

ABSTRACT

Rayhan, R. M. (2025). *Investigating English Department Students' Perception Toward the Use of TikTok Content as a Supporting Media for Autonomous English Grammar Learning*. English Study Program. Faculty of Teacher Training and Education, Jambi University in Academic Year 2024/2025. First Supervisor: Dr. Nely Arif, S.Pd., M.Pd. and Second Supervisor: Dr. Duti Volya, S.Pd., M.Pd.

This study describes students' perceptions of using TikTok as a medium for autonomous English grammar learning, exploring both benefits and challenges encountered by English Department students. A descriptive quantitative method was employed involving 67 students from Jambi University. Data was collected through a structured questionnaire consisting of 20 statements addressing perceived benefits and challenges. The findings revealed generally positive perceptions. For benefits, 92.5% of students agreed that TikTok provides flexible grammar learning, 92.6% found it increases interest and motivation, and 89.6% considered it fun and interesting. Additionally, 89.5% felt TikTok helps understand grammar better and 89.6% believed it assists in correcting mistakes. The lowest agreement was regarding writing skills improvement at 76.1%. For challenges, distraction while using TikTok was the most significant issue at 86.6%. Other challenges included limited opportunities to ask questions at 82.1%, lack of content depth at 80.6%, fast pace of videos at 80.6%, and insufficient practice opportunities at 76.2%. In conclusion, TikTok is perceived as an effective and enjoyable tool for independent grammar learning. While students maintain positive perceptions, significant benefits coexist with notable challenges. The findings suggest that educators should address distraction and limited interactivity issues to maximize TikTok's educational potential for autonomous learning.

Keywords: Students' Perception, Grammar Learning, TikTok, Learning Media