

**UNIVERSITY STUDENTS' PRONUNCIATION
SELF-REGULATED LEARNING THROUGH
TIKTOK : A CASE-STUDY**

A THESIS

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



By:

ATHIYATUL HIDAYAH

SN. 2520113

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K. H. ABDURRAHMAN WAHID PEKALONGAN
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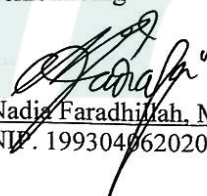
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MOTTO

“Allah does not change a people’s lot unless they change what is in their hearts.”

(Ar-Ra’d: 11)

“Wherever you are be a good one”

(Abraham Lincoln)

“It’s fine to fake it until you make it, until you do it, until it true”

(Taylor Swift)

ABSTRAK

Self-regulated learning adalah kemampuan untuk memunculkan dan memonitor sendiri pikiran, perasaan, dan perilaku untuk mencapai suatu tujuan. Penelitian ini bertujuan untuk mengetahui pengalaman mahasiswa selama belajar pelafalan bahasa Inggris menggunakan TikTok sebagai pembelajaran mandiri. Metode yang digunakan oleh peneliti adalah metode kualitatif dengan desain *case study*. Peneliti menggunakan lembar refleksi dan wawancara semi-terstruktur untuk mengumpulkan data. Data dianalisis menggunakan teori *self-regulated learning* dari Zimmerman untuk mengeksplorasi perasaan dan pengalaman mahasiswa menggunakan TikTok. Partisipan dari penelitian ini adalah mahasiswa yang belajar *pronunciation* melalui TikTok. Hasil penelitian menunjukkan bahwa mahasiswa menggunakan aspek metakognitif, motivasional, dan perilaku dalam pembelajaran pelafalan melalui TikTok. Namun, terdapat kendala seperti kurangnya umpan balik langsung, konten yang tidak terstruktur, motivasi rendah, dan gangguan selama pembelajaran. Kendala utama yang dihadapi adalah motivasi rendah dan gangguan, yang membuat pelafalan menjadi salah satu pelajaran yang paling sulit dalam konteks pembelajaran mandiri. Penelitian ini mengindikasikan potensi TikTok untuk meningkatkan kemampuan pelafalan mahasiswa, namun perlu pengembangan lebih lanjut dalam strategi pembelajaran mandiri dan penanganan faktor-faktor penghambat.

Keyword: Pelafalan Bahasa Inggris, Pembelajaran Mandiri, TikTok.

ABSTRACT

Self-regulated learning is the ability to generate and monitor one's own thoughts, feelings and behavior to achieve a goal. This research aims to determine students' experiences while learning English pronunciation using TikTok as independent learning. The method used by researchers is a qualitative method with a case study design. Researchers used reflection sheets and semi-structured interviews to collect data. Data were analyzed using Zimmerman's self-regulated learning theory to explore students' feelings and experiences using TikTok. Participants in this research are students who learn pronunciation via TikTok. The research results show that students use metacognitive, motivational and behavioral aspects in learning pronunciation via TikTok. However, there are obstacles such as lack of immediate feedback, unstructured content, low motivation, and distractions during learning. The main obstacles faced are low motivation and distraction, which makes pronunciation one of the most difficult subjects in the context of independent learning. This research indicates the potential for TikTok to develop students' pronunciation skills, but requires further development in independent learning strategies and handling inhibiting factors.

Keyword: *English Pronunciation, Self-Regulated Learning, TikTok.*

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 thesis entitled "University Students' pronunciation self-regulated learning through TikTok : A case study" can be completed. It is submitted to the English Education Department, UIN Abdurrahman Wahid Pekalongan to fulfill one of the requirements for Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many support from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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Writer

TABLE OF CONTENT

COVER	i
SURAT PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	x
ENCLOSURE LIST	xii
CHAPTER I INTRODUCTION	
1.1 Background.....	1
1.2 Identification of The Problem.....	2
1.3 Restricting of The Problem.....	3
1.4 Formulation of The Problem	3
1.5 Aims of the study.....	3
1.6 Significance of the study	3
CHAPTER II THEORETICAL BACKGROUND	
2.1 Theoretical Framework.....	5
2.1.1 Self-Regulated Learning.....	5
2.1.2 Pronunciation.....	7
2.1.3 The used of TikTok in learning English.....	11
2.2 Previous Study	12
2.3 Conceptual Framework.....	14
CHAPTER III RESEARCH PROCEDURE	
3.1 Research Design	16
3.2 Research Focus	16
3.3 Setting and Participant.....	16
3.4 Data Validity.....	17
3.5 Data Collection	17
3.6 Data Analysis.....	18

CHAPTER IV FINDINGS AND DISCUSSION

4.1 Findings	20
4.1.1 The enforcement of university students' pronunciation Self-regulated learning through TikTok.....	20
4.1.1.1 Metacognition.....	20
4.1.1.2 Motivational.....	25
4.1.1.3 Behavior.....	28
4.1.2 The obstacles faced by the university student's practicing pronunciation self-regulated learning through TikTok	31
4.1.2.1 There is no feedback to correct pronunciation directly	31
4.1.2.2 Pronunciation content on TikTok is not structured or ordered according to pronunciation aspects	32
4.1.2.3 Low Motivation	32
4.1.2.4 Participants are easily distracted when self-regulated learning through TikTok.....	33
4.2 Discussion.....	34
4.2.1 The enforcement of university students' pronunciation self-regulated learning through TikTok.....	34
4.2.2.1 Metacognition.....	35
4.2.2.2 Motivational.....	35
4.2.2.3 Behavior.....	37
4.2.2 The obstacles faced by the university student's practicing pronunciation self-regulated learning through TikTok	38
4.1.2.1 There is no feedback to correct pronunciation directly	38
4.1.2.2 Pronunciation content on TikTok is not structured or ordered according to pronunciation aspects	39
4.1.2.3 Low motivation.....	40
4.1.2.4 Participants are easily distracted when self-regulated learning through TikTok.....	40

CHAPTER V CONCLUSION

5.1 Summary of The Findings	42
5.2 Recommendation	42

REFERENCES 43

ENCLOSURE

ENCLOSURE LIST

- Enclosure 1 : Participant Consent & Release Form
- Enclosure 2 : Reflection sheet
- Enclosure 3 : Interview Guideline
- Enclosure 4 : Transcription of Interview



CHAPTER I

INTRODUCTION

1.1 Background

Pronunciation is one of the important aspects in learning English, even by students who have good English skills. Mistakes in planning can not only hinder success, but can also affect fidelity in coordination. Interconnected pronunciation is very important and ensures that messages are conveyed clearly. Although important, pronunciation teaching often does not receive adequate attention in the English curriculum (Fitria, 2023).

With the emergence of social media platforms such as TikTok, the English language learning paradigm, including pronunciation, has undergone significant changes. TikTok, with its short video format, provides users with the opportunity to share tips and tricks about pronunciation of English words. TikTok users, including English teachers and native speakers, utilize the platform to provide examples of correct pronunciation, provide vocal exercises, and share strategies for overcoming common mistakes in speaking English (Fitria, 2023).

In this research, researcher used TikTok as a medium for learning English pronunciation. This has led to an increase in the number of TikTok users. Annur (2023) shows that the percentage of TikTok users in Indonesia increased to 40% in 2022. This means that TikTok users in Indonesia increased by 207.69% compared to the first year of the pandemic or in 2020. There are various kinds of video content created by content creators, one of which is about education. Especially the educational content on English pronunciation that researcher discussed (Bahri, 2022). From the explanation of the facts, TikTok can be processed into an interesting and interactive learning media for students. The TikTok application can be implemented as a platform for learning.

One of the main advantages of using TikTok for independent pronunciation learning is its accessibility. The platform is easy to use and widely accessible, allowing students from a variety of backgrounds and

proficiency levels to participate. Users can easily search for hashtags like #LanguageLearning or #PronunciationTips to find a wealth of content tailored to their specific language goals (Fitria, 2023).

Additionally, the diversity of TikTok content contributes to a rich learning experience. Users may meet native speakers, language educators, or fellow learners who share insights and techniques for improving pronunciation. The brevity of TikTok videos also encourages focused and concise learning, making it easier for users to integrate language practice into their daily routine (Fanaqi, 2022).

Pronunciation skills in learning English have an important role that should not be ignored. Good pronunciation with comprehension and grammar skills, ensures that the conveyed message is well understood, enhancing the speaker's confidence. self-confidence motivates learners to practice more often and engage in conversations, reducing anxiety when communicating in English. Additionally, pronunciation skills help learners understand various accents and speaking styles. By focusing on pronunciation, learners can strengthen their listening abilities, making it easier to understand subtleties in the English language (Prashant, 2018).

Therefore, the researcher is interested in compiling a study entitled "University Students' Pronunciation Self-Regulated Learning Through TikTok: A Case-Study". This study aims to determine whether there is an effect of TikTok which is widely used by users on students' pronunciation abilities. It has been very useful for students to develop their pronunciation skills.

1.2 Identification of The Problem

An issue that may arise is the level of effectiveness of using TikTok in facilitating independent pronunciation learning. Furthermore, technical obstacles or availability of access to TikTok can also be a potential problem, especially if not all students have the same access to the platform. Apart from that, the title also highlights the concept of "self-regulated learning" which emphasizes students' ability to regulate and control their own learning process. All these issues need to be

considered in conducting a case study to understand the use of TikTok in English pronunciation self-regulated learning by university students.

1.3 Restricting of The Problem

Need to consider the availability and diversity of relevant content on TikTok that students can engage with, it is important to pay attention to external factors that may influence learning effectiveness, such as time spent on the platform and environmental factors. It is also necessary to take into account whether students have sufficient motivation and skills to organize their independent learning through TikTok. By considering these limitations, research can be more focused and provide deeper insights into the use of TikTok in English pronunciation learning by university students.

1.4 Formulation of The Problem

Based on background of the study, the research problem of this study are:

1. How do the university students' pronunciation self-regulated learning through TikTok?
2. What are the obstacles faced by the university students' practicing pronunciation self-regulated learning through TikTok?

1.5 Aims of the study

The purpose of this study is to determine how university students' engage in their self-regulated learning pronunciation through TikTok and identify students' challenges while practicing pronunciation self-regulated learning through TikTok.

1.6 Significance of the study

- a. Theoretical: this research contributed to self-regulated learning theory related to students' experiences in learning pronunciation.

- b. Practical: This study can be used as material for consideration by lecturers to provide advice for students who are not yet confident about the basics of English. This research is also a reflection for the English Language Education Department, Faculty of Teacher Training and Education.



CHAPTER V CONCLUSION

5.1 Summary of The Findings

Based on the explanation in the previous chapter, it was found that university students' pronunciation self-regulated learning through TikTok used three aspects of self-regulated learning, such as metacognition, motivational, and behavior.

However, they also faced some obstacles in pronunciation self-regulated learning through TikTok. It includes no feedback to correct pronunciation directly, pronunciation content on TikTok is not structured or ordered according to pronunciation aspects, low motivation, Participants are easily distracted when self-regulated learning through TikTok. Furthermore, the most common obstacles in pronunciation self-regulated learning through TikTok were low motivation and distraction when self-regulated learning through TikTok which is regarded as one of the most difficult lessons to deliver to self-regulated learning.

5.2 Recommendation

In this part, the researcher would like to offer some suggestions for further research that would explore self-regulated learning. Further research can explore more about strategies in self-regulated learning, not only using Zimmerman's theory, and the obstacles factors in self-regulated learning because there are probably many more.

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