

## Students' Perceptions Towards The Using Of Tiktok In Learning English At Sman 4 Poso

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**Abstract :** This study explores students' perceptions of using TikTok as a medium for learning English at SMAN 4 Poso. Employing a quantitative approach, data were collected through questionnaires and interviews from 64 students. The findings indicate that students have a positive perception of TikTok's use, with an average perception category reaching 77.10%. Students feel that TikTok provides engaging and easily accessible learning content, enhancing their motivation and English language skills. Although there are some challenges, such as the short duration of videos and the speed of explanations, TikTok is generally regarded as an effective tool to support English language learning.

**Keywords:** perceptions; TikTok; students;

### 1. INTRODUCTION

Social media has become a necessity for many people. Its function provides easy access to get any information needed. One of the main roles of social media is to facilitate communication and facilitate access to information from all over the world. Several types of social media commonly used by people, especially students, include WhatsApp, Twitter, Facebook, Google, Instagram, and TikTok. The use of social media, such as TikTok, makes it easier for students to exchange information and gain knowledge online easily. Social media is not only a communication tool but has also developed into a very effective learning tool. This allows students to learn various things, especially in the context of language learning.

Furthermore, the use of TikTok as a learning medium at SMAN 4 Poso, after conducting pre-observation, researcher found out that students lacked motivation to learn English because lessons only focused on books so their English skills decreased. To overcome this problem, students used TikTok. as a medium to improve their English skills. TikTok contains short videos in the form of information, tips, or tricks for language learning in an interesting and easy-to-digest way. With this approach, students can learn in a fun and interactive way, motivating them to be active in the learning process.

At SMAN 4 Poso, TikTok has been adopted as one of the English learning media. The use of TikTok aims to improve students' English language skills and facilitate understanding of learning materials. In the learning process, the teacher shares video links that are appropriate to the material being studied with students. Through the video, teachers and students can learn together in an interactive and fun environment. This approach not only allows students to more easily understand English concepts but also enriches their learning experience with relevant and interesting content. Thus, the use of TikTok in learning at SMAN 4 Poso becomes one of the innovative ways to deepen students' understanding of English.

Perception is the way a person understands and interprets information from their environment or experiences. It encompasses how individuals see, hear, feel and understand the world around them. As such, perception plays an important role in shaping individuals' understanding of the world and their interactions with others and the environment around them. Perceptions are highly influential on how students respond to the use of TikTok in English language learning. Some are excited about the innovativeness of TikTok, but others are skeptical about its effectiveness. Factors such as personal values, and previous experiences also determine students' views on the benefits of TikTok in English language learning.

Based on the background, this research emphasizes the phenomenon of TikTok use among students, as well as opportunities for using TikTok to learn English. This research will explore the perceptions of students regarding the use of TikTok for Learning English. Thereby, the researcher is interested in conducting a research entitled "Students' Perception Towards the Using of TikTok in Learning English"

## 2. METHOD

This research is described with a quantitative approach. According to Sugiyono (2018), quantitative research involves data collection procedures in the form of numbers, graphs, and diagrams to describe the phenomenon being studied. This research design is quantitative because the data is provided in numbers and descriptive forms. Data was obtained from questionnaire and interview. This research was carried out from February to June 2024, at SMAN 4 Poso, located at Jl. Pulau Nias No.65, Kayamanya, Poso City.

The population of this research is all students at SMAN 4 Poso, totaling 189 students. The population distribution is shown in the following table

**Table 1. Populations of the Research**

No	Class	Students
1.	X	53
2.	XI	64
3.	XII	72
<b>Total</b>		<b>189</b>

The sample in this research is grade 11 students with a total of 64 students this sample selection uses a purposive sampling technique. The researcher uses purposive sampling to obtain samples that represent the objectives of the research being carried out and fulfill the category for providing information. The sample distribution can be seen in table

**Table 2 Samples of the Research**

No	Class	Students
1.	XI IPA 1	22
2.	XI IPA 2	21
3.	XI IPS	21
<b>Total</b>		<b>64</b>

The data from the questionnaire were analyzed by using the Likert Scale. It aimed to measure the students' perception. The answering each instrument item of the Likert Scale that divided into positive statements and negative statements as follows

**Table 3 Likert Scale**

Positive Statement Score	Category	Negative Statement Score
5	Strongly Agree	1
4	Agree	2
3	Neutral	3
2	Disagree	4
1	Strongly Disagree	5

Source: Sugiyono (2018)

From the table above, it shows that the answers to positive statements have a score of 5 to 1, and the answers to negative statements have a score of 1 to 5. In this study, tabulating was used by the researcher to collect the data. Tabulating means putting answers to the data in a table summarized in the form of frequency and percentage. To calculate the questionnaire data into a percentage form, researcher used a percentage technique using the following formula. The researcher calculated the data using Microsoft Excel

The percentage formula that will be used is as follows:

$$P = \frac{F}{N} \times 100\%$$

Annotation:

P = Percentage

F = Frequency of Respondent

N = Total Number of Respondent

The data obtained from each statement item will be made in one table in which their percentage and frequency are included. Then, the researcher analyzed and interpreted data by using the provisions of the scale decided as follows:

**Table 4 Percentage Category**

No.	Percentage	Category
1.	81% - 100%	Very Strong
2.	61% - 80%	Strong
3.	41% - 60%	Normal

4.	21 - 40%	Low
5.	0% - 20%	Very Low

Source: Sugiyono (2011)

### 3. RESULTS AND DISCUSSION

The research findings were the answer of the problem statement formulated in the first chapter. This part also presents data analysis of Students' perceptions towards the Using of TikTok in Learning English at SMAN 4 Poso

#### 3.1. The Result of Students' Perception of the Questionnaire

The researcher distributed questionnaire on April 20, 2024, at 9.16 am. Researcher distributed the questionnaire in the classroom and explained the procedure for filling out the questionnaire, then students would fill out the questionnaire online via Google form. The questionnaire distributed as many as 14 items to 64 students. The documentation can be seen in the picture below.

The researcher started the process by preparing the questionnaire in Google Form. Next, the researcher contacted the teacher to determine the right time to distribute the questionnaire. After the time agreement was reached, the researcher came to the school and entered XI IPA 1, XI IPA 2, and XI IPS classes to distribute the questionnaire. The researcher then explained the purpose of the research, provided instructions for filling out, and estimated the time needed. After that, the researcher monitored the response rate periodically and sent reminders to students who had not filled out the questionnaire. Finally, the data collected automatically in Google Forms is ready for further analysis.

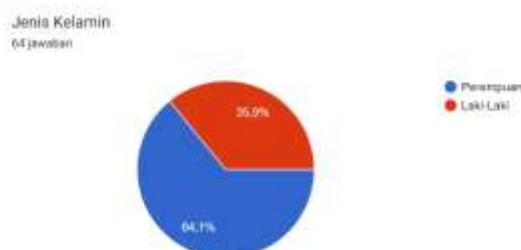
The respondents' background can be seen in the diagram below.

**Diagram 4.1**  
**Classes of Respondents**



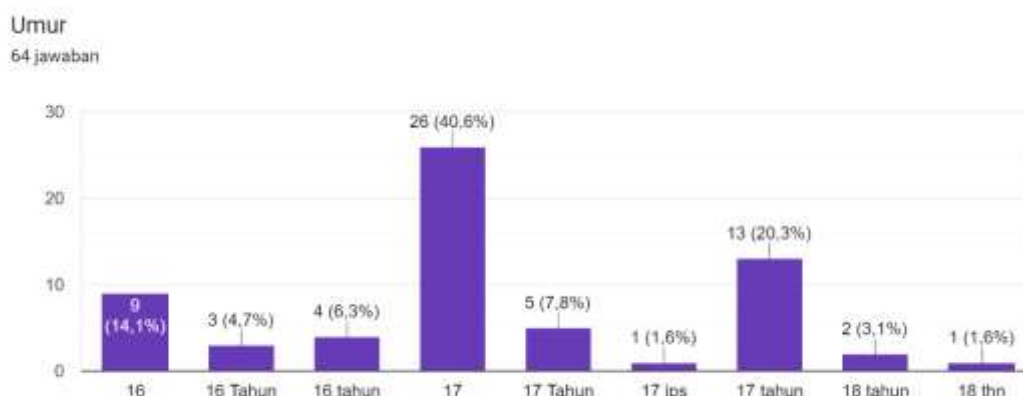
Based on the diagram above, it can be seen that the respondents who filled out the questionnaire were from three different classes: XI IPA 1, XI IPA 2 and XI IPS.

**Diagram 4.2**  
**Genders of Respondents**



Based on diagram above, it shows that who filled out the questionnaire were 64.1% female and 35.9% male.

**Diagram 4.3**  
**Ages of Respondents**



Based on diagram above, it can be seen that respondents who have filled out the questionnaire are aged 16 to 18 years old.

**a. The First Statement**

'I am interested in using learning media such as TikTok app'. The respondents' responses result is stated in the table 4.1

**Table 4.1**  
**The Analysis Data of the Statement 1**

The Analysis Data of the Statement 1					
No item	Total item	Score	Frequency	Sum of Score	Percentage
1	1	SA (5)	24	120	45%
		A (4)	28	112	42%
		N (3)	9	27	10%
		D (2)	2	4	2%
		SD (1)	1	1	0.4%
Total Score			64	264	100%
Maximum score				320	
Percentage				82.5%	
Category				Very strong	

From the data above, it can be seen in statement 1: the respondents strongly agree (45%), agree (42%), neutral (10%), disagree (2%) and strongly disagree (0.4%). The total percentage of 82.5% shows very strong category, indicating that students have a positive perception of this statement.

**b. The Second Statement**

'I like learning English using TikTok videos. The respondents' responses result is stated in the table 4.2

**Table 4.2**  
**The Analysis Data of the Statement 2**

The Analysis Data of the Statement 2					
No Item	Total item	Score	Frequency	Sum of Score	Percentage
2	1	SA (5)	17	85	34%
		A (4)	30	120	48%
		N (3)	13	39	16%
		D (2)	3	6	2%
		SD (1)	1	1	0.4%
Total Score			64	251	100%
Maximum Score				320	
Percentage				78.4%	

<b>Category</b>		<b>Strong</b>	
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From the data above, it was found in statement 2: the respondents strongly agree (34%), agree (48%), neutral (16%), disagree (2%), and strongly disagree (0.4%). The percentage of 78.4% shows strong category. It indicates that students have a positive perception of the statement.

### c. The Third Statement

'Using TikTok as one of learning media can motivate me to improve my English ability'. The respondents' responses result is stated in the table 4.3

**Table 4.3**  
**The Analysis Data of the Statement 3**

The Analysis Data of the Statement 3					
No Item	Total item	Score	Frequency	Sum of Score	Percentage
3	1	SA (5)	19	95	37%
		A (4)	30	116	47%
		N (3)	11	33	13%
		D (2)	3	6	2%
		SD (1)	1	1	0.4%
Total			64	255	100%
Maximum Score				320	
Percentage				79.7%	
Category				Strong	

From the data above, it shows in statement 3: the respondents strongly agree (37%), agree (47%), neutral (13%), disagree (2%), and strongly disagree (0.4%). The total percentage of 79.7% which shows a strong category, indicated that students have a positive perception of the statement.

### d. The Forth Statement

'There are lots of English learning content videos on TikTok app'. The respondents' responses result is stated in the table 4.4

**Table 4.4**  
**The Analysis Data of the Statement 4**

The Analysis Data of the Statement 4					
No Item	Total Item	Score	Frequency	Sum of Score	Percentage
4	1	SA (5)	22	110	42%
		A (4)	30	120	46%
		N (3)	9	27	10%
		D (2)	2	4	2%
		SD (1)	1	1	0.4%
Total			64	262	100%
Maximum Score				320	
Percentage				81.9%	
Category				Very strong	

From the data above, it can be seen in statement 4: the respondents strongly agree (42%), agree (46%), neutral (10), disagree (2%), and strongly disagree (0.4%). The total percentage of 81.9% which shows very strong category, indicated that students have a positive perception of this statement.

### e. The Fifth Statement

'I can learn English independently through TikTok videos. The respondents' responses result is stated in the table 4.5

**Table 4.5**  
**The Analysis Data of the Statement 5**

No item	Total Item	Score	Frequency	Sum of Score	Percentage
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5	1	SA (5)	14	70	28%
		A (4)	33	132	53%
		N (3)	13	39	16%
		D (2)	2	4	2%
		SD (1)	2	2	1%
Total			64	247	100%
Maximum Score				320	
Percentage				77.2%	
Category				Strong	

From the data above, it can be seen in statement 5: the respondents strongly agree (28%), agree (53%), neutral (16%), disagree (2%), and strongly disagree (1%). The total 77.2% shows strong category indicating that students have a positive perception of the statement.

#### f. The Sixth Statement

'I can use TikTok videos to learn English anytime and anywhere'. The results of respondents' responses are expressed in the table 4.6

**Table 4.6**  
**The Analysis Data of the Statement 6**

The Analysis Data of the Statement 6					
No item	Total	Score	Frequency	Sum of Score	Percentage
6	1	SA (5)	17	85	33%
		A (4)	33	132	51%
		N (3)	11	33	13%
		D (2)	3	6	2%
		SD (1)	0	0	0%
Total			64	256	100%
Maximum Score				320	
Percentage				80%	
Category				Strong	

From the table above, it can be seen in statement 6: the respondents strongly disagree (33%), agree (51%), neutral (13%), disagree (2%), and strongly disagree (0%). The percentage of 80% shows a strong category indicating that students have a positive perception of the statement.

#### g. The Seventh Statement

'Learning English by using TikTok increases my confidence to communicate in English'. The respondents' responses result is stated in table 4.7

**Table 4.7**  
**The Analysis Data of the Statement 7**

The Analysis Data of the Statement 7					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
7	1	SA (5)	9	45	19%
		A (4)	32	128	55%
		N (3)	16	48	21%
		D (2)	5	10	4%
		SD (1)	2	2	1%
Total			64	233	100%
Maximum Score				320	
Percentage				72.8%	
Category				Strong	

From the table above, it can be seen in statement 7: the respondents strongly agree (19%), agree (55%), neutral (21%), disagree (4%), and strongly disagree (1%). The total percentage 72.8% shows strong category indicating that students have a positive perception of the statement.

#### h. The Eight Statement

**‘I am not interested in the TikTok app’.** The respondents’ responses result is stated in table 4.8

**Table 4.8**  
**The Analysis Data of the Statement 8**

The Analysis Data of the Statement 8					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
8	1	SA (1)	0	0	0%
		A (2)	6	12	5%
		N (3)	3	9	3%
		D (4)	38	152	59%
		SD (5)	17	85	33%
Total			64	258	100%
Maximum Score				320	
Percentage				80.6%	
Category				Strong	

From the table above, it can be seen in statement 8: the respondents strongly agree (0%), agree (5%), neutral (3%), disagree (59%), and strongly disagree (33%). The total percentage 80.6% shows strong category indicating that students have a positive perception of the statement.

**i. The Ninth Statement**

**‘I am not familiar and can’t use the TikTok app’.** The respondents’ responses result is stated in table 4.9

**Table 4.9**  
**The Analysis Data of the Statement 9**

The Analysis Data of the Statement 9					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
9	1	SA (1)	1	1	0.4%
		A (2)	8	16	6%
		N (3)	3	9	4%
		D (4)	36	144	58%
		SD (5)	16	80	32%
Total			64	250	100%
Maximum Score				320	
Percentage				78.1%	
Category				Strong	

From the table above, it can be seen in statement 9: the respondents strongly agree (0.4%), agree (6%), neutral (4%), disagree (58%), and strongly disagree (32%). The total percentage 78.1% shows strong category indicating that students have a positive perception of the statement.

**j. The Tenth Statement**

**‘I dislike using TikTok videos as media for learning English’.** The respondents’ responses result is stated in table 4.10

**Table 4.10**  
**Analysis Data of the Statement 10**

Analysis Data of the Statement 10					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
10	1	SA (1)	1	1	0.4%
		A (2)	5	10	4%
		N (3)	9	27	11%
		D (4)	38	152	62%
		SD (5)	11	55	22%
Total			64	245	100%
Maximum Score				320	
Percentage				76.6%	
Category				Strong	

From the table above, it shows in statement 10: the respondents strongly agree (0.4%), agree (4%), neutral (11%), disagree (62%), and strongly disagree (22%). The total percentage 76.6% shows strong category indicating that students have a positive perception of the statement.

**k. The Eleventh Statement**

‘TikTok application is not easy to be used for learning English’. The respondents’ responses result is stated in table 4.11

**Table 4.11**  
**Analysis Data of the Statement 11**

Analysis Data of the Statement 11					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
11	1	SA (1)	6	6	3%
		A (2)	4	8	4%
		N (3)	14	42	19%
		D (4)	34	136	61%
		SD (5)	6	30	14%
Total			64	222	100%
Maximum Score				320	
Percentage				69.4%	
Category				Strong	

From the table above, it can be seen statement 11: the respondents strongly agree (3%), agree (4%), neutral (19%), disagree (61%), and strongly disagree (14%). The total percentage 69.4% shows strong category indicating that students have a positive perception of the statement.

**l. The Twelfth Statement**

‘I found bad content and bad words in English on TikTok videos’. The respondents’ responses result is stated in table 4.12

**Table 4.12**  
**Analysis Data of the Statement 12**

Analysis Data of the Statement 12					
No item	Total Item	Score	Frequency	Sum of Score	Percentage
12	1	SA (1)	0	0	0%
		A (2)	6	12	5%
		N (3)	14	42	17%
		D (4)	30	120	49%
		SD (5)	14	70	29%
Total			64	244	100%
Maximum Score			320		
Percentage			76.3%		
Category				Strong	

From the table above, it is found in statement 12: the respondents strongly agree (0%), agree (5%), neutral (17%), disagree (49%) and strongly disagree (29%). The total percentage 76.3% shows strong category indicating that students have a positive perception of the statement.

**m. The Thirteenth Statement**

‘The duration of TikTok videos is too short to learn English’. The respondents’ responses result is stated in table 4.13

**Table 4.13**  
**Analysis Data of the Statement 13**

No item	Total Item	Score	Frequency	Sum of Score	Percentage
13	1	SA (1)	3	3	2%
		A (2)	11	22	11%
		N (3)	30	90	45%
		D (4)	15	60	30%
		SD (5)	5	25	13%



<b>Total</b>	64	200	100%
<b>Maximum Score</b>		320	
<b>Percentage</b>		62.5%	
<b>Category</b>		<b>Strong</b>	

From the table above, it can be seen in statement 13: the respondents strongly agree (2%), agree (11%), neutral (45%), disagree (30%), strongly disagree (13%). The total percentage 62.5% shows strong category indicating that students have a positive of this statement.

**n. The Fourteenth Statement**

‘Learning English by using TikTok is not fun and I feel bored’. The results of respondents' responses are presented in the table 4.14

**Table 4.14**  
**Analysis Data from Statements 14**

Analysis Data from Statements 14					
No item	Total item	Score	Frequency	Sum of Score	Percentage
14	1	SA (1)	0	0	0.0%
		A (2)	0	0	0.0%
		N (3)	13	39	15%
		D (4)	27	108	40%
		SD (5)	24	120	45%
Total			64	267	100%
Maximum Score				320	
Percentage				83.4%	
Category				Very strong	

From the table above, it can be seen in statement 14: the respondents strongly agree (0%), agree (0%), neutral (15%), disagree (40%), and strongly disagree (45%). The total percentage 83.4% shows very strong category indicating that students have a positive perception of the statement.

**Table 4.15**  
**The Percentage of Students' Perception**

No Item	Percentage	Category
1	82.5%	Very Strong
2	78.4%	Strong
3	79.7%	Strong
4	81.9%	Very Strong
5	77.2%	Strong
6	80.00%	Strong
7	72.8%	Strong
8	80.6%	Strong
9	78.1%	Strong
10	76.6%	Strong
11	69.4%	Strong
12	76.3%	Strong
13	62.5%	Strong
14	83.4%	Very Strong
<b>Average</b>	<b>77.10%</b>	<b>Strong</b>

Based on the table above, it seen that students' perceptions are in the very strong and strong category, and the average of 14 statements 77.10% category strong which mean that students have positive perception of 14 statement items.

**1. The Result of Students' Perception of the Interview**

Researcher conducted an interview on May 4, 2024, at 10.00 am. The researcher interviewed 3 students from classes XI IPA1, XI IPA2, and XI IPS. The interview questions as many as 6 items. The documentation can be seen in picture below.

**a. What are your reasons for using TikTok as a media for learning English?**

The first question is about why students use TikTok as a medium for learning English.

Student 1: My reason is TikTok provides a lot of English learning content that is interesting and easy to understand.

Student 2: The reason I use TikTok in English learning is because this platform because TikTok is one of the famous applications that contains a lot of English lesson content.

Student 3: I use TikTok because it's the easiest way for me to access English video so I can use it anytime and anywhere.

Based on the explanation above, students have a positive perception of using TikTok as an English learning tool. They consider the English learning content on TikTok to be easy to understand, the app is easy to use, rich in English learning content, and TikTok is a popular app nowadays.

**b. Can you explain, how you learned English by using TikTok?**

The second question related to how students learn English using TikTok.

Student 1: I learn English through TikTok by searching for English lesson content that I want to learn.

Student 2: I learn English through TikTok by searching for English lessons that I want to learn by writing the keywords of what I want to learn in the search field, and then various videos will appear according to these keywords.

Student 3: I learn English through TikTok by looking for videos that match the material.

Based on the explanation above, it can be concluded that students have a positive perception about how to use TikTok for English language learning. They learn by searching for videos they want to learn from and finding videos that are relevant to the subject matter.

**c. How do you feel learning English on TikTok?**

The next question relates to students' feelings when learning English using TikTok.

Student 1: It was fun because the videos didn't make me feel bored.

Student 2: I feel so excited because learning English through TikTok is an interesting thing.

Student 3: I enjoyed it and it makes it easy for me to learn English.

Based on the explanation above, it can be concluded that students have a positive perception of how they feel about learning English through TikTok. They feel TikTok is fun because it doesn't bore them, they feel excited and enjoy learning English through TikTok.

**d. What benefit have you obtained from learning English by using TikTok?**

The fourth question is about what benefits students get when learning English by using TikTok.

Student 1: The benefit I get is, that Tiktok improves my vocabulary skills.

Student 2: The benefits that I get, I can improve my English skills, especially my pronunciation.

Student 3: I get motivation in learning English and improve my English language skills.

From the explanation above, it can be concluded that students have a positive perception of the benefits they get when learning English through TikTok. They get motivated to learn English and improve their English skills.

**e. What are the conveniences or advantages that you encounter when you use TikTok as a media for learning English?**

The next question was about what ease or benefits students felt when they used TikTok as a tool to learn English.

Student 1: TikTok is very easy to use and can be used anywhere and anytime.

Student 2: The video is packaged in an interesting concept so it is easy to understand

Student 3: Tiktok provides a variety of interesting features that can be used to practice English skills.

Based on the explanation above, it can be summarized that students have a positive view of the ease and benefits they get when using TikTok as an English learning tool. They consider TikTok easy to use, contains interesting videos, and provides various features that help them practice their English skills.

**f. What are the challenges or disadvantages that you encounter when you use TikTok as a media for learning English?**

The last question is about what obstacles or barriers students face when they use TikTok to learn English.

Student 1: Some content has explanations that are too fast

Student 2: Must have a lot of internet quota to access the TikTok application

Student 3: The duration of the video sometimes is too short

Based on the explanation above, it shows that students have negative perceptions related to the challenges of using TikTok in learning English. Students stated that explanations that are too fast, video duration that is too short and network problems.

## A. Discussions

In this section, the researcher describes students' perceptions of the use of TikTok in English language learning at SMAN 4 Poso.

### 1. Questionnaire Result

Based on data processing the results on each statement indicator are as follows:

#### a. Perceived Ease of Use

In this indicator, there is 1 item negative statement. the statement of this indicator is number 11 (TikTok application is not easy to used for learning English), the percentage of 69.4% indicates strong category. This means that students feel the TikTok application was easy to use in learning English.

This is related to the opinion of Afidah at. al (chapter II, p 10) which states that the TikTok is an easy application to apply so that it can be implemented in learning English. From this result, it can be concluded that students have positive responses of the use of TikTok in learning English.

#### b. Perceived Usefulness

In this indicator, there are 6 items; 3 positive statements and 3 negative statements. According to the result of this research, the highest score of this indicator is statement number 4 (There are lots of English learning content videos on TikTok app) the percentage of 81.9% indicates very strong category, which means that students agree TikTok contains lots of English learning content videos.

This related to opinion from Fitria (chapter II, p 11) which states that many English subjects can be learned on TikTok application such as speaking, listening, grammar, vocabulary, and pronunciation. It can be concluded that students positively respond to the usefulness of TikTok application in learning English.

#### c. Attitude Toward Usage

In this indicator, there are 3 items; 1 positive statement and 2 negative statements. According to the result of this research, the highest score of this indicator is item number 14 (Learning English by using TikTok is not fun and I feel bored) percentage of 83.4% this indicates very strong category, which means that students feel that using TikTok to learn English is fun and not boring for them.

This is related to the opinion of Alghemeeti (chapter II, p. 9) which states that videos on TikTok allow learners to build language skills effectively and efficiently without getting bored. It can be seen that students have a positive attitude to the use of TikTok in learning English.

#### d. Activity in the outside classroom when learning English

In this indicator, there are 2 items of positive statements. According to the result of this research, the highest score of this indicator is item number 6 (I can use TikTok videos to learn English anytime and anywhere) a percentage of 80% this indicates strong category, which means that students can use TikTok videos to learning English anytime and anywhere. It can be seen that students have positive perception about the use of TikTok in learning English.

#### e. Intention of Use Towards TikTok applicatin

In this indicator, there are 2 items; 1 positive statement and 1 negative statement. According to the result of this research, the highest score for this indicator is item number 1 (I am interested in using learning media such as TikTok app) the percentage of 82.5% indicates very strong category, which means that students showed a strong interest of using TikTok as a learning media in learning English.

This is related to the opinion of Fitria (chapter II, p. 11) who states that TikTok is a social networking platform with a large user base, comprehensive features, and diverse content used as learning media. It can be concluded that students have a positive intention of the use of TikTok in learning English.

From the findings of the 5 indicators above, it can be seen that the first indicator is about perceived ease of use with percentage of 69.4%. second about perceived usefulness with percentage of 75.2%. Third, about attitude toward usage with percentage of 79.4%. Fourth, activity in the outside classroom when learning English with percentage of 78.6%. and the fifth indicator is about intention of use towards with percentage 81.5%. Thus, the average of the 5 indicator is 77.10% with category strong indicated that students have positive perception of the use of TikTok in learning English. This is the same as the theory from Burns (2009), which stated that positive perception is a judgment that includes knowledge and an active response to support the perceived object. This occurs when a person approves and supports the object by expressing liking, agreeing, or being pleased.

## 2. Interview Result

In this section, the researcher describes the results of the interviews that have been obtained. It was found that students have positive and negative perceptions of the use of TikTok in learning English. The positive perception is students stated that the reason they use TikTok to learn English is because this application provides a lot of English learning content that is interesting and easy to understand. TikTok is a popular application that contains a lot of English learning content. Additionally, TikTok provides the easiest way to access English videos, allowing students to study anytime and anywhere.

Students learn English through TikTok by searching for English lesson content that students want to learn. The trick is that students write the keywords they want to learn in the search field, and then various videos appear according to the keywords. That way, students can find videos that match the material they need.

Students feel very excited about learning English through TikTok because it is fun and the videos do not bore them. Learning with TikTok is interesting and students enjoy it, making it easier for them to learn English.

The benefits that students get when using TikTok in learning English are that TikTok improves their vocabulary. In addition, students can also improve their English skills, especially in terms of pronunciation. Another benefit is that students become more motivated to learn English.

The convenience that students get when using TikTok to learn English is that TikTok is very easy to use and can be accessed anywhere and anytime. The videos are packaged in an interesting concept that is easy to understand. In addition, TikTok provides various interesting features that students can use to practice their English skills.

Furthermore, students have a negative perception of the use of TikTok to learn English because of several obstacles they encounter, such as the duration of the video which is sometimes too short, the explanation in the video is too fast and students also have to have a lot of internet quota to access the TikTok application. This is same as theory from Catherine (2009) which states that negative perception is a judgement that is not in line with the perceived object, characterized by passivity or rejection. It occurs when a person disagrees with the object and expresses dislike or hatred.

Based on the results from the questionnaire and interview, it can be seen that students have positive and negative perceptions of the use of TikTok in learning English. These findings have differences and similarities to three previous studies, the similarities are Pratami W (2023) states that students strongly agree with the use of TikTok as learning medium. Then Syamsiani M (2022) stated that this TikTok video is quite good because it can help students improve their English skills. Next Addina A (2022) stated that students have positive perception about using TikTok to learn English. However, the differences is this researcher also found the negative perception of the use of TikTok in learning English.

## 4. CONCLUSION

After conducting research and analyzing the research results, the researcher concluded that students have positive and negative perceptions regarding the use of TikTok in learning English. The result found on the questionnaire, is that the first indicator is about perceived ease of use with percentage of 69.4%; second is about perceived usefulness with percentage of 75.2%; third is about attitude toward usage with percentage of 79.4%; fourth, activity in the outside classroom when learning English with percentage of 78.6%; and the fifth indicator is about intention of use towards TikTok application with percentage 81.5%. Further the average of the 5 indicator is 77.10% with category strong indicating that students have a positive perception of using TikTok in learning English.

Furthermore, from the interview students also gave positive and negative perceptions of the use of TikTok in learning English. The positive perception is that that students can improve their English skills, especially in terms of pronunciation and vocabulary and also students become more motivated to learn English. The negative perception is students state that the explanation in the video is too fast, the duration of the video is sometimes too short, and there are network problems.

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