UNIVERSITY STUDENTS' PERCEPTIONS OF USING TIKTOK VIDEOS AS MEDIA FOR ENGLISH LEARNING

A FINAL PROJECT

Presented as Partial Fulfilment of the Requirements to Obtain the *Sarjana Pendidikan*

Degree in English Education

DEWI AFRELIYANNA

31801900015

ENGLISH EDUCATION STUDY PROGRAM

FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE

UNIVERSITAS ISLAM SULTAN AGUNG

SEMARANG

2023

PAGE OF APPROVAL

A Final Project entitled

UNIVERSITY STUDENTS' PERCEPTIONS OF USING TIKTOK
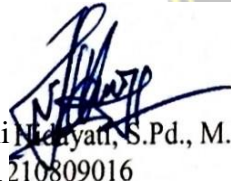**VIDEOS AS MEDIA FOR ENGLISH LEARNING**

Prepared and Presented by:

DEWI AFRELIYANNA

31801900015

This final project has been approved by the advisor to be examined

Advisor   Semarang, August 15th 2023

Nani Hidayati, S.Pd., M. Pd.
NIK. 210809016

PAGE OF VALIDATION

A Final Project entitled

**UNIVERSITY STUDENTS' PERCEPTIONS OF USING TIKTOK
VIDEOS AS MEDIA FOR ENGLISH LEARNING**

Prepared and presented by:

DEWI AFRELIYANNA

31801900015

Defended before Board of Examiners
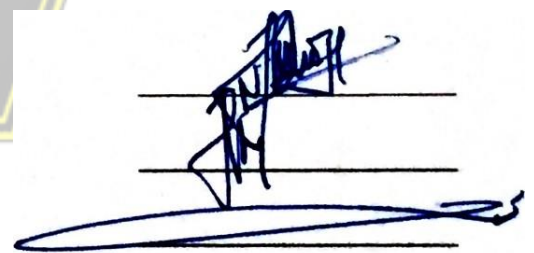
On 15 August 2023

And Declared Acceptable

Board of Examiners

Advisor : Nani Hidayati, S.Pd., M.Pd

Examiner 1 : H. Hartono, S.S., M.Pd

Examiner 2 : Dr. Kumiawan Yudhi N, S.Pd.,.M.Pd..

Semarang, August 15th 2023
Faculty of Languages and
Communication Science UNISSULA
Dean
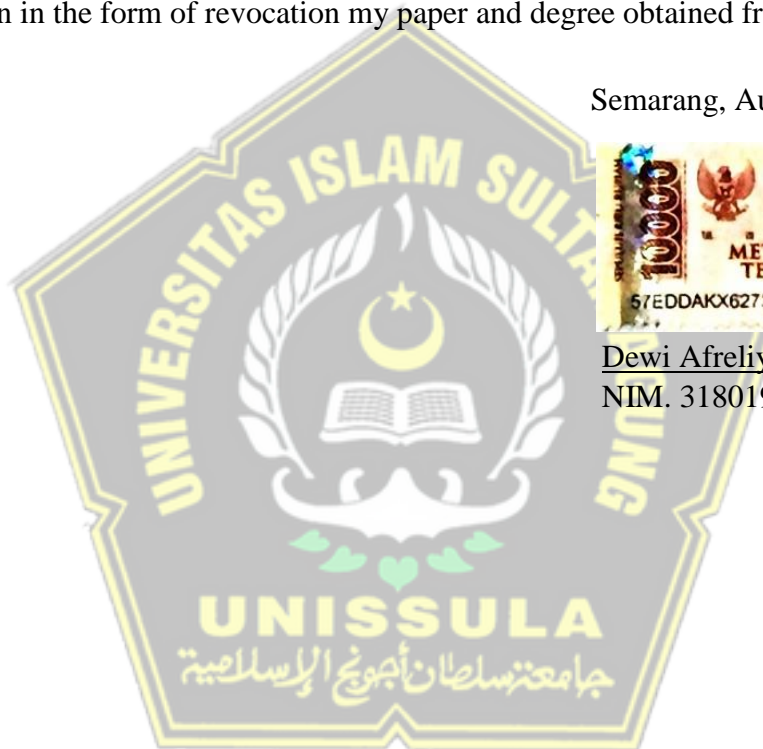
Trimanah, Sos., M,si
NIK. 211109008

STATEMENT OF WORK'S ORIGINALITY

Hereby, I honestly declare that undergraduate final project I wrote does not contain the works or part of the works of other people, except those which were cited in the quotations md the references, as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation my paper and degree obtained from that paper.

Semarang, August 15th, 2023

Dewi Afreliyanna
NIM. 31801900015

iv

MOTTO

"Always do your best. What you plant now, you will harvest later"

(**Og Mandino**)

DEDICATION

I dedicate this final project to my mother, Mrs. Mukholifah is wonderful

mother who constantly motivates me, to work hard to support me, and for

being the foundation for my success.

ACKNOWLEDGEMENTS

Assalamualaikum Warrahmatullahi Wabarakatuh

Alhamdulillah, in the name of Allah SWT, the beneficence and the merciful. The great and thankfulness is dedicated to Allah SWT for the blessing and inspiration. I would like to convey my deepest gratitude and appreciation to many people who contributed in completing and finishing this final project. I would like to express my sincere gratitude to:

1. Prof. Dr. Gunarto, S.H. M.Hum. as the Rector of Sultan Agung Islamic University.

2. Trimanah, Sos., M.si. as the Dean of Language and Communication Science Faculty

3. Nur Ekaningsih, S.Pd., M.Pd. as the Head of English Education Study Program.

4. Nani Hidayati, S.Pd., M.Pd. as my advisor who had given her guidance and valuable advice as well as suggestion for finalization.

5. All lecturers and staffs of English Education Study Program for their guidance and assistance during the study.

6. My beloved mother Mrs. Mukholifah who always give support, prayer, and everything. A million thanks to you for always besides me.

7. My beloved sister Mrs. Izzati Khoirina who always give support and prayer to finish my study,

8. My best friends Nadya ariyani and May Indriyani who always be my side.

9. All friends in the English Education 2019. Thank you for your togetherness.

Finally, I realize that this final project is still far from being perfect. However, I hope this is can be useful for the researchers in particular and the readers in general.

Wassalamualaikum Warahmatullahi wabarakatuh

Semarang, August 15th ,2023

Dewi Afreliyanna
NIM. 31801900015

ABSTRACT

Afreliyanna, Dewi. 2023. "University Students' Perceptions of using TikTok videos as media for English Learning". A final project. English Education Study Program, Faculty of Languages and Communication Science, Sultan Agung Islamic University, Advisor: Nani Hidayati, S.Pd., M.Pd.

The aim of this study was to described the students' perceptions of using TikTok videos as media for learning English. This study involved 30 students as the respondents of English Education Study Program 2019 Universitas Islam Sultan Agung Semarang. Descriptive quantitative method with questionnaire as the instrument used in this study. The result of this study indicated that the students gave more positive perception than negative perception. The positive perception covers strongly agree (21.3%), agree (36.6%), neutral (12.0%), disagree (0%), and strongly disagree (0%), rather than negative perception covers strongly agree (3.3%), agree (6.6%), neutral (21.3%), disagree (50.9%), and strongly disagree (17.6%). In an open-ended questionnaire 30 students gave positive and negative perceptions with the answered quite similar. The positive perception covers that the students enjoyed using TikTok to learn English anywhere and anytime, the application was fun and easy to use, the students found new vocabulary on TikTok app, the students were motivated to learn English. The negative perception covers that the students must have an internet quota or must have a good connection, the duration of video was sometimes too short, and no difficulties while using TikTok videos as a media for learning English. In conclusion, TikTok videos was useful in learning English, and gave a contribution to students for learning independently.

Keywords: Perception, Learning Media, TikTok

INTISARI

Afreliyanna, Dewi. 2023. "University Students' Perceptions of using TikTok videos as media for English Learning" Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung Semarang. Pembimbing: Nani Hidayati, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa dalam menggunakan video TikTok sebagai media pembelajaran bahasa Inggris. Penelitian ini melibatkan 30 mahasiswa sebagai responden Program Studi Pendidikan Bahasa Inggris 2019 Universitas Islam Sultan Agung Semarang. Metode kuantitatif deskriptif dengan kuesioner sebagai instrumen yang digunakan dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa siswa lebih banyak memberikan persepsi positif daripada persepsi negatif. Persepsi positif meliputi sangat setuju (21,3%), setuju (36,6%), netral (12,0%), tidak setuju (0%), dan sangat tidak setuju (0%), sedangkan persepsi negatif meliputi sangat setuju (3,3%), setuju (6,6%), netral (21,3%), tidak setuju (50,9%), dan sangat tidak setuju (17,6%). Dalam angket terbuka 30 siswa memberikan persepsi positif dan negatif dengan jawaban yang cukup mirip. Persepsi positif meliputi siswa senang menggunakan TikTok untuk belajar bahasa Inggris dimana saja dan kapan saja, aplikasi yang menyenangkan dan mudah digunakan, siswa menemukan kosa kata baru pada aplikasi TikTok, siswa termotivasi untuk belajar bahasa Inggris. Persepsi negatif tersebut antara lain siswa harus memiliki kuota internet atau harus memiliki koneksi yang baik, durasi video terkadang terlalu pendek, dan tidak ada kesulitan saat menggunakan video TikTok sebagai media pembelajaran bahasa Inggris. Kesimpulannya, video TikTok bermanfaat dalam pembelajaran bahasa Inggris, dan memberikan kontribusi kepada siswa untuk belajar secara mandiri.

Kata kunci: Persepsi, Media Pembelajaran, TikTok

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter consists of the Background of the Study, the Reasons for Choosing the Topic, the Statement of the Problems, the Objective of the Study, the Limitation of the Study, the Significance of the Study, the Definition of the Key Terms, the Organization of the Study.

1.1 Background of the Study

English is a universal language that is spoken in many nations throughout the world. Indonesia is one of the nations that has used English as a foreign language. Therefore, most schools in Indonesia begin to introduce English. English classes are compulsory for students started from elementary school based on 2013 Curriculum. Learning English is crucial since it makes it simple for a person to interact with foreigners. However, there are still some students who consider English as a difficult subject despite, moreover learning English in a classroom is not enough to cover a whole comprehension of language learning as it only covers limited time per week. As a consequence, students are expected to be able to study independently outside of classroom, in order to habituate the use of English in daily life. With today's sophisticated technology, many students can utilize their gadget to learn English independently.

Nowadays, technology has become an important part of people's daily life. We utilize technology every day to assist us in our everyday tasks or even in

our spare time. Our current society has benefited much from technology and this progress is good for learning environment especially for students.

Technology now plays a significant role in enhancing the effectiveness and efficiency of human activities. In the field of education, technology is helpful, particularly as a source of information and media to assist learning. It may also boost students' enthusiasm in their studies. Technology has made it feasible for students to continue studying, even when they are unable to attend the class. Hence, with so many advantages of technology, there are always 2 sides of a coin in which technology can also bring negative effects if it is not filtered well. Dealing with learning English, teachers can introduce some beneficial online platforms for students to learn independently so they can filter themselves from disadvantages of technology in learning English.

Further solution, there are various things students may do to enhance their English skill, for instance by enrolling in an English course or studying on their own at home. Students can use technology to support their learning activities, especially with today's technical complexity. They have access to whatever knowledge they require or choose to study from gadget. On the smartphone, students can download several applications that can assist the learning proses. One technique to study English with smartphone is through social media. Students may use it as media to study and understand their material related to their classes and enhance the level of their English skill. They have access to whatever information they desire via gadget. They may download a variety of apps on the gadget that will help them learn English including social media like

Facebook, Instagram, TikTok, Telegram, WhatsApp etc. Those apps may be used as tools or resources to help students learn and comprehend academic as well as non-academic information while also enhancing the calibre of their English skill (Nurjannah, 2021). The students can learn English through applications such as YouTube, Instagram, TikTok even use video, not only text and audio to provide interactive English learning.

Video is a moving picture with a set amount of time. There are currently a lot of educational videos available in Youtube. Many people will watch educational videos if they are engaging and helpful. Using instructional videos can make it simpler for teachers to conduct learning activities. Students can better grasp the learning material being offered with the display of engaging learning videos, which begin by providing content utilizing audio and visual elements that include material messages. Students may utilize and access educational videos whenever they want to enhance their learning results. Now, the younger generation is very interested on several applications where they can access these educational videos. The TikTok application is one of them.

TikTok is one of the most well-liked social media, it is a brief video application that is well liked by teenagers. Currently, it is a popular application that is used by both children and adults. According to Sloane and Rittenhouse (2019), 69% of users on TikTok app between the ages of 16 and 24 years old. TikTok is a new social media application for video that has lately grown in popularity recently due to its ability to disseminate short videos in a variety of genres, including humor and entertainment in which with the help of video

content, users can express themselves on this platform through 3 - 5 minutes video. Some people produce interesting material, while others rely on it for their livelihood. Other people often use this application to watch videos that are presented on the timeline for pleasure. Nowadays, many content creators create English video content in this application. On TikTok, people can watch and upload videos anytime and anywhere. Currently, it may be utilized as media for English language acquisition in addition to being used for enjoyment. On TikTok, a variety of video purpose are available, from entertainment to education, such as lip sync videos, singing, prank videos, videos on food, health videos, education videos and of course English language instruction.

From this point, lots of individuals produce TikTok videos to amuse lots of people. The presentation of videos on TikTok is decided by user interactions with accounts, commonly used hashtags, accounts that are followed, and frequently seen video content. According to Rahmawanti and Ubaedillah (2021), students can use TikTok to study English, and English teachers often utilize it in the classroom. It implies that TikTok may be utilized to teach English and can aid users in improve their English skill. TikTok offers both advantages and disadvantages as media for learning English in terms of assisting students in improving their English skill, much like other learning media.

This study emphasizes the phenomenon of using Tiktok among students. This is similar to a chance to be utilized as a learning media, but it needs to be underlined, that TikTok existence has both the positive and negative sides for students. The referred to positive side is connected the effectiveness and creativity

in the learning process in order to strengthen or foster language abilities in students, both Indonesian and English language. However, on the other hand, there are also negative side on the TikTok application, where the content on Tiktok can be very bad and not fun, including content that contains English language that is not appropriate for students to hear. For example, the existence of curses, bad words and other inappropriate content. Each student view utilizing TikTok as a learning tool for English differently.

This study attempts to know students' perceptions of whether or not TikTok can aid them in their independent learning of English and how they learn using the application. Perception is the process of transferring information to the brain, which involves humans continue to interact with their surrounding through their five senses (Slameto, 2015). According to Robbin (2019), perception is the process through which people arrange and interpret their sensory experiences therefore they have meaning for them. It is the act of a person being presented with a stimulus by way of their senses (Walgito, 2015). Students' perceptions may include details or a summary of how they utilize TikTok for learning, as well as whether or not studying English with TikTok actually improves students' English abilities.

In conclusion, this study will focus on TikTok and entitles "*University Students' Perceptions of Using TikTok Videos as Media for English Learning*". This study aims to describe the students' perceptions of using TikTok videos as media for English learning.

1.2   Reasons for Choosing the Topic

The following are reasons for choosing the topic as follows:

1. It is important to know whether TikTok is effective and appropriate as media for learning English.

2. TikTok is believed to be able to improve students' English skills.

1.3   Research Question

The research question of this study is formulated as follows:

What are the students' perceptions about TikTok videos as media for learning English?

1.4   Objectives of the Study

The objective of the study is to describe the students' perceptions of using TikTok videos as media for learning English.

1.5   Limitation of the Study

The study's main points are as follows:

1. This research limits its investigation to the university students who have used the TikTok application as learning media to learn English. In particular, the subject of this study is students of the 2019 Sultan Agung Islamic University who use the TikTok app to learn English.

2. This study focuses on students' positive and negative perception of using TikTok videos as media for English learning.

1.6 Significance of the Study

This study hopefully will bring some significance as follows:

1. For other researchers

   This study should be useful as a reference for other researchers who also investigate the potential applications TikTok, used as English learning media especially TikTok.

2. For students

   Hopefully they can be more and more use the videos on TikTok for their English learning independently. Therefore, students experience their learning activity is as fun, relax, enjoyable and not bored, by using new methods through TikTok videos and can understand English more quickly by interesting with TikTok video creators.

3. For educators

   It is hoped that the result of this study can be a reference in teaching English by using TikTok. They can also suggest TikTok video or channels to students for learning English independently, like @kampunginggrislccom @aarons.english @englishbygiovana etc.

1.7 Definition of the Key Terms

In order to make this study easier to understand, it presents the definition of the key terms as follows:

1. Perception

    According to Arfin, Kuswadi and Kuswarno (2017), perception is the inference of information from experience and the interpretation of signals to describe things, relationships or events.

2. Learning media

    According to Musfiqon (2012), learning media are tools, booth physical and virtual, that teachers employ to help pupils learn information more effectively and efficiently.

3. TikTok

    TikTok is a Chinese platform founded in September 2016 by Zhang Yiming that may be utilized for English language study as well as for amusement (Ferstephanie & Pratiwi, 2021)

1.8 Organization of the Study

Chapter I is introduction which covers background of the study, the reasons for choosing the topic, the scope and limitation of the study, the research question, the objective of the study, the significance of the study, the definition of the key terms and the organization of the study.

Chapter II is review of related literature which contains theories underlying the writing of this study.

Chapter III is research method. It consists of research design, subjects of the study, instrument of the study, data gathering and data analysis.

In the chapter IV, the writer gives explaination about the Research Result, and the Discussion of Research Result.

In the chapter V, the writer concludes the conclusion and gives the suggestion.

CHAPTER II
REVIEWS OF RELATED LITERATURE

This chapter, reviews some of literature that consist of Perception, Definition of Perception, Factors Influencing Perception, Types of Perceptions, Process of Perception, Learning Media, Definition of Learning Media, Function and Principle of Learning Media, Types of Learning Media, the Benefits of Learning Media, TikTok, Definition of TikTok, Factors that Affecting the Use of the TikTok App, and the last is about Review of Previous Study.

2.1 Perception

This subchapter covers the Definition of Perception, Factors Influencing Perception, Types of Perception, and Process of Perception.

2.1.1 Definition of Perception

According to Erin and Maharani (2018), perception is a psychological process in which people may convert answers into positive or negative perceptions depending on their five senses experiences. Furthermore, Saifuddin (2020) mentioned that perception is a process that begins with the use of the five senses to receive a stimulus, then it is structured and processed, therefore it may comprehend what is sensed.

According to Arfin, Kuswadi and Kuswarno (2017), perception is the inference of information from experience and the interpretation of signals to describe things, relationships or events. Meanwhile, Desmita (2009) says perception is the process of applying previously acquired information to get sensory system's

interpretation. People can comprehend a variety of occurrences and the information or data that surrounds them through perception and various people might perceive the same item but interpret it differently. People interpret what they observe and refer to it as relativity. Hong (2003) says perception is a person's impression of something that determined by how they act toward using it, regardless of whether they agree or disagree with the technique or the material they have learned. It implies that each, students have their own perspective on what they have learned and how they have reacted to it.

According to Sidhu (2003), students' perceptions are their viewpoint on something that occur throughout the learning process in the classroom, and they are created with recommendations or arguments for teachers or other students to develop their language skills. Students' perception about TikTok is the process of considering their points of view based on their own (hearing and seeing) as a reaction to and interpretation of what they have experienced about the positive and negative impacts of utilizing TikTok videos as media for English learning (Fahdin, R. G. P. 2020).

Based on the information provided above, it is possible to inferred that students' perceptions are the process of students' handling of information about an object that applies in the school environment, particularly in the classroom, through observation with their own senses, allows them to interpret and provide meaning to the observed thing.

2.1.2 Factors Influencing Perception

According to Robins, Judge and Langton (2017), there are variations in people's perceptual ability. The same stimulus may be perceived differently by two persons. The following are the factors influencing people's perceptions:

1. Perceptual learning

   Every member of the group learns to give some sensory signals priority while disregarding others. For instance, a person who has received training in an employment such as artwork or another skill job will do better than untrained individuals. The best instructor for such perspective abilities is experience. For instance, the blind may be able to identify someone by hearing their voice or footsteps.

2. Mind set

   Set refers a condition of readiness to take particular sensory information. Such anticipation assists the individual in preparing with thorough attention and concentration. For instance, when we are waiting for the train, we pay attention to the horn or sound even though there is a lot of noise disruption.

3. Motives and requirements

   Our motivations and requirements will certainly be influenced by our goals. For instance, a person who is hungry will be driven to focus primarily on the food items among other stuff. His focus cannot be diverted to anything else until his motivation is met.

4. Cognitive styles

    According to certain theories, every person is different in their ways they
    typically process information. Every person will have unique perspective
    on the problem. It is believed that flexible individuals pay good attention,
    are less influenced by external stimuli, and are less controlled by internal
    demands and goals than people who are constrained.

    In conclusion, it can be seen that perception is really important in a
    professional situation. It impacts one's conduct, which in turn has an
    impact on how they see the outside world. There are times when you may
    not be seen favourable by others. People in organization should be able to
    comprehend and interact with one another without having any
    misunderstanding. You can do it if you develop your empathy and
    compassion for other people.

2.1.3 Types of Perceptions

According to Solso et al. (2017), perception can be divided into two types, there
are positive perception and negative perception.

1. Positive perception

    Positive perception is an individual's evaluation of anything or
    information with a positive perspective or in line with what is anticipated
    of the thing perceived or from the established rules. Positive perception is

caused by the individual's contentment with the thing that gave rise to it, the presence of the individual's knowledge, and the individual's experience.

2. Negative perception

Negative perception is an individual's negative impression of a certain object or information, going against the grain of what is normal or expected of them according to the standards in place. Negative perception is a result of three factors, first is the individual's ignorance, second is their lack of experience with the object being perceived, and third is their discontent with the object that is the basis of their perception.

From the explanation above, it may be stated that perception, both positive and negative will always influence someone's behaviour. Positive and negative perception is described by how persons characterize all of their information about an observed thing.

2.1.4 Process of Perception

According to Walgito (2017), the perception process is divided into the following steps:

1. The first step is the process of a stimulus being captured by the human senses, sometimes referred to as physical process or the natural process

2. The second step is a physiological stimulation delivered by receptors through sensory nerves.

3. The third step, a psychological process is the process by which an individual becomes aware of the stimulus that was received by the receptor.

4. The fourth stage consists of the perceptual process's outputs, which take the form of behaviour and responses.

Thus, it is possible to conclude that the perception process be related with the psychological process and the process of sensory stimulation.

2.2 Learning Media

This subchapter consists of Definition of Learning Media, Function and Principle of Learning Media, Types of Learning Media, and the Benefits of Learning Media,

2.2.1 Definition of Learning Media

Learning media is one of the instruments and stimulants offered by the teacher to help students to learn fast, accurately, effectively and correctly (Suhana, 2016). Furthermore, Ray et al. (2020) mentioned that learning media is utilized to assist teachers in communicating subject information therefore students may comprehend the subject matter more easily.

According to Miarso (2019), Learning media is anything that may be utilized to communicate a message in order to stimulate students' emotions, thoughts, willingness, attention, and support the learning process. Meanwhile, Musfiqon (2012) says, Learning media is used to help the learning process therefore that

learning objectives can be met. Learning media are tools, booth physical and virtual, that teachers employ to help students learn information more effectively and efficiently and the students would more quickly accepted the learning materials and be motivated to study more. Therefore, the learning media may be viewed as a hardware or software instrument used by teachers to provide material to students during the learning process.

From some of the description above, it can be concluded that media is a mediator, whether in the form of tools or visuals, that contains information that will be communicated by the sender to the recipient of information, making it easier to provide clear understanding knowledge about a loaded problem or object.

2.2.2 Functions and principles of Learning Media

Learning media may be used as a tool to provide information throughout the learning process. In addition to serving as a media for transferring information throughout the learning process, there are some function of learning media according to Asyhar (2012) as follows:

1. Media as a resource for learning.

2. The semantic function is to connect to the word, phrases, signs, or symbols.

3. The ability of the media to manipulate an object or event in different ways, depending on its conditions, circumstances, objectives, and target.

4. Fixative function is the ability of the media to capture, store, and recasting an object or event that has already happened.

5. The distributive functions of the media used in the learning process, which allow for a large number students participation or unlimited media coverage.

6. Psychological functions of the learning media can help with attention, emotional, cognitive, creativity, and motivation

7. The sociocultural functions between students with various cultures, habits, setting and experiences.

In addition, Musfiqon (2012) thinks that the concept of media consumption in the learning process may be separated into three primary principles, there are:

1. Efficiency effectiveness principles

   In the idea of learning, effectiveness is the accomplishment of a learning process in reaching learning objectives. While efficiency is defined as achieving learning objectives with the least amount of time, facilities, money and other resource possible.

2. Relevance principles.

   One should be able to select media as a teacher that is in line with the goals, learning methodologies, content and learning assessment.

3. Productivity principles

   The best goals are achieved by using available human and natural resources to practice the learning process.

In conclusion, it can be known that the function and principle of learning media is to assist students in achieving their learning objectives. The learning process will be more successful the more effective the learning media employed. As a result, selecting the right media will have a significant impact on the success of the learning process.

2.2.3 Type of Learning Media

According to Anitah (2019), there are types of media as follows:

1. Non-projected visual media, like cartoons, charts, diagrams, illustrations, graphs, maps, etc.
2. Projected visual media, like slide (film frame), opaque projector, overhead projector, composite film.
3. Audio media, like telephones, tapes, radio, microphone, optical media etc.

Referring to the explanation above, it concluded that several type of learning media, especially both visual or non-visual technology are employed used teaching and learning process.

2.2.4 The Benefits of Learning Media

As stated by Sujana and Rivai (2016), learning media have some benefits as follows:

1. Many students are interested in learning media, so that make students can increase their motivation to learn.

2. Learning media will be clearer and easier to understand in order to help students master and complete learning objectives.

3. Teaching techniques will be more assorted and not limited to verbal communication through the teacher's voice, therefore make students are not bored and the teacher is not exhausted, especially if the teacher instructs throughout every class.

4. Students can participate in additional learning activity because they pay attention to the teacher's explanation such as watching, acting, doing, and demonstrating.

From some discussion above, it can be known that learning media is a tool or mediator used by teachers to provide subject information to students in such a way that it is simple to know and catch the meaning, hence increasing student motivation and learning results.

2.3 TikTok

This subchapter includes of Definition of TikTok and Factors that Affecting the Use of the TikTok App.

2.3.1 Definition of TikTok

TikTok is a video application launched in September 2016 by Zhang Yiming and controlled by Byte Dance (Koniah, 2021). The name of this application is Douyin, which was a Chinese explosive. Due its fame, Douyin has developed into a global phenomenon under a new name TikTok.

As stated by Xiuwen and Razali (2021), TikTok is a kind of short video platform that plays 15 to 60 second videos and encourages people of various backgrounds to share their abilities, experiences, knowledge, and information. Furthermore, Deriyanto and Qorib (2018) says TikTok is a new social media network that allows users to create fascinating movies and engage with one another through comments and private conversation.

According to Pratiwi (2021), TikTok is a social networking platform with a big user base, comprehensive features, and various of content that is used as a learning media. Meanwhile, Syaifudin (2021) says TikTok videos may be used by teachers to educate students how to develop relevant, interesting and visually attractive learning activities and motivate students to participate in the learning activities. Moreover, Syah (2021) defined TikTok videos are brief, simple, to make and easy to share.

Referring to the explanation above, it can be known that TikTok application may be used as an efficient learning tool. The TikTok application is popular among youths and students of the millennial generation who are interested by digital world, especially gadget.

2.3.2 Factors that Affecting the Use of the TikTok App

According to Demmy (2018), there are two factors for TikTok application: internal factors and external factors. Internal factors that include emotions, behaviours, personal characteristic, wishes, expectations, attention (concentration), physical condition, values, interests, requirements and motivation. External factors that include family

history, information received, knowledge, surrounding requirements, size, intensity, novelty, opposites, familiar and unfamiliar objects. Further explanation of internal and external factors can be seen below:

1. Internal Factors

   Internal factors are things a person has inside them, such as feelings. Swastika (2017) defined feelings are psychological conditions that a person experiences while they are joyful or depressed. Feelings are among the internal elements that drive students to use TikTok. Because if someone's feelings are upset when using the TikTok app, that person will not utilize it. The usage of this application may be seen not only in their feelings but also in their behaviours. Furthermore, a person's capacity for self-control improves with age.

2. External Factors

   People use the TikTok application to share videos and other types of recording, which helps users quickly communicate information. According to Nasrullah R (2015), information takes on the character of social media because it produces content, generates representations of identity and facilitates interactions based on information. Therefore, information is something that influences the utilization of the TikTok application.

   If someone does not learn about TikTok, it's possible that they are not familiar with the app or decided not to use it. Therefore, the information is crucial while utilizing the TikTok app. A person's

knowledge may be impacted by social media influence, which is a sort of disinformation media. Therefore, with information also a person may be influenced by his understanding of social media platforms such as TikTok. From the discussion above, it can be known that both internal and external factors have a significant impact on how the TikTok application is used.

2.3.3 Impact of the TikTok app

According to Abdushef (2021), the impact of the TikTok application is divided into two types, there are positive impact and negative impact.

1. Positive impact

The first positive impact of TikTok app is acquire of knowledge. People exchange experiences about everyday activities like singing, cooking, making art, music, and more. A lot of unique knowledge and can be applied in real life. The second is suggestion from people your age. People of comparable ages have a greater understanding of one another and may thus give excellent counsel that is accepted seriously. The third is positive spread. Many users on TikTok prefer to advocate positivism and an understanding of significant topics, such as self-love.

2. Negative Impact

The first negative impact of TikTok app is time-consuming. Users may lose track of time when scrolling TikTok videos and ignoring about real life. The second is the tendency to self-isolation. People prefer to converse on social media rather than in real life. The third is TikTok makes a toxic environment. Instead of correcting inappropriate behaviour, people are more likely to ban or report users.

From the explanation above, it can be stated that the impact of the TikTok app, both positive and negative impact will always influence person's behaviour.

1.4 Review of Previous Study

The first study was written by Pambudi (2022) entitles *University Students' Perception Toward the Use of TikTok as Learning Media*. The purpose of this study is to fill the gaps, exploring university students on how do they perceive the use of TikTok as university students' learning media to learn English speaking skills. The subject of this study was three students from the 6th semester in English Education Study Program at a Public University in Jambi. The instrument of the research was interview. The study used qualitative method. The finding showed that the participants had a positive attitude toward a TikTok application as a learning media, the participants also expressed a strong desire to use a TikTok application

to watch and understand all the content associated with basic English skills especially English speaking skills.

The second study was composed by Syamsiani and Munfangati (2022) with the tittle of *Students' Perception toward the Use of TikTok Videos for Learning English*. This study aims at understanding students' perceptions and the challenges students face in using TikTok videos for learning English. The method used in this research is descriptive qualitative. The subjects of this study were 3 students of the 4th semester in English Education Department of Ahmad Dahlan University. The researchers tried to interview the three participants who were considered appropriate because the researcher found several fourth semester students who used Tiktok videos to learn English. The result of this study showed that there were various positive and negative perceptions among students about the use of TikTok videos for learning English. The use of TikTok videos has a positive and negative impact. The positive impact is that the video is effective to watch anywhere, while the negative impact is that the delivery is very short.

The third study was created by Novitasari and Addinna (2022) entitles *Students' Perception on the Use of TikTok for Learning English*. This study aims to know and describe students' perception on the use of TikTok for learning English. The participants of this study were 21 students of the 2021 English Education study program who used TikTok to learn English. The instruments of the research were

questionnaires and interviews. However, only 6 students who were used as the sample for interview. This study used a descriptive method with a qualitative approach. In collecting data, the researchers used observation sheets, questionnaires and interviews. Based on the results of this study, it was found that students have a positive perception of using TikTok to learn English. In addition, TikTok has many advantages such as easy to access, has varied and interesting video contents, easy to understand, can learn from native speakers, free access and many others.

Based on 3 previous studies above as related supporting research. There are some differences between the three journals above and this study. Judging from the objectives, the first journal aims to fill the gaps, exploring university students on how do they perceive the use of TikTok as university students' learning media to learn English speaking skills. The second journal aims to understanding students' perceptions and the challenges students face in using TikTok videos for learning English. Meanwhile, the aim of this study is the same as the third journal, which is to know the students' perception on the use of TikTok for learning English. The difference with the three previous studies is that they use a qualitative descriptive method, while this study uses quantitative descriptive method. Then, the instruments in the first journal and the second journal used interviews, the third

journal used observation sheets, questionnaires and interviews, while in this study will use questionnaire only.

In the first journal use three students from the 6th semester in English Education Study Program at a Public University in Jambi, the second journal use 3 students of the 4th semester in English Education Department of Ahmad Dahlan University and the third journal use students of the 2021 English Language Education study program. While this study will use 20 students of the 2019 English Education Study Program of Sultan Agung Islamic University. Furthermore, for the similarities, both studies use students of English Education study program. In addition, all studies have goals that there are various positive and negative perceptions among students about the use of TikTok videos for learning English which is in line with this study although there are differences in previous studies, they can be used as a reference in analyzing the data in this study and hopefully it can enrich the variety of research itself about media for English learning.

CHAPTER III

RESEARCH METHOD

This chapter presents about the research method. Research method is the strategy, processes or techniques used in the collecting data or evidence for analysis in order to discover new information or get a better understanding of a topic. It consists of Design of the Study, Subject of the Study, Population of the Study, Sample of the Study, Data of Study, Variable of Study, Types of Study, Instrument of the Study, Validity of the Questionnaire, Reliability of the Questionnaire, Technique for Collecting Data, Data Collecting Procedure, Data Analysis, and Time Schedule.

3.1 Design of the Study

The research design is a coordinated, specified, and thorough strategy for how to collect, process, and evaluate data. As stated by Adrew Kirumbi (2018), research design is a set of procedures and processes for gathering and analysing data on the variables indicated in the issue statement. The design of this study was quantitative descriptive method because the data was given in numerical and descriptive form.

Sugiyono (2013) mentions that the descriptive research was done to assess the value of an independent variable, whether it be one or several, without comparison or connection to other variables. Descriptive research is a study undertaken to identify variables, whether the variable was one or even many, without comparison or connection to other variables. Quantitative methods

determine the proper measurements and statistical, numerical, or mathematical analysis of data gained by questionnaires, surveys, polls, and other forms of research, as well as the alteration of already obtained statistical data using computational tools.

3.2 Subject of the Study

Arikunto (2016) defines that research subject were limited to an object, thing, or person where the information for the research variable was inherent and at issue. This sub-chapter consists of Population of the Study and Sample of the Study.

3.2.1 Population of the Study

Population of the study is described as the individuals who appeal to the researchers' interest in generating the results of the investigation. The total number of units (organizations, individuals, events or objects) from which samples were drawn for measurement was also known as the population (Kindy, 2016).

The total population of 2019 students was 42, 21 students from class E1 and 21 students from class E2. The students of the 2019 English Education Study Program of Sultan Agung Islamic University Students who used the TikTok application to learn English and the total respondents were 30 students.

3.2.2 Sample of the Study

Sample of the study is the process of selecting a group of respondents from a big population who are representative of the whole sample. Sample was referred to as the action, procedure, or technique (Kindy, 2016). From the total 42 students of English Education Study Program 2019, this study took 30 students from both classes by using purposive sampling.

3.3 Data of the Study

This sub-chapter includes Variable of Study and Types of Data.

3.3.1 Variable of Study

This study only used one variable, namely the students' perceptions of using TikTok videos as media for learning English.

3.3.2 Types of Data

Data needed in this study was primary data. Primary data is information gathered directly from the original source or location where the researcher conducted a research to be observed and documented (Sugiyono, 2014). Primary data obtained through questionnaire. Questionnaire is one technique used to gather data for studies on people's attitudes, beliefs, behaviors, and characteristics.

According to Sagar (2022), employing questionnaire has various advantages, including:

1. One of the biggest advantages of questionnaires was that every respondents sees the exact same questions.

2. It was a cheap method.

3. Free of the interview's prejudice, because the respondents answer the question in their own terms.

4. Respondents had sufficient time to consider and respond.

5. Because of its extensive coverage, respondents in remote places may be easily contacted.

3.4 Instruments of the Study

According to Sugiyono (2015), instrument of the study is a measuring tool used by researchers to collect data for a study, such as questionnaires, tests, interview guides, and observational instructions. In this study, the instrument used questionnaire. As stated by Pahwa (2023), the questions in questionnaires may also be divided into two types. There were open-ended questions (unstructured) and close-ended questions (structured). Questionnaires may contain open or closed questions, or a combination of the two. Respondents could react in their own in as much as they liked with open-ended questions. Meanwhile, closed-ended questions present respondents with a set of prepared replies from which to choose. In this study, open-closed ended questionnaire was used as the instrument of this research which can be seen in Appendix 1.

3.4.1 Validity of the Questionnaire

According to Sugiyono (2014), valid means that the instrument could actually is being measured. Its goal to know if the questionnaire is correct or incorrect. As stated by Drew (2022), there is different types of validity as follows:

face validity, content validity, construct validity, internal validity, external validity, concurrent validity, predictive validity, and statistical construct validity.

In this research, the questionnaire was tested for construct and content validity with the expert judgements rubrics. Cohen and Swerdik (2018) state that the content validity refers to how representative the test or items was for measured the behaviour under study. While construct validity referred to how well a test assesses the topic being evaluated. It is critical for determining a method's overall validity (Pritha, 2023). Content validity is the act of analysing the contents of questionnaire items to see if they represented the entire theoretical construct of the proposed model of the problem under examination. The questionnaire statements were analysed as part of the validation process using a rubric instrument. The expert judgement content validity rubric could be seen on Appendix 1.

3.4.2 Reliability of the Questionnaire

According Ashley (2019), reliability is the degree to which a measuring instrument gives the same results each time it is used, assuming that the underlying thing being measured does not change.

This study used Cronbach Alpha Formula on SPSS version 25. When the responses are consistently steady or progressively stabilizes, the questionnaire was considered dependable.

Table 3.1

Reliability Level Based on Alpha

Alpha	Reliability Grade
00,00 – 0,20	Less Reliable
0,20 – 0,40	Rather Reliable
0,40 – 0,60	Enough Reliable
0,60 – 0,80	Reliable
0,80 – 1,00	Very Reliable

Source: (Wahyudi, 2016)

3.5 Technique for Collecting Data

Techniques for collecting data are seen to be crucial to the effectiveness of the study. It deals with how data is collected, who the source is, and what instruments are used. In a study, the quantitative data are measurable numerical data researchers could gather by propose multiple-choice or close-ended questions through polls, survey, questionnaires and other approach (Houston, 2023).

The data collecting technique in this study used open close-ended questions which were presented in the Google form. Hasa (2016) mentions that open-ended question is a question that could be answered with a long response. Open-ended inquiries are typically posed with the goal of learning the respondent's ideas or opinions. Meanwhile, close-ended question is question that has a short response in a single word or phrase.

3.6 Data Collecting Procedure

In this study, the data was gathered through the following steps:

1. Make online questionnaire form in Google form.

2. Validate of questionnaire.

3. Distribution questionnaire to 30 students of English Education Study Program of Sultan Agung Islamic University.

4. Ask the students to answer the questionnaire

5. Analyze the questionnaire result.

6. Conclude the result.

3.7 Data Analysis

This study used questionnaires as the main instruments to collect data about the students' positive and negative perception of using TikTok videos as media for learning English. The data collected were analysed by using statistical software, especially the SPSS 25 software. To calculate the data, the study used the Likert scale. The Likert scale may be used to measure all of the variables. A person's attitude or perspective of an event or statement was expressed in the form of a questionnaire using the Likert scale, which ranges from 1 to 5 as mentioned in table 3.2.

Table 3.2

The Likert Scale

Statement	Score
Strongly Agree (A)	5
Agree (A)	4

Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

Source: (Warmbrod, 2014)

3.8 Time Schedule

In the data collection process this study followed the following schedule:

Table 3.3

Time Schedule

No.	Activities	August			
		1	2	3	4
1.	Create Google Form	■			
2.	Try Out		■		
3.	Test			■	

CHAPTER IV

RESULT AND DISCUSSION

This chapter answers the research question for this study. Within the descriptive statistical analysis, the result of University students' perceptions of using TikTok videos as media for English learning.

4.1 Research Findings

In conducting this research, questionnaire was used to collect the data. Based on the result obtained from a total of statement from five indicators, it was found that all statements were dominated by positive perception. It showed that learning English by using TikTok videos can meet five categories consisting of Perceived Ease of Use (statement number 11), Perceived Usefulness (statement number 3, 4, 7, 9, 12, 13), Attitude Toward Usage (statement number 2, 10, 13), Activity in the outside classroom when learning English (statement number 5 and 6), Intention of Use Towards (statement number 1 and 8). It can be concluded that these results show that TikTok videos is positive perception as media for English learning.

4.1.1 Validity and Reliability

The questionnaire was conducted after it was validated by the advisor and tested is reliability. The validation rubric can be seen in Appendix 2, while of reliability is the result stated in table 4.1.

Table 4.1 Reliability of the Questionnaire

Reliability statistic

Reliability	Statistic
Cronbach Alpha	N of items
0.626	14

The reliability of the items of question in SPSS 25 the result is higher than 0.60. It can be said that the instrument is reliable. Based on the computation, it is found that the reliability of this test is 0.626. The result of the reliability is higher than 0.60. It means that the instrument is reliable.

4.1 Data Analysis

This chapter explains the result of data analysis based on the problem of University students' perceptions of using TikTok videos as media for English learning was used Open closed-ended questionnaire which included 16 statements: 14 statements of close ended questionnaire and 2 statements of open-ended questionnaire. The questionnaire was completed by 30 students of E1 and E2 English Education Study Program 2019.

The First Statement

The first statement of the questionnaire is **'I am interested in using learning media such as TikTok app'**. The respondents' responses result is stated in the table 4.2.

Table 4.2

The Analysis Data of the 1st Statement

Answer items	Frequency	Percentage
a. Neutral	3	10.0%
b. Agree	19	63.3%
c. Strongly Agree	8	26.8%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

From the table above, it can be concluded that students had positive perception about TikTok. There were 27 (90.0%) students of 30 students strongly agreed and agreed that they were interested in using learning media such as TikTok app.

The Second Statement

The second statement of the questionnaire is **'I like learning English using TikTok videos'**. The respondents' responses result is stated in the table 4.3.

Table 4.3

The Analysis Data of the 2nd Statement

Answer items	Frequency	Percentage
f. Neutral	6	20.0%
g. Agree	14	46.7%
h. Strongly Agree	10	33.3%
i.Disagree	0	0%
j.Strongly Disagree	0	0%
Total	30	100%

From the data above, there were 24 students or 80.0% strongly agreed and agreed that they like learning English using TikTok video. It is indicated that students had positive perception about the second question.

The Third Statement

The third statement of the questionnaire is '**Using TikTok as one of learning media can motivate me to improve my English ability'**. The respondents' responses result is stated in the table 4.4.

Table 4.4

The Analysis Data of the 3rd Statement

Answer items	Frequency	Percentage
a. Neutral	6	20.0%
b. Agree	15	50.0%
c. Strongly Agree	9	30.0%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

From the data above, there were 24 students or 80.0% strongly agreed and agreed that TikTok could motivate them to improve their English ability. It is indicated that students have good perception about that question.

The Forth Statement

The fourth statement of the questionnaire is '**There are lots of English learning content videos on TikTok app'**. The respondents' responses result is stated in the table 4.5.

Table 4.5

The Analysis Data of the 4th Statement

Answer items	Frequency	Percentage
a. Neutral	2	6.7%
b. Agree	11	36.7%
c. Strongly Agree	17	56.7%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

From the table above, it can be known that 28 students or 93.4% strongly agreed and agreed about the question number fourth.

The Fifth Statement

The fifth statement of the questionnaire is **'I can learn English independently through TikTok videos'** The respondents' responses result is stated in the table 4.6.

Table 4.6

The Analysis Data of the 5th Statement

Answer items	Frequency	Percentage
a. Neutral	6	20.0%
b. Agree	18	60.0%
c. Strongly Agree	6	20.0%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

From the data above, there were 24 students or 80.0% strongly agreed and agreed that could learn English independently through TikTok videos. It is indicated that students had positive perception about the fifth question.

The Sixth Statement

The sixth statement of the questionnaire is **'I can use TikTok videos to learn English anytime and anywhere'**. The respondents' responses result is stated in the table 4.7

Table 4.7

The Analysis Data of the 6th Statement

Answer items	Frequency	Percentage
a. Neutral	3	10.0%
b. Agree	17	56.7%
c. Strongly Agree	10	100.0%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

From the table above, it can be concluded that students had positive perception about TikTok videos. There were 27 (156.7%) students of 30 students strongly agreed and agreed that they could use TikTok videos to learn English anytime and anywhere.

The Seventh Statement

The seventh statement of the questionnaire is **'Learning English by using TikTok increases my confidence to communicate in English'**. The respondents' responses result is stated in the table 4.8.

Table 4.8

The Analysis Data of the 7th Statement

Answer items	Frequency	Percentage
a. Neutral	10	33.3%
b. Agree	16	53.3%
c. Strongly Agree	4	13.3%
d. Disagree	0	0%
e. Strongly Disagree	0	0%
Total	30	100%

There were 66.6% (20 students) stated that learn English by using TikTok increased their confidence to communicate in English. It is indicated that the students in this study gave a positive perception about the question number seventh.

The Eight Statement

The eight statement of the questionnaire is **'I am not interested in the TikTok** app'. The respondents' responses result is stated in the table 4.9.

Table 4.9

The Analysis Data of the 8th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	7	23.3%
b. Disagree	18	60.0%
c. Neutral	5	16.7%
d. Agree	0	0%
e. Strongly Agree	0	0%
Total	30	100%

From the data above, it can be known from the opposite statement that 25 students or 83.3% answered strongly disagreed and disagree about the question number eight.

The Ninth Statement

The ninth statement of the questionnaire is **'I am not familiar and can't use the TikTok app'**. The respondents' responses result is stated in the table 4.10.

Table 4.10

The Analysis Data of the 9th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	12	40.0%
b. Disagree	15	50.0%
c. Neutral	3	10.0%
d. Agree	0	0%
e. Strongly Agree	0	0%
Total	30	100%

From the data above, it can be inferred from the opposite statement that there were 27 or 90.0% stated strongly disagreed and disagreed that the students familiar and could use the TikTok app. It is indicated that students have good perception about that question.

The Tenth Statement

The tenth statement of the questionnaire is **'I dislike using TikTok videos as media for learning English'**. The respondents' responses result is stated in the table 4.11.

Table 4.11

The Analysis Data of the 10th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	9	30.0%
b. Disagree	15	50.0%

c. Neutral	5	16.7%
d. Strongly Agree	1	3.3%
e. Agree	0	0%
Total	30	100%

From the table above, it can be showed from the opposite statement that there were 24 or 80.0% stated that the students like using TikTok videos as media for learning English.

The Eleventh Statement

The eleventh statement of the questionnaire is **'TikTok application is not easy to be used for learning English'**. The respondents' responses result is stated in the table 4.12

Table 4.12

The Analysis Data of the 11th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	7	23.3%
b. Disagree	11	36.7%
c. Neutral	12	40.0%
d. Agree	0	0%
e. Strongly Agree	0	0%
Total	30	100%

From the data above, it can be known from the opposite statement that 12 students or 40.0% answered neutral, 18 students (60.0%) answered strongly disagree and disagree about the question number eleventh.

The Twelfth Statement

The twelfth statement of the questionnaire is **'I found bad content and bad words in English on TikTok videos'**. The respondents' responses result is stated in the table 4.13.

Table 4.13

The Analysis Data of the 12th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	4	13.3%
b. Disagree	9	30.0%
c. Neutral	16	53.3%
d. Agree	1	3.3%
e. Strongly Agree	0	0%
Total	30	100%

From the table above, it can be known that 16 students or 53.3% answered neutral, 1 student (3.3%) answered strongly agree, 0 students (0%) answered strongly agree, 13 students (33.3%) answered strongly disagree and disagree about the question number twelfth.

The Thirteenth Statement

The thirteenth statement of the questionnaire is **'The duration of TikTok videos is too short to learn English'**. The respondents' responses result is stated in the table 4.14

Table 4.14

The Analysis Data of the 13th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	4	13.3%
b. Disagree	7	23.3%
c. Neutral	18	60.0%
d. Agree	1	3.3%
e. Strongly Agree	0	0%
Total	30	100%

From the table above, it can be known that 18 students or 60.0% answered neutral, 1 student (3.3%) answered agree, 0 students (0%) answered strongly agree, 11 students (36.6%) answered strongly disagree and disagree, about the question number thirteenth.

The Fourteenth Statement

The fourteenth statement of the questionnaire is **'Learning English by using TikTok is not fun and I feel bored'**. The respondents' responses result is stated in the table 4.15

Table 4.15

The Analysis Data of the 14th Statement

Answer items	Frequency	Percentage
a. Strongly Disagree	10	33.3%
b. Disagree	15	50.0%
c. Neutral	5	16.7%
d. Agree	0	0%
e. Strongly Agree	0	0%
Total	30	100%

From the table above, it can be known from the opposite statement that there were 25 or 53.3% stated that learn English using TikTok was fun and they didn't feel bored.

The Fifteenth Statement

The fifteenth statement was aimed to know the students' positive perceptions about conveniences or advantages of TikTok videos: *What are conveniences or advantages that you experience while using TikTok videos as media for learning English?*

From the fifteenth statement, 30 students gave positive perception, and the answered quite similar. The students agreed or liked using TikTok videos as media for learning English. The students stated that like use TikTok application to learn English, and it made the students easy in learning. They stated some example, the application was easy to use and could be used anytime and anywhere. Many con-tent creators created or explained many things about English from basic to high levels using language that was easy to understand and more concise but clear, therefore this application is very useful for beginners who want to learn English. Another examples, through TikTok they were able to practice their skills and confidence in using English. They could be discovered a lot of new vocabulary and learn it from native speakers.

The Sixteenth Statement

The sixteenth statement was aimed to know the students' negative perceptions about difficulties or disadvantages of TikTok videos: *What are difficulties or disadvantages that you experience while using TikTok videos as media for learning English?*

From the sixteenth statement, the students gave negative perceptions, and the answered with same responses. Students stated that the video duration was sometimes too short, such as explanations that were too fast and lacked detail due to the short duration. They stated that there was a lot of internet quota, they had to have a lot of internet quota and Wi-Fi to access the TikTok application and the difficulty if there is no signal to open the TikTok application. Another Examples,

in the TikTok application not all of the content was good, sometimes it contained bad words. Sometimes the content from one teacher is exactly the same as another and sometimes they just save the content to study it later and then forget to study it. Moreover, 6 students have different responses. They stated that there were no difficulties while using TikTok videos as a media for learning English.

4.3 Discussion

After analyzing the research findings, the results of the students' responses to both positive and negative statement are as follows:

1. The total response of positive perception covers strongly agree (21.3%), agree (36.6%), neutral (12.0%), disagree (0%), and strongly disagree (0%). It can be showed that the students gave more positive perception than negative perception.

2. While the total response of negative perception covers strongly agree (3.3%), agree (6.6%), neutral (21.3%), disagree (50.9%), and strongly disagree (17.6%). It means when participants answer negative to the negative statement of TikTok reflects that they have positive perceptions about it. For the example from 11th statement most of the response more strongly -disagree and disagree which reflects that they thought that TikTok is easy to be used.

While based on an open-ended questionnaire, the students gave the positive and negative perception with the answered quite similar. The positive perception covers that the students enjoyed using TikTok to learn English anywhere and anytime, the application was fun and easy to use, the students found new

vocabulary on TikTok app, the students were motivated to learn English. In addition, negative perception covers that the students must have an internet quota or must have a good connection, the duration of video was sometimes too short, and no difficulties while using TikTok videos as a media for learning English.

Based on the result obtained from a total of statement, it was found that all statements were dominated by the positive perception. It can be concluded that these results show that TikTok videos is positive perception as media for English Learning.

Furthermore, there were strength and weaknesses in this study. The strength of this study is on the novelty of TikTok as social media which is used widely nowadays. In addition, since this study used Google form so it is easy to get the response effectively and efficiently and can be widely spread. However, since the time is so limited so some weaknesses of this research occurred. The obstacles are in the participants who were only 30 and only from English Education Study Program 2019 due to the short deadline to conduct the research, and the time management in waiting for the response which was not at the same time.

Hopefully, they can be a lesson learned to conduct a deeper research with a suitable time in the future conveniences and difficulties encountered in this study. Based on the result obtained from a total of statement, it was found that all statements were dominated by the positive perception. It can be concluded that these results show that TikTok videos is positive perception as media for English Learning. The result leads to the discussion that this research which has positive perceptions is in line with the three previous study conducted by Pambudi,

Syamsiani, Munfanganti, Novitasari and Addina. They also got the results for TikTok media which resulted in the positive perception.

CHAPTER V

CONCLUSION AND SUGGESTED

This chapter consists of the conclusion of what have been discussed in the previous chapter and suggestion for teacher and students.

5.1 Conclusion

After doing the research and getting the result, it can be concluded that there was a positive and negative perception that was given by students who had made TikTok application as media for English learning. However, the positive perception covers strongly agree (21.3%), agree (36.6%), neutral (12.0%), disagree (0%), and strongly disagree (0%), rather than negative perception covers strongly agree (3.3%), agree (6.6%), neutral (21.3%), disagree (50.9%), and strongly disagree (17.6%).

Furthermore, in an open-ended questionnaire 30 students gave positive and negative perceptions with the answered quite similar. The positive perception covers that the students enjoyed using TikTok to learn English anywhere and anytime, the application was fun and easy to use, the students found new vocabulary on TikTok app, the students were motivated to learn English. The negative perception covers that the students must have an internet quota or must have a good connection, the duration of video was sometimes too short, and no difficulties while using TikTok videos as a media for learning English.

It showed that the students gave more positive perception than negative perception. In the conclusion, TikTok videos was useful in learning English, and gave a contribution to students for learning independently.

5.2 Suggestion

Several suggestions may be made based on the study that has been conducted, as follows:

1. For Students

    The students should be able distinguish between videos that should be seen and should be avoided.

2. For educators

    The study suggests that the educators utilize TikTok videos to teach English in the classroom as an alternative strategy.

3. For other researchers

    This study can be used as a resource for other researchers who want to investigate a similar topic. It would be ideal to apply to a wide range of subjects and locations.

REFERENCES

Addinna, A. (2022). Students' Perception on the Use of TikTok for Learning English. *Journal of English Language Teaching*, *11*(4), 566–579.

Adhabi, E. A. R., & Anozie, C. B. L. (2017). Literature Review for the Type of Interview in Qualitative Research. *International Journal of Education*, *9*(3), 86. https://doi.org/10.5296/ije.v9i3.11483

Aeni, D. F. (2022). Use of Tiktok Applications On Students' Behavior Kpiuin Kh. Abdurrahman Wahid Pekalongan. *Journal of English Language Education*.

Akhiar, A., Mydin, A.-A., Akma, S., & Kasuma, A. (2017). Students' Perceptions and Attitudes towards the Use of Instagram in English Language Writing. *Malaysian Journal of Learning and Instruction (MJLI), Special Issue on Graduate Students Research on Education*, 47–72.

Alauddin, F., Anjani, S., & Sofi, B. (2023). Junior High School Student's Perception of Learning Tenses Through the TikTok Application. *English Language Teaching and English Linguistics Journal*, *8*(1), 58–70.

Chukwuere, J. (2021). The positive and negative perception of university students using social media as a learning tool Education View Project Meet African Scholars (MAS) View project. *Psychology and Education* , 4590–4601. www.psychologyandeducation.net

Hulwatun, N. (2023). Analyzing Students' Perception about the Use of TikTok Application to Enhance Students' Speaking Skills at UIN Prof. K.H Saifuddin Zuhri Purwokerto. *Journal of English Linguistics, Literature and Education*, *5*(1), 101–110.

Lia, A. (2019). The Development of Web-Based Learning Using Interactive Media for Science Learning On Levers in The Human Body Topic. *Universitas Pendidikan Indonesia | Repository.Upi.Edu | Perpustakaan.Upi.Edu*.

Manggo, T., Liando, N., & Wungow, T. (2022). Student's Perception Toward Tiktok Media to Improve Their Speaking Ability. *Journal of Teaching English, Linguistics, and Literature*, *1*(10).

Manullang, H. E., & Katemba, C. V. (2023). Students' Perception Toward Instagram Usage in Writing Skill (Vol. 17, Issue 1). *http://ejournal.uika-bogor.ac.id/index.php/ENGLISH*

Maria, I. P. (2019). Using questionnaires in research on universities: analysis of experiences from a situated perspective. *REIRE Revista d Innovaci*, *12 (2)*, 1–16. https://doi.org/10.1344/reire2019.12.227010

Marleni, L., Sari, N., & Hardi, A. (2021). Improving the Student's Speaking Skill by Using TikTok Application. *Journal of English Language Education*.

Mazikana, A. T. (2023). The good part of using a questionnaire: Advantages and disadvantages. *https://papers.ssrn.com/sol3/cf_dev/AbsByAuth.cfm?per_id=2660231*

Montag, C., Yang, H., & Elhai, J. (2021). On the Psychology of TikTok Use: A first Glimpse from Empirical Findings. *Frontiers in Public Health*, *9*(641673).

Mustofa, H., Anindhita, H., & Jonathan. (2022). Analysis of The Utilization Of Tiktok As A Financial And Educational Learning Medium. *Intermational Conference on Education Innovation and Social Science*.

Niswatun, N. (2022). Two Sided of Tiktok: Considering Both Positive and Negative Sides Of Social Media For Language Learning. *Jurnal Studi Keislaman*, *12*.

Novitasari, & Addina, A. (2022). Student's Perception on the Use of TikTok for Learning English. *Journal of English Language Teaching*, *11*.

Oktarini, U., Dewi, K., & Putra, K. (2022). Analysis of the Positive and Negative Impacts of Using TikTok for Generation Z During Pandemic. *Journal of Digital Law and Policy*, *1*.

Permana, R. A. H. A., & Widodo, A. (2022). Validity and Inter-rater Reliability of the Scoring Rubrics for the Science Teacher TPACK Test Instrument. *Jurnal Penelitian Dan Pembelajaran IPA*, *8*(1), 27. https://doi.org/10.30870/jppi.v8i1.11164

Pratiwi, A., Ufairah, N., & Sopiah, R. (2021). Utilizing Tiktok Application as Media For Learning English Prounciation. *International Conference on Education*.

Pulungan, A. H. (2021). The Use of Interactive Learning Media for Teachers in Rural Areas. *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, *4*(1), 524–532. https://doi.org/10.33258/birle.v4i1.1705

Puspitarini, Y. D., & Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*, *4*(2), 53–60. https://doi.org/10.29333/aje.2019.426a

Putri, U. (2022). Student's pereption toward English videos on TikTok to improve their vocabulary mastery. *Repository.Unisma.Ac.Id*.

Rijal, S., & Sukmayadi, Y. (2021). The Use of the TikTok Application as a Music Learning Media for Junior High School Students. *International Conference on Arts and Design Education*, *519*, 104–108.

Roebianto, A., Savitri, S. I., Aulia, I., Suciyana, A., & Mubarokah, L. (2023). Content Validity: Definition and Procedure of Content Validation in Psychological Research. *TPM - Testing, Psychometrics, Methodology in Applied Psychology*, *30*(1), 5–18. https://doi.org/10.4473/TPM30.1.1

Salsabil, S. P. (2020). Students' Perceptions Toward the Use of Tiktok Video in Learning Writing Procedure Text at Senior High School 2 Rambah Hilir. *Journal of English Language Education*.

Sierra, J. J. (2015). Open-versus close-ended survey questions. *Journal of Business Outlook*, *14*(2), 1–5. https://www.researchgate.net/publication/282249876

Syamsiani, M., & Munfangati, R. (2022). Students' Perceptions toward the Use of Tiktok Videos for Learning English. *International Social Sciences and Humanities*, *2*(1), 324–329.

Wahyudi, K. (2016). The Effect of Service Recovery Justice Perceived Satisfaction and Impact On Relationship Quality, And Purchase Intention at Pt Indotruck Utama as One of Volvo Trucks Indonesia's Dealer. *Business and Entrepreneurial Review*, *16*(1). http://www.beritasatu.com/mobil

Wiwik, M. (2021). Student's Perceptionss Toward the Use of Tiktok Video in Learning Writing Descriptive Text. *Journal of Research on English and Language Learning*, *2*.

Yuliana, L., Hutagaol, I., Hutabarat, S., & Rahmawati. (2023). The Impact of TikTok's Online Learning Interest among High School Students. *Jurnal Pendidikan Bahasa*, *10*(1).