

Students' perceptions on the use of TikTok as a tool for improving English pronunciation

La perspectiva de los estudiantes hacia el uso de TiKTok para mejorar la pronunciación en inglés

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Abstract:

Nowadays, TikTok is one of the most famous apps among youngsters since its users create different types of videos that attract the attention of many people. Hence, learners can use this app as a tool for learning English since there are many videos, they can watch to improve their pronunciation. For this reason, many researchers have conducted studies focused on knowing the students' opinions regarding the use of TikTok for academic purposes. Therefore, this study aimed to understand A2 students' perceptions of using TikTok to improve English pronunciation. Interviews were conducted to analyze students' opinions about using the app to enhance pronunciation. Moreover, this study is significant since it helps explain how students and teachers can take advantage of the app as an additional tool for learning English.

Keywords:

TikTok, app, pronunciation, enhancement, perceptions, English learning

Resumen:

Hoy en día, TikTok es una de las aplicaciones más famosas entre los jóvenes debido a que los usuarios crean diferente tipo de videos que llaman la atención de muchas personas. Por lo tanto, los estudiantes tienen la oportunidad de usar la app como una herramienta para mejorar su pronunciación. Por esta razón, hay investigadores que han realizado estudios enfocados en saber la opinión de los estudiantes respecto al uso de TikTok para propósitos educativos. Por lo tanto, el objetivo de este estudio es entender la opinión de estudiantes de nivel A2 respecto al uso de TikTok para mejorar la pronunciación de inglés. Se usaron entrevistas para analizar la opinión de los estudiantes sobre el uso de la aplicación para mejorar la pronunciación. Además, este estudio es significativo porque ayuda a explicar cómo los estudiantes y maestros pueden utilizar TikTok como una herramienta adicional para aprender inglés.

Palabras Clave:

TikTok, aplicación, pronunciación, mejoramiento, percepciones, aprendizaje de inglés

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Introduction

English learners have positive and negative attitudes towards using social networks such as TikTok for learning and improving English Skills. This app is top-rated among young people as it allows them to create and edit short videos focused on different topics that can be shared with many users. For this reason, Yang (as cited in Pratiwi et al., 2021) believes that TikTok not only can be used for entertainment and social purposes but can also be used for academic ones since it provides people with different content that is useful for enhancing students' English Skills. For example, on this famous app, there are not only TikTok accounts that focus their content on teaching the correct pronunciation of the words but there are also English native users who can help students to have a better understanding of the pronunciation of words as they can copy what the native speakers say. For this reason, students could have a positive perspective on TikTok since it provides its users with good content they can use for their benefit.

Besides positive attitudes, students can also show negative feelings towards using this application as a tool for learning and improving English skills. According to Zhaoying (as cited in Cajamarca, 2021), this type of app distracts students from the amusing content it offers to its users, a more significant drawback because the students could waste much time watching entertaining videos instead of practicing pronunciation, making students forget that they are learning the English language. For this reason, teachers must consider the student's opinions about the resources used in the classroom to decide which resources best fit their learning process. Consequently, some researchers have researched the students' perspectives on using TikTok for learning English. However, there are no studies focused on the learners' perspectives on the use of the app as to better students' pronunciation. Therefore, this study aimed to understand A2 students' perception of using TikTok to improve English pronunciation by answering the following research question:

What are the students' perceptions of using TikTok to improve English pronunciation? This research question will help us to identify whether the participants have negative or positive perceptions towards the TikTok as means for improving pronunciation.

By this means, the present study is significant in the sense that it helps to describe how students and teachers can benefit from the use of this social network as a medium to improve students' pronunciation.

Literature Review

This section provides a deep description of the theoretical framework that supports this study. Tik Tok contains a variety of content that English learners can use for learning and improving their English pronunciation in order to have a better comprehension of the language. For example, Cajamarca (2022) reports that previous studies have shown that students display a positive reaction towards social media. Thus, Cajamarca et. al. says that teachers have to implement different strategies to strengthen their students speaking skills through "interactive ways" in which they can practice almost everyday the language since non-native speakers do not have an environment in which they can practice their pronunciation in a real life context with natives. As a result, Tik Tok can be used as a media to enhance students' pronunciation of the vocabulary that is disclosed in the app and which they can use to communicate their ideas with others.

TikTok app

TikTok contains various content that English learners can use to learn and improve their English pronunciation to comprehend the language better. For example, Cajamarca (2022) reports that previous studies have shown that students positively react to social media. Thus, Cajamarca et al. (2022) believe that teachers have to implement different strategies to strengthen their students' speaking skills through "interactive ways" in which they can practice almost every day the language since non-native speakers do not have an environment in which they can practice their pronunciation in a real-life context with natives. As a result, TikTok can be used as a medium to enhance students' pronunciation of the vocabulary disclosed in the app since they can repeat the words they hear in the video.

Since the pandemic started, TikTok has become one of the most popular apps in the world. According to Afidah et al. (2021), "TikTok is a social networking app, and video music platform where users can create, edit, and share short video clips complete with filters and music as a support" (p.53). In other words, this interactive app allows users to express their ideas by creating and sharing short videos, whether for educational or entertainment purposes. Considering that TikTok allows users to produce their videos, "different creators started uploading educational, scientific, and creative videos" (Cajamarca, 2022, p. 8). Therefore, people can consume a variety of content on TikTok because its users can avail the different themes that promote people's use of the language, in this matter, their English, if they are keen to develop their pronunciation abilities.

Pronunciation

Several authors have defined pronunciation. For instance, Paulston and Burder (as cited in Dewi & Arifani, 2021) state that "Pronunciation is the process of producing a sound arrangement that does not interfere with communication for both the speaker and the listener" (p.261). Pratiwi, Ufairah, and Sopiah (2021) also have a similar definition for pronunciation as they express that it is the production of sounds and does not interfere with the communication purpose of the people; this means that it is how words are pronounced, and learners do not need to have a good pronunciation of the words because the message delivered by them can be understood. On the other hand, Morley (as cited in Pourhosein, 2016) expresses that "pronunciation is a necessary part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively" (p.3). In other words, students must learn to pronounce the words correctly; with it, there is effective communication between the speaker and listener. These authors have different perspectives about pronunciation. For Pratiwi, Ufairah, and Sopiah (2021), it does not matter how a speaker pronounces the words because it does not hinder the message that the speaker wants to convey, while Morley (1991) expresses that a learner who does not have the correct pronunciation of the words would not be able to communicate successfully.

Advantages and disadvantages of using TikTok as a tool for improving pronunciation

Using TikTok in the classroom to improve pronunciation can benefit English learners. For example, Cajamarca (2022) states that with this interactive app, students can not only receive feedback from English native speakers but also interact with people around the world. They can write in the comments or respond to the users with another TikTok, giving them the word's correct pronunciation. This is advantageous for students since a native speaker can teach them the word's proper pronunciation through TikTok, making the learning process easier and more interactive. Cajamarca (2022) also mentions that using this app to improve pronunciation can increase students' motivation, and at the same time, it can be engaging for them. Afidah et al. (2021) have a similar perception of TikTok as they agree that this app can motivate students to learn pronunciation, and they can also feel comfortable during the teaching-learning process in the classroom. Moreover, Hanim (2021) acknowledges that sharing ideas, thoughts, and emotions through the TikTok app can help its users convey different meanings depending on the purpose of the video they

create, whether for academic or entertainment purposes, as well as considering the listener's needs.

One of the main disadvantages of using this app is that students tend to get disturbed by the variety of appealing content that TikTok offers when using it for an extended period instead of using TikTok for academic purposes. As mentioned by Zhaoying and Zhang (as cited in Cajamarca, 2022), they have a similar perception: they agree that students can be distracted when using TikTok because it is an entertainment app with amusing content. Furthermore, Herlisya and Wiratno (as cited in Cajamarca, 2022) state that one of the most significant drawbacks of using this app for academic purposes is that not all students can access this app due to the lack of internet connection. In addition, Agting et al. (2022) found that one of the most critical problems of employing TikTok in the classroom is that students need more confidence when using the app. This is because some learners do not like to post videos on the app for shyness or to expose themselves. Considering the author's position, students' learning process can be hindered by various factors, such as distractors, internet connection, and lack of confidence when using the app.

These studies show that TikTok can be useful and motivating for their users because they can improve their pronunciation. However, this app can also be a distraction because it is used for entertainment purposes.

Previous studies on the use of TikTok to practice pronunciation

Various research studies have been conducted to describe how the TikTok app has been implemented to improve speaking skills as a general matter. Pratiwi, et al. (2021) conducted a qualitative study at Suryakencana University to determine the effects of this app on the English language and learning pronunciation processes. Eight majoring students in English Education were interviewed: five students from a regular class and three from a non-regular class through questionnaires conducted by the researchers involved in the study. As a result of this research, three students' pronunciation skills were enhanced since they were TikTok users. Hence, these students enhanced their pronunciation skills due to their conversation performance in a "duet challenge pronunciation" with other users of the same app to achieve a learning and pronunciation objective; likewise, this helped them get further insight regarding world news disclosure. Dewi and Arifani (2021) conducted qualitative research through an online questionnaire to three elementary school students from the Ban Huaiduanoi School in Thailand, in which a teacher was selected to use

TikTok to teach pronunciation during online classes. Moreover, this instrument aimed to collect data concerning students' and teachers' opinions, beliefs, perceptions, and suchlike while implementing said app. Hence, results showed that students were motivated after using this app, triggering them to speak more confidently as their pronunciation improved.

Furthermore, Afidah et al. (2021) carried out a descriptive qualitative study to investigate 20 students' perspectives on using TikTok to learn English using questionnaires as instruments. This research showed positive attitudes towards introducing this app in the classroom since most students agree that this app can be used as a medium to learn English because they can learn with pleasure. It can reduce students' boredom with traditional learning. Besides, Hanim (2021) conducted a questionnaire to fifty students from the fourth semester at the Department of English Literature, in which they sought to examine the feasibility of using TikTok as a tool for improving pronunciation. Therefore, results displayed that students use TikTok to learn English; however, it should be noted that this app is less used than other social networks to learn the language. In addition, Agting, Suhartatik, and Pusparini (2022) investigated developing the TikTok app as a medium for teaching speaking at the senior high school level. Some instruments were used, such as questionnaires, observations, and interviews to collect data. The results of the interviews of teachers and students were that TikTok motivated them to learn and improve their English pronunciation.

These previous studies showed positive results towards the application of TikTok into the classroom. Particularly, Dewi and Arifani (2021) and Agting et al. (2022) showed in their studies that TikTok could stimulate students to enhance their pronunciation since it is one of the most used apps among youngsters.

Based on the description of the different studies that have been conducted around TikTok and its uses for improving speaking skills as a general matter, it is apparent that TikTok could offer a novel approach to language learning, combining technology and collective learning since it contains a variety of videos that could not only strength their pronunciation, but also their other English skills. For these reasons, this study aims to understand the perceptions of the students from the Remedial English Course which took place at Instituto de Ciencias Sociales y Humanidades (ICSHu).

Methodology

To conduct this research, we adopted a constructivist approach. As mentioned by Creswell and Creswell (2018), "The goal of the research is to rely as much as possible on the participants' views of the situation being studied"(p.46). Hence, this approach was adopted because this study intended to collect information concerning learners' perceptions about what they think about using TikTok as a tool for educational purposes. For this reason, a qualitative approach was also adopted to carry out this research. According to Miles and Gay (2019), the qualitative approach seeks to understand how people observe and perceive things around them, giving their meaning. So, by using this approach, we could understand whether the learners discern the app as an educative tool that they can use inside and outside the classroom to improve their pronunciation.

The study took place in the ICSHu, a public institution in Pachuca, Hidalgo. It comprises ten BAs, including Law, Communication, History of Mexico, English Language Teaching, Social Work, Anthropology, Sociology, Education Science, Political Science and Public Administration and Regional Planning and Development. In addition, ICSHU offers the Remedial Course, a project directed by one of our degree teachers to have the students from the BA in English Language Teaching practice their language teaching, but more importantly, to help ICSHu students improve their language. The setting impacted this research due to the lack of feasible hours in which the students were available to practice the English language during the course; they could consider TikTok as an alternative way to practice and improve their pronunciation.

The participants in this study were four learners from the Remedial English Course that took place at ICSHu. Each learner was studying a different BA; the first participant is a man in his 20s studying the BA in History of Mexico, the second participant is a 20-year-old woman studying the BA in Communication, the other two participants are two women in their 20s who are taking the BA in Political Science. According to Sargeant (2012), "participants are selected who can best inform the research questions and enhance understanding of the phenomenon under study" (p. 1). Thus, this study is specifically designed for these students since they could easily share their opinions about the app because they could be familiar with it. Before carrying out this research, they were contacted via WhatsApp to know if they wanted to be part of this research. The learners agreed to participate in the study. They signed a consent form to grant their permission.

To know their opinions about the app, we conducted interviews consisting of twenty unbiased questions were asked of each student to express their opinions and experiences during the same term. For this reason, the interview was conducted in Spanish because our participants have a low English language proficiency; thus, it is necessary to have them thoroughly explain their perspective concerning the TikTok app. Considering what has been said, a case study design was adopted since 'this research aims to understand the students' perceptions towards using TikTok to improve English pronunciation.

Before conducting this study, an interview was piloted to see if some modifications were needed for further application. Additionally, we tested if the answers provided by the interviewee were according to what was asked, their functionality when applying it, and their clarity. For this piloting session, a 21-year-old student from Communication was interviewed. This participant was chosen because he is an English student with TikTok experience. The interview was conducted at ICSHU and lasted around 15 minutes. Moreover, this activity was also done to obtain feedback from the interviewee on how well the questions were structured. At the end of the piloting session, some comments were given regarding the questions' redundancy and the suggestion that we merge two questions into one. For instance, one of the repeated questions was: Do you know if there are people in TikTok who focus their content on English language teaching in a self-taught way? So, in order to avoid its repetition, we intertwined it with question number 20. Do you follow native or non-native people who dedicate their TikTok content to English language teaching? This way, a few modifications were made after its testing, adding five more questions to fill in the missing time. After the modifications, we conducted the interviews with each participant.

After collecting the data, their analysis was conducted through a coding process. As stated by Medelyan (n.d.), qualitative data analysis involves a coding process in which the labeling and organization of the data from the conducted interviews have to be done by identifying different categories identifying the salient words and phrases that can cater to answer the research question or rather have a connection with the literature review that can contribute to the analysis. Then, the coding process was done by underlining the participants' responses as a result, two main categories were identified; the first has to do with students' positive opinions towards using TikTok for improving pronunciation, and the second regards the negative opinions of using the app for the same means.

Findings

In this section, we report the findings we gathered. Through a deep analysis of the interviews, we could identify that students not only have positive opinions regarding the use of TikTok as a medium for acquiring a better diction of words, but they also conclude that using this app could be unfavorable for their learning. The following quotes are from two participants who mentioned how the duration of the video helps to process the information faster.

Because...well, as I was saying, since the time is limited, well, you get more words, and they kind of stay in your mind faster. (Student 4)

I also try to do it in short videos because when it is longer, there is a moment in which you get bored. So, when it is short, it...catches more attention. (Student 3)

The previous two statements show a common belief shared by the participants about the benefit of watching brief videos. For instance, the first participant commented that it is easier to retain the way in which the people from the videos pronounce the words. In contrast, the second one mentioned that these videos tend to be more appealing than the long ones. As we can notice, both participants explained different ways in which the length of the video has helped them in their learning process.

Another finding is that they prefer using this platform as they can find various videos that can help them improve and learn the English language. The following statements are from two students who believe that the content that the users create on the platform can be helpful to English learners, specifically those who want to have a better diction of the words.

We could say that in TikTok there is a great variety, I mean, maybe we do not see it, but in reality, well, there is a great variety of content that can help us learn English, well, in this case, as you said I mean, there may be mmm, mmm people who do focus their content on the English language or there are other people who maybe not, who only upload videos for fun but you can still mmm, you can use those videos to learn English. (Student 3)

And I do not know if it counts, but there are girls that they are like, well their content is referring to, to beauty like the content of plus size, then they speak English, so when they speak, you can

relate, right? Ah, this shirt is pronounced like this or this bag like this. Even the brands are right; they say this bag is Gucci, and you try to pronounce it. Pronounce it well the, the, the brand, right? (Student 3)

I have realized that on Tik Tok, if for example, I only want to see English content, it is giving me a lot of English content. (Student 4)

The first two quotes are from one student who mentions one of the advantages: the availability of the videos that TikTok contains. According to the student, this platform provides the users with different types of videos that they can use for academic purposes, no matter whether the creators focus their content on teaching English or whether the videos aim to entertain people, all the videos that the platform offers could help them to enhance their pronunciation. This is because students can realize the way in which the influencers articulate the words said in those videos since they can hear and imitate how people say the phrases. Furthermore, the other participant explains that the platform provides the user videos that are of their interest such as English learning videos. Therefore, the availability of video that TikTok offers its users helps in acquiring the knowledge that students need to learn consciously or unconsciously.

A further positive aspect of using TikTok for academic purposes is one way in which they can acquire and learn the right pronunciation of the words. This technique, called repetition, is mainly used for those who want to learn how an unknown word is pronounced correctly. To give an example, the learners who participated in this study mentioned that they can pick up the sounds of the words when they are watching TikTok by repeating and imitating what the people from the videos say. The statements below show a shared belief between two participants about a method they use for sound pronunciation.

Well, yeah, I think that they could, although you should try, like, I try to imitate what they say as similarly as possible. (Student 2)

Ahem, yes, because you are literally imitating what it says and- and not only this; you can listen to how the words are pronounced, right? In this case, if you don't know, maybe a word or something like that, well, from there, you can know that word, right? (Student 3)

Mmm, yes. There are videos in which it is supposed that they put, I do not, a phrase, and then they ask you to repeat it (uhm). Mmm, there are times that they put the phrase and then they put the phrase slowly, and after than you have to repeat it (student 3)

The participants mentioned one way in which they acquired the pronunciation of the words. For example, one of the participants said that by imitating as similar as possible the people from the videos, the student can better pronounce the words. The second participant also agrees that imitating the sounds of the words helps you polish how you articulate the phrases. Moreover, the student also mentioned that with the app, the learner not only has the opportunity to imitate what the people from the videos say, but they can also listen to how those people pronounce the words. The same participant added that there are videos on the platform in which the creator teaches one word or phrase, and the person gives you the opportunity to repeat the word that was previously said. As we noticed, both participants underlined the importance of imitating and repeating the way the users utter the words and phrases as it is one method, they use to articulate the words well.

One of the most positive aspects we could inquire about TikTok is that it might be a good tool for visual and auditory learners. As per the fact that learners with those learning styles could acquire the pronunciation of the words by just paying attention to how users articulate the sounds of the words. Furthermore, the app facilitates the learning process of those with a visual learning style, as it is easier to understand and remember the information by seeing it. The following quotes are from Students 3 and 4 who explained how the app's utilization might suit the methods they use for learning and enhancing their pronunciation of the English language.

I think that it is good because my, well, I learn aurally (ahem), so I feel that listening to, listening to, and listening to (and audio) like you are adapting, or you are acquiring that, well, that ability to pronounce the words. (Student 3)

Yes, because there are students that well, sometimes the audio does not, that we do not have something visual, we do not catch what they are really trying to say to us, and maybe if we watch something like a video, as it is visual, we will associate it as much as possible with what they are trying to say us in the English context. (Student 4)

These two participants share the same belief about how the short videos facilitate their learning process. For instance, one of the participants mentioned that by listening to the video multiple times, it is possible for the student to quickly acquire the ability to pronounce the words said in the video since the most effective way in which the student learns is by listening to explanations. Something similar happened with the second participant, who explained that students can easily catch the information in the videos as the students can associate and understand what they hear and watch in those videos. On the other hand, this student explained that there are learners who do not learn by just listening to audio; what is required is something visual that helps students have a deeper understanding of the information. For these reasons, the two students consider TikTok a great tool for learning and improving English pronunciation because some students have different learning styles that could fit with the app's features.

Finally, the last positive aspect regarding TikTok is that it could be considered an academic resource for acquiring the correct pronunciation of the words. This is because we asked each learner their opinion about whether or not they acknowledge TikTok as a tool that supports students to have a good diction of the words. Therefore, we got good comments from students since some of them share the same belief that TikTok could be an outstanding instrument for those who want to learn pronunciation. Those comments are shown below.

I think so; I think that it would be nice as another tool, right? I mean, apart from the fact that you are in the classroom, I feel that you need other types of tools that help you to complement your language learning, such as short videos. (Student 3)

Yes, because it is something that right now is very current among us young people, and it will catch our attention more. (Student 4)

Yes, because normally, they are like short videos or concise videos, so to speak, and when you watch a video, it usually repeats itself. So, if it is about pronunciation, I would pronounce or repeat the word that I want to learn, and I believe that it would be easier. (Student 4)

In the previous statements, students not only mentioned that TikTok is a good tool that could enhance their pronunciation, but they also expressed the reasons why they have that impression. To give an example, in the first quote, the student mentioned that it would be a good idea

to implement this app into the classroom as students need other types of resources that help them strengthen their English language. Something similar was expressed to the second learner as they both concluded that the app is a good resource. However, the second participant exposed other reasons why the app could be considered a means of learning. For instance, the second participant commented that it would be beneficial for them to use it since it is a recent app among youngsters that could captivate their attention. The last student also believes that the use of the app could be used for academic purposes since students can practice pronunciation by repeating the words that people say in the videos. As we can notice, all the students concur that this famous app could be used as another tool that helps students better understand the pronunciation of the words.

Although we found positive results regarding using TikTok as a tool for improving pronunciation, we could also identify that using this app has its drawbacks. Some students share the same point of view that it could be tough to acquire knowledge since it contains a lot of different kinds of videos that can interfere with their learning. Therefore, they believe it does not matter how much time they dedicate to learning English on the app; they will always end up watching other types of content that can make the learning process difficult. Two participants were asked about their opinions regarding the difficulties that they may go through when using the app for enhancing pronunciation, and both shared their thoughts and experiences with TikTok.

And personally, I think that hardly because although I think that we really start out trying to watch videos related to the use of- of- of learning another language, in the end, leisure will win us over, or it will win us, I am going to entertain myself for a while and from there we are not going to pass. (Student 2)

Guess what, hahaha, I'll be honest with you, I had TikTok, but I uninstalled it because I felt that it was taking a lot of my productive time, but right now, with school and all that, I reinstalled it and try to...if I can only use it in the weekend so that it doesn't interfere with- in my daily activities, yes, I do, but then I say: Ahh, I don't know, in the evening, right? I'm not sleepy, so I start to see-see TikTok. (Student 3)

It is noticeable that these two students mention one of this app's most serious disadvantages. This is because students consider that the app has amusing content that could distract them when enhancing their pronunciation.

Hence, if they wanted to watch videos focused on pronunciation, TikTok could show students consecutive videos that are not educational. As a result, students will forget that they are practicing the English language and will focus their attention on other types of content. Moreover, one of the students said that the time that the learner spent watching entertaining videos on this app caused the student to uninstall TikTok. For this reason, the participant tries to balance her time on TikTok and their productive time. As we can notice, there is a risk in using the app to improve pronunciation, as this app was created to create entertaining videos.

Discussion

We found both positive and negative students' opinions regarding the use of TikTok to improve their pronunciation. These findings showed more positive than negative perceptions from the students regarding the aspects that TikTok offers them. For instance, the length of the video, the repetition technique that they can use when using TikTok, the good app that it is TikTok for those who are auditory and visual learners, and the variety of English content that TikTok offers to its users are the positive findings that we identified. On the other hand, it was found that the different kinds of videos that the app has can disrupt the students' learning.

One of the results that we found is consistent with what Novitasari and Addinna (2022) have found in their study, as they explained that the short duration of the videos and the interesting content of TikTok makes the learning process less tiresome. Therefore, the brief videos users create on the platform benefit them because the information provided in those videos makes students acquire and enhance their pronunciation quickly and makes the learning process less boring. A further significant finding that we could identify about the app is that students can use either entertainment or learning videos to enhance English pronunciation as they can realize how people utter each word. This result ties well with previous studies wherein Novitasari and Addinna (2022) found that students not only search for any English topic that they want to learn, but they also could find on the platform videos created by native speakers that could be helpful for them since they can learn from them (p.577). Therefore, learners could watch any video on TikTok as, in some way, they could use it to identify how people articulate English words. Another promising discovery was that there are some similarities between the literature we draw on this research and the results that we found. For example, Afidah, Sari, and Hanifah (2021) explained that by watching a video several times, learners can learn by absorption. In the same way, in our findings,

we could distinguish that by repeating and imitating the way in which the people from the videos articulate the phrases, students can acquire the ability to utter the words correctly. Therefore, using this technique, students could recall how the words are pronounced since they repeat them multiple times.

In addition, students showed positive beliefs about TikTok as they considered the app a good resource for learning English. This is because the app is well known among youth nowadays, which might grab students' attention if they use it to acquire a better diction of the English language. Afidah, Sari, and Hanifah (2021) also reported in their study that students not only consider the app as a suitable learning medium to master the English language, but they also mentioned that it could be appealing to all students. Moreover, learners who participated in this study shared that it is necessary to utilize other types of tools, such as TikTok, that help them complement their knowledge of the English language. For these reasons, students think that the employment of TikTok could be beneficial for their learning process.

Notwithstanding the preceding, learners also have unfavorable opinions about the app. For example, they perceive that the app could be a distraction for them if they used it when practicing the English language because it has entertaining content that they could watch instead of academic content. A similar conclusion was researched by Zhaoying (as cited in Cajamarca, 2022) since the author explained that students can easily get distracted by TikTok as it is an entertaining app (p. 9). Thus, students might consider this app unsuitable for educational purposes as it has other types of content that could disturb their knowledge.

All in all, students not only shared that the app has positive aspects that could help them enhance their pronunciation, but they also showed that using TikTok has drawbacks.

Conclusion

Based on the findings, we conclude that TikTok has some features that could benefit and distract students from learning English. This is because students stated that this app could not only help them during their learning process, but it also has drawbacks when it comes to using it for academic purposes. For instance, one of the favorable points of view that students mentioned about the app is that it has a great variety of videos that students can use to enhance their pronunciation. Therefore, any type of video they choose to practice could be beneficial as they can notice how the words are pronounced. Furthermore, it was found that the length of the videos aids students in remembering and learning faster the

pronunciation of the words. The short duration of the videos also catches the students' attention since they do not contain long and boring explanations. In addition, this app could be used to improve pronunciation since it allows them to practice the vocabulary through the constant repetition of words. It is also a great resource for both visual and auditory learners. Nevertheless, TikTok could also be considered a distraction for those who use it for educational purposes since there are a variety of entertaining videos that students could end up watching instead of practicing their pronunciation.

In general, learners consider TikTok a tool that could be used for learning and enhancing their pronunciation, but at the same time, it is considered by the participants a tool that can disturb their attention when using it for academic purposes; however, should Tik Tok be used moderately it can be an excellent means of knowledge and improvement of the English pronunciation.

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Appendix

1. ¿Conoces alguna aplicación que te ayude a aprender inglés? Elabora tu respuesta.
2. De esas aplicaciones ¿usas alguna para aprender inglés? Elabora tu respuesta.
3. Cuando usas esas aplicaciones ¿Qué es lo que más te gusta aprender? Por ejemplo; vocabulario, listening o pronunciación.
4. En tu tiempo libre ¿tratas de aprender algo nuevo o tratas de mejorar tu pronunciación en inglés? Elabora tu respuesta.
5. Dependiendo de tu respuesta, ¿Qué tipo de actividades o qué recursos didácticos utilizas o te gustaría emplear para mejorarla?
6. ¿Qué aplicaciones usas para practicar tu pronunciación del inglés? Por ejemplo; YouTube, TikTok, Instagram, Facebook.
7. ¿Sueles ver tutoriales o videos cortos para practicar inglés? Elabora tu respuesta.
8. ¿Qué redes sociales o aplicaciones sueles visitar para ver videos cortos que te ayuden a mejorar tu nivel de inglés en cuanto a pronunciación?
9. ¿Has notado mejoras en tu producción oral del inglés durante tus clases después de ver dichos videos cortos? Elabora tu respuesta.
10. Cuando ves videos cortos ¿tratas de imitar la pronunciación de las palabras que la persona dice? Elabora tu respuesta.
11. Cuando ves videos cortos en inglés ¿usas subtítulos?
12. De acuerdo con la pregunta anterior ¿qué prefieres más, ver videos con subtítulos en inglés o con subtítulos en español? ¿cuál capta más tu atención?
13. ¿Has tratado de ver videos cortos en inglés, sin subtítulos, pero poniendo más atención a la pronunciación de la persona? Elabora tu respuesta.
14. ¿Cuánto tiempo le dedicas al estudio de tu pronunciación de inglés?
15. ¿Tus maestros de inglés fomentan el uso de videos para que mejores tu pronunciación del idioma?
16. Si tu respuesta a la pregunta anterior fue **no** ¿te gustaría que en tus clases se implemente el uso de videos cortos en inglés? Por ejemplo; vlogs, videos de pronunciación, de comedia,

17. ¿Consideras que los videos cortos pueden ayudarte a mejorar tu pronunciación del inglés? Elabora tu respuesta.
18. ¿Has utilizado TikTok para propósitos académicos? Elabora tu respuesta.
19. ¿Sigues a personas nativas o no nativas que orienten su contenido de TikTok a la enseñanza del idioma inglés?
20. ¿Crees que la aplicación puede usarse como herramienta educativa? Justifica tu respuesta.
21. ¿Cuentas con TikTok en tu dispositivo móvil?
22. ¿Cuándo usas TikTok para propósitos educativos, te distraes fácilmente con otro tipo de contenidos?
23. Si tu maestro de inglés te pide que de tarea veas un video de TikTok en inglés y grabes un dueto usando el video de la otra persona para practicar tu pronunciación, ¿estarías dispuesto a hacerlo?