

**STUDENTS' VOICES ON THE USE OF TIKTOK VIDEOS  
FOR AUTONOMOUS ENGLISH LEARNING  
IN ENRINCHING VOCABULARY**

**THESIS**

Submitted in Partial Fulfillment of the Requirements for Gaining the Bachelor's Degree  
of English Language Education



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**2024**

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Semarang, 05<sup>th</sup> December 2024

Sincerely,

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# RATIFICATION



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*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

I inform you that I have give guidance, briefing, and correction in whatever extent necessary for the following thesis:

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*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

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In the end, the researcher acknowledges that this thesis is far from perfect in its composition and content. However, the researcher welcomes constructive feedback to enrich and refine this work further. It is the researcher's sincere hope that this thesis can be of benefit to others, particularly future researchers, who may find value and inspiration in its findings.

Semarang, 5th of December 2024

The Researcher

A handwritten signature in black ink, appearing to read 'Annisa Ayu Fatimah Zahro', written over a light gray rectangular background.

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## ABSTRACT

**Title : Students' Voices on The Use of Tiktok Videos for Autonomous English Learning in Enriching Vocabulary**  
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The use of social media platforms in education has received a lot of attention in recent years, notably for its ability to assist autonomous language learning. TikTok, a popular student site, provides unique opportunities for vocabulary development through engaging and contextualized content. However, previous research focuses primarily on the broad use of social media for language acquisition, with little investigation into specific platforms such as TikTok and its impact on autonomous vocabulary learning. This study tackles this gap by looking into the types of TikTok content that students prefer and exploring how they utilize TikTok to enrich their English vocabulary in an autonomous learning context. The data used a qualitative method and descriptive research design. The participants were 21 seventh-grade students at SMP Islam Al Azhar 29 BSB Semarang in the academic year 2024/2025 who were chosen through purposive sampling. Data were collected through interviews. The findings reveal that students favor three main types of TikTok content: art content (e.g., drama, movies, anime, lifestyle animations, or crime stories), humanities content (e.g., tutorials, quotes, or real-life scenarios in daily activities), and vlogs (e.g., vlogs of daily life, lifestyle vlogs or storytelling). These content types help students contextualize vocabulary in daily life and retain new words effectively. Furthermore, students interact with TikTok features such as likes, comments, favorites, and sharing to enhance their learning experience. They also employ various strategies to record and practice new vocabulary, including taking notes, using digital tools, and engaging in conversations. This research underscores TikTok's potential as a versatile platform for autonomous learning, enabling students to access relevant, engaging, and flexible English learning resources. The findings provide insights into the importance of integrating digital platforms into language learning and suggest strategies for educators and learners to maximize the educational benefits from social media.

*Keywords: autonomous learning, digital learning tools, educational technology, EFL students, English vocabulary, social media, TikTok.*

## **MOTTO**

*“Life can be heavy, especially if you try to carry it all once, part of growing up and moving into new chapters of your life is about catch or release. What I mean by that is, knowing what things to keep and what things to release. Decide what is yours to hold and let the rest go.”*

*~Taylor Swift 2023~*

## TABLE OF CONTENTS

<b>THESIS STATEMENT</b> .....	<b>ii</b>
<b>RATIFICATION</b> .....	<b>ii</b>
<b>ADVISOR NOTE</b> .....	<b>iv</b>
<b>ACKNOWLEDGMENT &amp; DEDICATION</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>ix</b>
<b>MOTTO</b> .....	<b>x</b>
<b>TABLE OF CONTENTS</b> .....	<b>xi</b>
<b>LIST OF APPENDICES</b> .....	<b>xiv</b>
<b>LIST OF TABLES</b> .....	<b>xv</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background Research.....	1
B. Research Question.....	5
C. The Objectives Of Research.....	5
D. Significance Of The Research.....	6
1. Theoretical Benefit .....	6
2. Practical Benefit .....	6
E. Scope And Limitation Of The Research .....	8
<b>CHAPTER II</b> .....	<b>9</b>
<b>REVIEW OF RELATED LITERATURE</b> .....	<b>9</b>
A. Previous Research .....	9
B. Literature Review .....	13
1. Student Voice .....	13
2. Tiktok Video .....	15
3. Autonomous Learning .....	20

4. The Use Of Tiktok Videos In Autonomous English Vocabulary Learning.....	24
<b>CHAPTER III .....</b>	<b>26</b>
<b>RESEARCH METHOD .....</b>	<b>26</b>
A. Research Design .....	26
B. Research Setting .....	27
C. Source Of Data .....	27
D. Method Of Collecting Data .....	28
E. Research Instruments.....	31
F. Method Of Analysing Data .....	36
G. Data Validation .....	39
<b>CHAPTER IV .....</b>	<b>40</b>
<b>RESEARCH FINDINGS AND DISCUSSION .....</b>	<b>40</b>
A. FINDINGS .....	40
1. Types Of Tiktok Content Chosen By Students To Enrich English Vocabulary In Autonomous Learning .....	40
2. Students' Voices On The Way They Use Tiktok In Autonomous English Learning Of Vocabulary .....	47
B. DISCUSSION .....	58
1. Types Of Tiktok Content Chosen By Students To Enrich English Vocabulary In Autonomous Learning .....	59
2. Students' Voices On The Way They Use Tiktok In Autonomous English Learning Of Vocabulary .....	63
<b>CHAPTER V .....</b>	<b>77</b>
<b>CONCLUSION AND SUGGESTION.....</b>	<b>77</b>
A. CONCLUSION .....	77
B. SUGGESTION.....	78

<b>REFERENCES.....</b>	<b>80</b>
<b>APPENDICES .....</b>	<b>87</b>

## LIST OF APPENDICES

APPENDIX 1. Letter Of Supervisor Appointment.....	87
APPENDIX 2. Letter Of Research Permission.....	88
APPENDIX 3. Letter Of Research.....	89
APPENDIX 4. Transcript Of Interview with Students .....	90
APPENDIX 5. Member Check Sheet .....	111
APPENDIX 6. Curriculum Vitae .....	113

## LIST OF TABLES

Table 3.1 Interview Guideline for Accessing Data About Types of TikTok Content Students Prefer to Enrich English Vocabulary .....	34
Table 3.2 Interview Guideline for Accessing Data About Types of TikTok Content on How Students Use TikTok to Enrich English Vocabulary .....	35
Table 4.1 Type of Text Field .....	43
Table 4.2 Type of Text of The Number on Involved Participants .....	47
Table 4.3 Type of Interaction with TikTok Content.....	50
Table 4.4 Recording New Vocabulary .....	53
Table 4.5 Practicing New Vocabulary in Daily Conversation.....	57

# CHAPTER I

## INTRODUCTION

This chapter discusses the background of the problem related to the use of TikTok as a tool in learning English, especially in enriching students' vocabulary. It also explains the importance of social media in the learning process, the problem formulation that is the focus of the research, as well as the objectives and expected benefits of this research. With a clear understanding of the context and significance of the research, it is hoped that readers can see the potential of TikTok as an effective platform for enriching students' English language skills.

### **A. Background Research**

In the rapidly growing digital era, technology has become integral to various aspects of human life, including education. One significant impact of technological advancement is the transformation of self-learning activities. In the past, self-learning was often associated with reading books or taking notes, but now, technology has changed the learning landscape to be more interactive, connected, and personalized. Done et al., (2023)'s research shows that technology allows students to be actively involved in the learning process, providing experiences tailored to individual needs, as well as increasing accessibility and collaboration among students.

Unlimited access to information through the internet allows students to access a variety of learning resources, including

educational videos, online tutorials, and e-learning platforms. According to Siemens (2004), in the digital age, learning does not only occur in formal contexts but also through social networks and online resources, which allow students to connect with a wide range of information and perspectives. Thus, students can choose English learning materials that suit their needs and learning styles.

In the context of learning English, which is an international language of communication, vocabulary is an important aspect. Vocabulary serves as a linguistic component that links the four main language skills: speaking, writing, reading and listening (Huyen & Nga, 2003).

Furthermore, in the context of education in Indonesia, particularly at Al Azhar 29 BSB Semarang Islamic Junior High School, many students experience difficulties in improving their vocabulary. This is due to the limited learning time in the classroom as well as the lack of interaction with English materials outside of class hours. This is where the role of autonomous learning becomes very important. Autonomous learning allows students to take responsibility for their own learning process, by utilizing various available resources, one of which is through social media.

TikTok, a platform known for its short-form videos and artistic expressions, has emerged as an attractive option for autonomous learning for English language learners. TikTok has

proven beneficial in improving students' speaking skills by providing access to a wide array of educational videos that teach different pronunciations and phrases (Ilahi et al., 2023). With its large user base and diverse content ecosystem, TikTok offers an environment where language enthusiasts can interact with real spoken language, including dialects and colloquial phrases. In addition to educational purposes, TikTok is also used for commercial and entertainment purposes. The content created by its producers is based on their expertise and has a positive influence on viewers. The app helps educate on many subjects and disseminates morals, values, and skills (Khlaif et al., 2021). As many producers produce English-related content, TikTok has become a useful tool for teaching and learning English to individuals (students). With the abundance of English-related content, TikTok has become a useful tool for teaching and learning English. Through short videos, students can learn new vocabulary, how to spell it, and how to use it. For example, a video depicting someone doing something and using their actions as verbs can be helpful (Masruddin, 2018). Learning will be successful regardless of the short duration of the video (15 to 60 seconds). It is due to learning using brief videos promotes students to participate in more task-relevant activities rather than task-irrelevant activities (Karya et al., 2022).

Few previous studies have explored the use of TikTok as

a tool in English language teaching and learning, focusing on its effectiveness and students' motivation to learn. One study showed that TikTok videos helped students in Saudi Arabia expand their English vocabulary (Alghameeti, 2022). Another study found that the use of TikTok was the most interactive and effective way of increasing students' confidence in speaking skills (Hadi & Indriani, 2021). In addition, another study revealed that the efficiency and effectiveness of TikTok is very influential in improving speaking and listening skills, and explored students' opinions on the application of TikTok in the learning process (Opas, 2023). Findings from other studies also show that students can use entertainment or learning videos to enrich English pronunciation, as they can understand how to pronounce each word (Paz-Dominguez et al., 2023). Furthermore, another study found that students viewed TikTok as a resource for autonomous learning, as well as realizing its ability to enrich various language skills and their motivation to learn English (Ilahi et al., 2023).

Although previous studies have shown that TikTok is effective for improving vocabulary, speaking, listening, and pronunciation skills, in-depth research into TikTok's role as an autonomous learning platform for improving EFL students' English vocabulary is limited. This creates a research gap that this study aims to fill.

During the researcher's volunteer teaching experience at

SMP Islam Al Azhar 29 BSB Semarang, the researcher found various challenges faced by students, such as language transition, limited vocabulary, and lack of confidence when speaking in front of the class. A potential solution to these challenges is to utilize engaging media, such as TikTok, as an autonomous learning tool outside of class. With a focus on seventh-grade students, this study aims to explore how TikTok can be strategically used to support autonomous vocabulary learning.

Based on this statement, the purpose of this study is to assist EFL students in autonomous learning by using TikTok to increase their English vocabulary. As a result, the researcher is interested in conducting research at SMP Islam Al Azhar 29 BSB Semarang and giving this research by title, “Students’ Voices on The Use of TikTok Videos for Autonomous Learning in Enriching Vocabulary”

## **B. Research Question**

1. What types of TikTok content are chosen by students to enrich English vocabulary in their autonomous learning?
2. What are the students’ voices on the way they use TikTok videos in the context of autonomous English learning of vocabulary?

## **C. The Objectives of Research**

According to the problem of the study, the main objective

of this research is as follows:

1. To analyze insight into the specific types of TikTok content that students prefer for enriching their English vocabulary in their autonomous learning.
2. To explain the students' voices on the way they use TikTok videos in the context of autonomous English learning of vocabulary.

#### **D. Significance of the Research**

There are two different categories of scientific relevance in this research, theoretical benefit and practical benefit.

##### **1. Theoretical Benefit**

TikTok is a popular social media platform known for its short-form video content. Users upload a variety of videos, including user-generated content, clips from various sources, music videos, and vlogs. Additionally, TikTok serves as an effective educational tool, offering videos tailored for language learning purposes, such as those aimed at improving English proficiency. Through TikTok, students can enhance various language skills, including vocabulary acquisition. The researcher anticipates that utilizing TikTok videos will lead to enrichments in students' vocabulary skills.

##### **2. Practical Benefit**

The researcher anticipates that the findings of this study will make the following contributions:

a. Student

This research provides insight into how students use TikTok to learn English vocabulary autonomously. The findings can help students understand that TikTok is not only an entertainment platform, but also an effective educational tool. Thus, students are expected to be more motivated to utilize TikTok in their learning process.

b. Teacher

This study shows that TikTok can be an effective medium for English vocabulary acquisition. With positive feedback from students, teachers can use TikTok as an additional resource in teaching. This research also provides teachers with information about TikTok's flexibility as a platform that allows them to create and share content that is interesting and relevant to students' interests, thus increasing engagement and learning effectiveness.

c. Future Researchers

This study can be a valuable reference for future researchers who want to explore the use of social media in language learning. The findings may provide a basis for further research into the effectiveness of TikTok and similar platforms in educational contexts. Future researchers can also use the results of this study to develop a more in-depth

study from the student's perspective, thus producing more comprehensive and objective data.

**E. Scope and Limitation of the Research**

To prevent deviation, the researcher limits this research topic to the use of TikTok videos for autonomous learning to enrich the vocabulary of grade VII students at SMP Islam Al Azhar 29 BSB Semarang in the academic year 2024/2025.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter contains a literature review relevant to the research conducted. This section includes a discussion of the theories that support the research, a review of the literature that is the basis for understanding the research context, as well as previous studies related to the topic of using TikTok as an English language learning medium.

#### **A. Previous Research**

##### **1. The Effect of TikTok on Language Skills**

(Ferstephanie & Pratiwi, 2021) found that students enjoyed and found it effective in producing videos related to vocabulary and grammar. The results showed that students enjoyed and found it effective in producing videos related to vocabulary and grammar, which helped them improve their speaking skills.

(Hutagalung, 2023) states that TikTok positively affects students' speaking, listening, and writing skills. This research shows that the use of TikTok positively affects students' speaking, listening, and writing skills, with students feeling more confident in using English.

## 2. Effectiveness of TikTok in Vocabulary Learning

(Tran, 2023) concluded that TikTok is effective in improving vocabulary acquisition among university students. This study shows that TikTok is effective in improving vocabulary acquisition among university students. The results show that students who use TikTok can remember new vocabulary better compared to traditional methods.

(Rama et al., 2023) showed a significant increase in students' vocabulary thanks to the use of TikTok. The results of this study showed a significant increase in students' vocabulary thanks to the use of TikTok. Students reported that they understood and used new vocabulary more easily after learning through TikTok videos.

(Alshreef & Khadawardi, 2023) indicating that TikTok can be a good tool for vocabulary acquisition. The study found that TikTok can be a good tool for vocabulary acquisition, with students reporting improvements in vocabulary acquisition after using the platform.

(Sari et al., 2023) found that students found it easier to remember new vocabulary after using TikTok. The results showed that students found it easier to remember new vocabulary after using TikTok, with many students reporting that the engaging videos helped them in the learning process.

(Fitrianingsih, 2023) indicates that students feel more motivated to learn English through engaging content on TikTok. This research shows that students feel more motivated to learn English through engaging content on TikTok, which contributes to their vocabulary improvement.

### 3. TikTok as an Autonomous Learning Tool

(Ilahi et al., 2023) stating that TikTok improves students' motivation and language skills as an autonomous learning resource. This research shows that TikTok improves students' motivation and language skills as an autonomous learning resource. Students reported that they learn English more often autonomously using TikTok.

(Maulana et al., 2024) found that students felt more motivated to learn English through TikTok. The results showed that students felt more motivated to learn English through TikTok, which they perceived as a fun and accessible tool.

(Adawiyah, 2024) shows that students feel more motivated to learn new vocabulary through engaging content on TikTok. This study found that students felt more motivated to learn new vocabulary through engaging content on TikTok, which helped them in autonomous learning.

### 4. Student Perceptions of TikTok Usage

(Alhameeti, 2022) concluded that students have a positive view of TikTok as a learning tool. This research shows

that students have a positive view of TikTok as a learning tool. They feel that TikTok makes vocabulary learning more interesting and fun.

(Mauriza & Siregar, 2022) found that students who actively used TikTok reported ease in learning vocabulary. The results showed that students who actively used TikTok reported ease in learning vocabulary, with many students feeling more confident in using new vocabulary.

(Paz-dominguez et al., 2023) shows that students feel TikTok helps them expand their vocabulary in a fun way. The study found that students felt TikTok helped them expand their vocabulary in a fun way, and they were more interested in learning English through this platform.

#### 5. Student Engagement in Learning

(Hastomo et al., 2022) shows that TikTok increases students' interest in learning vocabulary. The results showed that TikTok increased students' interest in learning vocabulary, with students feeling more involved in the learning process.

(Utami & Wardani, 2022) found that students felt more engaged in vocabulary learning through TikTok. The study found that students felt more engaged in vocabulary learning through TikTok, with many students reporting that they were more active in searching for relevant content.

## **B. Literature Review**

The literature review in this study consists of 5 components, student voice, TikTok videos, vocabulary acquisition, autonomous English learning, and the use of TikTok videos in autonomous learning for English vocabulary enrichment.

### **1. Student Voice**

#### **a. Understanding of Student Voice**

According to John Dewey (1916), student opinion encompasses students' viewpoints, experiences, and opinions on various aspects of learning, the school environment, and the overall learning experience. It includes everything from students' preferences for learning, their understanding of teaching methods, their views on school policies, and their emotional and social experiences both inside and outside the classroom.

Student opinions are critical to making decisions about education. According to Bet McCallum (2010), student opinions are becoming a more important component of understanding education in general and teaching in particular. Listening to and understanding student opinions can help teachers and school policy makers make better decisions that better accommodate students' needs, wants, and expectations. It can also help improve the learning and teaching environment and increase student engagement.

b. The Position of Student Voice in English Foreign Learning

Student voice is the expression of individual and group principles, thoughts, opinions, and perspectives of students in education, as well as teaching approaches and procedures that are focused on students' options, preferences, desires, and aspirations.

It is a growing movement in education that empowers students to take an active and equal part in planning, studying, and directing classroom instruction, as well as contributing to the development of school procedures and policies.

Using student voices in the classroom necessitates conscious planning and commitment. Teachers can establish learning environments where students can use, rehearse, and develop their voices through a variety of strategies, such as facilitating regular student input, encouraging student feedback and ideas, and responding to student comments. According to Kendel (2017), the benefits of increased student voice include increased academic motivation, self-esteem, engagement, and purpose in school, as well as increased levels of effort and perseverance.

Student voices are not limited to formal environments, they can also be informal, instructional, or cultural, and can be evaluated by students to make changes

in future school-related decisions (Morrell Ernest, 2021). Therefore, it is important to create a classroom culture that values and respects student voices, as this can lead to a more inclusive, equitable, and socially just learning environment.

## 2. TikTok Video

According to Mekler (2021), TikTok is a social media app that allows users to create, share, and discover short-form videos. The app is very popular among teenagers and young adults and has over 1 billion users worldwide. TikTok can be used for educational purposes, such as organizing digital assignments, creating videos for presentations, and fostering collaboration among students.

According to previous researchers from Kousha, Thelwall, and Abdoli (2012), there are three types of videos on online social media platforms. They are social science, art and humanities, and natural and formal science videos. In addition, there is also a new type of video content that students really like to watch, namely vlog videos.

**Social Science.** The social science genre includes a wide variety of videos, including news or correspondent reports, political documentaries, activism and business, advertisements, and academic lectures by social scientists.

**Natural or formal science videos.** Videos about natural or formal science can be found online under the

following categories: describing scientific events or experiences related to studying the phenomenon (e.g., scientific conferences), explaining theories behind certain natural or formal phenomena, and demonstrating specific natural or formal phenomena. Videos of natural or formal science phenomena are classified, as are films about natural sciences or formal sciences, natural sciences or formal science education or entertainment, and academic speakers on these subjects.

**Arts and humanities.** Various media, including music, dance, film, animation, comedy, television series, and humanities documentaries, fall under the arts and humanities category.

**Vlog.** Vlogs are one of the most popular types of content today among TikTok users. Vlogs, also known as video blogging, use text, audio, video, and photos to interact with viewers (Evrin, 2007). There are also different types of vlogs, including reviews, tutorials, and beauty vlogs. Content creators usually create short vlogs on TikTok that only last 15 minutes to 60 minutes to attract viewers' attention so they don't get bored while watching them.

a. Advantages of TikTok Video for EFL Learners

TikTok can be a very useful teaching aid. Short-form videos have an unparalleled ability to pique students' interest, which makes them one of the important reasons.

With fast-moving content and imaginative editing possibilities, the TikTok format is very interesting. Teachers can provide content in a way that appeals to today's digital native generation by leveraging this platform. When students interact with the material and with each other, TikTok also encourages active engagement and participation, which helps students feel a sense of community. Collaboration is encouraged and retention of learning is enhanced with this interactive component. Overall, teachers looking to increase student engagement and understanding inside and outside the contemporary classroom will find TikTok to be a useful resource due to its popularity and ease of use (Utami & Wardani, 2022), especially in increasing the new vocabulary students can use at the same time. According to Hutagalung (2023), there are several advantages to using TikTok to teach English, which are:

1. Short-form Video

TikTok, a platform for short videos, caters to TikTok, a platform for short videos, caters to today's fast-paced lifestyle, where people prefer engaging and time-efficient material over lengthy videos (Wu et al., 2021). TikTok's video restriction encourages content creators to be inventive and brief, which can help capture attention

and communicate messages effectively. TikTok videos are shorter and more engaging, making them ideal for learners with limited attention spans (Ining, 2021).

## 2. Acquiring and Sharing Knowledge

TikTok primarily uses short-form videos for entertainment and social interaction. TikTok can be used by creators to share their expertise or tutorials on many topics, allowing viewers to learn from them.

The portal also has a significant amount of educational content. TikTok's algorithm recommends content based on user preferences, including informational and educational stuff. TikTok allows pupils to study languages and subjects at their own pace (Hastomo et al., 2022).

### b. Disadvantages of TikTok Video for EFL Learners

The use of TikTok as an English language learning (EFL) tool has become a phenomenon that has caught the attention of many educators and researchers. While the platform offers various advantages, some drawbacks need to be considered, especially for EFL learners. Here are some of the shortcomings identified:

### 1. Distraction and Loss of Focus

Short TikTok videos often make students lose focus. The short duration can result in students not exploring the material presented. Research by Ilahi et al., (2023) shows that students are often tempted to watch other videos that are not related to learning, thus reducing their learning effectiveness.

### 2. Social Media Addiction

The use of TikTok may cause students to spend more time on social media than studying effectively. Research by Maulana et al., (2024) found that students who overuse TikTok tend to experience decreased motivation to learn conventionally, which has a negative impact on their language acquisition.

In addition, TikTok's algorithms allow its content to be customized to users' learning styles and preferences, making it an easily adaptable tool for different types of education. Students are exposed to a variety of cultural contexts and linguistic inputs thanks to the vast user base and constant stream of content. This enriches their learning experience. Having a better understanding of idiomatic expressions, slang, and language use in real-life contexts are two important aspects

of fluency. A wider vocabulary mastery results from this exposure.

### 3. Autonomous Learning

In general, autonomy refers to freedom and the ability to exercise self-government. In the context of education, autonomy refers to a certain type of freedom that determines the teaching-learning process, the dynamics between teachers and students, or the institution itself. The concepts of negotiation, involvement in decision-making in the classroom, introspection and choice, independence, self-evaluation, and cooperation, are all related to autonomy in education.

The Autonomous Learner Model (ALM) was created by professors George Betts and Jolene Kercher to encourage talented students to learn on their own (Zahara, 2019). The primary goal of this model is to help students become autonomy and autonomous learners by developing positive cognitive, emotional, and social skills, ideas, and attitudes. This model positions teachers as facilitators and students as learners, who can control their learning process. This model can be used in a variety of contexts, such as regular classes (for all students and across developmental stages), small groups, private lessons, or in specific learning areas or across curricula.

In open education systems, there are several terms used to describe the idea of self-study. Knowles uses the term "self-

directed learning" to discuss this idea of self-learning. He also listed alternative names such as self-planned learning, independent learning, self-education, self-instruction, self-teaching, self-study, and autonomous learning. Autonomous learning is defined by Knowles (1980) as a process by which each person can take his own initiative, with or without the help of others, in terms of diagnosing his learning needs, formulating his learning goals, finding learning resources, both people and materials, selecting and implementing appropriate learning strategies for himself, and evaluating his learning outcomes.

Kozma, Belle, and Williams (1978) agree that autonomous learning is a way of learning that allows students to choose their resources, goals, and learning activities. In short, students have the opportunity to actively participate in the self-study process because they can choose what they will learn and how to do it. However, according to Cyril Kesten (1987), autonomous learning is when students can make important decisions based on their own learning needs and with others.

According to Huda (2013), the individual development dimension emphasizes students' ability to learn autonomously, manage their own learning, and develop skills without direct assistance from the teacher. In this study, the researcher used

this dimension because this study explores how students use TikTok autonomously to enrich their vocabulary. TikTok provides a space for students to choose content that suits their language needs and enrich skills autonomously, corresponding to personal development in this model.

#### 4. Vocabulary in EFL Learning

Vocabulary is an important component in learning language and developing literacy, and vocabulary includes passive and active vocabulary words that are known but not used often. Vocabulary greatly contributes to developing language proficiency because it is the key aspect of language skills, namely the ability to read, speak, write, and listen. Learning an adequate vocabulary is essential for understanding and communicating in various fields, such as linguistics, psychology, education, and artificial intelligence.

Many opinions in defining vocabulary. According to Richards and Schmidt (2013) vocabulary is a group of lexemes containing single words, compound words, and idioms, whereas Nation (2001) states that knowing a term includes being proficient in its spelling, pronunciation, collocation, and appropriateness. Then there is Allen (1983) who defines vocabulary as the sum of all words present in a language, as well as the sum of all words needed to understand or communicate with a group of people. If you don't learn

vocabulary, you won't be able to communicate and express your thoughts, ideas, emotions, and information.

According to Montgomery (2007), vocabulary can be categorized into four main types, namely:

1. **Auditory Vocabulary:** It refers to words that a person comprehends by hearing. The fetus can recognize certain words while in the womb, and learning new words is an ongoing process throughout life.
2. **Speaking Vocabulary:** These are words that someone actually says. The quantity of words in this area is smaller than the listening vocabulary, with most people using only 5,000 to 10,000 words for all talks and directions.
3. **Reading Vocabulary:** This type of vocabulary includes words that are understood when reading text. It is possible for a person to understand words through reading vocabulary even though they do not use them in conversational vocabulary.
4. **Writing Vocabulary:** The words that a person employs to express oneself in writing are referred to as writing vocabulary. Writing language is heavily impacted by terms that can be spelled.

Vocabulary can also be classified based on its source, such as active vocabulary and passive vocabulary. Active

vocabulary are words that are used regularly in daily life when speaking, reading or writing. Active vocabulary are words that are familiar and comfortable to use in various contexts. Whereas passive vocabulary are words that are known but may not be used often. Students may understand their meaning when hearing or reading them, but do not use them actively in daily life.

#### 4. The Use of TikTok Videos in Autonomous English Vocabulary Learning

Learning new vocabulary is an important part of improving students' comprehension and language skills. TikTok videos are one of the mediums that can be used to teach vocabulary, which means knowing, understanding, and using new words in English. TikTok, as a medium, offers a creative and engaging way to incorporate new vocabulary through short videos. With TikTok, students can select content that they find interesting and relevant, and interact with the media. According to Lev Vygotsky (1978) in his theory of constructivism learning, social interaction and cultural context in understanding the world around human are essential for education. Therefore, it aligns with using platforms like TikTok for experiential learning and social interaction.

According to Masruddin (2018), short videos can help them learn new words, how to spell, and how to use them. For

example, movies that depict someone doing something and using their actions as verbs can help. Also according to Al Maroof (2021), students have the freedom to get everything they want, including helping advance the process of learning vocabulary in English. Therefore, the majority of students think that short videos in English on TikTok help them in some way. For example, students can use TikTok anytime, anywhere to learn vocabulary in English, and they can choose the vocabulary topics they want to master.

Referring back to the previous idea, TikTok videos help students learn languages more effectively because they keep students engaged and interested during class, even during class hours. Also, TikTok can be accessed anywhere and anytime. Students therefore become motivated autonomously to develop new vocabulary.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter discusses the research methods used to answer the research questions systematically. The researcher explains the research design, data collection procedures, selection of research subjects, and data analysis techniques. With carefully designed methods, this research aims to reveal how the use of TikTok videos can support autonomous learning of English vocabulary. The explanation in this chapter is expected to provide a clear picture of the research steps so that the validity and reliability of the research results can be guaranteed.

#### **A. Research Design**

This research used a qualitative method and descriptive research design to understand the phenomenon under study in a broader context. According to Creswell (2009), qualitative research aims to explain and understand the experiences, views, and meanings given by individuals or groups to a phenomenon. In the descriptive approach, researchers focus on a detailed and comprehensive description of the subject under study, without attempting to test hypotheses or make broad generalizations.

In the context of this research, the researcher seeks to explore and describe the students' experiences and voices related on the use of TikTok videos for autonomous learning in improving English vocabulary. The focus is on understanding the way

students use and their experiences in selecting and using TikTok content for learning English vocabulary autonomously. The main purpose of this research is to find out how students use TikTok as a medium for autonomous vocabulary learning and to identify the unique way and preferences they have when selecting and interacting with educational content on TikTok. This research also aims to provide a detailed picture of students' voices and experiences to inform educational practices and possibly enrich their effectiveness. The concept of this research is to integrate TikTok into education to facilitate autonomous learning, where students organize their own learning process. In addition, validation through member check increases the validity and reliability of the research findings.

## **B. Research Setting**

This research is planned to be carried out at SMP Islam Al Azhar 29 BSB Semarang located on Jalan RM. Hadisoebeno Sosrowardoyo, Kedungpane Village, Mijen District, Kedungpane, Mijen District, Semarang City, Central Java 50212.

## **C. Source of Data**

The key data sources in this study were all information received directly from the participant. The participants in this study were 21 students in the academic year 2024/2025 from the bilingual class in Ali Imran seventh-grade, who were selected from a total of 109 seventh grade students at Al Azhar BSB Semarang

Islamic Junior High School. The sampling method used was purposive sampling, as this study specifically aims to explore students' experiences and preferences in a bilingual learning environment. With a smaller sample size, the researcher could explore the students' experiences and views in more detail and depth, and manage data collection and analysis more effectively. In addition, this selection made it possible to conduct more intensive interviews and member checks, thus increasing the validity and reliability of the research findings.

Data can be gathered via field notes from the transcripts of interviews and audio recordings. All of the information gathered was utilized to interpret the voices of the students regarding the use of TikTok videos for autonomous learning and vocabulary development.

#### **D. Method of Collecting Data**

Data collecting is a key stage in scientific study. Qualitative research typically collects data through observation, interviews, documentation, or a combination of these methods. In this study, the researcher collected data through interviews.

One of the most common strategies for getting people to speak up for themselves, according to Ary, is through interviews. Interviews are used to acquire information about the subject's ideas, opinions, experiences, knowledge, emotions, sensory, sentiments, and demography data.

An interview is one of the data collection methods used in qualitative research. An interview allows to acquire insight into the interviewee's world and a better understanding of the nature or meaning of the interviewee's daily experiences (Palmer & Bolderston, 2006). According to Tohirin (2012), interview data is also known as verbal data, which refers to information gathered through conversation or question and answer sessions.

The purpose of using interviews in this research is to gather rich, qualitative data directly from seventh-grade students regarding their experiences and voices of using TikTok videos for autonomous vocabulary learning. Interviews provide a platform for students to articulate their thoughts, emotions, and insights, offering deeper understanding into how TikTok influences their learning processes and vocabulary acquisition. Additionally, interviews allow the researcher to explore nuances, motivations, and challenges that may not be captured through other data collection methods, there by enriching the study's findings and contributing to a comprehensive understanding of the educational impact of TikTok in this context.

There are three sorts of interviews: structured, semi-structured, and unstructured (Djam'an & Aan, 2017). The researcher employed a semi-structured interview in this case, which allows the researcher to be more flexible in conducting the interview and ask new questions that were not on the interview list.

The semi-structured interviews is chosen because it allows for an in-depth exploration of students' thoughts, feelings, and experiences. This method is flexible, enabling the researcher to ask follow-up questions and delve deeper into areas of interest that may arise during the interviews. By using a smaller, focused purposive sample method of 21 students out of a total population of 109 students, the study ensured a manageable scope, allowing for detailed and thorough data collection and analysis. In this study, the researcher employed direct participant interviews to determine how the student selected and used TikTok videos to enrich students' vocabulary during autonomous learning.

The researcher created recommended TikTok accounts for students to watch while learning English through TikTok. The accounts include @speakingishwithzach, @kampunginggrissm, @ezylish, @schoolonl2, @english\_with\_anie, @kadang.sokinggris, @aarons.english, @eranitri, @teacher\_samtyler, @jagobahasa.com. The researcher selected accounts that actively distribute English-related content. The researcher did not confine students to only seeing recommended accounts. In addition to the recommended accounts, students were free to watch other English-related content. Researchers asked students to spend 15-60 minutes per day watching recommended TikTok accounts for a week before asking them about their thoughts on learning English vocabulary on TikTok. After the

week-long engagement with TikTok, students were interviewed in-person to gather their opinions and experiences regarding learning English through TikTok. After collecting data through interviews, researchers conducted member check to validate the data collected from interviews, ensuring a comprehensive understanding of students' learning processes and experiences.

#### **E. Research Instruments**

The data collection instrument is used to measure the data being gathered. The data gathering instrument and process are interdependent. Specifically, the data collection methods in this study is interview with students to find out which TikTok content is preferred by students for English learning tools and to find out the way the use TikTok in learning vocabulary English and concept how it is used. The interview process in this study involved selecting 21 students in the academic year 2024/2025 from a population of 109 seventh-grade students at Al Azhar BSB Islamic Junior High School in Semarang. The interviews focused on understanding how students select and use TikTok videos for vocabulary learning autonomously. The data collected was verbal, consisting of information gathered through conversations and question-and-answer sessions. By using semi-structured interviews, the researcher gained rich and detailed insights into students' use of TikTok for learning, thus enhancing the ability of

the research to provide meaningful conclusions about the educational potential of the platform.

**Table 3.1 Interview Guideline for Accessing Data About Types of TikTok Content Students Prefer to Enrich English Vocabulary**

<b>Variable</b>	<b>Theory</b>	<b>Indicators</b>	<b>Items of Instruments</b>
Types of TikTok content chosen by students for autonomous learning to enrich their English vocabulary	Information Processing Theory by Robert M. Gagne (1970)	<ul style="list-style-type: none"> <li>• Type of selected content</li> </ul>	<ul style="list-style-type: none"> <li>• What type of content do you watch most often on TikTok to learn English? (e.g. tutorials, vlogs, dramas, etc.)</li> <li>• How often do you choose content that contains dialog or conversation in English?</li> </ul>

This interview question instrument was adapted from the Information Processing Theory proposed by Robert M. Gagne in 1970. This theory focuses on how individuals process information and how they can use that information to learn autonomously. In

this context, The researcher developed indicators relating to the type of TikTok content chosen by students to enrich their English vocabulary.

**Table 3.2 Interview Guideline for Accessing Data About Types of TikTok Content on How students use TikTok to Enrich English Vocabulary**

<b>Variable</b>	<b>Theory</b>	<b>Indicators</b>	<b>Items of Instruments</b>
The way students use TikTok content to enrich their English vocabulary	Constructivism Theory by Lev Vygotsky (1920)	<ul style="list-style-type: none"> <li>• The students' interaction with content</li> <li>• The way students record new vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Can you explain how you use TikTok in your English vocabulary autonomous learning?</li> <li>• How do you record new vocabulary you learn from TikTok videos? (Screenshot, write a memo, etc...)</li> </ul>

		<ul style="list-style-type: none"> <li>• Student practice</li> <li>• Improved vocabulary mastery</li> </ul>	<ul style="list-style-type: none"> <li>• Do you try to use new vocabulary or phrases you've learned from TikTok in everyday conversation ? If so, what techniques do you use to practice and reinforce them?</li> <li>• After using TikTok to learn English, how has your vocabulary improved? How many new words do you learn every day? Name your</li> </ul>
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		<ul style="list-style-type: none"> <li>• Feedback</li>   <li>• Advantages and disadvantages</li> </ul>	<p>new vocabulary!</p> <ul style="list-style-type: none"> <li>• Do you seek feedback from others on your English after you learn from TikTok?</li>   <li>• What are advantages that you receive from using TikTok to learn vocabulary in English?</li>   <li>• What are the challenges and disadvantages of using TikTok to learn English?</li> </ul>
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			<ul style="list-style-type: none"> <li>• How can you overcome these challenges?</li> </ul>
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This interview question instrument was adapted from the Constructivism Theory developed by Lev Vygotsky in 1920. This theory emphasizes the importance of social interaction and experience in the learning process, as well as how individuals construct their knowledge through interaction with the environment and others.

#### **F. Method Of Analysing Data**

The systematic search and compilation of data gathered via observations, interviews, and other sources is known as data analysis. Creswell (2009) said, the purpose of this process is to make the data and results easy to understand and communicate to others.

The purpose of data analysis in this study is to make the collected data and its results comprehensible and communicable to others. By analyzing the data, the researcher aims to extract meaningful insights into how TikTok is utilized as a tool for autonomous learning and its impact on vocabulary enhancement among students.

The data was analyzed using Miles, Saldana, and Huberman (2014) data analysis technique. The reason for employing data analysis, particularly employing thematic analysis by Miles, Saldana & Huberman ensures a methodologically rigorous approach to analyzing qualitative data, providing depth, systematic analysis, and rich interpretative insights into students' voices with TikTok for autonomous vocabulary learning.

The research design follows Miles, Saldana & Huberman's three stages of data analysis framework: data condensation, data display, and drawing and verifying conclusions. Each of these stages is important to ensure that the thematic analysis is conducted systematically, produces in-depth interpretations, and provides a comprehensive understanding of students' experiences in using TikTok for autonomous English language learning.

### 1. Data Condensation

At this stage, the researcher read the student interview transcripts in-depth to select and simplify the data. Relevant pieces of data, such as the type of TikTok content (e.g., drama, movies, vlogs, and dialogue or conversation) and how it was used (e.g., looking up word meanings or mimicking pronunciation), were coded or labeled. Next, the data were organized into initial categories, such as "content preferences" and "learning ways," to help identify patterns. This ensured the

focus remained on the research objectives while eliminating less relevant information.

## 2. Data Display

The condensed data is presented in tables or matrices to facilitate analysis. For example, the table could contain columns for students' names (or anonymous codes), the type of TikTok content they prefer, and how they use it in English language learning. This presentation helps researchers see comparisons between students, find common patterns, or identify unique ways used by certain students.

## 3. Drawing and verifying conclusions

The researcher drew preliminary conclusions, such as the most popular types of TikTok content (e.g., conversational dialog content) and commonly used autonomous strategies (e.g., noting down new vocabulary or rewatching videos for comprehension). These conclusions were then verified to ensure their validity through reconfirmation with students regarding data interpretation. This stage ensured that the research results were accurate and reliable.

In summary, these stages of thematic analysis provide a structured approach to exploring and interpreting qualitative data on students' voices regarding the use of TikTok for autonomous learning in vocabulary enhancement. Each stage contributes to developing a nuanced understanding of students'

experiences and voices, offering insights that are grounded in the data collected through interviews.

## **G. Data Validation**

To ensure that the research outcomes are more empirical, the data acquired throughout the study must be validated. According to Masyhuri (2008), the degree of trustworthiness, transferability, dependability, and certainty of the data is used to establish its validity in qualitative research.

After the researcher tabulated the interview results, respondents checked the data using a member check technique. Creswell (2009) defines member check as researchers comparing their data to that of data providers. The member check assesses the accuracy of collected data compared to the data provided by the source. The member check technique measures external validity and transferability rate. A clear awareness of the research's background indicates great transferability.

In the formulation of the first problem of this research, member check is carried out interviews regarding what types of TikTok content students prefer. In the formulation of the second problem, member check is employed on the use of TikTok as a learning media tool for autonomous learning in English learning subject, and measuring the level of students' mastery of English then verifying it with an oral interview.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **A. FINDINGS**

In this part, the researcher presents the research findings. Which seeks to address the formulation of the problem: 1) to analyze insight into the specific types of TikTok content that students prefer for improving their English vocabulary in their autonomous learning, and 2) to explain the students' voices on the use of TikTok videos in the context of autonomous English learning of vocabulary.

##### **1. Types of TikTok Content Chosen by Students to Enrich English Vocabulary in Autonomous Learning**

At the initial stage, the participants were interviewed to explore their preferences for certain types of TikTok content to gain insight into the types of videos that appeal to them for learning English vocabulary. The results of the interviews showed that the students preferred content that is arts, humanities, and vlogs in the text field. Also in the text based on the number of involved participants, the students preferred conversations and dialog.

The data shows what types of content students prefer:

###### **a. Types of Text Field**

Students' TikTok content preferences can be divided into three types: art, humanities, and vlogs. Each type represents a unique way in which students use the platform to learn English vocabulary. These types reflect students' interests, from creative and visual storytelling to practical, real-world applications and casual conversational scenarios.

The table below highlights how each area resonates with students' preferences and uniquely supports their English vocabulary learning.

**Table 4.1 Types of Text Field**

Informant	Art/Humanities/ Vlogs	Students' favorite TikTok video content types
Student 1	Art and vlog-type content.	Drama reviews, vlogs, and cooking recipes in English.
Student 2	Humanities-type content.	Criticism content
Student 3	Art and vlog-type content.	Movies, dramas, and vlogs in English.
Student 4	Art and humanities-type content.	Pet and entertainment content
Student 5	Art and vlog-type content.	Comedic content, witty vlogs, and realistic anecdotes in English.
Student 6	Humanities-type content.	Showcases, survival tips

Student 7	Art and humanities-type content.	Game content, storytelling, and animations
Student 8	Art-type content.	Ghost stories in English
Student 9	Art and humanities-type content.	Quotes, game content, anime, and movies
Student 10	Art and humanities-type content.	Tutorials, animations, and series in English.
Student 11	Humanities-type content.	Cooking reviews and tutorials
Student 12	Art and humanities-type content.	Fantasy stories, crime stories, drama and movie reviews, and sewing tutorials in English.
Student 13	Art, vlog, and humanities-type content	Vlogs, series, mixed content
Student 14	Humanities-type content	Sports related content
Student 15	Humanities-type content	Game content
Student 16	Art and vlog-type content.	Films, dramas, tutorials, and vlogs in English.
Student 17	Humanities-type content	Cooking tutorials and quotes
Student 18	Vlog-type content.	Dance challenges, lifestyle vlogs about skincare and makeup in English.
Student 19	Humanities-type content	Memes and sports

Student 20	Vlog-type content.	Funny vlogs and daily life stories
Student 21	Art and humanities-type content.	Tutorials and animations in English.

In the table above, it is found that 12 students love art-type content such as movies, dramas, fantasy stories, anime, or crime stories. Then 7 students love vlog content. Also, 14 students love humanities-type content such as tutorials these formats present vocabulary in a real-life context. Evidence that can strengthen the data on students' voices is presented below:

#### **Students love art**

“The types of content I watch most often on TikTok to learn English are movies and dramas, as well as English-related content, such as tutorials and vlogs. I also sometimes watch content that is not specifically designed for learning English, but is related to English.” (Student 3)

#### **Students love humanities**

“I like watching tutorials and sometimes animations and series. I find this type of content interesting and informative.” (Student 10)

#### **Students love vlogs**

“I most often watch films and dramas, as well as content related to English, such as tutorials and vlogs.” (Student 16)

These preliminary findings helped researcher understand that students are attracted to content that combines educational value with entertainment, thus increasing their interest and willingness to learn autonomously.

b. Types of Text Based on The Number of Involved Participants in The Text

This section focuses on the types of text that students prefer, namely dialog and conversation-based content. According to the data obtained, a substantial majority of participants preferred content with conversational components, such as dialogues in vlogs, tutorials, movies, and dramas. Students are drawn to this style of material because it reflects actual language usage, giving them exposure to ordinary idioms, slang, and real-life interactions in English.

The table below categorizes students' preferences based on their answers to items including dialog or conversations. These types offer insight into how conversational text can be a useful learning tool for students on their own English journey.

**Table 4.2 Types of Text Based on The Number of Involved Participants in The Text**

Informant	Dialog/ Conversations	Students involved
Student 1	Dialog and conversations	According to what passed by on FYp TikTok
Student 2	Dialog and conversations	I often choose both
Student 3	Dialog and conversations	... content that contains dialog or conversation in English....
Student 4	Dialog and conversations	... content with dialogue or conversations in English.
Student 5	Dialog and conversations	... content that contains dialog or conversation in English
Student 6	Dialog and conversations	Often. Because the content is mostly in English.
Student 8	Dialog and conversations	It depends on which videos are passing by on FYP.
Student 10	Students choose dialog	I sometimes choose content that includes dialogue.
Student 11	Dialog and conversations	... As it appears on TikTok...

Student 12	Dialog and conversations	If the video content passes on FYP I watch it...
Student 13	Dialog and conversations	... I often choose both.
Student 14	Dialog and conversations	... choose both because either the dialog or conversation content is interesting.
Student 15	Dialog and conversations	I often, ... dialog conversation videos.
Student 16	Dialog and conversations	... content that contains dialogue or conversation in English...
Student 17	Dialog and conversations	I watch it quite often.
Student 18	Dialog and conversations	my FYP is mostly all in English. I often watch all of them indirectly.
Student 19	Dialog and conversations	my FYP is mostly all in English. I often watch all of them indirectly.
Student 20	Dialog and conversations	... content that contained dialog or conversation in English.
Student 21	Dialog	... content that contains dialogue in English.

Based on the data presented in the table, it is clear that the majority of students prefer content that contains conversations. In particular, all participants mentioned that they often prefer TikTok content that contains conversations and dialog. On the other hand, a small percentage of student 2 students just liked dialog. This trend shows a strong interest in learning languages through real-life interactions and verbal exchanges, which can significantly help enrich speaking and listening skills. Content such as vlogs, dramas, movies, and tutorials, which feature dynamic conversations, are particularly favored by students, as they help them understand how language is used naturally in various contexts. Evidence that can strengthen the data on students' voices is presented below:

“I often choose both because either the dialog or conversation content is interesting. It depends on which video passes by in FYp (For You Page).” (Student 14)

## **2. Students' Voices on The Way They Use TikTok in Autonomous English Learning of Vocabulary**

After the participants were interviewed about which content they liked, the researcher then asked the participants to watch the TikTok videos that the researcher had recommended. After a week, the researcher interviewed them again. The

interview results show that the students' voice in using TikTok are:

a. Interacting With TikTok Content

**Table 4.3 Types of Interaction with TikTok content**

Informant	Interaction Type	Data
Student 1	By giving Like, Save, Share	... with a like, then save it to favorites and share it to my Whatsapp.
Student 2	By giving Like, Comment	... I comment or like it if the content is helpful.
Student 3	By giving Like, Explore	I leave a like and check the account to find more related videos.
Student 4	By giving Like, Save	... I like it and save it for late.
Student 5	By giving Like, Share, Comment	I like the video and comment .... I share it with my friends....
Student 6	By giving Like, Download	... I like and download the video to watch later.
Student 7	By giving Like, Save	I like the content and save it to use for learning.
Student 8	By giving Like, Comment	I leave a like and sometimes comment if the video is engaging.
Student 9	By doing Save, Share	I save the video to favorites and share it with my group.

Student 10	By giving Like, Repost	I like videos and sometimes repost them on my TikTok profile.
Student 11	By giving Like, Comment	I like the content and comment ....
Student 12	By giving Like, Save, Share	I like the video and save it to favorites. I share it with friends if it can help them.
Student 13	By giving Like, Save	I like it and save it ....
Student 14	By giving Like, Comment	I leave a like, and ... comments.
Student 15	By giving Like, Save	I like and save the video ....
Student 16	By giving Like, Explore	I like the video and explore the creator's other content.
Student 17	By doing Save, Comment	I save it to favorites, and I comment ....
Student 18	By giving Like, Share, Save	I like the video, share the link with my friends, and save it ....
Student 19	By giving Like, Download	I like the video and download it to watch when I need it.
Student 20	By giving Like, Comment	I like it, and I also comment....
Student 21	By giving Like, Save	I like it and save it ....

Students reported interacting with TikTok content through likes, comments, favourites, and video sharing to support their English vocabulary learning. As shown in the data above, 19 students interact with TikTok through likes. Then those who left comments were 6 people. There were 11 students who saved in favorites and downloaded the content. And 5 people share TikTok content. By liking content, students help TikTok customize their feed to show more content relevant to language learning. In the comments section, they can ask questions or view discussions to understand new words or phrases. Through the favorites feature, students save important videos containing new vocabulary for easy access for repetition. In addition, by sharing videos, they can discuss with friends or study groups, allowing them to deepen their vocabulary understanding collaboratively. Evidence that can strengthen the data on students' voices is presented below:

“I watch the video; if I think it's good, I'll leave a trace with a like, then comment. Moreover, if it's useful, I'll save it to favorites and share it to my WhatsApp number account, which is for entrustment so that I can see it again.” (Student 1)

b. Recording New Vocabulary

**Table 4.4 Recording New Vocabulary**

Informant	The Way of Recording	Data
Student 1	By translating and memorizing.	... if I find a new vocabulary, ... find out the meaning first to google translate and quizzes ... I ask a friend or teacher...I memorized ...
Student 2	By translating and writing in a notebook	... I will translate it to google translate.... I write it down in my notebook ...
Student 3	By writing and memorizing	I usually write down the new words or try to memorize them by myself.
Student 4	By taking screenshots	I use screenshots to capture new vocabulary ....
Student 5	By translating and writing in a notebook	use features like subtitles and sometimes Google Translate ... by writing it down.
Student 6	By translating and writing in a notebook	I will translate it first on Google Translate or Duolingo...I take notes ....

Student 7	By translating, writing, and memorizing	I translate to Google Translate ... write down the new vocabulary and memorize it.
Student 8	By writing and taking screenshots	I write down the vocabulary ... I will screenshot the vocabulary ...
Student 9	By paying attention, writing, and memorizing	... I pay attention to the details. Then I write it down, memorize it, ....
Student 10	By taking screenshots	I use screenshots ....
Student 11	By translating and writing in a notebook	... see the meaning in Duolingo and Google Translate ... I take notes ....
Student 12	By translating and memorizing	... look up the meaning on Duolingo and Google Translate ... memoriz the vocabulary...
Student 13	By writing in a notebook	I write down new vocabulary....
Student 14	By translating and writing in a notebook	... translate it on U-dictionary ... to write down the new vocabulary in my notes.
Student 15	By writing in a notebook	I usually take notes in my notebook.
Student 16	By writing and memorizing	I typically write down new word or

		try to memorize them mentally.
Student 17	By translating and writing in a notebook	... I translate them into google translate ... I take notes if I get a new vocabulary.
Student 18	By translating, writing, and memorizing	I also use google translate ... I usually memorize it, and write it down in my notebook.
Student 19	By translating and writing in a notebook	... I will ask the Canguro app and Google Translate first ... I noted down ...
Student 20	By writing in a notebook	... use subtitles and translation tools ... I wrote down the new vocabulary ....
Student 21	By writing in a notebook	I take notes to record new vocabulary....

The interviews revealed that students record and store new vocabulary from TikTok in various ways to facilitate learning. Seven students memorize the new vocabulary. Seventeen students write new words in special notes or books so that they can review them later. Three others use screenshots to save the visual context of the learnt word, making it easier to remember. In addition, eleven

students utilise dictionary apps or Google Translate to look up the meaning of difficult words and save them in the favorites feature of the app, allowing them to access them again when needed. Trustworthy students' voice is presented below:

**Students record new vocabulary by memorizing**

“I memorized that vocabulary is important.” [I memorize the important vocabulary] (Student 1)

**Students record new vocabulary by writing in a notebook**

“I recorded the new vocabulary I found in the TikTok video by writing it down. I know that it's important to write down new words to help me remember and understand.” (Student 5)

**Students record new vocabulary by taking screenshots**

“I use screenshots to capture new vocabulary I encounter in TikTok videos.” (Student 4)

**Students record new vocabulary by translating with apps**

“When I watch a TikTok video, and there's a vocabulary I don't know, I immediately translate it on U-dictionary. If not, I'll ask my mom to understand better.” (Student 14)

c. Practicing New Vocabulary in Daily Conversation

**Table 4.5 Practicing New Vocabulary in Daily Conversation**

Informant	The Way of Practicing	Data
Student 1	Practicing new vocabulary with friends	... I practice with my friends first....
Student 2	Practicing new vocabulary with friends	... practice the new vocabulary ... with my friends.
Student 3	Practicing new vocabulary with friends	... I'm chatting with my friends.
Student 4	Practicing new vocabulary in daily speech	... practice them ... into my daily speech.
Student 5	Practicing new vocabulary by writing	... I practice and reinforce them by writing them down and ... into my speech....
Student 6	Practicing new vocabulary through monologue and friends	... practice the vocabulary ... by myself if not with a friend.
Student 7	Practicing new vocabulary with friends	... practice the new vocabulary with my friends.
Student 8	Practicing new vocabulary with friends	... practice it when I'm chatting with my friends...

Student 9	Practicing new vocabulary with friends	My strategy in practicing is usually if I learn with at least one person....
Student 10	Practicing new vocabulary in daily conversation	I attempt to use new vocabulary in my everyday conversation. I learn by practicing the phrases I pick up from TikTok.
Student 11	Practicing new vocabulary through monologue	I usually practice by myself, such as talking to myself or monologuing.
Student 12	Practicing new vocabulary with family	I practice them when I talk to my dad.
Student 13	Practicing new vocabulary by repeating	I use new vocabulary in conversation and practice by repeating the phrases I learn.
Student 14	Practicing new vocabulary with tutor	... I practice it with my tutor in conversation.
Student 15	Practicing new vocabulary with sibling	... I practice it with my brother in conversation.
Student 16	Practicing new vocabulary by writing and memorizing	... I practice by writing down or memorizing the vocabulary.
Student 17	Practicing new vocabulary in daily life	... And I use them in my daily life,

Student 18	Practicing new vocabulary with sibling, friends	I always practice my new vocabulary by chatting with my friends and sister....
Student 19	Practicing new vocabulary with friend	... so the new vocabulary I get I practice with Rheza.
Student 20	Practicing new vocabulary in conversations	... in my conversations...
Student 21	Practicing new vocabulary in conversation	I try to use new vocabulary in my conversation as well.

Students practice new vocabulary in daily conversation in various ways to further their English skills. Two students practiced autonomously by standing in front of a mirror and monologuing as if they were talking to another person, which helped them improve their confidence and fluency. Others try to use the new vocabulary in conversations with family, friends, or tutor so that they can apply the words in real contexts. Through this combination of exercises, students gradually feel more comfortable and fluent speaking in English:

### **Students practice new vocabulary in conversation with tutor, family, and friends**

“Usually, if the vocabulary is good, I practice with my friends first. Then when I get used to it, I use it in daily conversations.” (Student 2)

“When I get new vocabulary from TikTok, I practice it with my tutor in conversation.” (Student 14)

“I always practice my new vocabulary by chatting with my friends and sister. It helps me improve my English.” (Student 18)

### **Students practice new vocabulary through monologue**

“I usually practice by myself, such as talking to myself or monologuing.” (Student 11)

## **B. DISCUSSION**

In this part, the researcher presents the answer to the research question. Which seeks to address the formulation of the problem: 1) to analyze insight into the specific types of TikTok content that students prefer for improving their English vocabulary in their autonomous learning, and 2) to explain the students’ voices on the use of TikTok videos in the context of autonomous English Learning of Vocabulary. This part connects the research findings from the previous part to the research questions. More explanations are provided below:

## **1. Types of TikTok Content Chosen by Students to Enrich English Vocabulary in Autonomous Learning**

To obtain the results of the first problem formulation, The researcher employed only one instrument: an interview. The researcher presented the interview data results in the previous section. The following is a discussion of the initial problem formulation outcomes.

Based on the interview results, all statements received were positive. The first part of the interview was about the students' voice in which type of TikTok content was favoured by the students that they used to learn English vocabulary autonomously. In the discussion related to the findings of this study, it was found that students prefer TikTok content that combines both educational and entertaining elements such as art, humanities, and vlogs.

They enjoy content that is art (like drama, movies, fantasy stories, anime, lifestyle animations or crime stories); these contents make learning fun and less boring for students. Lifestyle animations often use strong visual elements and compelling stories, which help students remember new vocabulary more easily. This content supports students' memory as the positive emotions evoked while watching make them more motivated to learn. For vocabulary development, this content allows students to learn words related to their

interests, such as hobby topics, lifestyle, or trends, which enriches their vocabulary outside the academic context.

Humanities (including tutorials, game content, quote daily, and pet-related content); students are attracted to real-life-based content as it provides them with vocabulary that is applicable to everyday activities. For example, in a cooking and game tutorial or content about pets, students may learn words related to food ingredients, cooking tools, or terms related to animal care. The benefit of this content for vocabulary development is that students gain a broader understanding of practical English that they can use in real situations, improving their ability to communicate effectively in a variety of contexts.

Vlogs; students like this content because it features vocabulary in real conversational contexts, similar to everyday life situations. For example, in vlogs creators often use informal or slang language that makes students more familiar with everyday expressions in English. The benefit of this content for vocabulary development is that students learn vocabulary that is relevant and frequently used in social interactions. They also learn more natural ways of communicating, which can improve their speaking skills and better understand the cultural context of English.

This finding is in line with the Information Processing theory by Robert M. Gagne (1970), which states that students

more easily remember and understand new vocabulary through content that presents information visually and emotionally, which serves to strengthen the process of storing information in long-term memory. TikTok, with its interesting and diverse characteristics of short videos, provides an optimal environment for students to absorb and remember vocabulary more easily and enjoyably. In the context of this theory, TikTok as a platform that combines visuals and narration has a great advantage in helping students process English information, so that they can more quickly remember and use it in daily conversation.

Overall, these three types of content not only attract students' interest but also provide exposure to vocabulary in a variety of contexts that help them develop all-round English skills. These contents give students access to a variety of vocabulary, in terms of formality, topic, and application, so that they feel better equipped to use English in everyday life situations.

This finding is consistent with the Autonomous Learning theory by Knowles (1975), which states that students are more motivated and engaged in learning when they select materials that are relevant to their interests. According to this theory, having autonomy in material selection might improve

learning effectiveness since students are more likely to participate actively in the learning process.

This study also supports previous research by Rama et al. (2023) who found that social media, specifically TikTok, can facilitate English vocabulary improvement. Just like in this study, Rama et al. (2023) reported that students experienced an improvement in understanding everyday vocabulary through exposure to fun and accessible content. Preference for vocabulary was prominent, with students feeling that TikTok helped them learn new words in a visual context that supported long-term retention.

This finding is consistent with Sundqvist and Sylvén's (2016) research shows that exposure to language through informal media, such as social media, significantly improves vocabulary acquisition, especially when the material is presented in a relevant and engaging way. However, this study has a different focus, namely autonomous vocabulary learning, whereas Rama et al. emphasized more on the overall influence of social media on vocabulary improvement.

Also, students showed a clear preference for TikTok content that includes dialogue or conversation, such as vlogs, tutorials, and speaking challenges in English. This type of content provides a contextualized and relevant learning experience, allowing students to hear how vocabulary, sentence

structure, and intonation are used in real situations. This finding is consistent with the study of Rama et al. (2023), who found that interactive content on social media, including TikTok, is effective in improving vocabulary acquisition as it exposes students to language used in everyday life. Dialogue-based content allows students to understand how language is used naturally, thus improving their understanding of vocabulary and sentence structure

Overall, students favour content that is not only relevant to everyday life but also supports different aspects of language learning. By combining dialog and language aspects, TikTok proves to be a comprehensive and engaging language learning tool. The platform meets students' autonomous learning needs by offering relevant, contextualized, and accessible content, making it an effective learning medium to improve their English skills. This discussion confirms the importance of TikTok in supporting communication-based, contextualized, and student-needs-based learning.

## **2. Students' Voices on The Way They Use TikTok in Autonomous English Learning of Vocabulary**

To obtain the results of the second problem formulation, the researcher employed only one instrument: an interview. The researcher presented the interview data results

in the previous section. The following is a discussion of the initial problem formulation outcomes:

a. Interacting with TikTok in Enriching English Vocabulary Learning in Autonomous Learning

Students interact with TikTok content through various features such as likes, comments, favorites, and video sharing, which support their vocabulary learning. These features allow students to create a more personalized and effective learning experience, strengthening their motivation to learn English autonomously.

The likes feature is used by students to mark videos that they find relevant and useful. By pressing the like button, students help TikTok's algorithm customize the content in their feed so that it shows more videos that match their language learning interests. This finding supports Ryan and Deci's (2000) research, which found that students' preference for relevant content can increase motivation and engagement in learning. In addition, liking videos also provides a visual cue that makes it easier for students to re-identify content that interests them in the future.

The comments feature allows students to interact directly with content creators or other users, whether to ask about the meaning of vocabulary, request clarification, or simply provide feedback. Discussions in the comment

section also help students expand their understanding of the vocabulary used in a broader context. As reported in a study by Rama et al. (2023), active participation in discussions via social media can improve students' vocabulary acquisition, as they are directly involved in the contextual use of language.

Students make extensive use of the favorites feature to save videos that contain new vocabulary or lessons that they consider important. This feature allows students to re-access the videos at any time, so they can repeat the material autonomously. In Hidayah's (2022) research, it was found that the ability to save and re-access learning materials supports long-term retention. By using this feature, students build an organized personal library, which makes it easier for them to do repetition to strengthen vocabulary recall.

Through the use of these features, students are not only passive consumers of content, but also active participants in their learning process. By liking, saving and sharing videos, and participating in discussions, students create a dynamic learning environment and support autonomy vocabulary acquisition. These interactions also provide a relevant and fun learning experience, which increases their motivation and interest to continue learning. The way students interact with TikTok content demonstrates

a significant degree of its autonomy in their educational pursuits.

By using TikTok features to organize and optimize the learning experience, students demonstrate the ability to control their own learning process. This is in line with Sundqvist & Sylvén's (2016) research, which shows that social media can support informal language learning if students utilize interactive features to deepen their understanding. With interaction focused on these features, TikTok has become a flexible and effective English learning tool, allowing students to learn in a way that suits their needs and preferences. These interactions provide important insights into how social media platforms can be integrated into broader language-learning strategies.

b. Recording and Storing New Vocabulary from TikTok in Enriching English Vocabulary Learning in Autonomous Learning

Students use various ways to record and store the new vocabulary they learn from TikTok, such as writing in notebooks, using screenshots, memorizing, and digital dictionary apps. These strategies are in line with the results of recent research on vocabulary learning through technology. Research by Xodabande & Atai, (2022) shows that technology-based learning tools, such as digital apps

and electronic note-taking methods, provide great advantages in improving vocabulary acquisition. One of the main strengths of this method is its flexibility and accessibility, allowing students to record vocabulary anytime and anywhere.

The use of digital applications, such as online dictionaries or flashcard-based software, also supports the application of spaced repetition techniques that have proven effective for long-term retention. In addition, research by Fathi et al., (2018) found that the use of technology-based tools can increase students' motivation to learn vocabulary. Features such as immediate feedback, progress tracking, and settings tailored to individual needs help students prioritize difficult vocabulary and reduce unnecessary repetition. This is in line with findings from students who use Google Translate and other dictionary apps to look up new word meanings and keep digital notes.

Manual vocabulary note-taking strategies are equally important. Teng et al., (2023) research emphasizes that manual note-taking or screenshots can provide a visual context that helps students remember new words more effectively. In the context of TikTok, students utilize screenshots to save words that come with interesting visuals or usage in sentences. This technique, combined with

traditional note-taking, supports context-based learning, where students not only memorize words, but also understand their meaning in real situations. Jin & Webb, (2024) research also supports that manual or digital note-taking strengthens students' recall of new vocabulary learnt through social media. For example, students record important words in a book for revisiting or use visual features such as screenshots to associate words with specific contexts.

Also, to make it easier for students to remember new terminology they have learnt from TikTok, memorization is essential. According to the data above, students adopt this conventional technique for recording new words to memory for use afterwards. Students enrich their vocabulary retention and comprehension by employing techniques including writing words aloud, practicing pronunciation, and integrating them into daily activities. Through this way, students can internalize words in a way that promotes both practical application and long-term memory.

Overall, the way in which students record new vocabulary reflects a combination of complementary manual and digital approaches. This provides greater flexibility, accessibility and motivation to master English vocabulary autonomously. The findings support previous

research on the effectiveness of technology and manual note-taking in language learning, by showing how social media such as TikTok can be used strategically to enrich vocabulary retention.

c. Practicing New Vocabulary in Daily Conversation in Enriching English Vocabulary Learning in Autonomous Learning

The results showed that students practiced new vocabulary through various means, such as monologuing, talking with family or friends, and integrating new words into daily conversations. This practice allows students to not only remember the vocabulary but also use it in real contexts, which is important for improving fluency and confidence in English.

Students report that they often practice vocabulary by talking to themselves in the mirror or monologuing to improve their fluency. This method helps students strengthen vocabulary recall by actively using it in sentences. Research by Sundqvist & Sylvén (2016) shows that this kind of self-practice is effective for increasing vocabulary acquisition and improving speaking in a second language, as students can practice without pressure from the social environment.

Many students also use their new vocabulary in everyday conversations with family or friends. For example, students try to use new words in informal chats to ensure that they understand the meaning and usage of the word. This approach is in line with Selinker & Gass (2008) research, which emphasizes that social interaction plays an important role in reinforcing language learning. By talking to others, students get feedback that helps them correct mistakes and improve their understanding of vocabulary.

Students actively integrate new vocabulary into their daily activities, such as conversations with tutors, writing notes, or creating their own sentences. This is consistent with Nation's (2001) research, which states that the use of vocabulary in various contexts supports productive learning and long-term retention. By applying new words to real situations, students can build stronger connections between the words and their experiences, making it easier to use vocabulary in different contexts.

In addition, some students reported that they use apps like TikTok to create their own content with the new vocabulary they have learned. According to Xodabande & Boroughani's (2023) study, students who utilized interactive technology for language practice showed significant improvement in speaking ability. The use of such apps also

provides additional motivation as they feel good about sharing their learning with their audience.

The way students practice new vocabulary shows that they are actively trying to improve their English skills by utilizing self-practice, social interaction, and technology. By monologuing, talking with family or friends, and integrating vocabulary into daily life, students not only strengthen vocabulary recall but also build confidence and fluency in communication. This approach is in line with previous research, which emphasizes the importance of active and contextual use in effective vocabulary learning.

However, TikTok has become an effective tool for students to enrich their English vocabulary in the context of autonomous learning. TikTok provides an engaging and flexible learning experience, allowing students to learn according to their needs and interests.

Many students reported that after using TikTok during the interview, they experienced a significant improvement in their vocabulary ability. Some students noted that they were able to learn 5-10 new words every day from content such as vlogs, tutorials, and dialog in movies or series presented on TikTok. Moreover, this progress was not only seen in the quantity of new vocabulary they learned, but also in the quality of their

understanding of the context and usage of the words. Students feel more confident using the new words in daily conversations as TikTok often presents the vocabulary in relevant and memorable situations. Also students value TikTok as a flexible, enjoyable, and effective tool to enrich their vocabulary without needing direct guidance from a teacher. Students feel that TikTok allows them to learn English autonomously, without needing teacher guidance.

Constructivism theory proposed by Lev Vygotsky supports this finding, which emphasizes that learning is an active process in which students construct their own knowledge based on personal experience and social interaction. In the context of TikTok, students learn English through direct experience with content they choose and enjoy, such as vlogs or tutorials. By selecting content relevant to their interests, students construct new knowledge according to their needs and context. In addition, students develop their social and language skills through interaction with the content which often involves everyday conversation or dialog, which is in line with the principles of constructivism.

Students also reported receiving positive feedback from their social environment, including friends, family and teachers, regarding their improved English language skills. Some students mentioned that their families were supportive of using TikTok as a learning tool, while their friends were often inspired to try the same learning method. In addition, students feel more appreciated

when they are able to use new vocabulary in conversation, which provides additional motivation to continue learning.

Students added many advantages in using TikTok as a vocabulary learning tool in autonomous learning. Such as the flexibility of time and place where TikTok allows students to learn anytime and anywhere, according to their schedule. This is in line with the research of Xodabande & Atai (2022), who stated that flexibility in digital media-based learning increases student engagement in the learning process.

Also the engaging learning context when TikTok presents vocabulary in an entertaining format, such as animations, short stories, or English challenges, so students find learning English more interesting and fun. And repetition of material as features such as favorites help students save and re-access relevant content for long-term vocabulary repetition and retention. Students perceive TikTok as a flexible learning platform, allowing them to learn anytime and anywhere without relying on teachers. In interviews, students revealed that they can choose content relevant to their interests, such as lifestyle-themed videos, tutorials, or fantasy stories. This ability to learn autonomously supports Sundqvist & Sylvén (2016) research, which shows that language learning through social media is more effective when students have full control over the materials they choose.

TikTok not only provides new vocabulary but also creates an engaging and motivating learning environment. The use of TikTok also encourages students to learn continuously due to its interactive and user-friendly nature. Many students mentioned that they feel more motivated to continue learning because TikTok presents learning that is not monotonous and relevant to their interests. This supports the research of Rama et al. (2023), which showed that social media, particularly TikTok, provides learning experiences that can increase students' intrinsic motivation.

The short video format presented with attractive visuals helps students stay focused and understand the language faster compared to traditional methods. This finding supports the research of Duan (2023), who found that technology-based learning with interactive and visual elements increased students' engagement and retention of the material learned. TikTok plays an important role in supporting autonomous vocabulary learning. By presenting relevant, interactive and visual content, TikTok allows students to learn autonomously while enjoying the process.

The progress students feel and the positive feedback from their social environment show that TikTok is not only an entertainment tool but also an effective language learning resource. The findings confirm TikTok's potential as a modern learning medium capable of improving students' English language skills in an autonomous context.

The use of TikTok as a medium for English language learning provides both opportunities and challenges for students. Multiple challenges were identified in the autonomous use of TikTok for learning English vocabulary. The main challenge students face is distraction from non-educative content. TikTok which has a variety of interesting videos, such as entertainment and humour, can distract students from their learning goals. This is in line with the findings of Hu & Du (2022), which showed that students often struggle to maintain focus when using social media for learning.

Another challenge is the use of slang or informal vocabulary in TikTok content. While this vocabulary can improve cultural understanding and speaking skills, for students who are new to English, slang can be confusing and irrelevant for formal learning. Technical issues are also a barrier in the learning process. Limited internet data, poor signal, or lagging applications are obstacles that students often face when accessing educational videos. Research by Jarrah et al. (2022) highlighted that these technical barriers often reduce the effectiveness of digital platform-based learning.

To overcome these challenges, students develop various strategies. One of them is using supporting applications such as digital dictionaries or translation applications to understand new

vocabulary. Lee & Aspiranti (2023) noted that these additional apps can help students expand vocabulary more quickly.

In addition, students also strictly manage study time, use features such as ‘screen time’ to minimise distractions from non-educative content, and designate specific times to focus on learning content. Students also seek help from teachers or friends to explain difficult vocabulary or discuss the context of word usage.

Understanding these challenges and solutions, it can be concluded that using TikTok for English language learning requires a disciplined approach, additional technological support, and collaboration with teachers or peers. This research confirms that with proper management, TikTok can be an effective learning medium in improving English vocabulary.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents conclusions from the research that has been conducted and suggestions that can be given based on the findings obtained.

#### **A. CONCLUSION**

The findings revealed that students at SMP Islam Al Azhar 29 BSB Semarang gravitate toward TikTok content that combines education and entertainment. They showed a preference for art content like drama, movies, anime, lifestyle animations, or crime stories as these formats offer authentic examples of English in use. Students also enjoyed humanities content, such as tutorials, quotes, or real-life scenarios in daily activities, which provided a vocabulary that was immediately applicable to daily life. Furthermore, vlogs content, such as vlogs of daily life, lifestyle vlogs, or storytelling, captured their attention and made vocabulary learning more memorable. In terms of focus, students were particularly interested in enhancing vocabulary demonstrating a holistic approach to language learning.

The results indicated that students interact with TikTok content through features such as likes, comments, saving to favorites, and sharing videos, creating a personalized learning experience. They recorded and stored new vocabulary using

methods like note-taking, screenshots, dictionary applications and memorizing, ensuring they could review and retain the words. Students also practiced new vocabulary in daily conversations, either through monologues, discussions with family and friends, or integrating the words into their activities. These practices helped reinforce their learning and increased their confidence in using English.

## **B. SUGGESTION**

Based on the study's results and conclusions, many suggestions are made for teachers, students, and future researchers that can benefit from this research:

### **1. Learner of English**

This study explored how students use TikTok to learn English vocabulary autonomously. Students' positive voices in this study can provide insights for seventh-grade students in other schools. The study's findings may encourage individuals to use TikTok to autonomously study English and see it as an educational tool.

### **2. Teacher**

TikTok has been shown to be a successful medium for autonomous acquisition of English vocabulary, with good feedback from students. The researcher suggests that teachers may easily find a variety of English language resources and distribute them to students to improve the efficiency of the

educational process. This study helps inform teachers that TikTok is a flexible platform that allows teachers to create and distribute interesting content based on the interests of their pupils, creating an atmosphere that is ideal for learning a language. TikTok offers a wide range of features and functions that enhance the interest, efficacy, and enjoyment of teaching and learning activities.

### 3. Future Researchers

This research can serve as a valuable resource for future researchers exploring similar topics. The researcher suggested that the next researcher perform a study from the viewpoint of the student to gather more comprehensive and impartial data. This study can serve as a reference for future studies with comparable cases.

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# APPENDICES

## Appendix 1. Letter of Supervisor Appointment



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Sekretaris: Jl. Prof. Dr. Hamka Kampus II Ngaliyan Semarang Telp. 7601295 Fax. 7615387 Semarang 50185

Semarang, 22 Mei 2024

Nomor : 1704/Un.10.3/J4/DA.04.09/05/2024  
Lamp : -  
Perihal : Penunjukan Pembimbing Skripsi

Kepada Yth.

Dr. Siti Tarwiyah SS., M.Hum.

*Assalamu 'alaikum Wr. Wb.*

Berdasarkan hasil pembahasan judul penelitian di Jurusan Pendidikan Bahasa Inggris (PBI), maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui judul skripsi mahasiswa:

Nama : Annisa Ayu Fatimah Zahro  
NIM : 2103046107  
Judul : Students' Voices On The Use Of Tik Tok For Autonomous English Learning In Improving Vocabulary

Dan menunjuk saudara Dr. Siti Tarwiyah SS., M.Hum. sebagai pembimbing.

Demikian penunjukan pembimbing skripsi ini, dan atas kerjasamanya diucapkan terima kasih.

*Wassalamu 'alaikum Wr. Wb.*



Dekan

Ketua Jurusan Pendidikan Bahasa Inggris

**Nuna Mustikawati Dewi, M.Pd.**  
NIP. 196506141992032001

Tembusan:

1. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Jurusan Pendidikan Bahasa Inggris

## Appendix 2. Letter of Research Permission



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG  
FAKULTAS TARBİYAH DAN KEGURUAN**

Jalan Prof. Hamka Km.2 Semarang 50189  
Telepon 024-7681295, Website: www.walisongo.ac.id

Nomor : 4019/Un.10.2/D/KM.00.11/09/2024

19 September 2024

Lamp : -

Hal : Permohonan Izin Penelitian

**Kepada Yth.  
Kepala Sekolah SMP 29 BSB Semarang  
Di tempat**

*Assalamu'alaikum Wr. Wb*

Dalam rangka penyusunan Skripsi untuk mencapai gelar kesarjanaan pada Fakultas Tarbiyah dan Keguruan UIN Walisongo Semarang, dengan ini kami mohon kesediaan Bapak/Tbu untuk memberikan izin penelitian kepada:

Nama : Annisa Ayu Fatimah Zahro  
NIM/Program/Smt : 2103046107/S1/7 (tujuh)  
Alamat : Perum Bukit Walisongo Jln Sunan Giri No.14, Tambakaji, Ngaliyan, Semarang  
Judul Skripsi : Students' Voices On The Use of Tik Tok For Autonomous English Learning In Improving Vocabulary  
Lokasi : SMP 29 BSB Semarang

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan di berikan izin riset dan dukungan data dengan tema/judul skripsi sebagaimana tersebut di atas mulai bulan September sampai dengan selesai.

Demikian permohonan ini kami sampaikan, atas perhatian dan terkabulnya permohonan ini disampaikan terimakasih.

*Wassalamualaikum Wr. Wb*

a.n. Dekan,  
Kabag Tata Usaha



Siti Khotimah

Tembusan:  
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

## Appendix 3. Letter of Research



YAYASAN AL-HIMSYA  
**SMP ISLAM AL AZHAR 29**  
Kampus KB-TK-SD-SMP-SMA Islam Al Azhar BSB City Semarang  
Jl. R.M. Hadisoebeno Sosrowardoyo Mijen Semarang Telp. 02476676595  
Website: smpialazhar29.sch.id Email: smpia29@yahoo.co.id



### SURAT KETERANGAN

NO : 030/S.Keu/XI/SMPIA29.SMG/1446.2024

Yang bertanda tangan di bawah ini:

Nama : **Margono, S.Pd**  
Jabatan : Kepala Sekolah  
Unit : SMP Islam Al Azhar 29

Menerangkan dengan sesungguhnya bahwa:

No	Nama	NIM	Peguruan Tinggi
1.	Annisa Ayu Fatimah Zahro	2103046107	Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan Penelitian pada tanggal 28 September – 24 November 2024 di lingkungan SMP Islam Al Azhar 29 Semarang, dengan judul :

*"Students' Voices On The Use of Tiktok Videos For Autonomous English Learning In Improving Vocabulary"*

Demikian Surat Keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Semarang, 28 November 2024.  
Kepala SMP Islam Al Azhar 29  
  
Margono, S.Pd.

## Appendix 4. Interview Transcripts

Interview Transcripts for Accessing Data About Types of TikTok Content Students Prefer to Enrich English Vocabulary:

1. *Researcher*: What type of content do you watch most often on TikTok to learn English? (e.g. tutorials, vlogs, dramas, etc.)

Student 1	I like watching sad dramas reviews, then vlogs, and also cooking recipes in English.
Student 2	I like watching videos of foreigners criticizing things.
Student 3	The types of content I watch most often on TikTok to learn English are movies and dramas, as well as English-related content, such as tutorials and vlogs. I also sometimes watch content that is not specifically designed for learning English, but is related to English.
Student 4	I prefer content that features cats, I like pet-related videos, but I also enjoy general entertaining content.
Student 5	I enjoyed looking at the different forms of TikTok content for learning English. I particularly enjoy comedic content, such as witty vlogs and realistic anecdotes in English.
Student 6	I like to watch showcases and sometimes find survival tips in English.
Student 7	For me, I like watching genshin games, as well as people's stories with pictures, and I also like watching animations in English.
Student 8	I like watching people's content about ghosts.
Student 9	I like to watch quotes of the day, if not, sayings for friends like slank. Then also genshin game content. Also anime and movies in English.
Student 10	I like watching tutorials and sometimes animations and series. I find this type of content interesting and

	informative.
Student 11	I like to watch people cooking and food reviews, then watch tutorials on how to catch fish. I usually watch people reviewing lobster food, how to catch it and cook it too in English.
Student 12	I like watching videos of people telling fantasies. Actually, I also watch crime stories, and also people reviewing dramas and movies. I also like watching people's sewing tutorials. Tutorials on repurposing used goods.
Student 13	I watch a mix of content, including vlogs and series, and I'm open to various types of English-language videos.
Student 14	Because my FYP are all foreigners. I like watching TikTok videos about soccer in English.
Student 15	I like watching game content.
Student 16	I most often watch films and dramas, as well as content related to English, such as tutorials and vlogs.
Student 17	I love watching tutorials to learn how to cook. And also today's quote in English.
Student 18	I love watching dance challenge videos. I also like watching lifestyle vlogs about skincare and makeup. Anything that passes by my Fyp I like. It also happens that my fyo videos are all in English. So I can learn the language from there.
Student 19	I like watching memes and sports in English.
Student 20	I enjoy watching funny content, such as funny vlogs and stories related to daily life on TikTok to learn English.
Student 21	I like watching tutorials and animations, which shows a preference for educational content.

2. *Researcher*: How often do you choose content that contains dialog or conversation in English?

Student 1	Very often. According to what passed by on fyp tiktok
Student 2	I often choose both. Sometimes I even search in the search field if I want something.
Student 3	I sometimes choose content that contains dialog or conversation in English, but not often.
Student 4	I sometimes choose content with dialogue or conversations in English.
Student 5	I sometimes select content that contains dialog or conversation in English, but she does not do so consistently. It depends on my mood.
Student 6	Often. Because the content is mostly in English.
Student 7	Yeah often. Because I like watching animations with English dub.
Student 8	I'm often very picky about everything. It depends on which videos are passing by on FYP.
Student 9	I very often watch Hollywood movies content.
Student 10	I sometimes choose content that includes dialogue.
Student 11	Yes, very often. As it appears on TikTok. If it passes, I watch it until it ends.
Student 12	If the video content passes on FYP I watch it. so most likely often
Student 13	I engage with English-language content regularly, and I often choose both.
Student 14	I often choose both because either the dialog or conversation content is interesting. It depends on which video passes by in FYP.
Student 15	I often, in fact, every time I open TikTok, the videos are about dialog conversation videos.
Student 16	I sometime chooses content that contains dialogue or conversation in English, but it is not a frequent occurrence.

Student 17	I watch it quite often.
Student 18	I always open TikTok. And because my FYP is mostly all in English. I often watch all of them indirectly.
Student 19	Very often. Because the content that passes through my FYP is almost all in English.
Student 20	I often selected content that contained dialog or conversation in English.
Student 21	I sometimes watch content that contains dialogue in English.

Interview Transcripts for Accessing Data About How Students Use TikTok to Enrich English Vocabulary:

1. *Researcher*: Can you explain how you use TikTok in your English autonomous learning?

Student 1	I watch the video if I think it's good I'll leave a trace with a like, then comment. Moreover, if it's useful, I'll save it to favorites, and share it to my WhatsApp number account, which is for entrustment so that I can see it again. If not, I like to make a WhatsApp status. Also if I find a new vocabulary, I usually find out the meaning first to google translate and quizzes if not, I ask a friend or teacher.
Student 2	I watch TikTok videos, if I like it I'll leave a trace. Then when I get a new vocabulary and I don't know the meaning, I will translate it to google translate.
Student 3	I use TikTok to learn English autonomously by occasionally watching English-related content, such as movies and dramas. When interacting with TikTok content, I sometimes left comments or interacted with the content creators, although this was not frequent. I

	discovered new vocabulary from the videos and noted them down or tried to remember them.
Student 4	I use TikTok sometimes to learn English, particularly enjoying content that is engaging and informative. I appreciate videos that are in English, which helps me in my learning process.
Student 5	I use TikTok to learn English autonomously by watching different types of content, especially vlogs and funny videos. I also like to engage with content featuring English speakers, which helps him improve his language skills. I also use features like subtitles and sometimes Google Translate to understand the content better.
Student 6	I usually watch TikTok content and then if I like the content, I leave a trail with likes and comments, then I like it, and I look at the tiktok account, to find out more about other videos. Then if I get a new vocabulary or phrase from the content, I'll remember it. If I don't know the meaning I will translate it first on google translate or duolingo. Or ask others who might know what it means. I don't really need the subtitle feature. If I still don't understand the video, I watch it again and again, if not I download it, so I can hear it clearly.
Student 7	I like to keep an English content in my favorites, if not, I put it in my collection. If I watch the content and I don't understand it and there are a lot of vocabulary words I don't know, I usually look at the comments. If there's no answer in the comments, I translate to google translate
Student 8	Using TikTok is easy. It has a lot of features, if I like it, I just tap like, and if I think the English content is useful in the future, I will save it to favorites, and also share the link with my friends so that they can watch it too.

Student 9	I watched a trending video, and then I paid attention to it. If there's a challenge, I'll invite my friends to make it together. I participate in the challenge. Any videos that I find useful I add to my favorites. Because who knows if I'll use them in the future. If I don't know the meaning of the new vocabulary, I'll forward it to my own group, and if I still don't understand it, I'll ask a friend. And usually my videos are automatically subtitled. But because I don't think it's meaningful, I just go back to the original. I prefer to find the meaning myself rather than using the translation feature from tiktok. I looked in the blue comments on the feature if the video was difficult for me to understand. I also usually get new vocabulary from playing games.
Student 10	I use TikTok for learning English, indicating that I watch content that is relevant and beneficial to my language skills.
Student 11	I keep it in favorites. Downloaded the video and also made it into my WhatsApp status. . If there are new words, I really watch the video twice or three times. And see the meaning in duolingo and google translate. I like to watch the video content over and over again if I don't understand, or I ask my mom, and I also turn on the subtitle feature.
Student 12	I leave traces on video content that I like. Like, comment, and share. If I find the video useful, I will save it to favorites and share it with my friends. Also I take part in participating in the challenges available in the content. So that I can watch it again, I share the video link with my friends. If not, I download the video. If I don't know the meaning of the English vocabulary, I will look up the meaning on duolingo and google translate. I follow his TikTok account too, so that I don't miss when he makes a new video to learn more English.

Student 13	I engage with TikTok content regularly, using it as a tool for learning English.
Student 14	When I watch a TikTok video, and there's a vocabulary I don't know, I immediately translate it on U-dictionary. If not, I'll ask my mom to understand better. If I think the video content is good, I'll download it, so I can watch it again and again.
Student 15	I watched content on my For You Page and remembered new words, such as the English abbreviation in my opinion.
Student 16	I use TikTok by occasionally watching English-related content. My FYp engagement is more casual, and I do not have a regular schedule for using the platform. I also sometime leave comments and try to remember new vocabulary from the videos.
Student 17	I like the video content, so I save it. Then if the video is really important, I download the video so I can watch it again and again in the gallery. If there are vocabulary words that I don't know the meaning of, I usually look at the comments, if there are none, I translate them into google translate, but if I still don't understand, I ask my friends, parents, and siblings. If the word is good, I save it and write it down. I replay videos if I don't understand the content. Also, I sometimes open Instagram, YouTube, and I like to adjust the language settings on my phone to learn more new vocabulary.
Student 18	When I watch the video, if I like it, then I will leave traces, such as likes and comments. I also use google translate to help me translate English that I don't know the meaning of. And also take part in participating in challenges if there is one in the video content. If I think the video is good and it's useful in the future, I'll share the link with my friend to pass on to her, otherwise I'll download the video so I can

	watch it over and over again.
Student 19	I love watching TikTok content about English slang. So I will remember them, then I use them to chat with friends. If I don't know the meaning, I will ask the canguro app and google translate first so that the translation doesn't slip. Also if I don't understand the video content, I rewatch it, if not, I look at the comments.
Student 20	I use TikTok to learn English autonomously, enjoying the entertaining and relatable content. I sometimes interact with the content by leaving comments or reposting videos. I also sometimes use subtitles and translation tools to help my understanding of the language.
Student 21	I use TikTok to watch videos that help me learn English.

2. *Researcher*: What are your strategies for recording new vocabulary you find in TikTok videos? (Screenshoot, write a memo, etc...)

Student 1	I memorized that vocabulary is important.
Student 2	My strategy for recording my new vocabulary is that I write it down in my notebook so that I don't lose it.
Student 3	I usually write down the new words or try to memorize them by myself.
Student 4	I use screenshots to capture new vocabulary I encounter in TikTok videos.
Student 5	I recorded the new vocabulary I found in the TikTok video by writing it down. I know that it's important to write down new words to help me remember and understand.
Student 6	I take notes if I think the new vocabulary is important, so that I can remember and also not forget, and I also practice it.

Student 7	My strategy is to write down the new vocabulary and memorize it.
Student 8	I write down the vocabulary so as not to forget, then if there are no notes around me, I will screen shoot the vocabulary on my phone screen, otherwise I will write it down on my phone.
Student 9	My strategy if I get a new vocabulary or phrase, I pay attention to the details. Then I write it down, memorize it, and later I will understand it myself.
Student 10	I use screenshots as a method for recording new vocabulary.
Student 11	I take notes if there are new vocabulary words, maybe I can use them in the future.
Student 12	I only memorized the vocabulary, because afterwards I would practice it directly in a conversation with my father.
Student 13	I write down new vocabulary I find in TikTok videos.
Student 14	My most accurate strategy is to jot down the new vocabulary in my notes.
Student 15	I usually take notes in my notebook.
Student 16	I typically write down new word or try to memorize them mentally.
Student 17	I take notes if I get a new vocabulary. Then if the word is good, I look it up, and then I practice making it into a sentence.
Student 18	To record my new vocabulary, I usually memorize it, and write it down in my notebook.
Student 19	I noted down that it was an important vocabulary that I didn't know yet.
Student 20	I wrote down the new vocabulary I encountered in the TikTok video. This strategy helps me remember and learn new words effectively.
Student 21	I take notes to record new vocabulary I discover in TikTok videos.

3. *Researcher*: Do you try to use new vocabulary or phrases you've learned from TikTok in everyday conversation? If so, what techniques do you use to practice and reinforce them?

Student 1	Usually, if the vocabulary is good, I practice with my friends first. Then when I get used to it, I use it in daily conversations.
Student 2	I used to practice the new vocabulary I got from TikTok in my daily conversations with my friends.
Student 3	I tried to use the new vocabulary or phrases I learned from TikTok in my daily conversations. I sometimes incorporate these new words into conversations when I'm chatting with my friends.
Student 4	I try to use new vocabulary or phrases in my conversation and practice them by incorporating them into my daily speech.
Student 5	I try to use the new vocabulary or phrases she learns from TikTok in everyday conversation. I practice and reinforce them by writing them down and try hard to incorporate them into her speech if possible.
Student 6	I usually practice the vocabulary I've just learned by myself if not with a friend.
Student 7	I usually practice the new vocabulary with my friends.
Student 8	I often practice it when I'm chatting with my friends, so we can learn together to improve our way of speaking in English.
Student 9	My strategy in practicing is usually if I learn with at least one person, then we continue to use the new vocabulary in our English conversations, we get used to it and we use it on a daily basis,
Student 10	I attempt to use new vocabulary in my everyday conversation. I learn by practicing the phrases I pick up from TikTok.
Student 11	I usually practice by myself, such as talking to

	myself or monologuing.
Student 12	Yes, I always practice it if I get new vocabulary and phrases. I practice them when I talk to my dad. Because it happens that my father requires me to use English. and it really helps me a lot.
Student 13	I use new vocabulary in conversation and practice by repeating the phrases I learn.
Student 14	When I get new vocabulary from TikTok, I practice it with my tutor in conversation.
Student 15	When I get new vocabulary from TikTok, I practice it with my tutor in conversation.
Student 16	I try to use new vocabulary in conversation when the opportunity arises, although not very frequently. I practice by writing down or memorizing the vocabulary.
Student 17	I usually look for sentences that relate to those words. And I use them in my daily life,
Student 18	I always practice my new vocabulary by chatting with my friends and sister. it really helps me improve my English.
Student 19	I usually role play with Rheza in class, so the new vocabulary I get I practice with Rheza.
Student 20	I try to use new vocabulary or phrases from TikTok in my conversations. I engage with the content by leaving comments and sometimes re-uploading videos, which helps me practice and reinforce my learning.
Student 21	I try to use new vocabulary in my conversation as well.

4. *Researcher:* After using TikTok to learn English, how has your vocabulary improved? How many new words do you learn every day? Name your new vocabulary!

Student 1	My vocabulary has really improved! I learn about 5-6 new words every day. Some new words I learned are <i>astonished</i> , <i>curious</i> , and <i>adventure</i> .
Student 2	I feel more confident with English vocabulary now. I usually pick up 3-4 new words daily. Recently, I learned <i>serene</i> , <i>explore</i> , <i>challenge</i> , and <i>destination</i> .
Student 3	I feel that using TikTok for learning has really improved my English vocabulary. I don't keep track of the exact number of new words, though, maybe around 5-10 new words. Besides TikTok, I also study on Duolingo every day, completing the missions there. I'd say I've learned around 200 new words that I can probably remember and use in the future.
Student 4	I'm learning a lot of new words, maybe around 7 words a day. Some recent words are <i>magnificent</i> , <i>wander</i> , <i>discover</i> , and <i>journey</i> .
Student 5	Using TikTok has helped me a lot! I think I learn 5 new words a day. For example, I learned <i>unique</i> , <i>harmony</i> , <i>mystery</i> , and <i>landscape</i> .
Student 6	I feel my vocabulary growing faster. I usually learn 4-5 new words daily, like <i>impressive</i> , <i>gather</i> , <i>inspire</i> , and <i>connect</i> .
Student 7	I've improved my vocabulary so much! I pick up around 6 words a day. Some new words are <i>destination</i> , <i>ambition</i> , <i>unique</i> , and <i>explore</i> .
Student 8	My vocabulary has definitely expanded! I learn about 4 words a day, like <i>exquisite</i> , <i>thrilling</i> , <i>aspire</i> , and <i>focus</i> .
Student 9	TikTok helps me remember new words faster. I think I get 5 new words daily. I recently learned <i>journey</i> , <i>compassion</i> , <i>strength</i> , and <i>patience</i> .
Student 10	Improved a little but of course I can't understand more yet. Also I get around 3-5 new words in a day
Student 11	I'm learning about 3 new words every day with TikTok. My latest words are <i>serene</i> , <i>adventure</i> ,

	<i>explore, and bravery.</i>
Student 12	Yeah, I think improved. I make TikTok my English learning educational application. Currently, there is some the new vocabulary I learned from TikTok is the vocabulary "Duplicity" which means two faces etc.
Student 13	After using TikTok, I feel that my English has improved. I now know many vocabulary words that I didn't know before. The vocabulary I acquire each day cannot be counted, but I estimate that I can learn around 5 to 10 new words daily. One word that I still remember is 'destiny'.
Student 14	My English vocabulary has improved greatly! I learn 5-6 words each day, like <i>wonder, confidence, motivate, and grateful.</i>
Student 15	My vocabulary is very improved after using tiktok as to learn english. But, i only know the 3 word that i learn. Example: wavy, straight and dwarf
Student 16	Slightly elevated. "Freckled"
Student 17	I notice more vocabulary growth! I learn about 4 words per day, like <i>potential, focus, passion, and opportunity.</i>
Student 18	I feel my vocabulary expanding with TikTok. I learn around 6 words a day. Recently, I learned <i>imagination, strength, dedication, and hope.</i>
Student 19	After using tiktok I can know new slang slang like, guap: a lot of money whip: car etc.
Student 20	My vocabulary after using TikTok to learn English is neutral. The words I learn every day are few, but my new vocabulary is well-built.
Student 21	My vocabulary has grown a lot thanks to TikTok! I learn about 5 new words daily. Some recent words I picked up are <i>curiosity, dream, explore, and unique.</i>

5. *Researcher:* Do you seek feedback from others on your use of the

### English you learn from TikTok?

Student 1	Usually when I meet foreigners when I'm playing roblox games, they say that my English is good.
Student 2	Yes, my family says my English is good. Also, my father said that I know more and more English vocabulary.
Student 3	Yes, I got a feed back from my sister, she said my English is already pretty good, and I should improve my English in pronunciation.
Student 4	Yes, I do seek feedback from others on my use of English learned from TikTok.
Student 5	Yes, I get good reviews from my family. They say my English conversation has improved a lot.
Student 6	Yes, they said my English improved well after learning English through TikTok.
Student 7	Yes, people say my English is good. Also, I usually speak English when playing games with foreigners.
Student 8	People say my accent when I speak English is good, and that makes me happy.
Student 9	Yes, I got a lot of feedback from others about my English after learning from TikTok. The proof is that now I can enter the bilingual class. I've also made many friends overseas, such as Japan, the Philippines, Malaysia, and Brunei.
Student 10	I seek feedback from others regarding my English usage.
Student 11	People say my English is good, and I reply by thanking them.
Student 12	Yes, I get a lot of good feedback from people around me. they say how come you know that vocabulary. so I feel happy. even though I know it from tiktok.
Student 13	I seek feedback on my English from others as well.
Student 14	Yes, I'm happy when people say I'm good at English.
Student 15	People around me say that my English has improved a lot.

Student 16	Yes, people from other countries who play games with me say that my English is good.
Student 17	Yes, other people say my English is good as well as my education.
Student 18	Yes, my sister says my English vocabulary is a lot of slang. even though I got it all from tiktok.
Student 19	Yes, they said my English was good.
Student 20	Yes, my mom says my English is a lot better than before.
Student 21	Yes, I seek feedback on my English usage learned from TikTok.

6. *Researcher*: What are advantages that you receive from using TikTok to learn vocabulary in English?

Student 1	The advantage of watching videos on TikTok in my opinion is that TikTok videos are not long like on Youtube which makes me get bored quickly. So I feel that if I watch videos on TikTok the material quickly enters. And it's also fun not monotonous. I can also watch it wherever and whenever I want autonomously. I don't even need to use a companion teacher, I can learn from TikTok.
Student 2	I feel more confident because I can practice vocabulary at my own pace without pressure. Plus, TikTok is so accessible on my phone.
Student 3	I think the benefit of learning English and new vocabulary on TikTok is that it helps me overcome laziness. Sometimes when we're watching TikTok, random videos with English vocabulary pop up, and it motivates us. It's like, 'Oh, this is a new word!' It pushes me to keep learning. Learning English on TikTok is convenient too, since it saves money—there's no cost involved. I used to learn English with a tutor, but I had to fight laziness first. With TikTok,

	I can learn anywhere, even while lying down autonomously. It keeps me motivated to remember new words, so TikTok can definitely be a tool for learning.
Student 4	Learning on TikTok is fast and efficient. I only need a few minutes to learn a new word, and it sticks with me because it's fun.
Student 5	TikTok gives me examples of how to use vocabulary in real conversations, which makes it easier to remember and use them correctly.
Student 6	I love that I can save or favorite videos with new words. It's like creating my own vocabulary library that I can go back to anytime.
Student 7	The variety of content is really useful. I get exposed to everyday English, so I learn more realistic vocabulary than from textbooks.
Student 8	I find TikTok helpful because it has lots of interesting topics. It feels less like studying and more like enjoying a hobby while learning.
Student 9	TikTok has helped me learn pronunciation along with new words. The videos let me see how native speakers say each word.
Student 10	I learn new vocabulary
Student 11	I like that I can replay the videos as many times as I need to understand the vocabulary. It's easy to find words in context on TikTok.
Student 12	For the TikTok application, I got more education in English speaking, such as pronunciation.
Student 13	In my opinion, the advantages of using TikTok are that I can learn English anywhere and anytime autonomously, in any condition. It's also more time-efficient, and I find TikTok very fun.
Student 14	It's fun and makes learning easier. The short videos help me remember words better since I don't feel overwhelmed with too much information.
Student 15	So, my advantages that i receive is: receive and

	know a lot's of word and also new grammar and the average of explanation about the new vocabulary is very easy to understand
Student 16	I can know more vocabulary and can be used when speaking English.
Student 17	The videos are creative and help me understand vocabulary visually. Sometimes seeing is better than just reading definitions.
Student 18	TikTok keeps me motivated to learn because I see so many people improving their English, which inspires me to learn more too.
Student 19	Can improve English skills and talk not just that.
Student 20	After using TikTok to learn English, I learned new vocabulary that I didn't know before.
Student 21	TikTok is very convenient because I can learn new words anytime and anywhere. It also keeps me entertained, so I don't get bored.

7. *Researcher:* What are the challenges and disadvantages of using TikTok to learn English?

Student 1	Sometimes I get distracted by non-educational content, like funny videos or trends, so I lose focus on learning.
Student 2	TikTok videos can be too fast, making it hard to catch the meaning of new words. I have to replay videos multiple times.
Student 3	In my opinion, sometimes the vocabulary on TikTok is incorrect, and there's also some negative language used. Those are the main challenges and downsides of using TikTok for learning.
Student 4	There are a lot of slang words on TikTok that are confusing. I'm not sure if they're appropriate or formal English.
Student 5	I don't always have internet data, so I can't use

	TikTok regularly. It can be hard to rely on it for consistent learning.
Student 6	Some videos use incorrect grammar or informal language, which is confusing because I want to learn proper English.
Student 7	The short video format means explanations are limited. Sometimes I don't fully understand the meaning or usage of a word.
Student 8	Sometimes the vocabulary is too advanced, especially if the creators are native speakers. It can feel overwhelming.
Student 9	TikTok can be addictive. I end up spending more time on it than I plan, and sometimes that time isn't spent learning.
Student 10	I having to know new vocabulary and sometimes not understanding the word
Student 11	I feel like some words don't have enough context in TikTok videos, so it's hard to understand the full meaning or use them correctly.
Student 12	Almost none of it
Student 13	I think the downsides are that sometimes I don't have internet data, so I can't access TikTok. I also get distracted by videos that are not related to English teachings, like funny videos, which can be distracting. Additionally, sometimes the app lags and the signal is poor.
Student 14	The app sometimes lags or has connection issues, which interrupts my learning and makes it frustrating to use.
Student 15	My challenge is only one is the explantion of the other word is sometimes is not very detailed
Student 16	Maybe a little uninformed/less clear on what the vocabulary means
Student 17	TikTok doesn't always have subtitles or translations, so I can't always understand what's being said if the vocabulary is unfamiliar.

Student 18	It's easy to misinterpret words or phrases because there's no one to correct me, and I might end up using them incorrectly.
Student 19	Nothing, the important thing is that if I leave the FYp, I remember a little bit.
Student 20	The challenge is that sometimes I don't know whether the vocabulary is correct or not.
Student 21	Sometimes I feel distracted by the advertisements on TikTok. They interrupt the flow of learning and can be annoying when I'm focused on understanding new words.

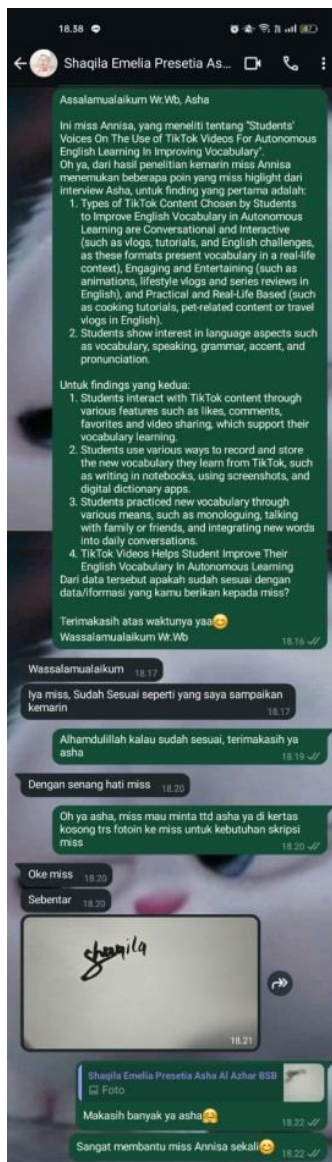
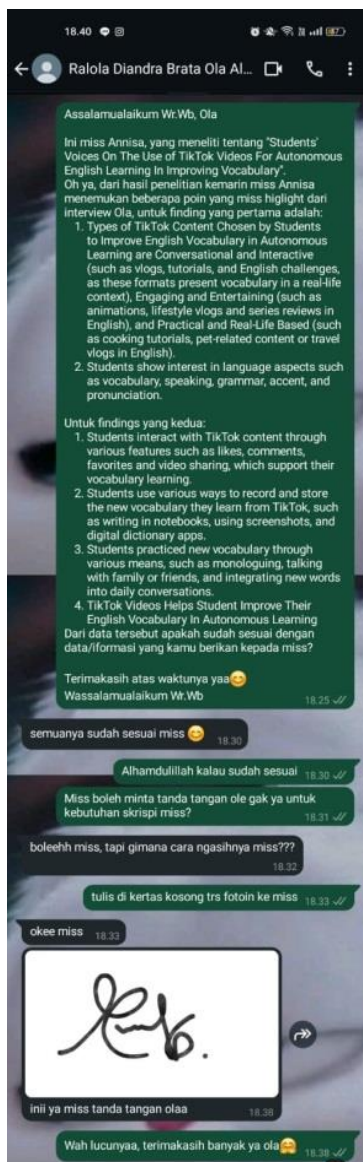
8. *Researcher*: How can you overcome these challenges?

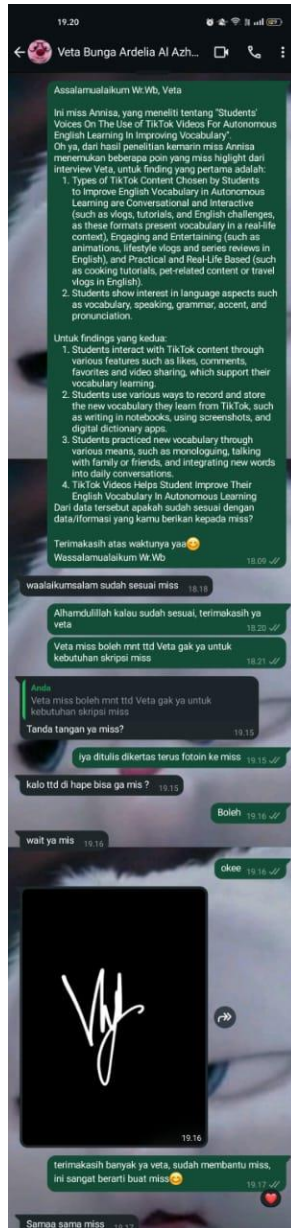
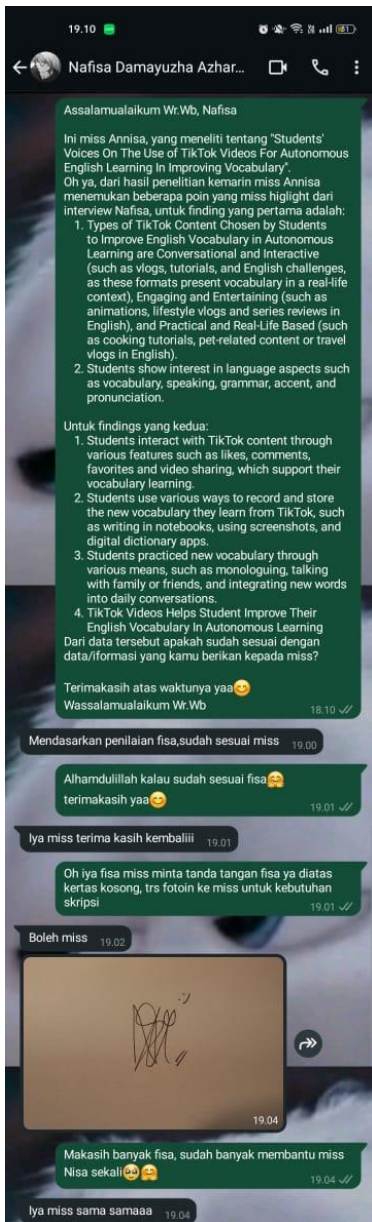
Student 1	I set a specific time for learning on TikTok and remind myself to skip content that's not educational, so I stay focused.
Student 2	I replay videos or slow them down to better understand each word. I also take notes to keep track of vocabulary.
Student 3	I usually read the comments first because sometimes people point out mistakes there. When I read the comments, I can understand the meaning, like, 'Oh, so that's what it means.' It really helps me learn new English vocabulary.
Student 4	I look up slang words online to understand their meaning, and I try to avoid using slang in formal settings.
Student 5	I download videos or take screenshots of new vocabulary when I have data, so I can review them offline later.
Student 6	I focus on videos from creators who use proper English. I also check grammar rules online if I'm unsure about something.
Student 7	If a video is too short to understand, I find additional resources or look for other videos that explain the

	same word in more detail.
Student 8	When vocabulary is too advanced, I break it down and focus on learning a few words at a time, then build up from there.
Student 9	I set a timer to limit my time on TikTok, so I don't get distracted. I remind myself of my learning goals to stay motivated.
Student 10	I take notes and practice them by speaking in front of a mirror
Student 11	I use a dictionary or translation app to get a full understanding of the word if the video lacks enough context.
Student 12	Because I feel that there is no harm in using TikTok, I don't have any problems that need to be solved.
Student 13	To overcome these difficulties, I usually buy internet data, or I look for places with available Wi-Fi. I also practice refocusing myself to study the material in TikTok videos.
Student 14	When the app lags, I try using it at places with better Wi-Fi, or I use other apps that provide similar English content.
Student 15	Sometimes i using google to ask again about that word and i'll underlining that word
Student 16	Search for it on google or search on tiktok can also be.
Student 17	I look for videos with subtitles, and if they don't have them, I use a subtitle app or watch similar content that includes them.
Student 18	I practice the vocabulary I learn with friends or teachers to make sure I'm using it correctly and not misinterpreting it.
Student 19	When I come across new vocabulary in English videos, I first look up the meaning on Google.
Student 20	If I don't know whether the vocabulary is correct or not, I will ask my teacher, like, "Is this vocabulary correct?"

Student 21	I try to ignore the ads or skip them as quickly as possible. Sometimes, I download the videos I need beforehand to avoid getting interrupted by ads while I'm studying.
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## Appendix 5. Member Check Sheet





## CURRICULUM VITAE

### **Personal Data**

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