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²CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary is a fundamental component of English language learning, enabling ⁶³ students to understand texts, express ideas, and communicate effectively. Harahap (2025: 240) states that vocabulary is an essential element ³⁸ of language learning and plays an important role in developing effective communication skills. Vocabulary mastery strongly influences students' ability to listen, speak, read, and write in a foreign language (Wangdi, 2022: 27). Students' success in vocabulary learning is influenced not only by teaching strategies but also by the learning media used. Learning media that provide visual, auditory, and contextual input can support students in understanding word meaning, pronunciation, spelling, and usage more effectively. Therefore, selecting appropriate learning media is essential in vocabulary learning.

In recent years, digital learning media increasingly support vocabulary learning, including social media platforms that provide audio-visual content. Efivania et al. (2025: 155) state that TikTok ⁷¹ has the potential to function as an effective learning medium that enhances learning motivation while simultaneously enriching English vocabulary visually and practically. As a short video-based application, TikTok presents vocabulary through pronunciation models, text captions, contextual examples, and creative visual elements. Several educational TikTok accounts, such as

@janeelisabet8, @kampunginggris1ccom, @learningforenglish, @englishvocabulary100, and @englishvocab.id, provide accessible and engaging English vocabulary content. Through this content, students encounter new vocabulary in meaningful contexts beyond the classroom. This indicates ¹³ that TikTok has the potential to serve as a complementary medium for English vocabulary learning.

At SMAN 2 Tembilahan, TikTok is widely used by students in their daily lives. However, not all students utilize the platform ¹³ as a medium for learning English vocabulary. ⁶ Since this study specifically investigates students' perceptions of using TikTok as a medium for learning English vocabulary, it is important to ensure that the participants have actual experience using TikTok for that purpose. Therefore, before conducting the main research, the researcher administered a preliminary questionnaire as a screening instrument to identify students who met the research criteria. The preliminary questionnaire consisted of four screening questions. The first question identified whether students used TikTok in their daily lives. The second question explored whether students had ever watched English-learning content on TikTok. The third question determined whether students had ever used TikTok specifically to learn English vocabulary. Finally, the fourth question identified how frequently students watched TikTok content related to English vocabulary learning. These questions were designed to ensure that the participants selected for the study had sufficient experience

⁶ using TikTok as a learning medium, enabling them to provide meaningful and relevant perceptions regarding its use.

Based on the preliminary questionnaire conducted among 71 eleventh-grade students at SMAN 2 Tembilahan, all respondents reported that they used TikTok in their daily lives. However, the findings revealed that only 41 students (approximately 58%) had used TikTok to learn English vocabulary, while the remaining 30 students (42%) had never used TikTok for that purpose. In addition, the questionnaire identified students' exposure to English-learning content and the frequency with which they watched vocabulary-related videos on TikTok, providing an initial overview of their learning experiences with the platform.

These findings indicate that although TikTok is highly popular among students, not all students utilize it ¹⁷ as a medium for learning English vocabulary. This difference is important because students who have never used TikTok for vocabulary learning may not be able to provide meaningful perceptions regarding its usefulness as a learning medium. Therefore, the preliminary questionnaire was not intended to measure students' perceptions but rather to identify students who met the research criteria. Through this screening process, the researcher ensured that the participants selected for the main study had direct experience using TikTok for learning English vocabulary, allowing the data collected to accurately reflect students' perceptions based on actual learning experiences. Furthermore, the findings also demonstrate ⁷ that the use of TikTok as a learning medium among

students **is** not yet evenly distributed, highlighting the need to investigate how students who have experienced learning through TikTok perceive its usefulness, ease of use, attractiveness, and motivational value in supporting English vocabulary learning

Students' perception of learning ⁵⁶ media plays a crucial role in the effectiveness of the ⁶⁵ learning process. Perception refers to the process of selecting, receiving, organizing, and interpreting information from the environment to construct meaning. Hong (2019: 22) explains that perception needs to be examined in order to understand how individuals view a particular learning medium, whether positively or negatively. Students develop beliefs about their learning experiences, and these beliefs influence their motivation and learning outcomes (Fitri 2025: 124). In this study, perception is distinguished from related concepts such as attitude and learning motivation. Perception ¹² focuses on how students interpret and evaluate TikTok as a learning medium, while attitude refers to students' feelings toward learning activities, and motivation relates to the drive that encourages students to engage in learning (Alino et al 2025., La mimi et al., 2024).

Understanding students' perception is important because perception influences students' motivation, engagement, and learning behavior. A positive perception of a learning medium contributes to improved academic achievement. Ningsih (2019: 84) states, "If students have a good perception, then student achievement will be better." In the learning process, students'

perception influences the quality of interaction and engagement. In vocabulary learning, a favorable perception of TikTok can support independent learning, increase exposure to new vocabulary, and contribute to the improvement of students' vocabulary mastery.

Although TikTok is widely used and has potential benefits for vocabulary learning, limited research has specifically examined students' perception of TikTok as a medium for learning English vocabulary at the senior high school level, particularly at SMAN 2 Tembilahan. Therefore, this research aims to investigate students' perception of using TikTok as a medium for learning English vocabulary at SMAN 2 Tembilahan. This study focuses on students' perception of the usefulness, ease of use, attractiveness, and motivational aspects of TikTok as a supporting learning medium. The findings of this research are expected to provide insights and recommendations for innovative English vocabulary learning strategies in the digital era.

B. Identification of the Problem

Based on the background of the problem, the problem in this research can be identified as follows:

1. Although TikTok is widely used by students, not all of the eleventh-grade students at SMAN 2 Tembilahan use it as a medium for learning English vocabulary.
2. The use of TikTok as a medium for learning English vocabulary among the eleventh-grade students at SMAN 2 Tembilahan is still limited.

3. Students have different experiences ¹⁷ in using TikTok to learn English vocabulary, which may lead ^{to} different perceptions toward its use as a learning medium.
4. The ¹ students' perception toward the use of TikTok application in learning English vocabulary among the eleventh-grade students at SMAN 2 Tembilahan has not yet been investigated.

C. Limitation of the Problem

This research is limited to examining the students' perception ¹² toward the use of TikTok as a medium for learning English vocabulary among the ²⁸ eleventh-grade students at SMAN 2 Tembilahan.

D. ² Research Question

How is the perception of eleventh-grade students at SMAN 2 Tembilahan ⁴⁹ toward the use of TikTok as a medium for learning English vocabulary?

E. The Purpose of the Research

To describe the ¹⁰ students' perceptions toward the use of TikTok as a medium for learning English vocabulary among the ⁹ eleventh-grade students at SMAN 2 Tembilahan.

F. The Significance of the Research

There are two kinds of research significance: the theoretical significance and the practical significance. The significance is ³ as follows

1. Theoretical Significance

The results of this study are expected to contribute to the development of theories related to students' perception and the use of

social media as a learning medium, particularly in English vocabulary learning.

2. Practical Significance

This study is expected to provide practical benefits for several parties. For students, this research can help them understand the potential of TikTok as an alternative medium for learning English vocabulary independently outside of class. For teachers, the findings of this study can be used as a reference for considering the use of TikTok as a supporting medium in teaching English vocabulary in a more interesting way. In addition, for future Researchers, this study can serve as a reference or starting point for further research related to the use of social media, particularly TikTok, in English language learning.

19 G. Definition of the Key Terms

There are so many terms involved in this research. In order to avoid misunderstanding the terms used, the following terms need to be defined :

1. English Vocabulary

According to Kamil & Hiebert (2022: 23), English vocabulary is knowledge of the meaning of English words along with their pronunciation, spelling, and contextual usage as the foundation of communication. In this study, vocabulary includes new words that students learn independently through TikTok content.

2. TikTok Application

According to Rama et al. (2023: 45), ⁴⁵ TikTok is a social media application that allows users to create and share short videos (15-60 seconds) with music, effects, text overlays, and simple editing features that are popular among Indonesian Gen Z. Researcher define it as an interactive video platform for informal English vocabulary education content.

3. Students' Perception

According to Juhairiyah et al. (2022: 71), perception is the process of selecting, organizing, and interpreting sensory information from learning experiences to form attitudes and beliefs about learning media. In this study, student perception refers to their views on the usefulness, ease of use, and motivation of TikTok for learning vocabulary.

REVIEW OF THE RELATED LITERATURE**A. Review of Related Theories****1. English Vocabulary****a. Definition of English Vocabulary**

Vocabulary is the main foundation for mastering English, enabling effective communication. According to Grabe (2018: 92) define vocabulary as “a list or collection of words for a particular language or a collection of words known and used by individual speakers,” emphasizing the role of vocabulary as a student's personal stock of words that can be developed through exposure to learning media. Furthermore, Ramadhan et al. (2020: 61) enriches this definition by stating that vocabulary is “knowledge of words, including their forms (spoken/written), meanings, and usage.” This three-dimensional framework is relevant for analyzing how students at SMAN 2 Tembilahan process vocabulary from TikTok through visual-audio form recognition, contextual meaning comprehension, and practical application in communication.

According to Folse (2019: 14) vocabulary knowledge includes “recognition/production of spoken and written forms, understanding of meaning (concepts/associations), and grammatical and collocation usage.” This receptive-productive distinction is

appropriate for evaluating students' ability to recognize the word “delicious” from TikTok subtitles and practice it in speaking.

Furthermore, according to Mudrikatussalamah (2025: 308), vocabulary is defined as “words taught in a foreign language,” so TikTok creators function as informal teachers who present vocabulary through a combination of visuals, audio, and authentic sentence examples that appeal to students.

Wilkins cited in Vincy (2020: 2041) emphasizes the essence of vocabulary by quoting Wilkins¹⁸ that “without grammar, very little can be conveyed; without vocabulary, nothing at all can be conveyed,” which reinforces the justification for this study on the effectiveness of TikTok as a medium for enriching lexical repertoire. In this study, vocabulary is defined as English words that are recognized receptively, produced productively, and used contextually students at SMAN 2 Tembilahan through TikTok content.¹³

In conclusion, the various definitions above show that³⁴ vocabulary encompasses not only word recognition, but also understanding of meaning, form, and the ability to use words appropriately in a communicative context. With its strong visual and audio characteristics and authentic language presentation, TikTok has the potential to help students develop receptive and productive vocabulary through meaningful and contextual

exposure. Therefore, in this study, vocabulary is understood as the mastery of English vocabulary, which includes the recognition, understanding, and contextual use of words by students at SMAN 2 Tembilahan through TikTok content as a learning medium.

b. Types of Vocabulary

According to Schmitt (2020:15) Vocabulary in language learning ²¹ can be classified into several types, namely:

1. Receptive Vocabulary

Receptive vocabulary is vocabulary that learners can understand when they hear or read it, but cannot necessarily use actively in speaking or writing. Schmitt (2020: 15) states that ³ receptive vocabulary refers to words that learners can recognize and understand when they encounter them in listening or reading, but do not yet use productively.

In the context of learning English through TikTok, receptive vocabulary appears when students watch English videos and understand the meaning of words through visual context, speaker expressions, or text that appears on the screen. For example, students understand the word “awkward” when they see a video of an awkward situation, even though they are not yet able to use it in their own sentences. Receptive vocabulary usually develops faster than productive vocabulary because students receive language input more often than they produce it.

18 2. Productive Vocabulary

Productive vocabulary is vocabulary that learners not only understand, but can also actively use in speaking or writing. False (2019: 18) explains that 54 productive vocabulary includes words that learners can use correctly in speaking or writing.

In learning through TikTok, productive vocabulary is seen when students imitate the pronunciation of words, write comments using English vocabulary, or make their own TikTok videos using the words they have learned. Productive vocabulary requires a deeper mastery, including aspects of meaning, pronunciation, spelling, and the use of words in the right context, so its development 21 is usually slower than receptive vocabulary.

3. Active Vocabulary

Active vocabulary refers to words that learners frequently use in everyday communication. According to Nation (2020: 7 2), active 23 vocabulary consists of words that learners are able to recall and 18 use automatically in speech and writing.

Active vocabulary is closely related to habits and frequency of use. In the context of TikTok, words that frequently appear in videos, captions, or certain trends (e.g., slang or popular expressions) have the potential to become active vocabulary because students are repeatedly exposed to them and use them in digital interactions. TikTok can help transform passive

vocabulary into active vocabulary through repetition and interesting contexts of use.

4. Passive Vocabulary

Passive ³vocabulary refers to words that learners recognize when they hear or read them but rarely or never use actively. Nation (2020: 73) explains that passive ³vocabulary refers to words that learners can recognize when they hear or read them but do not feel confident enough to use them.

In learning through TikTok, many words are initially at the passive stage because students only watch and understand without direct practice. However, with the support of features such as comments, duets, or content creation, TikTok has the potential to help students develop passive vocabulary into active vocabulary.

c. ²³Vocabulary Learning

Vocabulary learning is the process through which learners acquire new words and develop their understanding of word meanings and usage. According to Sayfutdinov (2024: 31), ²³vocabulary learning can generally be classified into two types: ²³**intentional vocabulary learning and incidental vocabulary learning.** Both approaches contribute to vocabulary acquisition and complement each other in helping learners expand their vocabulary knowledge.

1. **Intentional Vocabulary Learning**

Intentional vocabulary learning refers to the deliberate and conscious effort made by learners to study vocabulary through structured learning activities. Learners intentionally focus on learning new words by using strategies such as vocabulary lists, flashcards, dictionaries, or vocabulary exercises. This approach allows learners to master specific vocabulary systematically and is particularly useful for learning academic or technical vocabulary.

In the context of this research, intentional vocabulary learning occurs when students deliberately use TikTok to search for English vocabulary content with the purpose of improving their vocabulary knowledge.

2. ⁴⁶ **Incidental Vocabulary Learning**

Incidental vocabulary learning refers to the acquisition of vocabulary that occurs indirectly through exposure to meaningful language without explicitly focusing on learning new words. Learners acquire vocabulary naturally while reading, listening, or watching content in English, where their main focus is understanding the message rather than memorizing vocabulary. This type of learning helps learners understand vocabulary in authentic contexts and

supports vocabulary development through repeated exposure.

In relation to this study, incidental vocabulary learning occurs when students encounter and acquire new English vocabulary while watching TikTok videos for entertainment or other purposes without intentionally studying the vocabulary.

Based on the explanations above, TikTok can facilitate both intentional and incidental vocabulary learning. Students may intentionally search for English vocabulary content to improve their vocabulary knowledge, or they may incidentally acquire new vocabulary through repeated exposure while watching English-related videos on TikTok.

d. Aspects of Vocabulary

Vocabulary consists of four aspects namely meaning, spelling, pronunciation, and word use (Mardianawati, 2020: 11)

1. Meaning

Meaning is considered a core aspect of vocabulary learning because words often have more than one meaning depending on the context in which they are used. A word can have different meanings in different situations, so students need to understand not only dictionary definitions but also contextual meanings. To help students understand the meaning of words, various

strategies can be applied, such as guided discovery, contextual guessing, and dictionary use.

Meaning can be conveyed through demonstration and verbal explanation. Demonstrations include the use of real objects, gestures, pictures, sketches, or visual media, while verbal explanations involve analytical definitions of words, placing words in meaningful contexts, or translating them into other languages. Actively involving students in discovering the meaning of words ⁶ helps them remember vocabulary more effectively because the learning process becomes meaningful and interesting.

2. Spelling

Spelling is another important aspect of vocabulary learning because it connects written symbols with sounds and supports reading and writing skills. Correct spelling enables students to accurately recognize words in written texts and express their ideas clearly in writing. English spelling can be challenging because a word may have more than one accepted written form, especially between British and American English variations.

The inconsistency between spelling and pronunciation in English often causes difficulties for learners. Therefore, students need sufficient exposure to the written form of words along with their pronunciation. In digital media such as TikTok,

spelling is often displayed through captions, subtitles, or text overlays, which help students associate spoken words with their written forms and reinforce spelling accuracy.

3. Pronunciation

Pronunciation refers to the way a word is spoken and how the sounds in that word are produced. Accurate pronunciation is very important because incorrect pronunciation can cause misunderstandings between speakers and listeners. Pronunciation is a major problem in learning English because of the discrepancy between English spelling and sound production.

Many words in English are not pronounced according to their spelling, which often confuses learners. Therefore, students need repeated exposure to correct pronunciation models. Learning vocabulary through audio-visual media, such as TikTok videos, allows students to listen to authentic pronunciation while seeing the written form of the word. This combination helps learners improve their pronunciation and listening accuracy.

4. Word Use

Word usage refers to how words are used appropriately in sentences and real communication. This includes grammatical functions, collocations, and appropriateness in different

contexts, such as formal or informal situations. Word usage is closely related to grammar and requires students to understand how words function in the language system. Understanding word usage enables students to move from passive recognition of vocabulary to active usage. Through contextual examples, conversations, or short videos, students can observe how words are used naturally in everyday communication. TikTok content often displays vocabulary in authentic situations, helping students not only understand the meaning of words, but also how and when to use them correctly.

2. Learning Media in English Vocabulary

⁵² Learning media plays an important role in supporting the learning process. Arsyad (2020: 50) states that learning media is a tool used to deliver learning material and stimulate students' interest and understanding. In English language learning, digital media and social media platforms have become popular because they provide audio-visual content and easy access.

Some platforms that are often used to learn English vocabulary include YouTube and Instagram. YouTube provides long videos that explain vocabulary in detail, while Instagram offers short visual content and captions that introduce vocabulary concisely. However, these platforms often require active searching and may lack continuous exposure to learning materials.

Among these platforms, TikTok has gained significant attention as a learning medium, especially among students. TikTok features engaging short videos that combine audio, visuals, and text, making vocabulary learning more interesting and accessible. TikTok's algorithm-based recommendation system allows users to frequently encounter English learning content without having to actively search for it.

³⁹ TikTok also provides interactive features such as comments, duets, and stitches, which encourage students ²² to actively participate in the learning process. Compared to other platforms, TikTok is considered more effective in attracting students' attention, supporting microlearning, and motivating independent vocabulary learning. Therefore, TikTok is considered a promising learning medium for English vocabulary development.

1. Definition of TikTok Application

⁴¹ TikTok is a short video-based social media platform created by Zhang Yiming in 2016 under the company ByteDance. Initially, the app was called Douyin and was very popular in China. Due to its huge success, the app eventually spread to various countries under a new name, TikTok. TikTok itself entered Indonesia in 2017 (Simanjorang.R,et al 2022: 10). In 2022, it was the most downloaded app worldwide with over 1 billion monthly active users, 60% of whom were Generation Z aged 16-24 (Wallaroom Media

2023). Users usually make videos that are between 15 and 60 seconds long and add music, filters, and effects.

From an educational perspective, TikTok is not only a platform for entertainment, but also a digital space that supports informal and independent learning. Qi and Haocen (2024: 29) state that TikTok ⁴ can be used as a learning medium due to its large number of users, diverse content, and comprehensive features that allow creators to present educational material in a creative and concise manner. Through short videos, learners can access information quickly without being bound by time and place.

According to Warini et al. (2021: 150), TikTok ¹³ provides various types of English learning materials that are most often shared by content creators, including materials on pronunciation, ¹³ vocabulary, grammar, common mistakes, and English facts. This content is appealing to viewers because it is easy to understand, the videos are short, and the visual editing is interesting, so that in addition to gaining knowledge, viewers also get entertainment from the videos they watch.

In addition, TikTok operates using an algorithm-based recommendation system known as the For You Page (FYP), which personalizes content based on viewer behavior, interests, and user interactions. According to Kaye, Chen, and Zeng (2021: 112), this algorithm allows users to repeatedly find content that matches their

preferences, including educational videos. In the context of language learning, if students frequently interact with English-related content, the algorithm will continue to show them English vocabulary, pronunciation, and expressions, thereby supporting incidental learning.

In addition to presenting content, TikTok provides ³⁹ interactive features such as likes, comments, duets, and stitches that allow users to actively interact with content, rather than just being passive viewers. This interaction can increase students' motivation and confidence in learning English vocabulary, as they can respond to videos, practice pronunciation, or even create their own videos using the vocabulary they have learned. This interactive nature supports the formation of a positive learning perception and encourages students ¹ to take an active role in the learning process.

Based on this description, TikTok can be viewed not only as a social media platform, but also as an informal learning medium that has the potential to support English vocabulary mastery. TikTok's popularity among students, coupled with its audio-visual features and interactive environment, makes this platform relevant for further research, particularly regarding ¹⁶ students' perception of using TikTok in learning English vocabulary among high school students, including those at SMAN 2 Tembilahan.

2. Features ³⁷ of TikTok for Vocabulary Learning

According to Rita ^{et al.} (2023: 204), TikTok has various features that can support English vocabulary learning, including:

1. Short Video Format

TikTok provides ⁶⁸ short videos that usually range from 15 to 60 seconds. This format is very suitable for the concept of micro-learning, which is learning delivered in small, focused chunks. For high school students, especially Generation Z, this short duration makes learning feel lighter and less boring, so they find it easier to accept and remember new vocabulary.

2. Text Overlay (Caption/Subtitles)

The text overlay feature allows creators to display vocabulary, meanings, or example sentences directly on the screen. This helps students see the spelling while hearing the pronunciation. In this way, students can connect the sound and the written form at the same time.

3. Audio & Music

TikTok combines audio elements such as native speaker voices, background music, and natural intonation. Through this audio, students can learn how to pronounce vocabulary correctly in real time. According to Alhazmi (2024: 392), the combination of sound and visuals helps students understand

and remember information better than text alone. Therefore, TikTok's audio feature greatly supports pronunciation and vocabulary learning.

4. Duet & Stitch

The duet and stitch features allow users to interact with other videos by imitating, responding to, or continuing existing content. In vocabulary learning, students can imitate word pronunciation, create example sentences, or practice short dialogues. This feature encourages students to learn actively, rather than just being passive viewers.

5. Interactive Feedback (Comments, Likes, Shares)

TikTok provides a comments section, a like button, and a sharing feature that enable social interaction. Students can ask questions, give feedback, or discuss the vocabulary they have learned. This interaction can boost students' confidence and motivation because they feel involved in the learning process and receive responses from others.

3. Advantages of TikTok Video

According to Bahagia et al. (2022: 5305) There are several advantages of TikTok videos as follows:

1. Increasing Student Motivation and Interest

TikTok has an attractive and entertaining visual display, so students do not feel like they are learning formally. This

5 can increase student motivation and interest in learning English vocabulary. When students feel happy, they tend to be more open to learning and reviewing material independently.

2. Supporting Independent and Flexible Learning

TikTok can be accessed anytime and anywhere via smartphone. This allows students to learn vocabulary outside of class without being constrained by time and place. Learning becomes more flexible and tailored to the needs of each student, especially those who want to study independently.

3. Providing Authentic Language Exposure

Most TikTok content is created by native English speakers or international creators. Through this content, students can hear vocabulary used in real contexts, including everyday language, common expressions, and even slang. This authentic language exposure helps students understand the use of vocabulary more naturally.

4. Encouraging Active Learning and Participation

With interactive features such as duets, comments, and video creation, students can actively engage in learning. They not only receive information, but also practice the vocabulary they have learned. This is in line with 61 social learning theory,

which emphasizes the importance of interaction in the learning process.

5. Reducing Learning Anxiety

Learning through TikTok feels more relaxed than learning in class. Students are not afraid of making mistakes because learning is done informally. This relaxed learning environment can reduce anxiety and increase students' courage in trying to use new vocabulary.

3. Students' ¹ Perception

a. The Definition of Perception

Perception is an important psychological ⁶⁷ process that plays a major role in how students understand and respond to learning experiences. Perception refers to the way individuals receive, select, ⁷³ organize, and interpret information from their environment to give meaning to what they experience. In the context of education, ³⁴ students' perceptions influence how they view learning materials, teaching methods, and learning media. Slameto (2013: 70) states that perception is a cognitive process that involves receiving stimuli, selecting relevant information, organizing it, and interpreting it to form understanding. This means that students do not just passively receive information, but actively process it based on their thoughts and experiences. Therefore, different students may view the same learning method in different ways.

Similarly, Robbins and Judge (2017: 172) explain that perception is ³⁶ a process in which individuals organize and interpret sensory impressions to give meaning to their environment. This definition emphasizes that perception is subjective and influenced by personal background, expectations, and prior knowledge. In learning, this subjectivity affects students' attitudes and motivation.

Indah et al. (2025: 270) also explains that perception is the result of interaction between external stimuli and internal psychological processes. According to him, perception begins with sensory input through the human senses and continues with mental processing in the brain. This shows that perception is influenced by physical and psychological factors.

In addition, Efivania et al (2025: 158), through his ecological perception theory, argues that perception is an active process in which individuals directly detect information from the environment through interaction and experience. In learning situations, students actively interact with learning media, including digital platforms such as TikTok, which shape their perceptions over time.

²⁹ Based on the theories above, perception is understood as a process in which students receive, organize, interpret, and respond to learning experiences. In this study, these theories serve as a theoretical basis for examining ⁴ students' perceptions of using TikTok as a medium for learning English vocabulary.

b. Process of Perception

Perception is not a direct process, but rather one that occurs in several stages. Slameto (2013: 52) explains that perception is a complex process involving three main stages, namely stimulus reception, interpretation, and response. **This theory is supported by Walgito (2010:99), who states that the process of perception starts when individuals receive stimuli through their sensory organs. The stimuli are then processed and interpreted in the brain before producing a response toward the perceived object.**

1. Stimulus Reception

Stimulus reception is when individuals receive stimuli from the environment through their senses, such as sight, hearing, or touch. In the context of learning, stimuli can be learning media, teacher explanations, or digital content such as educational videos on TikTok.

2. Interpretation

Interpretation is the process by which the stimulus received is organized and interpreted by individuals based on their experiences, knowledge, and psychological conditions. At this stage, each student may have a different perception of the same stimulus, depending on their interests, previous learning experiences, and learning motivation.

3. Response

Responses are reactions that arise after a person interprets a stimulus. These responses can be positive or negative, in the form of interest in learning, motivation, or certain behaviors. In English language learning, positive perceptions of learning media such as TikTok can encourage ¹ students to be more active and motivated in learning vocabulary.

Therefore, the ⁷ process of students' perception of the use of TikTok as a medium for learning English vocabulary is influenced by how students receive, interpret, and respond to stimuli presented through the application.

c. Step of Perception

According to Qiong (2017: 18), perception has some steps as follows:

1. Selection

Selection is the process of choosing stimuli from the environment that are received by the human senses. At this stage, individuals do not process all existing stimuli, but only select certain stimuli that are considered important or relevant. Qiong (2017) states that the limited capacity of the senses and human attention causes individuals to select the information they receive.

2. Organization

Organization is the process of arranging and grouping selected stimuli into meaningful patterns. According to Qiong (2017), at this stage, individuals organize the information they receive so that it is easier to understand and remember. Information is not processed separately, but is arranged into a coherent structure based on previous experience and knowledge.

3. Interpretation

⁵⁸ Interpretation is the process of assigning meaning to organized information. Qiong (2017) explains that interpretation is influenced by an individual's prior experiences, attitudes, values, and background. Therefore, each individual's perception of the same stimulus may differ.

From those theories above, the researcher used the combination from process, and steps of perception as the indicators to find out the students perception. The indicators are:

1. Selection

Selection was chosen as the first indicator because students do not automatically process all the information they encounter on TikTok. Instead, they selectively focus on specific content related to vocabulary that catches their attention, such as short videos, pronunciation clips, or English learning posts. This indicator is important for

identifying whether students consciously choose TikTok content as a learning resource rather than just entertainment.

2. Organization

Organization is used as an indicator to analyze how students arrange and organize selected information in their minds. After selecting English vocabulary content on TikTok, students organize the information by connecting new words with prior knowledge, grouping vocabulary, or remembering meanings through visual and audio cues. This indicator reflects the cognitive processes involved in understanding and storing vocabulary information presented through TikTok.

3. Interpretation

Interpretation is included because students may assign different meanings to the same learning content. This indicator explores how students interpret TikTok as a learning medium, whether they consider it useful, enjoyable, effective, or distracting in learning English vocabulary. Interpretation is influenced by students' learning experiences, motivation, and attitudes toward social media-based learning.

4. Response

Responses were chosen as the final indicator because perceptions ultimately lead to actions or behaviors. This indicator analyzes students' reactions after using TikTok to learn vocabulary, such as increased motivation, interest, confidence, or willingness to learn English independently. These responses reflect whether students' perceptions result in positive or negative learning behaviors.

The concepts of selection, organization, interpretation, and response are used to explain how students view TikTok-based vocabulary learning and are operationalized as indicators to develop a questionnaire to measure student perceptions in this study.

⁷² **B. Review of Related Findings**

Several studies have been conducted by previous researchers related to ¹⁴ the use of TikTok in English language learning. The first study was conducted by M. Abhi ²² Rama et al. (2023), entitled “Students’ Perception on the Use of TikTok as an Effective Learning Media in Improving Students’ Vocabulary.” This study examined ⁶ students’ perceptions of TikTok as a learning medium for improving English vocabulary. The findings ⁴ showed that most students had positive perceptions of using TikTok for vocabulary learning. Students considered TikTok useful, interesting, and easy to use because of its audio-visual content, translation texts, and vocabulary context examples. The study concluded that TikTok was perceived as a useful

learning medium for vocabulary learning and was associated with students' vocabulary improvement and learning motivation.

The second study was conducted by Lilis Cantika (2022),¹⁴ entitled "Improving the Vocabulary Mastery by Using TikTok Application for the Eighth Grade Students of SMP Muhammadiyah 4 Metro." This study employed Classroom Action Research (CAR) to investigate¹⁴ the use of TikTok in improving students' vocabulary mastery. The results showed an⁵³ increase in students' vocabulary scores after the implementation of TikTok in the learning process. The students also⁵ responded positively to the use of TikTok because it provided interesting learning materials, supported vocabulary understanding through visual and audio content, and reduced boredom in English learning. The study focused on¹² changes in students' vocabulary mastery following the implementation of TikTok in the classroom.

The third study was conducted by Tri Nauli Efivania et al. (2025), entitled "Students' Perceptions on⁸ TikTok Application for Learning English." This study investigated¹⁶ students' perceptions of TikTok for learning English. The findings showed positive perceptions in terms of perceived usefulness, perceived ease of use, and learning motivation. TikTok was considered helpful for learning vocabulary, pronunciation, and expressions because of its short videos, interactive features, and accessibility. The⁷ study focused on the use of TikTok for English learning in a broader scope rather than specifically on English vocabulary learning.

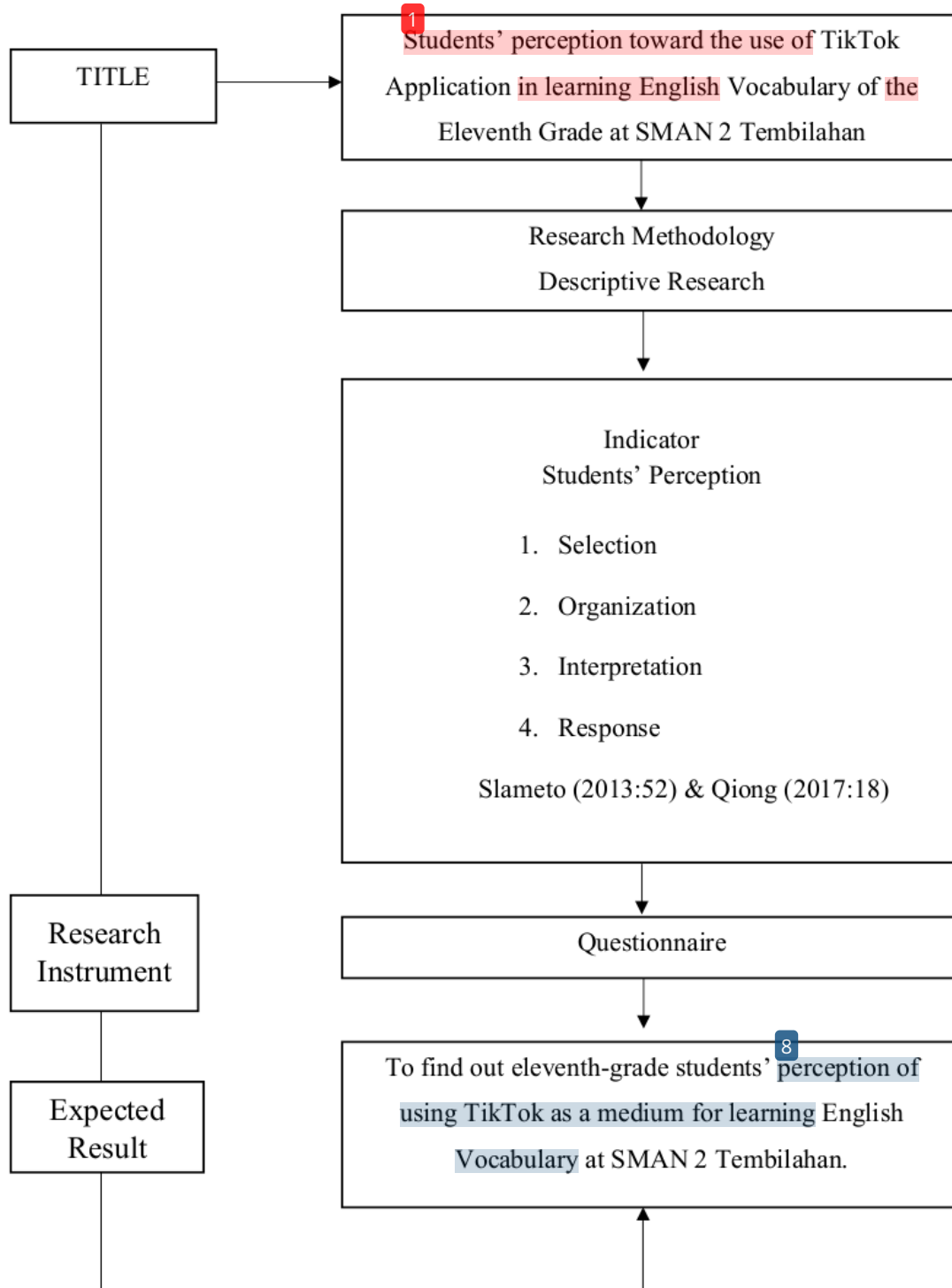
The previous studies and the present study share a common interest in the use of TikTok in English language learning, particularly in relation to vocabulary learning. However, they differ in their research focus, scope, and context. Cantika (2022) focused on changes in students' vocabulary mastery through the implementation of TikTok using Classroom Action Research. Rama et al. (2023), although also examining students' perceptions and vocabulary learning, related the use of TikTok to its role as a learning medium for vocabulary improvement and learning motivation. Meanwhile, Efivania et al. (2025) examined students' perceptions of TikTok for English learning more broadly, including vocabulary, pronunciation, and expressions. In contrast, the present study specifically focuses on students' perceptions of TikTok as a medium for learning English vocabulary and does not examine vocabulary improvement, learning outcomes, or the effectiveness of TikTok.

Based on the comparison above, the research gap is not the absence of studies on TikTok, vocabulary learning, or students' perceptions, as these aspects have already been examined by previous researchers. Rather, there is limited research specifically examining students' perceptions of TikTok as a medium for learning English vocabulary within the context of eleventh-grade students at SMAN 2 Tembilahan. Therefore, the present study addresses this gap by investigating the perceptions of eleventh-grade students toward the use of TikTok as a medium for learning English vocabulary through four indicators: selection, organization, interpretation, and response. The novelty of this study lies in the specific combination of its focus, context, and analytical indicators, namely, examining

eleventh-grade ⁶ students' perceptions of TikTok specifically as a medium for learning English vocabulary at SMAN 2 Tembilahan through the four perception indicators, without measuring vocabulary improvement or the effectiveness of TikTok.

¹ C. Conceptual Framework

The conceptual framework of this research can be seen below.



Based on the conceptual framework above, ⁹ this study employs a descriptive quantitative research design to investigate eleventh-grade ¹³ students' perception toward the use of the TikTok application in learning English vocabulary at SMAN 2 Tembilahan. Data are collected through a questionnaire developed based on perception indicators, namely selection, organization, interpretation, and response. The results are expected to describe students' ⁸ perception of TikTok as a medium for learning English vocabulary.

RESEARCH METHODOLOGY

A. Research Design

The design of this research is a descriptive quantitative method. According to Creswell (2024: 155), quantitative research is a research approach that uses numerical data to measure variables and analyze phenomena objectively through statistical procedures. Meanwhile, Sugiyono (2019: 11) states that descriptive research aims to describe or explain a phenomenon that occurs in the present without treating or manipulating the variables being studied.

Descriptive quantitative research is appropriate for this study because it aims to describe students' perception of the use of TikTok in English vocabulary learning without manipulating any variables.

B. The Location and Time

This research was conducted at SMAN 2 Tembilahan, located on Tanjung Harapan Street Tembilahan. The researcher conducted the research in April 2026.

C. Population and Sample

1. Population

According to Sugiyono (2019: 117), the population is the area of generalization consisting of objects or subjects with certain qualities determined by the researcher to be studied and concluded. The

population in this study is all 71 eleventh grade students at SMAN 2 Tembilahan.

Table 3.1 Population of The Research

No	Class	Population		
		Female	Male	Total
1	XI Merdeka 1	12	17	29
2	XI Merdeka 2	11	10	21
3	XI Merdeka 3	10	11	21
Total Population				71

2. Sample

Sample is a part of the population that researcher want to study. According to Sugiyono (2019: 120), a sample is a part of the population, and the characteristics of the sample taken must truly represent that population. If the population is large and the researcher cannot study the entire population due to limitations in funding, time, and manpower (Aries Veronica et al., 2022: 81).

This study used non-probability sampling techniques with purposive sampling. According to Sugiyono (2025: 131), non-probability sampling is a technique in which not all members of the population have the same chance of being selected, usually based on specific criteria required by the study. In addition, Sugiyono (2025: 133) defines

purposive sampling as a sampling technique carried out by selecting respondents based on specific criteria relevant to the focus of the study.

The sampling criteria⁷⁵ in this study were grade XI students who used¹⁷ TikTok as a medium for learning English vocabulary. Through an initial questionnaire conducted on the entire grade XI population, 41 people who met these criteria were obtained. The sample respondents were selected evenly from three 11th grade classes according to the number of students who met the criteria in each class, with the aim of obtaining a representative picture of all 11th grade classes who had experience using TikTok for learning English vocabulary.

Table 3.2 Sample of The Research

² No	Class	Female	Male	Total
¹	XI Merdeka 1	11	8	19
²	XI Merdeka 2	9	1	10
3	XI Merdeka 3	8	4	12
Total Sample				41

D. Research Procedure

The researcher planned several stages to carry out the research procedure optimally. These stages include:

- The researcher determined the research subjects, namely the²⁸ eleventh-grade students at SMAN 2 Tembilahan.
- The researcher distributed questionnaires to the students.

- c. The researcher analyzed the collected data and compiled the research report.

E. Research Instrument

In this research, a questionnaire ⁵⁹ is used as the research instrument to collect data. The questionnaire is designed to obtain specific information about eleventh-grade ¹⁶ students' perceptions of using TikTok in learning English vocabulary at SMAN 2 Tembilahan. ²⁶ According to Sekaran and Bougie (2016: 170), a questionnaire is a pre-formulated list of written questions in which respondents record their answers using clearly defined alternatives.

Table 3.3 Blue Print of Questionnaire

No	Indicators	Number of items	Items Number
1	Selection	5	1,2,3,4,5
2	Organization	5	6,7,8,9,10
3	Interpretation	5	11,12,13,14,15
4	Response	5	16,17,18,19,20

⁶⁹ The questionnaire uses a Likert scale with five response options. According to Sugiyono (2019: 135), the Likert scale provides a scale value for each response alternative, which consists of five ³⁰ categories, namely strongly agree, agree, Neutral, disagree, and strongly disagree. Each response was scored from 5 to 1, where 5 represents Strongly Agree and 1 represents Strongly Disagree.

F. Data Collection Technique

⁷⁴ Data collection was conducted using a questionnaire given to the research sample of 41 students in Eleventh-grade at SMAN 2 Tembilahan. The questionnaire consisted of 20 statements, and respondents were given 30 minutes to answer based on their personal thoughts.

The data collection procedure followed these steps:

- a. The researcher distributed the questionnaire to all research samples.
- b. The researcher collected the completed questionnaires.
- c. The researcher analyzed the obtained data.
- d. The researcher classified the respondents' answers based on each statement.
- e. The researcher drew conclusions from the analysis results.

G. ² Data Analysis Technique

In analyzing the data, the researcher applied several systematic procedures. First, the researcher collected the data obtained from questionnaires distributed to ⁹ eleventh grade students at SMAN 2 Tembilahan. ³⁵ The questionnaire was used to identify students' perception of the use of the TikTok application in learning English vocabulary. After all questionnaires were returned, the researcher checked the completeness of

the answers ⁷ to ensure that all items in the questionnaire had been answered correctly by the respondents.

Second, the researcher classified the students' answers based on each statement in the questionnaire. The data from the questionnaire were then tabulated and organized based on perception indicators, namely selection, organization, interpretation, and response.

After scoring the students' answers, ⁷⁰ the researcher calculated the total score and percentage to determine the students' level of perception. According to Sudjana (2017: 50), percentage analysis is suitable for descriptive research because it helps the researcher describe the trends in respondents' answers clearly and systematically.

¹ 1. Calculating the Total Score of Each Respondents from the Questionnaire

²⁷ Table 3.4 Likert Scale and Scoring

Items	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3
Disagree (D)	2
Strongly Disagree (SD)	1

(Sugiyono, 2017: 135)

$$P = \frac{F}{N} \times 100\%$$

P = Percentage

F = Frequency

N = Number of Sample

(Sugiyono, 2017: 135)

The percentage results were used to describe the students' responses for each questionnaire item.

2. The Questionnaire Answers are Analyzed Using the Formula Below

$$\bar{x} = \frac{\sum x}{n}$$

$\bar{x}$: The mean of the score

$\sum x$: Total score

n : Total Sample

If the questionnaire consists of 20 items with a Likert scale ranging from 1 to 5, the maximum and minimum scores can be calculated as follows:

$$20 \times 5 = 100 \text{ Maximum Score}$$

$$20 \times 1 = 20 \text{ Minimum Score}$$

The score range is obtained by subtracting the maximum score from the minimum score:

$$100 - 20 = 80$$

The range is then divided into three categories, namely positive, neutral, and negative:

$$80 \div 3 = 26$$

Based on the calculation above, the classification of students' perception scores ² is presented in the following table:

Table 3.5 Classification of Students' perception score

No	Classification	Score Range
²⁵ 1	Positive	74-100
2	Neutral	47-73
3	Negative	20-46

(Best, W John in Andi 2021)

Based on this classification, the final mean score is interpreted to determine the level of student perception. If the mean score is 74-100 it indicates a positive perception, 47-73 indicates neutral perception, and 20-46 it indicates a negative perception of the application.

³² 1. Validity

Validity refers to the extent to which an instrument measures what it is supposed to measure. According to Fraenkel, Wallen, and Hyun (2012: 18), validity is a fundamental requirement of a research instrument because a valid instrument produces accurate and meaningful data. They classify validity ³¹ into several types, including

content validity, criterion-related validity, and construct validity.

Content validity refers to the extent to which the items in the instrument represent all aspects of the variable being measured. In this study, content validity is used⁶⁴ to ensure that all questionnaire items were relevant to the concept of students' perception of TikTok⁴ as a medium for learning English vocabulary. According to Azwar (2018), content validity is determined through the careful preparation of items based on a theoretical framework and expert judgment.

⁷ The questionnaire items in this study are developed based on perception theories and previous related studies. Each item was designed to reflect perception indicators, namely selection, organization, interpretation, and response. By using content validity, the researcher ensures that each statement in the questionnaire truly represented the research variable and was appropriate for measuring students' perception.

Content validity is considered appropriate for this descriptive quantitative study because⁶⁰ the main objective of the study is to describe students' perception, not to predict or test cause-and-effect relationships. Therefore, by ensuring that the questionnaire items are based on theory and relevant to the research objectives, the data obtained are considered valid and suitable for further statistical analysis.

CHAPTER IV

THE PRESENTATION OF RESEARCH FINDINGS

A. The Presentation of Data

This chapter discusses ¹⁰ the perceptions of the eleventh-grade students at SMAN 2 Tembilahan toward the use of the TikTok application in learning English vocabulary. The data are presented and described by using tables and interpreted ¹⁴ based on the results of the questionnaire. The questionnaire refers to ¹⁰ students' perceptions regarding the use of TikTok as a medium for learning English vocabulary. There are twenty questionnaire items representing the indicators of students' perceptions, namely selection, organization, interpretation, and response. ¹ The purpose of this research is to find out the students' perceptions toward the use of TikTok in learning English vocabulary at SMAN 2 Tembilahan. ²⁹ Based on the research purpose above, the researcher presents the findings of this research as follows:

1. Validity

In this research, the researcher used content validity to make sure that all statements given to students as samples are valid and measure what they should measure. Content validity ensures that each item in the instrument is truly relevant and representative of the variables being studied. In quantitative descriptive research, the main goal is to obtain an accurate description of a phenomenon, so it is important that the instruments used have been tested for

content validity by experts. Thus, the data collected is reliable and worthy of statistical analysis.

2. Answering Scoring

The answer scoring is the answer value that will be given by the respondent. The first thing to do was determine the score of each answer that will be given, namely:

SA : Strongly Agree, rated with a value 5

A : Agree, with a value 4

N : Neutral, rated with a value 3

D : Disagree, rated with a value 2

SD: Strongly Disagree with a value 1

Table 4.1 Classification of Students' perception score

No	Classification	Score Range
1	Positive	74-100
2	Neutral	47-73
3	Negative	20-46

(Best, W John in Andi 2021)

3. The Percentage of Students' Perception Responses

Table 4.2 The Students' Perception Response Percentages on Selection

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I often choose TikTok content that contains English vocabulary learning.	43.9%	48.8%	7.3%	0%	0%
2	English vocabulary videos on TikTok easily attract my attention.	41.5%	39.0%	19.5%	0%	0%
3	I prefer watching English learning videos on TikTok compared to other social media platforms.	34.1%	19.5%	46.3%	0%	0%
4	I intentionally search for English vocabulary content on TikTok.	31.7%	31.7%	34.1%	2.4%	0%
5	I usually choose English vocabulary content on TikTok that matches my learning needs.	41.5%	39.0%	19.5%	0%	0%
Total		38.5%	35.6%	25.3%	2.4%	0%

Table 4.2 shows students' perception responses on the selection indicator.

The highest response was strongly agree (38.5%), indicating that most students tended to choose and pay attention to English vocabulary learning content on TikTok. Students were interested in watching English learning videos because the content was attractive, easy to access, and relevant to their learning needs. Overall, the selection indicator showed positive responses toward the use of TikTok in learning English vocabulary.

Table 4.3 The Students' Perception Response Percentages on Organization

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	TikTok helps me remember new English vocabulary easily.	63.4%	24.4%	12.2%	0%	0%
2	I can connect new vocabulary from TikTok with vocabulary I already know.	61.0%	24.4%	12.2%	2.4%	0%
3	Visual and audio features on TikTok help me understand English vocabulary better.	46.3%	34.1%	19.5%	0%	0%
4	I organize the English vocabulary I learn from TikTok into categories (e.g., topic or word types).	22.0%	43.9%	31.7%	2.4%	0%
5	I can recall English vocabulary learned from TikTok when needed.	43.9%	41.5%	14.6%	0%	0%
Total		47.3%	33.7%	18.0%	1.0%	0%

Table 4.3 presents students' perception responses on the organization indicator. The highest response was strongly agree (47.3%), indicating that TikTok helped students organize, connect, and remember English vocabulary more easily. The audio-visual features provided by TikTok also supported students in understanding vocabulary through pronunciation, subtitles, and contextual examples presented in the videos. Overall, the organization indicator showed 5 positive responses toward the use of TikTok in learning English vocabulary.

Table 4.4 The Students' Perception Response Percentages on Interpretation

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	TikTok is a useful medium for learning English vocabulary.	36.6%	48.8%	14.6%	0%	0%
2	Learning vocabulary through TikTok is enjoyable for me.	43.9%	41.5%	14.6%	0%	0%
3	TikTok makes English vocabulary learning easier to understand.	41.5%	43.9%	14.6%	0%	0%
4	I can understand the meaning of English vocabulary from TikTok through examples given in the videos.	53.7%	26.8%	14.6%	2.4%	2.4%
5	TikTok is an effective medium for improving my English vocabulary.	24.4%	53.7%	19.5%	2.4%	0%
Total		40.0%	42.9%	15.6%	1.0%	0.5%

Table 4.4 shows students' perception responses on the interpretation indicator. The highest response was agree (42.9%), indicating that students perceived TikTok as a useful, enjoyable, and understandable medium for learning English vocabulary. Students considered that TikTok helped them understand vocabulary meanings through contextual examples and attractive learning content presented in the videos. Overall, the interpretation indicator showed positive responses toward the use of TikTok in learning English vocabulary.

Table 4. 5 The Students' Perception Response Percentages on Response

No	Statements	Percentage (%)				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	TikTok motivates me to learn English vocabulary independently.	41.5%	41.5%	14.6%	2.4%	0%
2	I am interested in learning more English vocabulary through TikTok.	39.0%	43.9%	14.6%	2.4%	0%
3	I will continue using TikTok to support my English vocabulary learning.	46.3%	34.1%	19.5%	0%	0%
4	I would recommend TikTok to others as a tool for learning English Vocabulary.	41.5%	31.7%	22.0%	2.4%	2.4%
5	I feel confident using English vocabulary learned from TikTok in daily communication.	29.3%	53.7%	14.6%	2.4%	0%
Total		39.5%	41.0%	17.1%	1.9%	0.5%

Table 4.5 presents students' perception responses on the response indicator. The highest response was agree (41.0%), indicating that students gave positive responses toward the use of TikTok in learning English vocabulary. Students showed interest and motivation in learning vocabulary through TikTok and were willing to continue using the application to support their vocabulary learning. Overall, the response indicator showed positive responses toward the use of TikTok in learning English vocabulary.

Table 4.6 Recapitulation of Students' Perception Based on Indicators

No	Indicators	SA	A	N	D	SD	Category
1	Selection	38.5%	35.6%	25.3%	2.4%	0%	Positive
2	Organization	47.3%	33.7%	18.0%	1.0%	0%	Positive
3	Interpretation	40.0%	42.9%	15.6%	1.0%	0.5%	Positive
4	Response	39.5%	41.0%	17.1%	1.9%	0.5%	Positive

Table 4.6 presents the recapitulation of students' perception based on the four indicators, namely selection, organization, interpretation, and response. Overall, all indicators were categorized as positive because the percentages of strongly agree and agree responses were dominant in each indicator. The organization indicator showed the highest percentage of strongly agree responses (47.3%). This indicates that TikTok helped students organize and remember English vocabulary effectively. Meanwhile, the other indicators also showed positive responses, indicating ⁵ that students had positive perceptions toward the use of TikTok in learning English vocabulary.

4. The Mean Score of Students' Perception

The mean score was used to determine the overall level of students' perception toward the use of TikTok in learning English vocabulary. The result of the mean score calculation can be seen in the following table:

Variable	Mean Score	Category
Students' Perception Toward the Use of TikTok in Learning English Vocabulary	83.88	Positive

Based on the table above, the mean score of students' perception was 83.88. According to the classification used in this research, the score was categorized as positive because it was higher than 73. This result indicates that the eleventh-grade students at SMAN 2 Tembilahan had positive perceptions toward the use of TikTok as a medium for learning English vocabulary.

B. Research Findings

Based on the data analysis obtained from the questionnaire, the research findings showed that the eleventh-grade students at SMAN 2 Tembilahan had positive perceptions toward the use of TikTok in learning English vocabulary. The positive perception was reflected in students' interest, motivation, and understanding in learning English vocabulary through TikTok. This finding was supported by the overall mean score of 83.88, which was categorized as positive based on the classification of students' perception scores. The findings also showed that all

indicators of students' perception, namely selection, organization, interpretation, and response, obtained positive results. In the selection indicator, students tended to choose and pay attention to English vocabulary learning content on TikTok because the videos were attractive and relevant to their learning needs. In the organization indicator, students perceived that TikTok helped them organize, connect, and remember English vocabulary more easily through audio-visual content and contextual examples. Furthermore, in the interpretation indicator, students considered TikTok as a useful, enjoyable, and understandable ³⁸ medium for learning English vocabulary. Students also perceived that TikTok helped them understand vocabulary meanings through examples presented in the videos. Meanwhile, in the response indicator, ¹⁵ students showed positive responses toward the use of TikTok because it increased their interest and motivation in learning English vocabulary independently. Among the four indicators, the organization indicator showed the highest percentage of strongly agree responses. This finding indicates that TikTok particularly helped students in organizing and recalling English vocabulary more effectively. Overall, the findings indicate that students perceived TikTok as a helpful and interesting medium that supported their English vocabulary learning process.

2 CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the students' ¹ perception toward the use of TikTok application in learning English vocabulary at the eleventh grade of SMAN 2 Tembilahan. ⁷ Based on the findings of the ⁴⁴ research, it was found that the students had positive perceptions toward the use of TikTok as a medium for learning English vocabulary. This result was supported by the overall mean score of 83.88 which was categorized as positive. The findings ⁴³ indicate that students perceived TikTok as a helpful, interesting, and motivating medium for learning English vocabulary. Students also viewed TikTok positively because it provides audio-visual content, subtitles, pronunciation models, and contextual examples that support vocabulary learning. Therefore, ⁶⁶ it can be ⁹ concluded that the eleventh-grade students at SMAN 2 Tembilahan had positive perceptions toward the use of TikTok application in learning English vocabulary.

B. Suggestion

Based on the conclusion above, the following suggestions can be given

1. For Teachers

English teachers are suggested to guide students in selecting educational and appropriate TikTok content related to English vocabulary learning. Teachers may also use TikTok as a supporting learning medium to create a more interesting and interactive learning atmosphere in the classroom.

2. For Students

Students are suggested to use TikTok more purposefully for learning English vocabulary by following educational English-learning accounts that provide reliable vocabulary content, such as @englishacademy.id, @hereisexsel, @inggrisgo.id, and @ibuinggris. These accounts provide English vocabulary, pronunciation practice, grammar explanations, and examples of vocabulary use in daily conversations. In addition, students are encouraged to take notes on new vocabulary, check the meanings and pronunciations of unfamiliar words, and practice using the vocabulary in simple sentences or daily communication.

3. For Future Researchers

Future researchers are suggested to conduct further research using different research methods, such as experimental or qualitative research, in order to obtain deeper findings regarding the use of TikTok in English

language learning. Further studies may also investigate ⁴ other English skills such as speaking, listening, reading, or grammar.

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