

**STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION
AS AN ENGLISH LEARNING MEDIUM AT SMAN 7 ENREKANG**



A THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial
Requirements to Obtain Bachelor's Degree in English Literature Study
Program*

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ENGLISH LITERATURE STUDY PROGRAM

CULTURAL SCIENCES FACULTY

HASANUDDIN UNIVERSITY

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THESIS

STUDENTS' PERCEPTION ON THE USE OF TIKTOK APPLICATION AS AN
ENGLISH LEARNING MEDIUM AT SMAN 7 ENREKANG

BY

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It has been examined before the Board of Thesis Examination on Friday , 8 March 2024
and is declare to have fulfilled the requirements.

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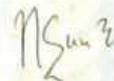
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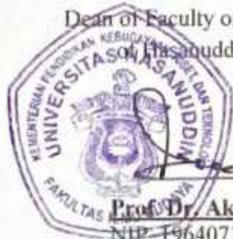


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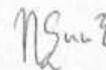
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AGREEMENT

On 13th, 2024, the Board of Thesis Examination has kindly approved a thesis by ANUGRAH YULIANTARI (F041201078) entitled *Students' Perception On The Use Of Tiktok Application As An English Learning Medium* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 13 March, 2024

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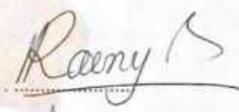


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The thesis by ANUGRAH YULIANTARI (FO41201078) entitled *Students' Perception On The Use Of Tiktok Application As An English Learning Medium* has been revised as advised during the examination on

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Hereby, the writer declares that this thesis is written by himself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

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APPROVAL FORM

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No. 2184/UN4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by ANUGRAH YULIANTARI (F041201078) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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Makassar, 26 February 2024

The Author,



Anugrah Yuliantari



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ABSTRACT

Anugrah Yuliantari, 2024, Students' Perception on the Use of TikTok Application as an English Learning Medium at SMAN 7 Enrekang (supervised by Abidin Pammu and Nasmilah).

This study aims to determine how students perceive the use of TikTok application as a medium for learning English and to determine the level of effectiveness of using the TikTok application as a medium for learning English. This research emphasizes on improving students' ability in English in terms of mastering the basics of English (vocabulary, grammar, and translation).

The researcher used a qualitative method involving two classes from class XI totaling 44 students as samples from a population of 100. Data collection was done by observation, pre-test, treatment, post-test, and questionnaire. The samples in this study were students of XI MIPA 1 and XI MIPA 2 of SMAN 7 ENREKANG.

The results showed that after students were given teaching using TikTok as a medium for learning English, students' ability in terms of mastery of the basics of English (vocabulary, grammar, and translation) increased. This can be seen from the increase in the percentage of students by 25.10% from the average of pre-test was 59.27 to 74.15 in the post-test. Based on the results of the study, it can be concluded that the implementation of using the TikTok application as a medium for learning English has a positive impact on students' ability in English.

Keywords: Perception, TikTok, Learning Medium



ABSTRAK

Anugrah Yuliantari, 2024, Persepsi Siswa terhadap Penggunaan Aplikasi TikTok sebagai Media Belajar Bahasa Inggris di SMAN 7 Enrekang (Dibimbing oleh Abidin Pammu dan Nasmilah).

Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa dalam penggunaan aplikasi TikTok sebagai media untuk belajar Bahasa Inggris dan untuk mengetahui tingkat efektivitas penggunaan aplikasi TikTok sebagai media untuk belajar Bahasa Inggris. Penelitian ini menekankan pada peningkatan kemampuan siswa dalam Bahasa Inggris dalam hal penguasaan dasar-dasar Bahasa Inggris (kosa kata, tata bahasa, and terjemahan).

Peneliti menggunakan metode kualitatif yang melibatkan dua kelas dari kelas XI sebanyak 44 siswa sebagai sampel dari 100 populasi. Pengumpulan data dilakukan dengan observasi, pre-test, treatment, post-test, dan kuesioner. Sampel dalam penelitian ini adalah siswa kelas XI MIPA 1 dan XI MIPA 2 SMAN 7 ENREKANG.

Hasil penelitian menunjukkan bahwa setelah siswa diberi pengajaran dengan menggunakan TikTok sebagai media untuk belajar Bahasa Inggris, kemampuan siswa dalam hal penguasaan dasar-dasar Bahasa Inggris (kosakata, tata bahasa, and terjemahan) menunjukkan adanya peningkatan. Hal ini terlihat dari peningkatan persentase siswa sebanyak 25.10% dari rata-rata pre-test 59.27 menjadi 74.15 pada post-test. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa penerapan penggunaan aplikasi TikTok sebagai media belajar Bahasa Inggris memiliki dampak positif terhadap kemampuan siswa dalam Bahasa Inggris.

Kata Kunci: Persepsi, TikTok, Media Belajar



CHAPTER 1

INTRODUCTION

A. Background of the Study

English is an international language that will continue to be essential for the foreseeable future. Rao (2019) asserts, “With the advancement of information technology and globalization, the majority of people throughout the world communicate with individuals from different places in only one globally recognized language, English”. Despite the fact that English is a foreign language in Indonesia, most people use it in their daily lives. However, it is indisputable that some people continue to struggle with English.

Technology that can be used in an application for learning English that is easily accessible to students. There are various media that students can use in learning English but, behind the many media, of course, students want to use the most comfortable for them. In addition, the practicality of existing media should also be requirement for media to be used. As for one example of media that is popular today that students can use is the TikTok application. According to Xu et al. (2019), TikTok is a short video platform that was founded in 2016 that allows users to pick short videos with background music, motion editing, and special effects processing.

TikTok, a social networking platform for creating, sharing, and using short videos, is becoming increasingly popular among youths. In the of these technical changes, teachers, and educational researchers are



cultures. This has given it a powerful platform for shaping trends and culture throughout the world. TikTok's continuing growth and impact have made it a serious rival to other social media networks. While it may not have attained Facebook's level of domination, it has enormous potential to develop and impact the global social media setting.

Understanding students' perspectives of TikTok in English learning is crucial because it may assist teachers and policymakers in developing more effective and relevant educational strategies for students today. As a result, study in this area is critical for advancing education in conformity with contemporary advancements and technology. In this context, the purpose of this study is to investigate and comprehend students' perspectives of using TikTok as a medium for English language learning at secondary school level. A greater understanding of these impressions is expected to reveal the possibilities and problems of utilizing TikTok in English language learning, as well as ideas for developing more effective and creative learning approaches.

Previous research from Xiuwen & Razali (2021) examined about an overview of the utilization of TikTok to improve oral English communication competence among EFL undergraduate students. This article aims to investigate the potential of TikTok usage and how it affects the acquisition of English language communication competence among Chinese international undergraduate students by reviewing previous and recent studies focusing on TikTok as well as other social media platforms such as Facebook, YouTube, Instagram, and so on. The projected outcomes of this article might demonstrate



the possibility of employing TikTok for international undergraduate Chinese students outside the EFL classroom to improve their English Communication Competence and increase their enthusiasm in speaking English. Modern English language teachers, academics, and institutions should consider the possible use of TikTok in the English education area for children, as well as the opportunities to establish an innovative digital learning system on TikTok for students.

In this study, the author identified gap that this research can fill. Previous research in this area has provided valuable insights into TikTok utilization, but there are aspects that have not been fully understood or studied. One of the main gaps that the author found is that previous research has not specifically explored the utilization of TikTok on English language acquisition, especially in the context of English basics. Previous research tends to focus more on the area of oral communication but has not conducted an in-depth or detailed analysis on the aspects of English fundamentals that would be better to solidify first.

In fact, many students still lack proficiency in English due to their lack of interest in learning English properly. For that reason, the author wants to know how students perceive when learning English using the TikTok application and whether the existence of technology that can support students learning English has effective results to be implemented further.



B. Identification of the Problem

Based on the background of the study, the problems of the study can be identified as in the following:

1. Identifying students' perceptions of the TikTok application when used as a medium for learning English.

C. Scope of the Problem

This research will focus on the use of TikTok as an English-learning media that will be applied in one of the high school levels grade 11th. Which later in the application will be seen how the experience felt by students after learning English using application that is used as a medium to fulfill this research. After that, the results of this study can be seen whether this application is effective for improving students' ability to learn English.

D. Research Question

In accordance with the research background, the auhtor develops the following research question:

1. How effective is the use of the TikTok as an English-learning medium?
2. What are students' perceptions about the use of TikTok as an English-learning medium?

E. Objective of the Study

Related to research question, the objectives of this research are tended:



1. To find out the effectiveness of using TikTok as an English-learning medium on students' abilities.
2. To find out students' perceptions on the use of TikTok as an English-learning medium.

F. Significance of the Writing

1. Theoretically

The author hopes that this research can be a reference to solve the problems faced by students in learning English and also can encourage other researchers to conduct further study regarding implementation of English-learning medium.

2. Practically

a. For reader

The results of this study can be useful information as the basis for selecting and improving the teaching strategies.

b. For the learners

The study findings can provide useful information for developing their abilities in English optimally in the classroom.

c. For another researcher

This study will provide benefits and inspire other researchers to find the new issues in the teaching and learning process relating to new medium to learn English.



CHAPTER II

LITERATURE REVIEW

A. Previous Related Research Findings

Schellewald (2023) in his study entitled “Understanding the Popularity and Affordances of TikTok through User Experiences”, the author examines the affordances and popularity of the short video app TikTok through the lens of audience research. The author does this by drawing on data from ethnographic fieldwork with UK-based young adult TikTok users done in 2020 and 2021. The author describes how using the app, namely perusing the TikTok For You Page, the app's algorithmic content stream, became a regular part of young people's daily routines. The author describes how TikTok appealed to them as a form of escape and consolation that they couldn't find elsewhere during and after the lockdown. Furthermore, the authors emphasize TikTok's multifaceted character as an app, as well as users' active participation in conceptualizing and utilizing the app's features as a significant part of their everyday social life.

Paz-Domínguez et al. (2023) on “Students' Perceptions towards the Use of TikTok as a Tool for Improving English Pronunciation” the purpose of this study was to learn about A2 students' perspectives on utilizing TikTok to improve their English pronunciation. Interviews were performed to get student feedback on using the app to improve pronunciation. Furthermore, this study is

important since it explains how students and teachers may use the app as an tool for learning English. The authors discovered both positive and



negative student perceptions on using TikTok to improve their pronunciation. The study found that students had more favorable than negative opinions of TikTok's features.

Ettisa (2023) with the study entitled " The Impact of TikTok on Students: A Literature Review" the aim of this literature review is to investigate and synthesize current studies on the influence of TikTok on learners. The literature on TikTok's influence on learners is scarce, but it gives useful insights into a number of important topics. This review looks at the effects of TikTok on several elements of students' life and lifestyle, such as academic performance, mental health, social relationships, and general well-being. The conclusion of this review emphasizes TikTok's good and negative implications, as well as its potential influence on learners.

The study which had done by Pratami (2023) "The Students Perceptions by Using TikTok as A Media Learning English." aims to determine how students responded to the TikTok application for English majors at Dehasen University Bengkulu. The author conducted qualitative descriptive study. The descriptive analysis approach was utilized in this study to assess students' thoughts regarding the usage of TikTok app as a medium for learning English. The author then employs a questionnaire to collect data. According to the results, students enthusiastically supported the usage of TikTok as a learning



im.

Pratiwi et al., (2021) conducted research on how the TikTok app might be used as a learning medium for students' pronunciation skills. The participants in this study were English language education students from Suryakencana University. The total number of responders was 8 (eight), including 5 (five) regular class students and 3 (three) non-regular class students. Observation and questionnaires were used to obtain data. The results in this research were evaluated qualitatively. According to the findings of this study, respondents had a good attitude toward the TikTok application as a video assistance while learning using the TikTok application as an English learning approach to support and develop reading and speaking abilities. Furthermore, respondents showed a great desire to utilize the TikTok application to view and grasp all fundamental English skills content.

The research conducted by Yang (2020) “Secondary-school Students’ Perspectives of Utilizing TikTok for English learning in and beyond the EFL classroom” aims to address such gaps by investigating secondary-school students' perceptions on using TikTok for English learning in and outside of the EFL classroom. 187 Chinese secondary school students volunteered to participate in the quantitative survey research, which used an online questionnaire as the research instrument. The findings demonstrated that secondary-school students were enthusiastic about using TikTok as video aids into EFL classroom instruction while also using it as an English learning approach outside of class. Furthermore, students showed a significant desire to



be directed and encouraged by their professors in order to use TikTok successfully for English learning.

Ziqri et al., (2023) with research entitled “Students’ Perceptions of Utilizing the Tiktok Application as a Learning Resource in 12nd Class English Subjects at SMA Negeri 2 Painan”. The research was chosen to obtain data from exploration results. The respondents were class XII students of SMA Negeri 2 Painan. There were 60 students recorded as respondents in this research. This study uses descriptive analysis quantitative research methods. This study shows that the perception of SMA Negeri 2 Painan students towards the use of TikTok Learning Resources in English Subjects is 66%, it means that the response according to the respondents is Strong. Based on the findings, the author concludes that TikTok has become a significant tool in English language learning.

B. Theoretical Background

1. Students Perception

The term "perception" is derived from the Latin terms perceptio and percipio and implies "receiving, collecting, action of taking possession, and apprehension with the mind or senses" (Qiong, 2017).

According to Gibson (2015), perception is an act of gathering information rather than responding to a stimulus. It has no discernible imulus threshold and is determined by the perceiver's age, ability, and otivation. While according to (Utami, 2020), perception is often defined



as an observation of an event or environment. It might be a mental image, notion, or bodily experience of an element in the environment. In other terms, it is bodily feeling understood by experience or confinement in order to comprehend.

Perception is impacted by a variety of elements, including prior experiences, cultural background, personal beliefs, attentiveness, and context. These characteristics can influence how individuals perceive and interpret sensory information, resulting in subjective and personalized experiences. Perception is critical to our awareness of the world around us because it directs our behaviors, decisions, and relationships with others.

It can be concluded that students' perception relates to how students perceive and comprehend information, events, and circumstances in the context of education. It includes how students evaluate their learning environment, the teaching techniques employed, their own academic ability, and their overall educational experience. Also, can be either positive or negative depending on each of the students' individual experiences. Positive perceptions of students can promote participation, motivation, and a sense of belonging in the classroom. Negative perceptions, on the other hand, might impede learning, undermine self-esteem, and contribute to disengagement or academic problems.



2. Learning Medium

Media is the plural version of the word "medium" in Latin. In literal terms, media refers to the middleman or delivery of a message from the sender to the person who received it (Rohani, 2020). As for the definition of media according to some experts are as follows:

1. Schramm defined medium as an instructional messenger or information technology that may be seen, read, heard, and controlled.
2. According to Leslie J. Briggs, medium is a physical tool used to communicate material content. Leslie J. Briggs further stated that the instruments in concern include tape recorders, video recorders, photographs, cameras, television, graphics, and computers.
3. Gagne stated that medium is one sort of component that occurs in a student's surroundings and might boost interest in learning.
4. According to Blake and Horalsen, medium is a communication route that is often used to convey messages between the source of the message (which comes from the messenger) and the substance of the message (which is received by the message's recipient).

More specifically, media in learning are tools or intermediaries used to facilitate the teaching and learning process. Hasan et al. (2021) concluded that learning medium is defined as anything that serves as an intermediary or liaison between the information provider, mainly the teacher, and the recipient of the information, or students, with the goal of motivating students and allowing them to follow the learning process as a whole and in



meaningful ways. In line with that, (Wulandari et al., 2023) stated that the employment of learning medium in the teaching and learning process can spark new interests and wants, boost motivation, and even have a psychological impact on learning. As a result, the medium chosen must be truly appropriate for the required learning objectives to be readily attained, so that employing this learning media will encourage effectiveness, efficiency, and attractiveness in learning.

Learning medium can be categorized into different types based on their format and delivery method. Here are some common examples:

1. **Print Media:** Textbooks, workbooks, handouts, study aids, and other written resources are examples of print media. These materials help learning by providing textual information, pictures, images, and exercises.
2. **Digital Media:** Electronic materials that may be accessed via computers, tablets, or smartphones are referred to as digital media. E-books, online articles, digital simulations, interactive modules, and instructional websites are all examples of this. To facilitate learning, digital media frequently includes multimedia features such as films, animations, audio snippets, and interactive exercises.
3. **Audiovisual Media:** To offer instructional material, audiovisual media combines auditory and visual features. Educational films, documentaries, podcasts, slideshows, and presentations are some examples. These media genres engage learners through aural and



visual channels, resulting in improved knowledge understanding and retention.

4. Online Learning Platform: Online learning platforms make a wide range of learning resources and technologies available over the internet. Course materials, discussion forums, quizzes, interactive assignments, and progress monitoring are all available on these platforms. Learning management systems (LMS) such as Moodle, Canvas, or Blackboard, as well as Massive Open Online Courses (MOOCs), are examples of online learning platforms.
5. Virtual and Augmented Reality: Immersive and engaging learning experiences are provided through virtual and augmented reality technology. Virtual reality (VR) simulates an environment, whereas augmented reality (AR) superimposes digital information on the real-world environment. Simulations, virtual field excursions, hands-on training, and experiential learning may all benefit from these technologies.
6. Gamification: Gamification entails introducing game principles and components into the learning process. Educational games and game-based learning platforms encourage participation, motivation, and engagement. To make learning more interesting and successful, they frequently contain challenges, incentives, progress monitoring, and interactive aspects.



7. Mobile Applications: Mobile applications, sometimes known as apps, provide learning content and activities that are accessible via smartphones and tablets. These applications cover a wide range of topics and abilities, including interactive exercises, quizzes, flashcards, and study aids that can be accessed at any time and from any location.

Learning media are chosen based on specific educational goals, student profiles, topic content, and instructional methodologies. Learning media used well may increase student engagement, involvement, and knowledge, making the learning experience more dynamic and successful. It can be concluded that learning medium is a technology-based intermediary tool that can be used by teachers to support the quality of the teaching-learning process by expecting benefits from the implementation of the media itself which of course will also have a good impact on students.

3. Introduction to TikTok Application

Zuo & Wang (2019) describe that TikTok is a mobile client that can capture, publish, and share short videos. It was founded in 2016. TikTok currently covers 150 countries and 75 languages, placing at the top of the app store list in over 40 countries and regions. According to Palupi et al. (2020), the TikTok application is an audio-visual social media application that delivers audio and video content where users may share creative ideas so that the videos can get a large number of viewers and likers and be used as inspiration by other users.



TikTok has a very engaged and dynamic community, with users interacting with one other's video via comments, collaborations, and trends. It has become a platform for creative expression, viral challenges, and the identification of rising trends and talents. TikTok has become well known for its trends, challenges, and viral content, with users frequently engaging in collaborative activities and generating collaborative videos. It has drawn a wide spectrum of content providers, including influencers, comedians, dancers, musicians, and regular users.

4. Features of TikTok Application

Here are some of the features commonly found on TikTok application:

1. Video Creation: TikTok users may make and post videos up to 10 minutes long. Also, capture videos straight within the app or import recordings from their device's gallery.
2. Video Editing Tools: TikTok offers a variety of editing tools for video enhancement. Filters, effects, stickers, text, and music may be added to videos by users. Slow-motion, time-lapse, and reverse are further elements that may be used to produce fascinating footage.
3. Music and Sound Library: TikTok includes a large collection of popular music, sound effects, and audio clips that users may utilize in their videos. Users may look for certain tracks or discover popular sounds to incorporate into their own content.



4. Duet and Stitch: TikTok lets users collaborate with one another with tools such as Duet and Stitch. Duet allows users to make a split-screen video alongside another user's video, whereas Stitch allows users to cut a piece of another user's film and include it into their own.
5. Effects and Filters: TikTok provides a variety of video effects and filters. Beauty filters, augmented reality (AR) filters, face-changing filters, and backdrop effects may all be used to change the appearance of recordings.
6. Hashtags and Challenges: TikTok largely relies on hashtags and challenges to generate buzz and promote user involvement. Users may interact with the TikTok community by exploring popular hashtags, participating in challenges, and creating their own challenges.
7. Discover Page: TikTok's Discover page displays tailored content recommendations based on a user's preferences and previous behavior. It assists users in discovering new content and creators who share their interests.
8. Live Streaming: TikTok allows certain people to go live and engage in real time with their followers. During the broadcast, live streamers can get comments, likes, and virtual gifts from their viewers.
9. For You Page (FYP): TikTok For You Page is the main feed where visitors may find trending and tailored content. The system selects movies for the user based on their choices, interactions, and trends.



10. Following Feed: the Following feed displays content from the TikTok accounts that a user follows. It helps viewers to remain up to speed on the latest videos from their personal favorite creators.
11. Likes, Comments, and Shares: users may interact with videos by like them, commenting on them, or sharing them with their followers or on other social networking sites.
12. Privacy and Safety Settings: TikTok offers a variety of privacy and security measures, including private account choices, user blocking, reporting material, and moderating comments and duets.

5. Advantages and Disadvantages of TikTok Application

TikTok offers several advantages that have contributed to its popularity among users worldwide. Here are some of the advantages of TikTok:

1. Creative expression: TikTok is a platform enabling individuals to express themselves creatively through short-form videos. Users may produce content utilizing numerous editing tools, effects, and music, allowing them to discover and share their artistic abilities with a large audience.
2. Viral potential: TikTok uses a proprietary algorithm that allows content to spread fast. Even if they don't follow the creator, the For You Page (FYP) algorithm proposes videos to viewers based on their likes and interests. This viral potential helps users to obtain



recognition and reach a huge audience, promoting the development of new creators.

3. Engaging community: TikTok is a thriving and dynamic community that fosters connection and participation. Users may interact with videos by leaving comments, likes, and shares, building a sense of community and cooperation. Duets and stitches are also supported by the site, allowing users to engage with and reply to the content of other creators.
4. Trending challenges and hashtags: TikTok is well-known for its popular hashtags and viral challenges. These challenges enable users to take part and make videos centered on an idea or concept, fostering a feeling of community and shared experiences. Participating in these challenges can assist users in increasing their visibility and connecting with a bigger audience.
5. Discoverability and exposure: the algorithmic aspect of TikTok allows users to be found by a larger audience than their followers. If a video does well and resonates with people, it may be included on the For You Page, resulting in more exposure and visibility.
6. Entertainment and discovering content: TikTok provides a wide selection of material that appeals to a variety of hobbies and inclinations. Users may browse a broad range of videos, including comedic sketches and dance routines, as well as instructional content and DIY guides. TikTok is an interesting and addicting tool because



of the entertainment component and the chance to find something that is unfamiliar.

7. Bite-sized format: TikTok, with its emphasis on short-form videos, presents content in portions, making it easier for users to consume and participate with. This style appeals to people who have shorter attention spans since it allows them to swiftly browse through and find a variety of content.
8. Global reach: TikTok has a vast worldwide user base, which implies that creators may reach a large and diversified audience. This worldwide reach enables cultural exchange and idea sharing, creating friendships, and understanding among people from all over the world.

While TikTok has gained immense popularity, it also has some potential disadvantages. It's important to be aware of these factors when using the platform:

1. Privacy concerns: TikTok has been questioned about data privacy and security. Concerns have been expressed concerning the app's management of user data and the possibility of data collection and sharing with third parties.
2. Inappropriate content: TikTok, like any other social media network, is susceptible to the appearance of improper or objectionable content. Despite efforts to censor the site, there is still the possibility of discovering information that is inappropriate for particular audiences, such as graphic or violent material. Users, particularly



children, should take vigilance and employ appropriate content filters and parental controls.

3. Online bullying and trolling: TikTok, like other social media sites, is susceptible to cyberbullying, trolling, and online abuse. Negative words or destructive actions can have a substantial influence on an individual's mental health. It's critical to report and ban any abusive users, as well as get help in order encounter or witness such conduct.
4. Addiction and time consumption: TikTok's addictive nature might lead to excessive screen time and divert users' attention away from more critical tasks. Excessive use of the app may have an impact on productivity, personal relationships, and mental health. It is critical to set healthy limits and successfully regulate screen time.
5. Lack of content accuracy: TikTok is largely an entertainment site, and not everything on it is trustworthy or factually correct. Before sharing or relying on information, users should practice critical thinking and fact-check it. It's always a good idea to double-check information from reliable sources outside of TikTok.
6. Intellectual property and copyright issues: the simplicity of creating and sharing material on TikTok may create issues about intellectual property rights and copyright violation. Users should verify that the music, photos, or other copyrighted content they put into their films has the proper permits or licenses.



7. Influence on self-esteem and body image: the emphasis on beauty and trends on TikTok might contribute to body image issues and low self-esteem, especially among vulnerable people. Constant exposure to properly controlled and filtered content might lead to unreasonable expectations and have a negative influence on mental health. It is critical to remember that TikTok reflects a distorted picture of reality and to emphasize self-acceptance and mental wellness.

As with other social media platforms, it's crucial to embrace TikTok with knowledge, appropriate use, and a critical perspective. Understanding the various downsides can assist users in navigating the site in a safe and useful manner.

