sounds, stress, intonation, and rhythm. To facilitate learning, educators commonly rely on instructional media to provide students with authentic models and engaging practice. Media function not only as delivery tools, but also as motivational aids that support learner autonomy and interaction. In recent years, technological advancements have transformed the landscape of instructional media. Digital platforms, particularly those featuring audio and videos are increasingly integrated into pronunciation teaching due to their ability to offer repetitive listening, visual articulation models, and interactive feedback.

According to Fitria (2023), the use of media in pronunciation instruction enhances learner exposure to real spoken language, supports self-correction, and creates a more

enjoyable and contextualized learning experience. With the widespread adoption of social media among younger learners, platforms like TikTok have emerged as alternative tools that provide access to language input in authentic and entertaining formats.

a. TikTok Application as Media Platform

TikTok is a social media network and music video platform that was launched in September 2016 and originated from China from ByteDance company. The application allows users to create their own short videos. TikTok provides unique and interesting special effects that users can easily apply to produce creative and attention-grabbing short videos. This application has rapidly emerged as one of the most widely used social media platforms globally, with over 1 billion active users, making it a major digital space for user-generated video content across various domains, including entertainment, education, lifestyle, and language learning.

The core appeal of TikTok lies in its short-form video format, which encourages users to create and consume quick, engaging clips. Its built-in editing tools, music integration, filters, and interactive features such as duets and stitching contribute to its rapid growth and massive content output. TikTok's algorithm also plays a key role in user engagement, as it recommends videos based on individual user behavior, making content highly personalized and accessible.

b. TikTok in Education

TikTok presents a unique opportunity for language learning, especially English, which remains the dominant lingua franca of the platform. The prevalence of native and fluent English speakers on TikTok provides non-native users with authentic language exposure in everyday contexts, making it a powerful medium for improving listening and speaking skills.

According to research by Taufik and Rachmawati (2021) the short-video format of TikTok, combined with

entertaining visuals and audio, helps maintain learners' motivation and reduces language anxiety, making it easier for students to absorb content. This aligns with the principles of edutainment, where fun and education go hand-in-hand, particularly for Generation Z learners who are more inclined toward digital consumption. Thus, encourages learners to take control of their learning journey. By selecting content that matches their personal learning goals such as pronunciation practice, idiom usage, or accent training, students become active participants rather than passive receivers of information. This aligns with constructivist learning theories, which emphasize the importance of learner autonomy and engagement in constructing knowledge through experience.

Another significant strength of TikTok is its collaborative nature. The platform encourages interaction, not only between content creators and viewers but also among peers who can engage in comment discussions, remix videos using features like “duet,” and share content across groups. This fosters a sense of community learning, which is crucial for language development. As Sari and Wahyuni (2023) noted in their study, the social aspect of TikTok enhances learners' confidence and willingness to communicate in English, a key factor in improving oral proficiency.

Furthermore, TikTok supports digital literacy development, a vital 21st-century skill. While students consume content, they also learn how to create videos, use audio editing tools, and apply visual storytelling techniques. These skills are not only beneficial for language learning but also for future academic and professional environments where digital communication is essential. According to research by Vargas and Espinoza (2026) incorporating platforms like TikTok in education helps students become critical digital citizens who

understand how to evaluate online information, express themselves appropriately, and use media ethically.

In addition, educators can design specific tasks for students, such as creating a video explanation of an English idiom, performing a dialogue using the “duet” feature, reacting or watching to a native speaker video. These tasks make learning fun, interactive, and authentic, reflecting real-world language use that textbooks alone cannot provide, TikTok bridges the gap between language learners and real-life English usage in an accessible, enjoyable way.

c. Impact of TikTok

As a platform originally designed for entertainment, TikTok has now evolved into a powerful educational medium, especially for language learning. Its impact on students and the learning process can be seen from both positive and negative perspectives, offering valuable insights into how digital tools shape modern education.

On the positive side, TikTok promotes student engagement and motivation, particularly in language learning contexts. With its bite-sized video format, catchy sounds, and visual storytelling features, TikTok appeals to the attention span and learning preferences of Generation Z learners. According to a study by Cahyono and Mutiaraningrum (2021) students reported feeling more motivated to practice English pronunciation and speaking skills when they engaged with TikTok content. Additionally, the platform creates a less intimidating environment for learners who might feel anxious in traditional classroom settings. The informal and creative nature of TikTok content enables students to express themselves more freely. Moreover they emphasizes how TikTok supports learner autonomy and encourages experimentation with the English language, fostering confidence and self-expression among EFL learners.

However, the impact of TikTok is not without its challenges. One major concern is the potential for

distraction. Due to its entertainment-first design, students may spend excessive time scrolling through unrelated content, which can reduce study focus and lower academic productivity. As noted by Syahputra et al., some students admitted that while TikTok helped improve certain language skills, it also led to procrastination and decreased time spent on formal study tasks. This highlights the need for clear guidelines and structured use when integrating TikTok into educational settings. The quality of educational content on TikTok is inconsistent, anyone can post videos, and not all creators have the background or qualifications to provide accurate language instruction. This may lead to misinformation or incorrect language use being adopted by learners.

In summary, TikTok has brought significant changes to the way students learn. Its impact is both promising and offers challenges that will influence the users, especially students.

3. Pronunciation in English Speaking

a. Definition of Pronunciation

Pronunciation is the act or result of producing the sound of speech, including articulation, stress, and intonation, often concerns some standard of correctness. Pronunciation is one of the essential components in learning and mastering a language, particularly in speaking. In the context of English as a Foreign Language (EFL), pronunciation plays a critical role in determining how well a speaker can be understood by others. From Poposka said that the act which a word is spoken includes utterance of speech, a technique to of expressing a word, and the production of English sounds is called pronunciation. According to Yates, as cited in Pourhosein Gilakjani (2016), production of the sounds for making sounds purpose is called pronunciation.

b. Aspect of Pronunciation

Pronunciation consists of two major aspects: segmental and suprasegmental features. Both are essential for achieving intelligible and natural speech in English.

1. Segmental Features

Segmental features refer to the individual sound units that make up speech. These include vowels, consonants, and diphthongs, which are the building blocks of spoken words.

a) Vowels

Vowel sounds are produced when air flows freely from the vocal cords through the mouth without significant obstruction. According to Kelly (2000, cited from Archer and Walker 2024) vowels are formed by shaping the voiced airstream using the position of the tongue and lips. The quality of a vowel is determined by (1) the part of the tongue that is raised, (2) the height of the tongue, and (3) the positioning of the lips. English has approximately 20 vowel sounds, which can be classified into monophthongs (pure vowels that remain consistent throughout pronunciation) and diphthongs (gliding vowels where the sound changes from one position to another).

b) Consonants

Consonant sounds are produced when the airflow is blocked or restricted by articulatory organs like the lips, tongue, and teeth. As Kelly notes, consonants are formed based on where the obstruction occurs, how it happens, and whether the vocal cords vibrate. Consonants can be either voiced (e.g., /b/, /d/ /g/) or voiceless (e.g., /p/, /t/, /k/), depending on whether the vocal cords are used during production.

c) Diphthongs

Diphthongs are combinations of two vowel sounds produced within the same syllable. Diphthongs involve a smooth glide from one vowel to another, such as /aɪ/ in *time* or /eɪ/ in *make*. They are classified into three main types: closing diphthongs, where the tongue moves to a higher position (e.g., /aɪ/); centering diphthongs, where the tongue moves toward the center (e.g., /ɪə/ in *fear*); and opening diphthongs, where the glide opens the mouth more (though less common in English).

2. Suprasegmental Features

Suprasegmental features are beyond individual phonemes and relate to the broader patterns of speech. These include stress, intonation, and syllable structure, which significantly affect the rhythm and meaning of spoken English.

a) Stress

Stress refers to the emphasis placed on certain syllables in a word or on specific words in a sentence. Kenworthy (1987, cited from Archer and Walker 2024) states that stress is one of the most crucial signals in spoken English, helping to distinguish meaning. According to Harmer (2015), a stressed syllable is typically longer, louder, and higher in pitch than the surrounding syllables. Misplacing stress can change the meaning of a word (e.g., *record* as a noun vs. *record* as a verb).

b) Intonation

Intonation is the variation of pitch during speech, often referred to as the melody of language. Kenworthy (1987, cited from Archer and Walker 2024) explains that speakers use rising and falling tones to express different functions, such as questions, statements, or

emotions. For instance, the word "Yes" said with a rising tone might indicate uncertainty ("Yes?") or surprise (Yes?!"), while a falling tone shows certainty or finality.

c) Syllables

A syllable is a basic unit of spoken language, typically consisting of a vowel sound alone or a vowel with surrounding consonants. While its precise scientific definition may be complex, syllables are easy to identify in practice (e.g., *cat* = one syllable, *geography* = four syllables). Kreidler (2014) notes that syllables have a structure, including an onset (consonant), nucleus (vowel), and coda (ending consonant), and that some consonants like /m/, /n/, /l/, and /r/ can function as syllabic elements in certain contexts.

c. The Importance of Pronunciation in English Speaking

Pronunciation plays a vital role in achieving effective oral communication. While many English learners prioritize vocabulary and grammar, they often overlook pronunciation, assuming it is less significant. Many learners assume that if they know the words and can form sentences, communication will occur naturally. However, this assumption is misleading. Without proper pronunciation, even grammatically perfect sentences may be misunderstood, or worse, not understood at all.

However, accurate pronunciation is essential for ensuring that spoken messages are understood as intended. Mispronunciation can lead to confusion, communication breakdowns, and even changes in meaning. For instance, pronouncing "beach" as "bitch" or "sheet" as "shit" can result in embarrassing or misunderstood conversations. This problem becomes even more critical when the speaker is not present in a context where listeners can guess the intended meaning from visuals or gestures.

Gilakjani (2016) emphasizes that pronunciation is a fundamental part of communicative competence. Learners who pronounce English clearly are more likely to be understood, even if they make grammatical errors. On the other hand, those who speak with poor pronunciation may struggle to be comprehended, even if their grammar is accurate. This highlights the idea that pronunciation can directly influence the success of spoken interactions.

In social and academic settings, pronunciation also affects how learners are perceived. According to Derwing and Munro (2015), students with clear and intelligible pronunciation tend to feel more confident and are more positively received by listeners. On the contrary, when students have heavily accented or unclear pronunciation, listeners may become frustrated or dismissive, even if the speaker's ideas are valuable. This affects learners' confidence and can discourage them from speaking, further limiting their opportunities to practice.

Students with good pronunciation often display greater self-confidence and fluency. This is because when learners know they are being understood, they are more willing to engage in communication. According to Archer and Walker (2024), pronunciation is not just a technical skill—it also impacts a learner's identity, social presence, and emotional comfort in using the language. Students who can express themselves clearly are more likely to participate in discussions, deliver presentations, or engage in informal conversations without fear of embarrassment. But learners do not need to aim for native-like pronunciation. The realistic goal is being understood easily by listeners. Harmer (2015) emphasizes that it is not necessary to eliminate accents entirely. Instead, learners should focus on speaking clearly and naturally so that their speech is comprehensible to a wide range of English speakers from different backgrounds. In global communication, especially in international settings,

intelligibility matters more than perfect imitation of a native accent.

In today's digital era, pronunciation has become even more essential due to the increasing number of interactions that happen over video calls, online classes, or digital platforms like TikTok and YouTube. In these environments, speakers may not have the advantage of face-to-face clarification. Therefore, learners must rely on their pronunciation skills to communicate effectively without visual or contextual support. Because it influences clarity, listener understanding, self-confidence, and overall communication success. Ignoring pronunciation in the learning process can result in frequent misunderstandings, reduced speaking performance, and a lack of confidence in communication. As such, pronunciation should not be underestimated but rather integrated as a central part of language learning instruction, especially in speaking-focused activities.

B. Hypothesis of the Research

This research used a descriptive quantitative method did not involve inferential hypothesis testing using statistical significance. Therefore, the hypothesis was presented in the form of a descriptive assumption based on the aim of the study. The hypothesis of this research was formulated as follows:

1. H₁: Students in the English Education Study Program at UIN Raden Intan Lampung tended to have a positive perception of the use of TikTok to support their English pronunciation in speaking.

This assumption was examined through descriptive statistical analysis by interpreting students' responses to the Likert-scale questionnaire. The results were used to determine whether the students' overall perception fell within the positive category. Based on the descriptive analysis, the assumption was supported, as the overall responses indicated a positive perception of TikTok as a supplementary medium for supporting English pronunciation learning.

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APPENDIX 1

Pilot Questionnaire

No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	I often listen to English pronunciation while watching TikTok.					
2	I pay attention to how English is pronounced on TikTok.					
3	TikTok helps me improve my English pronunciation.					
4	TikTok provides clear examples of how English words should be pronounced					
5	TikTok helps me understand English sounds better					
6	TikTok motivates me to practice English pronunciation more often					
7	I enjoy learning pronunciation through TikTok videos.					
8	TikTok makes pronunciation learning more interesting					
9	I try to imitate how TikTok creators pronounce English words.					
10	I replay TikTok videos to better understand pronunciation.					
11	I want to continue using TikTok to practice English					

No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
	pronunciation.					
12	TikTok helps me notice my pronunciation mistakes					
13	I feel more confident speaking English after practicing through TikTok.					
14	TikTok encourages me to speak English more frequently.					
15	TikTok provides pronunciation content that matches my learning needs.					
16	TikTok videos are useful for learning proper pronunciation.					
17	TikTok helps me remember how English words should sound.					
18	Watching TikTok improves my awareness of natural English pronunciation.					
19	TikTok helps me recognize stress and intonation in English speech					
20	I apply pronunciation I learn from TikTok in daily conversations.					

APPENDIX 2

Respondents Pilot Questionnaire

Respondents	Q 1	Q 2	Q 3	Q 4	Q 5	Q 6	Q 7	Q 8	Q 9	Q1 0	Q1 1	Q1 2	Q1 3	Q1 4	Q1 5	Q1 6	Q1 7	Q1 8	Q1 9	Q2 0	Tot al
1	5	4	3	5	4	3	3	4	5	3	4	3	2	5	4	3	4	5	4	4	77
2	4	5	5	4	5	5	4	5	5	5	4	5	4	5	4	5	4	5	5	5	93
3	5	5	5	5	4	5	4	5	5	5	4	5	4	5	4	5	4	5	5	4	93
4	4	5	4	5	4	4	4	5	4	4	4	5	5	4	4	3	5	4	2	4	83
5	5	5	5	5	4	5	5	4	5	5	4	5	2	5	5	5	5	4	4	5	92
6	5	4	5	5	5	5	5	4	5	5	4	4	2	5	5	5	5	4	4	5	91
7	5	5	5	4	5	5	5	4	5	4	4	5	5	4	5	5	4	5	2	4	90
8	4	5	3	5	4	4	3	5	3	4	4	5	2	4	4	3	5	4	5	4	80
9	4	4	3	4	4	4	3	5	4	4	4	4	4	5	3	3	4	5	2	4	77
10	5	5	5	5	5	4	5	4	5	4	5	5	5	4	5	5	4	4	3	5	92
11	5	3	5	3	5	3	5	3	4	4	4	4	2	4	4	4	4	4	3	5	78
12	4	4	4	3	4	3	5	3	5	4	4	4	2	4	4	4	4	4	3	4	76
13	3	3	5	3	4	5	4	4	5	4	4	5	2	3	5	5	4	3	2	5	78
14	5	4	5	4	5	4	5	5	5	4	5	4	3	5	4	5	5	5	3	5	90
15	3	4	4	4	3	5	3	4	4	5	3	5	4	4	4	5	3	4	2	4	77
16	4	5	4	4	4	5	4	3	4	4	4	5	2	3	4	5	4	3	5	5	81
17	4	4	4	4	3	5	4	4	4	4	4	4	4	5	4	5	4	3	3	4	80
18	5	4	5	5	5	5	5	5	5	5	5	5	2	5	4	4	5	5	3	5	92
19	5	5	4	5	5	4	5	5	5	4	5	5	2	5	5	4	5	5	3	5	91
20	5	4	5	4	5	5	5	5	4	5	5	5	2	5	5	5	5	5	3	5	92

APPENDIX 3

Output Validity and Reliability Test

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CORRELATIONS
/VARIABLES=P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P13 P14 P15 P16 P17 P18 P19 P20 Total
/PRINT=TWOTAIL NOSIG FULL
/MISSING=PAIRWISE.
```

Correlations

[DataSet0]

		Correlations					
		P1	P2	P3	P4	P5	P6
P1	Pearson Correlation	1	.211	.346	.450 [*]	.669 ^{**}	-.163
	Sig. (2-tailed)		.371	.135	.046	.001	.493
	N	20	20	20	20	20	20
P2	Pearson Correlation	.211	1	-.083	.632 ^{**}	.064	.229
	Sig. (2-tailed)	.371		.727	.003	.788	.332
	N	20	20	20	20	20	20
P3	Pearson Correlation	.346	-.083	1	-.133	.541 [*]	.444 [*]
	Sig. (2-tailed)	.135	.727		.575	.014	.050
	N	20	20	20	20	20	20
P4	Pearson Correlation	.450 [*]	.632 ^{**}	-.133	1	.096	.152
	Sig. (2-tailed)	.046	.003	.575		.686	.521
	N	20	20	20	20	20	20
P5	Pearson Correlation	.669 ^{**}	.064	.541 [*]	.096	1	-.083
	Sig. (2-tailed)	.001	.788	.014	.686		.727
	N	20	20	20	20	20	20
P6	Pearson Correlation	-.163	.229	.444 [*]	.152	-.083	1
	Sig. (2-tailed)	.493	.332	.050	.521	.727	
	N	20	20	20	20	20	20
P7	Pearson Correlation	.603 ^{**}	-.010	.749 ^{**}	-.072	.676 ^{**}	.052
	Sig. (2-tailed)	.005	.967	.000	.764	.001	.827
	N	20	20	20	20	20	20
P8	Pearson Correlation	.136	.311	-.038	.510 [*]	.203	.248
	Sig. (2-tailed)	.567	.183	.873	.022	.390	.292
	N	20	20	20	20	20	20
P9	Pearson Correlation	.387	.019	.531 [*]	.083	.409	.069
	Sig. (2-tailed)	.092	.935	.016	.727	.074	.772
	N	20	20	20	20	20	20

		P7	P8	P9	P10	P11	P12
P1	Pearson Correlation	.603**	.136	.387	.040	.616**	-.179
	Sig. (2-tailed)	.005	.567	.092	.866	.004	.449
	N	20	20	20	20	20	20
P2	Pearson Correlation	-.010	.311	.019	.124	.090	.498*
	Sig. (2-tailed)	.967	.183	.935	.604	.706	.025
	N	20	20	20	20	20	20
P3	Pearson Correlation	.749**	-.038	.531*	.562**	.320	.373
	Sig. (2-tailed)	.000	.873	.016	.010	.169	.105
	N	20	20	20	20	20	20
P4	Pearson Correlation	-.072	.510*	.083	.151	.247	.168
	Sig. (2-tailed)	.764	.022	.727	.525	.293	.479
	N	20	20	20	20	20	20
P5	Pearson Correlation	.676**	.203	.409	.124	.690**	.105
	Sig. (2-tailed)	.001	.390	.074	.604	.001	.660
	N	20	20	20	20	20	20
P6	Pearson Correlation	.052	.248	.069	.684**	-.080	.607**
	Sig. (2-tailed)	.827	.292	.772	.001	.737	.005
	N	20	20	20	20	20	20
P7	Pearson Correlation	1	-.161	.510*	.253	.603**	.154
	Sig. (2-tailed)		.497	.021	.282	.005	.518
	N	20	20	20	20	20	20
P8	Pearson Correlation	-.161	1	-.036	.277	.384	.288
	Sig. (2-tailed)	.497		.881	.238	.094	.218
	N	20	20	20	20	20	20
P9	Pearson Correlation	.510*	-.036	1	.107	.299	-.087
	Sig. (2-tailed)	.021	.881		.655	.200	.714
	N	20	20	20	20	20	20

		P19	P20	Total
P1	Pearson Correlation	.234	.308	.636**
	Sig. (2-tailed)	.320	.186	.003
	N	20	20	20
P2	Pearson Correlation	.428	-.131	.493*
	Sig. (2-tailed)	.060	.583	.027
	N	20	20	20
P3	Pearson Correlation	-.026	.629**	.672**
	Sig. (2-tailed)	.914	.003	.001
	N	20	20	20
P4	Pearson Correlation	.346	-.042	.506*
	Sig. (2-tailed)	.136	.860	.023
	N	20	20	20
P5	Pearson Correlation	.065	.638**	.643**
	Sig. (2-tailed)	.784	.002	.002
	N	20	20	20
P6	Pearson Correlation	.103	.219	.478*
	Sig. (2-tailed)	.665	.354	.033
	N	20	20	20
P7	Pearson Correlation	-.109	.605**	.597**
	Sig. (2-tailed)	.646	.005	.005
	N	20	20	20
P8	Pearson Correlation	.013	-.042	.474*
	Sig. (2-tailed)	.956	.860	.035
	N	20	20	20
P9	Pearson Correlation	-.024	.332	.489*
	Sig. (2-tailed)	.919	.152	.029
	N	20	20	20

		P1	P2	P3	P4	P5	P6
P10	Pearson Correlation	.040	.124	.562**	.151	.124	.684**
	Sig. (2-tailed)	.866	.604	.010	.525	.604	.001
	N	20	20	20	20	20	20
P11	Pearson Correlation	.616**	.090	.320	.247	.690**	-.080
	Sig. (2-tailed)	.004	.706	.169	.293	.001	.737
	N	20	20	20	20	20	20
P12	Pearson Correlation	-.179	.498*	.373	.168	.105	.607**
	Sig. (2-tailed)	.449	.025	.105	.479	.660	.005
	N	20	20	20	20	20	20
P13	Pearson Correlation	-.126	.388	.058	.118	-.129	.173
	Sig. (2-tailed)	.596	.091	.810	.619	.587	.467
	N	20	20	20	20	20	20
P14	Pearson Correlation	.553*	.097	.041	.450*	.211	.041
	Sig. (2-tailed)	.011	.684	.865	.046	.371	.865
	N	20	20	20	20	20	20
P15	Pearson Correlation	.309	.124	.562**	.151	.398	.318
	Sig. (2-tailed)	.185	.604	.010	.525	.082	.172
	N	20	20	20	20	20	20
P16	Pearson Correlation	.037	.019	.748**	-.210	.115	.663**
	Sig. (2-tailed)	.876	.936	.000	.374	.630	.001
	N	20	20	20	20	20	20
P17	Pearson Correlation	.503*	.207	.143	.477*	.474*	.024
	Sig. (2-tailed)	.024	.381	.548	.033	.035	.921
	N	20	20	20	20	20	20
P18	Pearson Correlation	.555*	.203	.057	.314	.525*	-.133
	Sig. (2-tailed)	.011	.390	.811	.178	.018	.575
	N	20	20	20	20	20	20

P19	Pearson Correlation	.234	.428	-.026	.346	.065	.103
	Sig. (2-tailed)	.320	.060	.914	.136	.784	.665
	N	20	20	20	20	20	20
P20	Pearson Correlation	.308	-.131	.629**	-.042	.638**	.219
	Sig. (2-tailed)	.186	.583	.003	.860	.002	.354
	N	20	20	20	20	20	20

		P7	P8	P9	P10	P11	P12
P10	Pearson Correlation	.253	.277	.107	1	-.035	.524*
	Sig. (2-tailed)	.282	.238	.655		.883	.018
	N	20	20	20	20	20	20
P11	Pearson Correlation	.603**	.384	.299	-.035	1	.101
	Sig. (2-tailed)	.005	.094	.200	.883		.672
	N	20	20	20	20	20	20
P12	Pearson Correlation	.154	.288	-.087	.524*	.101	1
	Sig. (2-tailed)	.518	.218	.714	.018	.672	
	N	20	20	20	20	20	20
P13	Pearson Correlation	-.162	.237	.000	.000	-.166	.217
	Sig. (2-tailed)	.494	.315	1.000	1.000	.485	.357
	N	20	20	20	20	20	20
P14	Pearson Correlation	.124	.555*	.260	.309	.322	-.308
	Sig. (2-tailed)	.601	.011	.268	.185	.166	.187
	N	20	20	20	20	20	20
P15	Pearson Correlation	.598**	-.101	.411	.194	.317	.370

	Sig. (2-tailed)	.005	.673	.072	.414	.173	.109
	N	20	20	20	20	20	20
P16	Pearson Correlation	.448*	-.210	.382	.516*	.049	.343
	Sig. (2-tailed)	.048	.374	.097	.020	.837	.139
	N	20	20	20	20	20	20
P17	Pearson Correlation	.436	.477*	.022	.141	.617**	.120
	Sig. (2-tailed)	.054	.033	.926	.553	.004	.615
	N	20	20	20	20	20	20
P18	Pearson Correlation	.108	.608**	.321	.151	.384	-.072
	Sig. (2-tailed)	.652	.004	.168	.525	.094	.763
	N	20	20	20	20	20	20
P19	Pearson Correlation	-.109	.013	-.024	.188	-.019	.033
	Sig. (2-tailed)	.646	.956	.919	.429	.938	.892
	N	20	20	20	20	20	20
P20	Pearson Correlation	.605**	-.042	.332	.307	.552*	.241
	Sig. (2-tailed)	.005	.860	.152	.188	.012	.305
	N	20	20	20	20	20	20

		P13	P14	P15	P16	P17	P18
P10	Pearson Correlation	.000	.309	.194	.516*	.141	.151
	Sig. (2-tailed)	1.000	.185	.414	.020	.553	.525
	N	20	20	20	20	20	20
P11	Pearson Correlation	-.166	.322	.317	.049	.617**	.384
	Sig. (2-tailed)	.485	.166	.173	.837	.004	.094

	N	20	20	20	20	20	20
P12	Pearson Correlation	.217	-.308	.370	.343	.120	-.072
	Sig. (2-tailed)	.357	.187	.109	.139	.615	.763
	N	20	20	20	20	20	20
P13	Pearson Correlation	1	.000	-.152	.106	-.369	.118
	Sig. (2-tailed)		1.000	.523	.658	.109	.619
	N	20	20	20	20	20	20
P14	Pearson Correlation	.000	1	-.094	-.056	.372	.659**
	Sig. (2-tailed)	1.000		.694	.814	.106	.002
	N	20	20	20	20	20	20
P15	Pearson Correlation	-.152	-.094	1	.516*	.298	-.101
	Sig. (2-tailed)	.523	.694		.020	.202	.673
	N	20	20	20	20	20	20
P16	Pearson Correlation	.106	-.056	.516*	1	-.197	-.210
	Sig. (2-tailed)	.658	.814	.020		.406	.374
	N	20	20	20	20	20	20
P17	Pearson Correlation	-.369	.372	.298	-.197	1	.232
	Sig. (2-tailed)	.109	.106	.202	.406		.324
	N	20	20	20	20	20	20
P18	Pearson Correlation	.118	.659**	-.101	-.210	.232	1
	Sig. (2-tailed)	.619	.002	.673	.374	.324	
	N	20	20	20	20	20	20
P19	Pearson Correlation	-.321	.163	-.068	.095	.158	.013
	Sig. (2-tailed)	.168	.492	.775	.691	.507	.956
	N	20	20	20	20	20	20
P20	Pearson Correlation	-.425	.008	.487*	.452*	.378	-.042
	Sig. (2-tailed)	.062	.975	.029	.045	.101	.860
	N	20	20	20	20	20	20

		P19	P20	Total
P10	Pearson Correlation	.188	.307	.568**
	Sig. (2-tailed)	.429	.188	.009
	N	20	20	20
P11	Pearson Correlation	-.019	.552*	.580**
	Sig. (2-tailed)	.938	.012	.007
	N	20	20	20
P12	Pearson Correlation	.033	.241	.453*
	Sig. (2-tailed)	.892	.305	.045
	N	20	20	20
P13	Pearson Correlation	-.321	-.425	.140
	Sig. (2-tailed)	.168	.062	.557
	N	20	20	20
P14	Pearson Correlation	.163	.008	.479*
	Sig. (2-tailed)	.492	.975	.033
	N	20	20	20
P15	Pearson Correlation	-.068	.487*	.514*
	Sig. (2-tailed)	.775	.029	.020
	N	20	20	20
P16	Pearson Correlation	.095	.452*	.477*
	Sig. (2-tailed)	.691	.045	.034
	N	20	20	20
P17	Pearson Correlation	.158	.378	.498*
	Sig. (2-tailed)	.507	.101	.025
	N	20	20	20
P18	Pearson Correlation	.013	-.042	.474*
	Sig. (2-tailed)	.956	.860	.035
	N	20	20	20
P19	Pearson Correlation	1	.162	.272
	Sig. (2-tailed)		.495	.247
	N	20	20	20
P20	Pearson Correlation	.162	1	.503*
	Sig. (2-tailed)	.495		.024
	N	20	20	20

Correlations

		P1	P2	P3	P4	P5	P6
Total	Pearson Correlation	.636**	.493*	.672**	.506*	.643**	.478*
	Sig. (2-tailed)	.003	.027	.001	.023	.002	.033
	N	20	20	20	20	20	20

Correlations

		P7	P8	P9	P10	P11	P12
Total	Pearson Correlation	.597**	.474*	.489*	.568**	.580**	.453*
	Sig. (2-tailed)	.005	.035	.029	.009	.007	.045
	N	20	20	20	20	20	20

Correlations

		P13	P14	P15	P16	P17	P18
Total	Pearson Correlation	.140	.479*	.514*	.477*	.498*	.474*
	Sig. (2-tailed)	.557	.033	.020	.034	.025	.035
	N	20	20	20	20	20	20

Correlations

		P19	P20	Total
Total	Pearson Correlation	.272	.503*	1
	Sig. (2-tailed)	.247	.024	
	N	20	20	20

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY

```
/VARIABLES=P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11
P12 P13 P14 P15 P16 P17 P18 P19 P20
/SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.809	20

RELIABILITY

```
/VARIABLES=P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11
P12 P14 P15 P16 P17 P18 P20
/SCALE('ALL VARIABLES') ALL /MODEL=ALPHA.
```

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	20	100.0
	Excluded ^a	0	.0
	Total	20	100.0

- a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.854	18

APPENDIX 4

Research Questionnaire

No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1	I often listen to English pronunciation while watching TikTok.					
2	I pay attention to how English is pronounced on TikTok.					
3	TikTok helps me improve my English pronunciation.					
4	TikTok provides clear examples of how English words should be pronounced					
5	TikTok helps me understand English sounds better					
6	TikTok motivates me to practice English pronunciation more often					
7	I enjoy learning pronunciation through TikTok videos.					
8	TikTok makes pronunciation learning more interesting					
9	I try to imitate how TikTok creators pronounce English words.					

No	Questions	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
10	I replay TikTok videos to better understand pronunciation.					
11	I want to continue using TikTok to practice English pronunciation.					
12	TikTok helps me notice my pronunciation mistakes					
13	TikTok encourages me to speak English more frequently.					
14	TikTok provides pronunciation content that matches my learning needs.					
15	TikTok videos are useful for learning proper pronunciation.					
16	TikTok helps me remember how English words should sound.					
17	Watching TikTok improves my awareness of natural English pronunciation.					
18	I apply pronunciation I learn from TikTok in daily conversations.					

APPENDIX 5

Respondents Questionnaire

Respondents	Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total
1	4th Semester	4	4	3	5	4	3	4	3	5	4	4	5	5	2	5	5	4	4	73
2	8th Semester	4	2	4	5	3	4	5	3	4	5	2	5	4	4	4	5	4	5	72
3	6th Semester	4	5	5	3	5	3	4	5	4	4	2	5	4	4	2	5	4	4	72
4	8th Semester	5	5	4	3	4	4	5	4	5	3	2	5	4	4	3	4	5	5	74
5	6th Semester	4	5	4	4	3	5	5	4	5	4	3	4	2	5	2	4	5	4	72
6	6th Semester	4	3	4	5	2	4	4	5	3	1	4	5	4	4	5	4	5	5	71
7	6th Semester	5	4	4	3	4	5	4	4	2	1	4	4	5	3	4	5	4	5	70
8	6th Semester	4	5	5	4	5	4	4	4	3	3	4	5	4	2	4	1	4	5	70
9	6th Semester	5	4	4	5	4	5	5	4	5	2	4	3	2	5	4	1	4	5	71
10	6th Semester	5	5	4	5	4	3	4	5	5	4	3	4	2	5	4	4	1	4	71
11	6th Semester	4	5	5	4	2	4	5	4	4	3	5	4	1	2	5	5	5	4	71
12	6th Semester	5	4	4	4	5	5	4	5	3	5	4	5	3	1	5	2	5	5	74
13	6th Semester	4	4	4	2	4	5	5	5	4	1	3	5	4	4	4	3	4	5	70
14	6th Semester	3	4	4	5	4	4	5	4	2	4	5	5	5	2	4	1	4	5	70
15	6th Semester	4	5	4	4	5	4	5	5	3	4	4	5	2	4	5	2	1	4	70
16	6th Semester	5	5	4	3	5	4	5	5	5	4	3	2	4	5	5	5	4	1	74
17	6th Semester	5	5	4	4	5	4	4	4	3	5	4	5	2	4	3	1	4	5	71

Respondents	Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total
18	6th Semester	3	4	4	3	5	4	4	4	5	5	4	2	4	5	5	4	1	4	70
19	6th Semester	5	4	3	4	4	4	5	4	2	5	4	5	5	3	4	5	4	1	71
20	6th Semester	5	4	5	5	4	3	4	5	4	2	5	4	1	4	5	2	4	4	70
21	8th Semester	3	4	5	4	4	4	3	3	5	4	4	5	4	5	2	4	5	5	73
22	6th Semester	4	4	5	4	5	4	4	3	4	3	2	5	4	4	3	5	4	4	71
23	8th Semester	5	4	5	4	4	5	4	3	3	4	5	4	4	3	4	5	4	3	73
24	8th Semester	2	4	5	2	1	4	5	3	4	4	5	5	5	4	5	5	4	5	72
25	8th Semester	5	4	5	4	2	5	5	1	4	5	3	4	5	5	3	5	4	4	73
26	8th Semester	5	4	5	1	5	5	4	2	1	5	4	5	3	5	4	5	5	4	72
27	8th Semester	4	4	2	4	5	5	4	3	4	5	5	1	4	5	5	3	5	5	73
28	8th Semester	5	4	5	3	5	4	4	2	5	5	1	5	4	4	2	5	4	4	71
29	8th Semester	5	3	4	5	4	5	2	4	4	3	2	5	4	5	5	4	4	5	73
30	8th Semester	5	2	4	5	4	5	5	3	4	5	2	5	4	4	1	5	4	5	72
31	8th Semester	5	5	3	5	5	2	2	4	5	5	4	4	2	5	4	4	5	5	74
32	8th Semester	5	4	2	5	5	4	2	5	5	4	1	5	4	4	2	4	5	5	71
33	8th Semester	5	2	5	4	5	5	2	5	3	5	5	4	1	5	4	5	4	5	74
34	8th Semester	4	5	5	2	3	4	4	3	5	5	1	5	4	5	5	4	4	5	73
35	8th Semester	5	5	3	5	4	4	1	5	4	3	4	5	5	2	5	4	5	5	74
36	8th Semester	5	5	4	3	4	5	2	5	4	4	2	5	4	3	5	5	4	5	74

Respondents	Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total
37	6th Semester	5	5	4	5	4	3	4	3	4	4	5	4	5	3	4	4	4	3	73
38	8th Semester	5	4	2	4	5	1	5	4	5	2	5	5	4	5	4	5	5	4	74
39	8th Semester	4	5	2	5	5	4	1	4	3	5	5	5	3	5	5	4	4	5	74
40	8th Semester	3	4	3	5	4	4	5	4	5	4	4	5	4	4	2	4	3	5	72
41	2nd Semester	4	5	4	2	5	4	3	5	4	5	4	5	2	5	4	5	4	1	71
42	2nd Semester	2	4	5	4	1	5	4	4	5	3	5	4	5	2	5	4	5	4	71
43	2nd Semester	2	4	5	5	4	1	5	4	5	3	5	4	5	2	5	4	5	4	72
44	2nd Semester	5	4	2	5	4	5	1	5	4	5	2	4	4	5	4	1	5	4	69
45	2nd Semester	5	4	5	2	5	4	5	3	5	4	1	5	4	2	5	4	5	4	72
46	4th Semester	4	5	5	4	3	4	5	4	2	4	5	4	5	5	4	4	2	5	74
47	4th Semester	4	4	4	5	5	3	4	5	4	4	2	4	5	4	4	2	5	4	72
48	4th Semester	5	4	5	4	3	4	5	4	2	4	5	4	5	4	3	5	4	4	74
49	4th Semester	5	4	5	5	4	3	4	5	5	4	3	4	4	5	5	4	3	4	76
50	4th Semester	5	5	4	3	5	4	4	2	4	3	5	5	4	5	5	4	5	4	76
51	4th Semester	4	5	4	3	4	4	5	4	4	3	5	5	4	4	4	2	5	4	73
52	4th Semester	3	5	4	3	5	5	4	5	4	5	4	2	4	3	4	4	5	4	73
53	4th Semester	4	5	5	4	4	3	4	4	3	2	4	4	1	5	4	4	5	4	69
54	4th Semester	4	4	5	5	4	4	3	2	3	4	4	3	5	4	5	4	4	5	72
55	4th Semester	4	5	4	2	4	5	3	1	3	5	4	4	5	5	4	5	5	4	72

Respondents	Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total
56	4th Semester	4	4	5	5	4	3	4	5	3	2	5	4	3	4	5	4	5	5	74
57	2nd Semester	5	4	2	4	5	4	1	5	4	5	2	5	2	5	4	5	4	5	71
58	2nd Semester	5	4	4	1	5	5	4	1	5	4	2	5	5	3	5	4	5	4	71
59	4th Semester	4	4	4	4	3	4	4	2	2	1	4	5	5	5	4	4	5	5	69
60	2nd Semester	5	4	1	4	5	5	2	4	5	3	5	5	1	5	4	5	4	5	72
61	4th Semester	4	4	2	4	4	4	3	1	4	4	4	5	3	4	4	5	5	4	68
62	2nd Semester	2	4	5	5	4	1	5	4	5	5	2	4	5	1	5	4	5	4	70
63	4th Semester	4	4	3	5	4	4	2	4	5	5	4	3	1	5	4	2	5	4	68
64	4th Semester	4	5	4	3	5	4	5	4	2	4	4	5	2	1	4	5	4	5	70
65	2nd Semester	4	5	4	2	5	5	1	5	4	4	5	1	5	4	4	5	1	5	69
66	6th Semester	5	4	4	3	5	3	4	5	4	4	5	5	4	3	3	4	4	5	74
67	2nd Semester	4	5	3	4	5	5	4	4	1	5	4	5	5	1	4	5	2	5	71
68	2nd Semester	1	5	4	3	4	5	4	4	2	5	5	4	5	1	5	5	4	5	71
69	2nd Semester	4	5	4	2	5	4	1	5	5	4	5	2	5	4	1	5	4	5	70
70	2nd Semester	4	5	4	5	1	5	4	5	1	5	4	5	4	5	1	5	4	2	69
71	2nd Semester	4	5	2	5	4	1	5	4	5	5	4	2	4	5	3	5	4	5	72
72	8th Semester	4	3	5	4	4	5	4	4	5	3	4	5	4	3	2	4	5	4	72
73	6th Semester	5	4	4	5	3	4	3	5	3	4	5	5	4	4	3	4	5	5	75
74	8th Semester	4	5	5	4	4	3	4	3	4	5	4	5	4	3	3	5	5	4	74

Respondents	Semester	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Total
75	6th Semester	4	4	5	4	5	4	4	3	3	5	3	4	5	4	3	5	4	5	74
76	2nd Semester	1	3	2	1	4	5	4	5	5	4	5	4	5	4	5	5	4	5	71
77	8th Semester	4	3	4	5	4	5	5	4	4	3	4	5	4	5	4	3	5	3	74
78	2nd Semester	5	4	5	4	5	5	4	4	5	4	4	4	4	4	1	2	3	1	68
79	2nd Semester	2	5	1	3	5	4	5	5	4	5	5	5	4	4	5	5	4	4	75
80	2nd Semester	5	4	5	1	2	1	2	5	4	5	5	5	4	5	5	4	5	4	71
81	2nd Semester	1	2	3	1	5	5	4	4	5	5	4	5	5	4	4	4	4	4	69
82	6th Semester	5	4	5	4	4	3	3	4	4	3	4	5	5	4	5	4	5	3	74
83	2nd Semester	2	1	1	1	4	4	5	5	5	4	5	5	5	4	5	5	4	4	69
84	2nd Semester	2	1	2	2	5	4	5	4	4	5	5	4	5	4	4	4	5	4	69
85	2nd Semester	1	1	3	1	5	5	4	4	5	5	5	4	4	5	4	5	4	4	69
86	4th Semester	1	1	2	3	4	5	4	5	3	4	5	4	5	4	5	4	4	5	68
87	4th Semester	1	2	1	1	4	5	5	5	3	3	4	5	4	4	5	4	5	4	65
88	4th Semester	2	2	2	1	4	5	5	4	4	5	4	4	4	4	4	4	5	4	67
89	4th Semester	2	1	1	2	5	5	5	5	4	4	4	4	4	4	5	4	4	5	68
90	4th Semester	1	2	3	2	4	5	5	5	4	4	5	5	5	4	5	4	5	5	73
91	4th Semester	5	4	4	5	4	1	1	1	4	4	4	5	5	4	5	4	5	5	70
92	4th Semester	2	2	1	2	5	5	4	5	5	4	5	5	5	4	5	5	4	5	73

APPENDIX 6

Output Statistic Descriptive

FREQUENCIES VARIABLES=P1 P2 P3 P4 P5 P6 P7 P8
P9 P10 P11 P12 P13 P14 P15 P16 P17 P18
/ORDER=ANALYSIS.

Frequencies
Statistics

		P1	P2	P3	P4	P5	P6	P7
N	Valid	92	92	92	92	92	92	92
	Missing	0	0	0	0	0	0	0

Statistics

		P8	P9	P10	P11	P12	P13	P14
N	Valid	92	92	92	92	92	92	92
	Missing	0	0	0	0	0	0	0

Statistics

		P15	P16	P17	P18
N	Valid	92	92	92	92
	Missing	0	0	0	0

Frequency Table
P1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.6	7.6	7.6
	Disagree	10	10.9	10.9	18.5
	Neutral	5	5.4	5.4	23.9
	Agree	34	37.0	37.0	60.9
	Strongly Agree	36	39.1	39.1	100.0
	Total	92	100.0	100.0	

P2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.4	5.4	5.4
	Disagree	8	8.7	8.7	14.1
	Neutral	5	5.4	5.4	19.6
	Agree	43	46.7	46.7	66.3
	Strongly Agree	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

P3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.5	6.5	6.5
	Disagree	12	13.0	13.0	19.6
	Neutral	10	10.9	10.9	30.4
	Agree	35	38.0	38.0	68.5
	Strongly Agree	29	31.5	31.5	100.0
	Total	92	100.0	100.0	

P4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	9	9.8	9.8	9.8
	Disagree	12	13.0	13.0	22.8
	Neutral	15	16.3	16.3	39.1
	Agree	28	30.4	30.4	69.6
	Strongly Agree	28	30.4	30.4	100.0
	Total	92	100.0	100.0	

P5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	4	4.3	4.3	7.6
	Neutral	7	7.6	7.6	15.2
	Agree	41	44.6	44.6	59.8
	Strongly Agree	37	40.2	40.2	100.0
	Total	92	100.0	100.0	

P6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.5	6.5	6.5
	Disagree	1	1.1	1.1	7.6
	Neutral	12	13.0	13.0	20.7
	Agree	38	41.3	41.3	62.0
	Strongly Agree	35	38.0	38.0	100.0
	Total	92	100.0	100.0	

P7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	7.6	7.6	7.6
	Disagree	8	8.7	8.7	16.3
	Neutral	7	7.6	7.6	23.9
	Agree	39	42.4	42.4	66.3
	Strongly Agree	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

P8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.4	5.4	5.4
	Disagree	5	5.4	5.4	10.9
	Neutral	13	14.1	14.1	25.0
	Agree	36	39.1	39.1	64.1
	Strongly Agree	33	35.9	35.9	100.0
	Total	92	100.0	100.0	

P9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	3	3.3	3.3	3.3
	Disagree	8	8.7	8.7	12.0
	Neutral	16	17.4	17.4	29.3
	Agree	34	37.0	37.0	66.3
	Strongly Agree	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

P10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.3	4.3	4.3
	Disagree	5	5.4	5.4	9.8
	Neutral	15	16.3	16.3	26.1

Agree	35	38.0	38.0	64.1
Strongly Agree	33	35.9	35.9	100.0
Total	92	100.0	100.0	

P11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.3	4.3	4.3
	Disagree	12	13.0	13.0	17.4
	Neutral	7	7.6	7.6	25.0
	Agree	37	40.2	40.2	65.2
	Strongly Agree	32	34.8	34.8	100.0
	Total	92	100.0	100.0	

P12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	2.2	2.2	2.2
	Disagree	5	5.4	5.4	7.6
	Neutral	3	3.3	3.3	10.9
	Agree	30	32.6	32.6	43.5
	Strongly Agree	52	56.5	56.5	100.0
	Total	92	100.0	100.0	

P13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	6.5	6.5	6.5
	Disagree	9	9.8	9.8	16.3
	Neutral	5	5.4	5.4	21.7
	Agree	40	43.5	43.5	65.2
	Strongly Agree	32	34.8	34.8	100.0
	Total	92	100.0	100.0	

P14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.4	5.4	5.4
	Disagree	8	8.7	8.7	14.1
	Neutral	10	10.9	10.9	25.0
	Agree	38	41.3	41.3	66.3
	Strongly Agree	31	33.7	33.7	100.0
	Total	92	100.0	100.0	

P15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.3	4.3	4.3
	Disagree	7	7.6	7.6	12.0
	Neutral	10	10.9	10.9	22.8

Agree	35	38.0	38.0	60.9
Strongly Agree	36	39.1	39.1	100.0
Total	92	100.0	100.0	

P16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	5.4	5.4	5.4
	Disagree	7	7.6	7.6	13.0
	Neutral	3	3.3	3.3	16.3
	Agree	40	43.5	43.5	59.8
	Strongly Agree	37	40.2	40.2	100.0
	Total	92	100.0	100.0	

P17

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.3	4.3	4.3
	Disagree	2	2.2	2.2	6.5
	Neutral	3	3.3	3.3	9.8
	Agree	44	47.8	47.8	57.6
	Strongly Agree	39	42.4	42.4	100.0
	Total	92	100.0	100.0	

P18

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	4.3	4.3	4.3
	Disagree	1	1.1	1.1	5.4
	Neutral	4	4.3	4.3	9.8
	Agree	39	42.4	42.4	52.2
	Strongly Agree	44	47.8	47.8	100.0
	Total	92	100.0	100.0	



```
DESCRIPTIVES VARIABLES=P1 P2 P3 P4 P5 P6 P7 P8
P9 P10 P11 P12 P13 P14 P15 P16 P17 P18
/STATISTICS=MEAN STDDEV.
```

Descriptive Statistics			
	N	Mean	Std. Deviation
P1	92	3.89	1.253
P2	92	3.95	1.113
P3	92	3.75	1.219
P4	92	3.59	1.311
P5	92	4.14	.967
P6	92	4.03	1.074
P7	92	3.86	1.201
P8	92	3.95	1.103
P9	92	3.89	1.074
P10	92	3.96	1.068
P11	92	3.88	1.156
P12	92	4.36	.944
P13	92	3.90	1.177
P14	92	3.89	1.133
P15	92	4.00	1.099
P16	92	4.05	1.113
P17	92	4.22	.947
P18	92	4.28	.941
Valid N (listwise)	92		

```
DATASET ACTIVATE DataSet1.
```

APPENDIX 7

Proof of Turnitin Check



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SURAT KETERANGAN

Nomor: B-3770/Un.16/P1/KT/VIII/2026

Assalamu'alaikum Wr.Wb.

Saya yang bertandatangan dibawah ini:

Nama : Dr. Eni Amaliah, S.Ag., S.S., M.Ag.
NIP : 197005121998032002
Jabatan : Kepala UPT Perpustakaan UIN Raden Intan Lampung
Menerangkan bahwa Artikel Ilmiah dengan judul :

**STUDENTS' PERCEPTIONS ABOUT THE USE OF TIKTOK FOR IMPROVING
PRONUNCIATION IN SPEAKING ENGLISH AT UIN RADEN INTAN LAMPUNG**
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