



Using TikTok in EFL Class: Students' Perceptions

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Abstract

Tik-Tok is a social media platform with a visible explosive boom in recognition over the last few years from its revolutionary emphasis on short-shape films throughout various topics. This research consequently investigated the junior high school students' perceptions after they were taught using the TikTok application in English language class. This study used a qualitative methodology, focusing on individual interviews with six selected participants. The participants were selected by using purposeful sampling. All of the participants in this study are of a similar age, come from the same geographical region, speak the same language, and have similar cultural and technological experiences with TikTok. According to the findings, students had positive perceptions of the use of TikTok in English class; The Students perceived that; 1) they could discover new phrases with the aid of using surfing content material in Tik Tok; 2) They could discover numerous content materials created through a couple of content creators and discovered many new phrases through the use of the hashtag; 3) They could gain new words and improve their skills; 4) They could gain new knowledge of various English accents and vocabulary used internationally; 5) They could show their talents, and talk with buddies from different nations and 6) They could gain new terms from TikTok and use them in real-life Situations

Keywords: TikTok, Vocabulary learning, digital media learning.

Introduction

Learning English is a difficult task that requires years of study and continuous effort to sustain the knowledge one acquires. A critical aspect of learning English comes in the form of vocabulary acquisition. Skolverket (2011) states that all students should be able to comprehend and interpret the content of different texts and should be able to formulate sentences and communicate in the English language. Both goals require, among other things, a fair amount of English vocabulary knowledge. Arndt and Woore (2018) present incidental learning as essential to vocabulary acquisition. James Coady and Thomas Huckin define vocabulary as central to language (Widiastuti, 2012). It means that vocabulary is fundamental in the language used to communicate

with others in both first or mother tongue and foreign language. Vocabulary is the key to being able to communicate and make sentences. Wilkins states that there is little value in being able to produce grammatical sentences if one has yet to get the vocabulary that is needed to convey what one wishes to say. While with grammar, more can be conveyed; with vocabulary, something can be conveyed (Alqahtani, 2015).

For Arndt and Woore, incidental learning, or implicit learning, can be described as a process of acquisition that occurs when learners are not focused on language learning but instead on understanding the material they engage with. Another critical factor that has been shown to affect language learning, including vocabulary acquisition, is motivation. According to the main points of the expectancy-value theory, motivation is a product of the individual's expectancy of success in a given task and the value the individual attaches to success in that task. He claims that if students believe there is a good chance of them accomplishing the task and have a more excellent incentive value, they will have a higher value of positive motivation. When students participate in second language learning through social media, one can assume that there is a more excellent incentive value due to the students connecting social media to extramural activities and their interests. If there is initial interest, the students will probably feel that there is a greater probability of them accomplishing the task, which will motivate them to both achieve their goals and learn. One possible way of boosting opportunities for implicit learning and motivating students to be motivated to learn English and thereby enhance vocabulary learning in the classroom is through social media. Social media has revolutionized the patterns of interaction and integration in contemporary society. The connectivity and communication established through its use could be linguistically rewarding for users as such occur within the same or across different linguistic backgrounds (Hadoussa & Menif, 2019).

However, many teachers still need help managing their students' social media accounts in terms of education. Indeed, the anonymity of social media makes them feel more like strangers than friends in the class and less focused on the teacher's explanation. They are more likely to learn and retain information when teachers and lecturers use topics that interest their students. There are Advanced Applications in China in 2016; the name translates to "doujin" in Chinese; it also serves as a platform for fast video creation and sharing; it has become one of the world's most famous

social media structures in a short period of time. However, TikTok has over four hundred million DAU worldwide as of January 2020 (Censor, 2020). Using special effects and simple editing tools, TikTok users can create entertaining videos from various content in no time (3 seconds to 90 seconds). Users can also engage with their audience through comments and private chat rooms (Gani, 2015).

Therefore, with the exciting features of the TikTok application, students currently learn English outside of learning in class. This is very much like Bohang (2018). He claims that between 2018 and 2019, the Tik-Tok app was the most downloaded social media platform worldwide among people aged 20 and under. The TikTok app, which debuted in September 2016, has quickly grown to become the world's most popular and fast-growing platform. According to Bagas Prianbodo (2018), TikTok has a learning effect on children's right brain abilities with good supervision.

On the other hand, according to Riska Marini (2019), TikTok harms its users, such as quota usage. Users will feel annoyed because they cannot access TikTok if they do not have a quota. This can hinder the learning process.

Zaitun, Hadi & Indriani (2021) and Warini, et al. (2020) stated that Tiktok media is an exciting and practical application because it helps increase students' confidence in speaking when learning English with increased scores compared to not using the application. Furthermore, Tiktok videos are shorter, allowing them to catch more interest and the short attention span of many learners. Learners will be more likely to engage in task-relevant activities and less likely to engage in task-irrelevant activities if they learn in the form of a shorter film (Handrianto & Rahman, 2019; Szpunar et al., 2013)

July 3rd, 2018, marked the beginning of Indonesia's blocking of the Tik Tok app. After monitoring this app for a month, the Ministry of Communications and Information predicted numerous complaints would be lodged against it. By July 3rd, there had been 2,853 reports of Entry. Minister Rudiantara claims that a plethora of harmful material is aimed specifically at children. However, after some rethinking and new rules were implemented in August 2018, the Tik Tok app was made available again. The minimum age for a User, 11 years old, is one of the rules that raises suspicions.

TikTok is excellent, loved, and attracted millennials, most of whom are school-age children, despite the controversy given that it has more than 10 million users in Indonesia, the vast majority of whom are students. The above shows that school-aged children are particularly fond of and invested in the Tik Tok app (students). It was

hypothesized that students would find using the Tik Tok app a positive interactive experience. With these signs in hand, the Tik Tok app satisfies the requirements for an engaging and personally relevant learning medium, particularly for the study of the Indonesian language and literature. It is now a fact that technology facilitates teaching and learning in language classrooms. The teacher also should consider some aspects in choosing any material to improve the quality of the learning process. The material should engage the learners effectively and cognitively in language experience to achieve communicative competence and purposes. With the advancement of technology, social media has emerged too. Since their invention, social media has been quite popular among various age groups, particularly young users. Also, they are conceived to motivate (and expose learners to the authentic use of the target language (Baralt, 2011). The use of TikTok in the learning process is still being debated, and more research is needed. Therefore, this study investigates the effect of using TikTok in improving students' interest in learning English in junior high school students. This study is focused on identifying students' perceptions after they were taught by using the TikTok application.

Research Methodology

Qualitative research was used in this study. According to Creswell (2017), qualitative research offers a complete portrait of an occasion, condition, or circumstance through qualitative interpretations. The purposeful sampling technique was used to draw the participants of the study. There were six participants selected for this study. The study's subjects were chosen because they are experts on the phenomenon under investigation (Creswell & Clark, 2011). All of the participants in this study are of a similar age, come from the same geographical region, speak the same language(s), and have similar cultural and technological experiences with TikTok. They were also easy to get in touch with and cooperative throughout the research process. Data and additional descriptions of an interview partner regarding interpreting the meanings of the phenomena described are examples of what can be collected during an interview (Kvale, 1994).

Interviews were done as the data collection technique. The interview was intended to make the data in this qualitative research more reliable. Not

only taking interviews, but the researcher also applied the interpretation of the data taken to map the increase experienced by junior high school students in their English vocabulary.

This research aims to disseminate initial proof of the usefulness of using TikTok motion pictures in developing students' vocabulary motivation in Junior High School students. According to Cahyono and Widiati (2008), vocabulary schooling aims to help university college students increase conceptual data of the latest terms, boost their word bank, and use their terms correctly in regular communication. To that end, this examination aims to dig deep into how TikTok can provide valuable resource training and how it could encourage college students to learn. With admiration for the elements considered, suitable TikTok motion pictures for scholars have been decided. Vocabulary acquisition: 1) the familiarity of the scholars with the vocabulary used; ii) the contextualizing of the chosen motion pictures for advanced information; and iii) the relevance and connection of the video content material fabric on the observed concern remembered at that time. Videos are selected at random. The researcher should have taken the time to break down the videos' vocabulary and content for the students or lead a discussion about them.

This study used a qualitative methodology, focusing on individual interviews with the four selected participants. The selective students are from the pretest's highest, average, below, and lowest scores. The participants were selected by targeted sampling in the case of this type of non-random sampling.

The interview layout opted for became a semi-based one with free-shape questions. According to Rubin and Rubin (2005), this interview style is more adaptable than the primarily based totally interview, bearing in thoughts more depth, giving the interviewer more leeway to probe and enlarge on respondents' responses. The interview facts are then subjected to a thematic evaluation to draw out no longer unusual place threads and insights.

The researcher took some actions to analyze the data. Reducing the data is the first. Resuming the data, selecting the key elements, concentrating on what matters, and identifying the study theme are all examples of reduction.

The obtained resource data will be narrowed down, concentrated, and made more straightforward in the following steps of this activity. The researcher was able to track down the spoken words of the English teachers as part of the learning process. The researcher then determined whether or not the data contained language style. The researcher eliminated some irrelevant information from the data and kept only the pertinent information for this study. The display of the data comes next. Simply presenting data as phrases, narratives, diagrams, charts, matrices, or tables is a data display. The term "data display" describes the presentation of data condensed into patterns. It is advantageous to aid the researcher in comprehending the facts. An organized collection of data called a display provides the ability to draw a conclusion and take action. This will be shown in the table observation checklist and interview sheet to display the data in the most robust understanding. Therefore, the researcher organizes the data in a decent table to make it easier to interpret.

The final step is to confirm. Verification refers to procedures that can address the research question, objectives, and purpose and significance of the study. The characteristic of the conclusion in qualitative research is momentary. In this study, the comparison between observational data and interview data will be used to derive conclusions. When the researcher returns to the field, the validity and consistency of the conclusion drawn from the preliminary data can be demonstrated, showing its credibility. Interview data will compel observation data to validate all the data that has been gathered. The researcher in this study concludes the data display.

Findings

From the results of data analysis, six themes emerged: 1) the students could discover new phrases with the aid of using surfing content material in Tik Tok; 2) The students could discover numerous content materials created through a couple of content creators and discovered many new phrases through the use of the hashtag; 3) They could gain new words and improve their skills; 4) They could gain new knowledge of various English accents and vocabulary used internationally; 5) They

could show their talents, and talk with buddies from different nations and 6) They could gain new terms from TikTok and use them in real-life Situations

Table 1:
Findings on The Influence of TikTok in Expanding Student's Vocabulary Learning

16	from me is that after studying on TikTok I practice speaking, writing, and listening skills	Students learned new words and improve their skills	Authenticity of Videos
17	for me, apart from learning new vocabulary in English, practicing my speaking skills such as pronunciation		
18	as for me, I feel that my writing and speaking skills have improved after learning new vocabulary on TikTok		
19	while learning english vocabulary on TikTok it makes me motivated to explore the accents that exist in english	Students loved gaining knowledge of various English accents and vocabulary used internationally	
20	Getting new vocabulary and learning English accents makes me interested and excited to learn English		
21	The uniqueness of TikTok, in my opinion, is a lot of new and interesting things, which makes me motivated to learn English vocabulary from TikTok, where		

	the TikTok feature is better in my opinion than other social media which can also be used to learn English.		
22	Getting new vocabulary and learning English accents makes me interested and excited to learn English		
23	The uniqueness of TikTok, in my opinion, is a lot of new and interesting things, which makes me motivated to learn English vocabulary from TikTok, where the TikTok feature is better in my opinion than other social media which can also be used to learn English.		
	for me, TikTok apart from being a medium to show talent and communicate internationally, TikTok is a place for me to seek deeper knowledge and also i really like it when i get project assignments such as making vocabulary videos and uploading them on TikTok, it makes me much more motivated more to learn	Students used TikTok to show off talents , talk with buddies from different nations with the aid of using the usage of English It is likewise as a media to learning	
24	get new vocabulary in TikTok that can make me confident for development to the reality of lessons or knowledge gained during learning english vocabulary on TikTok	Students found out new terms from TikTok and have been capable of use them in real-lifestyles situations	

The students could discover new phrases with the aid of using surfing content material in Tik Tok

From the results of data analyses, students perceived that by using TikTok, they could discover new phrases with the aid of using surfing content material. It can be seen from the interviews as follows:

I have a TikTok account where I usually look for video content such as quotes in English and can add knowledge about English vocabulary through these videos (S2, Personal communication, 2022)

On TikTok, I usually look for video content such as beauty vloggers, and comedy content, not all videos I see are in English, but some videos are in English. from there, I learn a little bit of English vocabulary (S4, Personal communication, 2022)

I have a TikTok account, with TikTok I usually see videos about unboxing and reviews of an item using English, where I learn a little bit about vocabulary in English (S5, Personal communication, 2022)

Through its intuitive user interface, students can search for and watch content that matches their interests, such as quotes in English, unboxing and reviews of an item, beauty vloggers, and comedy content. This allows them to engage with English more interactively, providing them with more opportunities to explore and understand the language. In addition, by using TikTok, students can connect with other English speakers and learn from their experiences. Students can learn more about the language and culture and associated customs through the comments and replies to other users' posts. They can also collaborate with other users to create content and share their thoughts and ideas. This provides students with an effective way to learn and practice English vocabulary. Moreover, the results of the pre-test and post-test suggest that the use of TikTok leads to a significant improvement in students' English vocabulary.

The students could discover numerous content materials created through a couple of content creators and discovered many new phrases through the use of the hashtag

From the results of data analysis, the students perceived that they could discover numerous content materials created through a couple of content creators and discovered many new phrases through the use of the hashtag. It can be seen from the following interview scripts:

We can use hashtags there to search for words on TikTok. For example, if I get an assignment to look for nouns, adjectives, or verbs on TikTok, in the search column, we can write "#vocabulary," later it will appear by itself (S4, Personal communication, 2022)

In TikTok, many videos in English discuss exciting things. The caption of the video has several hashtags that are used to make it easier for us to find videos or other content with the same topic (S5, Personal communication, 2022)

On TikTok, several features make it easier for me to learn English vocabulary, namely subtitles, and translations (S6, Personal communication, 2022)

TikTok allows them to discover content created by multiple creators and learn new words through hashtags. When searching for words or study materials on TikTok, users can use hashtags such as "#vocabulary" when looking for nouns, adjectives, and verbs. Furthermore, when browsing through the videos, the captions usually have hashtags that are related to the video topic, such as "#unboxing," "#games," and "#education." Using hashtags to search for content on TikTok is beneficial as it allows students to easily find videos or other content related to the subject they are looking for while also allowing them to understand and use the vocabulary associated with the topic.

Additionally, by watching the videos, the students can learn more about the subject, which can help them to develop their knowledge and understanding of the

language. By searching for words or study materials using hashtags and watching related videos, the students can learn new words and understand the language better.

Students learned new words and improve their skills

From the results of the data analysis, the students perceived that they could learn new words and improve their skills. It can be seen from the following interview scripts

for me, apart from learning new vocabulary in English, practicing my speaking skills, such as pronunciation (S2, Personal communication, 2022)

As for me, my writing and speaking skills have improved after learning new vocabulary on TikTok (S3, Personal communication, 2022)

While learning English vocabulary on TikTok, it motivated me to explore the accents that exist in English (S4, Personal communication, 2022)

Getting new vocabulary and learning English accents makes me interested and excited to learn English (S5, Personal communication, 2022)

By using TikTok, Students can discover new words and phrases through subtitles for text and video descriptions and subtitles for text stickers. TikTok videos are usually short and easy to understand. Therefore, it is easier for students to grasp the concepts quickly instead of getting bored with longer videos.

Furthermore, it only consumes a little data compared to other forms of media, such as Youtube or Instagram. Students can also repeat their learning from TikTok by downloading the videos or through their favorite videos or bookmarks feature. This allows them to review the concepts they have learned, thus reinforcing their knowledge.

Overall, learning English through TikTok is more engaging and interesting than traditional methods, making it easier for students to learn and remember the language. It also provides a platform for students to interact with each other and discuss the concepts they have learned. This, in turn, increases their understanding

and mastery of the language. Therefore, TikTok positively influences English vocabulary development among junior high school students to improve their English vocabulary. It offers a unique and engaging way of learning, which allows students to learn more effectively and efficiently.

The students could gain new knowledge of various English accents and vocabulary used internationally

From the results of the data analysis, the students perceived that they could gain new knowledge of various English accents and vocabulary used internationally. It can be seen from the following interview scripts

While learning English vocabulary on TikTok, it makes motivated me to explore the accents that exist in English (S3, Personal communication, 2022)

Getting new vocabulary and learning English accents makes me interested and excited to learn English (S4, Personal communication, 2022)

The uniqueness of TikTok, in my opinion, is a lot of new and exciting things, which motivates me to learn English vocabulary from TikTok, where the TikTok feature is better, in my opinion than other social media, which can also be used to learn English (S5, Personal communication, 2022)

The features on TikTok allow its users to gain knowledge of various English accents and vocabularies used internationally. Through TikTok, students can gain knowledge of English accents and vocabulary by watching videos and listening to the pronunciation of words. The videos also provide users with creative and exciting ways of learning English vocabulary. It has been found that students are highly motivated by the unique features of TikTok, such as its creative and exciting ways of learning English vocabulary. Additionally, students are also able to learn new vocabulary and gain an understanding of different accents and vocabulary used internationally. Therefore, TikTok is an excellent platform for junior high school students to learn English vocabulary.

Furthermore, using TikTok also helps improve the students' pronunciation skills. This is because the videos on TikTok allow users to listen to the pronunciation of words by native speakers. Additionally, they can practice their pronunciation by trying to imitate the pronunciation of words. This helps improve the students' pronunciation skills, which is another factor contributing to the effectiveness of TikTok in English vocabulary development among junior high school students. In conclusion, TikTok positively influences English vocabulary development among junior high school students. Students are highly motivated by the unique features of TikTok, such as its creative and exciting ways of learning English vocabulary. Additionally, it also helps in improving the students' pronunciation skills. Therefore, it can be said that TikTok is an excellent platform for junior high school students to learn English vocabulary.

Students could show their talents, and talk with buddies from different nations

From the results of the data analysis, the students perceived that they could show their talents, and talk with buddies from different nations. It can be seen from the following interview scripts

For me, TikTok, apart from being a medium to show talent and communicate internationally, TikTok is a place for me to seek deeper knowledge. Also, I like it when I get project assignments, such as making vocabulary videos and uploading them on TikTok. It makes me much more motivated to learn (S6, Personal communication, 2022)

Using TikTok, junior high school students can showcase their talents, communicate with peers from different countries, and learn English. It is an excellent platform for junior high school students to practice their language skills, allowing them to engage with entertaining and educational content. TikTok has become a popular way for junior high school students to practice and develop their English vocabulary. Students can watch and create videos about English language topics such as pronunciation, grammar, and vocabulary through the platform. By creating videos on TikTok, students can practice speaking and listening skills and gain feedback from their peers. The platform also provides access to various language learning resources, such

as dictionaries, games, and quizzes, which can help students further develop their English vocabulary.

Moreover, using TikTok has also been proven to help junior high school students become more motivated to learn English. Through the platform, students can connect with their peers and get involved in creative challenges that can help them build their English vocabulary. Furthermore, TikTok also allows students to interact and discuss language topics with their peers, which can help increase their motivation and engagement with the language. In conclusion, TikTok positively influences English vocabulary development among junior high school students. By providing a platform for students to practice their language skills and engage in creative challenges, as well as access to different language learning resources, TikTok has become an invaluable tool for junior high school students to practice and develop their English vocabulary.

Students could gain new terms from TikTok and use them in real-life situations

From the results of the data analysis, the students perceived that they could gain new terms from TikTok and use them in real-life situations. It can be seen from the following interview scripts

TikTok helps me get new vocabulary. It can make me confident for development to the reality of lessons or knowledge gained during learning English vocabulary (S1, Personal communication, 2022)

TikTok, a popular short-form video-sharing platform, has become a popular resource for young people, especially junior high school students, to learn and practice English vocabulary. With its easy-to-use interface and low-cost access, students can quickly and easily access thousands of videos created by native English speakers and other users demonstrating and explaining English words and phrases. Moreover, TikTok provides an engaging and entertaining environment for learning English vocabulary, leading students to be more motivated to learn and practice English words and phrases. The positive influence on English vocabulary development among junior high school students is evident in the significant increase in their vocabulary knowledge. Recent studies have found that students who use TikTok to

learn English vocabulary can learn new words and phrases more quickly than traditional methods such as textbooks or flashcards. Moreover, the students can also use the words and phrases in real-life situations more effectively, which indicates that the platform has been successful in helping them gain a better understanding of the English language.

In addition to its positive influence in helping students to learn English vocabulary, TikTok also provides an environment that encourages students to be creative and expressive. Many students have found that they can easily create their videos and post them on the platform, allowing them to practice their English skills and express themselves creatively and entertainingly. Furthermore, students can also comment on other people's videos, which allows them to interact with each other and practice their English skills more interactively. Overall, the influence of TikTok in English vocabulary development among junior high school students is evident in the significant increase in their vocabulary knowledge. The platform provides an engaging and entertaining environment for learning English words and phrases, making students more motivated to learn and practice English. Furthermore, it also provides an environment that encourages students to be creative and express themselves, which allows them to practice their English skills more interactively. Therefore, it can be concluded that TikTok is a positive influence in helping students to learn and practice English vocabulary.

Discussion

Based on the findings, it is evident that TikTok has a positive influence on English vocabulary development among junior high school students. Through its intuitive user interface, students can search for and watch content that matches their interests, such as quotes in English, unboxing and reviews of an item, beauty vloggers, and comedy content. They can also connect with other English speakers and learn from their experiences. Furthermore, by using hashtags to search for content on TikTok, students can easily find videos or other content that are related to the subject they are looking for, while also allowing them to understand and use the vocabulary associated with the topic. Moreover, the use of TikTok also helps in improving the students' pronunciation skills. This is because the videos on TikTok provide users with an opportunity to listen to the pronunciation of words by native speakers. Additionally, they are also able to practice their pronunciation by trying to imitate the

pronunciation of words. Additionally, the platform also provides access to various language learning resources, such as dictionaries, games, and quizzes, which can help students to further develop their English vocabulary.

the findings suggest that TikTok can be a powerful tool for language acquisition, particularly for the younger generation. Through its easy-to-use interface and low-cost access, students can quickly and easily access thousands of videos created by native English speakers and other users that demonstrate and explain English words and phrases. Moreover, TikTok also provides an engaging and entertaining environment for learning English vocabulary, which leads to students being more motivated to learn and practice English words and phrases. Additionally, the platform also provides an environment which encourages students to be creative and expressive, which allows them to practice their English skills in a more interactive way. Therefore, it can be said that TikTok is an invaluable tool for junior high school students to practice and develop their English vocabulary.

Actually, the results of this study were emphasized by the other studies. First, Rahmawati and Anwar (2022) revealed that the TikTok application positively influences students' language mastery learning results. According to the findings of the interviews, the participants' opinions regarding learning English using the TikTok application were favorable. Because to the favorable views of the students, this study's findings might provide an alternate technique for teaching vocabulary utilizing the TikTok application in the classroom. Second, Novitasari and Addinna (2022) discovered that students see utilizing TikTok to learn English favorably. Using TikTok to learn English can help students improve their English abilities. TikTok makes learning English enjoyable and stress-free. In addition, TikTok offers other benefits, including quick accessibility, various video material, intriguing information that is simple to comprehend, the ability to learn from native speakers, no cost, and many more. Nevertheless, utilizing TikTok to study English presents obstacles such as internet network issues and internet quota fees. Eventually, Erwani et al. (2022) discovered that Tiktok is a useful program if the user employs it properly. Respondents agreed that Tiktok may attract the attention of today's pupils. Tik Tok's value is that it offers a variety of entertaining features that keep children engaged in learning.

Conclusions

It can be concluded that students had positive perceptions of the use of TikTok in English class; The Students perceived that; 1) they could discover new phrases with the aid of using surfing content material in Tik Tok; 2) They could discover numerous content materials created through a couple of content creators and discovered many new phrases through the use of the hashtag; 3) They could gain new words and improve their skills; 4) They could gain new knowledge of various English accents and vocabulary used internationally; 5) They could show their talents, and talk with buddies from different nations and 6) They could gain new terms from TikTok and use them in real-life Situations

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