



A Phenomenon of English Content Tiktok Videos as a Resource in Learning English Vocabulary

Linda Muflihah,¹ Naf'an Tarihoran,² Eulis Rahmawati³

^{1,2,3}Universitas Islam Negeri Sultan Maulana Hasanuddin Banten

lindamflhh@gmail.com

Submitted: January 30, 2024

Revised: March 22, 2024

Accepted: March 29, 2024

Abstract

The study aims to analyze the phenomenon of English Content TikTok Videos and explore students' ways of English vocabulary at SMP Negeri 1 Gunungsari in academic year 2022/2023. The research question is how students' perceptions in are developing their English vocabulary, what challenges do students face and how do they get vocabulary from the TikTok videos that have been watched. There are a lot of students who watching video TikTok without see a benefits from it, and finally the researcher make a decision to take the title in above. This study used Mixed Methods for different from previous research, Mixed methods is combine between quantitative and qualitative data. The instruments used in this study were questionnaires and semi-structured interviews. The research subjects were students of SMP Negeri 1 Gunungsari, for quantitative data collection, 116 students used snowball sampling, while for qualitative data convenience, 12 students were selected who had filled out the questionnaire. The research findings show their English vocabulary develops because of watching the videos. However, they also note that using TikTok videos can create problems due to network instability and low quotas. it was also found that students were able to increase their vocabulary because TikTok provided short videos with simple explanations, various themes and topics, and the ability to see subtitles for English vocabulary. The researcher concluded that TikTok videos had a significant effect on students' English vocabulary learning at SMP Negeri 1 Gunungsari. The researchers give an advice for another researcher to can develop how to take benefits from TikTok and can be refer this research to reference.

Keywords: English vocabulary, TikTok video

Introduction

Social media is currently a crucial and practical communication network. It can be used to swiftly exchange ideas and enhance things, connect with new people, and stay in touch with old friends from all around the world. Social media nowadays, are becoming more conscious of how crucial it is as a source of news for keeping up with happenings (Tarihoran et al., 2022). Social media enables Internet users to communicate and express their thoughts at a speed that was previously unheard of with traditional media (Ganis & Kohirkar, 2016). The majority of

its users are from Generation Z, who take pleasure in being technologically savvy, graphically inclined, well-educated, and content creators who are constantly hooked to their phones. This is in line with Generation Z's perception of the world, who utilize social media to share ideas, communicate, and both seek and impact educational material (Tarihoran et al., 2022).

Bernard (2021) explained in her research explained that students' attention, interest, and understanding of the subject matter covered in class improved as a result of observing TikTok videos. More research



on many types and genres of TikTok videos, such as Aida et al., (2023), showed how Tiktok variables affect students' learning.

Based on the background of the study, the research question is stated as follow: (1) Does the Tiktok social media affect vocabulary achievement of seven grade students at SMP Negeri 1 Gunungsari? (2) How do TikTok videos help in improve students' vocabulary learning? (3) What are the students' perceptions of using TikTok videos in learning vocabulary?

Theoretical Review

TikTok

The teaching and learning process may make use of a wide range of materials, including Tiktok Videos. Based to Siti Khafidhotul Koniah et al (Koniah et al., 2021) Tiktok videos help Students benefit greatly from both the entertainment material and the language learning process; more precisely, they assist students to stay engaged and motivated while also understanding the context of the language and provide points of reference or particular stimuli. The TikTok app offers several benefits for teaching and learning, including First off, with the right application and approach, it may be utilized as an interesting, dynamic, and creative learning tool. Second, the TikTok app's diverse features allow it to support four distinct languages. TikTok is a simple-to-use technology that may also be applied in educational contexts. Given the vast number

of TikTok users and the overwhelming presence of young people on the platform, TikTok can then serve as an excellent educational tool for the future generation of Americans. Fourth, students may express uplifting and educational ideas on TikTok because of its numerous engaging features, which are perfect for the millennial demographic (Afidah et al., 2021). And in addition to Aulia Salsabila et al., (Salsabia et al., 2021) the usage of the TikTok application in learning English is very interactive and effective in increasing students' confidence in speaking English, with the results of student scores showing a very dramatic increase.

Learning English Vocabulary

Learning English vocabulary is essential since it teaches you the basic elements of an English sentence. Thornbury states that without grammar very little can be said and explained, without vocabulary nothing can be said (Thornbury, 2002). Through its realistic and real-world content, TikTok videos have also been shown to help students increase their vocabulary by acquainting them with a variety of linguistic systems (Ining, 2021). Vocabulary development is an important part of enhancing all English skills. Indeed, mastering vocabulary is complex; it is not as simple as turning your palms; it demands a process of vocabulary mastery (Sinta & Zulfitri, 2022). A side from teaching vocabulary, understanding vocabulary might be difficult because kids are familiar with



specific items. First, they must be able to locate words; second, they must be able to store them in memory; and third, they must be able to retrieve them from memory and recollect them when they come across the same words elsewhere (Hasan, 2014).

The purpose of this research is to analyze students' perceptions after they watch Tiktok videos can develop for their English Vocabulary and to explore how they get vocabulary from TikTok videos that have been watched by students at SMP Negeri 1 Gunungsari. The researcher took the place at SMP Negeri 1 Gunungsari because learning English seen from the pre-research there were still many students who were didn't knew many benefits with watching Video TikTok in English Language including vocabulary because they were faced with a curriculum that eliminated English in elementary schools.

Method

This research uses mixed methods. Since mixed methods researchers ultimately compare the two databases, it is usual for them to include the sample of qualitative participants in the larger quantitative sample. The more similar the two databases are, the more accurate the comparison will be (Creswell, 2014). The explanatory sequential design was utilized to combine and mix various datasets that needed to be collected and examined. Based on Creswell (Creswell, 2009) In an explanatory sequential mixed

method, the researcher first does quantitative research, analyzes the findings, and then expands on the findings to explain them in greater depth with qualitative research.

This study using Mixed Methods because the researcher want to know about perception student's which can get it with quantitative data and next to makesure or got the data deeply with qualitative.

This study was conducted at SMP Negeri 1 Gunungsari with the subject 575 students who were in the academic year 2022/2023. The total number of subjects was 116 students to collect quantitative data and employed a snowball sampling strategy. While, collected qualitative data was also chosen using convenience sampling and conducted 12 students who filled out the questionnaire were chosen to participate in the interview, comprising 4 informants from each classes 7, 8, and 9. The researcher chose two instruments for collecting all data, they Questionnaire was created using Google forms and a semi-structured interview which has been adopted (Safitri, 2021). However, before data collection, a set of questionnaires and interview protocols were prepared. The questionnaire is divided into 3: the first part contains important information such as name, gender, age and class. Both contain English Content TikTok video links from different account who are native speakers account which must be watched by participants before going to the next game. The last part



consists of questions related to TikTok videos.

Additionally, it was developed utilizing an interview (Safitri, 2021), to validate the questionnaire's items. Sutoyo added that interviewing is also seen as a data collection technique with oral questions and answers that are carried out systematically to achieve research or information objectives (Abdussamad, 2021).

This is a mixed methods research because it combines two types of research, namely quantitative and qualitative studies. Quantitative data is generally collected from students' perceptions of speech; in addition to that, in-depth interviews are also conducted to collect qualitative data. The quantitative data obtained were analyzed using SPSS V.26 to obtain descriptive statistics. Furthermore, data from in-depth interviews were examined qualitatively with Miles and Huberman's (Nugrahani, 2014) analysis that Data reduction, data presentation, and the drawing and verification of conclusions from the data are all data analysis activities for confirmation. This study investigates students' perceptions and ways of developing their English vocabulary by watching Tiktok videos.

Result

To verify dependability, the researcher also administers preliminary testing to 116 respondents. Based on the examined questionnaire, the following tables 1 and

figures demonstrate the validity and reliability of the instrument of students' perception.

Table 1. The Validity and Reliability

Items	R-Value	R-Table	Conclusion	Cronbach's Alpha	Critical Point	Conclusion
Q1	0.928	0.1824	Valid	0.940	0.7	Reliable
Q2	0.833	0.1824	Valid			
Q3	0.934	0.1824	Valid			
Q4	0.940	0.1824	Valid			
Q5	0.919	0.1824	Valid			
Q6	0.924	0.1824	Valid			
Q7	0.956	0.1824	Valid			
Q8	0.953	0.1824	Valid			
Q9	0.945	0.1824	Valid			
Q10	0.957	0.1824	Valid			
Q11	0.944	0.1824	Valid			
Q12	0.936	0.1824	Valid			
Q13	0.926	0.1824	Valid			
Q14	0.911	0.1824	Valid			
Q15	0.684	0.1824	Valid			

The researcher using the Pearson correlation method carried out the validity test for this study. The decision to determine valid items is to use r count compared to r table with dk the number of variable reduction samples, which in this case is 2 (two), i.e. item and total. According to Anwar (Anwar, 2009) The decision to determine valid items is to use r count compared to r table with df the number of variable reduction samples, which in this case is definitely 2 (two), i.e. item and total. Based on the r table for df 114 (N-2=116-2=114) and the significance level (α): 0.05, the score is



obtained r table: $0.05;114 = 0.1824$, then all items are valid because all r count items are larger from r table.

According to Anwar (Anwar, 2009) To determine whether the questionnaire has consistency if the measurement is done using the questionnaire was repeated, the researcher utilized the Basic Cronbach's alpha method as part of the reliability test. If r count is greater than critical point then the item is said to be reliable, but if r count is less than critical point then the item is concluded to be unreliable (Anwar, 2009). The results of the instrument's r count are more than critical point 0.7, namely 0.940. Therefore, the instrument is said to be reliable.

In this validity test, 116 samples from 15 instrument items were processed. Researchers discovered that these samples had an R-table value of 0.1824, whereas Q15's instrument had the lowest R-count value of 0.684. Additionally, Q10 has the greatest R-count value of 0.957.

Descriptive statistics are used to determine respondents' perceptions in developing their English vocabulary with English content Tiktok Videos. These student perceptions are based on four principles: Behavior of Using Social Media, Feelings of using social media and Tiktok video English content to learn English, English skills and components used in English content Tiktok videos, and Challenges of using English content Tiktok videos to learn English. The

table below presents students' questionnaire results.

Based on below the rubric SA (Strong Agree), A (Agree), N (Neutral), D (Disagree) and the last is SD (Strong Disagree).

Table 2. The Behavior of Using Social Media

Statement	Alternative Answer					Total
	SA	A	N	D	SD	
The behaviour of Using Social Media						
I Use Social Media every day.	22 19 %	56 48.8 %	26 22.4 %	6 5.2 %	6 5.2 %	116 100 %
The Social Media application that you often use to learn English is TikTok.	28 24.1 %	47 40.5 %	33 28.4 %	6 5.2 %	2 1.7 %	116 100 %

Focusing on how students perceive the behavior using social media, more than half of the participants (19% and 48.3%) indicate that they learn their language using social media every day, 22.4% of them choose neutral, 5, 2% disagreed and 5.2% strongly disagreed. On the other hand, more than half of the participants (24.1% and 40.5%) of students agreed that the social media application they often use to learn English is Tiktok.

Table 3. The Feeling of Using Social Media and TikTok Videos for learning English

Statement	Alternative Answer					Total
	SA	A	N	D	SD	
The feeling of Using Social Media and English content TikTok Videos for learning English						
Social media strengthens my independence in learning English	24 20.7 %	64 55.2 %	24 20.7 %	2 1.7 %	2 1.7 %	116 100 %
Learning English with TikTok can enable learners to learn	31 26.7 %	62 53.4 %	19 16.4 %	2 1.7 %	2 1.7 %	116 100 %



English regardless of where they are						
English language learning can be made more relaxing and stress-free by using TikTok videos.	29 25 %	62 53.4 %	22 19 %	1 0.9 %	2 1.7 %	116 100 %
Learning English using TikTok videos is fun	26 22.4 %	61 52.6 %	26 22.4 %	1 0.9 %	2 1.7 %	116 100 %
TikTok videos are easy to use for learning English	20 17.2 %	64 55.2 %	28 24.1 %	2 1.7 %	2 1.7 %	116 100 %
In my opinion, English TikTok videos are a resource for independent learning (free) to quickly understand English vocabulary	33 28.4 %	56 48.3 %	23 19.8 %	2 1.7 %	2 1.7 %	116 100 %
I feel confident in mastering my English vocabulary after learning through English TikTok Videos	23 19.8 %	64 55.2 %	25 21.6 %	2 1.7 %	2 1.7 %	116 100 %

The researchers asked to determine how the students felt about they were feeling used of social media and English content for Tiktok Videos. 26.7% and 53.4% of them also said Learn English with TikTok they can learn English wherever they are. However, 16.4% of students said neutral, and the rest disagreed. Regarding the convenience of TikTok videos for learning English, 17.2% and 55.2% of students said so they think that using TikTok videos to learn English makes it easier for them to learn. Then, more than half of the participants (28.4% and 48.3%) agreed that TikTok videos in English were a

source of self-study (free) to understand English vocabulary.

Table 4. The Reason for Using Social Media

Statement	Alternative Answer					Total
	SA	A	N	D	SD	
The Reason for Using Social Media						
The reason I use social media is to learn English.	17 14.7 %	56 48.3 %	36 31 %	5 4.3 %	2 1.7 %	116 100 %

The table was focusing on the researchers question to determine Reason for Using Social Media. There were more than half of the respondents (14.7% and 48.3%) who stated their reason for using social media to learn English; few say otherwise and 31% stand neutral.

Table 5. English Skills and Components Utilized In English Tiktok Videos

Statement	Alternative Answer					Total
	SA	A	N	D	SD	
The Feeling of Using Social Media and English content Tiktok Videos for learning English						
TikTok videos give me a chance to get new English vocabulary	25 21.6 %	60 51.7 %	28 24.1 %	1 0.9 %	2 1.7 %	116 100 %
English Tiktok videos provide an opportunity to use my comprehension skills in learning English vocabulary	25 21.6 %	63 54.3 %	25 21.6 %	1 0.9 %	2 1.7 %	116 100 %
Many types of vocabulary that you get from English Tiktok videos that you have watched such as adverbs, adjectives, nouns and verbs	29 25 %	64 55.2 %	19 16.4 %	2 1.7 %	2 1.7 %	116 100 %
English Content Tiktok Videos help me to develop my English vocabulary	31 26 %	55 47.4 %	27 23.3 %	1 0.9 %	2 1.7 %	116 100 %



In addition, related to the theme of “English language skills and components utilized in English content Tiktok videos”, this study found that more than half of the participants (21.6% and 51.7%) agreed that Tiktok videos allowed them to get new income English vocabulary. Then, 21.6% and 54.3% agree that English Tiktok videos provide opportunities for students to use comprehension skills in learning English vocabulary.

Table 6. Challenges of using English TikTok videos for learning English

Statement	Alternative Answer					Total
	SA	A	N	D	SD	
Challenges of using English content TikTok videos for learning English						
I'm having a technical issue (Quota, signal, gadget)	25 21.6%	42 36.2%	25 21.6%	10 8.6%	14 12.1%	116 100%

Then the researcher looks for answers about the Challenges of using English content Tiktok videos for learning English. It was found that 21.6% and 36.2% of students said they experienced technical problems (quotas, signals, gadgets), but 21.6% of them chose neutral, 8.6% disagreed and 12.1% voted strongly disagree with the statement.

Then, the analysis of qualitative data revealed the following three themes.

TikTok offers short videos with easy-to-understand explanations

It was found that 8 out of 12 students also liked the fact that TikTok videos were short and simple and TikTok videos helped

increase students' vocabulary because students felt that TikTok videos and their explanations were easy to understand. Some students for illustration stated: *“I think it's easier to learn English on Tiktok than in class because sometimes I don't understand what the teacher explains. Then, on TikTok, I don't know why it's easy for me to understand, maybe the explanation is more basic so I understand quickly.”* (Student 11)

TikTok Introduces Types of Vocabulary to Students through Various Topics and Themes

The findings show that TikTok helps develop students' vocabulary skills by introducing students to certain types of vocabulary through various topics and themes of videos created on the platform. Students become more involved in their learning because TikTok provides many video resources with interesting English content with subtitles in the videos. For example, one student revealed that she likes learning English because she likes foreign artists and often watches TikTok videos. By watching the video, she admits that she managed to learn new vocabulary from news or information about his idol with the caption that appears in the TikTok video. one of them said: *“Because I like foreign artists like Tylor Swift or Selena Gomez, so I like to find information about her and all the info is in English, so because I want to know, I study English, it's like finding out what the words in a news story mean, then I don't have to study because I like the topic...”* (Student 4)



In addition, respondents also received several types of words including nouns, verbs, adjectives and adverbs in developing their English vocabulary. some respondents said: *“From the English TikTok videos that I watched, I found mostly about vocab nouns, even though there are adjectives, adverbs and verbs.”* (Student 3) *“I think what I get is a lot of verbs and adjectives* (Student 10).

TikTok's Multiple Features Give Learners More Options for Accessing Languages

This finding also demonstrates that pupils' vocabulary can develop as a result of TikTok's numerous options to access languages through its features. Students talked about using the TikTok features to learn new vocabulary by using the caption that was included in the videos. Several students stated: *“...Sometimes I like to find new words from videos on TikTok, usually there is a subtitle on the video...”* (Student 3)

Behavior of Using Social Media

Researchers found that students use social media more often every day. This is corroborated by Altam (2020) who claims that because students are cooped up at home and have more free time during the pandemic, they have spent longer time on social media until now. Additionally, many students watched Video TikTok after school or just spending time.

Feeling on Using Social Media and English content Tiktok Videos for learning English

Students validate the flexibility of learning using TikTok videos and they feel they can access them from anywhere at any time. Kim Hua Tan (Tan et al., 2022) confirmed this; according to the findings of his research, TikTok users may utilize the app at anytime and anywhere.

The Reason for Using Social Media

According to the findings, students' claims that the reason for using social media is to learn English. The support of the statement from (Safitri, 2021), her study support the widespread usage of social media for teaching and practicing English among students

English language skills and components utilized in English content Tiktok videos

Based on the results of the analysis students stated that their vocabulary had developed. According to Nur Ilianis Adnan and Berlian Morat (Adnan & Morat, 2022), they result from their research that Students' claims that using TikTok had developed their English skills, such as pronunciation and vocabulary, were supported by Adnan and Berlian's research.

Challenges of using English content Tiktok videos for learning English

However, there are certain difficulties or drawbacks to using TikTok as a resource for learning English, such as internet network issues. Students also mentioned the difficulties they encountered while learning



English on TikTok, including internet network problems, internet quota fees, random videos that could interfere with learning concentration, and limited opportunities to get feedback from creators (Novitasari & Addinna, 2022). The challenges students faced is bad a signal or connection, limit for quota and there are have not mobile phone.

TikTok Offers Short Videos with Easy-to-Understand Explanations

Based on the findings, it can be concluded that the implementation of learning English using TikTok videos was generally viewed favourably. Students reported that watching TikTok videos to acquire English vocabulary was simple and easily understood for them. Research from Afidah et al (2021) is used to support this explanation.

According to the study's findings, a good video is easy to explain a concept and uses examples to aid with comprehension. ". Featuring the short-video function, learning materials that can be displayed in the form of video are easy to be utilized and understood by learners to enhance relevant English skills (Yang, 2020). Kim Hua Tan (Tan et al., 2022) also agreed with this, he got the results from his research that they can learn more quickly and easily by watching short videos.

TikTok Introduces Types of Vocabulary to Students through Various Topics and Themes

Based on a qualitative study, this study resulted that TikTok Introduces Types of Vocabulary to Students Through Various Topics and Themes. Students' vocabulary has developed as a result of exposure to a variety of new, unfamiliar terms in diverse contexts thanks to the varied content of the themes covered on TikTok (Ining, 2021). Kueh Lee Mei and Azlina Abdul Aziz (Lee Mei & Abdul Aziz, 2022) also found in our research that a variety of short video content can be found on TikTok. A range of new English vocabulary may be learned by students by watching one of the many videos that cover several English-related topics (Novitasari & Addinna, 2022).

TikTok's Multiple Features Give Language Learners More Options for Accessing Languages

Regarding the TikTok features, pupils said that they had picked up several new words by using the captions and subtitles that were included in the videos. In their study, Pham Manh Tri et al (Pham et al., 2023) discovered the same thing: 76% of students could expand their vocabulary by studying subtitles after watching videos. Students were also taught how to pronounce some unknown terms correctly via these captions and subtitles (Ining, 2021). According to Novitasari & Aindul (2022) who conducted this study, students also explain how they learn English through TikTok they did this, among other things, by practicing and re-



watching the instructional videos again. This study found vocabulary types (Bahri et al., 2022) found several types of English vocabulary in their research, namely verbs, adjectives, adverbs and nouns. In his research, he also explained the types of vocabulary with how they are used, such as verb 1, namely see, and verb 2, saw.

Conclusion

The findings showed that students have a good opinion about using English Content Tiktok Videos to learn language. They claim that the English content that has many variants of topics on Tiktok Videos allows them to continue to hone their English skills, especially in the field of vocabulary development. In addition, because students can learn English anywhere and anytime, they can choose English material that they like and learn things beyond what their teacher teaches in class. They also explained how they got English vocabulary at the point by pausing the video or repeating watching, and reading the subtitles in the video. According to them, they also felt that learning English vocabulary with Tiktok videos was easier to understand because the explanations were clear which encouraged them to continue learning English. The statement above supports that the students' English vocabulary is developing. In addition, students also validate that their English vocabulary develops after watching English Tiktok video content. Finally,

students also stated their challenges in using English-language Tiktok videos, such as difficulty utilizing English content Tiktok videos due to poor internet connection and limited quota. Based on the result of this research, the researchers hope another study can have more investigation regarding how Tiktok videos can be implemented for English language teaching and learning.

References

- Abdussamad, Z. (2021). *Metode Penelitian kualitatif* (P. Rapanna (ed.); 1st ed.). Syakir Media Press.
- Adnan, N. I., & Morat, B. N. (2022). University students' perceptions of using TikTok in education: A Preliminary Study. *International Journal of Practices in Teaching and Learning (IJPTL)*, 2, 30–35.
- Afidah, N., Sari, N. K., & Hanifah. (2021). Investigating Students' perspectives on the use of Tiktok as an instructional media in distance. *Dinamika*, 6(2), 47–68.
- Aida, N., Muin, A., & Rohbiah, T. S. (2023). Students' English vocabulary through "Kate Kulp" Tiktok Videos. *Journal of English Language Teaching and Cultural Studies*, 6(2), 146-155.
- Altam, S. (2020). Influence of social media on EFL Yemeni learners in Indian Universities during Covid-19 Pandemic. *Linguistics and Culture Review*, 4(1), 35–47. <https://doi.org/10.21744/lingcure.v4n1.19>
- Anwar, A. (2009). Statistika untuk penelitian pendidikan dan aplikasinya dengan SPSS dan Excel. In *IAIT Press* (Vol. 58, Issue 12). <https://doi.org/10.1128/AAC.03728-14>



- Bahri, A., Damayanti, C. M., Sirait, Y. H., & Alfarisy, F. (2022). Aplikasi Tiktok sebagai media pembelajaran Bahasa Inggris di Indonesia. *Jurnal Indonesia Sosial Sains*, 3, 1120–1130. <http://jiss.publikasiindonesia.id/>
- Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (V. Knight (ed.); 3rd ed.). SAGE Publications.
- Creswell, J. W. (2014). *Research Design: Qualitative, quantitative and mixed methods approaches* (V. Knight (ed.); 4th ed.). SAGE Publications.
- Ganis, M., & Kohirkar, A. (2016). *Social media analytics: Techniques and insights for extracting business value out of social media* (V. Evans (ed.); Vol. 2). IBM Press.
- Hasan, N. (2014). Teaching vocabulary through collaboration: Students as independent readers. *Journal of Literature, Languages and Linguistics*, 3(0), 58–65. <http://www.iiste.org/Journals/index.php/JLLL/article/view/10061>
- Ining, A. A. B. (2021). Expanding ESL Students' vocabulary through TikTok Videos. *Kajian Kebahasaan, Kesusastaan, Dan Budaya*, 11, 171–184.
- Koniah, S. ., Fitriyaningsih, A., & Rohmah, I. I. (2021). The Phenomena of students responses toward the use Tiktok Videos in learning Simple Present Tense At SMK Al-Mustawa in Randublatung. *IKIP PGRI*, 1–6.
- Lee M. K., & Abdul Aziz, A. (2022). Students' perception on using Tiktok application as An English Learning Tool. *International Journal of Academic Research in Progressive Education and Development*, 11(4), 166–190. <https://doi.org/10.6007/IJARPED/v11-i4/15403>
- Novitasari, & Addinna, A. (2022). Students' perception on the use of TikTok for learning English. *Journal of English Language Teaching*, 11(4), 566–579. <https://doi.org/10.24036/jelt.v11i4.119484>
- Nugrahani, F. (2014). *Metode penelitian kualitatif dalam penelitian pendidikan bahasa*. Cakra Books.
- Pham, M. T., Nguyen, T. T. Van, & Cao, T. X. T. (2023). Vietnamese students' perceptions of utilizing social media to enhance English vocabulary: A case study at Van Lang University. *International Journal of TESOL & Education*, 3(1), 79–111. <https://doi.org/10.54855/ijte.23316>
- Safitri, M. (2021). *Students' Perception of the Use of Social Media for Learning English (A Case Study at the Eleventh-Grade Students of SMA Al-Hasra in Academic*. Syarif Hidayatullah State Islamic University Jakarta.
- Salsabia, A., Rahmah, A., Kurniadi, M. A., & Habibburrahman, M. (2021). TikTok as teaching assistance for speaking skills: A systematic review. *Proceeding of Conference on English Language Teaching (CELT 2021)*, *Celti*, 281–295.
- Sinta, I., & Zulfitri. (2022). Students' experience in vocabulary memorizing of adjective by using TikTok Duet Video. *Cybernetics: Journal Educational Research and Sosial Studies*, 3, 1–10.
- Tan, K. H., Rajendran, A., Muslim, N., Alias, J., & Yusof, N. A. (2022). The potential of Tiktok's key features as a pedagogical strategy for ESL Classrooms. *Sustainability (Switzerland)*, 14(24), 1–22. <https://doi.org/10.3390/su142416876>
- Tarihoran, N., Fachriyah, E., Tressyalina, & Sumirat, I. R. (2022). The Impact of social media on the use of code mixing by Generation Z. *International Journal*



of Interactive Mobile Technologies (IJIM), 16(07), 54–69.
<https://doi.org/10.3991/ijim.v16i07.27659>

Thornbury, S. (2002). *How to teach vocabulary* (5th ed.). Pearson Education Limited.

Yang, H. (2020). Secondary-school students' perspectives of utilizing Tik Tok for English learning in and beyond the EFL classroom. *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)*, 1, 162–183.