

## **Students' Perceptions Toward the Use of TikTok as a Digital Learning Tool in Learning English Vocabulary at SMAN 1 Loa Janan**

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### **ABSTRACT**

This study investigates students' perceptions toward the use of TikTok as a digital learning tool in learning English vocabulary at SMAN 1 Loa Janan. In the digital era, TikTok has emerged as a popular platform among students with potential as an educational tool, yet students' perceptions toward using TikTok for vocabulary learning in Indonesian senior high schools remain underexplored. This quantitative descriptive study involved 32 tenth-grade students from class X-3. Data were collected through a Likert-scale questionnaire consisting of 15 items measuring four dimensions: perceived usefulness, perceived ease of use, learning interest, and learning engagement. The questionnaire demonstrated high validity (Corrected Item-Total Correlation values ranging from 0.711 to 0.904) and excellent reliability (Cronbach's Alpha = 0.970). The results revealed a mean perception score of 49.69 (SD = 14.16), falling within the moderate perception category, with scores ranging from 19 to 75, indicating considerable variability among students. This study contributes to understanding how students in semi-urban Indonesian contexts perceive social media platforms for vocabulary learning, revealing that while students recognize TikTok's potential benefits, they maintain reservations about its effectiveness as a formal educational tool. For practical implementation, teachers should adopt structured integration approaches by curating quality educational content, providing search guidance, and establishing clear learning objectives that distinguish educational viewing from entertainment consumption. These findings offer valuable insights for educators seeking to integrate social media platforms into language teaching practices in similar Indonesian educational contexts.

**Keywords:** Students' Perceptions; TikTok; Digital Learning Tool; English Vocabulary; Senior High School

### **INTRODUCTION**

English has become an essential global language that plays an important role in education, technology, business, and international communication (Crystal, 2019;

Herlisya & Wiratno, 2022). In the field of education, English proficiency is crucial for students because most academic resources and scientific information are presented in English. Therefore, mastering English is not only important for academic success but also for preparing students for future careers and global interaction. In Indonesia, English is taught as a compulsory foreign language from junior high school to senior high school. Despite years of formal instruction, many students still face difficulties in learning English, particularly in mastering vocabulary (Hastomo et al., 2022). Vocabulary is a fundamental component of language learning because it supports the development of listening, speaking, reading, and writing skills (Nation, 2013). Students with limited vocabulary often struggle to comprehend texts and express ideas effectively. This challenge has prompted educators to explore innovative teaching methods that can enhance vocabulary acquisition and retention among Indonesian learners.

In the digital era, the learning process has experienced significant changes due to the rapid development of information and communication technology. Digital platforms and social media have become integral parts of students' daily lives and influence how they access information and learn (Muftah, 2024). The integration of digital media in education enables learning to become more flexible, interactive, and engaging, creating opportunities for students to learn beyond traditional classroom settings. Among various digital platforms available, TikTok has emerged as one of the most popular social media applications among students today. TikTok is a short-video sharing application that allows users to create and consume audio-visual content in a concise and engaging format (Alshreef & Khadawardi, 2023). Its features align with the concept of micro-learning, which emphasizes short, focused, and easily digestible learning content suitable for Generation Z learners (Gálvez-Ruiz et al., 2025). The platform's algorithm-driven content delivery, combined with its creative editing tools and community-based learning environment, makes it particularly appealing to young learners who are accustomed to consuming information in bite-sized formats.

Recent studies have indicated that TikTok has potential as a digital learning tool, particularly in English vocabulary learning. TikTok videos can provide contextual vocabulary exposure through visuals, pronunciation, and authentic examples, which help students understand and retain new words (Rosa & Suhartatik, 2025; Mudrikatussalamah et al., 2025). The multimodal nature of TikTok content, which combines visual, auditory, and textual elements, supports multiple learning styles and can enhance memory retention through repeated exposure to vocabulary in various authentic contexts. However, the effectiveness of TikTok in learning is closely related to students' perceptions toward its use as a learning medium (Mei & Aziz, 2022). Understanding how students perceive TikTok as a learning tool is crucial because perception significantly influences learner engagement, motivation, and ultimately, learning outcomes.

Despite the growing body of research on TikTok in educational contexts, several critical gaps remain in the existing literature. First, while previous studies have

explored TikTok's application in language learning across various countries and educational settings, most research has focused on university-level students or has been conducted in urban contexts with different socio-cultural and educational infrastructures. Second, existing studies have primarily examined TikTok's effectiveness as a teaching tool from pedagogical perspectives, with limited attention given to students' own perceptions, experiences, and attitudes toward using the platform for formal learning purposes. Third, research specifically investigating the use of TikTok for English vocabulary learning at the senior high school level in Indonesia, particularly in East Kalimantan province, remains scarce. East Kalimantan represents a unique context where students may have different levels of digital literacy, access to technology, and cultural attitudes toward social media use compared to students in more urbanized areas such as Java or Sumatra. Fourth, there is insufficient understanding of how students in this specific geographical and educational context perceive the practical aspects of TikTok, including its usefulness, ease of use, and engagement value in supporting their vocabulary learning process. These gaps are significant because successful integration of any digital learning tool requires comprehensive understanding of learners' perspectives, especially in diverse Indonesian contexts where educational resources, technological infrastructure, and cultural factors vary considerably across regions.

Therefore, this study aims to explore students' perceptions toward the use of TikTok as a digital learning tool in learning English vocabulary at SMAN 1 Loa Janan, a senior high school located in East Kalimantan. By focusing on this specific context, the research seeks to describe students' views on the usefulness, ease of use, and engagement aspects of TikTok in supporting their vocabulary learning process. The findings are expected to provide valuable insights for teachers, students, and schools regarding the integration of TikTok as a supplementary digital learning medium in English language education, particularly in contexts similar to East Kalimantan where research on digital learning tools remains underexplored. Specifically, this study addresses the following research question: What are senior high school students' perceptions toward the use of TikTok as a digital learning tool for learning English vocabulary at SMAN 1 Loa Janan in terms of its usefulness, ease of use, and engagement value?

## **LITERATURE REVIEW**

### **Previous Related Studies**

Research on TikTok as a digital learning tool in English vocabulary learning has gained considerable attention across different educational contexts. Mei and Aziz (2022) explored Malaysian secondary students' perceptions through qualitative interviews, revealing that half of the participants believed TikTok expanded their vocabulary while making learning more enjoyable. Similarly, Alshreef and Khadawardi (2023) conducted a quantitative study with 115 female EFL students in Saudi Arabia, finding that students perceived TikTok videos as effective for

learning new words and enhancing vocabulary retention. Rosa and Suhartatik (2025) examined contextual vocabulary learning through TikTok in an EFL context, emphasizing that students valued the platform's provision of authentic language use and real-life contexts. Mudrikatussalamah et al. (2025) specifically investigated Generation Z students' utilization of TikTok, highlighting that the platform's visual format and accessibility aligned well with their characteristics as digital natives. However, critical examination of these studies reveals important limitations. While Mei and Aziz (2022) and Rosa and Suhartatik (2025) employed qualitative approaches that provided in-depth insights into students' experiences, their small sample sizes limit generalizability. Conversely, Alshreef and Khadawardi (2023) offered broader quantitative evidence but lacked depth in understanding the nuanced factors shaping students' perceptions. Furthermore, most studies focused predominantly on positive aspects without thoroughly investigating challenges or contextual variations that might influence effectiveness.

Studies addressing potential drawbacks have been notably scarce. Sarkila et al. (2024) acknowledged that despite positive perceptions, students expressed concerns about distractions from non-educational content that could divert attention from learning objectives. Meinawati et al. (2025) investigated TikTok for English speaking practice at a senior high school in Depok, identifying benefits such as accessibility and engagement alongside limitations including superficial content and inconsistent language input quality. These findings contrast sharply with the overwhelmingly positive conclusions of earlier studies, suggesting that the effectiveness of TikTok may depend heavily on implementation strategies, teacher guidance, and student self-regulation. Critically, existing research has primarily been conducted in urban settings or at university levels, with limited attention to senior high school contexts in less urbanized regions of Indonesia such as East Kalimantan. This geographical and educational gap is significant because students in different regions may experience varying levels of digital literacy, technological access, and socio-cultural attitudes toward social media use for formal learning. The synthesis of these studies reveals a pattern where TikTok is generally perceived positively for vocabulary learning, yet critical factors such as contextual appropriateness, potential distractions, and the need for pedagogical scaffolding remain underexplored, particularly in Indonesian senior high school settings outside major urban centers.

### **Students' Perception**

Students' perception refers to learners' subjective interpretations, attitudes, and evaluations formed through direct experiences with learning activities, media, or instructional approaches. In educational research, perception is recognized as a critical factor influencing learning outcomes because it shapes acceptance, engagement, and sustained use of learning tools (Mei & Aziz, 2022; Alshreef & Khadawardi, 2023). Positive perceptions toward digital learning media encourage active participation and consistent engagement, while negative perceptions can hinder adoption and diminish learning effectiveness. In this study, students'

perceptions are examined through multiple dimensions including perceived usefulness, perceived ease of use, and engagement with TikTok as a vocabulary learning tool. These dimensions are particularly relevant for understanding how senior high school students in East Kalimantan evaluate TikTok's practical value in supporting their vocabulary development within their specific educational and cultural context.

### **TikTok as a Digital Learning Tool**

TikTok is a short-video social media platform featuring creative editing tools, background music, subtitles, and visual effects that enable multimodal content creation and consumption. Its educational potential stems from alignment with micro-learning principles, where information is delivered in brief, focused segments suitable for Generation Z learners (Alshreef & Khadawardi, 2023; Rosa & Suhartatik, 2025). The platform's multimodal nature, combining visual, auditory, and textual elements, supports diverse learning styles and facilitates vocabulary comprehension through contextualized examples and authentic language use. However, effectiveness depends critically on content quality, pedagogical design, and instructional guidance to minimize distractions from entertainment-oriented content (Sarkila et al., 2024; Meinawati et al., 2025).

### **English Vocabulary Learning**

Vocabulary acquisition constitutes a foundational component of language proficiency, supporting development across all communicative skills. For EFL learners, vocabulary learning is particularly challenging due to limited authentic exposure and opportunities for meaningful practice. Effective vocabulary instruction requires contextual presentation, repeated exposure, and engagement with words in varied authentic situations. Digital platforms like TikTok can facilitate these conditions by providing multimodal input that connects word forms with meanings through visual and situational contexts, thereby enhancing comprehension and retention.

The reviewed literature collectively demonstrates that while TikTok shows promise as a vocabulary learning tool across various contexts, significant gaps remain regarding its application in Indonesian senior high schools, particularly in regions like East Kalimantan. The predominantly positive findings from diverse international contexts warrant investigation into whether similar perceptions exist among Indonesian students in less urbanized areas, where technological access, educational infrastructure, and cultural factors may differ substantially. This research addresses these gaps by examining students' perceptions at SMAN 1 Loa Janan, providing context-specific insights essential for informed integration of TikTok into English vocabulary instruction in similar Indonesian educational settings.

## **METHOD**

### **Design and Samples**

This study employed a quantitative descriptive research design aimed at describing students' perceptions toward the use of TikTok as a digital learning tool in learning English vocabulary at SMAN 1 Loa Janan. According to Creswell and Creswell (2023), descriptive quantitative research systematically describes trends, attitudes, or opinions of a population by studying a sample of that population. This design was appropriate because the study focused on collecting numerical data through questionnaires to objectively describe students' perceptions regarding the usefulness, ease of use, interest, and engagement aspects of TikTok in vocabulary learning activities, without testing hypotheses or establishing cause-and-effect relationships.

The population consisted of all tenth-grade students in class X-3 at SMAN 1 Loa Janan during the academic year 2025-2026, totaling 35 students. Purposive sampling was employed based on three criteria: respondents were tenth-grade students at SMAN 1 Loa Janan in the 2025-2026 academic year, actively used the TikTok application, and the researcher was teaching the selected class during the research period. From the total population, 32 students completed the questionnaire and were included in the final analysis, while three students were excluded due to incomplete responses or absence during data collection.

The questionnaire measured perceptions across four dimensions through 15 items. Sample items included: for perceived usefulness, "TikTok helps me understand new English vocabulary more easily" and "Using TikTok makes learning English vocabulary more effective"; for perceived ease of use, "TikTok is easy to use for learning English vocabulary" and "I can quickly find English vocabulary learning content on TikTok"; for learning interest, "Learning English vocabulary through TikTok is more interesting than traditional methods" and "TikTok content motivates me to learn more English vocabulary"; for learning engagement, "I actively search for English vocabulary content on TikTok" and "I regularly watch TikTok videos related to English vocabulary learning." These items were formulated to capture specific aspects of students' experiences and attitudes toward using TikTok as a vocabulary learning tool.

Several sample limitations must be acknowledged as they affect the generalizability of findings. First, the sample size of 32 students from a single class in one school represents a relatively small and homogeneous group, limiting the extent to which findings can be generalized to other senior high schools in East Kalimantan or across Indonesia. Second, purposive sampling introduces potential selection bias because the sample was not randomly selected and consisted only of students from one class taught by the researcher, which may reflect the specific teaching context, classroom dynamics, and teacher-student relationships unique to this setting rather than broader patterns across different educational environments.

Third, the study was conducted in a semi-urban school setting in East Kalimantan, where students' levels of digital literacy, access to technology, and familiarity with using social media for educational purposes may differ significantly from students in highly urbanized areas or rural regions, limiting the transferability of findings to schools with substantially different socio-economic backgrounds, technological infrastructures, or cultural attitudes toward digital learning. Fourth, all participants were from the same grade level (tenth grade), meaning the findings may not apply to students at different educational stages who might have varying levels of English proficiency, learning maturity, or experience with digital learning tools. Despite these limitations, the study provides valuable initial insights into students' perceptions in this specific context.

### **Instruments and Procedures**

The primary data collection instrument was a structured questionnaire consisting of 15 statements measured using a 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire was developed based on four perception dimensions: perceived usefulness, perceived ease of use, learning interest, and learning engagement, selected from established educational technology acceptance frameworks and relevant literature (Mei & Aziz, 2022; Alshreef & Khadawardi, 2023). Content validity was established through expert judgment by two English education lecturers who assessed whether each item was relevant, clear, and appropriate for measuring students' perceptions. Construct validity was assessed using Corrected Item-Total Correlation with a minimum criterion of 0.30, while reliability was evaluated using Cronbach's Alpha coefficient, with values of 0.70 or higher considered acceptable (Hair et al., 2019).

Before administering the questionnaire, students participated in structured TikTok-based vocabulary learning activities integrated into their regular English lessons over a four-week period. The researcher introduced students to educational English vocabulary content on TikTok by demonstrating how to search for relevant hashtags such as #EnglishVocabulary, #LearnEnglish, and #BelajarBahasaInggris. Students were guided to follow several verified educational TikTok accounts that regularly posted English vocabulary lessons with clear explanations, visual aids, pronunciation demonstrations, and contextual examples. Each week, students were assigned specific vocabulary topics (daily activities, food and beverages, descriptive adjectives, and phrasal verbs) and instructed to watch at least five TikTok videos related to these topics outside classroom hours.

Students took notes on new vocabulary learned, paid attention to pronunciation, and observed how words were used in authentic contexts. In classroom sessions, students shared their learning experiences, discussed interesting vocabulary discovered on TikTok, and participated in reinforcement activities such as creating example sentences, engaging in peer discussions, and completing vocabulary exercises. This structured exposure ensured that all participants had meaningful,

comparable experiences using TikTok for vocabulary learning before completing the perception questionnaire, enabling them to provide informed responses based on genuine engagement rather than hypothetical assumptions.

The data collection procedure followed systematic steps to ensure data quality and ethical compliance. First, the researcher obtained permission from school administration and informed consent from students and their parents, explaining the research purpose, voluntary participation, and confidentiality assurances. Second, after students completed the four-week TikTok-based learning activities, the questionnaire was distributed during a regular class session. Third, clear instructions were provided both verbally and in written form, explaining how to complete each item honestly based on actual experiences. Students were assured that responses would be confidential and would not affect academic grades. Fourth, students were given adequate time (approximately 20 minutes) to complete the questionnaire without time pressure. Fifth, completed questionnaires were immediately collected and checked for completeness, with students asked to complete missing items if still present. Finally, data were coded numerically and entered into SPSS software for systematic analysis.

### **Data Analysis**

Data analysis was conducted to directly address the research objective of describing students' perceptions toward the use of TikTok as a digital learning tool in learning English vocabulary. The analysis focused on validating the measurement instrument and characterizing the distribution of perception scores. Validity testing employed Corrected Item-Total Correlation in SPSS, with items demonstrating correlation coefficients exceeding 0.30 considered valid. Reliability testing used Cronbach's Alpha coefficient, with values of 0.70 or higher indicating acceptable reliability and values of 0.90 or higher indicating excellent reliability (Hair et al., 2019). Following instrument validation, descriptive statistical analysis calculated mean total perception score, standard deviation, minimum score, and maximum score to answer the research question. The mean score indicated the overall level of students' perceptions, while the standard deviation revealed variability across the sample.

To facilitate meaningful interpretation, perception categories were established based on interval classification adapted from Sugiyono (2019), dividing the theoretical score range (15-75) into five categories: Very Low Perception (15.00-27.00), Low Perception (27.01-39.00), Moderate Perception (39.01-51.00), High Perception (51.01-63.00), and Very High Perception (63.01-75.00). This enabled classification of students' mean perception score into a specific level, providing clear findings regarding whether students held positive, neutral, or negative perceptions toward TikTok as a vocabulary learning tool. Although this study employed a descriptive design, inferential analysis was mentioned in the initial research planning to maintain analytical rigor and ensure that the instrument's psychometric properties were thoroughly evaluated. However, the primary focus

remained on descriptive statistics as the main method for addressing the research objective of describing students' perceptions. All analyses were performed using SPSS software to ensure accuracy in statistical computation.

## RESULT AND DISUSSION

This study investigated students' perceptions toward the use of TikTok as a digital learning tool in learning English vocabulary at SMAN 1 Loa Janan. Data were collected from 32 tenth-grade students through a questionnaire consisting of 15 items measured using a 5-point Likert scale. Before presenting the descriptive findings, the instrument underwent validity and reliability testing to ensure measurement quality.

### Validity Test Results

Validity testing was conducted to determine whether the questionnaire items accurately measured students' perceptions as intended. The Corrected Item-Total Correlation technique was employed, with items demonstrating correlation coefficients exceeding 0.30 considered valid. Table 1 presents the validity test results for all 15 questionnaire items.

*Table 1. Validity Test Results*

Item	Corrected Item-Total Correlation	Critical Value	Status
1	0.845	0.30	Valid
2	0.903	0.30	Valid
3	0.897	0.30	Valid
4	0.865	0.30	Valid
5	0.865	0.30	Valid
6	0.890	0.30	Valid
7	0.735	0.30	Valid
8	0.711	0.30	Valid
9	0.790	0.30	Valid
10	0.886	0.30	Valid
11	0.831	0.30	Valid
12	0.904	0.30	Valid
13	0.852	0.30	Valid
14	0.831	0.30	Valid
15	0.784	0.30	Valid

*Source: Primary data processed using SPSS, 2025*

Table 1 demonstrates that all 15 questionnaire items achieved Corrected Item-Total Correlation values substantially exceeding the minimum criterion of 0.30, with coefficients ranging from 0.711 to 0.904. These strong positive correlations indicate that each item effectively measures the construct of students' perceptions toward TikTok as a digital learning tool for vocabulary learning. The high correlation

values confirm that all items contribute meaningfully to the overall measurement and are retained for further analysis.

### Reliability Test Results

Reliability testing assessed the internal consistency of the questionnaire using Cronbach's Alpha coefficient. Table 2 presents the reliability test results.

*Table 2. Reliability Test Results*

Cronbach's Alpha	Number of Items
0.970	15

*Source: Primary data processed using SPSS, 2025*

Table 2 shows that the questionnaire achieved a Cronbach's Alpha coefficient of 0.970, which falls within the excellent reliability category ( $\alpha \geq 0.90$ ) according to Hair et al. (2019). This exceptionally high reliability coefficient indicates that the 15 items demonstrate strong internal consistency and reliably measure the same underlying construct of students' perceptions. The instrument is therefore highly dependable for producing stable and consistent measurements.

### Descriptive Statistics of Students' Perceptions

Following instrument validation, descriptive statistical analysis was conducted to characterize students' perception scores. Table 3 presents the descriptive statistics for the total perception scores.

*Table 3. Descriptive Statistics of Students' Perceptions*

Variable	N	Minimum	Maximum	Mean	Std. Deviation
Total Perception Score	32	19.00	75.00	49.69	14.16

*Source: Primary data processed using SPSS, 2025*

Table 3 reveals that among 32 participating students, perception scores ranged from a minimum of 19.00 to a maximum of 75.00, demonstrating substantial variability across the sample. The mean perception score was 49.69 with a standard deviation of 14.16. Based on the interval classification adapted from Sugiyono (2019), where scores from 39.01 to 51.00 represent moderate perception, the mean score of 49.69 falls within the moderate perception category. This indicates that students generally hold moderately positive perceptions toward using TikTok as a digital learning tool for English vocabulary learning. The relatively large standard deviation of 14.16 suggests considerable heterogeneity in students' perceptions, with some students expressing highly positive views while others maintain more reserved or skeptical attitudes. The wide range between minimum and maximum scores further confirms this diversity, indicating that individual differences, prior experiences with digital learning, learning preferences, and exposure to quality educational content on TikTok may significantly influence perception levels.

The finding that students at SMAN 1 Loa Janan hold moderately positive perceptions ( $M = 49.69$ ,  $SD = 14.16$ ) toward TikTok as a digital learning tool for vocabulary learning reveals a nuanced picture that both aligns with and diverges from previous research. This moderate perception level suggests that while students recognize TikTok's potential benefits for vocabulary learning, they also maintain reservations about its effectiveness as a formal educational tool. The considerable standard deviation indicates substantial variability in perceptions, highlighting that TikTok's acceptance as a learning medium is not uniform across all students. This heterogeneity may stem from individual differences in digital literacy levels, prior experiences with technology-enhanced learning, personal learning style preferences, and varying abilities to locate high-quality educational content amid the platform's predominantly entertainment-focused ecosystem. Students who successfully navigate TikTok's algorithm to find valuable vocabulary content and possess strong self-regulation skills likely hold more positive perceptions, whereas those who struggle with distractions or encounter low-quality educational content may view the platform more skeptically.

The present study's findings demonstrate both similarities and notable differences when compared with previous research on TikTok in vocabulary learning contexts. The moderate perception level observed among Indonesian senior high school students in East Kalimantan contrasts with the predominantly positive findings reported by Mei and Aziz (2022) and Alshreef and Khadawardi (2023). Mei and Aziz (2022) found that 50% of Malaysian secondary students believed TikTok expanded their vocabulary and made learning enjoyable, while Alshreef and Khadawardi (2023) reported that the majority of Saudi Arabian EFL university students held positive perceptions toward TikTok for vocabulary learning. The more tempered perceptions observed in the present study may reflect contextual differences related to educational setting, student characteristics, and implementation approaches. Unlike the Malaysian and Saudi Arabian contexts where studies involved older or university-level students who may possess greater digital literacy and self-directed learning capabilities, the present study examined tenth-grade students in a semi-urban Indonesian school where technological infrastructure and familiarity with using social media for formal learning purposes may differ considerably.

The findings align more closely with Sarkila et al. (2024) and Meinawati et al. (2025), who acknowledged both benefits and challenges associated with TikTok use for English learning. Sarkila et al. (2024) reported that despite positive perceptions, students expressed concerns about distractions from non-educational content, while Meinawati et al. (2025) identified limitations including superficial content and inconsistent language input quality alongside accessibility and engagement benefits. The moderate perception level and high variability observed in the present study support these findings, suggesting that students in Indonesian contexts recognize TikTok's potential while simultaneously experiencing practical challenges that temper their overall enthusiasm. This pattern indicates that

effectiveness perceptions depend heavily on implementation strategies, teacher guidance quality, content curation, and individual student characteristics rather than the platform's inherent features alone.

Furthermore, Rosa and Suhartatik (2025) emphasized that students valued TikTok's provision of authentic language use and real-life contexts for vocabulary learning. The present study's moderate perception level suggests that while some students at SMAN 1 Loa Janan may appreciate these contextual learning opportunities, others may not fully recognize or access them, possibly due to insufficient guidance in selecting appropriate content or limited exposure to high-quality educational TikTok accounts. The variability in perceptions observed in this study underscores the importance of structured implementation and pedagogical scaffolding emphasized by previous research, confirming that TikTok's educational effectiveness cannot be assumed but must be actively cultivated through deliberate instructional design and support.

The findings carry significant implications for educational practice, policy, and future research. For educators, the moderate perception level indicates that TikTok should be positioned as a supplementary rather than primary learning tool, integrated thoughtfully within a broader pedagogical framework that includes traditional instruction and other learning resources. Teachers must recognize that students' perceptions vary considerably and adopt differentiated approaches that accommodate diverse learning preferences, digital literacy levels, and prior experiences with technology-enhanced learning. Effective implementation requires active teacher involvement in curating high-quality content, recommending reliable educational TikTok accounts, providing explicit guidance on searching for vocabulary-related content using appropriate hashtags, and establishing clear learning objectives that distinguish educational viewing from entertainment consumption. Teachers should also design structured learning activities that connect TikTok content with classroom instruction, such as vocabulary journals where students document words encountered on the platform, peer sharing sessions where students discuss useful videos they discovered, and assessment tasks that require applying vocabulary learned through TikTok in meaningful contexts.

For schools and educational policymakers, these findings highlight the importance of supporting digital learning tool integration through professional development opportunities that equip teachers with skills and knowledge for effectively leveraging social media platforms in language instruction. Schools should consider developing guidelines or frameworks for appropriate TikTok use in educational contexts that address potential distractions, promote digital citizenship, and ensure student safety while encouraging innovative pedagogical practices. Infrastructure support, including reliable internet access and policies that permit appropriate device use for educational purposes, is essential for enabling TikTok-based learning activities. Additionally, schools may benefit from creating partnerships with educational content creators on TikTok or developing institutional accounts that

curate and share quality vocabulary learning content tailored to curriculum objectives and student proficiency levels.

For students, the findings suggest that developing critical evaluation skills and self-regulation strategies is crucial for maximizing TikTok's learning benefits while minimizing distractions. Students should be encouraged to approach TikTok as a potential learning resource rather than solely an entertainment platform, actively seeking out educational content and engaging with it purposefully. Explicit instruction in effective search strategies, credible content identification, and time management can empower students to use TikTok responsibly and productively for vocabulary development.

Several limitations must be acknowledged as they contextualize the findings and suggest directions for future research. First, the sample size of 32 students from a single class in one school limits generalizability to broader populations. The findings reflect perceptions within this specific context and may not represent patterns across different schools, regions, or student populations with varying characteristics. Second, the cross-sectional design captures perceptions at a single point in time following four weeks of structured TikTok-based learning activities, preventing conclusions about how perceptions evolve over extended periods or whether initial enthusiasm diminishes or strengthens with prolonged use. Third, purposive sampling and the researcher's dual role as teacher and investigator introduce potential bias, as students may have provided socially desirable responses or their perceptions may have been influenced by the specific teaching approach and classroom dynamics unique to this context. Fourth, the study examined perceptions without directly measuring vocabulary learning outcomes, leaving open questions about the relationship between perception levels and actual vocabulary acquisition, retention, and application. Fifth, reliance solely on self-report questionnaire data limits understanding of the specific factors shaping individual perceptions, the processes through which students engage with TikTok content, and the nuanced experiences that contribute to positive or negative attitudes.

Future research should address these limitations through several approaches. Studies employing larger, more diverse samples across multiple schools, regions, and educational levels would enhance generalizability and enable examination of how contextual factors influence perceptions. Longitudinal designs tracking perception changes over extended periods would illuminate developmental patterns and identify factors that sustain or diminish positive attitudes toward TikTok as a learning tool. Mixed-methods approaches combining quantitative perception measures with qualitative interviews or focus groups would provide richer insights into the reasons underlying perception levels and the specific experiences shaping students' attitudes. Experimental studies comparing vocabulary learning outcomes between TikTok-based instruction and traditional methods would clarify the relationship between perceptions and actual learning effectiveness. Research exploring teacher perspectives, examining optimal implementation strategies, and

investigating how different instructional designs influence both perceptions and learning outcomes would provide practical guidance for educators seeking to integrate TikTok into language instruction effectively.

## CONCLUSION

This study demonstrates that tenth-grade students at SMAN 1 Loa Janan hold moderately positive perceptions toward the use of TikTok as a digital learning tool for English vocabulary learning, though considerable individual variability exists in their attitudes. The findings reveal that while students recognize TikTok's potential for making vocabulary learning more engaging and accessible through its multimodal, bite-sized content format, they also experience challenges related to content quality, distractions, and the platform's predominantly entertainment-oriented nature. These results align partially with previous international research showing generally positive perceptions but differ in demonstrating more tempered enthusiasm, likely reflecting contextual factors unique to Indonesian semi-urban educational settings where digital literacy levels, technological infrastructure, and pedagogical support for social media integration vary significantly. The study confirms that TikTok's effectiveness as a vocabulary learning tool depends critically on implementation quality, teacher guidance, and individual student characteristics rather than the platform's inherent features alone.

For classroom practice, teachers should adopt a structured integration approach by curating collections of verified educational TikTok accounts, providing students with specific hashtags and search strategies, designing weekly vocabulary discovery tasks that connect platform content with classroom activities, and establishing clear guidelines that distinguish educational viewing from entertainment consumption while teaching critical evaluation skills for assessing content credibility. For future research, longitudinal experimental studies comparing vocabulary learning outcomes between TikTok-integrated instruction and traditional methods across diverse Indonesian contexts would provide crucial evidence regarding the platform's actual learning effectiveness beyond perception measures, while mixed-methods investigations exploring how different instructional scaffolding approaches influence both student engagement and vocabulary retention would offer practical guidance for optimizing social media integration in EFL instruction.

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