

Students' Perception on Utilizing *TikTok* Videos for Vocabulary Acquisition

Amelia Nur Abidah

Email: amelia.nur.abidah@mail.uqm.ac.id

Universitas Gadjah Mada

ARTICLE

ABSTRACT

Received: 30-11-2023
Reviewed: 09-03-2024
Accepted: 21-11-2024
Published: 20-12-2024

Keywords:

Vocabulary,

TikTok Application,

Students' Perception

The primary aim of this study is to uncover and comprehend students' perspectives on acquiring and using English language through the *TikTok* application. The study is examined qualitatively to investigate the students' perspective of learning English vocabulary through the *TikTok* application and their attitudes towards the platform. Furthermore, this study utilized an interview protocol consisting of seven open-ended questions throughout the interview phase, which included a total of ten students. The findings indicate that the *TikTok* application provides users with various types of English vocabulary, such as daily vocabulary, idioms, and slang vocabulary. Besides, the research investigates both positive and negative opinions concerning implementing TikTok as a tool for acquiring English vocabulary, along with the advantages that students gain from using the platform. Based on the data, the majority of pupils acquire English vocabulary quickly by utilizing the *TikTok* program. Nevertheless, a drawback that students frequently mention as hindering their acquisition of new terminology is the distraction caused by applications. The aim of this research is to make a valuable contribution to the effective utilization of technology, particularly social media, for the purpose of enhancing English vocabulary acquisition.

INTRODUCTION

Vocabulary is a crucial component in the process of acquiring a foreign language. In this scenario, when learners have a desire to communicate their thoughts, they require a set of words and phrases to effectively convey their ideas. Learning a new language poses challenges, especially when it comes to acquiring a sufficient vocabulary. Therefore, vocabulary plays a crucial role in the process of language acquisition (Cesarini, Sulaeman, Mulyana, & Yolandri, 2021). According to Bueno & Alastuey & Nemeth (2020), Groot (2002), in order to excel in the four language skills, one must have a thorough understanding of vocabulary. Individuals that possess a restricted lexicon will find themselves unable of participating in language enhancement endeavours, such as exercises focused on grammar,

comprehension of written texts, and writing assignments. Vocabulary acquisition refers to the process of learning and mastering new words. It is essential because without a strong vocabulary, it is impossible to obtain mastery in other skills and effectively communicate. Consequently, an additional means of enhancing English vocabulary is by utilizing the *TikTok* program for educational objectives. *TikTok* is a widely used platform in the realm of social media (Ferstephanie & Pratiwi, 2021). According to Herlisya and Wiratno (2022) and Perangin et al. (2021), utilizing the *TikTok* application during English language learning can enhance students' proficiency in speaking and listening. On top of that, TikTok is the second most widely used social media platform by students to enhance their English language skills.

This study deviates from previous research, which employed a qualitative methodology, by specifically examining the influence of TikTok on students' vocabulary acquisition from the students' standpoints. The research conducted by Zulfitri (2022) examined the influence of paired video configurations on students' competence in utilizing adjective vocabulary. Furthermore, Alghameeti & Aziz (2022) did a study investigating the capacity of *TikTok* videos to improve the English language skills of Saudi citizens. This study aims to determine students' perceptions of the level of difficulty in acquiring English vocabulary using *TikTok* videos produced by content creators. Social media platforms, such as discussion forums, video-sharing websites, and social networking sites, have the potential to motivate user to generate materials, engage in discussions, and establish communities in order to collaboratively build knowledge (Nguyen & Diederich, 2023). Given that students the ability to manipulate the playback of several videos in social media according to their individual requirements, educators can leverage this functionality by structuring a lesson around a specific episode and creating various tasks tailored to students with varying levels of listening proficiency. This approach enables students to engage with the episode as a pace that is most suitable for them. Therefore, engaging students to this learning process might be effective for the purposive results. This study exclusively focuses on the analysis of English vocabulary that is of a similar character. This study seeks to investigate students' perspectives on engaging in social-media based learning, specifically in the context of English language acquisition for college students with a focus on vocabulary acquisition. Therefore, it intends to identify untapped prospects that previous researchers have overlooked.

Vocabulary is a crucial element in enhancing language proficiency. A vocabulary is a unit created by a community of users that consists of letters arranged to form words. It is evident that understanding vocabulary is a crucial aspect of language acquisition. The English language has a vast and diverse vocabulary. According to Simaibang (2016: 85), learners must simultaneously utilize vocabulary, grammar, pronunciation, intonation, and speech structure to achieve speaking competence. Hence, it is imperative for students to have a strong command of vocabulary in order to properly communicate in the language they have studied. To acquire English vocabulary, learners must have independence, display skill in communication, use suitable terminology and idioms, and adopt tactics that help them use vocabulary accurately (Bai, 2018). Expanding one's linguistic repertoire and acquiring new vocabulary considerably enhances other second-language skills. Students have recently gained new terminology through various internet technologies, primarily utilizing social media. Al Arif (2019) found that foreign language learners have a positive attitude toward incorporating social media into their English language learning process. This

enhances their motivation and facilitates their English learning and acquisition.

There are two forms of vocabulary knowledge that are involved in acquiring new words: receptive vocabulary and productive vocabulary (Nation, 2001). The term “receptive set” in vocabulary learning refers to the ability to understand the meaning of a word in a specific context, whereas the term “productive set” relates to the ability to use a word in an expression (Laufer, 1991). Proficiency in recalling words from both receptive and productive memory can be employed as a measure to evaluate the effectiveness of vocabulary acquisition. The acquisition of self-control among students can be facilitated through the utilization of a language learning application, which offers many characteristics (Chang, Chen, & Yang, 2018). According to Khlaif and Salha (2021), *TikTok*, a popular social media application, has the capacity to serve as a valuable educational tool due to its ability to give concise learning units within a short duration of less than 60 second. Due to the videography capabilities of *TikTok*, resourceful educators have created *TikTok*-centered assignments that are circulated throughout certain school communities. *TikTok* can facilitate educational techniques grounded in nano-learning principles, hence streamlining the process of generating e-learning content of superior quality. *TikTok* enables the production the production and dissemination of innovative educational material (Khlaif & Salha, 2021). *TikTok* can be used as supplemental video aids in EFL classes to enhance traditional in-class English instruction. This can enliven classroom activities, increase students’ willingness to learn, and improve their fundamental English skills (Yang, 2020). The *TikTok* video not only provides fun and incentive to pupils but also enhances their memory of English vocabulary.

METHOD

The research employed a qualitative descriptive methodology. Qualitative content analysis is the favoured method for analysing data in qualitative descriptive research. As defined by Morgan (1993), this research methodology is a dynamic approach to assessing verbal and visual material with the goal of summarizing its useful components as well as involves collecting data through open-ended questions, obtaining textual or visual data, and getting information from a limited number of individuals or locations. Additionally, this research is centred on addressing authentic difficulties that arise during the course of the study. The purpose is to provide an explanation and thorough examination. This research examined and evaluated the students’ perspective on using *TikTok* videos to enhance their English vocabulary acquisition. Besides, interviewing was also conducted as the step in collecting the data. The data were collected by gathering replies to open-ended questions from the individuals. This involved a sample of 20 university students and utilized a questionnaire consisting of seven items. The participants were selected from a cohort of university-level students. This decision was made to streamline the integration of the open-ended question into this research. The interview includes an inquiry regarding the participant’s language acquisition using *TikTok* videos.

RESULTS AND DISCUSSION

No.	Positive Responses	Students	Native Responses	Students
1	Enhancing interests & comprehension	3	Too much distractions (ads, unrelated contents)	2

2	Giving students more options in learning English	2	Giving students less focuses while viewing videos as learning process and as entertainment.	1
3	Providing concise explanation	2		
4	Providing excellent quality and joy in acquiring English vocabulary	5		
5	Learning through popular trend is easier	3		
6	Obtaining more varieties of vocabularies	2		

This section presents the results and discussions from interviews conducted among students who engage TikTok as a learning tool to acquire English vocabularies. Open-ended questions were proposed throughout the interviews. The results of the interview conducted in this research indicate that students put strong tendencies towards viewing TikTok as a valuable tool for learning and acquiring advanced English vocabulary. The results indicate that TikTok has a considerable impact on enhancing students' English vocabulary across various contexts. They acquire a diverse range of vocabulary by watching brief videos, either by reading provided subtitles or simply listening to the speaker's audio. Students generally believe that watching short videos enhances vocabulary acquisition and brings greater enjoyment to the learning process. It is indicated by the results that indicate most students' positive viewpoints lead to greater enjoyment and a higher quality of vocabulary. Furthermore, TikTok serves as an educational tool that boosts students' interest and understanding in expanding their vocabulary through a wide range of options, clear explanations, and diverse vocabulary. However, some students argue that TikTok may not be beneficial for learning English due to the distractions it presents, such as ads and unrelated content which can divert students' focus from the learning process and entertainment.

TikTok significantly influences students' ability to break unproductive behaviours by offering a variety of concepts that can be utilized in the learning process, particularly while learning English vocabulary. Adhani & Fadhilah (2023) also suggested that students agreed that using TikTok for learning was enjoyable. Furthermore, using TikTok as an educational tool increased students' awareness of the importance of learning English, leading to increased motivation to do so regularly. Consequently, students had a positive attitude towards the cognitive aspects of the learning process. Below are some data that reflect students' attitudes about learning English, specifically when it comes to obtaining vocabulary through TikTok. The data samples consist of questions addressed to the students during interview.

Question 1: What is your perspective on acquiring vocabulary through the utilization of *TikTok* videos?

According to the findings of the conducted interviews, the first one focuses on the utilization of *TikTok* videos for vocabulary acquisition. The majority of students concur that

learning vocabulary through *TikTok* videos enhances both interest and comprehension. Typically, *TikTok* content creators present their videos in a more captivating manner, and the short duration of *TikTok* videos ensures that explanations are concise and easily comprehensible for viewers. Several students also verified in this statement.

Student 1: “In my view, an engaging method for acquiring vocabulary is through *TikTok* videos. One notable aspect is that *TikTok* videos tend to be filled with captivating content, which I find intriguing”

Student 2: “I believe that acquiring vocabulary through *TikTok* videos creates a strong initial impact, which is rather fascinating, as the majority of content creators on *TikTok* excel in this area. The field of English teaching is characterized by its innovative and imaginative nature. Their videos exhibit excellent quality, and watching them is sure to bring us joy. Furthermore, since the duration is very short, we are not prone to get bored, correct? Our current focus is on creating content that is engaging and popular on *TikTok*. We aim to ensure that our content is not dull and that the delivery is effective in communicating with young people. This approach makes learning enjoyable and relatable”

Student 3: “My perspective on acquiring vocabulary using *TikTok* is that it offers convenient access to a wide range of vocabulary content without the need for financial investment, as it is readily available for free on the platform. Indeed, that is precisely what I intend to convey”

Student 4: “I believe that combining vocabulary learning into *TikTok* videos facilitates my learning process. *TikTok*’s widespread popularity among teenagers has turned it into a trend, making vocabulary acquisition feel more accessible and enjoyable”

Student 5: “In regards to myself, acquiring vocabulary, acquiring vocabulary through *TikTok* videos that are highly captivating is beneficial. There is no issue if the *TikTok* video contains a plethora of intriguing elements. Such content is personally engaging for me”

Question 2: What vocabulary can be acquired through *TikTok*?

The following part pertains to the lexicon that is acquired or obtained through *TikTok*. The majority of participants reported that their typical learning technique involved memorizing crucial vocabulary or concentrating on daily vocabulary terms. The statement was confirmed by the feedback from other participants.

Student 1: “I acquire basic vocabulary, such as everyday activities, which remains commonly utilized in general. The reason is that commonly used words will persist in everyday situations”

Student 2: “Perhaps, some of the vocabulary used in *TikTok* is derived from a content creator who focuses on a daily word. This creator not only provides the definition of the word, but also offers numerous examples

of how the phrase is commonly used. However, I am unable to recall the specific names of these content creators”

Student 3: “The vocabulary I acquired from TikTok was quite arbitrary, based on what appears on my “For You Page” (FYP). However, vocabulary is frequently centered around the concept of “word of the day”.

Student 4: “Most often, I discover new vocabulary through TikTok, specifically related to daily activities and engaging in casual conversations”

Student 5: “Perhaps my usual practice involves frequently using basic everyday words on a daily basis, and occasionally encountering vocabulary words that I am already familiar with”

Question 3: How does *TikTok* facilitate the acquisition of vocabulary when utilized as a learning tool?

The third topic discusses how *TikTok* can enhance one’s vocabulary. Most participants agreed that *TikTok*’s algorithm plays a crucial role in this process. Specifically, when a person frequently engages with educational content on *TikTok*, their “For You” page (*fyp*), will prominently feature educational videos. According to certain participants:

Student 1: “The amount of vocabulary in TikTok videos is essential. Each time I come across a video, I encounter numerous unfamiliar words, which prompts me to explore the account and search for additional vocabulary”

Student 2: “Normally, I come across a video that I perceive to be foreign and intriguing. Subsequently, I proceed to access the TikTok video and visit the user’s profile in order to obtain further information”

Student 3: “Vocabulary words conveyed in a video depends on the content creator and the medium used, such as oral or written communication. If the number of available resources is limited, the typical benchmark for quality is not very high. I rely on random video content that appears on my “For You Page” (FYP) to learn, which is one of my strategies to uphold my speaking proficiency. Since I do not hold an English-speaking partner, I rely solely on media platforms, such as TikTok, to serve as my language practice companion”

Student 4: “Due to the TikTok algorithm, I may be exposed to a greater number of English-language media as I frequently come across TikTok content in English. Consequently, I acquired a tendency to employ the interjection “oh” in the manner that accurately aligns with the intended meaning, similar to the appropriate usage of the word “perhaps”. Subsequently, I commence the process of honing my skills in that particular area”

Student 5: “In reality, I am not persuaded to create an account. The content producer exhibits a high degree of unpredictability, which is the manner whereby they achieve success. If a content creator transitions into the field of English instruction, it is evident that they possess a creative mindset. The video quality is exceptional, and seeing it will

bring us innate happiness. Furthermore, the briefness of the content on TikTok prevents boredom, while my personal motivation to learn English adds to the enjoyment. Compared to studying a book independently, learning on TikTok is much more enjoyable. However, it is important to note that TikTok does not encompass all topics, as it is primarily a social media platform.

Question 4: Do you believe that *TikTok* will have a significant impact on facilitating the acquisition of new vocabulary?

According to studied data, *TikTok* has been found to be influential in acquiring vocabulary. Many students feel that *TikTok* can be a valuable tool for vocabulary acquisition because to its quick accessibility and engaging content. Furthermore, other participants expressed their approval of this remark by stating:

Student 1: “Indeed, I find it highly impactful as numerous content creators who provide educational videos on vocabulary acquisition are both engaging and readily accessible”

Student 2: “I believe so, as it is readily accessible. The software is available for download on both your personal computer and mobile device, and it is free of charge. Indeed, it is possible to acquire the language skills of a native speaker”

Student 3: “Certainly, TikTok enables us to engage in studying at any location and at any time, thereby enhancing efficiency. Additionally, it facilitates the acquisition of new vocabulary in a convenient and accessible manner”

Student 4: “Yes, indeed, the utilization of TikTok enables us to engage in learning activities at any location and at any given time, thus facilitating the opportunity for replay”

Student 5: “In my perspective, acquiring vocabulary through TikTok is effortless for me. Whenever I encounter unfamiliar words, my curiosity is intrigued, prompting me to explore additional videos that I believe will enhance my understanding of the vocabulary”

Question 5: Upon completing the acquisition of language via *TikTok*, do you want to engage in practical application?

In addition, the findings show that after the participants acquire new language from a *TikTok* video that is engaging and simple to comprehend, they definitely put that terminology into practice. It can be demonstrated by the statements of a few of the participants;

Student 1: “certainly, when I acquire new knowledge, particularly in the realm of vocabulary, I typically engage in direct practice”

Student 2: “Indeed, due to my tendency to be forgetful, there have been instances where I have practiced this method and still experiences forgetfulness”

Student 3: “Naturally, I promptly searched for noted, initially on small scraps of paper and subsequently, if one is unfamiliar, consulted an offline or online dictionary”

Student 4: “Certainly, I engage in regular practice sessions to enhance my sentence construction and vocabulary usage. Whenever the need arises to employ these skills, I make sure to apply them without fail”

Student 5: “Indeed, I implement it immediately”

Question 6: What are the benefits, in your perspective, of acquiring vocabulary through TikTok videos?

Learning vocabulary with *TikTok* videos offers numerous advantages to the learners. Therefore, it may be inferred that *TikTok* media is beneficial for those acquiring a second language. Several participants asserted;

Student 1: “In my perspective, TikTok possesses numerous benefits due to its easy accessibility and current popularity. Consequently, the video is produced by a variety of content creators. It is highly advantageous for anyone who wishes to acquire proficiency in the English language”

Student 2: “If there are advantages, which I believe there are, as I am also a public speaker, I can confidently say that using specific words on TikTok can enhance the content of my speeches. This adds substances and significance to the ideas I convey. Therefore, this could be the benefit I derive from using TikTok”

Student 3: “In my opinion, the advantage is tremendous, and I cannot emphasize enough how much knowledge I have gained from TikTok videos. By learning vocabulary from a native speaker, you have the opportunity to not only expand your vocabulary, but also develop a native-like accent through exposure to their speech”

Student 4: “In my perspective, acquiring vocabulary through TikTok videos is advantageous due to the flexibility it offers in terms of studying at any time and location. Additionally, the ability to review and reinforce the learned material from the videos further enhances its benefits”

Student 5: “I believe that learning vocabulary through TikTok videos has significant advantages, primarily because it allows us to learn conveniently and flexibly, anytime and anywhere”

Question 7: What is your perspective on the difficulties encountered in acquiring language using TikTok videos?

The final challenge encountered by students when learning vocabulary through *TikTok* videos is self-management. *TikTok*'s random video selection can be a source of distraction for learners lacking effective self-regulation. Based on the participant's responses, it is evident that;

- Student 1:** “The viewer’s homepage is filled with several diversions such as advertisements, films, entertaining clips, or non-educational material, which can be distracting. These disruptions occur occasionally, impeding viewers from choosing the specific moments they wish to concentrate on the educational content”
- Student 2:** “In my perspective, the challenge lies in our susceptibility to be easily diverted by other videos of a similar nature, thereby hindering our ability to concentrate on the vocabulary video. Given the abundance of videos available on TikTok, it is effortless for us to become susceptible to distractions posed by such content”
- Student 3:** “The difficulty lies in the fact that when I access TikTok, I am presented with numerous captivating videos, particularly those related to k-pop. Consequently, I am easily deceived into watching these videos, which distracts me from focusing on my studies”
- Student 4:** “Certainly, it is bothersome to come across entertaining videos or intentionally share content such as k-pop or anything else on TikTok”.
- Student 5:** “The difficulties are numerous, such as ads, entertainment videos, or dance videos, and the videos that display on the viewer's home page are random or mixed together. I need to be able to pick when to view vocabulary study videos and when to watch other types of entertainment videos”

The issues encompass a multitude of factors, such as the presence of commercials, entertainment videos, dance videos, and the random or disorganized arrangement of videos on the viewer’s home page. This research requires the ability to selectively prioritize vocabulary learning videos over other forms of entertainment videos. In addition, *TikTok* offers students the chance to enhance their English proficiency in areas such as listening, speaking, grammar, and pronunciation. This research diverges from various other studies, such as the one conducted by Herlisya & Wiratno (2022), which demonstrates that *TikTok* application can enhance students’ speaking skills in English. Similarly, Angin et al. (2021) assert in their research that *TikTok* platform can improve students’ listening abilities in English. However, it deviates from the study conducted by Zulfitri (2022).

Moreover, the students’ replies to the interviews clearly indicate that acquiring English using *TikTok* is enjoyable. By providing concise video content and engaging interactive material, the process of learning becomes captivating rather than tedious. The students acknowledged that they experienced greater enjoyment and relaxation when acquiring the skills to utilize *TikTok*, as there was no academic pressure like that of studying in a classroom setting. Moreover, a majority of the students hold the belief that utilizing *TikTok* as a means of studying English can increase their self-assurance in English communication. As soon as kids acquire English skills through *TikTok*, they promptly put them into practice. Enhancing their understanding of English and engaging in more practice enables them to communicate more fluently in English. *TikTok* facilitates independent learning for students. Users have the ability to use *TikTok* at their convenience and from any location.

Another notable aspect is *TikTok*’s ability to provide students with convenience because to its user-friendly interface. Students praised *TikTok* as a user-friendly website for

acquiring English language skills. It is accessible to everyone. Students have the opportunity to explore any English topic of their choice as there is a wide array of movies that delve into the language. Certain content creators possess native fluency in English, enabling them to acquire language proficiency from other native speakers. Students typically opt for *TikTok* as a platform for learning English due to its myriad advantages and conveniences. Due to the wide range of topics, ease of access, and engaging and comprehensible information. As stated by Rahmawati (2021) and Ubaedillah, et al. (2021), *TikTok* is the second most often used social media platform among students for the purpose of acquiring English language skills.

Nevertheless, *TikTok*'s utility as an English learning tool is marred by the presence of internet connectivity issues. According to Safitri (2021), students encounter challenges such as internet connectivity issues and exposure to unsuitable content when utilizing social media for English language learning. Students are required to cover the costs associated with their internet usage, as it is necessary for accessing *TikTok*. According to the findings of Afidah et al. (2021) research, the *TikTok* application necessitates a substantial amount of storage space. According to the students' interviews, the presentation of random *TikTok* algorithm videos might occasionally divert students' attention, which is identified as another drawback. Occasionally, students engage in watching non-educational videos on *TikTok* while studying English.

CONCLUSION

The objective of this study, as indicated by the provided data, is to ascertain the students' perception regarding the acquisition of English vocabulary through *TikTok* videos. Moreover, this study employed a qualitative approach and conducted open-ended interviews consisting of seven questions. The data was collected from a total of twenty individuals. Moreover, the findings of this study indicate that students held a positive perception of the utilization of *TikTok* for the purpose of English language acquisition. They asserted that *TikTok* affords them the opportunity to hone their English language skills. By engaging in enjoyable and stress-free English language learning on *TikTok*, individuals can enhance their motivation to learn. *TikTok* facilitates students' engagement in self-directed learning. Furthermore, *TikTok* offers numerous advantages such as user-friendly interface, diverse collection of engaging and comprehensible videos, direct exposure to native speakers for educational purposes, unrestricted accessibility at no cost, and opportunities for students to engage with English-speaking communities, forge new friendships, acquire new knowledge, access English learning modules, and explore innovative language learning techniques.

REFERENCES

- Farisca Adhani, O., Nur Fadhillah, A., Auliya Yahya, R., & Wintolo, T. (2023). EFL Students' perceptions on the use of TikTok in improving speaking skill. *English Education: Journal of English Teaching and Research*, 8(2), 180-188.
- Afidah, Nurul, Et. al. (2021). Investigating Students' Perspectives on the Use of Tiktok as an instructional Media in Distance Learning During Pandemic Era. *Jurnal Kajian Pendidikan dan Keislaman* (Vol. 6, Issue 2).

<https://doi.org/10.32764/dinamika.v6i2.1872>

- Alghameeti, A. A. (2022). Is TiTok an Effective Technology Tool in English Vocabulary Expansion. *English Language Teaching* (Vol. 15, Issue 12).
<https://doi.org/10.5539/elt.v15n12p14>
- Anumanthan, S., & Hashim. H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education* (Vol. 13, Issue 03, 896-912). <https://doi.org/10.4236/ce.2022.133059>
- Angin, Emsi F. S. B.P., et al. Improving Students' Listening Skills Using Tiktok at SMP Swasta Amalyatul Huda Medan. *Jurnal Ilmiah Profesi Pendidikan*, (Vol. 6, Issue 18). DOI: 10.29303/jipp.v6i4.312
- Harmer, J. (2001). *The Practice of English language Teaching, Third Edition Completely Revised and Updated*. (p. 283). <https://Practice-Language-Teaching-Handbooks-Teachers/dp/0582403855>
- Herlisya, Destia & Wiratno, Purna. (2022). Having Good Speaking English through TikTok Application. *Journal Corner of Education, Linguistics, and Literature* (Vol. 1, Issue 3). <https://doi.org.10.54012/jcell.v1i3.35>
- Humaeroh, I., Irwandi, D., & Saridewi, N. (2018). Utilization of Open-Ended Problems Model to Analyse Students' Creative Thinking Ability on Electrochemistry Lesson. *Jurnal Penelitian dan Pembelajaran IPA* (Vol. 4, Issue 02, 135).
<https://doi.org/10.30870/jppi.v4i2.3620>
- Hunter, M. G. (2014). Qualitative Interview Techniques. *ResearchGate* (1-13).
<https://www.researchgate.net/publication/22846930>
- Novitasari, N., & Addinna, A. (2022). Students; Perception on the Use of Tiktok for Learning English. *Journal of English Language Teaching* (Vol. 11, Issue 4, 566-579).
<https://doi.org/10.24036/jelt.v11i4.119484>
- Ichara Sinta, Z. (2022). Students' Experience in Vocabulary Memorizing of Adjective by Using Tiktok Duet Video. *In Cybernetics: Journal Educational Research and Social Studies* (Vol. 3 Issue 1)
- Ishwahyuni, Dwi. (2021). Embracing Social Media to Improve EFL Learners' English Skill. *Professional Journal of English Education* (Vol. 4, No. 4)
- Latif, Hisyam Nur A. (2021). Social Media Based EFL Learning: Opportunities and Challenges. *Ittishal Educational Research Journal* (Vol. 2, Issue 1, 11-21). DOI 10.51425/ierj.v2i1.17
- Nguyen, Ha & Diederich, Morgan. (2023). Facilitating Knowledge Construction in

Informal Learning: A Study of Tiktok Scientific, Educational Videos. *Elsevier: Journal of Computer & Education* (Vol. 203)

Rahman, M. S. (2021). Analysis Regression and Path Model: The Influence Both Instagram and Tiktok in Improving Students' Vocabulary. *Sketch Journal* (Vol. 1 48-61)

Rahmawati, Sari. (2021). Team Games Tournament: An Effective Techniques to Boost Students' Reading Motivation and Reading Skill. *Journal of English Language Teaching and Learning* (Vol. 2, Issue 2, 43-50)

Rinda, Renata Kenanga, Novaman, Adriadi & Miqawati, Alfi H. (2018). Students' Perspectives on social media-Based Learning of Writing through Instagram. *Journal of English in Academic and Professional Communication* (Vol. 5, Issue 1).

Safitri, Nurul. (2021). Teachers Strategies and Challenges in Stimulating the Students' Creativity. *Academia*.

Ubaedillah. Et, al. (2021). An Exploratory Study of English teachers: The use of social media for teaching English on Distance Learning. *Indonesian Journal of English language teaching and Applied linguistics* (Vol. 5, Issue 2). DOI: 10.21093/ijetal.v5i2.753

De Bot, K. & Larsen-Freeman, D. (2011). Researching Second Language Development from a Dynamic Systems Theory Perspective. (Vol. 5 Issue 24). <https://doi.org/10.1075/111t.29.01deb>