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## STUDENTS' PERCEPTIONS ON TIKTOK APPLICATION FOR LEARNING ENGLISH

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### Abstract

This research aimed, to describe the students' perception on TikTok application for learning English to the eleventh-grade students in SMA Negeri 1 Mempawah Hulu. The method used in this research is a descriptive study. The questionnaire was distributed to the eleventh-grade SMA Negeri 1 Mempawah Hulu. There were 83 students who fulfilled the questionnaires. The findings showed that most students had positive perceptions of using the TikTok application to learn English. Students perceive TikTok as a tool for improving English skills, finding it enjoyable and confidence-boosting. The platform gave convenience, ease of use and access, and abundant English content.

**Keywords:** *students' perceptions, tiktok application, learning english*

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### Introduction

English is an international language used to communicate around the world. In Indonesia, English is even taught at every level of education. English is one of the subjects that is important, especially for students majoring in English. Where they are required to be able to master the four English skills to be able to communicate and participate in learning activities in the classroom well. So that their ability to speak English will greatly affect their learning process in the classroom. According to Al Nakhlah (2016), their time to learn English in class is limited. Students have limited time to learn English in class, and they still do not have enough



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encouragement to practice English outside the class in order to get familiar with English. In fact, to be able to master English well requires a lot of time and continuous practice.

People can use social media as a tool or resource to learn and understand materials related to their lessons and improve their English skills (Nurjannah et al., 2021). It can be accessed easily anywhere and anytime. One of the most popular social media for learning English is TikTok (Ferstephanie & Pratiwi, 2021). TikTok is a short video application that is popular among young people. On TikTok, people can watch and upload any video. At this time, TikTok is not only used for entertainment but can also be used for English learning media. Many kinds of videos can be found on TikTok, such as lip sync videos, duet challenges, song lyrics, cooking videos, health, and of course videos with English content. In addition, people cannot set what videos they want to watch, but the appearance of videos on a TikTok account is influenced by user interactions with an account, hashtags used, accounts followed, video content often watched and many others. For example, a TikTok user often watches and likes videos with English content, then there will always be videos with English content appearing on his TikTok homepage.

There are several previous studies related to the topic of this research, namely students' perceptions of TikTok application for learning English. The first study by Yang (2020), entitled "Secondary-school Student's Perspective of Utilizing TikTok for English Learning in and Beyond EFL Classroom". The purpose of this research was to investigate secondary-school students' perception of utilizing TikTok for English learning in beyond the EFL classroom. 87 Chinese secondary-school students volunteered to participate in a quantitative research study, using a questionnaire as a research instrument and analyzed descriptively. The result showed that secondary-school students held positive attitudes toward introducing TikTok as an EFL teaching aid video while using it as an English learning strategy outside the classroom.

The second study was conducted by Afidah et al. (2021), entitled "Investigating Students' Perspective on the use of TikTok as an Instructional Media in Distance Learning during Pandemic Era". The purpose of this study was to find out students' perspective on the use of TikTok application as an additional learning media during pandemic session. The researcher used the qualitative method. 20 students from the English department at UNWAHA volunteered to participate in this descriptive study. Questionnaires were distributed to students who were the object of the research to find out the level of students' interest in using TikTok application in learning English. The questionnaire was analyzed using descriptive statistics. The result of the

study showed that students in the second semester of UNWAHA gave a positive attitude towards the introduction of TikTok as a video aid in EFL classroom teaching classroom while using it as an English learning.

The third study is entitled “Analyzing Students' Perception about the Use of TikTok Application to Enhance Students' Speaking Skills at UIN Prof. K.H Saifuddin Zuhri Purwokerto” conducted by Nasichah (2023). The purpose of this study is to investigate the students' perceptions of UIN Prof. K.H Saifuddin Zuhri Purwokerto regarding using the TikTok application to improve their speaking skills. The results of this study showed that most of the students have positive perceptions of the TikTok application and they believe that this application can help them to improve their speaking skill.

The last study is conducted by Nabilah et al. (2021) entitled “Students' Perception toward the Use of TikTok Video in Learning Writing Descriptive Text at MAN 1 Gresik”. This study aimed to explain students' perception of the use of TikTok in learning descriptive text writing. The finding showed that students' perception regarding the use of TikTok learning descriptive text writing was positive. The students indicated that they agreed to use TikTok in learning to write descriptive text since it contributes positively and can increase to motivation of students. Hence, students and teachers also recommended using TikTok application in order to create a relevant, contextual and meaningful learning process.

The researcher relies on previous studies to guide in completing this research. The results of the previous studies found that students held positive attitudes towards introducing TikTok as an EFL teaching aid while using it as an English learning strategy outside the class. The differences between the previous studies and this study lie in the subject. In this study, the subject is eleventh-grade students at SMAN 1 Mempawah Hulu. So, the novelty of this study is that it examines the use of the TikTok application for learning English for the eleventh-grade at Senior High School.

## **Research Methods**

### ***Design***

This study used descriptive research. Descriptive research is a research design used to examine the situation involving the identification of attributes of a particular phenomenon based on an observation basis. It provides important information about the population or phenomenon being studied. According to Nassaji (2015), the objective of descriptive research is to draw and classify the phenomenon. Descriptive research is used to explain what is common or already exists in a population.

### ***Participants***

The participant in this research were 83 students of the eleventh grade of SMAN 1 Mempawah Hulu. In addition, the data collected used a closed questionnaire. According to Patel and Joseph (2016), a questionnaire is simply a 'tool' for collecting and recording information about a particular issue of interest. The type of questionnaire that the researcher used in this research is a closed-ended questionnaire with the option to agree and disagree. A closed-ended questionnaire was a questionnaire whose questions or statements do not give respondents the freedom to answer them according to their opinions and desires. The researcher prepared several recommended TikTok accounts for students to watch in learning English through TikTok. The accounts are @aarons.english, @kampuninggrislccom, @speakenglishwithzach, @mr.johnhiday, @zelynafah, @thegrammargoat, @klinik.inggris, @mr.andriansyah, @kelasbahasa.id @englishacademy\_id, @mohtaufikakbar, @zhou91 @speakingpartner, @fluentjoy\_english, and @the\_englishera. The researcher recommended those accounts because they actively share things related to English. However, the researcher did not limit students to only watching the recommended accounts. Students were allowed to watch any other accounts that discuss English apart from the recommended accounts. The researcher asked students to watch the recommended TikTok accounts for about 15 – 60 minutes a day for a week before the researcher gave the questionnaire regarding their perceptions after learning through TikTok. In the following week, the researcher distributed questionnaires to students via Google Forms.

### ***Instrument***

Questionnaire is research instrument that contain a series of questions or statements to collect data or information that must be answered by respondents (Makbul, 2021). In this research, the researcher distributed questionnaires to be filled out by participants via Google Forms and the researcher shared a link to participants. Then, the result could be seen through Google Forms by the researcher. In addition to being easily accessible anytime and anywhere, the use of Google Forms is also cost-effective because it does not require paper and pens to fill out the questionnaire.

In this study, the form of questionnaire is a close-ended questionnaire. The items were adapted from the Technology Acceptance Model (TAM), by Davis (1989), consisting of Perceived Usefulness, Perceived Ease of Use, Attitude Toward Using, Behavioral Intention to Use, and Actual System Use.

**Tabel 3.1. Specification of the Questionnaire**

No	Aspect	Number of Statement	Total Item
1	Perceived Ease of Use	1, 2, 3	3
2	Perceived of Usefulness	4, 5, 6, 7, 8	5
3	Attitude	9, 10, 11, 12	4
4	Convenience	13, 14, 15	3
5	Actual System Use	16, 17	2
<b>Total</b>			<b>17</b>

**Data analysis**

The researcher analyzed the data through several steps, as below:

- 1) Calculating the percentage of each response on each questionnaire item using the percentage formula as below:

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

Notes:

P = Percentage

F = Frequency

N = Number of Participants

100% = Constant Value

- 2) Categorizing the percentage of ‘agree response’ into classification of perception referring to the classification below:

**Table 3.5. Classification of Perceptions**

Range	Category
84 - 100%	Strongly Positive (Very High)
68 - 83%	Positive (High)
52 - 67%	Moderrate (Average)
36 - 51%	Negative (Low)
0 - 35%	Strongly Negative (Very Low)

- 3) Describing the result.
- 4) Discussing the result by relating to the concept of perception and TAM.

**Results and Discussion**

**Results**

Based on the research results, the following is a detailed presentation of questions about students’ perceptions of the TikTok application for English learning at SMA Negeri 1 Mempawah Hulu. Data were obtained from questionnaires filled out by students.

***Students' Perception on Tiktok Application related to Ease of Use***

After collecting the data, the researcher obtained the results of the questionnaire. The first part was about students' perception on TikTok application ease of use. There were three statements about students' perception on TikTok application related to ease of use. The result the questionnaire can be seen in Table 4.1.

**Table 4.1. Mean Scores of Students' Perception on TikTok related to Ease of Use the Application**

No	Statements	Mean	Category of agree respon
1	Easy to sign in TikTok Application	100%	Strongly Positive
2	TikTok Application easy to operate.	97,6%	Strongly Positive
3	Easy to understand the system TikTok application.	95,2%	Strongly Positive

In statement 1, 83 students' (100%) answered "Agree" and no one student answered "Disagree" regarding the easy to sign in TikTok application, so the students' perception of statement 1 is considered positive. In statement 2, there are 81 students (97,6%) answered "Disagree to TikTok application easy to operate, while 2 students (2,4%) answered "Disagree", so the students' perception of statement 2 is considered positive. For statement 3, there were 79 students out of 83 students (95,2%) who stated that the system of TikTok application is easy to understand, so the students' perception of statement 3 is considered positive.

***Students' Perceptions of Tiktok Related to the Usefulness of the Application in Improving Their English Skills***

This section presents the results of the second part of the questionnaire. This questionnaire aims to determine students' perceptions of TikTok regarding its benefits in improving their English skills. In this section, there were four statements, namely statements 4 to 8. The results can be seen in Table 3.

**Table 4.2. Mean Scores of Students' Perception on TikTok Related to the Usefulness of the Application in Improving Their English Skills**

No	Statements	Mean	Category of agree respon
4	TikTok provides an opportunity to improve my listening skill	88%	Strongly Positive
5	TikTok provides an opportunity to improve my speaking skills in English	79,5%	Positive
6	TikTok provides an opportunity to obtain new English vocabulary	94%	Strongly Positive

7	TikTok provides an opportunity to improve my knowledge of how to pronounce words in English	94%	Strongly Positive
8	TikTok provides an opportunity to improve my English grammar knowledge	85,5%	Strongly Positive

Based on the table above, it can be seen that most of the students had positive responses toward students' perception on TikTok related to usefulness for their English skills improvement. From the first statement until the last statement, most of the students gave "Agree" answers.

In statement 4, 73 students (88%) answered "Agree" and 10 students (12%) answered no regarding TikTok providing an opportunity to improve their listening skills, so the students' perception of statement 4 is considered strongly positive. In statement 5, 66 students (79,5%) answered "Agree" to TikTok providing an opportunity to improve their English skills, while 17 students (20,5) answered "Disagree", so the students' perception in statement 5 is considered positive. For statement 6, there were 78 students out of 83 students (94%) stated that TikTok provided them with an opportunity to acquire new English vocabulary, so the students' perception of statement 6 is considered strongly positive. In statement 7, 83 students (94%) said "Agree" and 5 students (6%) said "Disagree" to statement 7 about TikTok providing an opportunity to improve their knowledge of how to pronounce words in English, so the students' perceptions is considered strongly positive. The last statement, 71 out of 83 students (85,5%) confirm TikTok helped improve their English grammar knowledge, while 12 students (14,5%) disagreed, so the students' perception of the last statement is considered strongly positive.

The table above showed the results of data about students' perception on TikTok application related to their English skills improvement. The results of questionnaire were varied but there were no results below 80% on "Agree" answer. It also can be seen from statement 4 to statement 8 had positive response.

### ***Students' Perception on TikTok Application related to Attitude Toward Using***

This section presents the results of the third part of the questionnaire. This questionnaire aims to determine students' perceptions of attitudes toward using the TikTok application for English learning. In this section, there were four statements, namely statements 9 to 12, the results of the questionnaire can be seen in Table 4.



**Table 4.3. Mean Scores of Students' Perception on TikTok Application related to Attitude Toward Using**

No	Statements	Mean	Category of agree response
9	Learning English by using TikTok application is fun.	91,6%	Strongly Positive
10	TikTok increase my motivation in learning English	90,4%	Strongly Positive
11	TikTok provides an opportunity to study English independently	94%	Strongly Positive
12	Learning English by using TikTok increase my confidence to communicate in English	85,5%	Strongly Positive

Based on the table above, it can be seen that most of the students had positive responses toward the perception of students' about attitude toward using on TikTok application for learning English. In all of the statements answered in this section, most students answered: "Agree".

In the 9 statement, 91,6% of students (76) stated learning English by using TikTok is fun, while 8,4% (7) students said: "Disagree". Then 90,4% of students (75) whose motivation to learn English increased by using TikTok application, as seen in statement 10. For statement 11, there were 78 students (94%) who stated that TikTok provides an opportunity to study English independently. And the last statement from this section is statement 12, there were 71 students (85,5%) became more confident in communicating in English after learning using TikTok application.

The 11 statement has the highest presentation in this part, which is 94% of 78 students stated TikTok application provides an opportunity to study English independently. Statement 12 has the lowest positive response result at 85,5% among the statements in this part. Overall, most of students gave positive responses to each statements. So, it can be concluded in this part that the result of the questionnaire regarding perception of students about attitude toward using on TikTok application for learning English was positive.

### ***Students' Perception of the Convenience on TikTok Application to Learn English***

This part presents the result of the fourth section in questionnaire. In this section there were 3 statements, namely statements 13 to 15. The result of the questionnaire was related to students' perception on TikTok application to Behavioral Intention.



**Table 4.4. Mean Scores of Students’ Perception of the Convenience on TikTok Application to Learn English**

No	Statements	Mean	Category of Agree Respon
13	TikTok is easily used for learning English	92,8%	Strongly Positive
14	There are many video of English contents on TikTok	94%	Strongly Positive
15	English contens on TikTok can be accessed in anytime and anywhere	90,4%	Strongly Positive

It can be seen from the table that statements 13 until 15 were answered with a positive response. In statement 13 it can be known that 92,8% of 77 students stated that TikTok is easily used for learning English. Then in the 14 statement, 94% of students stated that there were many videos of English content on TikTok. Last, in statement 15, there were 90,4% of students felt that English content on TikTok can be accessed anytime and anywhere.

The results of statement 15 showed strongly positive results (90,4%) but statement 15 is the statement with the lowest “Agree” response compared to other statements in this part. In this questionnaire, 7,2% of 6 students responded statement. Meanwhile, statement 14 is the statement with the highest percentage in this part, that is 94% of 78 students, and only 5 students (6%) students stated “Disagree” that there were many videos of English content on TikTok. So, it can be concluded that in this part, most of students stated that many videos of English content on TikTok, but there were some of them who find it difficult to accessed TikTok application anytime and anywhere.

#### ***Students’ Perception on TikTok Application Related to Actual System Use***

This part presents the results of the last section in the questionnaire. In this section, there were two statements, namely statements 16 and 17. The results of the questionnaire were related to students’ perception of Actual System Use.

**Table 4.5. Mean Scores of Students’ Perception on TikTok Aplication Related to Actual System Use**

No	Statements	Mean	Category of Agree Respon
16	TikTok application confortable communication channel	94%	Strongly Positive
17	TikTok application is good for learning English activities	94%	Strongly Positive

It can be seen from the table above, there were two statements answered by the students with a positive response. The first statement in this

section is statement 16, it can be seen that 94% of 78 students stated that TikTok application comfortable communication channel and while 6% of 5 students stated that TikTok application is not a comfortable communication channel. Then the second statement in this section is statement 17, there were 78 students (94%) felt that TikTok application is good for learning English activities, and the remaining 5 students (6%) stated that TikTok application is not good for learning English.

### ***Discussion***

This section presented the answer to the research question specifically about Students' Perceptions on TikTok Application for Learning English. According to Perreault and McCarthy (2005), our perception involves the collection and interpretation of information from the environment surrounding us. Meanwhile, in philosophy, psychology, and cognitive science, perception refers to the process by which sensory information is acquired and comprehended, resulting in an awareness or understanding of the information (Qiong, 2017). There were two types of perception, namely positive perception and negative perception. Positive perception is defined as a person's view of something positive or can be defined as agreement with a phenomenon being discussed. While negative perception is a person's negative point of view of something or disagreement with things discussed.

Based on the research findings above, all statements received predominantly positive responses from participants. The first part of the questionnaire discussed students' perceptions of the TikTok application regarding ease of use. The results showed all statements in the questionnaire received positive perceptions.

The second part of the questionnaire was about students' perceptions of their improved English skills after learning English on TikTok. The results showed that all statements on the questionnaire received positive responses. This is similar to what has been explained by Nasichah (2023) who stated that most of the students have positive perceptions of the TikTok application especially in improving their speaking skill.

The third part of the questionnaire dealt with students' perceptions on TikTok application of attitude toward using. Attitudes toward using TikTok to learn English include learning English on TikTok as fun and increasing self-confidence. Increasing motivation to learning English, and promoting independent English learning. In the third part of the questionnaire, the eleventh statement received the highest percentage of

positive responses from participants since 94% of 27 students agreed that TikTok provides an opportunity to study English independently.

The fourth part of the questionnaire was about students' perceptions of the Convenience on TikTok Application to Learning English. The convenience in the fourth part of the questionnaire is that TikTok is easy to use for learning English, can be accessed anytime and anywhere, and there are many videos of English content on TikTok. In the fourth part of the questionnaire, statement 13 revealed that 92,8% of students had a positive perception of TikTok as an easy-to-use platform for learning English.

Last, the fifth part of the questionnaire was students' perception on TikTok applications related to actual system use. All statements on the questionnaire received positive perceptions. So, it can be concluded that all the part of the questionnaire has positive responses from students'

## Conclusion

Based on the results, it was shown that most students had positive perceptions of using the TikTok application to learn English. There were several students' perceptions such as TikTok was an application that was easy to use, such as, easy to sign, easy to operate, and easy to understand the system.

It can be concluded that the application receives positive perceptions from students. The research results indicate that students found TikTok provides a more interactive and enjoyable learning experience. Besides that, students agreed that TikTok features helped them understand English materials better through creative and engaging content. Additionally, TikTok facilitated students to practice their English, especially speaking and listening skills more naturally and effectively. Overall, the TikTok application is considered an innovative and useful tool in supporting the process of learning English.

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