



EFL students' strategies and obstacles in pronunciation self-regulated learning through TikTok: insights from Indonesian universities

Athiyatul Hidayah^{✉1}

¹Universitas Islam Negeri K.H. Abdurrahman Wahid Pekalongan, Central Java, Indonesia

[✉]E-mail: athiyatulhidayah2002@gmail.com (corresponding author)

ABSTRACT

Self-regulated learning (SRL) is crucial for mastering English pronunciation, specifically for an autonomous learning environment, including TikTok application. The present study aims to explore students' experiences while practicing English pronunciation using TikTok as self-regulated learning. This study was designed with a qualitative case study approach. The researcher used reflection sheets and semi-structured interviews to garner data. Data were analyzed employing an interactive model. The selected participants in this research were university EFL students who learned pronunciation via TikTok. The research findings reported that the students used metacognitive strategy for independent planning, knowledge, and problem-solving for learning difficulties. Motivational strategy was also pivotal in learning pronunciation and maintaining motivation. Likewise, behavioral strategy was carried out for practicing process and shaping a conducive environment to learning activities. Nonetheless, several obstacles were encountered by the students, including lack of immediate feedback, unstructured content, low motivation, and distractions during learning. Low motivation and distraction were considered the main obstacles, which made pronunciation one of the most difficult language components in the context of SRL. This study provides practical implications for how TikTok application benefits students' pronunciation skills, especially in self-regulated learning.

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Introduction

Pronunciation is crucial in learning English because it ensures clear communication and prevents misunderstandings. Interconnected pronunciation is very important and ensures that messages are conveyed clearly, 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 (Vaterlaus & Winter, 2021). TikTok, with its short video format, provides users with the opportunity to share tips and tricks about pronunciation of English words (Faridah et al., 2022; O'Donnell, 2023). The shift paradigm includes English teachers and native speakers who utilize the social media platform to provide examples of correct pronunciation, provide vocal exercises, and share strategies for overcoming common mistakes in speaking English (Sholikh, 2023).

The present study promotes TikTok as a platform for learning English pronunciation. This has led to an increase in the number of TikTok users utilizing the platform to reinforce the pronunciation. 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. Content creators produce various kinds of video contents, including educational material, with a particular focus on English pronunciation as discussed by the researcher (Bahri, 2022). From the explanation of the facts, TikTok can be processed into 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 self-regulated pronunciation learning is its accessibility. The platform is widely accessible and easy to use, enabling students from diverse backgrounds and proficiency levels to participate effectively. This inclusivity allows for broad engagement in educational activities, particularly benefiting students with varying levels of English proficiency. 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 can engage with native speakers, language educators, and fellow learners who provide insights and techniques for improving pronunciation. These interactions offer valuable references and contribute to enhancing language skills effectively. The briefness of TikTok videos also encourages focused and concise learning, making it easier for users to integrate language practice into their daily routine (Fanaqi et al., 2022).

Pronunciation skills in learning English have an important role that should not be ignored. Achieving good pronunciation, along with comprehension and strong grammar skills, ensures that messages are effectively understood, thereby boosting the speaker's confidence. This increased self-assurance encourages learners to engage more frequently in conversations and practice, ultimately reducing anxiety when communicating in English. These principles are supported by various studies in language learning and communication psychology (Dhea, 2023). In addition to enhancing communication clarity, pronunciation skills enable learners to comprehend diverse accents and speaking styles. This proficiency is vital for effective interaction in global contexts, fostering better understanding and engagement in English language use. By focusing on pronunciation, learners can strengthen their listening abilities, making it easier to understand subtleties in the English language (Prashant, 2018).

There have been few studies that investigate the use of TikTok in EFL classrooms. The most recent study conducted by Canani and Tania (2022) reported that ELT and social media were integrating TikTok into class practical. Another study carried out by Fauziah (2022) explored that teaching pronunciation using the audio-lingual method. The next study done by Ivan (2022) revealed that implementing TikTok as a tool to boost oral performance in

fluency skills with students from Ninth grade at Villarreal high school. A study overtaken by (Faridah et al., 2022) also shared that optimizing student self-regulated learning through the English pronunciation in learning application during pandemic era. Lastly, Xiuwen and Razali (2021) demonstrated an overview of the utilization of TikTok to develop oral English communication competence among EFL undergraduate students. However, there have been no controlled studies which compare differences in university students' pronunciation self-regulated learning through TikTok. To fill this gap, the present study aims to investigate the impact and effectiveness of using TikTok as a platform for enhancing pronunciation self-regulated learning among university students.

This research aims to explore how university students engage in their self-regulated learning pronunciation through TikTok and identify students' challenges while practicing pronunciation self-regulated learning through TikTok. More specifically, this study investigates the following questions:

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

Method

A qualitative methodology involves exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data descriptively, and interpreting the broader significance of the findings (Creswell, 2012). This study employed a case study as an investigation that delves into a program, event, activity, process, or one or more individuals to gain in-depth knowledge about the subject of exploration (Yin, 2003). The research centered on personal reflections, where students shared their experiences with TikTok content related to pronunciation, offering insight into their self-regulated learning processes.

The research was conducted at the English departments of two universities in Pekalongan, Central Java, Indonesia, involving undergraduate students aged 20-22 years who actively used TikTok for self-regulated English learning. The participants were selected based on their active engagement with TikTok and their willingness to share their experiences. Data collection involved reflection sheets and semi-structured interviews with three students. These interviews, featuring open-ended questions, provided detailed insights into students' perceptions of their pronunciation learning experiences and the challenges they faced. Interviews are conversations aimed at addressing specific problems through verbal question-and-answer interactions between the interviewer and interviewee (Creswell, 2012; Yin, 2003).

Data analysis followed Miles et al.'s (2014) flow model, encompassing data condensation, data display, and conclusion drawing/verification. Data reduction involved selecting, focusing, and summarizing raw data from interviews and reflections. The data were then presented in narrative form, helping researcher understand the key findings and decide on subsequent steps. Finally, conclusions were drawn based on the research questions and presented data. To ensure credibility, validity, and accuracy, data validation was conducted

using triangulation strategies, verifying information from various sources such as reflection sheets and interviews (Creswell, 2012).

Findings and discussion

University students' self-regulated pronunciation learning strategies through TikTok

Metacognition strategy

Metacognition involves an individual's capacity to independently plan, knowledge, and Overcome learning difficulties (Zimmerman, 2002).

The first metacognition SRL strategy involves making a plan to self-regulated learning pronunciation through TikTok. It was revealed from the Jeje's statement in the following interview and reflection-sheet:

Yes, I usually plan in advance what I'm going to learn about pronunciation, then I always determine the time to study, usually around 8 o'clock, studying 15 minutes.... (Jeje, Interview, March 28th, 2024).

Based on Jeje's reflection-sheet, she watched two pronunciation videos on TikTok, then self-regulated learning and filled in her reflection sheet on March 21st at 08:10 p.m. – 08:25 p.m., on March 22nd at 08:05 p.m. – 08:20 p.m., and on March 23rd at 08:15 p.m. – 08:30 p.m.

Similar to Jeje, Jessy was also made a plan to self-regulated learning pronunciation through TikTok. It can be seen from interview with Jessy:

Yes, I usually plan to study independently in the evening, specifically between 8–9 o'clock.... (Jessy, Interview, March 30th, 2024).

Based on Jessy's reflection-sheet, she watched two pronunciation videos on TikTok, then self-regulated learning and filled in her reflection sheet on March 23rd at 08:30 p.m. – 08:45 p.m., on March 24th at 08:05 p.m. – 08:20 p.m., and on March 25th at 08:45 p.m. – 09:00 p.m.

On Jojo's interview, he was also made a plan first before self-regulated learning, it can be seen:

... I only give myself around 15-30 minutes of independent study time.... (Jojo, Interview, March 31st, 2024).

Based on Jojo's reflection-sheet, he watched three pronunciation videos on TikTok, then self-regulated learning and filled in his reflection sheet on March 28th at 08:00 p.m. – 08:30 p.m., on March 27th at 07:30 p.m. – 08:00 p.m., and on March 28th at 08:00 p.m. – 08:30 p.m.

Each participant planned their study sessions, showing that they were very aware and in control of their learning process. Jeje, Jessy, and Jojo all made plans to develop their pronunciation and make specific times to focus on it. According to Jeje's reflection sheet, she studied from March 21st to 23rd, 2024, from about 08:00 p.m. to 08:30 p.m. Jessy's reflection sheet showed she studied from March 23rd to 25th, 2024, from about 08:30 p.m. to 09:00 p.m. Finally, Jojo's reflection sheet indicated he studied from March 26th to 28th, 2024, from about 07:30 p.m. to 08:00 p.m.

The second metacognition SRL strategy involves acquiring knowledge of several aspects of pronunciation. Metacognition theory explains knowledge and this is on Jeje's interview:

Vowels: "Sounds that are usually produced in the oral cavity without obstruction of the tongue, teeth, or lips."

Consonant: "Sounds that have obstacles when pronounced, namely letters other than a, i, u, e, o."

Length: "The duration or length of time a vowel or consonant sound is pronounced, for example "beat" and "bit"."

Stress: "Emphasis on sounds in a word."

Pitch: "The pitch of a sound when spoken."

Intonation: "The tone pattern used when speaking, rich in differences between questions, statements, etc."

Juncture: "I Don't know." (Jeje, Interview, March 28th, 2024)

Jessy was also expressed her opinion:

Vowels: "I know, what I know are the letters a, i, u, e, o."

Consonant: "I know, letters other than a, i, u, e, o."

Length: "I know the duration of time to produce a sound."

Stress: "I know, sound stress."

Pitch: "I know, tone, from low to high or vice versa."

Intonation: "Yes, I know."

Juncture: "I don't know." (Jessy, Interview, March 30th, 2024)

According to Jojo's answer:

Vocal: "I know, what I know is that vocals are pronunciation or something that makes a sound."

Consonant: "I know, what I know is the opposite of vowels, or consonants."

Length: "I don't know."

Stress: "I know, stress in pronouncing words."

Pitch: "I know, what I know is that the tone is placed according to its place."

Intonation: "I know, but I don't know how to explain it."

Juncture: "I don't know." (Jojo, Interview, March 31st, 2024)

The participants' knowledge and understanding of various pronunciation aspects further highlight their metacognitive engagement. Jeje, Jessy, and Jojo were able to articulate their understanding of key pronunciation elements such as vowels, consonants, stress, and intonation. These findings align with Turan et al.'s (2009) viewpoint, stating that the metacognitive awareness not only shows their cognitive grasp of the subject matter but also their ability to reflect on and verbalize their learning process. Their ability to identify and explain these concepts suggests that they are not only absorbing information but also critically thinking about how they apply it in practice (Amini, 2020).

The third metacognition SRL strategy involves overcoming English pronunciation difficulties. This finding confirms what Sperling et al. (2004) declare that there are overcome learning difficulties on the metacognition aspect. The participants overcome English pronunciation difficulties. It was revealed from the Jeje's statement in the following interview:

Learn consistently, listen and imitate what is in the video, and ask for feedback from others (Jeje, Interview, March 28th, 2024).

According to Jessy's opinion in the interview:

Listen to the content carefully to pay attention to intonation, accent, and pronunciation of words and pay attention to the articulation of the position of the tongue, lips, and teeth when pronouncing (Jessy, Interview, March 30th, 2024).

Similar to Jeje and Jessy, Jojo also gave his opinion in the interview:

... By taking time every day to practice before continuing to study independently (Jojo, Interview, March 31st, 2024).

In addition, the participants used various strategies to overcome the pronunciation challenges of independent learning. These findings highlighted the importance of metacognitive engagement in effective self-regulated learning experiences, when making strategy and monitoring their learning progress to achieve their pronunciation goals (Lukes et al., 2021). Jeje highlighted the need for consistency and imitation. She suggested learning regularly, listening to videos, copying the pronunciation in the videos, and getting feedback from others. Jessy focused on intonation and articulation, listening carefully to videos to understand the tone, accent, observing how the tongue, lips, and teeth move. Jojo emphasized regular practice, stressing the importance of practicing daily to develop pronunciation skills before moving on to self-regulated learning. This difference of strategies suggests that individuals can use methods based on their learning and development (Xu et al., 2023).

The findings of the mentioned interview revealed that all participants showed clear engagement with metacognitive aspects in pronunciation self-regulated learning through TikTok. They plan their study sessions, know some aspects of pronunciation, and use a variety of strategies to overcome pronunciation difficulties.

Motivational strategy

Motivational is driven by the fundamental need for control and is linked to an individual's sense of competence. It serves as the impetus behind organizing one's learning activities. The motivational aspect encompasses two components: an expectancy component, representing students' strategy and an affective component, creating an important motivational aspect (Brenner, 2022).

The first motivational SRL strategy involves the importance of learning pronunciation. It was revealed from the Jeje's statement in the following interview:

Very important, because it reduces the risk of confusion or misunderstanding of the meaning being discussed (Jeje, Interview, March 28th, 2024).

Jessy was also expressed her opinion:

It's important, because if the pronunciation is wrong it can give the wrong meaning and can cause misunderstandings by the person you are talking to (Jessy, Interview, March 30th, 2024).

Not much different from Jeje and Jessy, here was Jojo's opinion:

It's very important, because I think different pronunciations gave different meanings later (Jojo, Interview, March 31st, 2024).

Related to the data found, the participants understood how important pronunciation is for communicating in English. This was their main motivation for learning pronunciation on

TikTok. Jeje, Jessy, and Jojo all knew that good pronunciation helps avoid confusion or misunderstandings in conversations. This made them focus on learning pronunciation as a key part of becoming good at the language.

The second motivational SRL strategy involves strategy to maintain motivation and self-regulated learning pronunciation. Based on Jeje's interview, she used this strategy as follows:

... Make a consistent study schedule, the strategy I apply is learning to write and pronounce English with friends in person or online (Jeje, Interview, March 28th, 2024).

Jojo also gave his opinion in the interview:

... My strategy is to at least talk or chat with friends using English so I can practice my pronunciation (Jessy, Interview, March 30th, 2024).

On Jojo's interview, he also had a strategy to maintain motivation self-regulated learning pronunciation:

... A strategy that I apply by at least studying/watching videos 15-30 minutes a day (Jojo, Interview, March 31st, 2024).

The participants used different strategies to maintain their motivation in long-term pronunciation learning through TikTok. The findings are in line with Wolters' (2003) idea, stating that the differentiated strategies were adapted to individual needs and situations to maintain motivation. Jeje focused on being consistent with her study schedule and practiced pronunciation with friends, both in person and online. Jessy used her limited knowledge as a motivator, regularly practicing pronunciation with TikTok videos or English-speaking friends. Jojo emphasized the importance of pronunciation for becoming fluent in English and set aside time each day to learn or watch pronunciation videos on TikTok. These strategies helped them stay engaged and showed how they dealt with challenges to their motivation (Martin et al., 2022).

The findings of the mentioned interviews revealed that all participants showed clear engagement with motivational aspects in pronunciation self-regulated learning through TikTok. They explain the importance of pronunciation in English communication and provide long-term self-motivation strategies.

Behavioral strategy

Behavior involves an individual's practicing process and shape an environment conducive to learning activities.

The first behavioral SRL strategy involves the conducive environment to learning activities. It seen from the participants' interview:

I think a quiet environment and a comfortable place are important points, so that I can focus on studying (Jeje, Interview, March 28th, 2024).

A supportive environment, such as stable internet access for smooth TikTok video streaming and access to learning materials as well as studying in a quiet, distraction-free room to help focus and concentrate (Jessy, Interview, March 30th, 2024).

A conducive environment, away from noise and comfortable and supportive for learning (Jojo, Interview, March 31st 2024).

Jeje, Jessy, and Jojo all said the importance of a calm, supportive, and distraction-free atmosphere to grow concentration and focus during their pronunciation practice sessions. The findings agree with Birgisdóttir's (2015) statement, asserting that the recognition of awareness factors highlighted the role of behavioral aspects in shaping the conditions for effective learning. By creating a conducive learning environment, participants optimized their ability to focus on watching pronunciation videos through TikTok and actively participate in pronunciation practice to develop their learning outcomes. Jeje, Jessy, and Jojo all said the importance of a calm, supportive, and distraction-free atmosphere to grow concentration and focus during their pronunciation practice sessions. Their recognition of environmental factors highlighted the role of behavioral aspects in shaping the conditions for effective learning (Masaki, 2023). By creating a conducive learning environment, the participants optimized their ability to focus on watching pronunciation videos through TikTok and actively participate in pronunciation practice to develop their learning outcomes.

The second behavior SRL strategy involves self-regulated learning pronunciation practicing process through TikTok. In Jeje's interview, she explained the process practicing as follows:

I look for content with the keyword 'pronunciation' in the search first, then I choose content that I think is interesting, I watch the video carefully until it's finished because the duration of the video is not long, I usually repeat it again and while following along, pronounce the words in the video, usually I keep repeating the video until I understand how to pronounce it and what I say is the same as the examples in the content (Jeje, Interview, March 28th, 2024).

On Jessy's interview, she also explained the self-regulated learning pronunciation practicing process, it can be seen:

After watching the video, I replayed the video again until I understood the correct pronunciation, then practiced it straight away and tried it many times until the pronunciation was correct (Jessy, Interview, March 30th, 2024).

Jojo also talked about his self-regulated learning pronunciation practicing process through TikTok:

Usually, I decide which content I watched, then I watch the video while I analyze the content, then I practice the pronunciation in the content repeatedly, then I evaluate my pronunciation from that practice (Jojo, Interview, March 31st, 2024)

The participants' descriptions of the process of practicing self-regulated learning pronunciation through TikTok videos showed a structured way to learn to self-regulate. Jeje, Jessy, and Jojo each used systematic methods in selecting, watching, and practicing pronunciation from TikTok content. By following a structured process of repeated practice, and self-evaluation that showed effective learning behavior, the participants demonstrated their commitment to optimizing the effectiveness of pronunciation practice sessions and achieving their learning goals (Lai, 2022).

The findings of the mentioned interviews revealed that all participants showed clear engagement with behavior aspects in pronunciation self-regulated learning through TikTok. They realized the importance of a conducive learning environment for pronunciation self-regulated practice through TikTok and in the process of self-regulated practice, they demonstrated a structured approach.

Students' obstacles in pronunciation self-regulated learning through TikTok

No feedback to correct pronunciation directly

All of the participants felt no feedback to correct pronunciation directly while in the learning process. It can be seen in the following data:

... Because there is no direct feedback, no one to correct pronunciation errors (Jeje, Interview, March 28th, 2024).

... I don't know whether my pronunciation is correct or not because no one corrected it directly (Jessy, Interview, March 30th, 2024).

There is no one to correct or tutor in practicing how to pronounce English (Jojo, Interview, March 31st, 2024).

From the findings of the interviews found, it can be stated that during pronunciation self-regulated learning through TikTok there is no direct feedback.

The first obstacles according to all participants expressed a lack of feedback to correct pronunciation errors directly. Jeje, Jessy, and Jojo highlighted the absence of individuals in the content who could give direct corrective feedback on their pronunciation. This absence made a major challenge for students, as they have difficulty knowing the accuracy of their pronunciation without external guidance. Without direct feedback, students may accidentally say incorrect pronunciation, thereby holding up the development of their language proficiency (Bashori et al., 2022).

Although TikTok is an accessible and engaging platform for language practice, a lack of feedback to correct pronunciation errors directly could limit its effectiveness in overcoming pronunciation difficulties. To overcome this gap, future developments in language learning technology should prioritize the integration of real-time feedback features to provide students with accurate pronunciation assessments. By combining immediate feedback, digital language learning platforms can enhance learners' ability to self-regulate their pronunciation practice effectively and speed their language acquisition progress.

No structured pronunciation content on TikTok according to pronunciation aspects

One of the participants felt pronunciation content on TikTok is not structured or ordered according to pronunciation aspects. It can be seen in Jessy's interview:

... Less structured content makes learning random, in this case it is necessary to arrange the order of the material ... (Jessy, Interview, March 30th, 2024).

From the findings of the interviews found, it can be pointed out that during pronunciation self-regulated learning through TikTok there is no structured or organized content according to pronunciation aspects.

The second obstacle is the absence of organized pronunciation content on TikTok according to the pronunciation aspect. Jessy explains that the lack of structure in pronunciation material leads to a disorganized learning experience, she shows that less structured content makes learning random and emphasizes the need to organize the material in a proper order (Oladipupo & Akinola, 2022). In this context, without a structure, students may experience difficulties in self-regulated learning due to the inefficiency of pronunciation

learning content on TikTok. The importance of structured and organized pronunciation content on TikTok to facilitate a more effective and efficient learning experience for users.

In addition, the absence of structured pronunciation content on TikTok can obstruct students' ability to control pronunciation skills. A lack of clear content progression can make it difficult for learners to build foundational knowledge and skills. In the end, it can hinder the development of their language acquisition. To overcome this issue, content creators should consider implementing strategies to organize pronunciation material on TikTok based on acquisition levels, topics, or specific aspects of pronunciation. By providing students with structured and organized content, TikTok can better support pronunciation self-regulation learning and upgrade the effectiveness of language acquisition efforts on the platform.

Low motivation

All of the participants felt low motivation while in the learning process. It can be seen in the data:

Challenges motivate me to consistently study every day (Jeje, Interview, March 28th, 2024)

... challenges in yourself who are sometimes lazy (Jessy, Interview, March 30th, 2024)

The challenge of dealing with feeling tired when studying, the challenge of staying focused, then the challenge of maintaining self-motivation so that you remain consistent in studying (Jojo, Interview, March 31st, 2024)

From the findings of the interviews found, it can be declared that there is low motivation during pronunciation self-regulated learning through TikTok.

Low motivation during self-regulated learning pronunciation through TikTok. Jeje, Jessy, and Jojo all expressed their challenges in maintaining consistent daily study motivation. These challenges come from various internal factors, such as feelings of laziness and tiredness, as well as external factors such as difficulty to stay focused in the middle of distractions (Wong et al., 2019). Jojo specifically highlighted the struggle to maintain motivation over time, he noted the difficulties in dealing with exhaustion, staying focused, and sustaining self-motivation to remain consistent in studying. In this context, he indicated that maintaining consistency in learning was a significant challenge.

Low motivation can disrupt the effectiveness of self-regulated learning efforts, as it reduces a learner's willingness to self-regulated learning. Without motivation, students may struggle with adversity through difficulty, because of inconsistent study habits and limited progress in improving pronunciation. To overcome this problem, strategies are needed to increase motivation and grow a positive learning mindset in students. By developing a motivating learning environment, TikTok can increase user engagement and commitment to self-directed learning of pronunciation, in the end result in more effective language acquisition outcomes.

Easily distracted when self-regulated learning through TikTok

All of the participants felt easily distracted while in the learning process. It can be seen in the data:

Sometimes I get distracted by notifications that appear on my mobile phone screen, but usually I continue studying until I'm finished (Jeje, Interview, March 28th, 2024).

Yes, I'm a person who is easily distracted by anything, especially application notifications that appear on my mobile phone screen, so I end up opening another application (Jessy, Interview, March 30th, 2024).

It's easy to get distracted, usually if the environment isn't conducive or there's a notification on my mobile phone (Jojo, Interview, March 31st, 2024).

From the findings of the interviews found, it can be argued that the participants are easily distracted during pronunciation self-regulated learning through TikTok. A common challenge faced by participants during self-regulated learning of pronunciation through TikTok. Jeje, Jessy and Jojo all admitted to experiencing distraction, mainly from notifications on their mobile phones. These distractions, distract their study sessions and distract their attention from the pronunciation learning content.

Despite being aware of distractions, the participants showed different levels of resilience in managing them. Some people, like Jeje, can stay focused and keep studying even when they get notifications on her phones. Jeje admits that she sometimes gets distracted, but she manages to push through and finish his work. On the other hand, Jessy finds it harder to concentrate. She often gets easily distracted by notifications and ends up switching to other apps or activities on her phone. This shows that different people have different levels of self-discipline and focus when dealing with distractions while studying (Brady et al., 2021).

Distractions while learning pronunciation on TikTok highlight how important it is to create a good environment for focused learning. To cut down on distractions, you could set aside specific study times in a quiet place, manage notifications on your phone, or use apps that help you concentrate better. It is also helpful to understand how distractions affect you and to learn good study habits. This way, you can manage distractions better and get the most out of your pronunciation practice on TikTok. By tackling these challenges, students can stay more focused and engaged, leading to better learning results.

Conclusion

This study has revealed that undergraduate students aged 20-22 years from two universities in Pekalongan, Central Java, Indonesia, actively use TikTok for self-regulated English learning, particularly focusing on pronunciation. The students employ three main strategies of self-regulated learning (SRL), i.e. metacognition, motivation, and behavior. They utilize metacognitive strategies by planning and monitoring their pronunciation practice sessions, motivational strategies to maintain their interest and perseverance, and behavioral strategies by actively engaging with pronunciation content on TikTok.

The students faced several obstacles in their self-regulated pronunciation learning through TikTok. The lack of direct feedback to correct pronunciation errors, unstructured and disordered pronunciation content, and low motivation are significant challenges. Distractions from other content on TikTok also hinder their learning process. Among these, the most prevalent issues are low motivation and distractions, making pronunciation one of the most challenging aspects of self-regulated learning through this platform.

For future research, it is recommended to explore the use of other social media platforms for self-regulated different language components or skills. Investigating diverse topics such

as grammar, vocabulary, listening, and speaking through platforms like Instagram, YouTube, or language-specific apps could provide a broader understanding of how social media can support language learning. This would help develop comprehensive strategies to maximize the benefits of social media for self-regulated learning in various linguistic areas.

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