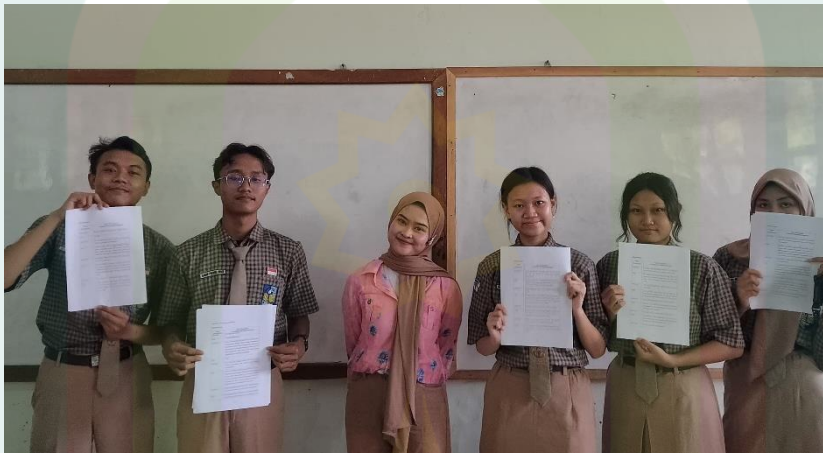




# **EXPLORING EFL STUDENTS' STRATEGIES IN LEARNING PRONUNCIATION USING TIKTOK**



**SINTA LEFIANA**

**SN. 2521008**

**2025**



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## **A THESIS**

Submitted in Partial Fulfillment of the Requirements for the Degree  
of *Sarjana Pendidikan* in English Education



by:

**SINTA LEFIANA**  
**SN. 2521008**

**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI  
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2025**

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di

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*Assalamu 'alaikum Wr.Wb.*

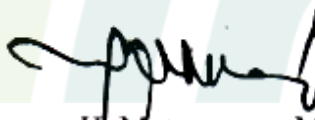
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Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

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## MOTTO

***"Seek knowledge, for it is an obligation upon every Muslim, and with it, we illuminate our path in this world and the hereafter."***

*(Inspired by the Hadith: 'Seeking knowledge is an obligation upon every Muslim' - Sunan Ibn Majah, Hadith 224)*



## ABSTRAK

Penelitian ini mengeksplorasi strategi yang digunakan oleh siswa EFL (English as a Foreign Language) untuk meningkatkan keterampilan pelafalan mereka melalui TikTok, sebuah platform media sosial yang populer. Pelafalan merupakan elemen penting dalam pembelajaran bahasa, namun banyak pelajar EFL mengalami kesulitan dalam pelafalan yang akurat karena keterbatasan paparan terhadap penutur asli dan kurangnya kesempatan berlatih. TikTok menawarkan fitur-fitur interaktif, seperti duet dan tutorial, yang memungkinkan siswa menirukan pelafalan penutur asli, melakukan latihan berulang, dan belajar dalam lingkungan yang tidak formal. Studi kasus kualitatif ini melibatkan lima siswa kelas 11 dari sebuah sekolah menengah atas di Comal, Pematang, Jawa Tengah, Indonesia, yang secara aktif menggunakan TikTok untuk pembelajaran mandiri. Data dikumpulkan melalui wawancara semi-terstruktur dan analisis konten aktivitas TikTok para siswa. Temuan penelitian menunjukkan bahwa siswa menggunakan berbagai strategi yang sesuai dengan taksonomi strategi pembelajaran bahasa menurut Oxford, termasuk strategi memori, kognitif, kompensasi, dan metakognitif. TikTok mendorong pembelajaran yang diatur secara mandiri, meningkatkan motivasi, dan mengurangi kecemasan saat berbicara. Penelitian ini memberikan kontribusi teoretis dan praktis terhadap peran media sosial dalam pendidikan bahasa serta menyarankan bahwa platform seperti TikTok dapat diintegrasikan ke dalam praktik pengajaran untuk mendukung pembelajaran pelafalan secara inovatif dan menarik.

**Kata kunci:** Berbicara; Siswa EFL; Strategi Pembelajaran; Pengucapan; TikTok.

## ABSTRACT

This study explores the strategies used by EFL (English as a Foreign Language) students to enhance their pronunciation skills through TikTok, a popular social media platform. Pronunciation is a key element in language learning, yet many EFL learners struggle with accurate pronunciation due to limited exposure to native speakers and lack of practice. TikTok offers interactive features, such as duets and tutorials, that allow students to mimic native pronunciation, engage in repetitive practice, and learn in an informal environment. This qualitative case study involved five Grade 11 students from a high school in Comal, Pemalang, Central Java, Indonesia, who actively used TikTok for self-directed learning. Data were collected through semi-structured interviews and content analysis of students' TikTok activities. The findings revealed that students employed a variety of strategies aligned with Oxford's taxonomy of language learning strategies, including memory, cognitive, compensation, and metacognitive strategies. TikTok fostered self-regulated learning, increased motivation, and reduced speaking anxiety. The study contributes theoretical and practical insights into the role of social media in language education and suggests that platforms like TikTok can be integrated into instructional practices to support pronunciation learning in innovative and engaging ways.

**Keyword:** *Speaking; EFL Students; Learning Strategies; Pronunciation; Tiktok.*

## PREFACE

All praise and gratitude are due to Allah SWT for His boundless grace, blessings, and guidance. He has granted me health, patience, and perseverance, enabling me to complete this thesis, titled **“Exploring Efl Students’ Strategies In Learning Pronunciation Using Tiktok”**. This thesis is submitted to the English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan, as part of the requirements for obtaining the Sarjana Pendidikan degree from the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan. This study could not have been completed without the invaluable support and contributions of many individuals. Therefore, I would like to take this opportunity to extend my heartfelt gratitude to:

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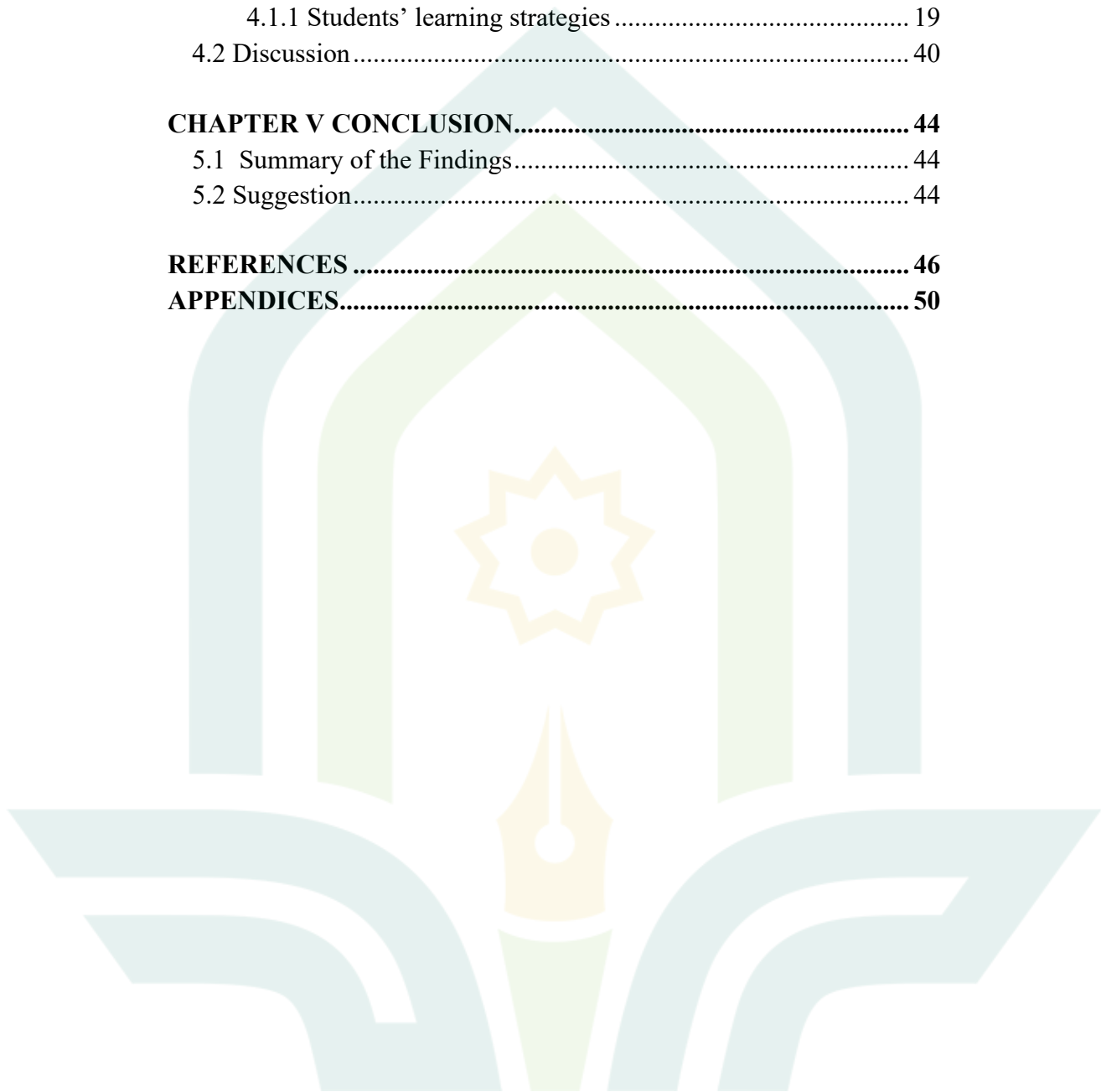
Pekalongan, 20<sup>th</sup> January 2025

The Writer

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# CHAPTER I

## INTRODUCTION

### 1.1 Background

The advent of social media platforms has significantly impacted various aspects of education, particularly language learning. Among these platforms, TikTok has emerged as a popular tool among students for learning and practicing new skills, including pronunciation in English. One of the most important skills for effectively understanding English spoken aloud is pronunciation. Pronunciation has a role in efficient communication in addition to being a productive skill (Fang & Lin, 2012; Afrifa-Yamoah et al., 2021). TikTok's short video format and interactive features provide an innovative platform for pronunciation learning. The platform allows users to engage with content tailored to their interests, including tutorials by native speakers, pronunciation challenges, and duet features that encourage mimicking and real-time practice. For EFL students, these features offer exposure to authentic language models, which are essential for improving pronunciation. The duet functionality, in particular, enables learners to imitate native speakers' accents and intonation, fostering practical pronunciation practice in an engaging and supportive environment. Moreover, TikTok's algorithm curates content based on user preferences, ensuring consistent exposure to relevant and educational material. This personalization aids learners in addressing specific pronunciation difficulties by repeatedly practicing words and sounds within the context of popular and relatable content. Additionally, the platform's informal nature reduces the anxiety often associated with traditional classroom learning, enabling students to experiment with pronunciation without fear of judgment. This aligns with modern pedagogical approaches that emphasize autonomy and learner-centered strategies, making TikTok a valuable tool for

EFL students to enhance their speaking skills. Furthermore, technology-based learning in the classroom has had an impact on pronunciation instruction for the past three years. (Espinoza et al., 2021) and (Panggabean & Silvia Batubara, 2022) were incorporating more technologically advanced activities into the classroom, like using audiovisual materials and karaoke applications to help students learn how to pronounce words in English. The platform's short video format and interactive features make it an engaging medium for language learners. Despite its widespread use, there is limited research on how students utilize TikTok to improve their pronunciation skills and the strategies they employ. This study aims to explore these strategies and their implications for language education, providing insights into the effectiveness of using TikTok as a learning tool.

This research is aim to explore the students' strategies facing when improving their Pronunciation skills. By examining these strategies, the researcher aims to address existing issues and enhance strategies pronunciation for participants in communities. The participants of this study are Grade 11 students from a high school in Comal, Pemalang, Central Java, Indonesia. These students actively use TikTok as an independent tool to enhance their English pronunciation skills. The selection of participants is based on their age group (approximately 16–17 years), which is significant because they are digital natives who are naturally inclined to use social media platforms for educational and recreational purposes. These students are part of an educational environment where English is taught as a foreign language (EFL). Pronunciation is a critical component of their language learning journey, and exploring their strategies sheds light on how digital tools like TikTok influence their development in this area. This group represents a practical sample for understanding the intersection of technology, language learning, and student autonomy. By contextualizing the participants, the study not only gains focus

but also highlights its contribution to the broader discourse on technology-enhanced language learning. This study is titled "Exploring Students' Strategies in Learning Pronunciation Using TikTok: Implication" to reflect its focus on identifying and overcoming the strategies faced by students in this context.

## **1.2 Formulation of the Problem**

This study provides one research question. The researcher explores "What strategies do EFL students use to improve their pronunciation through TikTok?". By using this formula, the researcher hopes to find out more about students' strategies in learning pronunciation through TikTok content.

## **1.3 Aim of the study**

This study aims to explore the strategies used by EFL students to improve their pronunciation through TikTok. Specifically, it seeks to identify the types of strategies students adopt when using TikTok as a pronunciation learning tool. It is designed to answer the research question: "What strategies do EFL students use to improve their pronunciation through TikTok?"

## **1.4 Operational Definitions**

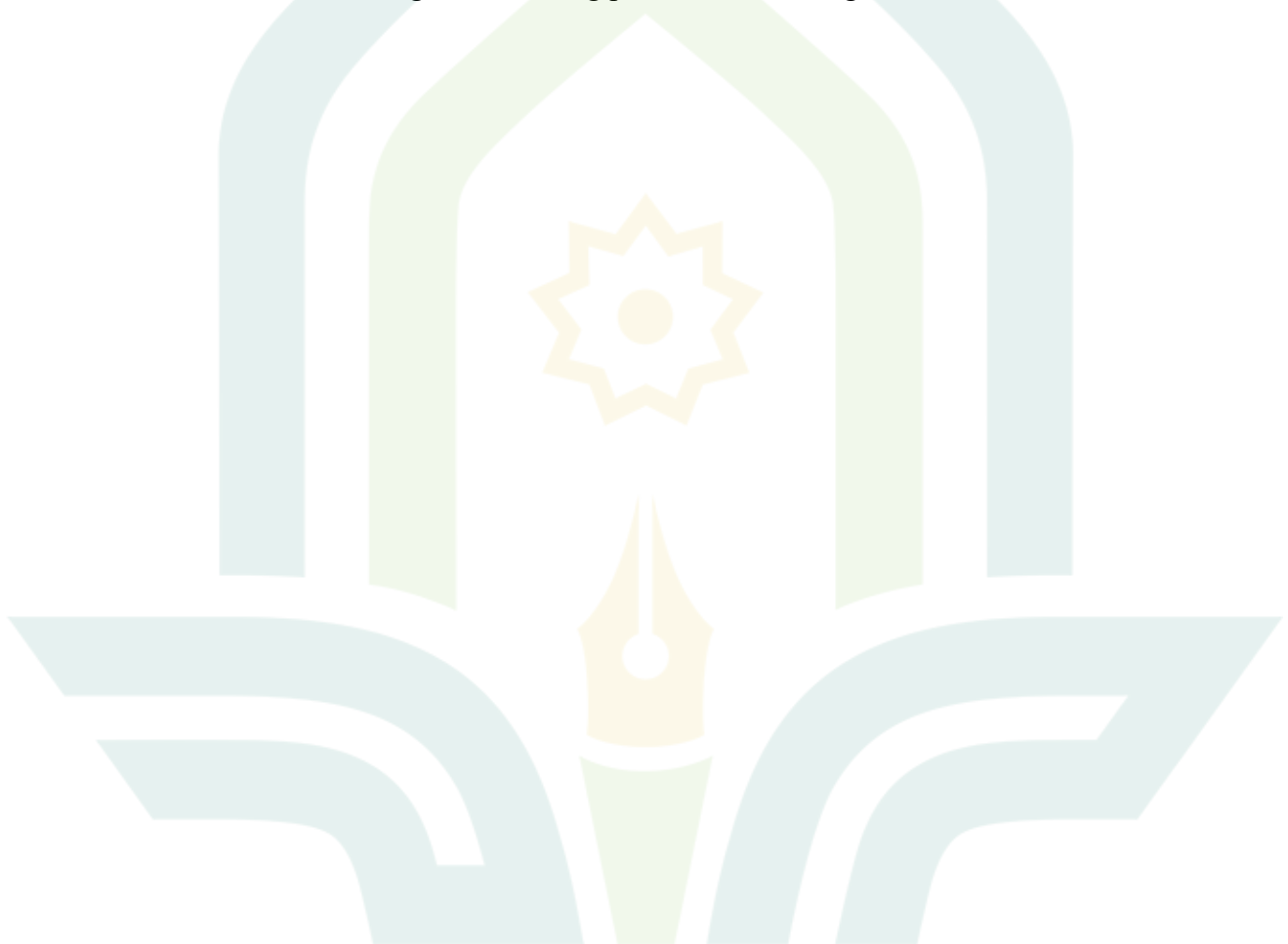
To maintain a strategic distance from misconception approximately the key terms utilized in this inquire about, the researcher classifies the terms as follow:

- a) The most crucial aspect of learning a new language for non-native speakers is pronunciation. The act or result of creating sound through speech is called pronunciation; it includes intonation, accent, and pronunciation (Suwanda et al., 2024).
- b) Learning strategy means learning with special method to achieve learning goals. For students, this LLS can be used to take the specific strategies to make the students' learning become easier, enjoyable, faster, and the students can reflect their own learning (Nguyen & Terry, 2017).
- c) TikTok is a social media platform that millennials can use for activism and education; several hashtags on the platform encourage learning, indicating that it could be a helpful tool

for today's youth. A popular social networking site with extensive features, a sizable user base, and a vast library of educational information is TikTok (Suwanda et al., 2024).

### 1.5 Significance of the Study

- 1) **Theoretical** use Oxford theory and supporting theories related to students' experiences.
- 2) **Empirical** use empirical insight into students' strategies in learning pronunciation using TikTok.
- 3) **Practical** provides solutions for readers about students' strategies in learning pronunciation using TikTok.



## **CHAPTER V**

### **CONCLUSION**

This chapter presents two main sections. The first section is the conclusion of the research findings that have been discussed before. The second section suggestions for EFL students and future researchers.

#### **5.1 Summary of the Findings**

Based on the research findings and discussion, the researcher found the study revealed that EFL students effectively use TikTok as a platform to improve their pronunciation skills through various strategies. Memory strategies, such as repetition and associating sounds with visuals, helped students internalize correct pronunciation patterns. Cognitive strategies, including slowing down video playback, engaging in duets, and creating personalized content, allowed learners to analyze and practice pronunciation with attention to detail. Compensation strategies enabled students to address gaps in knowledge by guessing pronunciations from context, substituting difficult words, and using gestures to reinforce learning. Metacognitive strategies, such as goal setting, self-monitoring, and reviewing progress through recordings, encouraged autonomous learning and continual improvement.

#### **5.2 Suggestion**

In this section, the researcher would like to maximize the benefits of TikTok in pronunciation learning, several recommendations are proposed. Students should utilize TikTok's educational content purposefully, focusing on reliable and pronunciation-focused accounts to enhance their learning experience while managing potential distractions. Teachers are encouraged to integrate TikTok into their instructional practices by recommending curated content, designing structured activities that align with language learning goals, and guiding students to balance TikTok usage with other learning resources. Future researchers should explore the broader application of TikTok in different educational settings and its long-term impact on pronunciation proficiency, while addressing challenges such as content variability

and ensuring effective platform usage. These efforts can contribute to a deeper understanding of how social media platforms like TikTok can transform language learning in the digital age.



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