



# **STUDENT'S FEELINGS ON LEARNING ENGLISH PRONUNCIATION USING TIKTOK APPLICATION**



**M. RIFKI ADITIA**  
**Sn. 2521034**

**2025**

# **STUDENT'S FEELINGS ON LEARNING ENGLISH PRONUNCIATION USING TIKTOK APPLICATION**

**A THESIS**

**Submitted to fulfill one the Requirement for *Sarjana*  
*Pendidikan* Degree at English Education**



By:

**M. RIFKI ADITIA**

**SN.**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K. H. ABDURRAHMAN WAHID PEKALONGAN  
2025**

# **STUDENT'S FEELINGS ON LEARNING ENGLISH PRONUNCIATION USING TIKTOK APPLICATION**

**A THESIS**

**Submitted to fulfill one the Requirement for *Sarjana*  
*Pendidikan* Degree at English Education**



By:

**M. RIFKI ADITIA**

**SN. 2521034**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K. H. ABDURRAHMAN WAHID PEKALONGAN  
2025**

## **SURAT PERNYATAAN KEASLIAN SKRIPSI**

Yang bertandatangan di bawah ini:

Nama : M. Rifki Aditia  
NIM : 2521034  
Program Studi : Tadris Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan dengan sesungguhnya, bahwa skripsi dengan judul **“STUDENT’S FEELINGS ON LEARNING ENGLISH PRONUNCIATION USING TIKTOK APPLICATION”** adalah benar hasil karya penulis berdasarkan hasil penelitian. Semua sumber yang digunakan dalam penelitian ini telah dicantumkan sesuai dengan ketentuan yang berlaku di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

Apabila di kemudian hari pernyataan ini terbukti tidak benar, maka penulis bersedia menerima sanksi yang berlaku di Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan.

Pekalongan, 17 Desember 2025

Menyatakan,



  
**M. Rifki Aditia**  
**NIM. 2521034**

## NOTA PEMBIMBING

Kepada

Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan

UIN K.H. Abdurrahman Wahid Pekalongan

Ketua Program Studi Tadris Bahasa Inggris

di

PEKALONGAN

*Assalamu'alaikum Wr. Wb.*

Setelah diadakan penelitian dan perbaikan seperlunya, maka bersama ini saya kirimkan naskah skripsi saudara :

Nama : M. Rifki Aditia

NIM : 2521034

Prodi : Tadris Bahasa Inggris

Judul : **STUDENT'S FEELINGS ON LEARNING**

**ENGLISH**

**PRONUNCIATION**

**USING TIKTOK APPLICATION**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid Pekalongan untuk diajukan dalam sidang munaqasah.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Pekalongan, 16 Desember 2025

Pembimbing



**Nadia Faradhilla, M.A.**

**NIP. 19930406 202012 2 015**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
Jalan Pahlawan KM. 5 Rowolaku, Kajen, Kabupaten Pekalongan  
Website: ftik.uingusdur.ac.id Email: ftik@uingusdur.ac.id

### APPROVAL SHEET

The dean of the Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan, approved this thesis by

Name : M. Rifki Aditia  
NIM : 2521024  
Title : "STUDENT'S FEELINGS ON LEARNING ENGLISH PRONUNCIATION USING TIKTOK APPLICATION"

Has been established through an examination held on Friday, 19<sup>th</sup> December 2025 and accepted in partial fulfillments of requirements for the degree of Sarjana Pendidikan (S.Pd.)

#### Examiners

Examiner I

Ahmad Burhanuddin, M.A.  
NIP. 19851215 201503 1 004

Examiner II

Chubbi Millatina Rokhuma, M.Pd  
NIP. 19900507 201503 2 005

Pekalongan, 19<sup>th</sup> Desember 2025

Assigned by  
The Dean of the Faculty of Education and Teacher Training



Prof. Dr. H. M. Yusuf, M.Ag.  
NIP. 19500706 199803 1 001

## ACKNOWLEDGEMENT

Praises Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes a reality, and I have received many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. First, my biggest motivation comes from my mother, Rosarina, who have always given me endless love, prayers, and have always been my support system.
2. Second, for myself, thank you for being what I am supposed to be.
3. Third, I would like to extend my gratitude to my thesis supervisor, Mrs Nadia Faradhillah, M.A. for endless patience, unwavering support, and valuable guidance throughout the writing of this thesis.
4. Fourth, I would also like to thank you to all lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan for all the knowledge and wonderful experiences while at the college.
5. Lastly, I would express my deepest gratitude to my beloved girlfriend, Ishmatul Zulfa that always given support, motivation, and all the loves that keep my struggles on.

## MOTTO

**"You may dislike something good for you, and like  
something bad for you. Allah knows, while you do not  
know."  
(Q.S. 2:216)**





## ABSTRAK

*Integrasi platform digital ke dalam pembelajaran bahasa telah mengubah metode pengajaran tradisional secara signifikan, terutama di kalangan pelajar yang lebih muda. Penelitian ini bertujuan untuk mengeksplorasi perasaan siswa saat belajar pengucapan bahasa Inggris melalui aplikasi TikTok. Dilaksanakan di sebuah SMP di Pekalongan, penelitian ini berfokus pada dua tujuan utama, pertama, untuk mengidentifikasi berbagai perasaan yang dialami siswa saat menggunakan TikTok sebagai alat untuk belajar pengucapan. Kedua, untuk menyelidiki alasan di balik munculnya perasaan tersebut. Pendekatan deskriptif kualitatif digunakan untuk mendapatkan wawasan yang lebih dalam tentang perasaan pribadi siswa. Data dikumpulkan melalui wawancara, observasi, dan jurnal reflektif yang melibatkan siswa kelas delapan yang berpartisipasi dalam kegiatan pengucapan bahasa Inggris menggunakan TikTok. Temuan menunjukkan bahwa siswa mengalami berbagai perasaan, seperti kegembiraan, kenikmatan, rasa ingin tahu, kecemasan, dan peningkatan motivasi. Perasaan positif sebagian besar dipengaruhi oleh fitur-fitur TikTok yang menarik dan kreatif, yang membantu siswa mengekspresikan diri dan meningkatkan pengucapan melalui dukungan visual dan auditori. Namun, perasaan negatif seperti gugup dan malu sering kali muncul dari rasa takut dihakimi, rendah diri, dan tekanan merekam diri mereka sendiri di depan kamera. Secara keseluruhan, penelitian ini menyimpulkan bahwa meskipun penggunaan TikTok dalam pembelajaran pelafalan bahasa Inggris menghadirkan tantangan tertentu, TikTok juga menawarkan peluang berharga untuk meningkatkan keterlibatan siswa, ekspresi diri, dan keterampilan pelafalan dalam lingkungan yang lebih relevan dan ramah digital. Hasil penelitian ini menunjukkan bahwa dengan bimbingan dan dukungan yang tepat, platform media sosial seperti TikTok*

*dapat diintegrasikan secara efektif ke dalam pembelajaran bahasa untuk menciptakan pengalaman belajar yang lebih responsif secara emosional dan berpusat pada siswa.*

**Kata Kunci:** *TikTok; Pengucapan; Perasaan.*



## ABSTRACT

The integration of digital platforms into language learning has significantly transformed traditional teaching methods, especially among younger learners. This study aims to explore students' feelings when learning English pronunciation through the TikTok application. Conducted at a junior high school in Pekalongan, the research focuses on two main objectives, first, to identify the various feelings students experience while using TikTok as a tool for learning pronunciation. Second, is to investigate the reasons behind the emergence of those feelings. A qualitative descriptive approach was employed to gain deeper insights into students' personal feelings. Data were gathered through interviews, observations, and reflective journals involving eighth-grade students who participated in English pronunciation activities using TikTok. The findings show that students experience various feelings, such as excitement, enjoyment, curiosity, anxiety, and increased motivation. Positive feelings are largely influenced by TikTok's engaging and creative features, which help students express themselves and improve pronunciation through visual and auditory support. However, negative feelings like nervousness and shyness often arise from fear of judgment, low self-confidence, and the pressure of recording themselves on camera. Overall, the study concludes that while the use of TikTok in learning English pronunciation presents certain challenges, it also offers valuable opportunities to enhance student engagement, self-expression, and pronunciation skills in a more relatable and digital-friendly environment. The results of this research suggest that with proper guidance and support, social media platforms like TikTok can be effectively integrated into language learning to create more emotionally responsive and student-centered learning experiences.

**Keyword:** Tik Tok; Pronunciation; Feelings.

## PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my research proposal research entitled **“Student’s Feelings On Learning English Pronunciation Using TikTok Application”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurrahman Wahid Pekalongan To fulfil one of the requirements of Research Seminar Proposal Course. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag. who serves as the Rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M. Ag. The Dean of the Faculty of Education and Teacher Training at UIN K.H. Abdurrahman Wahid Pekalongan.
3. The head of English Education Department and Teachers’ Training Faculty of UIN K. H. Abdurrahman Wahid Pekalongan, Mr. Ahmad Burhanuddin, M.A.
4. Nadia Faradhillah, M.A. as my supervisor who has given me suggestion, guidance and time in writing this research proposal.
5. All lecturers of English Education Department, UIN K. H. Abdurrahman Wahid Pekalongan.
6. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.
7. My dearest friends who fight through the journey together since the very beginning.

Pekalongan, December 16<sup>th</sup> 2025

The researcher

A handwritten signature in black ink, appearing to read 'Rifki Aditia', with a small decorative flourish at the end.

M. Rifki Aditia  
NIM. 2521034



## TABLE OF CONTENT

<b>HALAMAN JUDUL.....</b>	<b>i</b>
<b>SURAT PERNYATAAN KEASLIAN SKRIPSI.....</b>	<b>ii</b>
<b>NOTA PEMBIMBING .....</b>	<b>iii</b>
<b>APPROVAL SHEET.....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT .....</b>	<b>v</b>
<b>MOTTO.....</b>	<b>vi</b>
<b>ABSTRAK.....</b>	<b>ix</b>
<b>PREFACE .....</b>	<b>x</b>
<b>TABLE OF CONTENT .....</b>	<b>xii</b>
<b>CHAPTER I INTRODUCTION .....</b>	<b>1</b>
1.1 Background of the Study .....	1
1.2 Identification of the Problem .....	4
1.3 Limitation of the Problem.....	5
1.4 Formulation of the Problem.....	6
1.5 Aim of the Study.....	6
1.6 Operational Definitions.....	7
1.7 Significances of the Study .....	7
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
2.1 Theoretical Framework .....	8
2.1.1 Circumplex Model of Affectt .....	8
2.1.2 Self-Determination Theory (SDT) .....	16
2.1.3 Pronunciation.....	21
2.2 Previous Studies.....	23
2.3 Conceptual Framework.....	27
<b>CHAPTER III RESEACRH PROCEDURE .....</b>	<b>30</b>
3.1 Research Design.....	30
3.2 Research Focus .....	30
3.3 Setting and Participants .....	31
3.4 Data Collection .....	32
3.5 Data Trustworthiness .....	32
3.6 Data Analysis .....	35

<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>37</b>
4.1 Findings .....	37
4.1.1 Student's feelings in learning english .....	37
4.1.2 pronunciation using Tik Tok .....	40
4.1.2.1 Valence .....	40
4.1.2.2 Arousal .....	41
4.1.3 Reasons for the Emergence of Students' Feelings.....	45
4.1.3.1 Autonomy .....	45
4.1.3.2 Competence .....	47
4.1.3.3 Relatedness .....	50
4.2 Discussion .....	52
4.2.1 Valence .....	52
4.2.2 Arousal .....	54
4.2.3 Autonomy .....	56
4.2.4 Competence .....	58
4.2.5 Relatedness .....	59
<b>CHAPTER V CONCLUSION.....</b>	<b>62</b>
5.1 Summary of the findings .....	62
5.2 Recommendation .....	65
<b>REFERENCE .....</b>	<b>67</b>
<b>APPENDICES.....</b>	<b>74</b>
<b>CURRICULUM VITAE .....</b>	<b>118</b>

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the Study**

Pronunciation is a fundamental aspect of language learning that influences oral communication and intelligibility. However, it remains one of the most challenging components for EFL learners, particularly in environments where English is not frequently used in daily conversation (Gilakjani, 2016; Hismanoglu, 2006). Mispronunciation can lead to misunderstandings, reduced confidence, and a lack of motivation to speak English. Traditional methods of teaching pronunciation, such as drilling and repetition, often fail to capture students' interest and do not provide enough opportunities for authentic, communicative practice (Derwing & Munro, 2015). As such, incorporating innovative platforms like TikTok may help bridge this gap by offering dynamic, multimodal input and opportunities for learners to practice pronunciation in meaningful contexts.

With the rapid advancement of digital technology, language learning is no longer confined to the classroom. Students now have the flexibility to practice pronunciation anytime and anywhere through various online platforms and mobile applications. According to Godwin-Jones (2018), mobile-assisted language learning (MALL) has revolutionized language education by promoting flexibility, learner autonomy, and access to authentic input. Learners can now listen to native pronunciation, record themselves,



receive feedback, and interact with others in real-time. Additionally, Rosell-Aguilar (2017) highlights that digital tools can increase student motivation and engagement, especially when integrated with social interaction and multimedia content. These technological advancements have created new avenues for learners to develop their pronunciation skills beyond traditional learning environments.

Among the many digital platforms available, TikTok has gained significant popularity as an educational tool for language learners. TikTok's short-video format, audio-visual features, and user-friendly interface make it an appealing medium for practicing pronunciation in a creative and engaging way. According to Paz-Dominguez (2023), students find TikTok motivating and enjoyable for improving their English pronunciation because it allows them to imitate native speakers and receive feedback through likes, comments, and duets. Similarly, a study by Sarkila, Islam, and Fatmawati (2024) found that TikTok fosters learners' confidence and provides opportunities for repeated exposure and pronunciation modeling in a low-anxiety environment. Through participatory content creation and peer interaction, learners are encouraged to actively engage with pronunciation tasks, making learning more contextual and relevant to their interests.

Feelings play a critical role in the language learning process. According to Dörnyei and Ryan (2015), feelings such as anxiety, enjoyment, curiosity, and embarrassment can significantly influence learners' motivation, engagement, and performance. Positive feelings may increase learners' willingness to

communicate and take risks, while negative feelings can hinder their participation and affect their confidence (MacIntyre & Gregersen, 2012). In the context of this research, the study is conducted at one of the junior high schools in Pekalongan where the researcher has previously taught. During the teaching experience, the researcher observed a variety of student responses when pronunciation tasks were assigned through TikTok. Some students showed enthusiasm and enjoyment, while others appeared anxious or hesitant. These observations encouraged the researcher to further investigate what students actually feel when using TikTok as a medium for learning pronunciation. Since TikTok is a social platform where users are visible to an audience, students' feelings (both positive and negative) must be taken into account to promote an emotionally supportive learning environment.

Despite the growing use of TikTok in educational contexts, there remains a limited understanding of how students actually feel about using it specifically to learn English pronunciation. While previous studies have examined the general effectiveness of TikTok in language learning (Paz-Dominguez, 2023; Sarkila et al., 2024), few have focused on the feelings or affective responses of students engaging with pronunciation content on the platform. According to Ryan and Deci (2000), learners' feelings, such as enjoyment, anxiety, interest, or frustration, play a critical role in sustaining motivation and engagement in language learning tasks. Therefore, exploring students' feelings when using TikTok for pronunciation practice is crucial to

understanding how the platform can be more effectively utilized in pedagogical contexts. This study seeks to fill that gap by investigating students' feelings on learning English pronunciation using TikTok, especially among junior high school learners who are actively engaged in digital media.

## **1.2 Identification of the Problem**

Based on the background of the study, several problems can be identified regarding students' learning of English pronunciation using the TikTok application. First, many students still face difficulties in pronouncing English words correctly due to several factors such as first language interference, lack of consistent pronunciation practice, and minimal exposure to authentic English sounds. These difficulties often lead to feelings of frustration, anxiety, and low confidence, which may reduce their willingness to communicate in English. Second, although TikTok has become a popular social media platform widely used by students, its role as a learning tool (particularly for pronunciation) has not been fully explored. Students tend to use TikTok for entertainment rather than educational purposes. However, when used for learning, TikTok can evoke a mixture of feelings. Some students may feel motivated, enthusiastic, and curious because the application provides creative and enjoyable content. Others may experience negative feelings such as nervousness, embarrassment, or anxiety when recording and

posting videos due to fear of being judged or making mistakes.

Third, there is still a lack of research focusing specifically on how students feel while learning pronunciation through TikTok. Most existing studies have examined students' perceptions of TikTok's effectiveness, but few have analyzed the feelings experiences (such as enjoyment, curiosity, anxiety, and confidence) that accompany its use in pronunciation learning. Understanding these feelings is crucial because they directly influence students' engagement, motivation, and learning outcomes. Therefore, this research seeks to explore not only the kinds of feelings students experience while learning pronunciation through TikTok but also the underlying reasons behind these emotional responses. By investigating these affective dimensions, the study aims to provide valuable insights for teachers to design emotionally supportive and engaging pronunciation learning through social media platforms.

### **1.3 Limitation of the Problem**

Considering the broad scope of issues that may arise in the use of TikTok as a learning medium, this research limits its focus only on students' feelings in learning English pronunciation through TikTok application. The study does not investigate other aspects of language learning such as grammar, vocabulary, or listening, nor does it analyze the technical effectiveness of TikTok as a learning tool in detail. The participants are limited to junior high school

students in Pekalongan, and the focus is specifically on their emotional and affective responses such as interest, enjoyment, motivation, anxiety, or other feelings that emerge while using TikTok in learning pronunciation. Through this limitation, the research is expected to remain more specific, manageable, and in line with the research objectives.

#### **1.4 Formulation of the Problem**

This study provides two research question. The researcher wants to explore:

1. How are the student's feelings in learning English pronunciation using TikTok application?
2. Why do students experience these feelings when learning English pronunciation using TikTok application?

By employing this research questions formula, I expect to know more about students' feelings during the use of Tik Tok application in English pronunciation learning.

#### **1.5 Aim of the Study**

The aim of this study is to explore students' feelings in learning English pronunciation using TikTok application and to understand the reasons behind those feelings.

## 1.6 Operational Definitions

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

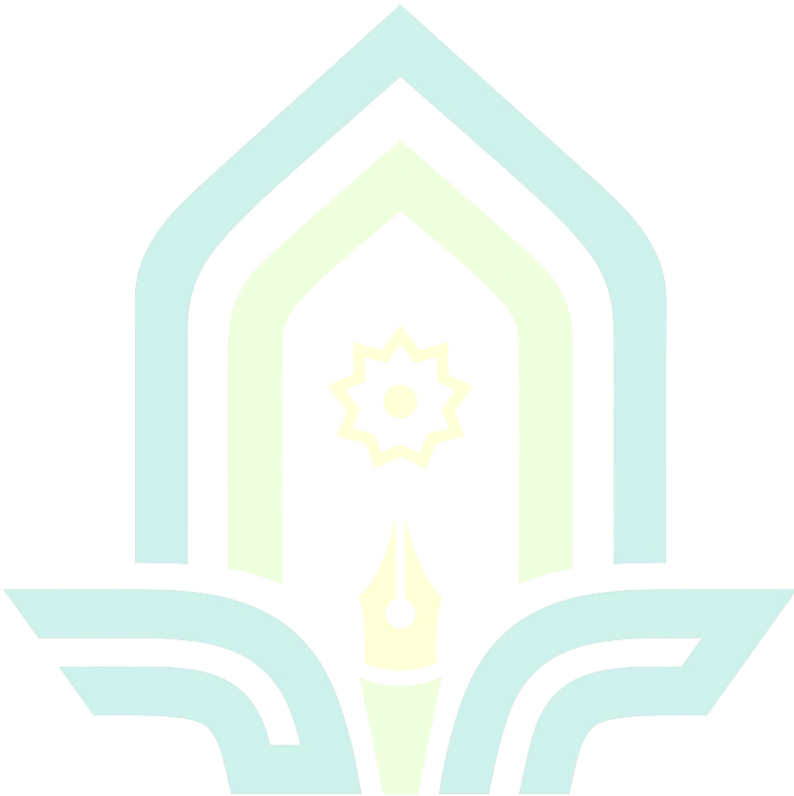
1. **Feeling:** Feeling is a conscious experience that reflects an individual's emotional state and occurs in response to internal or external stimuli (Russell, 2003).
2. **Tik Tok:** TikTok is a video-sharing social networking application that allows users to create and share short-form videos, particularly popular among younger audiences for creative and educational content (Anderson, 2020).
3. **Pronunciation:** Pronunciation refers to the way in which a language or a particular word is spoken, including aspects of articulation, intonation, and stress (Yates, 2002).

## 1.7 Significances of the Study

1. **Theoretical:** This study will contribute to the development of theories related to human feelings, particularly supporting existing theory by Russell (1980) about Circumplex Model of Affect which is can use to know the role of feelings in second language acquisition.
2. **Empirical:** This study will provide empirical insights into the feelings of junior high school students in learning English pronunciation through the TikTok application. The findings can serve as a reference for further research on

students' feelings engagement in digital-based learning environments.

3. **Practical:** This study may help educators design more engaging, supportive, and emotionally sensitive pronunciation activities using social media platforms especially TikTok application.



## **CHAPTER V**

### **CONCLUSION**

#### **5.1 Summary of the findings**

This study was conducted to investigate students' feelings in learning English pronunciation using the TikTok application and to explore the reasons underlying the emergence of those feelings. The findings were obtained through qualitative analysis of interview data and self-reflection sheets completed by the participants. The interpretation of the data was guided primarily by the Circumplex Model of Affect and Self-Determination Theory, which allowed the researcher to examine students' feelings from both affective and psychological perspectives.

In response to the first research question, the findings showed that students experienced diverse feelings during the process of learning English pronunciation through TikTok. These feelings could be understood through two main dimensions, namely valence and arousal. In terms of valence, students reported both positive and negative feelings. Positive valence feelings emerged when students perceived TikTok as an enjoyable and helpful learning medium. The short video format, clear pronunciation models, and entertaining presentation contributed to feelings such as enjoyment, satisfaction, and confidence. These feelings encouraged students to engage more actively in pronunciation practice.



However, negative valence feelings were also identified, particularly at the beginning of the learning process. Some students experienced feelings of discomfort, insecurity, or hesitation when encountering unfamiliar pronunciation patterns or when comparing their pronunciation ability with that of content creators. These negative feelings were not constant, but rather situational, often appearing when students faced difficulty or lacked confidence in their pronunciation performance.

With regard to arousal, the findings indicated that students experienced varying levels of activation during pronunciation learning using TikTok. High-arousal feelings such as excitement, nervousness, and enthusiasm commonly appeared when students actively practiced pronunciation or recorded their own voices. These feelings reflected heightened engagement and focus during the learning process. In contrast, low-arousal feelings such as calmness or reduced interest appeared when students repeatedly consumed similar content or engaged in learning in a more passive manner. The variation in arousal levels suggests that TikTok-based pronunciation learning can produce dynamic affective experiences depending on learners' engagement and task demands.

In addressing the second research question, the findings revealed that students' feelings were influenced by three key factors: autonomy, competence, and relatedness. First, feelings related to autonomy emerged as students perceived a sense

of freedom in learning pronunciation through TikTok. The ability to choose videos, control learning pace, and practice independently allowed students to feel less pressured and more comfortable. This sense of independence contributed to positive feelings; however, limited guidance occasionally led to uncertainty, indicating that autonomy should be balanced with instructional support.

Second, feelings of competence were closely related to students' perceived improvement in pronunciation. When students felt capable of pronouncing words correctly after watching TikTok videos, positive feelings such as confidence and pride became evident. Conversely, when students struggled to imitate pronunciation models or felt unable to meet expected standards, negative feelings such as frustration and self-doubt appeared. These findings suggest that students' feelings were strongly shaped by their perception of learning progress.

Third, feelings related to relatedness influenced how students experienced pronunciation learning. Interaction with others, whether through encouragement, shared experiences, or feedback, contributed to feelings of connection and reassurance. Students felt more comfortable when they realized that pronunciation difficulties were also experienced by others. On the other hand, limited interaction sometimes resulted in feelings of isolation, particularly during independent learning activities.

Overall, the findings indicate that TikTok serves not only as a pronunciation learning medium but also as an affective learning environment that shapes students' feelings in multiple ways. These feelings play an important role in determining how students engage with pronunciation learning and how they perceive their overall learning experience.

## **5.2 Recommendation**

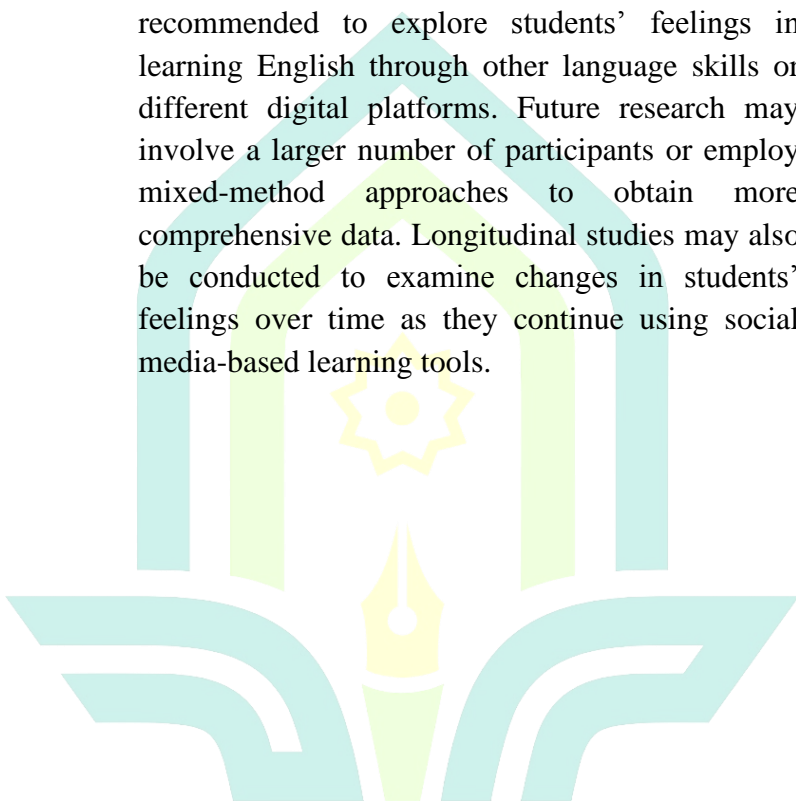
Based on the findings of this study, several recommendations are proposed for students, teachers, and future researchers in order to enhance the use of TikTok as a medium for learning English pronunciation.

For students, it is recommended that TikTok be used thoughtfully as a supplementary learning tool. Students should select pronunciation-related content that is appropriate to their proficiency level and learning goals. In addition, students are encouraged to reflect on their own feelings during the learning process, as awareness of both positive and negative feelings may help them regulate their learning experience. By recognizing moments of difficulty and success, students may develop a more balanced and constructive approach to pronunciation practice.

For teachers, TikTok may be considered as an alternative or complementary medium in teaching English pronunciation. Teachers are encouraged to provide clear guidance on how TikTok content can be used effectively for learning purposes. This includes recommending credible content, designing

structured learning tasks, and offering feedback to support students' feelings of capability and connection. By integrating TikTok into guided instructional activities, teachers can help students manage negative feelings and enhance positive learning experiences.

For future researchers, further studies are recommended to explore students' feelings in learning English through other language skills or different digital platforms. Future research may involve a larger number of participants or employ mixed-method approaches to obtain more comprehensive data. Longitudinal studies may also be conducted to examine changes in students' feelings over time as they continue using social media-based learning tools.



## REFERENCES

- Anderson, K. E. (2020). Getting acquainted with social networks and apps: It is time to talk about TikTok. *Library Hi Tech News*, 37(4), 7–12.  
<https://doi.org/10.1108/LHTN-01-2020-0001>
- Barkhuizen, G. (2014). Revisiting narrative frames: An instrument for investigating language teaching and learning. *System*, 47, 12-27.
- Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, 117(3), 497–529.
- Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research*, 26(13), 1802–1811.  
<https://doi.org/10.1177/1049732316654870>
- Boud, D., Keogh, R., & Walker, D. (1985). *Reflection: Turning experience into learning*. London: Kogan Page.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Clandinin, D. J., & Connelly, F. M. (2004). Narrative inquiry: Experience and story in qualitative research. John Wiley & Sons.

Clyde, W., & Delohery, A. (2005). Using technology in teaching. *Yale Journal of Biology and Medicine*, 78(3), 167–172.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson Education.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

Deci, E. L., & Ryan, R. M. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

Derwing, T. M., & Munro, M. J. (2015). *Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research*. John Benjamins Publishing Company.

Dörnyei, Z., & Ryan, S. (2015). *The psychology of the language learner revisited*. New York, NY: Routledge.

Fredrickson, B. L. (2001). The role of positive emotions in positive psychology:

The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226.  
<https://doi.org/10.1037/0003-066X.56.3.218>

Furrer, C., & Skinner, E. (2003). Sense of relatedness as a factor in children's academic engagement and

performance. *Journal of Educational Psychology*, 95(1), 148–162. <https://doi.org/10.1037/0022-0663.95.1.148>

Gilakjani, A. P. (2016). English pronunciation instruction: A literature review. *International Journal of Research in English Education*, 1(1), 1–6.

Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 104–120.

Hismanoglu, M. (2006). Current perspectives on pronunciation learning and teaching. *Journal of Language and Linguistic Studies*, 2(1), 101–110.

Izard, C. E. (1993). Four systems for emotion activation: Cognitive and noncognitive processes. *Psychological Review*, 100(1), 68–90.

Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.

Korstjens, I., & Moser, A. (2018). *Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing*. *European Journal of General Practice*, 24(1), 120–124.

Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon Press.

MacIntyre, P. D., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination. *Studies in Second Language*

*Learning and Teaching*, 2(2), 193–213.  
<https://doi.org/10.14746/sslt.2012.2.2.4>

Moleong, Lexy J. 2007. *Metodologi Penelitian Kualitatif*. Edisi Revisi. Bandung : PT Remaja Rosdakarya.

Nguyen, Q. (2019). The use of reflection in qualitative research. *Qualitative Research Journal*, 19(3), 208–220.  
<https://doi.org/10.1108/QRJ-04-2019-0030>

Paz-Dominguez, R. M., Pérez-Noriega, G. P., Hernández-Ángeles, T., & Hidalgo-Avilés, H. (2023). Students' perceptions on the use of TikTok as a tool for improving English pronunciation. *Revista Lengua y Cultura*, 5(9), 97–106.  
<https://doi.org/10.29057/lc.v5i9.11581>

Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341.  
<https://doi.org/10.1007/s10648-006-9029-9>

Pekrun, R., & Linnenbrink-Garcia, L. (2012). *Academic emotions and student engagement*. In S. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp. 259–282). Springer.

Pratiwi, U., Ufairah, A., & Sopiah, N. (2021). *Utilizing TikTok application as media for learning English pronunciation*. *Journal of English Education and Applied Linguistics*, 11(2), 75–83.



Reeve, J. (2002). Self-determination theory applied to educational settings. In E. L. Deci & R. M. Ryan (Eds.), *Handbook of self-determination research* (pp. 183–203). Rochester, NY: University of Rochester Press.

Richards, J. C., & Lockhart, C. (1996). *Reflective teaching in second language classrooms*. Cambridge: Cambridge University Press.

Rosell-Aguilar, F. (2017). State of the app: A taxonomy and framework for evaluating language learning mobile applications. *CALICO Journal*, 34(2), 243–258.

Russell, J. A. (1980). A circumplex model of affect. *Journal of Personality and Social Psychology*, 39(6), 1161–1178. <https://doi.org/10.1037/h0077714>

Russell, J. A. (2003). Core affect and the psychological construction of emotion. *Psychological Review*, 110(1), 145–172.

<https://doi.org/10.1037/0033-295X.110.1.145>

Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/0003-066X.55.1.68>

Ryan, R. M., & Deci, E. L. (2006). Self-regulation and the problem of human autonomy: Does psychology need choice, self-determination, and will? *Journal of Personality*, 74(6), 1557–1586.

Ryan, R. M., & Deci, E. L. (2017). *Self-determination theory: Basic psychological needs in motivation, development, and wellness*. New York: Guilford Press.

Sarkila, D., Islam, M. H., & Fatmawati, R. (2024). Students perception on the use of TikTok for learning speaking English. *Fonologi: Jurnal Ilmuan Bahasa dan Sastra Inggris*, 2(2),. <https://doi.org/10.61132/fonologi.v2i2.577>

Sarkila, N., Islam, M. S., & Fatmawati, I. (2024). TikTok as a digital platform to enhance learners' pronunciation and feelings in learning. *Asian EFL Journal*, 31(1), 112–128.

Scherer, K. R. (2005). What are emotions? And how can they be measured? *Social Science Information*, 44(4), 695–729.

Silaban, D. A. K. B., & Marpaung, M. S. (2024). Students' perceptions of using TikTok application in improving pronunciation. *JlIP (Jurnal Ilmiah Ilmu Pendidikan)*, 7(4), 4216–4223.

Simaremare, J. T., Munthe, M. V. R., Herman, H., Shaumiwaty, S., Fatmawati, E., & Saputra, N. (2023). Students' Perceptions of the Impact of Tik-Tok on Pronunciation: Insights from Indonesia. *ISVS e-journal*, 10 (11), 437, 452.

Uysal, D., & Güven, M. (2018). Negative feelings of Turkish students in EFL learning process. *European Journal of Foreign Language Teaching*, 3(4), 1–16. <https://doi.org/10.5281/zenodo.1469726>

Vallerand, R. J., & Reid, G. (1984). On the causal effects of perceived competence on intrinsic motivation: A test of cognitive evaluation theory. *Journal of Sport Psychology*, 6(1), 94–102.

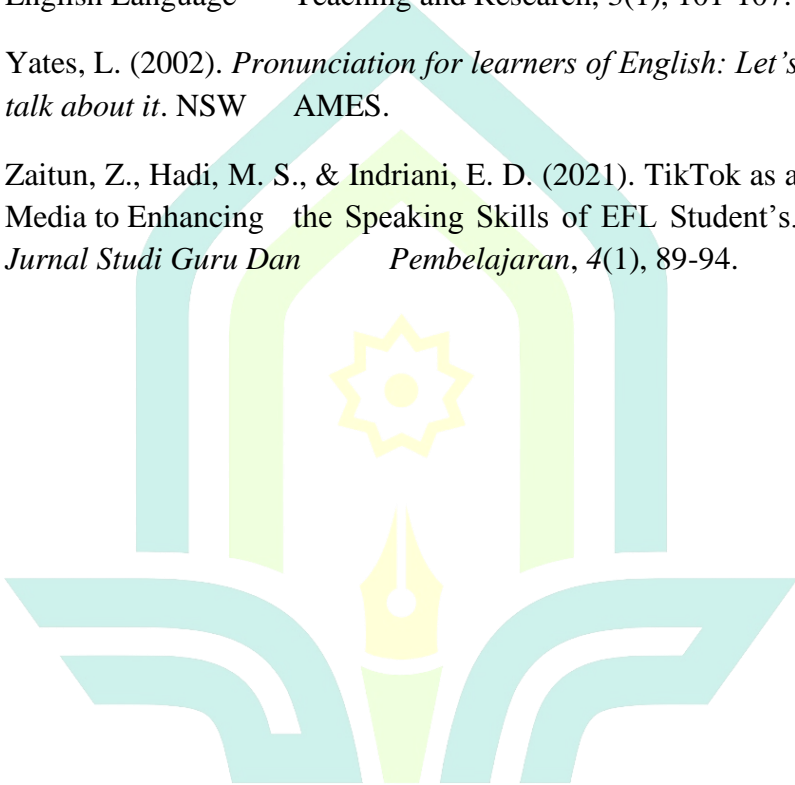
White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297–333.

Widodo, H. P. (2014). Methodological considerations in interview data

transcription. *International Journal of Innovation in English Language Teaching and Research*, 3(1), 101-107.

Yates, L. (2002). *Pronunciation for learners of English: Let's talk about it*. NSW AMES.

Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.



## CURRICULUM VITAE

Nama : M. Rifki Aditia  
Tempat/Tanggal Lahir : Pekalongan, 24 Maret 2003  
Alamat : Gg. Anggrek A No. 31B,  
Poncol, Kota Pekalongan  
Bidang Keahlian : Bahasa Inggris  
No. Hp : 085725406668

### Riwayat Pendidikan

#### Formal

SD : SD Negeri Sapuro 01 Pekalongan (2015)  
SMP : SMP Negeri 06 Pekalongan (2018)  
SMA : SMA Negeri 1 Pekalongan (2021)  
S1 : UIN K.H. Abdurrahman Wahid Pekalongan  
(2025)