LEVERAGING TIKTOK FOR RECEPTIVE VOCABULARY DEVELOPMENT: INSIGHTS FROM EFL STUDENTS' LEARNING EXPERIENCES

THESIS

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

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UNIVERSITAS ISLAM NEGERI WALISONGO 2025

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ABSTRACT

Title :Leveraging TikTok for Receptive Vocabulary Development: Insights from EFL Students' Learning Experiences

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This academic research aims to shed some light on students' perceptions of how they experience utilizing TikTok app to improve receptive vocabulary acquisition in EFL learning. This study is a descriptive qualitative research with structural interview as the main instrument of the research, and to get authentic data, I gave face-to-face interviews to ten students. In applying TikTok as a medium of instruction, the teacher builds students' background knowledge first by showing TikTok videos that are aligned with the lesson. Then, the teacher gave examples related to the material, where students were asked to express what vocabulary they had just learned and its meaning in the video. The result of this study was that most students expressed positive perceptions in their learning activities and the utilization of TikTok application to improve receptive vocabulary was achieved in EFL learning. In addition, The findings indicate that students engaged well with TikTok's multimodal content, which helped them retain informal and contextual vocabulary. However, distraction risks highlight the need for guided use and scaffolding to support focused learning.

Keywords: ***EFL Learning, TikTok Application, Receptive Vocabulary, Students Perception***

ACKNOWLEDGEMENTS AND DEDICATIONS

First and foremost, I would like to express my deepest gratitude to my God, Allah SWT, the source of all strength and wisdom. May peace and blessings always be upon Prophet Muhammad SAW, the best example of a superior human being.

This thesis entitled " LEVERAGING TIKTOK FOR RECEPTIVE VOCABULARY DEVELOPMENT: INSIGHTS FROM EFL STUDENTS' LEARNING EXPERIENCES" is submitted as one of the requirements to obtain a Bachelor of English Education Degree at UIN Walisongo Semarang. The completion of this work would not have been possible without the guidance, support, and encouragement of many parties. Therefore, I would like to express my deepest appreciation to:

1. Prof. Dr. Nizar, M.Ag., Rector of UIN Walisongo Semarang, for his leadership and dedication.
2. Prof. Dr. Fatah Syukur, M.Ag., Dean of the Faculty of Education and Teacher Training, UIN Walisongo Semarang, for his efforts in fostering an academic environment that supports growth and learning.

3. Mrs. Dra. Nuna Mustikawati Dewi, M.Pd., Head of English Language Education Department, for her invaluable contribution to this program.
4. I am very grateful to my beloved supervisor, Mrs. Dra. Nuna Mustikawati Dewi, M.Pd., whose patience, insightful input, and constant encouragement have played a significant role throughout this journey.
5. My sincere gratitude to all lecturers at UIN Walisongo Semarang, especially in the English Language Education Department, whose knowledge and dedication have profoundly shaped my academic journey.
6. My deepest gratitude goes to beloved parents Mr. Mustajib and Mrs. Faridha Arifah, my sister Rajwa Kamila Hanif and Alesha Zahra, my brother Muhammad Hasan, and all my extended family who always support me.
7. To my for my beloved encouragement, Mutiara Zazkia. Thank you for remind me to do this thesis and for struggling together in working on the thesis. With you, every challenge becomes lighter, and makes it easier to do this thesis.

8. To the Teater [KPT] Beta team who became partners, friends and family from the beginning of entering college until now.
9. To all members of PMII Rayon Abdurrahman Wahid who became a family in UIN Walisong Semarang, which has always been entertainment and happiness on the sidelines of the monotony in the lecture.
10. To all members of Formispa Semarang who have become my friends and partners since junior high school until now. and always provide endless support.
11. Finally, I would like to express my deepest gratitude to myself for the journey I have taken to complete this dissertation. There have been many challenges, doubts, and tears along the way.
12. Finally, I would like to express my deepest gratitude to everyone who has supported this journey. The author realizes that this thesis may not be perfect in structure or content. It is the author's sincere hope that this work will provide valuable insights and become a useful resource for others.

Hopefully, this work is useful and makes a meaningful contribution. All praise be to Allah SWT.

Semarang, June 19 , 2025

The Researcher

Canakya Muhammad

2103046164

MOTTO

"Some people are smart, always able to complete their work and if necessary they are willing to risk their lives; but whether they have a conscience is another matter."

(-Goenawan Mohamad)

"Don't the best of them bleed it out, While the rest of them peter out?
Truth or consequence, say it aloud. Use that evidence, race it around"

(-My Hero, Foo Fighters)

"Your time is now (your time is now)"

(-Butterflies and Hurricanes, Muse)

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CHAPTER I

INTRODUCTION

A. Background

In the digital age, students are increasingly turning to social media platforms to learn outside of the traditional classroom. This change is certainly based on several factors, such as if we observe traditional learning just presenting material that seems monotonous, social media comes as an adaptation of the times, by offering fresh content packaging, interactivity, and personalized content, allowing users to explore topics with more interesting packaging. In addition to the presentation of material, social media excel in the content they produce because they combine several media formats, such as text, audio, images, and video, thus encouraging a more interactive classroom atmosphere in an effort to better digest the material. According to Mayer (2002) Words and pictures together help people learn more thoroughly than words alone. The effects of multimedia deviate from the predictions of information delivery theory while aligning with the cognitive

theory of multimedia learning. So the *Cognitive Theory of Multimedia Learning* will be aligned with the learning trend by utilizing social media as a learning medium, because social media contains various kinds of media such as text, sound, and animation. Using short videos will be more relevant and avoid boredom, moreover short videos are more likely to be repeated several times to cause student retention in learning language.

The emergence of social media as a relevant alternative media, especially in the field of education, is marked when at the beginning of its appearance it aims to keep someone connected with someone else, until technology is increasingly developing until social media has a function as information publication and news dissemination. With the emergence of new functions as an accompaniment to the times, social media also emerged to respond to this such as: Instagram, Twitter, and TikTok. Among these platforms, TikTok has gained immense popularity, especially among teens and young adults. With its short-form videos, trending content, and visually rich features, TikTok creates an informal and engaging space where language can be discovered in an authentic context. Based on Mayer (2002) In particular, the idea is that learners enhance their learning when

they make referential connections between their verbal and nonverbal mental images of the same object. When students create verbal and nonverbal representations of an object and make referential connections between those representations, their memory for the presented object will improve. According to Ghima Septia Putri (2022), the benefits of using TikTok to access educational content include: Ease of access, useful viewing, positive reinforcement, increased understanding, and motivation.

Some of the things that support that Tiktok is a suitable multimedia platform to support student vocabulary are because Tiktok has features such as like, comment, and stitch. This feature is very relevant to the digital world because people can interact without having to meet face to face. This feature can be utilized by students, especially to discuss or see other people's opinions about the content presented, so that interaction between users occurs, so that the content they get can be better recorded by their respective memories. Each student can use the stich feature to share their opinions, or practice solving problems from the content they see, by making video replies to the video content they access. Vygotsky argues that complex thinking

processes are highly dependent on student's social interactions. When students discuss events, objects, and problems with adults and other people who are more knowledgeable, then gradually the results of the discussion will become part of the child's thinking structure. (Sigit Wibowo, 2024)

This phenomenon will not stop there, each student will exchange the knowledge they get when accessing TikTok. TikTok content creators upload content not only rely on content alone. But they also need a “hook” so that the audience can be captivated and watch their content longer, even until the end. In addition to hooks that attract attention, the tone of the words they say in their content is also very attractive to the audience because it is impossible for them to create content just to express opinions and channel knowledge, but they try to be as interesting as possible and how to make the audience feel at home. Based on Porawe Poramathikul (2020), English as a Foreign Language (EFL) students can practice speaking English in a captivating and immersive atmosphere by using TikTok and other social media platforms that incorporate short videos.

In learning English as a Foreign Language (EFL), vocabulary development is essential for students to become

proficient in a foreign language. This can be inferred because according to Hao et al (2021), vocabulary serves as the foundation for listening, speaking, reading and writing skills. Without adequate vocabulary, students may find it difficult to express their thoughts, understand spoken and written texts, and communicate normally. As vocabulary instruction has become a major focus in the EFL classroom, educators must continue to explore innovative methods and media to support students in acquiring and retaining new words effectively. The important aspect on vocabulary development is receptive vocabulary, which refers to words that students can recognize and understand when listening or reading.

The term "receptive vocabulary" refers to words that students can recognize and understand when listening or reading. Although not actively used in speaking or writing, one can still understand and recognize when hearing or reading them (Amirzai, 2021). However, traditional vocabulary instruction often lacks context and engagement, while TikTok offers repeated exposure to real-life language through text, audio, and interactive formats. According to Khusna (2023), TikTok helps students explore the medium and improve their English

speaking, pronunciation and writing skills, especially when used in conjunction with short instructional videos. Therefore, TikTok has emerged as a valuable and efficient educational tool for teaching English to EFL learners. When non-native English speaking students are taught English as a second language (ESL), the emphasis is on language proficiency rather than academic content (Kim Hua Tan, 2022). According to previous research, teens who use TikTok also use the app to get content related to their education. There are two main factors they mentioned that make the platform useful for learning: quick and simple access to information, and concise and easy-to-understand content (Zinaida Adelhardt, 2024).

Receptive vocabulary can be acquired more effectively through interaction, as Vygotsky's theory emphasizes the important role of social engagement in cognitive development. According to Vygotsky (1978) in his theory of *Social Development*, learning occurs within the *Zone of Proximal Development* (ZPD), learners can reach higher levels of understanding with guidance from more knowledgeable individuals, such as peers or teachers. ZPD refers to the different ranges of what students can do when learning independently and

what they can do with the help of others, such as teachers or peers. Supported by the concept of scaffolding, where students receive appropriate support that gradually fades with their understanding.

Here social media acts as digital scaffolding. This is very possible because according to Manjur Kolhar (2021), social networking sites play an important role in education, especially as an alternative learning medium. Here TikTok is chosen as an application that is certainly no less in providing benefits than traditional learning media where the content creator which we liken to a teacher must be experienced in his field according to the learning video created. According to Christine Greenhow (2019), They highlighted three significant learning benefits of social media: encouraging engagement in learning, increasing collaboration between students, and strengthening group bonds. Encouraged by commenting on videos, and interacting with others, students can immerse themselves in language use, encouraging vocabulary acquisition in a social environment which aligns with Vygotsky's theory of Social Development.

In a several previous study by , Alshreef & Khadawardi (2023) Highlights the importance of vocabulary in language

acquisition and notes that many Saudi Arabian university students have limited English vocabulary. Using a quantitative research design, this study surveyed 115 students to assess their perceptions of TikTok as a learning tool. The findings showed that most students had a positive attitude towards using TikTok for vocabulary development, finding it interesting and effective. This study suggests that TikTok can serve as an alternative pedagogical method for teaching English vocabulary, with some caveats such as the need for further research, including a mixed-method approach to increase the validity of the results.

The gap between that research and my research includes two things that I can explain. The first is the research method, instead of using quantitative, I chose qualitative in order to obtain data that cannot be reached through quantitative methods, such as in-depth exploration of meanings, experiences, and perceptions, not just numbers/statistics. Secondly, my research theme is more specific to receptive vocabulary, not vocabulary in general. This was done to provide harmonized results, because TikTok has short duration content so that the results would be ideal. Then, it is easier to integrate in learning because the focus of the theme is more narrowed.

This study aims to explore how EFL students experience and perceive TikTok as a tool for developing receptive vocabulary, offering insights into how informal digital environments might support language learning, also as a recommendation that TikTok is a very effective learning medium to improve students' English vocabulary acquisition, yet teachers have not fully utilized this platform, even though they are very close to this platform. It is hoped that teacher and students will find the use of TikTok not only offers a variety of learning strategies, but also inspires and enhances their experience in learning and remembering new words. It is also hoped that the findings of this study will be used as a guide by educators and educational resource makers to use social media, especially TikTok, as a cutting-edge tool for language proficiency development. Therefore, this study recommends that the use of TikTok in language acquisition be increased, and further research be conducted to test the potential of this platform in other learning domains.

B. Research Question

1. How do EFL students engage with TikTok content that supports receptive vocabulary learning?

2. What types of vocabulary do students encounter and retain through TikTok?

3. How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?

C. Research Objectives

In line with the research question, the objective of this study is :

1. To explore how EFL students engage with TikTok content that supports receptive vocabulary learning.
2. To identify the types of vocabulary that students encounter and retain through their use of TikTok.
3. To examine students' perceptions of the effectiveness of TikTok in enhancing their vocabulary comprehension.

D. Significance of The Study

1. Theoretical Benefit :

   This study aims to enrich the literature on the integration of social media in education, particularly in language learning, by providing insight into the extent to which TikTok can improve receptive vocabulary acquisition.

This study offers a new theoretical perspective on utilizing entertainment-based platforms for formal learning and serves as a basis for future research on the use of social media in education, especially in developing language skill.

2. Practical Benefit :

   This study aims to provide significant contributions both theoretically and practically, particularly in the field of language learning and education.

   a. For Students

      This study focuses on students at SMP Islam Al Azhar 29 and provides an opportunity for them to offer their perspectives on the use of TikTok as a tool to enhance receptive vocabulary mastery. The insights gained can contribute to understanding how students perceive social media platforms as educational resources, which may empower them to utilize these tools more effectively in their learning processes.

   b. For Teachers

      The findings of this study are expected to motivate teachers to explore innovative and relatable teaching

methods that align with the interests and habits of their students. By acknowledging the potential of TikTok as an engaging learning medium, educators can bridge the gap between formal education and informal, technology-driven learning environments.

c. For Researchers

This study aims to contribute to existing literature by providing a fresh perspective on the role of social media, particularly TikTok, in language learning. By focusing on its impact on receptive vocabulary, this research offers a basis for future studies to explore other aspects of vocabulary acquisition or different language skills using similar platforms.

d. For Educational Practices

As TikTok is a social media platform frequently accessed by students at home, and it often provides content that directly or indirectly contributes to vocabulary development, this study highlights its untapped potential as an educational tool. The results are expected to encourage a more intentional integration of popular social media platforms into

the educational framework, especially in language learning.

By focusing on a specific group of students in the context of SMP Islam Al Azhar 29, this study ensures a targeted and practical exploration of the benefits and challenges associated with leveraging TikTok for educational purposes.

E. Limitation of the Research

1. The study is limited to students at the junior high school level, specifically those from SMP Islam Al Azhar 29. Therefore, the findings may not be fully generalizable to students from other educational levels or schools.
2. The research will focus on students' opinions about their experiences of leveraging TikTok as a platform that supports vocabulary mastery.
3. The study was conducted in one lesson hour, or about 45-60 minutes. Data were collected through interviews or questionnaires and classroom observations, which may limit the depth of information obtained from participants.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this section, a summary of previous research will be presented which is my reference in making this thesis. Supported by the similarities and gaps that exist in each previous study, both in the advantages and disadvantages that existed before. Some of the studies in previous research below became my reference in formulating research questions.

The study conducted by Alshreef & Khadawardi (2023) explores how EFL students engage with TikTok content to support receptive vocabulary learning, highlighting the platform's role in improving Saudi Arabian university students' vocabulary acquisition. The study emphasized the importance of vocabulary in language learning and identified TikTok as a medium that offers interactive and engaging content, which can provide learners with repeated exposure to vocabulary.

The study revealed that students have positive perceptions of TikTok, considering TikTok as a fun and effective medium for learning especially vocabulary development.

Based on the explanation above, this study **is in line with my first research question** which is : *"How do EFL students engage with TikTok content that supports receptive vocabulary learning?"*. This is also because the methodology of this study used a questionnaire to assess students' engagement with TikTok, and the results showed that many students actively used this platform to learn vocabulary, which suggests that TikTok can effectively facilitate their receptive vocabulary development. **The similarity** between the above study and my thesis is that the same investigates the extent to which TikTok as an alternative media can affect the learning process of students, especially in vocabulary acquisition. **The difference** is that I chose junior high school students as participants rather than college students, because TikTok videos are very suitable as a learning medium for junior high school

students, while I think college students are less suitable for learning through short interactive videos because the knowledge gained is less comprehensive.

The results of a study on the impact of TikTok as a media in developing productivity and engagement by Alghameeti (2022), highlights TikTok as a medium that secondary students in Saudi Arabia access to improve their English vocabulary, with many of them commenting positively on the experience. Using quantitative methods in this study, it was concluded that students found TikTok convenient and fun for vocabulary learning, with 54% reporting increased productivity and 62% agreeing that TikTok made learning fun. TikTok's engaging features, such as short videos and user-generated content, facilitate vocabulary retention and sharing among peers. The study concludes that TikTok is an effective educational tool for vocabulary development, despite one or two limitations of the limited sample and suggests that a mixed methods approach may yield more comprehensive insights. **The similarity** of the study with my thesis is that we both

examine the experience of learning English using the TikTok application as a learning medium. **The difference** is, first, the study used quantitative methods, while I used qualitative methods. Secondly, the study above highlights the theme of vocabulary development at large, while I focus on receptive vocabulary.

Shevany Anumanthan (2022) Titled “Improving Common Verb Learning through TikTok among Primary School ESL Students”, the researcher sought to explore the effectiveness of using TikTok as a teaching tool to improve vocabulary acquisition, specifically focusing on common verbs, among Grade 5 ESL students in Malaysia. Using 45 students as a mixed method sample, the study used pre and post tests to measure the extent of improvement in students' vocabulary collection and to find out students' perceptions, semi-structured interviews were used in this study. The findings showed a significant improvement in students' ability to create sentences using the term “work bias” after the intervention, with many students expressing satisfaction and ease of use when creating their own TikTok videos.

This suggests that TikTok is an effective and engaging educational tool for teaching language, although some students experienced difficulties when creating videos. This study highlights the potential for integrating social media into language teaching to foster student interest and participation.

The similarity between the journal above and my thesis is that we both have the same ultimate goal of recommending the use of social media into English language learning, especially for vocabulary development. **The difference** is that I involve junior high school students as research participants, while the journal involves elementary school students, because I think at the age of junior high school children TikTok is more relevant because their understanding of operating TikTok is better than elementary school students. Then the difference in theme is that the journal above uses general vocabulary as a theme, I chose receptive vocabulary to be more focused so that the results of the study can be better understood. **This study is in line with my second research question :** *"What types of*

vocabulary do students encounter and retain through TikTok?" as it shows that TikTok can be effectively used to improve regular verb acquisition in an ESL context. Although the focus of their study was limited to one type of vocabulary which is regular verb, the study was successful in revealing the extent of students' experiences in trying to understand a new type of vocabulary. Therefore, in this study, the authors try to expand the theme by identifying different types of vocabulary that students acquire and remember through TikTok, to provide a more thorough picture of the impact of TikTok platform in receptive vocabulary development.

Although it has a different focus of knowledge, the study that examined the impact of the TikTok application on student perceptions regarding its role as a proselytizing medium (Ghima Septia Putri, 2022). This study has a close connection with my thesis. Although it does not extend to the experience of hearing or seeing new vocabulary, this study proves that the TikTok platform has both positive and negative impacts on

students who deliberately access the content on TikTok. Conducted through a qualitative method involving in-depth interviews with fifteen active students from Universitas Negeri Padang, the study identified five positive impacts of TikTok, including ease of access to content, rewarding viewing experience, reminder of good deeds, increased knowledge, and motivation. Conversely, the study also highlighted three negative impacts: da'wah that may not be in line with Islamic teachings, the potential for misunderstanding, and the presence of irrelevant content. In conclusion, the findings suggest that while TikTok can be an effective platform for spreading knowledge in a brief and interactive manner, users should critically evaluate the content to ensure it is factual.

The similarity between the above research and my thesis is that we both use qualitative methods in data collection. We also both focus on students' perceptions of their experiences on the results of this study. **The difference** is that the research above does not use TikTok as a medium for learning English, but they

examine the extent to which TikTok can spread knowledge, especially religious knowledge in a short time. Then the above research involved college students as participants, while I involved junior high school students. The last difference, the above research does not involve students directly in using TikTok, while I involve students in operating, then I observe so that it can maximize the results of the study. **This study became my reference in making the third research question,** which is : *"How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?"* This study inspired me because it tried to explore students' perceptions of how TikTok affects their effectiveness in seeking knowledge. Although it has a different focus in theme, the study has a very strong connection with my thesis due to its relevance in discussing TikTok as a processing media.

An academic paper was written by Kim Hua Tan (2022) Seeking to explore the effectiveness of TikTok as a tool to enhance English language learning in ESL (English as a Second Language) classrooms, researchers

analyzed 60 publications from 2018 to 2021 to identify key TikTok features that can support pedagogical strategies, such as video-related features and duet challenges, that promote engaging and memorable learning experiences. The analysis found that TikTok can facilitate various teaching methods, including active learning, collaborative learning, and experiential learning. In addition to adequate facilities as a learning tool, shortcomings such as infrastructure issues and self-control in accessing content were identified. However, all things considered, our study indicates that TikTok has the potential to significantly improve language proficiency among ESL learners and encourage teachers to use its features to increase learning outcomes. **The similarity** between the above research and my thesis is that both have a focus on the impact of TikTok features, such as duets, and comments on English language learning in ESL (English as a Second Language) classes**. The difference** is that the above research analyzes through previous publications, then they summarize to get conclusions. Whereas I went directly to the field and conducted research on EFL students to get conclusions,

not summarizing from previous publications. The next difference is that the above research does not have an in-depth focus on one of the components of English language learning, while I focus on receptive vocabulary.

The study conducted by Zinaida Adelhardt (2024) seeks to uncover how much potential TikTok has in supporting the knowledge-seeking process. The survey, which involved 34 participants between the ages of 14 and 16, found that while many teens consider TikTok to be a platform for entertainment, the majority (44%) think it can also be used for education. According to the study, some who thought that TikTok could be used for educational access explained that this was because the platform gave them instant access to clear and easy-to-understand material that helped in learning various disciplines. However, 62% of respondents said that TikTok is less reliable than traditional educational resources, indicating widespread concerns about distraction and lack of reliable sources**. The similarity** between the above research and my thesis is, trying to

reveal the extent of TikTok's potential in supporting the learning process. **The difference** is, first, the research participants above did not use students who were in school and had applied TikTok, but randomly interviewed children who had accessed TikTok, either for entertainment or as a learning medium. Secondly, the purpose of the above study was to reveal whether TikTok is effective if used as a general knowledge search, whereas I examined the extent to which TikTok can influence students in trying to master responsive vocabulary in ESL learning.

In the research results by Manjur Kolhar (2021) showing many aspects that I did not examine in my research such as the impact of social media on students' academic performance and sleep patterns. Conducted on 300 female students at Prince Sattam Bin Abdulaziz University, the study found that 97% of participants used social media, mainly for non-academic purposes such as chatting and accessing random content, and only 1% used it for academic activities. Most reported social media addiction, which had a negative impact on their

studying, social interactions and sleep duration, with 68% revealing the activity delayed their bedtime. The findings suggest that excessive use of social media may lead to a lack of focus on their academic tasks, reduced interest in face-to-face communication, and increased risk of health problems. Therefore, the homework for each individual is how they manage their time and motivation to sort out the types of content that are useful**.** **The similarity** of the above research with my thesis is that both examine the impact of social media use on academic performance. **While some differences are**, the thesis above does not focus on specific social media, while I focus on the TikTok application. Then the above research not only explores the impact on academic performance but also on social interaction and student sleep patterns, while I only examine the impact on academic performance, especially vocabulary acquisition in ESL learning. Finally, the difference with my thesis is that the above research examines the impact of the entire social media content and time of use, while I take some relevant videos to show in front of the class,

then I draw conclusions from the reaction to the experience.

An academic paper was written by Barrot (2021) provides a comprehensive analysis of the scholarly literature on the use of social media for language learning over twelve years. The review examines 396 documents sourced from the Scopus database, which shows a significant growth in research interest, especially on well-known platforms such as Facebook, WhatsApp and Twitter, which are favored for their flexible communication features. The findings suggest that social media has a positive impact on language learning by facilitating interaction, collaboration and engagement among learners. However, the study also noted some challenges such as concerns about the suitability of social media for academic purposes, and technical issues. The paper concludes with recommendations for future research, namely that they should investigate the specific impact of social media on language skills and studies to identify the most effective cross-platform features for language learning. There are the most

striking **similarities** between the above research and my thesis, which is the same research on the positive and negative impacts of social media on language learning. **The difference** is, first, the above research uses a comprehensive analysis method, while I use a thematic analysis method. Second, the research above highlights social media such as Facebook, WhatsApp, and Twitter, while I focus on one social media, namely TikTok. Finally, the above research discusses the impact of social media on language learning at large, while I focus on ESL learning, especially on receptive vocabulary acquisition.

With the same concerns as when choosing this topic, an article titled "What Should be the Role of Social Media in Education?" by Greenhow et al (2019) explores the integration of social media in an educational context, highlighting its potential benefits for student learning, teacher professional development, educational research, and scholarly communication. The article emphasizes that social media can enhance active learning, collaboration, and community relations among students,

while providing teachers with resources, support networks, and personalized professional development opportunities. The authors discuss implications for education policy, advocate for collaboration among educational institutions, social media companies, and policymakers to create flexible social media policies and promote research examining the impact of social media on education. **The similarity** between the article above and my thesis is that we both examine how far the impact of social media use on student engagement in class. Then we have almost the same discussion of implications such as advocating and recommending collaboration between educational institutions, social media companies, and policy makers to unite classrooms with the use of social media as teaching materials. **The difference** is that the article above focuses on many things, such as the impact on students, the impact on teacher development, and scientific communication, while I have one focal point, namely students' perspectives on their experiences using TikTok. Then the next difference is that the article above does not specifically use one social media in its notes,

while I specifically mention using one application, namely TikTok.

In a study conducted by Sutasini Sivagnanam (2020) titled "Utilizing Social Media in Vocabulary Enhancement among Primary ESL Learners" explores the difficulties faced by Malaysian primary ESL students as they work to increase their vocabulary through social media. 53 students between the ages of nine and ten participated in the study, which used a quantitative methodology and a structured questionnaire with parts measuring social media use, difficulties, and motivating reasons. Results show that social media is a motivating factor for language learning and that students successfully use its features, including spell-check and comments, to pick up new vocabulary. But there are drawbacks as well, such being exposed to improper linguistic usage and safety issues. **The similarity** between the above study and my thesis is that we both examine the impact of social media on the quality of student learning, especially in vocabulary improvement. **Then the difference** is, the study above uses quantitative

methods, while I use qualitative methods because it can explore students' perspectives more deeply. Then the study above has a focus on vocabulary in general while I focus on receptive vocabulary. The last difference is that the study above is more detailed in looking for impacts and shortcomings based on data, while I focus on students' perceptions of their experiences.

B. Literature Review

This research covers some points in the literature review, highlights the theoretical review and previous research. The theoretical review below contains an explanation of the research title in detail.

1. The Role of Social Media in Language Learning

Social media, especially its function as video sharing platforms provide students with the opportunity to learn a foreign language through different media, in diverse and engaging formats, as digital technologies and online platforms have opened up new avenues for language learning. According to Peters (2019), the integration of verbal and nonverbal elements helps

students process information more effectively, leading to better retention and comprehension of vocabulary. Social media improve the language learning effectiveness by providing learners with multimodal exposure that supports good comprehension and retention.

Social media platforms, including TikTok, Instagram, and YouTube, have also become valuable resources for language learning, especially in developing vocabulary among younger learners. (Mayer 2001) Cognitive Theory of Multimedia Learning suggests that when information is presented through multiple channels, it enhances comprehension and retention. In vocabulary learning, the simultaneous presentation of a word's pronunciation, spelling, image, and usage example can deepen learners' understanding and memory of new terms.Studies show that learners benefit from the authentic, community-driven content available on these platforms, which often features colloquial language, trending expressions, and culturally relevant vocabulary (Manca, 2020). The interactive nature of social media encourages active engagement, peer

learning, and exposure to diverse linguistic inputs, all of which contribute to richer vocabulary development.

2. Receptive Vocabulary in EFL Learning and Its Development

Receptive vocabulary refers to words that students can recognize and understand when they encounter them in listening or reading, but cannot necessarily produce accurately in speaking or writing. In the context of learning English as a Foreign Language (EFL), the development of receptive vocabulary is essential to enable students to access a wide variety of spoken and written texts, so that it can support students' proficiency in understanding English texts more optimally. Based on Schmitt (2008) Receptive vocabulary is a critical component of language learning, affecting overall language comprehension and proficiency. Effective vocabulary teaching should focus on developing receptive, then productive vocabulary through learning by exposing specific vocabulary in the material repeatedly. The mastery of receptive vocabulary mostly precedes productive vocabulary, so it is very

important that this material is prioritized in the early and intermediate stages of EFL lessons. Research has shown that a broad receptive vocabulary is essential for successful EFL learning, as it enables learners to make sense of context, infer meaning, and engage with new information more effectively. In fact, students with a large receptive vocabulary are often able to grasp new words more quickly, even when they have not yet encountered them in a productive context.

The process of receptive vocabulary acquisition by EFL learners is influenced by various factors, such as repetition and context (Webb, 2007) Repeated exposure to vocabulary in meaningful contexts helps students strengthen their understanding and recognition of new words. In EFL environments, where manual repetition is thought to be less effective, teachers often supplement instruction with multimedia resources, extensive reading programs, and listening activities to enrich students' vocabulary input. According to Webb (2007) repetition of unfamiliar words with 7 to 10 repetitions affects students' receptive vocabulary knowledge. Findings

showed that increased repetition led to a greater increase in receptive vocabulary knowledge.

In addition, digital technologies and online platforms have opened up new avenues for receptive vocabulary development. Social media, educational apps, and video-sharing platforms provide students with opportunities to discover English vocabulary in diverse and engaging formats. According to Zhang & Zhang (2024) The importance of explicit vocabulary teaching suggests that digital media can enhance vocabulary learning by providing rich, engaging content that supports comprehension. The combination of verbal and nonverbal elements in digital media allows students to process more information simultaneously, which can deepen their understanding of vocabulary.

However, there remains a challenge to ensure that the vocabulary knowledge received is long-lasting and transferable. Without deliberate reinforcement and opportunities to actively engage, learners may struggle to retain and eventually use their newly encountered vocabulary (Nation, 2013). Therefore, integrating

strategies such as spaced repetition, contextual guessing, and multimodal learning experiences can increase the depth and retention of receptive vocabulary knowledge.

3. TikTok as a digital learning tool

TikTok, a short-video social media platform, has gained significant popularity among young people worldwide. With its user-friendly interface and diverse content, TikTok provides an ideal multimedia platform for language learning. In recent years, research has started to investigate the potential of TikTok as an educational tool, especially for language acquisition. Rajan & Ismail (2022). TikTok has emerged as an informal information medium and is starting to be used as a language learning tool. This breakthrough is effective because TikTok has authentic, interesting and fun content thanks to the creativity of its users. The platform's ability to present language-related content in a real-world context also makes vocabulary more memorable and relevant. By compositing various media elements, TikTok serves as a relevant learning medium

in helping students understand newly acquired vocabulary.

TikTok enables users to create and share short videos, often accompanied by music, sound effects, or text overlays. The platform's interactive nature and ability to merge audiovisual elements make it a rich resource for language learners. TikTok videos are often informal, engaging, and creative, which increases their appeal to young learners. The variety of content, from everyday conversations to trending topics, offers learners authentic language input in context. This aligns with the concept of language acquisition through exposure to natural, contextualized use of vocabulary.

TikTok also offers the potential for collaborative learning. Students can participate in challenges, use hashtags, and engage with other users, thus facilitating language practice in a social, real-world setting. Several studies have emphasized how TikTok's interactive features, such as commenting, sharing, and liking, contribute to the social and participatory nature of learning on the platform. This interactivity is crucial for

receptive vocabulary acquisition, as students are exposed to new words in dynamic contexts, improving both their comprehension and retention. According to Tan et al (2022), here are TikTok features that can support student participation in language learning like : duet feature, video related features, comments and social interactions, shared audio, and like and engagement metrics

The duet feature allows users to create split-screen videos alongside existing content. this highlights its role in encouraging collaborative learning and peer interaction. (Tan et al., 2022) For example, EFL student learners can mimic native speakers' pronunciation, engage in dialog exercises, or respond to language challenges. Indirectly, students not only get used to pronouncing, but also collect words that have been acquired, then spoken, heard repeatedly so that they become imprinted. This encourages active participation, reduces tense situations, and provides opportunities for students to actively explore English pronunciation.

TikTok's short engaging videos (with a combination of audio, text, and visual effects) are emphasized as a tool for contextual language exposure.

These videos help students understand vocabulary, pronunciation, and cultural nuances through repetition through visual and auditory exposure. For example, videos with text or songs can improve retention of vocabulary and sentence structure. Exposure to language especially through peer or social interaction supports vocabulary recognition and comprehension. In the TikTok environment, students are exposed to content with language use in real-life contexts. Moreover, creators often support their content with social cues such as gestures and interaction dialogs that are followed up by comment sections to discuss the content with other users.

While the TikTok's social interactions are not clearly labeled as a "comments" feature, it has the impact of seeing what peer feedback and student engagement looks like when accessing TikTok media. This feature can be said to be a follow up to the duet feature because students can get comments from peers on videos that have been "dueted" by them. It also creates a supportive environment for receiving constructive criticism, encouragement, and cultural insights, which increases

motivation and improves what is still imperfect in the content created. The ability to reuse audio clips from other users (for example, dialogs, songs or pronunciation guides) supports listening skills and pronunciation practice. Learners can mimic intonation, rhythm, and accent, thus becoming more fluent in English pronunciation, as well as increasing confidence.

Although not explicitly written, the researchers imply that likes and engagement metrics motivate learners to actively participate. Positive reinforcement through likes encourages practicing and creating content, or if summarized the “Like” feature in TikTok serves as a form of instant feedback that can increase student motivation. When students receive likes on their own content or see popular posts that receive many likes, it reinforces the idea that the content is valuable or interesting.

Furthermore, TikTok offers a wide range of content that allows students to encounter words used in various situations, from formal education content to more colloquial, everyday speech.(Waode, 2024). This variety enhances the depth of vocabulary exposure,

helping students build not only academic vocabulary but also the informal, culturally relevant language they may encounter in everyday conversations.

4. Student Engagement In Formal Learning Environments

Student engagement has been recognized as an important factor influencing overall learning outcomes in formal educational settings (Fredricks et al. 2004). Engagement in a formal classroom environment is essential to enhance the atmosphere to achieve motivation and deeper learning. Engagement generally includes behavioral, emotional, and cognitive dimensions. The behavioral dimension involves participation in academic and social activities; the emotional dimension refers to students' emotional reactions in the classroom; and the cognitive dimension includes investment in learning and willingness to exert effort to understand the material exposure (Appleton, Christenson, & Furlong, 2008). These elements together have an impact on students' motivation and

perseverance, which significantly affects their academic potential.

Traditional teacher-centered teaching processes often limit engagement as it indirectly leads to passive teaching, while student-centered learning processes such as collaborative projects, discussions, and the involvement of digital media have been shown to increase active engagement (Reeve, 2012). While TikTok can serve as a medium for collaborative tasks where peers who access different content can exchange knowledge or the teacher as a more experienced person guides students in language learning and comprehension. In this context, the physical and psychological aspects of the learning environment, such as the classroom atmosphere, and the relationship between teachers and students, also play an important role in shaping the level of engagement (Pianta, Hamre, & Allen, 2012). Formal environments that have not adapted to students' evolving needs and preferences risk reducing student engagement, leading to lower academic achievement. Conversely, incorporating student interests such as applying digital

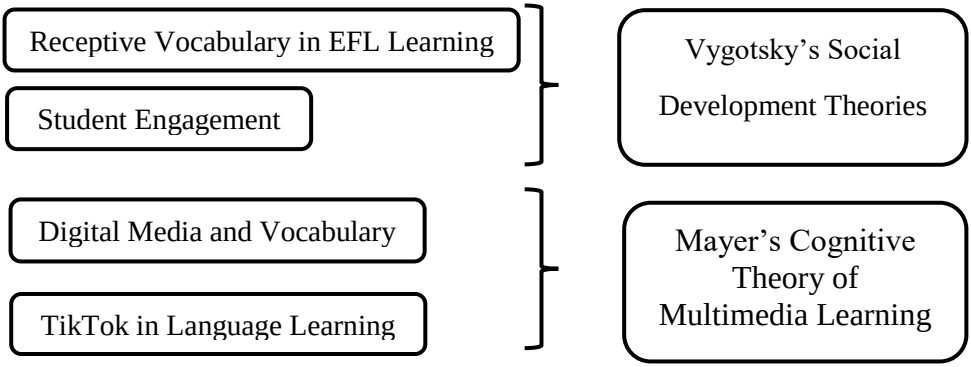
media as a learning medium, formal learning becomes more relevant and stimulating (Schlechty, 2011).

Given the growing influence of digital platforms on students' lives, there is growing recognition of the need to bridge formal education with students' informal learning experiences. Various studies have highlighted that bringing familiar technologies, such as social media, into formal settings can increase motivation, participation and engagement by aligning learning methods with students' everyday practices (Greenhow & Lewin, 2016). For example, the culturally rich real-world language in TikTok videos increases learner engagement by making vocabulary tasks more immersive and fun in the classroom.

Therefore, fostering student engagement in formal learning environments requires a dynamic and responsive approach that recognizes students' identities, leverages their interests, and actively incorporates innovative tools and strategies, including the use of digital media such as TikTok. Understanding the principles of engagement provides a solid foundation for

exploring how non-traditional platforms can be effectively used to support receptive vocabulary development among EFL learners.

C. Theoretical Framework



This research involves four key elements: *Receptive vocabulary in English language learning, student engagement, digital media for vocabulary development, and the use of TikTok in language learning.* Each of these components plays an important role in shaping how students acquire and understand new vocabulary. TikTok, as a digital media platform, increases engagement through short and multimodal content, while high engagement supports more

effective vocabulary learning. In addition, digital platforms like TikTok provide contextualized and authentic language input that reinforces vocabulary comprehension. All these elements are interconnected and align with **Mayer's** *Cognitive Theory of Multimedia Learning,* which emphasizes the role of multimodal input in learning, and **Vygotsky's** *Social Development Theory,* which highlights the importance of social interaction and context in language acquisition.

Mayer states that humans have the ability to process information through two components: visual and verbal. The learning process will be more effective when these two components are used simultaneously (Mayer, 2002). TikTok, as a platform that presents content in the form of interactive short videos, combining images, text, sound, and animation, reflects the main principles in **Mayer's** *Cognitive Theory of Multimedia Learning*, such as the principles of multimedia and modality. In the context of receptive vocabulary learning, when students see new words while hearing how they are pronounced and seeing their

use supported by a visual component, they tend to understand more easily and remember the word more strongly due to dual-track memory reinforcement. This makes TikTok a media that supports vocabulary learning through a multimodal approach that aligns with natural human cognitive processes.

In addition, vocabulary learning through TikTok also has continuity with the perspective of **Vygotsky's** *social development theory*. Vygotsky emphasized that one of the things that can influence cognitive development is social interaction, such as in learning students interact with peers or with teachers (Vygotsky, 1978). TikTok provides a learning experience by interacting through its content with content creators who are more expert than them, so this is a social interaction even without being face-to-face. This process creates a learning situation that is in line with the concept of *Zone of Proximal Development (ZPD),* where students can develop further with the guidance and explanation of others who are more expert. These interactions also create a form of informal scaffolding

that supports gradual vocabulary comprehension, as exposure to the use of the word alluded to increases during the TikTok video. Thus, TikTok is not only a source of knowledge, but also a collaborative space that activates the social role in the learning process, as mentioned by Vygotsky's theory.

Based on the integration of these two theories, TikTok is seen as a medium that is not only cognitively effective through multimodal presentation, but also socially effective through interaction and collaboration between users. In the context of learning *English as a Foreign Language* (EFL), TikTok's existence as a learning medium that combines visual, verbal, and social interaction aspects is very relevant. This synergy between visual-verbal information processing and social interaction underlies TikTok's potential to support EFL students' receptive vocabulary development.

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Methodology

This section covers the methodology used in this study, which includes the research design, study participants, researcher roles, data collection method, data collection instrument, data analysis method, and study analysis procedures. A scientific approach to gathering data with a specific aim and goal is the research technique. As a result, a method's involvement in identifying suitable approaches is crucial in determining whether research will be successful or not.

B. Research Design

This study objectively use qualitative data to conduct this research where findings and some procedures rely on tables, interpretations, or explanations. According to Hamilton & Finley (2019), Qualitative methods are valuable tools in implementation research because they help answer complex questions such as how and why efforts to implement best practices succeed or fail. So this study used

this method to analyze how students perceive their experience of accessing TikTok content to explore new vocabulary.

C. The Participants of the Study

This study needed accurate research subjects for conducting. Since the researcher could not directly recognize how each student's experience in using TikTok, this study had to refer to *snowball sampling*; where the researcher would select one student who was most relevant to the researcher then asked the student to recommend their friends who had the same relevance in using TikTok as a support for vocabulary mastery. Research participants were recruited objectively at the beginning, then continued based on student recommendations.

Based on Pasikowski (2021), *snowball sampling* is effective in educational settings especially in classroom or school settings, as it provides a practical solution to reach individuals and groups that are difficult to identify and engage. Snowball sampling capitalizes on existing social connections, allowing researchers to tap into these networks through initial contacts (“seeds”) who then refer other

participants. This organic, referral-based approach can build trust and facilitate access to populations that may be hesitant to participate in research initiated through more formal or external channels.

The research setting was carried out at SMP Islam Al Azhar 29 at the beginning of the last semester of the 2024/2025 school year. This research was conducted at SMP Islam Al Azhar 29 for the following reasons: First, because SMP Islam Al Azhar 29 has adequate facilities to display TikTok content, such as smart TVs or projectors, so that it can maximize the student experience. Second, students of SMP Islam Al Azhar 29 have a good background in learning English through social media, so they will be suitable participants in this study.

The research participants were 10 students from eighth grade junior high school who were interviewed by me as a researcher This research will conduct one interview with EFL students about how they think about how the learning experience by utilizing TikTok to support English vocabulary acquisition. Eighth-grade students are suitable participants for this study because they are at a cognitive

and linguistic stage that allows them to understand and reflect on their learning experiences (Creswell, 2012). Moreover, as digital natives they are familiar with platforms like TikTok, which supports their engagement with multimodal language input, aligning well with the goals of this research.

D. Roles of the Researcher

The researcher designed the research methodology with the aim to explore how TikTok can be used by students to improve their vocabulary acquisition. ***First,*** this study determined that a qualitative approach would be more effective, with in-depth interviews as the data collection method. ***Second,*** In sampling, this study refer to snowball sampling because this study need samples that have relevance to the object of my research, but are difficult for me to reach directly. ***Third,*** In addition, this study ensured that the research was conducted with proper ethics, such as obtaining consent from participants and maintaining data confidentiality

E. Data Collection Technique

The collection techniques researcher used were observation, interview, and documentation. The researcher observed the process of teaching speaking in class to find out what the students' reactions and engagement were when they were first exposed to TikTok content in class as teaching materials to support receptive vocabulary acquisition and do documentation during the learning process. The researcher asked the teacher for permission to join the EFL class and observe when the learning process started. Last, the researcher will interviewed students about their activities during learning through TikTok content using some checklists attached to the research instrument.

1. Observation Method

   The observation method is a technique for collecting information by observing activities, environments, events, objects, and research locations directly, carefully, and systematically. Based on Catherine Walshe (2012) Observational research methods are important for understanding

people's actions, roles and behaviour. Researchers collect all data obtained during observation. When making observations, researchers select items to be observed and make notes about them related to the research.

In this study, the researcher observed the situation of EFL learning process using TikTok as learning media. This observation was conducted in the classroom. The purpose is to answer the research questions about what challenges students experience when engaging in learning activities based on TikTok as a learning medium, and also how active they are in engaging in understanding the receptive vocabulary they acquire in learning using TikTok.

Table 1. *Observation Checklist*

No	Aspect Observed	Indicators	Yes	No	Note
	Student Engagement	Students focus on listening to the video shown			
		Students are not noisy or joking			

		around during the video.			
		Students show reactions while watching the video, or expressions such as nodding, laughing, smiling.			
2	Verbal Response to Content	Students answer the teacher's questions related to the video played			
		Students give comments or opinions about the content of the video			
		Students ask questions or ask for explanations related to the vocabulary they have acquired.			
3	Vocabulary recognition process	Students consciously or unconsciously try to say the new word from the video			

		Students can explain the meaning of vocabulary words and understand in what moments they can be found.			
		Students can identify the vocabulary context and purpose of use correctly.			
		Students note down the vocabulary they have mastered.			
	Participation in Discussion	Students are active in group or class discussions after watching the video			
		Students relate the content of the video to their personal experience or try to give examples			

		of its application.			

2. Interview Method

Interviews serve as a means of data collection that requires direct interaction between the researcher and the subject or participant. The aim is to dig deeper into specific topics, aiming to provide comprehensive insights. To conduct a formal report, an objective instrument is needed to guide the researcher in presenting a credible and reliable report. In the case of reporting English students' perceptions, the researcher attached a number of sample interviews in tabular form.

These interview items were created based on the research questions that led to the objectives of this thesis. Except for the first question about the backgound, the point is to bridge from the previous learning media and the TikTok application. Based on Milagros (2016), The primary goal is to ensure that every interview question has the potential to

elicit information directly relevant to the study's research questions. This prevents asking unnecessary questions and focuses the interview on the study's objectives. The form is as follows:

Table 2. *Interview Questions*

No	Item of Question
1	How did you learn English before?
2	How often do you watch TikTok videos to learn English vocabulary?
3	What kind of TikTok videos do you like that help you learn new English vocabulary?
4	What kinds of words or expressions do you usually learn from TikTok videos? For example: slang, academic words, everyday words
5	Which features of TikTok helps you learn vocabulary best? For example: visuals, repetition, subtitles, creator explanation)
6	Do you find TikTok videos more engaging if compared to book , or classroom exercises? Why?
7	After watching TikTok, do you feel better at vocabulary aquisition progress? Why or why not?

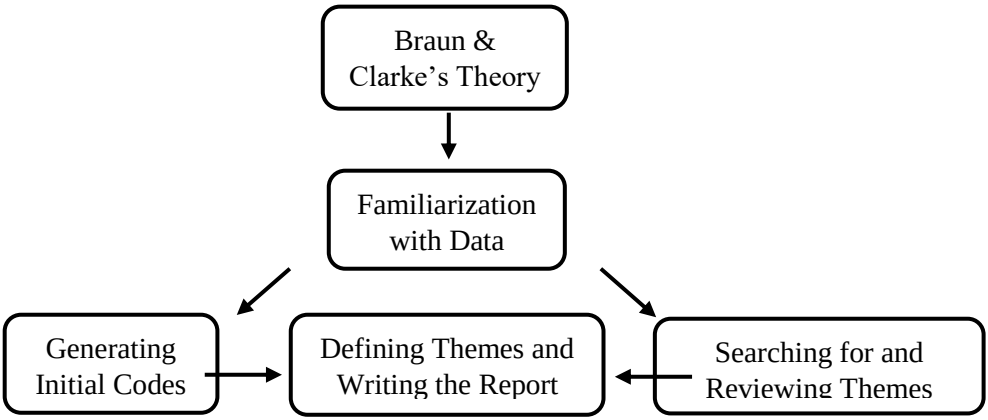
8	Is it easier for you to remember new words after watching TikTok? Why?
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?

3. Documentation

Documentation serves to enhance the sequence of research activities. In interview research, documentation studies complement the interview method. It is presented alongside data gathered from research tools, including interview results, questionnaires, observations, and other relevant research elements. The researcher gathered data from student documents and organized appropriate research tools, such as writing instruments and recording devices, for this study. In this investigation, the researcher utilized documentation in the form of photographs and recording devices.

F. The Method of Analyzing Data

In analyzing the data, the researcher used thematic analysis (TA) based on Braun & Clarke's theory and supported by snowball sampling, where I would take one sample that I thought was the best fit, then the next sample the researcher would take based on the recommendation of the student was choosen, and so on. This sampling method helps the researcher access individuals who may not be easily identified through knowledge-based sampling techniques. In the sense that it is a method for identifying, analyzing, and reporting patterns or themes in data, thematic analysis has the function of providing a more detailed and nuanced explanation of a particular theme, or group of themes, in the data (Braun & Clarke, 2006). The researcher used Braun & Clarke's theory as a guide for steps to get results in accordance with the research focus. There are three steps from Miles and Huberman's theory, namely Familiarization with Data, Generating Initial Codes, Searching for and Reviewing Themes, and Searching for and Reviewing Themes.



1. **Familiarization with Data**

At this stage, The researcher will read and reread the data that collected from the interviews about their experiences of using TikTok to improve their vocabulary. The researcher will familiarize myself with the content of the students' responses and note down the interesting points during the interviews. For details, it is listed in table 2.1.

Table 2.1 *Familiarization The Data*

Theme	Sub-theme	Code	Interview Question
	English Learning Background	ELB-Q1	*How did you learn English before?*

Learning Shifts and Preferences	Frequency of Use	FU-Q2	*How often do you watch TikTok videos to learn English vocabulary?*
	Type of Content	TC-Q3	*What kind of TikTok videos do you like that help you learn new English vocabulary?*
	Engagement vs. Traditional Methods	ETM-Q4	*Do you find TikTok videos more engaging if compared to book , or classroom exercises? Why?*

Vocabulary Learning Experience	Types of Words Learned	TWL-Q5	*What kinds of words or expressions do you usually learn from TikTok videos?*
	Effective Features (visuals, etc.)	EF-Q6	*Which features of TikTok helps you learn vocabulary best?*
	Vocabulary Acquisition Progress	VAP-Q7	*After watching TikTok, do you feel better at vocabulary aquisition progress? Why or why not?*
	Word Retention	WR-Q8	*Is it easier for you to remember new*

			words after watching TikTok? Why?
Critical Reflection and Evaluation	Strengths and Weaknesses	SW-Q9	*In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?*
	Recommendation to Others	RO-Q10	*Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?*

As a result of this study, the researcher highlighted how EFL students perceive the TikTok app as a receptive vocabulary developer in terms of English Learning Background (ELB), Frequency of Use (FU), Type of Conteny (TC), Types of Words Learned (TWL), Effective Features (EF), Engagement vs. Traditional Methods (ETM), Vocabulary Acquisition Progress (VAP), Word Retention (WR), Strengths and Weaknesses (SW), and Recommendation to Others (RO)

2. Generating Initial Codes

In this section The researcher will label and organize the data into categories and then identify them based on patterns, themes or ideas. This step is very important because it helps to break down qualitative data into manageable pieces that will facilitate analysis for broader themes and patterns.

Table 2.2 *Initial Code Generation*

Theme	Sub-theme	Code	Total Trend
Learning Shifts and Preferences	English Learning Background	ELB-Q1	
	Frequency of Use	FU-Q2	
	Type of Content	TC-Q3	
	Engagement vs. Traditional Methods	ETM-Q4	
Vocabulary Learning Eperiences	Types of Words Learned	TWL-Q5	
	Effective Features (visuals, etc.)	EF-Q6	
	Vocabulary Acquisition Progress	VAP-Q7	
	Word Retention	WR-Q8	
	Strengths and Weaknesses	SW-Q9	

Critical Reflection and Evaluation	Recommendation to Others	RO-Q10	

G. The Procedures of Analyzing Research

The researcher of this analysis scheme procedurally analyzed based on the following procedures:

1. Preparing appropriate documentation for this instrument

2. Making observations during the teaching process

3. Interviewing students.

4. Conducting investigations based on this instrument.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This section presents a study on integrating TikTok App into EFL learning, especially receptive vocabulary acquisition as an alternative medium. The discussion focuses on the efficiency of TikTok as a teaching app and explores students' perceptions and learning outcomes related to the extent to which they can master and remember the new vocabulary acquired after accessing TikTok.

A. Research Findings

This chapter describes the integration of TikTok in learning and students' perceptions of TikTok's role in facilitating receptive vocabulary acquisition efforts at SMP Islam Al Azhar 29. Answering the research question, the researcher aims to explore how junior high school students perceive TikTok and its efficacy in facilitating students when trying to master new vocabulary. The TikTok application serves as a multimedia that offers fresher, interactive and more accessible and engaging material for students. In this

section, the researcher will present data collected through observations and interviews with seventh grade students who participated in EFL learning activities using TikTok as a medium. These activities not only aimed to improve students' mastery of vocabulary, but also the extent of retention that could be achieved. The findings detail the aspects that students found most interesting, such as the clarity of information and the ability to understand words through various media such as sound, image and text, as well as the challenges they faced in developing vocabulary during this interactive learning experience.

Before presenting the findings related to each research question, it is important to understand the English language learning background of the participants. Most of the students in this study were introduced to English through formal educational settings such as schools through books, where teaching relies heavily on grammar exercises, textbook exercises and vocabulary memorization. Some participants reported that these methods felt monotonous and incompatible with real-world language use.

1. Student's English Learning Background

As long as students are learning English, it can be concluded that this is the first time they have used TikTok as a medium. And this is a fresh thing to liven up the classroom atmosphere, because indirectly the interactive TikTok video adds to student engagement during learning.

Observation Note:

> *Students seem more confident to participate directly in learning, because TikTok produces non-formal content so it is more flexible and does not seem rigid.*

With the notes during my observation, I can conclude that this first experience for students is an experience that should be maintained because the positive response of students during the activity was so positive. Students' previous learning experiences, especially before using TikTok as a medium will be attached to the Table 1

Table 1 *Participants' experience of EFL learning background*

Code	Category	Quote
ELB - Q1/S01	Student's English Learning Background	I often watching English movies
ELB- Q1/S02	Student's English Learning Background	Usually from Instagram and Youtube
ELB- Q1/S03	Student's English Learning Background	TV progam called "Baby's Fist", Instagram, and Youtube
ELB- Q1/S04	Student's English Learning Background	In school
ELB- Q1/S05	Student's English Learning Background	Through books, courses, and videos from social media
ELB- Q1/S06	Student's English Learning Background	I learned before from book and school
	Student's English Learning Background	From the school, book, song, videos, games

ELB-Q1/S08	Student's English Learning Background	From course, Kumon, movies, English Vlog
ELB-Q1/S09	Student's English Learning Background	I learn English by join the English course……
ELB-Q1/S10	Student's English Learning Background	I learn English by watching English dubbed movies

It is clear that Table 1.1 shows that students' experience of learning English has never been touched by TikTok content. That is very reasonable because TikTok is indeed a non-formal application, although mentioning other social media such as Instagram and YouTube, but there is absolutely no problem when this is tried to be used and gives positive results.

As said by participants S02 that *" I Usually learn from Instagram and Youtube"* (ELB -Q1/S02) and almost the same, participant S05 stated that he learn fom social media too *"Through books, courses, and videos from social media"* (ELB-Q1/S05). So this can be strong evidence that

social media and forms of multimedia such as movies, videos, are indeed often used to learn English even though there is no specific mention of TikTok.

3. Student Engagement With TikTok Content For Receptive Vocabulary Learning

This section will describe what the students' background in EFL learning was like, the extent to which the students accessed TikTok as an EFL learning medium, and their opinions about the experience, especially in improving vocabulary acquisition. This section combines insights from the interviews and observations.

2.1 Frequency of TikTok Usage by Students

Of the ten students, almost all have accessed TikTok, although it varies in frequency or not. The average is unintentional, or if there is a certain need, such as doing an assignment. However, it can be concluded that students often use TikTok, but not for learning English. For more details, let's look at table 2.1 below

Table 2.1 *Participants' experiences of how often they use TikTok for EFL learning purposes*

Code	Category	Quote
FU – Q2/S01	Frequency of TikTok Usage	I watch TikTok for learning when I searching an examples for my tasks.
FU-Q2/S02	Frequency of TikTok Usage	Only when I came across them
FU-Q2/S03	Frequency of TikTok Usage	Not that often
FU-Q2/S04	Frequency of TikTok Usage	Everyday
FU-Q2/S05	Frequency of TikTok Usage	I only watch TikTok from another platforms because I don't have the app……
FU-Q2/S06	Frequency of TikTok Usage	I somestimes use TikTok for upgrading my english skills
FU-Q2/S07	Frequency of TikTok Usage	Sometimes
FU-Q2/S08	Frequency of TikTok Usage	Sometimes, when it appear on mu FYP

FU-Q2/S09	Frequency of TikTok Usage	I rarely use TikTok for learning English vocab……
FU-Q2/S10	Frequency of TikTok Usage	I always watch TikTok, but rarely for English learning purpose

From the table above, we can conclude that all of them have accessed TikTok, but rarely use it for learning, but some of them revealed that they used TikTok for learning, even improving their English skills. as said by S01 *"I watch TikTok for learning when I searching an examples for my tasks"* (FU –Q2/S01) and also S06 *"I somestimes use TikTok for upgrading my english skills"* (FU-Q2/S06) , this shows that there is a potential for TikTok that some children have realized that it can support student academics through its interactive videos.

2.2 Types of Content Accessed

The type of content preferred will vary, but there is definitely a common thread that can be connected from all the students' answers, one of which is that they all like

content that is fun but still has an impact on their knowledge. I can conclude this based on my observations when showing the TikTok videos that I have chosen in front of the class. The video contains English collocations, but even though the content is subject matter, it is not boring because of its interactive packaging.

Observation Note:

> *With the videos that I show in class, students are very enthusiastic and brave to express opinions, even though they have not been authorized. that way I feel that content that has attractive packaging without ruling out its meaning is certainly very preferred by students to learn because it is also supported by subtitles to understand. Previously, students were glued to their respective laptops, immediately looking forward when I played the video, and it lasted until the end.* For the specific content they like is below in table 2.2.

Table 2.2 *Participants' perceptions of what kind of content helped them acquire new vocabulary*

Code	Category	Quote
TC – Q3/S01	Types of Content Accessed	Words that I don't know
TC- Q3/S02	Types of Content Accessed	A tutorial for some games, or puzzle
TC- Q3/S03	Types of Content Accessed	The one i watch today
TC- Q3/S04	Types of Content Accessed	Listening to English music
TC- Q3/S05	Types of Content Accessed	Short form, fast paced videos……
TC- Q3/S06	Types of Content Accessed	I like video that telling grammar and structure
TC- Q3/S07	Types of Content Accessed	Video that using an English subtitle
TC- Q3/S08	Types of Content Accessed	A video that contains some English words, like a short daily life vlog
TC- Q3/S09	Types of Content Accessed	…… focus into learn English like grammar and vocabularies

TC-Q3/S10	Types of Content Accessed	A video about history, usually science related vids

The type of content they like is not much different from each other, which is weighty content but still with TikTok video packaging and features. As said by S06 *"I like video that telling grammar and structure"* (TC-Q3/S06) and S08, *"A video that contains some English words, like a short daily life vlog"* (TC-Q3/S08). Both have in common that the TikTok videos they like are about their involvement with the knowledge they like.

Based on their experiences so far, plus the viewing of videos in class when I conducted the research, they liked content that had an impact on their knowledge, not all of them were looking at English language learning but answers such as liking history content, science, tutorials, showed that students have a preference for content that has knowledge, not just entertaining.

2.3 Comparison of Engagement versus Traditional Learning Media

Social media, especially TikTok, has an influence on student engagement when learning. because TikTok is a non-formal media but does not leave the needs of formal education. Especially when juxtaposed with books as a traditional learning tool which is only text and images, no audio or interactive explanations, student engagement can certainly have an impact, because students can be involved if they like some of the components included in the media facility.

Observation Note:

> *During the video, some students expressed "I've never seen this person before!". This shows that TikTok's relaxed content can influence students' enthusiasm. Not only that, during the video, students actively noted down the vocabulary they got, and also said "oooohh, so...." by indirectly understanding the creator's explanation and inferring his opinion.*

Indeed, when compared to books, the impact of involvement is so pronounced, and it is supported that there are no complaints from students about the media that they first used, even some students expressed to play the video again and again. Students' perceptions of this theme can be seen in table 2.3.

Table 2.3 *Participants' Perceptions on the Comparison of Engagement between TikTok and Traditional Media*

Code	Category	Quote
ETM – Q4/S01	Engagement Comparison	Yes, because it's short and more understandable…..
ETM-Q4/S02	Engagement Comparison	Yes, like English account and English channel
ETM-Q4/S03	Engagement Comparison	I think yes
ETM-Q4/S04	Engagement Comparison	Yes,historical TikTok videos are better than the book
ETM-Q4/S05	Engagement Comparison	Yes, although video in TikTok don't explain in

		detail, its developing an enjoyed content
ETM-Q4/S06	Engagement Comparison	Yes, but I prefer learning from other sources because it feels more proper
ETM-Q4/S07	Engagement Comparison	Yes, because it will be boring if we study from book
ETM-Q4/S08	Engagement Comparison	Yes, because im watching something that I find entertaining
ETM-Q4/S09	Engagement Comparison	Yes, because you listen and also reads them
ETM-Q4/S10	Engagement Comparison	TikTok videos ae fun,they have a petty creative way…….

We can see from the response by S01 that it clearly states *"Yes, because it's short and more understandable"*(ETM –Q4/S01) and is supported very clearly by S04 *"Yes,historical TikTok videos are better than the book "* (ETM-Q4/S04) Even though he is leaning towards other interests, it is still his opinion on TikTok engagement. In other words, TikTok does have

an advantage in increasing student engagement because of its different and more interactive packaging, especially by its features. Although there are still some doubts about the lack of detailed explanation, it can be a suggestion for teachers who use TikTok to explain what has not been explained. But overall, TikTok greatly influences student engagement while learning.

3. Types of Vocabulary Discovered and Retained by Students Through the Use of TikTok

This section will present students' experiences and perceptions while learning EFL using TikTok about the types of words acquired, the level of retention maintained, and what TikTok features support that. This section combines insights from interviews and observations.

3.1 Types of words learned by students through TikTok

The type of vocabulary they get from TikTok can be different or very different when compared to traditional media such as books. However, with them understanding what words they often get indirectly this

proves that TikTok is successful in helping students master new receptive vocabulary. And by looking at what types of words they get we will be able to conclude what kind of content they need to use for learning media materials. For the specific types of words that students get, we can see in table 3.1.

Table 3.1 *Types of Words Participants Learned Through TikTok*

Code	Category	Quote
TWL – Q5/S01	Types of words learned	New slangs, usually
TWL-Q5/S02	Types of words learned	A vocabulary from conversation, like hangout, excited, and confused
TWL-Q5/S03	Types of words learned	Slang and everyday words like “What’s up!”
TWL-Q5/S04	Types of words learned	Conversation words like chill out, That sick!
TWL-Q5/S05	Types of words learned	Gen z slang, like rizz, sigma etc

TWL-Q5/S06	Types of words learned	I learn about medical words
TWL-Q5/S07	Types of words learned	Everyday words but in a hard level, like avoid, prever, require…….
TWL-Q5/S08	Types of words learned	Slang and everyday words
TWL-Q5/S09	Types of words learned	Advanced words, advanced vocab, british vs american accent, and slang
TWL-Q5/S10	Types of words learned	Definetiely English jokes, and slang words

In the table, it is mentioned that all children have their own types of words that they get from TikTok. Although not all of them were sure what specific words they got, some students mentioned the specific words they got, as expressed by S04 and S07. *"Conversation words like chill out, That sick!"* (TWL-Q5/S04). and another one *"Everyday words but in a hard level, like avoid, prever, require…."* (TWL-Q5/S07). With these expressions, we can judge that students really get new vocabulary from TikTok, although there are many differences, we can

take the similarity that of course there are new vocabulary and types around slang and daily vocabulary.

This result shows that TikTok is successful in helping students master receptive vocabulary. Because they indirectly express what vocabulary they get and the average is specific. Even those who have not mentioned specific words understand what kind of words they get, it's just that they are not sure to answer them. And I think it is possible that TikTok helps students find new receptive vocabulary.

3.2 Features that Support the Effectiveness of Receptive Vocabulary Acquisition

In addition to its interactive, short but still meaningful content, TikTok also has other compositions to attract students' attention. Features such as subtitles, audio, text, animation, repetition, and many other things can influence students in understanding the material, especially in mastering new receptive vocabulary. It is important to look for content that has satisfactory features. During my observations,

I found some features that directly affected students' reactions.

Observation notes:

> *When the TikTok video was played, students were immediately excited when they saw the video, and immediately guessed that this was TikTok. Perhaps the visual form makes learning more relaxed. Then when the creator gave examples of collocation words, students unhesitatingly responded by reading the text in the video, not forgetting the creator's original accent.*

We can conclude that students reveal that the TikTok feature has succeeded in making them interested and helping them master vocabulary. But not only do we conclude through observations, but also the results of interviews will reveal what features help students. To find out what features they found helpful in mastering new vocabulary, we will look at table 3.2.

Table 3.2 *Participants' Perception of What Features Support them in Mastering Vocabulary*

Code	Category	Quote
EF – Q6/S01	TikTok's Effective Features	Visuals, subtitles
EF- Q6/S02	TikTok's Effective Features	Visuals, Subtitles
EF- Q6/S03	TikTok's Effective Features	Subtitles and Sound
EF- Q6/S04	TikTok's Effective Features	Sounds and Subtitles
EF- Q6/S05	TikTok's Effective Features	Creator explanation and subtitles because……
EF- Q6/S06	TikTok's Effective Features	Subtitles and creator explanations
EF- Q6/S07	TikTok's Effective Features	Repetition, and creator explanation

EF-Q6/S08	TikTok's Effective Features	Subtitles, creator explanation, also visuals
EF-Q6/S09	TikTok's Effective Features	Subtitles, music lyrics / audio
EF-Q6/S10	TikTok's Effective Features	Audio and subtitles really helps me to learn new vocabs

In terms of student responses, the features that dominate in assisting learning are visuals, audio, and explanation by the creator. Visuals were the most mentioned feature. In other words, students enjoy learning when accompanied by a variety of media, text juxtaposed with visuals, or visuals with audio, and so on.

As answered by S02 *"Visuals, Subtitles"* (EF-Q6/S02), and S10 *"Audio and subtitles really helps me to learn new vocabs"* (EF-Q6/S10), shows the results that students realize that TikTok features are really helpful in learning, especially the combined features between several media (multimedia). This can be an answer to teachers that

TikTok has the features needed by students to understand the material, especially mastering receptive vocabulary.

3.3 Student's Vocabulary Acquisition Progress Through TikTok

Students' vocabulary acquisition during learning using TikTok was very good. Because all students revealed that their vocabulary, especially receptive vocabulary, increased while using TikTok as learning material. Even with some shortcomings of TikTok that students mentioned during the interview, let's look at the following observation notes

Observation Notes:

> *Students managed to record the words they learned during the learning process using TikTok. They correctly mention the meaning and try to pronounce it according to the native accent modeled by the creator. This means that they have successfully mastered new receptive vocabulary.*

With the above notes, it is increasingly stated that students have indeed experienced an increase in their receptive vocabulary mastery, because they succeeded individually in expressing the words they managed to get. Mai we see direct opinions from students about whether TikTok affects vocabulary mastery to the extent that they use TikTok as a learning medium in table 3.3.

Table 3.3 *Participants' Opinions on Whether Vocabulary Mastery Has Improved After Using TikTok*

Code	Category	Quote
VAP – Q7/S01	Vocabulary Acquisition Progress	Yes, although many videos are confusing.
VAP- Q7/S02	Vocabulary Acquisition Progress	Yes, because they explains the meaning of the words
VAP- Q7/S03	Vocabulary Acquisition Progress	Of course, because finally I got a new vocabs and know how to pronounce the difficult words
VAP- Q7/S04	Vocabulary Acquisition Progress	Yes, I feel better

VAP-Q7/S05	Vocabulary Acquisition Progress	Yes, from TikTok i gainined new knowledge (vocabulary) …..
VAP-Q7/S06	Vocabulary Acquisition Progress	Yes because I can know new vocabulary from the video
VAP-Q7/S07	Vocabulary Acquisition Progress	Yes, sometimes I know a gammar from TikTok…..make me better in speak english
VAP-Q7/S08	Vocabulary Acquisition Progress	Yes, cause I got new vocabs after….
VAP-Q7/S09	Vocabulary Acquisition Progress	Yes, but its depending fom creatos explaining
VAP-Q7/S10	Vocabulary Acquisition Progress	Yes, because we can search the vocabs we want……. In a short time

All students said yes, their receptive vocabulary mastery increased after learning EFL using TikTok as a medium. Some students mentioned the reason why TikTok can increase their vocabulary mastery, as S02 said *"Yes, because they explain the meaning of the words"* (VAP-Q7/S02) that

he felt the vocabulary easily stuck in his memory because the creator explained ati, with the possibility when explaining a lot of repetition of words until students memorized outside the head, also mentioned by S10 *"Yes, because we can search the vocabs we want to learn from a lot of other sources in a short time"* (VAP-Q7/S10). The students' perceptions show that TikTok has easy and fast access but still has promising results, especially for finding the vocabulary they need.

The conclusion from all that has been explained above is that TikTok does succeed in increasing students' mastery of vocabulary, but with the condition that the teacher must explain the words that are still confused by students, because S01 stated *"Yes, although many videos are confusing."* (VAP -Q7/S01)

3.4 Student Retention of Acquired Words

The extent to which students can retain a word must have different reasons, but so far all of them admit that through TikTok they have stronger retention, when compared to books or explanations by teachers. Usually the strength of student retention is influenced by several

features that can support this, such as audio, text, and repetition. To add validity to this result, the results of the observation during the learning process will be discussed

Observation Note:

> *Students can still remember the word that came out in the TikTok video until the end of the lesson, by expressing in a joking tone "I want a bunch of bananas, sir!" which is a word that came from the TikTok video*

The above observation notes strongly support that TikTok produces strong vocabulary retention, because students can remember words from the beginning of the video until the lesson is almost over. For more clarity, let's look at table 3.4.

Table 3.4 *Participants' opinions on their memory, is it easier to remember new vocabulary through TikTok?*

Code	Category	Quote
WR – Q8/S01	Acquired Words Retention	Sure, cause its engaging and fun

WR-Q8/S02	Acquired Words Retention	Yes,because its easier to remember with listening and watching
WR-Q8/S03	Acquired Words Retention	Yes, because it shows up more often…..
WR-Q8/S04	Acquired Words Retention	Yes, because I see word every second on TikTok than in a book
WR-Q8/S05	Acquired Words Retention	I think so. Because it makes a little bit differences if compared with other sources
WR-Q8/S06	Acquired Words Retention	Yes, because in video was more fun than learn use a book
WR-Q8/S07	Acquired Words Retention	Yes, its because TikTok videos ae more entertaining
WR-Q8/S08	Acquired Words Retention	Sure, if we compared with books, or study in a class
WR-Q8/S09	Acquired Words Retention	Yes, but its depending at the vocabulary that I learned from TikTok

WR-Q8/S10	Acquired Words Retention	Yes because TikTok has an algorithm, so the related things will be appread in our FYP

The data above makes it clear that the vocabulary acquired from TikTok videos has strong retention, due to several features. If we look at the answer from *S02 "Yes,because its easier to remember with listening and watching"* (WR-Q8/S02) and S10 *"Yes because TikTok has an algorithm, so the related things will be appread in our FYP"* (WR-Q8/S10), We can judge that strong retention is influenced by TikTok's features, such as the audio and visual mentioned by S02 and the algorithm feature mentioned by S10

However, we find a different answer from S01 *"Sure, cause its engaging and fun"* (WR –Q8/S01) and S06 *"Yes, because in video was more fun than learn use a book"* (WR-Q8/S06) that what influences the extent of retention is the packaging, or the type of TikTok content that is very fun and entertaining. The two reasons for wear

only have differences in the causes, but still both recognize that video they got from TikTok has a strong retention.

4. Students' Perceptions on The Effectiveness of TikTok in Improving Vocabulary Comprehension

This final session will describe students' perceptions of the advantages and disadvantages of TikTok as a teaching medium, followed by students' suggestions and recommendations to teachers, especially teachers in junior high schools, about TikTok as a teaching medium. This section will involve observations and interview results.

4.1 Identifying the Strengths and Weaknesses of TikTok as an EFL Learning Tool

TikTok as a non-formal application and used in contrast to formal education certainly has advantages and disadvantages that we need to face. Although so far TikTok has had a significant positive impact on students' receptive vocabulary acquisition. Understanding these aspects provides deeper insight into how TikTok supports or challenges the vocabulary acquisition process. The following responses from the

participants highlight various benefits and drawbacks that emerge when educational content is delivered through this popular social media platform.

Observation Notes:

During the learning process, TikTok's advantage is its feature that can make students involved without coercion, even making it fun. However, there are disadvantages that I see are the distractions faced so that guidance from tutors or parents is needed to access TikTok for learning.

The use of TikTok in the learning process offers a significant advantage in fostering student engagement naturally and enjoyably, without the need for external pressure. Its entertaining and accessible features encourage voluntary participation. However, this strength is accompanied by potential distractions inherent to the platform, which may hinder learning if not properly managed. Therefore, the presence and guidance of tutors or parents are essential to ensure that TikTok is used effectively and remains focused on

educational goals. Let's see students' opinions about what advantages they get and the disadvantages they face in table 4.1

Table 4.1 *Participants' opinions on the advantages and disadvantages of TikTok as an EFL learning tool*

Code	Category	Quote
SW – Q9/S01	Strengths and Weaknesses Identification	Strengths: Fun Weaknesses: Its distracting if you FYP is not fo vocab learning
SW- Q9/S02	Strengths and Weaknesses Identification	Strengths: Helps people to learn while having fun Weaknesses: Sometimes we don’t know that words means and become confused
SW- Q9/S03	Strengths and Weaknesses Identification	Strengths: Easier to revisit and remember Weaknesses: Distracting
SW- Q9/S04	Strengths and Weaknesses Identification	There is no weakness, everythings is good

SW-Q9/S05	Strengths and Weaknesses Identification	Engaging way to learn English, especially for young people
SW-Q9/S06	Strengths and Weaknesses Identification	Strengths: More fun and enjoyable to understand Weaknesses:The student can have a distract
SW-Q9/S07	Strengths and Weaknesses Identification	Strengths: Entertaining Weaknesses: Distraction
SW-Q9/S08	Strengths and Weaknesses Identification	Strengths: Learn in a fun way Weaknesses: Less information
SW-Q9/S09	Strengths and Weaknesses Identification	Strengths: We can understand easier because the explain is more simple….. Weaknesses: We don't have much information because the very simple explaining
SW-Q9/S10	Strengths and Weaknesses Identification	Strengths: Short and Understandable Weaknesses: Can be a huge differential

		between one content creatos and the others

The data above highlights that TikTok is perceived as an effective platform for vocabulary learning mainly because of its fun, entertaining, and simple presentation. For example, S01 stated, *"Strengths: Fun"* (SW–Q9/S01), while S07 mentioned, *"Strengths: Entertaining"* (SW-Q9/S07), and S08 emphasized, *"Strengths: Learn in a fun way"* (SW-Q9/S08). These responses show that the element of enjoyment plays a key role in making the learning process more engaging and accessible.

However, other participants pointed out a slightly different aspect of TikTok's strength, which is how easily the content can be understood and remembered. S03 noted, *"Strengths: Easier to revisit and remember"* (SW-Q9/S03), while S09 added, *"We can understand easier because the explain is more simple"* (SW-Q9/S09). This implies that not only is the content fun, but its simplicity and short format also enhance comprehension and memory.

On the other hand, a common weakness mentioned is the distracting nature of TikTok. Several responses such as *"Distracting if your FYP is not for vocab learning"* (SW-Q9/S01). Others, like S08 and S09, pointed out the lack of depth, with S08 stating *"Weaknesses: Less information"* (SW-Q9/S08) and S09 mentioning that the simple explanation can result in *"We don't have much information because the very simple explaining"* (SW-Q9/S09). In conclusion, while TikTok's strengths lie in its fun and accessible nature, its weaknesses are centered around distraction and content oversimplification, suggesting a need for more focused and informative content to support effective vocabulary learning.

4.2 Suggestions and Recommendations for TikTok to be Considered as Teaching Media

Based on the participants' responses, it is evident that TikTok is generally recommended as a vocabulary learning tool, especially for beginners and younger learners, due to its fun and engaging format. However, several participants also emphasized the need for limitations and guidance, such as

using the platform under supervision or targeting specific age groups. These suggestions highlight the importance of using TikTok in a balanced and mindful way, ensuring that its entertaining nature supports rather than distracts from learning goals. Therefore, while TikTok holds great potential in educational settings, its implementation should be thoughtfully managed to maximize its benefits.

Table 4.2 *Participant Suggestion and Recommendations to Teachers*

Code	Category	Quote
RO-Q10/S01	Suggestions and Recommendations	Sure, it would be easier to search on TikTok
RO-Q10/S02	Suggestions and Recommendations	Yes, because students can learn while having fun
RO-Q10/S03	Suggestions and Recommendations	Yes,but spacingly, because of the weakness I mentioned
RO-Q10/S04	Suggestions and Recommendations	I recommend because its more fun then studying in book

RO-Q10/S05	Suggestions and Recommendations	….. However I prefer to recommend only fo 13 y.o people or older
RO-Q10/S06	Suggestions and Recommendations	Maybe no, because the student can have a distract to scroll videos
RO-Q10/S07	Suggestions and Recommendations	Of course, but its better if accompanied by parents o teacher
RO-Q10/S08	Suggestions and Recommendations	…..recomended cause you can learn in a fun way
RO-Q10/S09	Suggestions and Recommendations	Yes, but only fo beginner, not for advanced leaner or deep English research
RO-Q10/S10	Suggestions and Recommendations	Yes of course, because in TikTok the English language they teach is not “numb” English……

The data above shows that most participants would recommend TikTok as a learning platform, especially because of its fun and engaging approach. For

example, S02 stated, *"Yes, because students can learn while having fun"* (RO-Q10/S02). Similarly, S08 emphasized, *"Recommended cause you can learn in a fun way"* (RO-Q10/S08). These responses clearly indicate that the enjoyable format of TikTok motivates learners and makes the learning process less rigid compared to traditional methods.

Some participants supported the recommendation but gave specific conditions or limitations. S09, for instance, stated, *"Yes, but only for beginner, not for advanced learner or deep English research"* (RO-Q10/S09), while S05 suggested, *"I prefer to recommend only for 13 y.o people or older"* (RO-Q10/S05). S07 added another layer by saying, *"Of course, but it's better if accompanied by parents or teacher"* (RO-Q10/S07). These comments suggest that while TikTok can be useful, its use should be targeted or guided, particularly for younger students or those with more serious academic needs.

There are also more cautious or skeptical responses. S03 said, *"Yes, but spacingly, because of the weakness I mentioned"* (RO-Q10/S03), and S06 responded, *"Maybe no, because the student can have a distract to scroll videos"* (RO-Q10/S06). These opinions reflect concerns regarding distractions and the potential misuse of the platform, where students might end up scrolling unrelated content rather than focusing on educational material. While TikTok is generally recommended as a vocabulary learning tool due to its fun and authentic learning experience, several participants noted the importance of age-appropriateness, guidance, and mindful usage to minimize distractions and maximize educational value.

B. Discussion

1. Engagement with TikTok for Receptive Vocabulary Learning

EFL students demonstrated high levels of engagement with TikTok's short, multimodal content. This is consistent with observations in the classroom, where students focus more attentively on videos than on traditional textbooks or

handouts. The multimodal format audio, visuals, subtitles captures and maintains learners' attention better than static text. This supports Mayer's Cognitive Theory of Multimedia Learning, which posits that learning improves when information is presented through both verbal (audio) and visual (text/images) channels simultaneously, leveraging the Multimedia Principle and Modality Principle (Mayer, 2002).

However, engagement was not universal. Some students highlighted the risk of distraction due to TikTok's algorithmic feed, which can divert attention away from learning content. This aligns with cognitive research and Mayer's Limited Capacity Assumption, which emphasizes that working memory has limited capacity, and split attention or excessive stimuli can reduce learning efficiency. Frequent switching between videos may lead to cognitive overload and reduced retention. Therefore, while TikTok's format offers benefits, its effective use for learning requires mindful strategies and instructional scaffolding to reduce off-task behavior—something that can be facilitated

by teacher guidance in line with Vygotsky's concept of scaffolding (Vygotsky, 1978).

1. **Types of Vocabulary Encountered and Retained**

Students reported encountering a range of vocabulary through TikTok—from colloquial and informal expressions (e.g., slang, idiomatic phrases) to occasional academic or subject-specific terms in science or grammar-related content. The short-video format supports spaced repetition, which is aligned with cognitive learning theories advocating for repeated exposure over time to enhance long-term retention.

Moreover, the combination of audio, subtitles, and visual reinforcement appears critical in boosting retention. This strongly supports Mayer's Dual Channel Processing and Contiguity Principle, which suggest that when learners process visuals and sounds that are meaningfully related and presented simultaneously, it enhances encoding and recall (Mayer, 2001). Students noted they could remember words more easily when they heard them, saw them on-screen, and visualized them in context—demonstrating the power of

multimodal input. This is also consistent with Vygotsky's idea of learning through mediated tools, where external cultural artifacts such as TikTok videos serve as semiotic tools that facilitate internalization of language knowledge (Vygotsky, 1978).

3. Students' Perceptions of TikTok's Effectiveness on Comprehension

Overall, students perceived TikTok as an effective tool for enhancing their vocabulary comprehension. Many described that the combination of entertainment and simplicity made it easier to grasp and remember words compared to textbook learning. This reflects Vygotsky's view that learning is most effective when embedded in social and cultural contexts that are meaningful to the learner. The familiarity and enjoyment of TikTok's environment allow students to engage in authentic learning experiences within their sociocultural framework.

Nevertheless, participants also noted limitations such as distraction risk, variable content quality, and occasional oversimplification. These concerns underscore

the importance of scaffolding, a key concept in Vygotsky's theory, where teacher support or peer guidance helps learners move from what they can do independently to what they can achieve with assistance. (Vygotsky, 1978) TikTok's informal structure may not always ensure reliable learning outcomes unless structured with pedagogical intention. Therefore, student recommendations—such as using the platform in moderation, under teacher supervision, and with clear learning objectives—emphasize the need to balance engagement with instructional control, echoing both Vygotsky's emphasis on guided learning and Mayer's concern for cognitive load management.

Overall, the findings suggest that TikTok can enhance receptive vocabulary learning by offering engaging, multimodal, and varied exposure, in line with Mayer's principles of multimedia learning. However, its effectiveness in EFL learning contexts depends on the presence of instructional scaffolding and guided interaction, as advocated by Vygotsky, to mitigate distractions and address content limitations while promoting deeper comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study was conducted to see the extent to which TikTok can be used as a medium that can help students master receptive vocabulary, especially students at Al - Azhar 29 Junior High School. The results showed that TikTok has great potential to be a learning medium, especially EFL leaning. The majority of students revealed that when compared to traditional media, TikTok has advantages in its features, accessibility, and content that is compact but still clear and complete. However, it is TikTok's features that have an impact on students' vocabulary acquisition and retention. This can be concluded because features such as visuals, text, audio, repetition, and animation are components that succeed in making students actively participate so that they get new receptive vocabulary.

In conclusion, TikTok succeeds in being a media that can help students produce receptive vocabulary

with all the advantages mentioned above. However, TikTok is not a perfect application. There are many weaknesses that need to be addressed and improved in order to maximize the student experience. The most commonly mentioned are the distractions that can occur in between lessons, disrupting focus, and the creators' explanations that are sometimes incomplete. But with all the disadvantages mentioned, TikTok remains a suitable application with all its advantages as a learning companion, because almost all students recommend it.

B. Suggestion

The most important suggestion is addressed to EFL learning teachers that TikTok has the potential to increase students' knowledge, especially in mastering receptive vocabulary. I recommend teachers to use TikTok as a medium in teaching, because TikTok is very relevant to the interests of students in this day and age, but it is still not maximized in use at school, even though teachers and students are very close to this application. Then, because TikTok is a non-formal application which

is in fact social media for sharing all information, teachers need to accompany students when learning to use TikTok at school, or parents when at home.

The second suggestion is aimed at students, that students should be encouraged to use TikTok as an additional tool to learn English vocabulary by interacting with educational and content-rich videos. To stay focused and avoid distractions, they should follow relevant creators, use specific hashtags, and set time limits. Importantly, students should access TikTok for learning under the guidance of teachers, parents, or tutors to ensure appropriate content and maintain effective learning. Third, future researchers are advised to explore the impact of this platform on other aspects of language acquisition, such as productive vocabulary or grammar, and to examine the effectiveness of guided TikTok use in a structured classroom environment.

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APPENDIXES

Appendix 1 Interview Guidelines

Interview Guidelines

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	
Section 2 : (RQ 1 : 1. How do EFL students engage with TikTok content that supports receptive vocabulary learning?)		
2	How often do you watch TikTok videos to learn English vocabulary?	
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	

4	Do you find TikTok videos more engaging if compared to book , or classroom exercises? Why?	
Section 3 : (RQ 2 : 2. What types of vocabulary do students encounter and retain through TikTok?)		
5	What kinds of words or expressions do you usually learn from TikTok videos? For example: slang, academic words, everyday words	
6	Which features of TikTok helps you learn vocabulary best? For example: visuals, repetition, subtitles, creator explanation)	
7	After watching TikTok, do you feel better at vocabulary aquisition progress? Why or why not?	
8	Is it easier for you to remember new words after watching TikTok? Why?	

Section 4 : (RQ 3 : 3. How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?)		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	

Data of participant

NO	NAME	GENDER	CLASS	INTERVIEW DATE
1	Pandu A. Buana	Male	8	16/06/2025
2	Vieno Vallerian F.	Male	8	16/06/2025
3	M. Alviero F.	Male	8	16/06/2025

4	Abhipraya	Male	8	16/06/2025
5	Faranissa Khanza S.	Female	8	16/06/2025
6	Salma Restyaka Tiara	Female	8	16/06/2025
7	Naufal Razka A.	Male	8	16/06/2025
8	Fazila Qanita F.	Female	8	16/06/2025
9	Aurora Jasmine A	Female	8	16/06/2025
10	Irfan Niyaz P.	Male	8	16/06/2025

Appendix – Student S01

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	I often watching English movies
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		

2	How often do you watch TikTok videos to learn English vocabulary?	I watch TikTok for learning when I searching an examples for my tasks.
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	Words that I don't know
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, because it's short and more understandable
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	New slangs, usually
6	Which features of TikTok helps you learn vocabulary best?	Visuals, subtitles

7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, although many videos are confusing.
8	Is it easier for you to remember new words after watching TikTok? Why?	Yes, easier to remember
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Sometimes the video too fast, but it's still fun
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, because it's easier and fun

Appendix – Student S02

No	Item of Question	Answer
Section 1 : Learning Background		

1	How did you learn English before?	Usually from Instagram and YouTube
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	Only when I came across them
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	A tutorial for some games, or puzzle
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, like English account and English channel
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		

5	What kinds of words or expressions do you usually learn from TikTok videos?	A vocabulary from conversation, like hangout, excited, and confused
6	Which features of TikTok helps you learn vocabulary best?	Visuals, subtitles
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, because they explain the meaning of the words
8	Is it easier for you to remember new words after watching TikTok? Why?	Yes, I think it's easier than from a book
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Easy to understand, but not detailed

10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, I would recommend it

Appendix – Student S03

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	TV program called "Baby's Fist", Instagram, and YouTube
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	Not that often
3	What kind of TikTok videos do you like that help you	The one I watch today

	learn new English vocabulary?	
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	I think yes
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Slang and everyday words like "What's up!"
6	Which features of TikTok helps you learn vocabulary best?	Subtitles and sound
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Of course, because finally I got new vocabs and know how to pronounce difficult words

8	Is it easier for you to remember new words after watching TikTok? Why?	Yes, because I see and hear it at the same time
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Strength: Engaging; Weakness: Too short explanation
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, very useful

Appendix – Student S04

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	In school
Section 2 : (RQ 1)		

2	How often do you watch TikTok videos to learn English vocabulary?	Everyday
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	Listening to English music
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, historical TikTok videos are better than the book
Section 3 : (RQ 2)		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Conversation words like chill out, That's sick!
6	Which features of TikTok helps you learn vocabulary best?	Sounds and subtitles
7	After watching TikTok, do you feel better at	Yes, I feel better

	vocabulary acquisition progress? Why or why not?	
8	Is it easier for you to remember new words after watching TikTok? Why?	I can still remember it at the end of the lesson
Section 4 : (RQ 3)		
9	What are the strengths and weaknesses of TikTok for vocabulary learning?	Fun but sometimes unclear meanings
10	Would you recommend using TikTok for vocabulary learning?	Sure, it's good to try

Appendix – Student S05

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	Through books, courses, and videos from social media

Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	I only watch TikTok from another platform because I don't have the app
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	Short form, fast-paced videos
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, although video in TikTok doesn't explain in detail, it's enjoyable
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Gen Z slang, like rizz, sigma etc

6	Which features of TikTok helps you learn vocabulary best?	Creator explanation and subtitles
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, from TikTok I gained new knowledge (vocabulary)
8	Is it easier for you to remember new words after watching TikTok? Why?	Yes, because of repetition
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Interesting content, but needs guidance from teacher
10	Would you recommend using TikTok as a tool for vocabulary learning to	Yes, if supervised

	other students? Why or why not?	

Appendix – Student S06

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	I learned before from book and school
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	I sometimes use TikTok for upgrading my English skills
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	I like videos that tell grammar and structure
4	Do you find TikTok videos more engaging if compared	Yes, but I prefer learning from other sources

	to book, or classroom exercises? Why?	because it feels more proper
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	I learn about medical words
6	Which features of TikTok helps you learn vocabulary best?	Subtitles and creator explanations
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, because I can know new vocabulary from the video
8	Is it easier for you to remember new words after watching TikTok? Why?	Easier to memorize when I repeat the video
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		

9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Helpful but too fast sometimes
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, as complementary tool

Appendix – Student S07

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	From the school, book, song, videos, games
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		

2	How often do you watch TikTok videos to learn English vocabulary?	Sometimes
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	Video that using an English subtitle
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, because it will be boring if we study from book
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Everyday words but in a hard level, like avoid, prefer, require
6	Which features of TikTok helps you learn vocabulary best?	Repetition, and creator explanation
7	After watching TikTok, do you feel better at vocabulary	Yes, sometimes I know a grammar from

	acquisition progress? Why or why not?	TikTok… make me better in speak English
8	Is it easier for you to remember new words after watching TikTok? Why?	Because the video is visual, it sticks in my head
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Strength is the accent; Weakness is too short
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, it helps improve vocab

Appendix – Student S08

No	Item of Question	Answer
Section 1 : Learning Background		

1	How did you learn English before?	From course, Kumon, movies, English Vlog
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	Sometimes, when it appears on my FYP
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	A video that contains some English words, like a short daily life vlog
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, because I'm watching something that I find entertaining
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Slang and everyday words

6	Which features of TikTok helps you learn vocabulary best?	Subtitles, creator explanation, also visuals
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, cause I got new vocabs after…
8	Is it easier for you to remember new words after watching TikTok? Why?	I wrote down the new words after watching
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	The visuals are helpful, but need more examples
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, especially for beginners

Appendix – Student S09

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	I learn English by join the English course…
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	I rarely use TikTok for learning English vocab…
3	What kind of TikTok videos do you like that help you learn new English vocabulary?	Focused on learning English like grammar and vocabularies
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	Yes, because you listen and also read
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		

5	What kinds of words or expressions do you usually learn from TikTok videos?	Advanced words, advanced vocab, British vs American accent, and slang
6	Which features of TikTok helps you learn vocabulary best?	Subtitles, music lyrics / audio
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, but it depends on creator's explanation
8	Is it easier for you to remember new words after watching TikTok? Why?	Retained better because the video is short and fun
Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Easy to repeat but some vocab hard to catch

10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, but content quality matters

Appendix – Student S10

No	Item of Question	Answer
Section 1 : Learning Background		
1	How did you learn English before?	I learn English by watching English dubbed movies
Section 2 : (RQ 1) How do EFL students engage with TikTok content that supports receptive vocabulary learning?		
2	How often do you watch TikTok videos to learn English vocabulary?	I always watch TikTok, but rarely for English learning purpose
3	What kind of TikTok videos do you like that help you	A video about history, usually science-related videos

	learn new English vocabulary?	
4	Do you find TikTok videos more engaging if compared to book, or classroom exercises? Why?	TikTok videos are fun, they have a pretty creative way
Section 3 : (RQ 2) What types of vocabulary do students encounter and retain through TikTok?		
5	What kinds of words or expressions do you usually learn from TikTok videos?	Definitely English jokes, and slang words
6	Which features of TikTok helps you learn vocabulary best?	Audio and subtitles really help me to learn new vocabs
7	After watching TikTok, do you feel better at vocabulary acquisition progress? Why or why not?	Yes, because we can search the vocab we want in a short time
8	Is it easier for you to remember new words after watching TikTok? Why?	I remember the words because I can imitate the sound

Section 4 : (RQ 3) How do students perceive the effectiveness of TikTok in enhancing their vocabulary understanding?		
9	In your opinion, what are the strengths and weaknesses of using TikTok for vocabulary learning?	Entertaining, but not always accurate
10	Would you recommend using TikTok as a tool for vocabulary learning to other students? Why or why not?	Yes, highly recommended

DOCUMENTATION








CUBBY


"PASALAZHA"

CURRICULUM VITAE

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