



**ENGLISH STUDY PROGRAM OF FKIP UNRI STUDENTS' PERCEPTIONS
ON THE USE OF TIKTOK AS A SELF-LEARNING MEDIA IN ENGLISH
VOCABULARY**

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ABSTRACT

This study aims to find out the English Study Program of FKIP UNRI students' perceptions on the Use of TikTok as a Self-Learning Media in English Vocabulary. A quantitative descriptive method was employed, using a close-ended questionnaire with a Likert scale. The sample consisted of 100 first-semester students selected through purposive sampling with 37 students as try-out sample and 63 students as real-sample. The data analysis revealed that students' perceptions of using TikTok for learning English vocabulary were in the "positive" category, with an average score of 3.98 or 79.7%. Students reported that TikTok offers engaging content, is easily accessible anytime and anywhere, and increases their motivation and interest in learning vocabulary independently. Therefore, TikTok is considered an effective and enjoyable tool to support English vocabulary acquisition among university students.

Keywords: Student Perception, TikTok, Self-Learning, English Vocabulary.

**PERSEPSI MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS FKIP
UNRI TERHADAP PENGGUNAAN TIKTOK SEBAGAI MEDIA PEMBELAJARAN
MANDIRI DALAM KOSAKATA BAHASA INGGRIS**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi mahasiswa Program Studi Pendidikan Bahasa Inggris FKIP UNRI terhadap penggunaan TikTok sebagai media pembelajaran mandiri dalam kosakata bahasa Inggris. Metode yang digunakan adalah deskriptif kuantitatif dengan menggunakan angket tertutup berbentuk skala Likert. Sampel terdiri dari 100 mahasiswa semester pertama yang dipilih melalui teknik purposive sampling, dengan 37 mahasiswa sebagai sampel uji coba dan 63 mahasiswa sebagai sampel penelitian sesungguhnya. Hasil analisis data menunjukkan bahwa persepsi mahasiswa terhadap penggunaan TikTok dalam pembelajaran kosakata bahasa Inggris berada pada kategori "positif", dengan skor rata-rata 3,98 atau 79,7%. Mahasiswa menyatakan bahwa TikTok menyajikan konten yang menarik, mudah diakses kapan saja dan di mana saja, serta meningkatkan motivasi dan minat mereka dalam belajar kosakata secara mandiri. Oleh karena itu, TikTok dianggap sebagai alat yang efektif dan menyenangkan untuk mendukung penguasaan kosakata bahasa Inggris di kalangan mahasiswa.

Kata Kunci: Persepsi Mahasiswa, TikTok, Pembelajaran Mandiri, Kosakata Bahasa Inggris.

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INTRODUCTION

English is an international language of communication. English is essential for the learners to convey their thoughts and interact in different situations. In English practice, students still face many difficulties during the English learning process. Some of the reasons for the problem are the students are not confident with their English language, difficulty in memorizing vocabulary, and lack of support from the surrounding environment. According to Langi (2020), English study program students often face various problems in mastering vocabulary, including lack of exposure to English, minimal interaction with native English speakers, ineffective vocabulary learning strategies, inability to connect vocabulary with context, lack of motivation to learn vocabulary, low self-confidence in using vocabulary.

In today's digital era, students increasingly rely on social media as part of their learning process. TikTok, as a popular short-video platform, has become one of the tools used by students to support their academic development, including language learning. TikTok offers audiovisual content that is brief, attractive, and accessible anytime and anywhere. Most students were already familiar with TikTok, have used it to study, and feel positive about its educational benefits (Adnan *et al.*, 2022). This platform is believed to stimulate students' interest and motivation in learning, particularly in enriching English vocabulary.

Vocabulary is one of the essential components of any language, especially in learning English. Someone will have difficulty in understanding reading, writing, speaking, and listening, if they have limited vocabulary. In fact, learning vocabulary means not just know a new words but also understanding the meanings, the functions, and the applicability in various contexts and situations. "TikTok's short, engaging videos can be used to introduce and reinforce vocabulary, and the platform's algorithm can be used to personalize vocabulary learning for individual learners" (Tran, 2023). So, it is suitable for English study program students because it can help students learn vocabulary independently more easily and effectively. The objective of the research is to find out the English Study Program of FKIP UNRI students' perceptions on the use of TikTok as a self-learning media in English vocabulary.

LITERATURE REVIEW

Perception

According to Walgito (2010), "perception is the core of communication. It means that perception is a process that is preceded by the sensing process, which is the process of receiving stimuli by the individual through the sense organs or also called a sensory process". In addition, perception can be defined as an integrated response within an individual, as the structuring, and interpreting of sensory stimuli to make them meaningful. Perception is the process where information comes to human brain. There are two kinds of perception: Positive perception and Negative perception.

As stated by Walgito (2010), there are three components of perception as follows:

1. Cognitive
This component focuses on an individual's knowledges, beliefs, and thoughts about an object or situation. Measuring of what respondents think.
2. Affective
This component assessing an individual's feelings, emotions, and sentiments towards an object or situation. Measuring of what respondents feel.
3. Conative
This component related to an individual's willingness, intensity, and behavior regarding an object or situation. Measuring of what respondents will do.

TikTok



According to Adnan & Morat (2022), In education, TikTok enhances classroom interactivity, accessibility, and collaboration, as well as a window for online learning. TikTok is good application for students to learn new things in their life, especially as an online learning method.

There are some advantages of TikTok videos as follows:

1. TikTok videos are shorter in duration
2. Increase students' motivation through TikTok videos
3. TikTok videos help students' vocabulary
4. TikTok videos can be played repeatedly

However, TikTok videos still have disadvantage, such as the following:

1. Sometimes TikTok videos creates new confusion for students
2. Students can't ask questions directly and quickly

Vocabulary

Vocabulary is considered as one of the most essential components of a language, especially in English. According to Alqahtani (2015), "vocabulary is the total number of words required to convey ideas and communicate the speaker's meaning. Vocabulary is a collection of words that belong to a person or other entity or are part of a particular language". English vocabulary is divided into active vocabulary and passive vocabulary. This is based on its use in language skills. Active vocabulary is words that can be easily understood and pronounced by someone and used contextually in speaking and writing skills. Meanwhile, passive vocabulary is vocabulary that is recognized and understood by someone according to the context. The importance of vocabulary is demonstrated daily in and out the school. students need a solid foundation of vocabulary knowledge to be able to use English in any academic environment. Regardless of a student's proficiency in grammar or pronunciation, they cannot communicate effectively without sufficient vocabulary knowledge. This is mainly because vocabulary is more meaningful to the text than grammar. In other words, vocabulary is one of the language elements that influences the development of students' communication and language skills.

According to Hatch & Brown (1995), there are five important steps in learning vocabulary:

1. Having sources for encountering new words
2. Getting the word form
3. Getting the word meaning
4. Making a strong memory connection between the form and the meaning of the words
5. Using the word

RESEARCH METHOD

This study used a descriptive quantitative design. The population included 117 first-semester students of the English Study Program at FKIP UNRI. A purposive sampling technique was used to select 100 students, comprising 37 students for the try-out and 63 for the main sample.

The instrument was a close-ended questionnaire developed based on Walgito's (2010) perception theory, consisting of 14 items across cognitive, affective, and conative indicators. In this research, the researcher adapted a questionnaire from the study of Afreliyanna (2023) which related to the responses of the students about learning by using TikTok. Likert scale was employed to score each response. The questionnaire was distributed online via Google Forms. Validity and reliability tests were conducted using SPSS 26.

RESULTS AND DISCUSSION

The research aims to find out the English Study Program of FKIP UNRI students' perceptions



on the Use of TikTok as a Self-Learning Media in English Vocabulary. In data collection, the researcher distributed online questionnaires to the students through Google Forms. The research involved three different classes: Class 1A and Class 1B, with a total of 63 students who responded to the questionnaire, and Class 1C, with 37 students as the try-out samples.

No.	Statements	SD		D		N		A		SA		Mean	Percentage of Mean	Interpretation
		F	%	F	%	F	%	F	%	F	%			
1.	There are lots of English vocabulary learning content videos on TikTok application.	2	3.2 %	5	7.9 %	7	11.1 %	18	28.6 %	31	49.2 %	4.13	82.6%	Very Positive
2.	I can learn English vocabulary independently through TikTok videos.	2	3.2 %	5	7.9 %	12	19.0 %	26	41.3 %	18	28.6 %	3.84	76.8%	Positive
3.	I can use TikTok videos to learn English vocabulary anytime and anywhere.	3	4.8 %	3	4.8 %	9	14.3 %	18	28.6 %	30	47.6 %	4.10	82%	Very Positive
4.	I am not familiar and can't use the TikTok application.	47	74.6 %	11	17.5 %	1	1.6 %	2	3.2 %	2	3.2 %	4.57	91.4%	Very Positive



5.	TikTok application is not easy to use to learn English vocabulary.	32	50.8%	24	38.1%	3	4.8%	3	4.8%	1	1.6%	4.32	86.4%	Very Positive
6.	The duration of TikTok videos is too short to learn English vocabulary.	10	15.9%	12	19.0%	31	49.2%	8	12.7%	2	3.2%	3.32	66.4%	Positive
7.	I am interested in using learning media such as the TikTok application to learn English vocabulary.	3	4.8%	3	4.8%	10	15.9%	27	42.9%	20	31.7%	3.92	78.4%	Positive
8.	I like learning English vocabulary using TikTok videos.	4	6.3%	5	7.9%	12	19.0%	27	42.9%	15	23.8%	3.70	74%	Positive
9.	Learning English vocabulary by using TikTok	3	4.8%	4	6.3%	25	39.7%	25	39.7%	6	9.5%	3.43	68.6%	Positive



	increases my confidence to communicate in English.													
10.	I am not interested in the TikTok application for learning English vocabulary.	34	54.0%	19	30.2%	5	7.9%	1	1.6%	4	6.3%	4.24	84.8%	Very Positive
11.	I dislike using TikTok videos as media for learning English vocabulary.	36	57.1%	20	31.7%	2	3.2%	3	4.8%	2	3.2%	4.35	87%	Very Positive
12.	Learning English vocabulary by using TikTok is not fun and I feel bored.	29	46.0%	26	41.3%	7	11.1%	0	0%	1	1.6%	4.30	86%	Very Positive
13.	Using TikTok as one of learning media can motivate me to improve my English	2	3.2%	3	4.8%	14	22.2%	26	41.3%	18	28.6%	3.87	77.4%	Positive



	vocabulary skills.													
14	I never felt compelled to use TikTok as a medium to learn English vocabulary.	16	25.4%	20	31.7%	19	30.2%	6	9.5%	2	3.2%	3.67	73.4%	Positive
Average												3.98	79.7%	Positive

Based on the average result of 3.98 (79.7%), it shows that English Study Program of FKIP UNRI students' perceptions on the use of TikTok in learning English vocabulary are categorized as **High** or **Positive**.

- **Validity**

According to Sugiyono (2017), the validity test is the process of measuring the extent to which a research instrument is capable of measuring what it is intended to measure. The basis for taking the validity test is to compare the R_{count} value with the R_{table} value: If the value of $R_{count} > R_{table}$ is valid. Meanwhile, if the value of $R_{count} < R_{table}$ is invalid. To acquire the value of r_{table} , the formula is $df = n-2$ (Sig. 0.05).

$$\text{So, } df = 63 - 2 = 61$$

At df 61 with a significant level 0.05 or 5%, the r_{table} is 0.248. So, if the $r_{count} > 0.248$, the item of questionnaire is valid. The result of validity test is shown in the table below:

Items	R-Count	R-Table 5% (63)	Result
Item 1	0.742	0.248	Valid
Item 2	0.838	0.248	Valid
Item 3	0.779	0.248	Valid
Item 4	0.719	0.248	Valid



Item 5	0.695	0.248	Valid
Item 6	0.401	0.248	Valid
Item 7	0.864	0.248	Valid
Item 8	0.804	0.248	Valid
Item 9	0.749	0.248	Valid
Item 10	0.662	0.248	Valid
Item 11	0.700	0.248	Valid
Item 12	0.801	0.248	Valid
Item 13	0.863	0.248	Valid
Item 14	0.507	0.248	Valid

From the table above, it can be seen that all the instruments are **Valid** because of all values of $R_{\text{count}} > R_{\text{table}}$.

- **Reliability**

The reliability test is a process used to measure the consistency of a research instrument in producing stable and consistent data when used in repeated measurements (Sugiyono, 2017). An instrument is considered reliable if repeated measurements on the same subject give consistent results. In the reliability test, the Cronbach's Alpha Reliability Method (α) is used because each statement employs an interval measurement scale.

If the Cronbach's Alpha value is > 0.60 , the questionnaire is declared reliable. Meanwhile, if the Cronbach's Alpha value is < 0.60 , the questionnaire is declared unreliable.

Cronbach's Alpha	N of Items
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0.928	14
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From the table above, it can be seen that the Cronbach's Alpha value is 0.928 which is declared **reliable**.

Discussion

After analyzing the research findings, the results of the students' responses to both positive and negative statement are as follows:

- Based on the percentages of positive statements, the highest percentage is 82.6% for the statement "*There are lots of English vocabulary learning content videos on TikTok application*". The middle percentage is 77.4% for the statement "*Using TikTok as one of learning media can motivate me to improve my English vocabulary skills*". The lowest percentage is found in the statement "*Learning English vocabulary by using TikTok increases my confidence to communicate in English*" with a percentage of 68.6%.
- Meanwhile, based on the percentages of negative statements, the highest percentage is 91.4% for the statement "*I am not familiar and can't use the TikTok application*". The middle percentage is 86% for the statement "*Learning English vocabulary by using TikTok is not fun and I feel bored*". The lowest percentage is found in the statement "*The duration of TikTok videos is too short to learn English vocabulary*" with a percentage of 58%.

Overall, with an average percentage of 79.7% (or a mean score of 3.98), it can be concluded that these results show that TikTok is positive perception as self-learning media in learning English vocabulary, which is students perceive TikTok as an effective and engaging platform for self-learning English vocabulary.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the findings and discussions presented in Chapter 4, it can be concluded that students generally have positive perceptions on the use of TikTok as a self-learning media in English vocabulary. The most of the students agreed that TikTok contains abundant and accessible English vocabulary learning content, allowing students to learn independently anytime and anywhere. Furthermore, many students stated that using TikTok as a learning medium motivates students to improve their English vocabulary skills and increases their interest in learning. In contrast, responses to negative statements shows that most students disagreed with the statement that TikTok is difficult to use, uninteresting, or ineffective for learning English vocabulary.

These findings are consistent with previous research that also emphasizes TikTok's potential in supporting language learning by offering an interactive and enjoyable learning experience. However, some challenges remain, such as the limited duration of videos and the requirement for a stable internet connection. In conclusion, TikTok can be considered an effective and engaging platform for self-learning English vocabulary, as students feel comfortable using it and perceive it as both enjoyable and beneficial to their learning process.



Recommendations

This research has some limitations that must be complemented in the further research. Based on the research findings and conclusions, the researcher would like to offer recommendations as follows:

1. To Students are recommended to continue utilizing TikTok as a self-learning media for enhancing their English vocabulary. They should actively explore educational content and follow creators who focus on language learning to maximize the benefits.
2. To Educators are recommended to integrating TikTok into their teaching strategies by recommending relevant educational accounts or creating engaging content tailored to students' learning needs.
3. To Future researchers are recommended to explore the effectiveness of TikTok in improving other aspects of English learning, such as grammar, pronunciation, or writing skills.

By implementing these recommendations, the use of TikTok as an educational tool can be further optimized, contributing positively to students' English vocabulary development and overall language proficiency.

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