

STUDENT'S PERCEPTIONS OF USING TIKTOK APPLICATION FOR LEARNING ENGLISH VOCABULARY

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Abstract

This research determined the students' perceptions of using TikTok in learning English vocabulary. The location of this research was carried out in the second semester of English education at STKIP (Sekolah Tinggi Keguruan Ilmu Pendidikan) PGRI (Persatuan Guru Republik Indonesia). This study is a descriptive quantitative study. The data were collected by filling out a questionnaire by 25 students. In this study, the researchers found out that almost all students of STKIP PGRI Bandar Lampung were satisfied with using the TikTok application for learning English vocabulary as 72% of 100 of them have a satisfactory response in the conducted survey. The students also agreed that TikTok helps them in learning English vocabulary. They can use TikTok anytime and anywhere to learn English vocabulary. TikTok video allows them to choose the topic of vocabulary that students want to improve, and the students agree TikTok help the students easily memorize the new English vocabulary.

Keywords: *Students' perception, TikTok, Vocabulary*

INTRODUCTION

One of the most crucial aspects of the communication process is vocabulary, therefore the students from English language education have to develop their vocabulary instead of using body language in communication (Wallace, 2007). Bintz (2011) defined vocabulary as the word someone must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary). Furthermore, Harmon et al. (2009) state that learners' vocabulary development is an important aspect of their language. Learners require vocabulary to help them construct meaningful sentences in communication because vocabulary offers sentence structure. Nowadays, many individuals desire to learn English but are hesitant to study its vocabulary, making it difficult to understand the topic. Moreover, Thornbury (2002) stated that teaching-learning activity without grammar could convey very little; without vocabulary, nothing can be conveyed". Therefore, vocabulary is one of the most important topics to teach to English as a Foreign Language (EFL) students because it would be difficult to communicate without a wide range of words.

In connection with this, students have certain problems learning vocabulary. Most students were unmotivated and uninterested in improving their language competence (Bahous et al., 2011). The instructor must also give resources and interesting techniques to engage students in learning the English language and this includes its vocabulary. In addition, students expect learning media to increase their interest and motivation in the learning process. On the other hand, the teacher

only utilized a lecture approach, making students feel bored, and the learning outcomes were not optimal (Dhamayanti, 2021).

Cameron (2001) stated that vocabulary is learned better when the meaning of words is illustrated, for example, by a picture, an action, or a real object. Using audio-visual media to teach vocabulary is one approach to make it more enjoyable for students. Teachers must be able to utilize technology and other social media platforms, to promote English language learning by take advantage quickly developing technology and social media. Gupta and Bashir (2018) stated that social media has four major purposes. They were for entertainment, socialization, informativeness, and academic purposes.

TikTok is currently among the most widely used social networking platforms. It has received a lot of attention from the students. There are many things you can do in Tiktok and as a result, the enormous use of TikTok as a social media platform can provide an excellent environment for students. In the said application, students can study other languages and subject abilities to learn as often as they like. TikTok is a social networking platform that allows users to post material in the form of a short video. There are videos and audios on TikTok that can assist students in explaining the meaning of vocabulary and increase students' interest in studying vocabulary. All of the pictures and voice instructions in the TikTok videos can assist students in conveying the meaning of vocabulary and increase students' interest in learning vocabulary. Learning using videos on Tiktok implies that learning is beyond time and place (Pratiwi et al., 2021). In addition, learning through a free application that displays audio-visual content, such as TikTok, has an advantage for students and teachers. It can be said that TikTok is a friendly tool to use in the learning process. Learning is more clear, entertaining, and participatory. If students employ TikTok video in the learning process, it can make them more enthused about studying. TikTok video can also save energy and time because learning may be done at any time and from any location. So, this application can be employed for teaching English because there are so many benefits for the generation Z students to use this application (Pratiwi et al., 2021).

On the other hand, there are some disadvantages of using Tiktok as an educational application for students. Zhaoying (2021) stated Tiktok has short video content with full-screen viewing mode, aimless use, and a waste of users' time. This problem caused some users to become addicted because of their excessive time consumption when accessing this application. Another disadvantage is this application will continuously play short videos. A video that keeps playing can cause temporary discomfort to viewers if it is suddenly paused, while a simple loop feature creates an image that is constantly active. Furthermore, Zhang (2021) past the disadvantages of Tiktok for teaching English, such as Tiktok can distract students' attention easily because this application basically is an entertainment-oriented software. The students tend to be attracted to the other exciting content of Tiktok when they enter this application. Second, the students could not learn much English knowledge because the video was too short. Last, the students cannot focus on understanding the learning material because the English learning content on Tiktok tends to be excessively entertaining.

In a previous study, the students can improve their vocabulary using TikTok as the educational media (Yang, 2020). TikTok videos may also be utilized as an English learning approach outside the classroom. Another research showed that teaching English using Tiktok videos can significantly affect the students' vocabulary mastery (Sinta, 2022). Furthermore, another research stated that TikTok as educational media can effectively improve students' pronunciation (Pratiwi et al., 2021). Moreover, another study has already investigated the students' perspective on using Tiktok for learning English (Yang, 2020). The findings show that students have a positive attitude towards the use of Tiktok as educational technology in EFL learning as a learning media tool outside the classroom. On the other hand, the last research already discussed the students' perspective of using Tiktok as educational media for teaching online classes which showed positive attitudes towards the students (Afidah et al., 2021). Therefore, there were already existing studies regarding students' perception of TikTok as an English Learning tool, but there is

no research specifically about English Vocabulary. Consequently, the researchers decided to investigate further the students' perception of using TikTok for learning English vocabulary in the second semester of the English department at STKIP (*Sekolah Tinggi Keguruan Ilmu Pendidikan*) PGRI (*Persatuan Guru Republik Indonesia*) Bandar Lampung. The study's findings are intended to provide students with information, suggestions, and enthusiasm to learn English. At the same time, English has become a proficiency ability for their career prospects, and they may utilize TikTok to acquire English vocabulary even outside the classroom. This study sought to answer the following research questions: What are the students' perceptions of using Tiktok for learning English vocabulary in the second semester students of the English language education at STKIP PGRI Bandar Lampung?

METHOD

This study aims to discover English language education students' perceptions of using TikTok in learning English vocabulary. The researchers employed surveying observation as a strategy of descriptive quantitative approach. According to Creswell (2014), a survey design offers a plan for quantitative or a numerical description of a trend, attitude, or opinion population by studying a population sample. A survey study also measures or analyze attitudes, opinions, or achievements whose data is collected by asking questions to a group of individuals. Survey communities usually use questionnaires, which only revolve around a community-like scope of demographic characteristics, their social environment, activities, opinions, and attitudes. In this research, the researchers used a questionnaire to collect data.

Furthermore, this study was carried out on the second-semester English department students at STKIP PGRI Bandar Lampung. The researchers utilized the purposive sampling technique to select participants. In purposive sampling, the researchers were deliberately subjective in choosing the respondents and how they may affect the research to check the validity (Ahmad et al., 2020).

Moreover, the researchers decided to choose second-semester students of English Department students at STKIP PGRI Bandar Lampung, which is a class consisting of 25 individuals (3 male, 22 female students). It is driven by the fact that the students are active on social media with devices. Therefore, they have a lot of experience using social media to acquire English vocabulary, including TikTok. Furthermore, students' voluntary participation is the most important thing for the success of this research.

The researchers used Google Forms to send online surveys to the students. The students were asked to respond to ten statements on the questionnaire adapted from Harun et al. (2022) which include strongly agree, agree, disagree, and strongly disagree. The adaptation of this research instrument can be used because it has already passed the reliability and validity test. After collecting all the data, the researchers analyzed it descriptively using a questionnaire. Data must be examined after being collected from the questionnaire. The questionnaire data were entered into a table and put into percentages. The researchers then interpreted the data in the table using descriptive analysis.

FINDINGS AND DISCUSSION

Researchers conducted this study to determine the students' perceptions of using TikTok in learning English vocabulary at STKIP PGRI Bandar Lampung. The research participants were the second-semester students of the English Department at STKIP PGRI Bandar Lampung. A total of 25 students were given the questionnaire. This part uses a questionnaire to assess students' impressions of statements relating to the research topic, The use of TikTok in learning English vocabulary.

Moreover, the researchers will use a chart to illustrate the findings of the questionnaire.

Table 1. Student's Perceptions of The Use of TikTok in Learning English Vocabulary

No.	Statements	Alternative Answers			
		SA	A	D	A
1	TikTok help me in learning English vocabulary	12%	60%	24%	4%
2	I can use TikTok anytime and anywhere to learn English vocabulary	12%	56%	28%	4%
3	TikTok videos enable me to select the vocabulary subject on which I desire to develop.	12%	60%	24%	4%
4	TikTok is easy to be used for learning English vocabulary	12%	72%	8%	8%
5	Learning English vocabulary through TikTok reinforces self-independent learning	4%	64%	28%	4%
6	Learning English vocabulary using TikTok is effective because the students can re-watch it anytime	20%	48%	28%	4%
7	regular lessons with TikTok help the students to increase their vocabulary a lot	4%	60%	32%	4%
8	TikTok videos help the students to understand how certain words and expressions are used in real life	12%	68%	16%	4%
9	Learning English vocabulary using TikTok is fun and pleasing	24%	64%	8%	4%
10	TikTok helps the students easily memorize the new English vocabulary that students have learned	16%	56%	24%	4%

Based on the first statement in the questionnaire, TikTok helps the students learn English vocabulary. 12% of students strongly agreed, 60% of students agreed, 24% of students disagreed, and 4% strongly disagreed. It can be concluded that 72% of students agreed that TikTok helps them in learning English vocabulary, which is consistent with Ling et al. (2015), who said that vocabulary is learned better when the meaning of words is illustrated, for example, by a picture, an action, or real object.

The second statement is students can use TikTok to learn English vocabulary anytime and anywhere. The results are that 12% of students strongly agreed with that statement, 56% of students agreed, 28% of students disagreed, and 4% of students strongly disagreed. It can be concluded that students agreed that they can use TikTok anytime and anywhere. These types of social media technologies are free and simple to set up; therefore, that is also one of the reasons why most students and teachers can use them at all times and in all places for teaching-learning activities (Al-Marouf et al., 2021).

The third statement is about the TikTok videos allowing the students to choose the topic of vocabulary which they want to improve. The results are that 12% of students strongly agreed with that statement, 60% of students agreed, 24% of students disagreed, and 4% of students strongly disagreed. It can be concluded that students agreed that the TikTok videos allow them to choose the topic of vocabulary which they want to improve. On the other hand, they can be more focused on learning the vocabulary they need to use for English communication (Sinta, 2022).

The fourth statement states TikTok is easy to be used for learning English vocabulary. The results showed that 12% of students strongly agreed with that statement, 72% of students agreed, 8% of them disagreed, and 8% of students strongly disagreed. It can be concluded that students agreed that TikTok was easy to use for learning English vocabulary. The content and features on TikTok can also make it easier for students to access it (Pratiwi et al., 2021).

The fifth statement defines learning English vocabulary through TikTok reinforces self-independent learning. The results are that 4% of students strongly agreed with that statement, 64% of students agreed, 28% disagreed, and only 4% strongly disagreed. It can be concluded that

students agreed that learning English vocabulary through TikTok reinforces self-independent learning. The students can carry out independent learning activities through content that they choose themselves according to their needs (Lee, 2012).

The sixth statement shows learning English vocabulary using TikTok is effective because the students can re-watch it anytime. The results are that 20% of students strongly agreed with that statement, 48% of students agreed, 28% disagreed, and 4% strongly disagreed. It can be concluded if students agree that learning English vocabulary using TikTok is effective because the students can re-watch it anytime. When the students feel they still do not understand the vocabulary they have learned, they can re-watch the video content until they are sure that they have understood it or save the videos online in case they forget about the material (Dwivedi et al., 2019).

The seventh statement explains TikTok help the students to increase their vocabulary a lot. The results are that 4% of students strongly agreed with that statement, 60% of students agreed, 32% disagreed, and 4% strongly disagreed. It can be concluded that students agree that TikTok helps them increase their vocabulary a lot. TikTok provides many advantages presented to students, and they can use it regularly to support their lesson activities. Students are free to access things they want, including facilitating improvements in the English vocabulary learning process (Al-Marroof et al., 2021).

The eighth statement is about the TikTok video helping the students to understand how certain words and expressions are used in real life. The results are that 12% of students strongly agreed with that statement, 68% of students agreed, 16 % disagreed, and 4% strongly disagreed. It can be concluded that students agree that the TikTok video helps them understand how certain words and expressions are used in real life. The content creators in TikTok provide examples of vocabulary, but they will also provide examples of when and how to use the vocabulary more complexly (Pratiwi, Ufairah & Sopiah, 2021).

The ninth statement shows learning English vocabulary using TikTok is fun and pleasing. The results are that 24% of students strongly agreed with that statement, 64% agreed, 8% disagreed, and 4% strongly disagreed. It can be concluded that students agree that learning vocabulary using TikTok is fun and pleasing. TikTok displays attractive visual images to attract students' attention, and they will be more excited to listen to learning (Sinta, 2022).

And the last statement is about TikTok helping the students easily memorize the new English vocabulary they have learned. The results are that 16% of students strongly agreed with that statement, 56 % of students agreed, 24 % disagreed, and 4 % strongly disagreed. It can be concluded that students agree that TikTok helps them easily memorize the new English vocabulary. Not only can the students re-watch TikTok learning videos, but TikTok also is faster and more effective in conveying material than text media (Pratiwi et al., 2021).

CONCLUSIONS

In summary, this research aimed to investigate the students' perceptions of using Tiktok for learning English vocabulary in the second semester of the English department at STKIP PGRI Bandar Lampung. Learning English vocabulary using Tiktok videos indicates that activity is beyond the time and place. The students who utilize TikTok videos in their study might become more excited about learning, especially when acquiring English vocabulary. The students in the English department's second semester showed good responses to the English material content that boosted their vocabulary by watching Tiktok videos. According to survey results, the majority of students believe that short videos of English material on TikTok benefit them in certain ways, such as the students can use TikTok anytime and anywhere to learn English vocabulary. Tiktok video allows them to choose the topic of vocabulary which students want to improve. In this study, the researchers found out that almost all students of STKIP PGRI Bandar Lampung were satisfied with using the Tiktok application for learning English vocabulary as 72% of 100 of them have a satisfactory response in the conducted survey. The students also agreed that TikTok helps them in

learning English vocabulary. They can use TikTok anytime and anywhere to learn English vocabulary. TikTok video allows them to choose the topic of vocabulary that students want to improve, and the students agree TikTok help the students easily memorize the new English vocabulary. This research has several limitations, such as the sample size being relatively small and the research instrument being only a questionnaire. In a further study, the next researchers can investigate the students' perception using bigger sample size and employ other research instruments, such as interviews and documentation.

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