

Exploring Students Perception Of Tik Tok Based Educational Videos In Supporting English Vocabulary Acquisition At SMP Negeri 2 Baranti

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ABSTRACT

Vocabulary acquisition is an important aspect of English learning because it supports students' communication skills. However, many students still face difficulties in learning vocabulary due to limited exposure and less engaging learning methods. This study aimed to explore students' experiences and perceptions of TikTok-based educational videos in supporting English vocabulary acquisition at SMP Negeri 2 Baranti.

Vocabulary acquisition is an important aspect of English learning because it supports students' communication skills. However, many students still face difficulties in learning vocabulary due to limited exposure and less engaging learning methods. This study aimed to explore students' experiences and perceptions of TikTok-based educational videos in supporting English vocabulary acquisition at SMP Negeri 2 Baranti.

The findings showed that TikTok educational videos supported vocabulary learning through captions, visuals, audio, contextual examples, and repetition. Students perceived TikTok as an interesting, flexible, and motivating learning medium. Although some challenges appeared, such as distractions and difficult vocabulary, TikTok was considered a useful supplementary tool for improving students' English vocabulary acquisition.

INTRODUCTION

English has become one of the most important international languages used in education, technology, business, and global communication. In Indonesia, English is taught as a foreign language at various educational levels, requiring students to develop fundamental language competencies. Among the different components of English learning, vocabulary acquisition plays a crucial role because vocabulary knowledge determines learners' ability to understand messages, communicate ideas, and participate effectively in English interactions. Without sufficient vocabulary knowledge, students may experience difficulties in developing other language skills, including listening, speaking, reading, and writing.

Vocabulary acquisition remains one of the major challenges faced by Indonesian EFL learners. Many students still experience difficulties in recognizing, understanding, and applying new English words in meaningful contexts. Conventional vocabulary learning practices often emphasize memorization, translation, and textbook-based exercises. Although these approaches provide basic vocabulary exposure, they may not always create engaging learning experiences that encourage students to actively retain and use newly learned words. Consequently, learners require alternative learning resources that provide meaningful, contextualized, and continuous exposure to English vocabulary.

The rapid development of digital technology has significantly transformed students' learning behaviors and access to information. Social media platforms have become an important part of students' daily activities, providing opportunities for informal learning beyond classroom environments. Through digital platforms, learners can encounter authentic English input through videos, conversations, captions, and interactive content. This phenomenon is related to the concept of Informal Digital Learning of English (IDLE), where learners independently engage with English through digital resources based on their interests and needs.

Among various social media platforms, TikTok has gained considerable popularity among adolescents and young learners. TikTok provides short-form videos that combine multiple modes of communication, including visual images, spoken language, written captions, and interactive elements. These characteristics make TikTok a potential educational medium for language learning, particularly vocabulary development. Through short educational videos, students can encounter new words, observe pronunciation models, and understand vocabulary meanings through contextual examples.

The educational potential of TikTok is supported by multimedia learning principles. Mayer (2009) explains that learning becomes more effective when information is presented through both visual and auditory channels because learners can process information through multiple cognitive systems. In vocabulary learning,

the combination of images, sounds, captions, and contextual demonstrations may help students create stronger connections between words and meanings. Therefore, TikTok-based educational videos may provide meaningful input that supports vocabulary recognition, understanding, and retention.

Several previous studies have investigated the relationship between TikTok use and English vocabulary learning. Research has indicated that TikTok can increase students' motivation, provide authentic language exposure, and support vocabulary development through repeated encounters with words. However, many previous studies have primarily focused on quantitative measurements of vocabulary improvement or general effectiveness. Limited attention has been given to students' actual experiences, perceptions, and learning processes when interacting with TikTok educational content.

In the context of SMP Negeri 2 Baranti, preliminary observations indicate that students frequently use TikTok in their daily lives, but many students still perceive the platform mainly as entertainment media rather than a learning resource. Although students may encounter English words through TikTok videos, they are not always aware of the potential learning opportunities provided by captions, pronunciation examples, repetition, and contextual explanations. This condition highlights the importance of exploring students' perspectives regarding TikTok as a vocabulary learning medium.

Therefore, this study aims to explore students' perceptions of TikTok-based educational videos in supporting English vocabulary acquisition at SMP Negeri 2 Baranti. By investigating students' experiences, the features they consider helpful, and the challenges they encounter, this research provides deeper insight into how TikTok can function as a supplementary tool in English vocabulary learning. The findings are expected to contribute to discussions on technology-enhanced language learning and the integration of digital media into EFL education.

LITERATURE REVIEW

TikTok is a social media platform that allows users to create, share, and interact with short-form videos containing various multimedia elements. Unlike traditional learning media, TikTok integrates visual, auditory, and textual information within a brief and engaging format. Anderson (2021) explains that TikTok's design encourages continuous interaction through short videos, personalized recommendations, and repeated exposure, making it highly attractive among young users. These characteristics provide opportunities for educational applications, including English language learning.

In educational contexts, TikTok can function as an informal learning environment where students access knowledge outside formal classrooms. The platform supports learner autonomy because students can select content based on their interests and learning needs. Lee (2019) argues that digital platforms can facilitate Informal Digital Learning of English (IDLE), where learners develop language abilities through voluntary engagement with online materials.

One of the important characteristics of TikTok is its multimodal nature. Videos on TikTok commonly combine spoken explanations, written captions, images, gestures, and background sounds. According to Mayer's Multimedia Learning Theory, learners understand information more effectively when verbal and visual information are presented together. In vocabulary learning, multimodal input helps students connect new words with meanings more easily.

TikTok also supports microlearning through its short video format. Microlearning provides learning materials in small and focused segments, allowing students to concentrate on specific information without excessive cognitive load. Short vocabulary videos can introduce individual words, meanings, pronunciation, and examples within a limited time, making learning more manageable and flexible.

Vocabulary acquisition refers to the process through which learners recognize, understand, remember, and use new words. Nation (2001) states that vocabulary knowledge involves multiple aspects, including word form, meaning, and usage. Therefore, learning vocabulary is not simply memorizing translations but developing comprehensive knowledge of how words function in communication.

Vocabulary plays a fundamental role in language learning because it supports all language skills. Wilkins (1972) emphasizes that vocabulary is essential for conveying meaning in communication. Students with limited vocabulary often experience difficulties understanding texts, participating in conversations, and expressing ideas effectively. The process of vocabulary learning involves several stages, including encountering new words, understanding their meanings, connecting them with existing knowledge, and using them in appropriate contexts. Hatch and Brown (1995) explain that repeated exposure and meaningful contexts are important factors in vocabulary development. Digital platforms such as TikTok can provide these opportunities through repeated viewing and contextual examples.

TikTok-based vocabulary learning combines several elements that support vocabulary acquisition. Captions help learners recognize word forms, audio supports pronunciation, visuals clarify meanings, and repetition strengthens memory. Through these features, TikTok provides learners with multiple opportunities to process and retain vocabulary. Based on the previous discussion, TikTok has potential as a supplementary medium for English vocabulary acquisition. However, the effectiveness of TikTok depends on students' awareness, engagement, and ability to select

appropriate educational content. Therefore, understanding students' perceptions is important to determine how TikTok contributes to vocabulary learning experiences.

Method

This study employed a qualitative descriptive research design to explore students' perceptions and experiences regarding the use of TikTok-based educational videos in supporting English vocabulary acquisition. A qualitative approach was selected because the research focused on understanding students' perspectives, learning experiences, and interpretations rather than measuring numerical improvement. According to Sandelowski (2000), qualitative descriptive research is appropriate for providing a comprehensive description of participants' experiences using language that remains close to the original data.

The research was conducted at SMP Negeri 2 Baranti, Indonesia. The participants of this study were ten students from class VIII C who were selected through purposive sampling. The selection criteria included students who actively used TikTok, had experience accessing English-related content, and were willing to participate in interviews and observations. These participants were considered capable of providing relevant information regarding their experiences of using TikTok as a medium for vocabulary learning.

The primary instrument in this research was the researcher, who was responsible for collecting, analyzing, and interpreting the data. To support the data collection process, several instruments were used, including semi-structured interview guidelines, observation sheets, and documentation tools. The interview questions focused on students' experiences, perceptions, benefits, challenges, and opinions regarding TikTok-based educational videos for English vocabulary acquisition.

Data were collected through three techniques: interviews, observation, and documentation. Semi-structured interviews were conducted with ten students to obtain detailed information about their experiences in learning vocabulary through TikTok. Observation was conducted to examine students' behaviors when interacting with English educational videos, such as paying attention to captions, replaying videos, and imitating pronunciation. Documentation was used to collect supporting evidence, including screenshots, vocabulary examples, and relevant digital materials.

The data analysis process followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data reduction, data display, and conclusion drawing. Interview recordings were transcribed and categorized based on emerging themes related to vocabulary learning, TikTok features, motivation, perceptions, and challenges. The researcher also used NVivo software to assist the coding and organization of qualitative data.

To ensure the credibility of the findings, this study applied triangulation and member checking. Data from interviews, observations, and documentation were compared to identify consistency among different sources. Furthermore, interview interpretations were confirmed with participants to ensure that the findings accurately represented their experiences and perceptions. Through these procedures, the research attempted to provide trustworthy insights into the role of TikTok-based educational videos in English vocabulary acquisition.

RESULTS AND DISCUSSION

The findings of this study revealed that TikTok was a familiar digital platform among students at SMP Negeri 2 Baranti. Most participants reported using TikTok regularly in their daily activities, with several students accessing the platform every day or several times a week. This frequent use indicated that TikTok had become an important part of students' digital habits and provided continuous opportunities for exposure to English content.

The interview results showed that students experienced vocabulary development through their interaction with TikTok educational videos. Students reported learning new words through English-learning videos, conversations, storytelling content, and educational explanations. They explained that TikTok introduced vocabulary in meaningful contexts, allowing them to understand not only word meanings but also how vocabulary was used in real communication situations.

Students identified several TikTok features that supported their vocabulary learning. Captions were considered helpful because they allowed students to recognize spelling and understand unfamiliar words. Visual elements helped students understand meanings more quickly, while audio features supported pronunciation development. Repetition was also considered beneficial because students could watch the same video several times until they understood the vocabulary presented.

The findings indicated that students experienced improvement in different aspects of vocabulary knowledge. Some students reported increased knowledge of informal expressions and slang commonly used in daily communication. Others experienced improvement in academic vocabulary, pronunciation, listening vocabulary, and cultural expressions. These differences were influenced by the types of English content students frequently watched on TikTok.

Students also expressed positive perceptions regarding TikTok as a learning medium. Most participants considered TikTok interesting, enjoyable, and easier to access compared to traditional vocabulary learning methods. They explained that learning through TikTok felt less stressful because they could study independently, select preferred content, and repeat videos according to their learning needs.

The results further showed that TikTok increased students' motivation to learn English vocabulary. Students stated that the combination of entertainment and educational content made vocabulary learning more attractive. Instead of viewing vocabulary learning as a difficult activity, students perceived TikTok as a flexible platform that allowed them to learn English naturally during their daily digital activities.

Despite the positive experiences, students also reported several challenges when using TikTok for vocabulary learning. The most common challenge was distraction caused by non-educational content appearing on the platform. Other difficulties included unfamiliar vocabulary, slang expressions, fast pronunciation, limited explanations, internet connection problems, and challenges understanding different English accents.

Overall, the findings demonstrated that TikTok-based educational videos contributed positively to students' vocabulary learning experiences. The platform provided meaningful exposure, multimodal input, and opportunities for independent learning. However, students also recognized that TikTok should be used selectively and supported by appropriate guidance to maximize its educational benefits.

Discussion

The findings of this study demonstrate that TikTok-based educational videos can support English vocabulary acquisition among junior high school students. Students reported that they encountered new vocabulary through repeated exposure, contextual examples, captions, and explanations provided in short videos. This finding supports Hatch and Brown's (1995) view that vocabulary learning requires meaningful encounters with words and opportunities to understand their usage in context.

The role of TikTok's multimodal features was one of the most significant findings in this research. Students emphasized that captions, visuals, audio, and repetition helped them understand and remember new vocabulary. This finding is consistent with Mayer's Multimedia Learning Theory, which suggests that combining verbal and visual information improves learners' cognitive processing and knowledge retention. The integration of multiple modes in TikTok videos allows students to process vocabulary through different channels simultaneously.

The findings also indicate that TikTok supports informal digital learning of English (IDLE). Students often encountered English vocabulary outside classroom settings through their personal use of TikTok. This supports Lee's (2019) argument that digital environments provide opportunities for learners to develop language skills through self-directed and voluntary activities. TikTok allows students to engage with English content naturally without feeling restricted by formal classroom structures.

Students' positive perceptions of TikTok were closely related to motivation. The

participants considered TikTok enjoyable, interesting, and relevant to their daily lives. This finding suggests that familiarity with digital platforms can increase students' willingness to engage in vocabulary learning. When learning activities are connected with students' interests, they may become more motivated to explore and practice new vocabulary.

The study also found that TikTok exposed students to various types of vocabulary, including informal expressions, slang, academic words, and cultural vocabulary. This indicates that TikTok provides authentic language input that may not always be available in textbooks. Through exposure to real-life communication contexts, students can develop broader vocabulary knowledge and understand how English is used naturally.

However, the findings also reveal that TikTok has limitations as a learning medium. Students experienced distractions from entertainment content and sometimes encountered vocabulary that was too difficult or insufficiently explained. These challenges demonstrate that digital platforms require learner awareness and guidance. Without appropriate strategies, the abundance of online content may reduce students' focus on educational purposes.

The findings suggest that teachers have an important role in integrating TikTok into English learning. Rather than replacing traditional instruction, TikTok can function as a supplementary resource that enriches classroom activities. Teachers can help students identify reliable educational content and guide them in using digital media effectively for vocabulary development.

Overall, this study confirms that TikTok has educational potential in supporting English vocabulary acquisition. The combination of accessibility, multimodal presentation, contextual learning, and learner autonomy makes TikTok a valuable supplementary tool. Nevertheless, effective implementation requires purposeful use, digital literacy, and appropriate teacher support to overcome potential challenges.

CONCLUSION

This study concludes that TikTok-based educational videos provide positive support for English vocabulary acquisition among students at SMP Negeri 2 Baranti. The platform enables students to encounter new vocabulary through engaging and meaningful digital content that combines visual, auditory, and textual elements.

The findings show that TikTok features such as captions, visuals, pronunciation

models, and repetition contribute to students' understanding, retention, and use of new vocabulary. Students generally perceive TikTok as an interesting, flexible, and motivating learning medium that supports independent vocabulary learning outside the classroom.

Although TikTok provides valuable opportunities for vocabulary development, several challenges remain, including distractions, difficult vocabulary, limited explanations, and technical problems. Therefore, TikTok should be utilized as a supplementary learning tool with appropriate guidance from teachers and responsible use by students to maximize its educational benefits.

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