

The Students' Perceived Effectiveness of TikTok as A Means for Learning Unfamiliar Vocabulary at SMAN 10 Mataram

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Article History

Received : September 06th, 2024

Revised : Oktober 17th, 2024

Accepted : November 15th, 2024

Abstract: This study examines the perceived effectiveness of TikTok as a tool for learning unfamiliar vocabulary among students at SMAN 10 Mataram. With the rise of social media, TikTok has emerged as a popular platform for educational content, prompting educators to explore its potential in language learning. Through surveys and interviews, this research investigates how TikTok influences vocabulary acquisition, engagement, and motivation in learning. The findings suggest that students view TikTok as an effective and engaging resource that enhances their vocabulary learning experience. The study highlights implications for incorporating social media into educational practices and offers recommendations for leveraging TikTok in language education.

Keywords: TikTok, vocabulary acquisition, student perception, social media in education, SMAN 10 Mataram.

INTRODUCTION

The advent of digital technology has revolutionized language learning, making it more accessible and engaging through platforms like TikTok. However, despite the growing popularity of TikTok as a tool for learning, particularly for vocabulary acquisition, significant gaps remain in understanding its effectiveness in educational contexts. Students who fail to adapt to such innovative platforms risk falling behind in leveraging digital tools that align with their learning preferences. Traditional learning methods often lack the immediacy and engagement of digital media, potentially leading to decreased motivation and retention among learners (Mandasari, 2020).

TikTok's unique features, such as short-form videos, visual aids, and an engaging system, offer a dynamic environment for language learning. It provides exposure to authentic language use through varied types of content, encouraging interest and enthusiasm (Pratiwi et al., 2021). However, organized research on how TikTok can be effectively integrated into language curricula are still limited. This research aims to address these gaps by exploring the potential of TikTok to enhance vocabulary acquisition among students at SMAN 10 Mataram. Using technology in schools helps students do better in their studies (Mandasari, 2020).

Digital textbooks, educational apps, and interactive whiteboards make learning more interesting. These tools offer personalized learning and instant feedback, helping students understand difficult concepts more easily. Technology also promotes group work through online discussions and projects, catering to different learning styles and ensuring all students benefit. The use of technology supports a more effective and dynamic learning environment, but teachers need to keep learning new skills to keep up with changes. This shows a need to understand how schools can best help teachers use technology to benefit students. Many students think social media is a good tool for learning (Sari & Wahyudin, 2019). Platforms like Facebook, Instagram, and Twitter allow sharing educational content and resources, enabling students to learn from each other through study groups and discussions. Educational videos and tutorials on YouTube provide more learning opportunities. Social media connects students with experts and teachers worldwide, offering support and guidance. While social media can make learning more fun and engaging, it is important to use it responsibly to avoid distractions. The potential of social media in education is huge, but we need more research on how to use these tools in schools without losing focus on studies.

Technology changes quickly, and students love new gadgets. Teachers must keep up with

these changes to use them effectively in the classroom. Adapting to these changes requires teachers to continually learn new skills and schools to invest in the latest technology. Balancing traditional teaching methods with modern technology can increase student engagement and motivation. This ensures that all students benefit from the technology. However, we need more research to understand how to balance these methods and make sure all students have access to technology. Using technology and social media every day can help students learn new words. Educational apps and games designed for vocabulary building, along with social media content in different languages, provide natural language exposure. Interactive tools and quizzes make learning new words fun and effective. The easy access to online dictionaries also helps quick learning. Teachers can use digital tools to add to traditional vocabulary lessons. However, more research is needed to find the best ways to use these tools and address the gap in technology access among students.

Vocabulary includes all the words a person knows and uses (Hornby, 2006). This includes both spoken and written words, showing a person's language skills and communication ability. Vocabulary knowledge is important for effective communication, helping people express their thoughts clearly and accurately. It improves reading comprehension and writing skills, supporting grammar and syntax learning. Vocabulary development is a continuous process that needs regular practice and exposure to new words. Despite its importance, we need more research to find the best methods for learning vocabulary in different learning environments. It is a key part of language skills and helps learners speak, listen, read, and write well (Richards, 2005). A strong vocabulary foundation enables learners to communicate more effectively, enhancing speaking, writing, listening, and reading skills. It allows learners to understand the meaning of new words through context, helping academic success and everyday communication. Effective vocabulary teaching significantly improves language skills. But more research is needed to find the best teaching strategies for different learners. Understanding how to include vocabulary learning in various educational settings is a crucial area of study.

Knowing many words is important for

learning a new language (Safitri, et al., 2022). A broad vocabulary base helps learners understand and use the language better. It supports grammar and syntax learning, making communication and comprehension easier. Learners with extensive vocabularies can confidently participate in conversations, read and write effectively, and understand texts better. Vocabulary learning needs regular practice and exposure to different language sources. Despite its significance, more research is needed to find the best strategies for learning vocabulary, especially in digital and informal learning environments.

TikTok Application is a fun platform that offers a variety of short videos, both entertaining and educational. Users can learn new words through songs, dialogues, and captions. TikTok's algorithm suggests content based on user interests, providing personalized learning experiences and exposure to multiple languages.

The visual and auditory elements help memory retention, making learning new words fun and effective. TikTok combines entertainment with education, making language learning enjoyable. However, we need more research to understand how well TikTok helps in learning new words and how it can be included in school education. This application has become very popular with people of all ages, including students. Students find TikTok appealing for its entertainment and learning potential, as it allows them to follow trends, participate in viral challenges, and engage in creative expression. The app provides a platform for social interaction and educational content sharing, connecting users globally. TikTok's easy-to-use interface and fun features keep users engaged. However, there is a need for more research on how to balance its entertainment and educational uses and find the best ways to use TikTok for learning.

Generally, TikTok is a social media App where users can create, edit, and share short videos with filters and music (Afidah, Sari, & Hanifah, 2021). The App easy editing tools allow for creative and engaging content. TikTok's community guidelines promote positive and respectful interactions, enabling users to share their videos globally. This versatility makes TikTok popular for social networking and content sharing, but its educational potential is still underexplored. Research is needed to understand how TikTok's features can be effectively used for education,

especially in language learning.

TikTok offers many types of video content for various interests and preferences (Miftahul, 2020). Users can find videos on dance, music, comedy, education, and more, with the app's content library constantly updated with new trends. TikTok's algorithm curates personalized content based on user activity, keeping users engaged. The app allows users to discover new creators and follow their updates, fostering a sense of community. Despite its diverse content, more research is needed to understand how different types of content on TikTok impact learning and engagement, particularly for educational purposes.

Due to its user-friendly interface, TikTok makes it easy for users to watch, copy, and create videos. The app provides simple tools for video editing and customization. Users can quickly learn to use these tools to make their own content, drawing inspiration from others' videos. Features like duets and stitches encourage collaboration and interaction within the TikTok community. The app's intuitive design and accessibility have contributed to its widespread popularity. However, the educational potential of these interactive features is still underexplored. Research is needed to investigate how these features can be used for educational purposes, enhancing learning outcomes through creative content. TikTok offers multiple ways for students to engage with content and learn, from watching educational videos to creating and sharing their own. Interacting with others through comments enhances learning experiences by fostering discussions and exchanges of ideas. These interactions can lead to deeper understanding and retention of new vocabulary. TikTok's format encourages active participation and peer-to-peer learning. However, its effectiveness in formal education settings remains a topic for further research. Understanding how to include TikTok's interactive features into structured learning environments can help maximize its educational potential while keeping academic focus.

Research shows that TikTok makes learning vocabulary fun and engaging through its visual and auditory elements (Pratiwi, et al., 2021). Videos often include images and contexts that clarify meanings, enhancing memory retention and making vocabulary learning enjoyable. The app's entertaining content keeps

students motivated, allowing for quick and focused learning sessions. TikTok provides real-life examples of language use, making learning relevant and effective. Despite its potential, there is a research gap in understanding the long-term impact of using TikTok for vocabulary learning and how it can be effectively included in traditional education. Also, TikTok serves as an effective audio-visual learning tool, capturing students' attention with engaging videos. The app's diverse content caters to different learning preferences, making complex concepts easier to understand. TikTok's interactive nature keeps students motivated and allows for quick and accessible learning sessions. The app's using different types of media supports various learning styles, combining education with entertainment. However, more research is needed to explore how TikTok can be systematically included in educational practices to enhance motivation and learning outcomes, especially in vocabulary learning.

Videos are a powerful medium for enhancing student understanding, providing visual and auditory cues that clarify messages and make learning more concrete. They offer opportunities for repeated viewing and practice, supporting memory retention and comprehension. The dynamic nature of videos keeps students engaged and attentive, aiding in understanding complex information. Despite their effectiveness, there is a research gap in exploring the best practices for using videos in educational settings to maximize learning outcomes and ensure all students benefit from this medium.

Social media interactions can help improve vocabulary and literacy skills by giving students chances to engage with language (Abbasova, 2016). Engaging with content on TikTok provides authentic language exposure. Students can learn new vocabulary through real-life examples and contexts. Social media interactions encourage active language use and practice. TikTok's diverse content offers a wide range of language experiences, including slang, idioms, and cultural nuances. Despite its potential, more research is needed to understand how to use these interactions to improve vocabulary and literacy skills in formal education settings, ensuring students gain the most from social media platforms.

TikTok's rapid growth in popularity

reflects its unique features and diverse content, attracting millions of users worldwide. The app's easy-to-use interface and engaging format appeal to different age groups, including students. TikTok's interactive features encourage creativity and participation, fostering a sense of community among users. Despite its widespread use, there is a research gap in understanding the educational implications of TikTok's popularity and how its features can be used to support learning in schools, particularly in enhancing vocabulary and language skills.

This platform has many features, including music options, sticker filters, video effects, voice changers, beauty filters, and live features. All of these can enhance the user experience and make the app engaging and entertaining. These features encourage users to experiment and create unique content, fostering creativity and innovation. The app's ability to combine entertainment with social interaction has contributed to its widespread appeal. However, more research is needed to explore how these features can be effectively used for education, enhancing learning experiences and outcomes through creative and interactive content creation.

TikTok was the most downloaded app globally in 2021, with 656 million downloads (David, 2022), highlighting its massive popularity and reach. The app's diverse and engaging content attracts millions of users, reflecting its impact on digital culture and social media trends. Despite its success, there is a research gap in understanding how TikTok's widespread use can be used for education, particularly in enhancing vocabulary and language skills. Further studies are needed to explore the long-term effectiveness of using TikTok for learning and how it can be included in school education. The regular use of TikTok by students shows its role in their daily routines, including for learning English vocabulary.

TikTok provides exposure to English through videos and interactions, with content including language learning materials and educational videos. Students can learn new words and phrases through engaging content, practicing vocabulary by creating and sharing videos. The app's popularity supports informal language learning, but more research is needed to explore the long-term effectiveness of using TikTok for vocabulary acquisition and how it can be included in school education. Based on

the background of the problem above, the problem in this study can be formulated as follows: "How effective is TikTok in helping students understand unfamiliar vocabulary?"

METHODS

This research employed an integrated approach to gather holistic and deep data on using TikTok as a tool for learning new vocabulary. The well-articulated research design was necessary to help in realizing this objective through the provision of clear guidelines on every step taken during the study. The research design served like a map, showing certain ways through which data collection would be conducted and analyzed so that the study could turn out to be systematic and logical. The survey and interviews were selected as the major tool for the collection of data on account of their complementary nature. Surveys were meant to provide numeric data; this gave an overall view of the trend and pattern in the TikTok application for vocabulary learning. This approach allowed the research to cover a wide sample and, thus, be representative. On the other hand, interviews permitted an in-depth look at students' individual experiences and perceptions. They gave the students an avenue to express their thoughts and feelings in a detailed and detailed way. The integration of these methods allowed the research to achieve both breadth and depth in understanding TikTok's role in vocabulary acquisition. The using different methods made the data thorough, with actional insights. The current research employed a dual-method approach to discover how TikTok supported language learning in a multi-faceted way.

The decision of conducting research at SMAN 10 Mataram was taken under careful consideration and also in a strategic manner. The school, situated on Jln. Raya Lingkar Selatan-Kota Mataram, was selected on grounds that were compelling. First, the school had a large population of students, which was very important in providing a representative sample. The diversity among the students increased the generalizability and applicability of the findings to wider educational contexts. Second, preliminary observations indicated that TikTok usage was widespread among the students, making it an ideal site for studying the platform's educational potential. The school's

accessible location further facilitated efficient data collection, minimizing logistical challenges for researchers. In addition to its accessibility, SMAN 10 Mataram provided excellent resources and facilities, which supported the study's implementation. Classrooms and school infrastructure were conducive to conducting surveys and interviews in a structured manner. These factors collectively made SMAN 10 Mataram a strategic choice for exploring how TikTok could enhance vocabulary learning. Moreover, the supportive environment of the school enabled smooth interactions between researchers and participants. This careful selection of the research site has contributed significantly to the success of the study in terms of meaningful data collection.

In this regard, the respondents in this study involved class XI students at SMAN 10 Mataram during the 2024/2025 academic year, consisting of 334 students, with 96 male and 238 female students. This population was selected because it was at an age where vocabulary development had become a crucial part in their academic advancement. These students were also accustomed to using technology, making them feasible for a study involving a digital tool like TikTok. From this population, a purposive sample of 39 students from class XI A was selected to ensure relevance to the research question. This sampling method targets students who are active users of TikTok, since their experiences align directly with the study's objectives. In so doing, the study can find detailed and real-life applications of TikTok in vocabulary learning. This sampling strategy helps guarantee that the findings of the study reflect genuine user experiences, adding to the credibility of the study. The students selected were a representation of the larger population, and thus the results could be generalized to the larger population. The sample size was also manageable to allow the researchers to conduct in-depth interviews in addition to quantitative surveys. This well-thought-out population and sample ensured meaningful and generalizable research findings to similar educational settings.

The study relied on two main sources of data: primary data, which the students provided directly, and secondary data from the records at school. Primary data entailed information obtained through surveying and interviewing, which gives a first-hand account of the use of TikTok for vocabulary acquisition. Surveys

provided numerical data, like the frequency of use of TikTok or the type of content. Interviews yielded qualitative data to reflect the personal experiences of students. Secondary data—such as school profiles, lists of students, and report cards—provided additional information and gave depth to primary data. This allowed a presentation of a complete research question. The use of the two sources of data ensured that such findings were based on numerous points of view, raising validity and reliability. Moreover, secondary data set a view of the greater academic landscape and the background in which the participants were situated. Integrating these two sources of data allowed the study to comprehensively establish TikTok's role in language learning. This dual-source approach underlined the importance of context in interpreting the primary data.

Surveys were designed with the aim of collecting quantitative data and consisted of 15 questions on various aspects of TikTok usage and its educational potential. These questions included demographic details, such as age, gender, and the time period for which students had been studying English, thus providing a contextual background to the responses. The questionnaire also probed into the frequency and time spent using TikTok so that researchers could understand the pattern of engagement with the platform. Specific attention was paid to the kinds of content accessed by the students, especially educational and language learning. The survey investigated how TikTok supported vocabulary acquisition by means of features such as visual aids, explaining the context, and repetition. It also looked at problems that students encountered while learning with TikTok and their comparisons with traditional methods of learning vocabulary. There were also questions concerning students' overall satisfaction and how effective something is of TikTok as a tool for learning. In this way, the survey instrument has captured a wide range of data points relevant to the research objectives. These areas were systematically addressed in the survey, thus laying a very good foundation for the analysis of TikTok's impacts on vocabulary learning.

To complement the data from the survey, in-depth interviews were conducted with the same group of students. These interviews allowed participants to elaborate on their experiences and share detailed reflections on

using TikTok for vocabulary learning. Rich information from the interviews of participants not captured in the surveys comes forth with qualitative data: for instance, the discussion of engaging visuals, which are attached to the brief format of video on TikTok, enhanced learning, according to the students, as it enhanced learning effectiveness and created more engagement. Anecdotes include the way some students identified new vocabulary to integrate into their everyday interaction. The interviews explored emotional and motivational dimensions of learning with TikTok, making the process less intimidating in language acquisition. Common themes and patterns emerged in the interviews, which, after analysis, were compared with the results from the survey. The dual-method approach allowed the researchers to delve deep into the research topic. By integrating quantitative and qualitative data, the research provided a comprehensive picture regarding how TikTok supported vocabulary learning. The findings addressed the research objectives and contributed to the greater discussion of digital tool usage in education.

FINDING AND DISCUSSION

Findings

The findings of this study offer valuable insights into students' perceptions of TikTok as a tool for learning new vocabulary. By analyzing data from surveys and interviews conducted with students at SMAN 10 Mataram, key themes have emerged regarding their attitudes, interest levels, and the how effective something is of TikTok in facilitating vocabulary acquisition. The data indicates that students generally view TikTok as an engaging and motivating platform for learning new words. Many expressed that the short, visually stimulating content on TikTok makes learning easier and more enjoyable compared to traditional methods. Additionally, students reported that TikTok's informal and interactive style helps them feel more comfortable and receptive to learning new words and phrases, particularly those commonly used in everyday or conversational English.

Student engagement with vocabulary content on TikTok was notably high. They frequently mentioned that the platform's recommendation algorithm consistently exposes them to language-related content, ensuring

regular interaction with new vocabulary. Many students also actively follow vocabulary-focused accounts or creators who share tips, pronunciation guides, and contextual examples, reflecting a proactive approach to using TikTok as a learning tool. In terms of effectiveness, students highlighted that TikTok reinforces vocabulary retention through seeing something repeatedly and the diverse contexts in which words appear across different videos. Seeing vocabulary used in various contexts from comedy skits to educational tutorials deepens their understanding and aids long-term retention.

However, some students pointed out limitations, such as the lack of formal structure and potential distractions that can hinder focused learning. Despite these challenges, the findings reveal a generally positive perception of TikTok as a supplementary tool for vocabulary learning. While it may not replace formal education, TikTok offers a dynamic and engaging approach to language learning that resonates with students' preferences for interactive and visually appealing content.

After collecting the data, the researcher obtained the results from the questionnaire. The first part focuses on students' perceptions of using TikTok to improve their English skills. There is one statement addressing students' views on the use of TikTok for enhancing their English proficiency. The results of the questionnaire regarding students' perceptions of using TikTok for improving their English skills are presented in the diagram below: Table 1. Results of Survey: Students' Perceived Effectiveness of TikTok in Learning Unfamiliar Vocabulary at SMAN 10 Mataram.

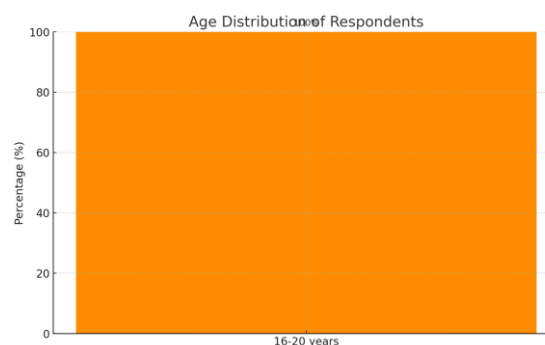


Table 1. Age Distribution of Respondents

All 39 respondents (100%) were between the ages of 16 and 20, as indicated by the demographic forms completed during the survey. This age group is typical of high school

students and represents a critical stage for language acquisition and digital engagement. Their familiarity with technology and social media platforms like TikTok makes them an ideal demographic for studying the platform's impact on vocabulary learning. The homogeneity in age ensures that the findings are consistent and focused on the experiences of adolescent learners.

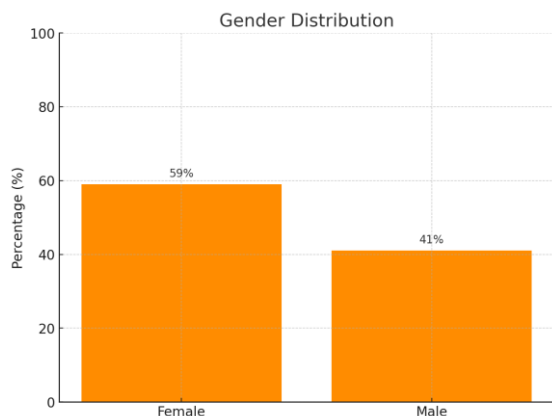


Table 2. Gender Distribution

The majority of respondents are female, accounting for 23 students (59%), while male respondents constitute 16 students (41%). This indicates a slight gender disparity in the sample, with more female students participating in the study. The difference in gender distribution may influence the overall findings, especially if males and females engage with TikTok differently for learning purposes.

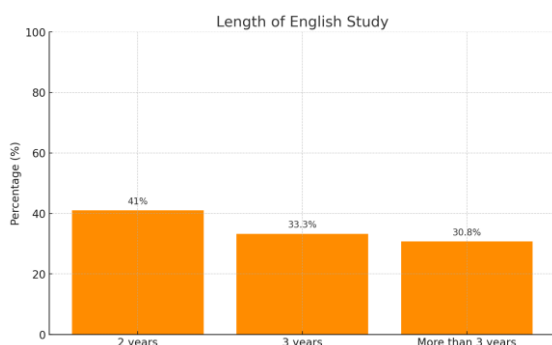


Table 3. Length Of English Study

The data reveals variation in the duration of English study among students. Most students (41%) have studied English for two years, followed by 33.3% who have studied for three years, and 30.8% with over three years of study. This diversity in English learning experience provides a broad perspective on how different levels of language proficiency may affect the use of TikTok for vocabulary learning.

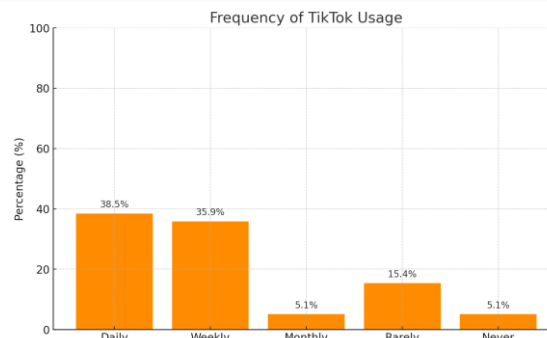


Table 4. Frequency Of TikTok Usage

The majority of students (38.5%) use TikTok daily, followed by weekly usage (35.9%). A smaller portion uses it monthly (5.1%) or rarely (15.4%), while 5.1% of students never use the platform. This suggests that TikTok is a part of the daily or weekly routine for most students, making it a significant medium for engaging them in informal learning activities like vocabulary acquisition.

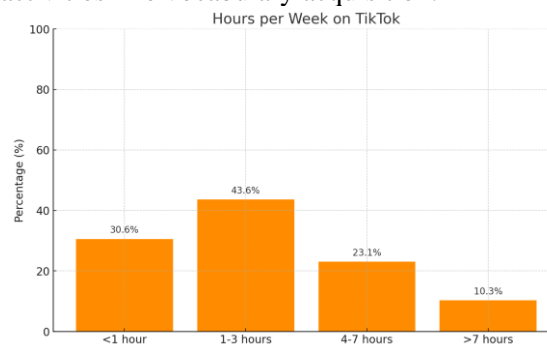


Table 5. Hours per week on TikTok

Most students (43.6%) spend 1–3 hours per week on TikTok, followed by 23.1% who spend 4–7 hours, and 30.6% spending less than 1 hour. Only 10.3% of respondents dedicate over 7 hours weekly. These findings indicate that while TikTok is widely used, the majority of students balance their time on the platform, making it a supplementary rather than primary learning tool.

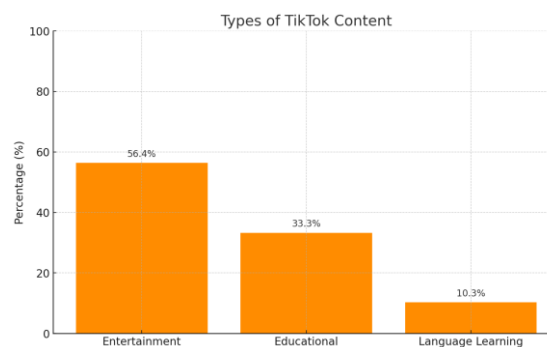


Table 6. Types of TikTok Content

Entertainment content is the most popular category, selected by 56.4% of respondents, followed by educational content (33.3%) and language learning (10.3%). These results highlight TikTok's dominant role as an entertainment platform, with educational and language-learning content forming smaller but significant portions of engagement.

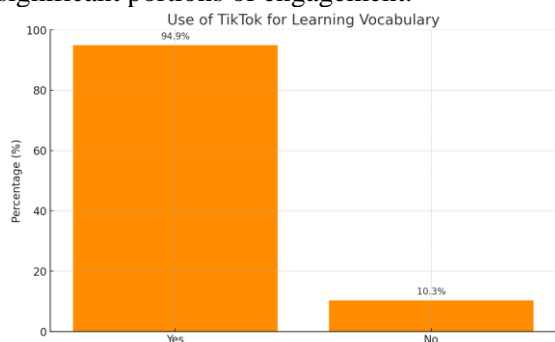


Table 7. Use of TikTok for Learning Vocabulary

A significant majority of respondents, 37 out of 39 students (94.9%), reported using TikTok as a platform to learn new English vocabulary, while only 4 respondents (10.3%) indicated they had not used it for this purpose. This suggests that TikTok is widely recognized and utilized as a supplementary learning tool among the students surveyed. The high percentage of users highlights the platform's appeal and potential for vocabulary acquisition, though the small minority of non-users points to areas for further exploration, such as awareness or preference for alternative learning methods.

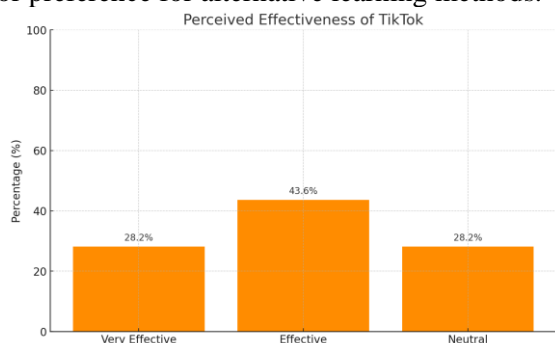


Table 8. Perceived Effectiveness Of TikTok

Most respondents find TikTok effective (43.6%) or very effective (28.2%) for vocabulary learning, while 28.2% remain neutral. No participants rated TikTok as ineffective or very ineffective. This indicates an overall positive perception of TikTok's utility as a learning tool, though some students may feel its informal nature limits its educational impact.

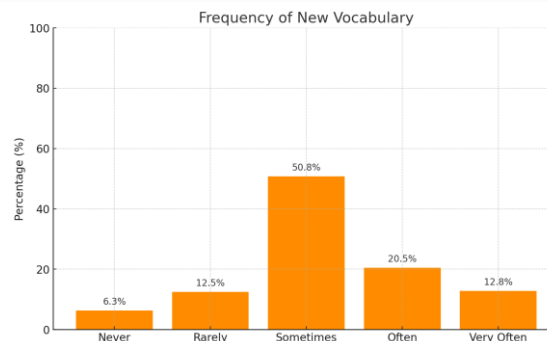


Table 9. Frequency of Nw Vocabulary

The majority of respondents (50.8%) encounter new vocabulary on TikTok "sometimes," followed by 20.5% who encounter it "often." Fewer students reported encountering vocabulary "very often" (12.8%) or "rarely" (12.5%), while only 6.3% said "never." These findings suggest that while TikTok provides opportunities for vocabulary exposure, the frequency varies significantly among students.

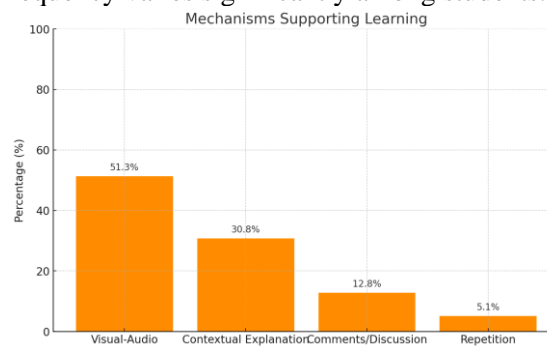


Table 10. Mechanisms Supporting Learning

Visual-audio elements are the most influential feature, chosen by 51.3% of respondents, followed by explaining the contexts (30.8%). Other factors like comments/discussions (12.8%) and repetition (5.1%) were less impactful. This underscores TikTok's strength in using engaging multimedia formats to enhance learning.

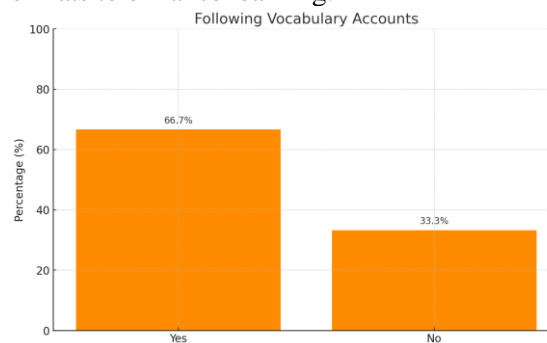


Table 11. Following Vocabulary Accounts

A majority of respondents (66.7%) follow TikTok accounts focused on vocabulary or language learning, while 33.3% do not. This indicates that many students proactively seek educational content, but there is still a sizable group that does not engage with such resources.

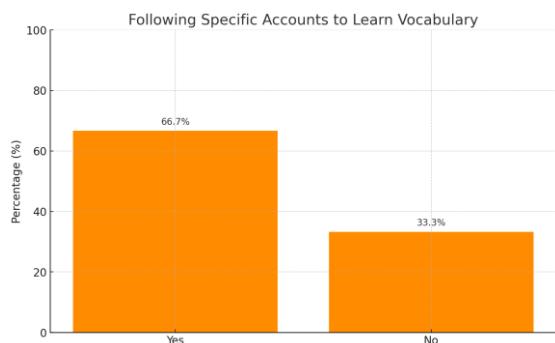


Table 12. Following Specifics to Learn Vocabulary

The data reveals that a majority of respondents, 26 students (66.7%), follow specific TikTok accounts focused on vocabulary or language learning. Conversely, 13 students (33.3%) do not actively follow such accounts. This finding underscores the proactive efforts of many students to enhance their learning experience through curated content. However, the significant proportion of students who do not follow educational accounts suggests that there is untapped potential for promoting these resources. Encouraging more students to engage with vocabulary-focused accounts could enhance their overall learning experience on TikTok.

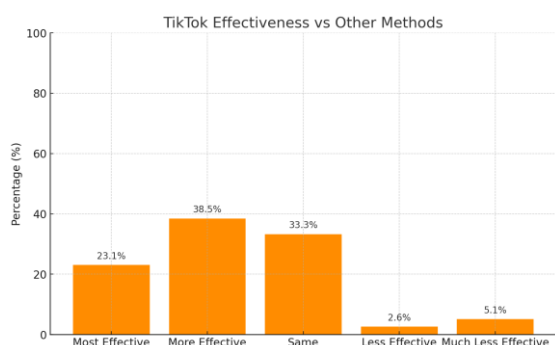


Table 13. TikTok Effectiveness Vs Other Methods

TikTok was rated as more effective or equally effective compared to other methods by the majority of respondents (23.1% most effective, 38.5% more effective, and 33.3% same). Only a small portion found it less effective (2.6%) or much less effective (5.1%).

This suggests that TikTok is perceived as a competitive tool for vocabulary learning alongside traditional methods.

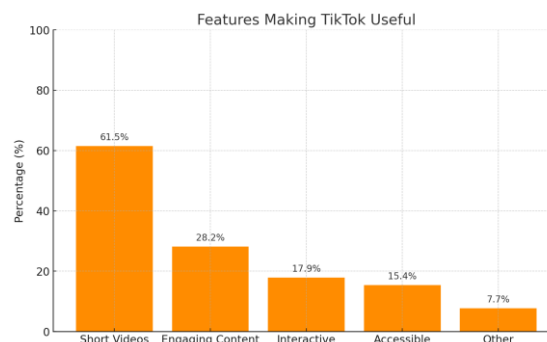


Table 14. Features Making TikTok Use Full

The short video format is the most favored feature, selected by 61.5% of respondents, followed by engaging content (28.2%) and interactive features (17.9%). Accessibility (15.4%) and other features (7.7%) were less frequently chosen. These results highlight the importance of TikTok's quick, visually stimulating content in maintaining students' interest.

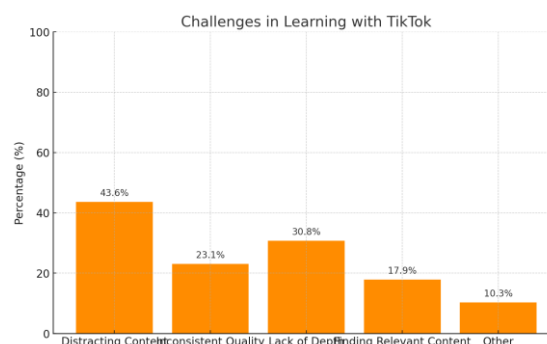


Table 15. Challenges in Learning with TikTok

The most common challenge reported was distracting content (43.6%), followed by inconsistent quality of educational material (23.1%) and a lack of depth in explanations (30.8%). Difficulty in finding relevant content was also noted (17.9%), alongside other issues (10.3%). These findings indicate that while TikTok offers unique learning opportunities, distractions and variability in content quality can hinder its effectiveness.

Interview

Table 2. Results of Interview: Students' Perceived Effectiveness of TikTok in Learning Unfamiliar Vocabulary at SMAN 10 Mataram

Category	Sub-category	Number of Students (N)	Percentage (%)
TikTok Usage for Vocabulary	Frequently uses TikTok	25	64.1
	Occasionally uses TikTok	10	25.6
	Rarely uses TikTok	4	10.3
Perceived Effectiveness	Highly effective	15	38.5
	Moderately effective	18	46.2
	Not effective	6	15.3
Preferred Learning Features	Videos with subtitles	22	56.4
	Visual explanations (e.g., images)	10	25.6
	Pronunciation demonstrations	7	18.0
Challenges Faced	Distracting content	12	30.8
	Lack of relevant vocabulary	14	35.9
	Time management	13	33.3

Results of interviews support the survey findings aforementioned. **TikTok Usage for Vocabulary:** The majority (64.1%) of students frequently use TikTok as a platform to encounter new vocabulary, while a smaller portion occasionally or rarely use it. **Perceived Effectiveness:** Most students (46.2%) find TikTok moderately effective for learning unfamiliar vocabulary. A significant portion (38.5%) considers it highly effective, and a minority (15.3%) finds it not effective. **Preferred Learning Features:** Subtitled videos are the most preferred learning feature (56.4%), followed by visual aids like images (25.6%) and pronunciation-focused demonstrations (18.0%). **Challenges Faced:** Students highlighted several challenges, with the most common being a lack of relevant vocabulary in the content (35.9%), followed by issues like distracting videos (30.8%) and time management (33.3%).

Discussion

This section presents the answers to the research questions explained in Chapter One. There was one primary research question: Students' Perceived Effectiveness of TikTok as a Means for Learning Unfamiliar Vocabulary at SMAN 10 Mataram and how students practice learning English vocabulary using the TikTok application. This section aligns the research findings from the previous section with the research questions. The explanations are as follows: To address the first research question, the researcher used two instruments: questionnaires and interviews. Data collected from these instruments have been presented in

the previous section. Below is a discussion of the results regarding the first research question:

Based on the questionnaire results, all statements predominantly received positive responses from participants. The first part of the questionnaire focused on students' perceptions of their English skills improvement through learning English using TikTok. All statements in the questionnaire were met with positive responses. The results indicated that students hold favorable perceptions regarding their enhanced English skills after engaging with TikTok for learning. These findings are consistent with previous studies conducted by Pratiwi et al. (2021), Zaitun et al. (2021), Cagas (2022), Mandasari et al. (2022), and Novitasari & Addinna (2022).

The questionnaire covered several areas related to English vocabulary skills, such as Demographic Information, TikTok Usage, the Effectiveness of TikTok for Vocabulary Learning, and Comparisons with Other Learning Methods. The first part revealed data on participants' age, gender, and duration of studying English. The statement, "TikTok provides an opportunity to improve my vocabulary skills", received the highest positive response, with 96.7% (39 students) expressing agreement. This indicates that using TikTok to learn English vocabulary can enhance students' vocabulary skills.

These findings are in line with Silaban & Purba (2021), whose study demonstrated that TikTok can effectively improve students' English vocabulary. Similarly, the study by Adnan et al. (2021).

They investigated the effectiveness of TikTok as an educational tool to enhance vocabulary skills. The results showed that most respondents preferred using TikTok for English learning, especially for vocabulary comprehension, compared to the traditional mind-map method. According to Widayati et al. (2023), learning English through TikTok provides an entertaining way for students to practice pronunciation and listening comprehension skills. The first part of the questionnaire revealed that students had a positive perception of using TikTok for learning English.

Vocabulary was identified as the skill that showed the greatest improvement after using TikTok. In interviews, students also reported improvements in various English skills, supported by comparisons of their scores before and after using TikTok. Two students stated that all their English skills had improved, while two others reported increased reading scores, and four mentioned improvements in speaking skills. Regarding vocabulary acquisition, students reported learning 2-5 new words per day, with some acquiring as many as 10-20 words daily.

The second part of the questionnaire explored students' perceptions of their experiences using TikTok for English learning. Students described the experience as fun, confidence-boosting, and motivating. They also felt that TikTok promoted independent learning. One statement from this section received the highest percentage of positive responses, with 90% of students (34) agreeing that learning English vocabulary through TikTok was enjoyable. This finding aligns with a previous study by Fata et al. (2023), which also highlighted TikTok's effectiveness in making English learning enjoyable.

Overall, the questionnaire revealed that students perceive TikTok as a positive and engaging platform for learning English vocabulary. The study by Anumanthan et al. (2022) further supported this, indicating that students not only felt happy using TikTok in lessons but also found the experience more enjoyable compared to traditional methods.

The results from the second part of the questionnaire indicate that most students responded positively to using TikTok as a tool for learning unfamiliar English vocabulary. Their answers in interviews further supported these findings. For instance, Student 3

mentioned that learning English through TikTok was enjoyable. Several students expressed feeling comfortable, excited, and enthusiastic about learning English via TikTok outside of class. This was largely because they could acquire new knowledge while casually scrolling through the app. Students appreciated the opportunity to learn during their free time, which contributed to their overall positive perception. The third part of the questionnaire explored students' perceptions of the convenience of using TikTok for learning English. It highlighted TikTok's ease of use, accessibility at any time and place, and the abundance of English-language content available on the platform.

Regarding statement 10 in the questionnaire, 76.7% (23 students) expressed a positive perception of TikTok as an easy-to-use platform for learning English. This aligns with the findings of Anumanthan and Hashim (2022), where 7 out of 10 students described TikTok as user-friendly, and 9 students mentioned that searching for English lessons on the app was simple. In response to statement 11, 80% (24 students) agreed that TikTok hosts numerous videos featuring English content. This finding is consistent with a previous study by Novitasari et al. (2022), which highlighted the wide range of English-related videos on TikTok. These videos cover various topics aimed at expanding students' English vocabulary. Popular accounts, such as @Jagolingual.com, @LearnMatch, and @discoveryenglishjogja, were identified as valuable resources.

Statement 12 in the third section of the questionnaire received the highest percentage of positive responses. Specifically, 96.7% (29 students) agreed that English vocabulary content on TikTok is accessible anytime and anywhere. This result is in line with the study by Dewi and Arifani (2021), which demonstrated that using TikTok videos for pronunciation practice, supplemented by LINE video calls, provided students with the flexibility to learn at their convenience. Overall, the third part of the questionnaire revealed that most students held positive views regarding the convenience of using TikTok to learn unfamiliar English vocabulary. The interview responses also support the results of the questionnaire. Students expressed the convenience they experienced in learning unfamiliar English vocabulary through TikTok. The first benefit was the ease of using

TikTok to learn unfamiliar English vocabulary. Students mentioned that they could easily learn English through interesting content and features available on TikTok, which can be accessed via cell phones or laptops.

The second advantage was the accessibility of TikTok as a learning medium. TikTok can be used anytime and anywhere, allowing students to learn during their free time and gain new knowledge while relaxing at home. Individuals can access short video platforms like TikTok to browse and view content at any time and location with a network connection (Duan, 2023). Students also highlighted several advantages of using TikTok to learn unfamiliar English vocabulary. They mentioned that TikTok videos can be downloaded and saved to their favorites list, enabling them to watch the videos again whenever they want to review the material. The results of the questionnaire showed that most students provided positive responses.

All questionnaire statements received more than 75% "Yes" responses. The interview answers strongly supported the questionnaire results, indicating that students had a positive perception of using TikTok to learn unfamiliar English vocabulary. Therefore, the perception of eleventh-grade students at SMAN 10 Mataram regarding the use of TikTok in learning unfamiliar English vocabulary is positive.

However, several weaknesses in using TikTok for learning English were identified by students during the interview. The first issue students faced was related to internet data. Some students admitted that they sometimes lacked or ran out of internet data. The second issue was poor signal quality. The third issue mentioned was that the TikTok application occasionally lagged. In line with a previous study by Herlisya et al. (2022), students cannot access TikTok without an internet connection, and the application often experiences slowness on less compatible devices.

The fourth issue was the brevity of the videos, which sometimes prevented students from fully understanding the material. Some students mentioned that when they asked creators for further explanations, the responses were slow or nonexistent. According to Opas (2023), due to the short duration of TikTok videos, students noted insufficient explanations and suggested that creators segment complex content into multiple videos.

The fifth issue involved videos that were no longer available. Some students mentioned that certain accounts were blocked, videos were deleted, or creators restricted access to private viewing. This made it difficult for students to revisit content. The final issue was distraction. Students reported being distracted by unrelated videos, which hindered their focus on learning. Xiuwen & Razali (2021) noted that the abundance of captivating short videos on TikTok could divert students' attention from English learning.

To address these problems, students have implemented several solutions. To overcome internet data issues, they purchase additional data or ask for a hotspot from others. When faced with poor signals, they move to locations with better reception or continue studying later when the signal improves. If the application lags, students wait until the app functions normally. For videos that are too short, students leave comments requesting further explanations. If creators do not respond, students seek additional information from the internet or school books.

To prevent losing access to videos, students download content beforehand. If an account is blocked, they search for similar content from other creators. To minimize distractions, students remind themselves to stay focused on the material they intend to learn.

Based on the data findings, six methods were identified that students use to learn unfamiliar English vocabulary through TikTok. The first method is enabling subtitles. Two students reported using subtitles to learn English on TikTok. Student 1 watched videos attentively, focusing on the subtitles to correct her vocabulary. Similarly, Student 7 enabled subtitles when watching English content from foreign accounts on her For You Page and noted down unfamiliar words. The use of subtitles allows students to simultaneously hear and read sentences, enhancing their reading comprehension, listening skills, phonetics, and spelling. This exposure also indirectly improves their vocabulary by familiarizing them with grammar patterns (Li & Medic, 2021).

The second method involves note-taking. Three students adopted this strategy to learn unfamiliar English vocabulary through TikTok. Student 4, Student 5, and Student 7 used this approach. Student 4 recorded English words and sentences, while Student 5 noted down words he

found important to learn. Student 7 jotted down English words she encountered for the first time. Note-taking is beneficial for language learning as it encourages understanding and aids in long-term retention of material. According to Piolat et al. (2005), note-takers, as readers, must comprehend information and, as learners, strive to retain it through the act of writing.

The third method is searching for accounts that focus on English. Student 6 employed this strategy to expand her vocabulary and improve pronunciation. She intentionally searched for accounts dedicated to teaching English on the Search Page. By following these accounts, she aimed to learn new words and their correct pronunciation. As noted by Paz-Domínguez et al. (2023), TikTok offers diverse content that can help English learners enhance their pronunciation and deepen their language understanding. The fourth method is paying attention to the creator's explanations. Student 2 and Student 7 mentioned that they learn English by focusing on the explanations provided by content creators. This method is commonly used and encourages active engagement. Nabilah et al. (2021) state that TikTok motivates students to stay attentive and actively participate in the learning process.

Fifth, watch the videos that appear on the For You Page. Three students used this method: Student 3, Student 5, and Student 7. They reported watching English content videos that appeared on their For You Page. These students engaged with English videos that surfaced organically. On TikTok, the For You Page curates content based on user interactions such as likes, searches, and saved videos or sounds. Consequently, if students interact with accounts discussing English, videos related to English are more likely to appear frequently. This method not only sounds enjoyable but also proves useful for learning English while casually scrolling TikTok. Student 3 mentioned she learned new vocabulary from videos, such as the abbreviation 'IMO,' which stands for 'in my opinion.'

Next, some students used Google Translate to check English words. Student 4 adopted this method by noting down necessary material, including words and sentences. When encountering difficult words, he used Google Translate, often by scanning them with Google Lens. Medvedev (2016) highlights that Google Translate's rapid and accurate dual translation

services across multiple languages make it a valuable tool. Students increasingly recognize its benefits, leading to higher usage both inside and outside the classroom. In conclusion, students utilize TikTok in various ways to learn English outside the classroom. Six primary methods were identified: enabling subtitles, taking notes, following English-focused accounts, paying attention to creators' explanations, watching For You Page videos, and using Google Translate.

The researcher also inquired about students' preferences regarding TikTok videos for learning English. Some students preferred local content. Student 1, Student 5, and Student 6 mentioned that local accounts frequently appeared on their For You Page. A study by Bahri et al. (2022) categorized English content on TikTok into vocabulary, grammar, pronunciation, and common mistakes. This content, created by popular Indonesian creators (@eranitri, @prajaelfikri, @floandday, @zulfazida, and @juannazhen), was published between 2020 and 2021. Other students preferred foreign content. Amalia (2022) found that the language style of foreign creators enhances speaking skills. Exposure to English content from international creators helps users improve pronunciation, communication, and speaking abilities.

Additionally, two students preferred engaging content. Student 7 expressed a preference for videos that utilize captivating images and illustrations to explain English concepts. Rasyid et al. (2023) found that TikTok English content is not only entertaining but also educational. Creators use visual aids and storytelling to simplify complex topics. Paz-Domínguez et al. (2023) emphasize that TikTok's video format suits auditory and visual learners by offering varied content, repetition, and concise explanations.

Concise videos were another preference. Student 6 found short videos easier to remember. Duan (2023) noted that brief videos efficiently present educational material, making learning more accessible during free time. Paz-Domínguez et al. (2023) also highlighted that short videos maintain student interest by avoiding lengthy and monotonous explanations.

Moreover, four students preferred accounts dedicated to English discussions. Student 3 and Student 4 mentioned @aarons.english, an online course covering

pronunciation, sentence construction, and translation (Listiyowati et al., 2023). Student 6 expressed interest in videos focusing on speaking and pronunciation.

Some students enjoyed vlogs. Student 1 liked travel vlogs by foreign creators, as they offer an immersive experience. Pranata and Rizki (2023) define vlogs as video blogs that showcase daily activities, providing an engaging platform for English learning. Watching vlogs with subtitles can improve listening skills and expand vocabulary (Ikhlasa & Suryadi, 2023).

Finally, tutorial videos were popular. Student 1 enjoyed drawing tutorials by Japanese creators. Milošević (2022) found that video tutorials positively influence language skills, demonstrating that visual instruction enhances learning outcomes. In summary, students identified seven preferred types of TikTok videos for learning English vocabulary: local accounts, foreign accounts, engaging content, concise videos, English-focused accounts, vlogs, and tutorials.

CONCLUSION

The findings reveal that most students view TikTok positively as a platform for learning English vocabulary. Students believe TikTok enhances their skills in listening, speaking, vocabulary, grammar, and pronunciation. They perceive learning through TikTok as enjoyable, confidence-boosting, and motivating. Additionally, TikTok's accessibility and abundance of English content make it a convenient and effective learning tool. This study identified six methods students use to practice learning English through TikTok outside the classroom. These include enabling subtitles, taking notes on essential materials, following accounts that focus on English, paying attention to creators' explanations, watching videos recommended on the For You Page, and checking unfamiliar English words on Google Translate. The study also revealed students' preferences for English-learning content on TikTok, highlighting interest in both local and foreign accounts. Notably, @aarons.english was mentioned as a favored native English creator. Students expressed a preference for visually engaging and concise videos, with interests spanning educational English content, travel vlogs, and drawing tutorials by foreign creators.

SUGGESTION

After concluding the research findings and discussion, the researcher provides several suggestions for teachers, students, and future researchers. These are the recommendations provided by the researcher:

1. Teachers

The use of TikTok for learning unfamiliar English vocabulary in the classroom has been proven to receive positive perceptions from students, therefore the use of TikTok for learning English unfamiliar vocabulary the class as a medium for learning English must continue. So the researcher suggest teachers to help students apply TikTok to learn English vocabulary, helping direct them to use it well. This study can also be used as material for consideration by teachers before creating strategies, implementing learning methods, applying media, and others using TikTok or similar platforms.

2. Students

This study showed how students view TikTok as a tool for learning unfamiliar English vocabulary. The positive perceptions given by students in this study can offer insights to students who were not part of the study such as tenth-grade students from other vocational schools or equivalent schools. The results of the study may inspire them to regard TikTok as an educational tool and encourage them to use it for English learning unfamiliar vocabulary.

3. Further Researchers

This study provides information about students' perceptions of the use of TikTok in learning English outside the class for tenth-grade students at SMAN 10 MATARAM. That way, if students like interacting with accounts that discuss English, there is a big possibility that videos discussing English are likely to often appear on their For You Page.

ACKNOWLEDGMENT

This paper and the study behind it would not have been possible without the exceptional support of my supervisors and examiner. Their knowledge, enthusiasm, and exacting attention to detail have been an inspiration and kept my work on track. Additionally, special thanks to my parents, sisters, and friends who always give their

support to me during my study. All your kindness is destined to always be remembered.

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