THE PERCEPTIONS OF THE THIRD YEAR STUDENTS OF ENGLISH STUDY PROGRAM FKIP UNIVERSITAS RIAU ON USING TIKTOK IN LEARNING ENGLISH VOCABULARY

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ABSTRACT

This research investigated the perceptions of the third-year students of English Study Program FKIP Universitas Riau on using TikTok in learning English vocabulary. This research was conducted due to students' low engagement in vocabulary learning and the lack of engaging teaching methods, indicating that classroom learning alone is not sufficient for students to effectively master vocabulary. This study employed a quantitative descriptive method involving 64 students as participants. Data were collected through a closed-ended questionnaire adapted from previous research and developed based on the Technology Acceptance Model (TAM), which includes Perceived Usefulness (PU), Perceived Ease of Use (PEOU), and Attitude Toward Using (ATU). The data were analyzed using descriptive statistics. The results showed that the questionnaire's mean score was 3.97, with Perceived Usefulness at 3.94, Perceived Ease of Use at 4.05, and Attitude Toward Using at 3.92. These findings indicated that students perceived TikTok as a helpful tool for learning vocabulary, as its short videos, contextual content, and audio-visual features support their understanding of word usage and improve their pronunciation and spelling. TikTok is also considered easy to use and highly accessible, enabling students to learn vocabulary in a flexible and convenient way. Moreover, students showed positive attitudes toward using TikTok, reflected in their interest, enjoyment, and intention to continue using the platform for learning English vocabulary. Overall, these findings indicated that TikTok is perceived positively by students as a beneficial, user-friendly, and well-accepted tool for learning English vocabulary.

***Keywords**: english vocabulary, perception, tiktok, technology acceptance model*

ABSTRAK

Penelitian ini mengkaji persepsi mahasiswa tahun ketiga Program Studi Pendidikan Bahasa Inggris FKIP Universitas Riau mengenai penggunaan TikTok dalam pembelajaran kosakata bahasa Inggris. Penelitian ini dilatarbelakangi oleh rendahnya keterlibatan mahasiswa dalam pembelajaran kosakata serta kurangnya metode pengajaran yang menarik, sehingga pembelajaran di kelas saja belum

cukup untuk membantu mahasiswa menguasai kosakata secara efektif. Penelitian ini menggunakan metode deskriptif kuantitatif dengan melibatkan 64 mahasiswa sebagai partisipan. Data dikumpulkan melalui kuesioner tertutup yang diadaptasi dari penelitian sebelumnya dan dikembangkan berdasarkan *Technology Acceptance Model* (TAM)*,* yang meliputi *Perceived Usefulness* (PU), *Perceived Ease of Use* (PEOU), dan *Attitude Toward Using* (ATU). Data dianalisis menggunakan statistik deskriptif. Hasil penelitian menunjukkan bahwa nilai rata-rata kuesioner adalah 3,97, dengan *Perceived Usefulness* sebesar 3,94, *Perceived Ease of Use* sebesar 4,05, dan *Attitude Toward Using* sebesar 3,92. Temuan ini menunjukkan bahwa mahasiswa memandang TikTok sebagai media yang bermanfaat dalam pembelajaran kosakata, karena video singkat, konten kontekstual, serta fitur audio-visualnya dapat mendukung pemahaman penggunaan kata dan meningkatkan pelafalan dan pengejaan. TikTok juga dinilai mudah digunakan dan memiliki aksesibilitas yang tinggi, sehingga memungkinkan mahasiswa mempelajari kosakata secara fleksibel dan praktis. Selain itu, mahasiswa menunjukkan sikap positif terhadap penggunaan TikTok, yang tercermin dari minat, kesenangan, serta keinginan untuk terus menggunakan platform tersebut dalam pembelajaran kosakata bahasa Inggris. Secara keseluruhan, hasil penelitian ini menunjukkan bahwa TikTok dipersepsikan secara positif oleh mahasiswa sebagai alat yang bermanfaat, mudah digunakan, dan diterima dengan baik untuk pembelajaran kosakata bahasa Inggris.

Kata Kunci: kosakata bahasa inggris, persepsi, *technology acceptance model,* tiktok

A. Introduction

In learning English, learners must develop four primary language skills: reading, listening, speaking, and writing. These skills cannot develop well without enough vocabulary. According to Zimmerman (1997), vocabulary is the central component of language and it is important for English learners to master it. Katemba (2022) states that without adequate vocabulary mastery, it is difficult to express thoughts and intentions effectively. Thus, before developing the four basic skills in English, the first step is mastering vocabulary.

Teaching a language may become challenging when students show little interest in learning vocabulary. In general, the problems related to vocabulary learning can be grouped into two main factors: the low level of student engagement during the learning process and the lack of creative teaching methods by teachers (Wulandari et al., 2019). These limitations make the traditional classroom alone insufficient for

students to master vocabulary effectively. Therefore, students must find new and flexible ways to learn vocabulary by themselves outside the classroom.

There are various methods to learn vocabulary, one of which is through social media. Ayuningtyas (2018) explained that students use their social media not just for communication but also as a platform for learning. In addition, Al Arif (2019) states that they use social media in various aspects of their daily lives. Among various platforms, TikTok is increasingly popular as a tool for students to learn English words.

TikTok offers several advantages, one of which is its use of short videos that keep students engaged because the material is clear and visually appealing. This format suits the learning preferences of today's learners who prefer content that is quick and easy to understand, which helps them remember new vocabulary more easily. In addition, TikTok provides accessibility and flexibility, enabling learners to study anytime and anywhere. Engagement with popular challenges and trends also involves creative language use, helping students become familiar with new vocabulary, idioms, and slang. Moreover, subtitles and captions allow students to recognize spelling and understand words in specific contexts, which improves comprehension and retention of vocabulary.

Several previous studies have examined the use of TikTok in learning English vocabulary. Tampubolon et al. (2023) stated that TikTok can improve students' vocabulary mastery. A similar study by Tirtayasa et al. (2024) explained that TikTok makes memorizing vocabulary easier, maintains students' engagement, and boosts their overall motivation in learning. In addition, Sinta and Zulfitri (2022) showed that TikTok duet videos helped students memorize adjective vocabulary, made learning enjoyable, and served as an effective learning medium rather than merely for entertainment. Furthermore, research by Hutasoit et al. (2025) revealed that students responded positively to the use of TikTok and perceived it as an enjoyable way to explore and improve their vocabulary.

Preliminary observations among third-year students of the English Study Program at Universitas Riau indicate that the majority of students actively use TikTok, reflecting its

strong presence and potential as a medium for vocabulary learning. However, although previous studies have explored both the effectiveness and students' perceptions of using TikTok, research specifically focusing on students' perceptions in higher education contexts remains limited. Therefore, this study aims to investigate the perceptions of third-year students of the English Study Program FKIP Universitas Riau on using TikTok in learning English vocabulary.

B. Research Method

This study employed a quantitative descriptive method to investigate the students' perceptions of using TikTok in learning English vocabulary. The participants were 64 third-year students selected from the population of sixth-semester students through purposive sampling. The selection was based on specific criteria, particularly students who actively use TikTok, ensuring that the participants were relevant to the focus of the study.

Data were collected through a closed-ended questionnaire consisting of 21 items adapted from previous studies (Zein et al., 2024; Putri and Azhar, 2025; Nasrudin et al., 2024) and developed based on the Technology Acceptance Model (TAM), which includes perceived usefulness, perceived ease of use, and attitude toward using TikTok. All items were measured using a five-point Likert scale.

The questionnaire was distributed online via Google Forms. The responses were analyzed using descriptive statistical techniques. The results were interpreted based on the descriptive interpretation criteria proposed by Hadiyanto (2019), as shown in Table 1.

Table 1. Interpretation of Mean Score

No.	Mean Score	Descriptive Interpretation
1	1.00 - 1.80	Very Low
2	1.81 - 2.60	Low
3	2.61 - 3.40	Medium
4	3.41 - 4.20	High
5	4.21 - 5.00	Very High

Table 1 presents the classification of mean scores into five levels: very low, low, medium, high, and very high. A higher mean score indicates a more positive perception, while a lower mean score reflects a more negative perception.

C.Research Finding and Discussion

This chapter presents the findings of the study, which aim to examine the perceptions of third-year students of the English Study Program at FKIP Universitas Riau regarding the use of TikTok in learning English vocabulary based on the Technology Acceptance Model (TAM), which includes perceived usefulness, perceived ease of use, and attitude toward using TikTok.

a. Perceived Usefulness

This indicator used in this study to measure students' views of how useful TikTok is in supporting vocabulary learning.

Table 2. The Findings of Perceived Usefulness of TikTok

No.	Statements	Mean	Category
1.	Using TikTok helps me learn English vocabulary effectively. (F)	4.03	High
2.	TikTok does not expose me to a wide range of English vocabulary. (U)	3.45	High
3.	Using TikTok helps me learn the correct spelling and pronunciation of new English vocabulary. (F)	4.17	High
4.	The short-video format on TikTok makes it easier for me to remember new vocabulary. (F)	4.14	High
5.	Using TikTok helps me understand the real-life use of English vocabulary. (F)	4.25	Very High
6.	Using TikTok helps me use newly learned English words in conversations. (F)	4.05	High
7.	Using TikTok does not help me develop my English vocabulary, including verbs, nouns and adjectives. (U)	3.47	High
Overall Mean		**3.94**	**High**

Descriptions:
F = Favorable Statement
U = Unfavorable Statement

As shown in Table 2, the Perceived Usefulness indicator obtained an overall mean score of 3.94, which falls into the high category. Among the seven items, one item is categorized as very high, while the rest fall into the high category. Item 5 obtained the highest mean score (M = 4.25), indicating that students believe TikTok helps them understand the real-life use of English vocabulary. Item 3 (M = 4.17) also shows a high score, suggesting that students perceive TikTok as useful platform for

learning the correct pronunciation and spelling of new vocabulary. Consistent disagreement with the unfavorable statements further indicates that students tend to view TikTok positively. Overall, these findings show that students generally perceive TikTok as a useful platform for learning English vocabulary.

The high score on Item 5 suggests that TikTok provides contextual exposure to vocabulary through real-life situations, such as daily conversations and current trends. This supports the idea that vocabulary is better understood when presented in meaningful contexts, which is consistent with Zein et al. (2024) who stated that TikTok exposes students to various social and cultural contexts and helps them understand how vocabulary is used appropriately. The high score on Item 3 indicates that students benefit from TikTok's audio-visual features, which support pronunciation and spelling learning. This aligns with Kucan (2012) who emphasized that vocabulary learning involves multiple aspects, including pronunciation and spelling. Through TikTok videos, students can hear how words are pronounced while also seeing their written forms, which helps strengthen their understanding of vocabulary.

a. Perceived Ease of Use

This indicator used to examine whether students consider TikTok easy to use and understand with minimal effort in learning English vocabulary.

Table 3. The Findings of Perceived Ease of Use of TikTok

No.	Statements	Mean	Category
8.	TikTok is easy to access anytime and anywhere. (F)	4.52	Very High
9.	TikTok is difficult to use for learning English vocabulary. (U)	3.61	High
10.	I can quickly find the content I need for vocabulary learning using the search bar. (F)	4.22	Very High
11.	TikTok often causes confusion and technical difficulties when used for learning English vocabulary. (U)	3.69	High
12.	TikTok allows me to easily rewatch English vocabulary content. (F)	4.22	Very High
13.	TikTok is difficult to use without assistance from others. (U)	4.05	High
14.	TikTok provides clear and	4.02	High

	intuitive navigation that supports learning English vocabulary. (F)		
Overall Mean		**4.05**	**High**

Descriptions:
F = Favorable Statement
U = Unfavorable Statement

Based on the Table 3, this indicator obtained an overall mean score of 4.05, which falls into the high category. Among the seven items, three items are categorized as very high, while the remaining items fall into the high category. Item 8 obtained the highest mean score (M = 4.52). This item is also the highest among all items across the three indicators, indicating that students find TikTok easy to access anytime and anywhere. In addition, Items 10 and 12 (M = 4.22) also show high scores, suggesting that students can easily find and rewatch vocabulary learning content on TikTok.

The high score on Item 8 suggests that accessibility plays an important role in supporting vocabulary learning. Students can access TikTok anytime and anywhere, making learning more flexible and convenient. This flexibility allows students to engage with vocabulary learning beyond the classroom.

The high scores on Items 10 and 12 indicate that TikTok's features, such as the search function and replay option, help students find and review learning content easily. This supports the idea that a user-friendly platform can enhance the learning experience by reducing effort and making learning more efficient. Overall, these findings show that students consider TikTok an easy-to-use platform for learning English vocabulary.

b. Attitude Toward Using

Table 4. The Findings of Attitude Toward Using TikTok

No.	Statements	Mean	Category
15.	Using TikTok for learning English vocabulary is a good idea. (F)	4.22	Very High
16.	Using TikTok to learn English vocabulary is boring. (U)	3.84	High
17.	I am excited about using TikTok to learn English vocabulary. (F)	3.95	High
18.	I do not enjoy learning English vocabulary through TikTok. (U)	3.86	High
19.	I feel motivated to learn a lot of English vocabulary from TikTok. (F)	3.95	High
20.	I am willing to continue using TikTok for learning English vocabulary. (F)	3.95	High
21.	I am not satisfied with my	3.70	High

	experience using TikTok for learning English vocabulary. (U)		
Overall Mean		**3.92**	**High**

Descriptions:
F = Favorable Statement
U = Unfavorable Statement

Based on the Table 4, this indicator obtained an overall mean score of 3.92, placing it in the high category. Among the seven items, one item is categorized as very high, while the remaining items fall into the high category. Item 15 obtained the highest mean score (M = 4.22), indicating that students believe using TikTok for learning English vocabulary is a good idea. Items 17, 19, and 20 (M = 3.95) also show high scores, suggesting that students feel excited, motivated, and willing to continue using TikTok for vocabulary learning.

The high score on Item 15 suggests that students accept TikTok as an appropriate and enjoyable platform for learning English vocabulary. This finding is consistent with Hutasoit et al. (2025), who revealed that students enjoy using TikTok as a learning tool due to its engaging content and features. Similarly, Sinta and Zulfitri (2022) stated that TikTok utilizes appealing visual elements that attract students' attention and encourage active engagement in learning.

Furthermore, the high scores on Items 17, 19, and 20 indicate that students are not only interested in using TikTok but are also motivated to continue learning through the platform. This finding is supported by Detha et al. (2021) who found that TikTok can increase students' motivation to learn new vocabulary. Overall, these findings indicated that students have a positive attitude toward the use of TikTok as a vocabulary learning tool.

E. Conclusion

The results of the descriptive statistical analysis showed that all three indicators were classified in the High category. This indicates that the third-year students of the English Study Program FKIP Universitas Riau have a positive perception of using TikTok for learning English vocabulary.

The findings revealed that students consider TikTok as a useful medium for learning English vocabulary. TikTok helps them understand the real-life use of English vocabulary because the platform exposes them to various social and

cultural contexts, such as daily conversations and current trends, allowing them to observe authentic language use and making vocabulary learning more meaningful. In addition, TikTok helps students to improve pronunciation and spelling through its audio-visual features, allowing students to hear words while seeing their written forms.

The results also showed that TikTok is considered easy to use and accessible, allowing students to learn vocabulary in a flexible and convenient way. Furthermore, students show a positive attitude toward using TikTok as a vocabulary learning tool, reflected in their interest, enjoyment, and willingness to continue using the platform. Overall, these findings indicated that TikTok is perceived positively by students as a beneficial, user-friendly, and well-accepted tool for learning English vocabulary.

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