

**STUDENTS PERCEPTIONS: USING TIKTOK AS LEARNING
MEDIA IN LEARNING PRONUNCIATION AT UKI TORAJA**

Thesis



WRITTEN AND SUBMITTED BY

**AYUB AMPULEMBANG
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**in partial fulfilment of the requirements for undergraduate degree
English Education Study Program**

**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
CHRISTIAN UNIVERSITY OF INDONESIA TORAJA
(UKI TORAJA)
2025**

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LEARNING PRONUNCIATION AT UKI TORAJA**

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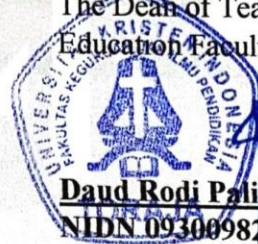
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APPROVAL OF THE EXAMINING COMMITTEE

This thesis was accepted by the examining committee of the Teacher Training and Education Faculty, Christian University of Indonesia Toraja with Dean's testimonial No HK.06/19/UKI Toraja.DFKIP/2025 in partial fulfilment of the undergraduate English Education Study Program on Monday 24 February 2025.

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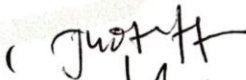
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DECLARATION OF OWNERSHIP

I here by cerify that this thesis entitled **"STUDENTS PERCEPTIONS: USING TIKTOK AS LEARNING MEDIA IN LEARNING PRONUNCIATION AT UKI TORAJA"** is honestly my own work. I am fully aware that I have quoted some statements and ideas from various sources, and they are properly acknowledge in the next.

If the above statements' is proven otherwise, then I am to accept the sanction that is specified by the English Education Study Program, Teachers Training and Education Faculty Christian University of Indonesia Toraja.

Makale, March 14rd, 2025



Ayub Ampulembang

MOTTO AND DEDICATION

MOTTO

“There are no failed dreams, only delayed dreams. If you feel that you have failed in achieving your dreams, don't worry, other dreams can be created.”

(Windah Basudara)

DEDICATION

I dedicated this thesis to the institution I adore (UKI Toraja), to my mother and my father who taught me a lot about the meaning of life, to believe that behind hardship there is ease, and that God will definitely give me the best, who is always takes care of me and teaches me to work hard.

You are my reason to be strong.

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Finally, the researcher would like say big thank you to everybody who was important successful realization of this undergraduate thesis. The researcher hopes this thesis is useful for the readers and students of English Education Study Program in learning process. However, the researcher realize that it is far from being perfect, and therefore, any criticisms, ideas and suggestions for its improvement will be greatly appreciated.

ABSTRACT

Ayub Ampulembang 2025. STUDENTS PERCEPTIONS: USING TIKTOK AS LEARNING MEDIA IN LEARNING PRONUNCIATION AT UKI TORAJA (supervised by Dan Mangoki', dan Sushy Teko Patanduk).

The purpose of this study was to describe the perceptions of English Education Study Program students at Universitas Kristen Indonesia Toraja (UKI Toraja) towards the TikTok application as a medium for learning vowel sounds pronunciation. In conducting this research, the author used descriptive qualitative research. Sampling in this study was using nonprobability sampling using purposive sampling technique on students from the English Education Study Program, Universitas Kristen Indonesia Toraja as informants with a total of 10 informants. Information collected through interviews.

Based on the results, out of 10 informants, there were 8 informants who expressed positive perceptions (I1, I3, I4, I5, I6, I7, I8, I9) and 2 informants who expressed negative perceptions (I2 and I10). It is concluded that students' perceptions of the use of TikTok as a medium for learning pronunciation in the UKI Toraja English Education Study Program are generally positive. TikTok is considered effective because of its flexibility, interesting content, and interactive features such as short videos, duets, and comment sections that help students practice vowel sounds pronunciation in a fun and efficient way, while getting exposure from native speakers as well as examples of vowel sounds and illustrations. However, a small number of students found limitations, such as the short duration of the videos that lacked depth, the absence of direct interaction to get immediate feedback, and distractions from irrelevant content. Nonetheless, TikTok makes a positive contribution to pronunciation learning by providing an accessible and engaging platform, but students are advised to supplement it with other methods that offer deeper understanding and interactive feedback.

ABSTRAK

Ayub Ampulembang 2025. STUDENTS PERCEPTIONS: USING TIKTOK AS LEARNING MEDIA IN LEARNING PRONUNCIATION AT UKI TORAJA (dibimbing oleh Dan Mangoki' dan Sushy Teko Patanduk).

Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris Universitas Kristen Indonesia Toraja (UKI Toraja) terhadap aplikasi TikTok sebagai media belajar vowel sounds pronunciation. Dalam melakukan penelitian ini, penulis menggunakan penelitian deskriptif kualitatif. Pengambilan sample dalam penelitian ini adalah dengan menggunakan pengambilan sample secara nonprobability dengan menggunakan teknik purposive sampling pada mahasiswa dari Program Studi Pendidikan Bahasa Inggris, Universitas Kristen Indonesia Toraja sebagai informant yang berjumlah 10 informant. Informasi yang dikumpulkan melalui wawancara.

Berdasarkan hasilnya, dari 10 informant terdapat 8 informant yang mengutarakan persepsi positive (I1,I3,I4,I5,I6,I7,I8,I9) dan 2 informant yang mengutarakan persepsi negative (I2 and I10). Disimpulkan bahwa persepsi mahasiswa terhadap penggunaan TikTok sebagai media belajar pronunciation di Program Studi Pendidikan Bahasa Inggris UKI Toraja umumnya positif. TikTok dianggap efektif karena fleksibilitasnya, kontennya yang menarik, serta fitur interaktif seperti video pendek, duet, dan kolom komentar yang membantu mahasiswa berlatih vowel sounds pronunciation secara menyenangkan dan efisien, sekaligus mendapatkan paparan dari penutur asli serta contoh vowel sounds dan ilustrasinya. Namun, Sebagian kecil mahasiswa menemukan keterbatasan, seperti durasi video yang singkat sehingga kurang mendalam, tidak adanya interaksi langsung untuk mendapatkan umpan balik segera, serta gangguan dari konten yang tidak relevan. Meskipun demikian, TikTok memberikan kontribusi positif dalam pembelajaran pelafalan dengan menyediakan platform yang mudah diakses dan menarik, namun mahasiswa disarankan untuk melengkapinya dengan metode lain yang menawarkan pemahaman lebih mendalam dan umpan balik interaktif.

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