

Students' Perception in Enhancing Vocabulary through Video-Sharing Social Media Platform: Tiktok

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Abstract

This study aims to explore and describe students' perceptions of using TikTok to improve vocabulary mastery. The participants in this study were junior high and high school students who actively used TikTok to learn English. A total of 35 students participated by filling out questionnaires, and several were interviewed. The researcher employed a purposive sampling technique to select participants. This research used a qualitative case study method, collecting data through questionnaires, interviews, and vocabulary tests. The results indicate that students positively perceive using TikTok for vocabulary learning. They found it enjoyable, easy to access, and engaging, which motivated them to learn more new vocabulary. TikTok also helps students to discover new vocabulary informally and causally, but there are challenges such as difficulty understanding certain accents and occasional technical issues like app lagging. Despite these challenges, TikTok was a valuable supplementary tool for vocabulary learning, contributing to students' overall language development.

Keywords: Tiktok; Students; Perception; Vocabulary; Video-Sharing.

INTRODUCTION

English holds immense importance for students due to its multifaceted benefits. Firstly, it serves as a global language, facilitating effective communication with individuals from diverse linguistic and cultural backgrounds, making it a crucial skill in an increasingly interconnected world. Academically, proficiency in English is often a prerequisite for success, enabling students to access a wealth of educational resources, research papers, and academic discussions.

Learning English through social media offers a dynamic and engaging approach to language acquisition. By following a variety of English-language accounts on media social platforms, learners can expose themselves to diverse content, including news, influencers, and educational platforms. Some people do not understand that social media has an impact on students. Many media social platforms are present and easy to access, including Instagram, Twitter, YouTube, TikTok, etc.

One such platform, TikTok, has garnered immense popularity for its short-form videos and captivating content. TikTok is a short video social media platform founded in 2016 by Zhang Yiming and owned by ByteDance. This application was previously called Douyin, a term that exploded in China. (Darvin, 2022; Maes & Vandenbosch, 2022). While initially recognized for entertainment, TikTok has

also become an unexpected avenue for learning across diverse subjects. TikTok is a social media that gives compelling learning openings to assist the instructing and learning handle.

LITERATURE REVIEW

A. Students' Perception

Perception, as elucidated by Sekuler and Blake (1990), is a sophisticated amalgamation of both conscious and unconscious experiences and thoughts stemming from cognitive processes within the human brain. Particularly relevant for students, this perceptual phenomenon involves an individual's deliberate awareness and understanding, giving rise to emotions and thoughts. Similarly, Slameto (2003) characterizes perception as a biological process centered in the brain, propelled by the reception and interpretation of information through the five senses: sight, hearing, smell, taste, and touch. Investigating visual perception (sense of sight) and auditory perception (sense of hearing), the former encompasses both conscious and subconscious mechanisms within the brain responsible for decoding visual stimuli, such as colors and shapes, contributing to a holistic understanding of the external environment. In a parallel vein, auditory perception engages cognitive processes to interpret sound stimuli, including the recognition of language, music, and various environmental sounds. Collectively, these constructs underscore the intricate interplay of conscious awareness, cognitive intricacies, and the pivotal roles played by the senses of sight and hearing in shaping an individual's perception of the world.

On the other hand, the second passage emphasizes that perception is a universal process experienced by everyone to comprehend information about the surrounding environment through the human senses. Michael (1999) notes that perception is a process that generates impressions and thoughts about something. It involves receiving, organizing, and interpreting stimuli, as stated by Gibson (2006). Eggen and Kauchak (2001) argue that perception is a process through which individuals provide meaning to their experiences. Schmitz (2009) adds that perception is the way of selecting, organizing, and defining the meaning of information. Reitz (1987) suggests that perception encompasses all the processes people use to gather information about their environment. In essence, perception is a comprehensive cognitive process where individuals use their human senses to receive, organize, interpret stimuli, and derive meaning from their experiences in the surrounding environment. It is a cognitive process involving the human senses to understand and interpret stimuli, providing meaning to experiences by receiving, organizing, and interpreting stimuli and selecting, organizing, and defining the meaning of information, a truly comprehensive cognitive process.

a) Indicators

According to Gerungan (1991) and Baz (2010), the complexity of perception involves three distinct facets: cognitive aspects, affective aspects, and conation aspects.

Cognitive Aspect (Perceptual Component)

The cognitive aspect of perception involves the recognition of stimuli and the establishment of connections when receiving information. This facet encompasses various components, including **knowledge, perspectives, expectations, cognitive processes, methods of acquiring knowledge, and past experiences**. According to Bernann (2015), the cognitive is understood to be **thoughts and beliefs** that are held about the topic. Additionally, Garcia-Santillan et al. (2012) claimed that the cognitive component deals with how someone **perceives their capacity for understanding and seeing an object**. The reasons lead to the conclusion that the cognitive component is the application of beliefs or thoughts to an object in the mind. The mental processes of individuals shape their perception, and one's viewpoint of an object is influenced by the knowledge they possess or events they have observed in their daily lives. In essence, the cognitive aspect plays a crucial role in shaping an individual's understanding of an object.

Affective Aspect (Emotional Component)

The affective aspect of perception is centered around **emotions** and an individual's emotional state toward a particular item. It encompasses the evaluation of something as good or bad based on emotional components. According to Haddock in Euler (2010), the affective component of attitude refers to **emotions and sentiments** elicited by specific attitude objects, such as joy, fun, anxiety, or fear. Experiences, whether pleasant or negative, have an impact on emotions. This aspect delves into how stimuli are classified and categorized based on an individual's emotional response. Importantly, people's perceptions of objects can undergo changes based on their emotional states, often influenced by early teachings regarding ethics and morals. Thus, the affective aspect highlights the impact of emotions on shaping perceptions.

Conation Aspect (Behavioral Component)

Referred to as the conation aspect, this facet pertains to **desire-related** elements, including **attitudes, motives, behaviors**, and activities based on how an individual perceives a specific object. The classification and personal interpretation of a stimulus significantly influence how people behave toward that object. In addition, Kara (2009) said that engaging in good conduct results in the manifestation of **positive attitudes**, kids demonstrating a want to learn more, students being more willing to solve problems and gain knowledge, and students developing valuable abilities. In everyday life, contextual factors play a pivotal role in shaping individual behavior, illustrating the dynamic interplay between perception and actions.

In summary, Baz's three-fold framework emphasizes the intricate interconnections of cognitive, affective, and conation aspects in shaping the multifaceted process of perception. Each aspect contributes uniquely to the way individuals recognize, feel about, and respond to stimuli in their environment.

B. Vocabulary Mastery

The comprehension and mastery of vocabulary constitute a multifaceted understanding, as expounded by scholars such as Richard in Schmitt (1997: 241), Rahman (2021), and Cameron (2001: 78). According to Richard, vocabulary mastery extends beyond mere knowledge of a word's meaning; it encompasses awareness of its frequency, contextual usage, syntactic behavior, underlying form, derivations, word associations, and semantic features. In alignment with these perspectives, Cameron (2001: 78) underscores that vocabulary skills are comprehensive, including pronunciation, spelling, grammar, and meaning. This holistic view posits that a proficient vocabulary user is one who not only comprehends the meanings of words but is adept at their pronunciation, spelling, grammatical usage, and contextual appropriateness. Therefore, the construct of vocabulary mastery, as derived from these theories, encapsulates a nuanced blend of linguistic competence, contextual awareness, and contemporary relevance, recognizing that language acquisition goes beyond isolated word meanings to encompass broader language skills essential for effective communication in diverse settings, including social media platforms. Rahman (2021) further emphasizes the contemporary relevance of vocabulary mastery, particularly in the realm of social media, asserting that students should not only grasp word meanings but also understand the nuances of frequently used expressions, particularly on platforms like TikTok.

a) Indicators of Vocabulary Mastery

Researchers have identified several key indicators that can assess mastery of vocabulary. These include meaning, written form, spoken form, grammatical behavior, collocation, register, association, and frequency (Schmitt, 2000). Additional elements involve word meaning (synonym, antonym, connotation, and denotation) and extending word use (idioms, word combination collocation, and grammar) (Harmer, 2001). Synthesizing these expert perspectives, the main measurable signs of strong vocabulary comprehension and competence include knowledge of word form, meaning, and use in diverse linguistic situations. Testing and evaluation methods can focus assessment on these aspects of lexical proficiency - that is, one's grasp of word structures, definitions, and appropriate application to communicate ideas effectively.

b) CEFR Level for Indonesia Senior High School

In the global landscape of education, standardized frameworks such as the Common European Framework of Reference for Languages (CEFR) are crucial for maintaining consistency and proficiency in language learning. Indonesia's

adoption of CEFR levels in Senior High Schools (SHS) signifies a significant stride towards aligning language education with international standards. Reaching the B1 level in the CEFR framework is a noteworthy accomplishment for SHS students in Indonesia, marking an important milestone in their language proficiency journey. This essay explores the significance of achieving the B1 CEFR level, highlighting the acquired skills and the opportunities it presents for students.

C. Social Media

a) Social media's Definitions

In today's digital age, the term 'social media' has evolved to encompass a wide array of online platforms and technologies. Characterizes social media as a 'platform to create profiles, make explicit and traverse relationships' (Boyd & Ellison, 2008). However, the landscape of social media is far more complex and expansive, as highlighted by Kaplan and Haenlein's 2010 taxonomy, which categorizes the field into six distinctive categories: Blogs, Social Networking Sites, Collaboration Projects, Content Communities, Virtual Social Worlds, and Virtual Game Worlds (Kaplan & Haenlein, 2010).

Kietzmann et al. elaborate on the concept, describing social media as 'web-based applications which provide functionality for sharing, relationships, group, conversation, and profiles' (Kietzmann et al., 2011). This multifaceted phenomenon has also been referred to as 'social media sites' (Diga & Kelleher, 2009) and as 'a set of information technologies that facilitate interactions and networking' (Kapoor et al., 2017; Oestreicher-Singer & Zalmanson, 2013). The intertwining of social media with Web 2.0 technologies is a pivotal aspect of this landscape.

Huang and Benyoucef (2013) underline this connection by defining social media as 'Internet-based applications built on Web 2.0,' while Web 2.0 itself is described as 'a concept and platform for harnessing collective intelligence.' Rooted in open source ideology and characterized by collaborative, free-sharing user practices, Web 2.0 advances have been instrumental in the rise of User Generated Content (UGC), allowing users to create and share content without censorship and at minimal cost (DesAutels, 2011). Social media has become increasingly pervasive, shaping modern life in profound ways. In January 2019, a staggering 3.484 billion people worldwide were classified as active social media users, constituting 45% of the global population (Kemp, 2019).

In conclusion, the term 'social media' has evolved into a multifaceted phenomenon, encompassing various online platforms and technologies that facilitate sharing, relationships, group interactions, and user-generated content. Kaplan and Haenlein taxonomy identifies six distinctive categories within the realm of social media, emphasizing its complex and expansive nature. The

intertwining of social media with Web 2.0 technologies, characterized by collective intelligence and user collaboration, has been instrumental in the rise of user-generated content, allowing for unprecedented levels of connectivity and expression.

Moving forward, it is essential to explore the diverse types of social media that contribute to this dynamic landscape. Social media platforms can be broadly categorized into several types, each serving unique purposes and fostering different modes of interaction. Understanding these types is crucial for navigating the digital landscape effectively and harnessing the potential benefits of social media in various contexts.

b) Type of social media

Based on these clarifications of Web 2.0 and UGC, Social Media is a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content. Within this general definition, various types of Social Media need to be distinguished further. However, although most people would probably agree that Wikipedia, YouTube, Facebook, and Second Life are all part of this large group, there is no systematic way in which different Social Media applications can be categorized.

One example of this type of social media is Short-form video platforms. Short-form video platforms are social media platforms that specialize in hosting and sharing brief, engaging videos. These videos are typically limited in duration, ranging from a few seconds to a few minutes. Short-form video content has gained immense popularity in recent years, driven by the rise of smartphones, improved internet speeds, and the desire for quick, easily digestible entertainment. Several short-form video platforms have emerged, each with its unique features and user base. For example Instagram Reels, Snapchat Spotlight, YouTube Shorts, Twitter, and Tiktok. TikTok stands out as a leading and extensively utilized platform for short-form videos.

In conclusion, the evolution of 'social media' from a simple platform for relationships to a multifaceted network of online categories underscores its dynamic nature. The taxonomy by Kaplan and Haenlein (2010), the functionality emphasized by Kietzmann et al. (2011), and the integration with Web 2.0 technologies (Huang & Benyoucef, 2013) collectively illuminate the complexity of this digital landscape. The sheer magnitude of global users, as evidenced by 3.484 billion in January 2019 (Kemp, 2019), highlights social media's pervasive impact on modern communication. In essence, the collaborative and interconnected principles of social media continue to redefine societal interactions in our ever-evolving digital age.

D. Tiktok

In 2014, short videos have received favor in recent years. Due to its “short” nature (usually less than 60 s), the short video is very suitable for playing on mobile terminals and convenient for users to share on various social platforms. TikTok, known as Douyin in its country of origin, has emerged as a sensation that transcends generational boundaries (Du et al., 2020). With its ability to captivate the hearts of individuals spanning all age groups, TikTok stands out as a social media platform like no other. This platform, characterized by short, engaging videos, has not only become a cultural phenomenon but also a focal point of discussion regarding the prevalence of social media addiction.

TikTok reigns supreme as the most popular social media platform, further highlighting its cultural significance (Jung and Zhou, 2019). TikTok empowers users to capture memorable moments, offering a unique blend of entertainment, but its allure has also brought to the forefront a pressing issue—the rise of social media addiction (Smith and Short, 2022). The concept of 'social media addiction' embodies the idea that users of platforms like TikTok may experience addiction-like symptoms or a lack of self-discipline in their usage (Casale et al., 2018; Klobas et al., 2018; Tarafdar et al., 2020). The growing popularity of TikTok, its advanced algorithm system, and a user demographic primarily comprising adolescents and young adults with short attention spans make it a unique focal point in the discussion of social media addiction. This paper delves into the multifaceted landscape of TikTok, examining its rapid growth, the complex dynamics of its algorithmic features, and the implications of its user demographics, especially in China, to explore the escalating issue of social media addiction.

TikTok is a popular social media platform known for its short-form videos. It was launched in 2016 by the Chinese company ByteDance. Users can create, share, and discover 15 to 60-second videos set to music. The platform's algorithm uses artificial intelligence to personalize content based on user preferences and engagement. Many studies agree that video is one of several types of instructional material that may effectively help students learn more because it is accessible and allows students to handle it with pause and rewatch content as needed. Yükselir & Kömür (2017) mentioned that video could be a powerful tool for communicating information in an appealing audiovisual manner.

a) TikTok's Algorithm

TikTok often covers topics like user behavior, content creation, the algorithm's influence, and its broader societal implications. The presence of sophisticated technology in the TikTok application can provide a very good process algorithm, namely that users are given video displays according to user needs and preferences accurately, freedom of user access and sharing videos that

appear or pass in various ways, existing content is also always up to date with developments. community, all users, both artists and content creators, can create and share them (Hasiholan et al., 2020).

Studies have analyzed factors affecting virality, and the platform's impact on culture and communication. TikTok enables users to capture memorable moments and create short-form videos to record their lives. It brings lots of entertainment to people but is also becoming a new form of social media addiction (Smith and Short, 2022). The term, social media addiction, refers to the consistency of addiction-like symptoms or a lack of self-discipline regarding social media (Casale et al., 2018; Klobas et al., 2018; Tarafdar et al., 2020).

E. Tiktok for ELT

TikTok not only serves as a prominent short-form video platform but also plays a role in fostering language learning among students, offering a medium for acquiring new words and enhancing vocabulary applicable to their writing (Khan et al., 2016). Moreover, social media, including platforms like TikTok, contributes to the improvement of students' learning and speaking skills by facilitating conversations with native English speakers (Ehsan & Nasri, 2019). According to Mubarak's study in 2016, students find the use of social media enjoyable, attributing it to the element of fun it brings to their learning experiences. Hemmi, Bayne, and Land (2009, as cited in Erarslan, 2019) emphasize that social media has become an integral aspect of students' lives, suggesting that its extensive use could effectively be harnessed for educational purposes.

Furthermore, Omar et al. (2012) advocate for the use of social media as a tool in the learning process, particularly for English as a Foreign Language (EFL) students. They argue that incorporating social media into education provides EFL students with opportunities to practice the language beyond the confines of traditional classrooms, thereby offering a more dynamic and immersive language learning experience.

In this research, the researcher will investigate students' perception of TikTok in enhancing vocabulary mastery. Existing studies suggest that students generally find social media, including TikTok, enjoyable and attribute this to the element of fun it brings to their learning experiences (Mubarak, 2016). The perception seems positive, emphasizing the potential for engaging vocabulary enhancement. While the literature provided doesn't explicitly address challenges, potential obstacles could include issues related to content quality, distractions, or concerns about the reliability of information. Exploring these challenges in the researcher could provide valuable insights into optimizing vocabulary learning on TikTok. The literature implies a positive impact on vocabulary enhancement through TikTok and other social media platforms (Khan et al., 2016). However, the researcher could delve deeper into the specific extent to which TikTok influences vocabulary mastery and whether certain factors enhance or hinder its effectiveness.

RESEARCH METHOD

In conducting the study, the writer uses the kind of research method of qualitative approach because the aim is to describe and explain students' perceptions of the use of TikTok for learning English. Creswell (2009) characterized qualitative research as an investigative approach that delves into and comprehends the significance of individuals or groups about a social or human problem. Meanwhile, Yin (1984) defined the case study research method as an empirical examination that scrutinizes a contemporary phenomenon within its authentic real-life setting, particularly when the distinctions between the phenomenon and its context are unclear.

In determining the participants, the researcher used a purposive sampling technique. A purposive sampling method was utilized to select participants based on the research questions and objectives (Marshall, 1996). This approach aimed to ensure the participants could provide valuable insights and contribute to the research findings. This study's participants were students learning the English language with TikTok, a total of 34 students who filled out a questionnaire and 9 interviewees.

FINDINGS

- **Students' perception of TikTok in learning vocabulary**

1. Cognitive

Table 1

Cognitive Indicators

The Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Knowledge (By watching vocabulary learning videos via TikTok, I can improve my English vocabulary.)	41,2%	50%	8%	0%	100%
Expectations (Using TikTok doesn't make it easier for me to understand English vocabulary.)	23,5%	20,6%	26,5%	29,4%	100%
Hope (I hope that using TikTok can help me find content related to new vocabulary)	52,9%	36,3%	2,9%	8,8%	100%
Ways of Thinking (I have difficulty understanding English vocabulary through TikTok content.)	5,9%	11,8%	58,8%	23,5%	100%

Cognitive Indicators can be seen on Tabel 4.1 based on statistical data from the questionnaire, which reveals respondents' perceptions of learning English vocabulary through

TikTok, highlighting four key indicators: Knowledge, Expectations, Hope, and Ways of Thinking. For the Knowledge indicator, 91.2% of respondents believe that watching vocabulary learning videos on TikTok could enhance their English skills, with 41.2% strongly agreeing and 50% agreeing, while only 8% disagree. This suggests a strong consensus on TikTok's effectiveness as a learning tool. However, the Expectations indicator shows more divided opinions. While 44.1% of respondents have positive expectations (23.5% strongly agree and 20.6% agree), a combined 55.9% find it less effective (26.5% disagree and 29.4% strongly disagree), indicating skepticism about TikTok's ability to facilitate easier understanding of English vocabulary.

Regarding the Hope indicator, 89.2% of respondents are optimistic that TikTok can help them find new vocabulary content, with more than half (52.9%) strongly agreeing. This reflects a hopeful attitude towards TikTok's potential as a resource for discovering new words. In terms of the Ways of Thinking indicator, 82.3% of respondents do not find it difficult to understand English vocabulary through TikTok content, with 58.8% disagreeing and 23.5% strongly disagreeing with the statement. Only 17.7% agree or strongly agree that they have difficulty, indicating that most respondents find TikTok content accessible. Overall, the data indicates a generally positive attitude towards using TikTok for vocabulary learning, particularly in terms of hope and knowledge improvement, despite some divided opinions on the ease of understanding content.

This data is further supported by research conducted through interviews, where a majority of participants agree that TikTok is an engaging platform for learning new vocabulary. They also concur that TikTok is a fun, easy, and practical way to entertain oneself while acquiring new language skills. The combination of questionnaire data and interview responses underscores TikTok's effectiveness as both an educational and entertaining tool, reinforcing its potential for enhancing English vocabulary learning.

“Maybe because today's children prefer TikTok, so it seems quite helpful, for example, if educational videos are posted on FYP, it's quite helpful, so they can be watched, if not skipped by the children themselves.”

[Intv_G_Q4]

“Because I can learn anytime and anywhere”

[Intv_S_Q12]

From the interview, it's evident that participants view TikTok as not only a tool for learning but also as a source of entertainment. They find TikTok enjoyable, easy to use, and practical for entertainment purposes. The participants also acknowledge that TikTok's algorithm, particularly the For You Page (FYP), plays a significant role in making educational content accessible and engaging for users, including children. This suggests that TikTok's combination of entertainment and educational content can cater to different preferences and effectively engage users in learning activities while keeping them entertained.

The study reveals that most students (91.2%) view TikTok as an effective tool for improving their English vocabulary, with a large portion expressing strong or moderate agreement on its usefulness. However, when it comes to expectations, opinions are more divided, with 55.9% feeling that TikTok may not be as effective in aiding comprehension of vocabulary, showing some skepticism about its educational depth. Interviews support TikTok's role as both an engaging and practical learning platform, with its algorithm (For You Page) helping expose users to educational content. Despite mixed feelings on its effectiveness for in-depth understanding, students generally appreciate TikTok's ease of use and its ability to help them discover new vocabulary in a fun, accessible way.

2. Affective

According to Haddock and Euler (2010), the affective component of an attitude specifically refers to the emotions and sentiments that are elicited by particular attitude objects. This component of attitude is concerned with the emotional reactions people have towards objects, ideas, people, or situations. For example, when thinking about a certain topic or engaging in a particular activity, an individual might feel emotions such as joy, fun, anxiety, or fear.

Table 2
Affective Indicators

The Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Emotions I can enjoy learning English related to new vocabulary through the Tiktok application.	38,2%	50%	8,8%	2,9%	100%
I felt disappointed because I had difficulty getting content related to new vocabulary.	19%	38,1%	38,1%	4,8%	100%
Sentiments I feel that the Tiktok application is the most suitable application for learning English regarding new vocabulary.	17,6%	52,9%	23,5%	5,9%	100%
I feel that Tiktok is an application that is not suitable for use in learning English vocabulary.	11,8%	17,6%	47,1%	23,5%	100%

The insight into respondents' affective indicators are presented in table 4.2 provides insights into respondents' emotions and sentiments regarding the use of TikTok for learning new English vocabulary, categorized into four indicators: enjoyment of learning, disappointment with content availability, appropriateness of TikTok for learning, and unsuitability of TikTok for learning. For the enjoyment of learning, a significant majority (88.2%) enjoy learning new English vocabulary through TikTok, with 38.2% strongly agreeing and 50% agreeing, while only a small portion (11.7%) disagree or strongly disagree. Regarding disappointment with content

availability, opinions are more mixed. While 57.1% feel disappointed (19% strongly agree and 38.1% agree) due to difficulty finding new vocabulary content, 42.9% do not share this sentiment (38.1% disagree and 4.8% strongly disagree).

In terms of the appropriateness of TikTok for learning, a majority (70.5%) believe TikTok is a suitable app for learning new English vocabulary, with 17.6% strongly agreeing and 52.9% agreeing. However, 29.4% do not find it suitable (23.5% disagree and 5.9% strongly disagree). Conversely, most respondents (70.6%) disagree with the statement that TikTok is unsuitable for learning new English vocabulary, with 47.1% disagreeing and 23.5% strongly disagreeing. Only a minority (29.4%) agree or strongly agree with the unsuitability statement. Overall, the data indicates that while there is some disappointment regarding the availability of relevant content, the majority of respondents enjoy using TikTok to learn new English vocabulary and find it an appropriate tool for this purpose, reflecting a generally positive view of TikTok as a learning resource.

The affective component of an attitude refers to emotions and sentiments elicited by specific attitude objects, such as joy, fun, anxiety, or fear. Experiences, whether pleasant or negative, have an impact on emotions. The researcher found the perception of the affective aspect that TikTok application is the most suitable application for learning English related to new vocabulary. Some participants agreed that TikTok is a very suitable social media for learning new vocabulary. After the researcher conducted interviews with several participants, it was found that TikTok helped them understand more about vocabulary.

"Because TikTok is fun and there are lots of new things to learn too"

[Intv_B_Q13]

"I prefer the one on TikTok because I open TikTok most often."

[Intv_Lo_Q5]

From the interviews conducted, it can be concluded that TikTok is perceived positively by users as a platform for learning new English vocabulary. The affective component of attitude plays a significant role in this perception, as users associate TikTok with enjoyment and frequent usage. Participants specifically noted that TikTok's fun and engaging nature, combined with its frequent use, makes it an effective tool for vocabulary acquisition. This suggests that the emotional and experiential aspects of TikTok contribute to its suitability for educational purposes, particularly in learning new vocabulary.

In conclusion, the data from the survey reveals valuable insights into respondents' emotions and sentiments regarding the use of TikTok for learning new English vocabulary. While there is some disappointment regarding the availability of relevant content, the majority of respondents express enjoyment of learning through TikTok, finding it an appropriate and suitable tool for this purpose. The affective component of attitude, as evidenced by the interviews

conducted, plays a significant role in shaping the positive perception of TikTok as a platform for vocabulary acquisition. Participants highlighted TikTok's fun and engaging nature, emphasizing its effectiveness in learning new vocabulary. Therefore, it can be concluded that TikTok is perceived positively by users, with its emotional and experiential aspects contributing to its suitability for educational purposes, particularly in the context of vocabulary acquisition.

3. Conation

The Conation aspect of perception includes desire-related elements, including attitudes, motives, behaviors, and activities based on how an individual perceives a specific object.

Table 3
Conation Indicators

The Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Attitudes TikTok makes me want to keep learning new vocabulary through the application.	32,4%	35,3%	23,5%	8,8%	100%
Motives TikTok makes me unmotivated to learn new vocabulary through the application.	11,8%	14,7%	32,4%	41,2%	100%
Behaviors I often note down new vocabulary I find on TikTok.	11,8%	41,2%	29,4%	17,6%	100%
Activities based on how an individual perceives a specific object I rarely open the TikTok application to learn new vocabulary.	11,8%	17,6%	47,1%	23,5%	100%

The Conation Indicators in table presents data on user attitudes, motives, behaviors, and activities related to learning new vocabulary through the TikTok application, evaluated using a four-point Likert scale. Regarding attitudes, the majority of respondents (67.7%) either strongly agree or agree that TikTok encourages them to continue learning new vocabulary, indicating a generally positive perception of the app as a tool for vocabulary acquisition. In terms of motivation, a significant majority (73.6%) disagree or strongly disagree that TikTok makes them unmotivated to learn new vocabulary, further supporting its role as a motivating platform.

When examining behaviors, 53% of respondents often note down new vocabulary they encounter on TikTok, demonstrating active engagement with the content. However, 47% do not engage in this behavior, highlighting variability in user interaction. Finally, the perception-based activities show that 70.6% of respondents disagree or strongly disagree that they rarely open TikTok to learn new vocabulary, indicating that many users do use the app for this purpose,

although 29.4% do not. Overall, the data suggest that TikTok is generally viewed as a positive and motivating tool for vocabulary learning, with most users engaging actively, although a notable minority remain less motivated or engaged.

The findings from the interview also indicated that TikTok helps students find motivation in new ways that are fun, interesting, and practical.

"Yes, it helps sometimes, at school when the teacher explains something, I don't understand, but then suddenly the video came out after the lesson this afternoon, it's like I already understand."

[Intv_M_Q6]

"If in the past I usually wrote it down on my cellphone notes, now I can just save it in the application feature."

[Intv_Lo_Q6]

Based on the interviews, it's clear that TikTok motivates students in unique and enjoyable ways. For instance, students find that TikTok videos can clarify concepts they didn't grasp in class, making learning feel more accessible and engaging. Additionally, the app's feature to save videos allows them to easily revisit and reinforce their understanding. These findings underscore TikTok's role not just as a social media platform, but as a practical and fun tool that supports students' learning outside the traditional classroom setting.

The data from the Conation Indicators table reveals a generally positive perception of TikTok as a tool for learning new vocabulary, with a majority of users expressing motivation and active engagement. The interviews further emphasize TikTok's unique ability to motivate students in enjoyable and practical ways, such as clarifying concepts and providing easy access to saved content. These findings highlight TikTok's role as a valuable learning tool outside the traditional classroom, offering fun and accessible support for students' educational journey.

In Conclusion, students perceive TikTok as a valuable tool for enhancing vocabulary, with the majority expressing positive attitudes toward its use. The cognitive, affective, and conative aspects of perception reveal that students not only believe TikTok improves their vocabulary knowledge but also find the platform enjoyable and motivating. TikTok's engaging and easily accessible format makes it a favorable medium for vocabulary acquisition, although some students express concerns about its effectiveness in providing deeper understanding.

- ***The challenges faced by students in learning new vocabulary using Video-Sharing Social Media platform: TikTok***

The subsequent subsections presented a more comprehensive examination of the findings about students' challenges in learning new vocabulary using Video-Sharing Social Media platform: TikTok.

- a) **Confusion with British accent**

The results regarding challenges faced by students from interviews of participants indicated that they were confused with the British accent.

“Maybe how many times have I encountered difficulties, such as the British accent”

[Intv_Lo_Q10]

“I've encountered that a few times, for example maybe the accent is strange”

[Intv_Li_Q17]

The interviews with participants revealed that students using TikTok to learn new vocabulary encounter challenges, particularly with understanding British accents. Participants expressed confusion and difficulty multiple times when faced with British accents in TikTok videos. For instance, one participant mentioned encountering frequent challenges due to the British accent, while another found certain accents unfamiliar and hard to understand. These insights highlight a significant hurdle in using TikTok as a language learning tool, indicating the need for strategies or resources that address accent variations to enhance comprehension and learning outcomes.

To solve this confusion with British accent problem, researcher find that from interview with participants.

“Open the comments, right in the comments there will be people who will explain it again, right? Most of them will explain it in the comments. Oh, what this video means is that it turns out like that.”

[Intv_Lo_Q15]

“I'm looking for other content with the same material but the explanation is clearer”

[Intv_Li_Q11]

“I sometimes ask my friends who are good at English in school. So from there, I started asking questions and I found that”

[Intv_M_Q11]

“Discussion, then sometimes I also ask the teacher, and sometimes I search on other websites, or Translate it”

[Intv_A1_Q11]

To address the issue of understanding British accents, individuals often turn to various methods for clarification. Many find that comments on videos can provide helpful explanations, as viewers frequently offer additional insights or translations in these sections. Others seek out alternative content that covers the same material but with clearer explanations. Additionally, asking friends who are proficient in English or consulting with teachers can provide direct and personalized assistance. For further clarification, people also explore other websites or use translation tools to better understand the content. Each of these strategies reflects a proactive approach to overcoming language barriers and improving comprehension.

b) Application to heavy

Another reason found from the interview was the lagging when participants opened Tiktok with their phones.

“TikTok is good, especially since it has a swipe-swipe feature, but on my cellphone, opening Instagram is easier. So, if TikTok is on my phone, it might lag a bit, so when it lags, I have to wait a while and I get bored.”

[Intv_Li_Q9]

According to the interviews, another issue participants face when using TikTok is lagging, especially when opening the app on their phones. One participant mentioned that although TikTok is useful with its swipe-swipe feature, it tends to lag on their phone. This lagging causes frustration and boredom because they have to wait for the app to respond properly. In contrast, they find Instagram easier to open and use, suggesting that TikTok's performance on their device affects their overall experience with the app. These findings underscore the importance of app performance and user experience in maintaining engagement and satisfaction among TikTok users.

Despite its benefits, students face several challenges when using TikTok for learning new vocabulary. One of the main issues is the difficulty in understanding British accents, which can cause confusion and hinder learning. Additionally, technical challenges such as the app lagging on certain devices can reduce user engagement and create frustration. These challenges suggest that while TikTok has the potential to be an effective educational tool, improvements in content clarity and app performance are needed to maximize its educational impact.

- ***To what extent does the Video-Sharing Social Media Platform TikTok enhance students' vocabularies***

Most students reported an increase in vocabulary mastery after actively using TikTok. They mentioned several new words they learned through educational videos and the use of informal language often found on the platform. After carrying out the post-test, a number of data were obtained from 9 participants which described students' experiences and views regarding the use of TikTok to help master their vocabulary. Out of all participants, three students had low impact, three students had moderate impact, and three students were reported had high impact. The findings showed that all of the students experienced learning vocabularies from Tiktok , although they had different vocaburaly building.

Table 4 shows the result of the students' vocaburaly building.

No	Student	Score from Test	Score from Questioner
1	Li	29/30	21/48 (Low Impact)
2	Lo	30/30	36/48 (High Impact)

3	G	30/30	37/48 (High Impact)
4	M	16/30	33/48 (Moderate Impact)
5	Av	30/30	29/48 (Low Impact)
6	Bi	30/30	34/48 (Moderate Impact)
7	Sh	29/30	43/48 (High Impact)
8	Ai	22/30	30/48 (Low Impact)
9	N	30/30	34/48 (Moderate Impact)

The test scores reveal that the majority of students demonstrated strong vocabulary mastery, regardless of their perceived impact of TikTok on their learning. Eight out of the nine students scored 29 or 30 out of 30 on the vocabulary test, indicating that they acquired a substantial amount of vocabulary. Only one student scored notably lower (16/30), suggesting that while TikTok can enhance vocabulary learning, other factors may influence individual performance. Overall, TikTok appears to contribute positively to vocabulary acquisition based on the test results, though its perceived impact may not always align with actual performance.

Overall, TikTok contributes positively to students' vocabulary mastery, as reflected in their test scores. The platform helps students encounter and learn new words, although the impact varies from student to student. Some students report a significant improvement in their vocabulary through TikTok, while others experience moderate or low impact, indicating that individual differences and additional factors play a role in how effectively TikTok supports vocabulary learning.

DISCUSSION

This study explored students' perceptions, challenges, and the impact of TikTok on enhancing vocabulary mastery. The findings align with prior research, highlighting the educational potential of social media platforms like TikTok. The majority of students had a positive perception of using TikTok for learning vocabulary, finding it engaging, easy to access, and effective for discovering new words. TikTok is shown to be a platform that encourages incidental learning, where students gain new words through exposure to content rather than through traditional, structured learning environments. This aligns with Rahmawati and Anwar (2022), who found that students exhibit positive attitudes toward using TikTok for English learning, leading to significant improvements in vocabulary.

This study also explored TikTok's impact through cognitive, affective, and conative aspects of learning. Cognitively, students reported that TikTok videos enhanced their vocabulary by exposing them to new words in authentic contexts, supporting Schmitt's (2000) view that

contextual exposure aids vocabulary acquisition. On the affective side, students enjoyed using TikTok for learning, which reflects the emotional component of perception (Haddock & Euler, 2010). The platform's entertainment value motivated students to continue engaging with vocabulary content. This finding aligns with Yükselir and Kömür's (2017) research, which emphasized the importance of engaging audiovisual materials in improving students' learning experiences. From a conative perspective, students showed motivation to actively use TikTok, with some noting down new vocabulary for future use demonstrating the relationship between positive attitudes, motivation, and learning behavior, as highlighted by Kara (2009).

Despite the positive engagement, several challenges were identified. A major issue students face is difficulty in understanding accents, particularly British accents, which can hinder vocabulary acquisition. Students also reported technical issues such as lagging, which affected their ability to use the app smoothly, particularly on older or less advanced devices. These challenges highlight some of the limitations of using TikTok as a primary learning tool and suggest that it works best when combined with other methods or tools for more structured learning.

When examining TikTok's overall contribution to vocabulary mastery, the study reveals that most students experience some level of vocabulary growth after using the platform. While not all students felt a profound impact, the fact that nearly all students showed improvement in vocabulary tests confirms that TikTok can be a useful tool for vocabulary acquisition, particularly for informal or incidental learning. The varying levels of impact across students also indicate that personal engagement and the way students use the platform play a role in how much they benefit from it.

This discussion addresses how TikTok supports vocabulary learning, the types of engagement students experience, and the challenges they face, while also recognizing its limitations as a standalone educational tool.

CONCLUSION

Based on the findings, students have a positive perception of the use of TikTok for learning English. They stated that TikTok provides

The study found that TikTok, as a video-sharing social media platform, has a positive influence on students' vocabulary mastery. Students perceive TikTok as a valuable tool for improving their vocabulary. They find the platform engaging and motivating, with positive responses in cognitive, affective, and conative aspects. Many students appreciate TikTok for making vocabulary learning enjoyable and accessible, though some are concerned about its ability to provide a deeper understanding of complex vocabulary.

However, students face challenges when using TikTok as a learning tool. Understanding British accents poses difficulties for some, leading to confusion. Additionally, technical issues, such as the app lagging on certain devices, create frustration and can limit engagement. These challenges highlight the need for improved content delivery and optimized app performance to enhance the overall learning experience.

Despite the challenges, TikTok has shown a positive impact on vocabulary mastery, as indicated by students' test results. Most participants report progress, though the extent of improvement varies, with some experiencing high impact while others report moderate or low gains. These findings suggest that while TikTok can support vocabulary acquisition, individual learning styles, and additional factors also influence outcomes.

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