Learner's Perspective in Enhancing Vocabulary Acquisition Through TikTok: An Analysis of the @kampunginggrislccom Account

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Abstract. This study investigates the effectiveness of TikTok, specifically the @kampunginggrislccom account, in enhancing vocabulary acquisition for English as a Foreign Language (EFL) learners. Vocabulary mastery is essential for language development, and in the digital age, TikTok emerges as a promising platform for language learning. The research emphasises the importance of vocabulary in language acquisition, utilising a quantitative approach to understand learners' perspectives. Results indicate that the @kampunginggrislccom account is highly effective, particularly for participants aged 18-34. The findings highlight TikTok's potential to replace traditional teaching methods, although challenges such as limited time for learning are identified. This research provides valuable insights into language education in the digital age, encouraging exploration of innovative approaches through social media platforms, particularly TikTok.

Keywords: Learner's Perspective, TikTok, Vocabulary Acquisition

1. INTRODUCTION

The field of education has had significant advancements in recent times. These advancements can be attributed to various sources, including the growth of knowledge and the development of information technology, which is becoming increasingly prevalent. Education must keep pace with technological advancements in the era of Industry 4.0 to support the learning process (Fitriyah & Sholichah, 2023). TikTok is a popular social media platform that allows users to create, share and discover short-form videos. While the platform is well-known for users posting videos of themselves dancing, lip-syncing, or showcasing other talents, videos of users sharing specific knowledge have gained popularity as a result of initiatives such as "Learn on TikTok" (Fiallos et al., 2021). One of these platforms offers a vast collection of English learning videos created by creators from Indonesia and around the world. Putri (in Anumanthan & Hashim, 2022) said the same thing that the content creators impart knowledge to viewers by teaching everything they know from their experience, which benefits them in the long run. Additionally, TikTok is an app that features creative tunes and movements in the form of brief movies. This states that the app is useful not only for entertainment but also for teaching various topics and sharing values and skills.

In this modern era, technology is advancing at a rapid pace. Today, there are 2.95 billion social network users worldwide. The use of social media is exciting and easily accessible, especially for the younger generation. Social networking is highly beneficial; now the Internet has become a significant means of communication. According to Eurostat, in 2018, 69% of people aged 16 to 74 years in the United Kingdom used mobile devices (mobile

phones or smartphones, laptops and tablets) to connect to the internet, compared to 2013 data, which showed only 43% of people using mobile devices (Pikhart & Botezat, 2021). As we can see, students can enhance their vocabulary competency by utilising TikTok to access content that includes vocabulary, phrases, and quizzes. TikTok's popularity has been steadily increasing for several reasons, particularly among younger people. With 69% of its members being between the ages of 16 and 24, TikTok has a youthful user base (Erwani et al., 2022).

There are three key advantages to incorporating videos into the teaching and learning process. First, watching the movie helps learners appreciate the process of learning a language. Learning a language is meant to be a joyful experience, and the video makes the classroom visually appealing and entertaining. Teaching using video makes the teaching-learning process more varied. The various media applied by teachers can motivate students to learn and create a comfortable learning environment during the teaching and learning process in the classroom. Moreover, video becomes a highly complex medium that can incorporate a variety of audio and visual elements (Hakim, 2016).

Understanding and enhancing vocabulary is crucial for language development. It serves as the fundamental building block of English sentences and holds significant importance for individuals learning a second language. Limited vocabulary can impede the smooth integration of second-language learners. Vocabulary, in this context, refers to the linguistic elements that connect listening, speaking, reading, and writing in the acquisition of a foreign language. To master English vocabulary, learners need to be independent, proficient in communication, use accurate words and phrases, and employ effective strategies for precise vocabulary usage. The acquisition of new vocabulary in a second language not only expands linguistic accomplishments but also enhances overall language skills (Alghameeti, 2022).

TikTok has become a vital platform for young people to communicate and share information, and as a result, it is becoming increasingly important in language education (Abdullah et al., 2023). Having a grasp of English serves as a means of communication, motivating students to engage in effective communication, particularly during the learning phase. This fosters clarity and ease in understanding the communication, helping students acclimate to its usage. Furthermore, emphasis is placed on students mastering the essential language skills of listening, speaking, reading, and writing. Achieving proficiency in these four aspects is dependent on the student's thorough mastery of vocabulary (Mauriza & Siregar, 2022).

TikTok presents itself as a viable social media platform for Language learning, particularly in English. The abundance of captivating photo posts or images serves as a medium to convey English language content effectively. Moreover, the integration of Instagram into learning methods has the potential to enhance the overall quality of student learning (Zalzabilah, 2022). TikTok, a social network focused on sharing short-form videos, has rapidly gained popularity in recent years, mainly due to its distinctive feature of concise videos spanning various genres, notably comedy and performance. These videos, originating from TikTok, have found widespread application in diverse settings, including educational contexts such as classroom teaching. Therefore, this project examines the impact of TikTok on engaging students and introducing them to new vocabulary in the English language, using specific videos from the platform as examples (Bernard, 2021).

TikTok has received positive feedback from students who have reported benefits from using TikTok in learning English vocabulary (Simanungkalit & Katemba, 2023). Fahdin (2020) confirms that students appreciate the ease with which they can study English vocabulary using TikTok at any time and from any place. Additionally, students can customise their learning experience by selecting the vocabulary subjects they choose to focus on through the TikTok videos. Moreover, make it simple for them to retain the new

terminology they have learnt in English. The discovery of new phrases is another reason why students enjoy using TikTok as a learning tool. In addition to collaborative learning, students can work together to generate material and exchange ideas, which is a valuable tool for learning and practising vocabulary in English. (Cahyono & Perdhani, 2023)

TikTok provides learners with exposure to authentic language use, enabling them to understand the practical application of the language in real-life situations (Ibrahim et al., 2023). EFL students have shown favourable views when using social media to learn English, which can increase their motivation and desire to speak and learn the language. TikTok can help students master practical English that can be applied in real-life social situations, emphasising the social function of language in English classrooms.EFL students have shown favourable views when using social media to learn English, which can increase their motivation and desire to speak and learn the language. TikTok can help students master practical English that can be applied in real-life social situations, emphasising the social function of language in English classrooms. (Chen & Kang, 2023). Vocabulary improvement is one of the main reasons why students use this app for learning. (Rahmawati & Anwar, 2022). Students generally have positive opinions about using TikTok to improve their vocabulary, as it offers an easy, customised, and entertaining method for learning and practising English vocabulary. To fully comprehend the impact of TikTok on children's vocabulary development and identify any potential drawbacks or challenges, further investigation is necessary. (Cahyono & Perdhani, 2023)

Therefore, through a comprehensive analysis of the @kampunginggrislccom TikTok account, this research explores the perspectives of students in utilising TikTok as a tool to enhance their vocabulary acquisition skills. By scrutinising the impact and efficacy of this innovative approach, we aim to gain valuable insights into the evolving landscape of language education in the digital age and contribute to the discourse surrounding effective language learning methods. Because people usually acquire vocabulary through media such as journals, novels, and books, whereas here they can use an alternative, like social media, especially TikTok. Based on the explanation above, the research aims to determine the level of vocabulary mastery among EFL students who use and do not use the TikTok application.

The research question of this study is: *What are students' perceptions of using TikTok, particularly @kampunginggrislccom, as a tool for vocabulary acquisition in English language learning?*

2. METHOD

This study employs a quantitative research design, utilising a survey with closed-ended questions to collect data on learners' perspectives on improving vocabulary acquisition through TikTok, with a specific focus on the @kampunginggrislccom account.

Gender of Participants

■ Male ■ Female ■ ■
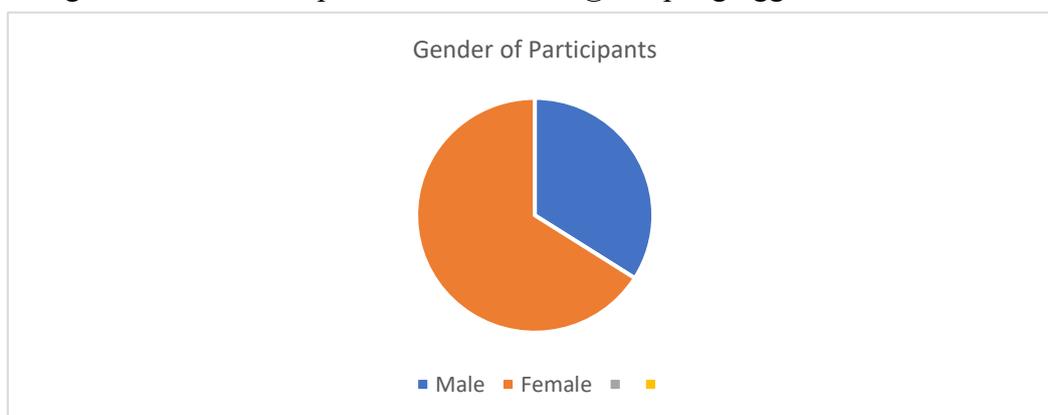
Figure 1. Gender of the Participants

The participants in this study consisted of 100 individuals, comprising 34 males and 66 females.
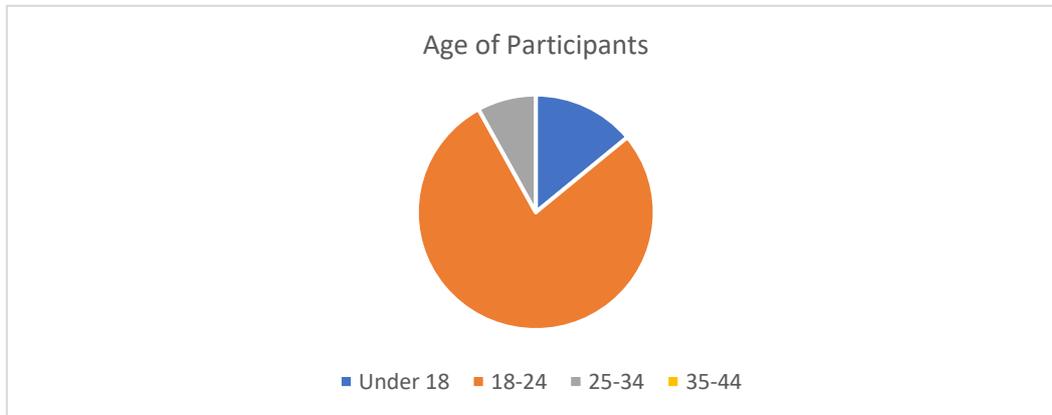

Figure 2. Age of the Participants

The average age of participants was highest among those aged 18-24 years old, with 78 participants, followed by 18 years old, with 14 participants, and finally 25-34 years old, with 8 participants.
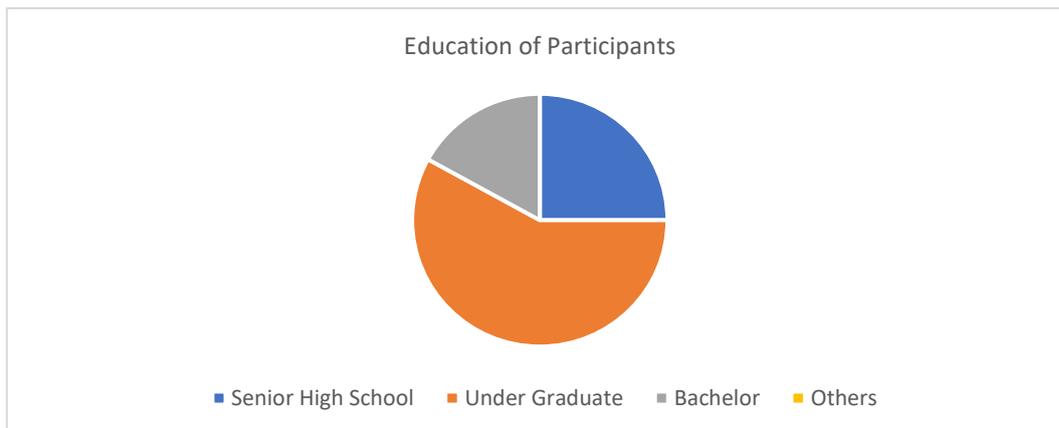

Figure 3. Education of the Participants

The participants' educational levels were divided into three categories: the highest level was undergraduate, with 58 participants, followed by senior high school, with 25 participants, and finally, bachelor's degree, with 8 participants.

The participants are actively using TikTok and follow the @kampunginggrislccom account. A purposive sampling method will be employed to ensure that participants are engaged with the platform and genuinely interested in language learning. A structured questionnaire will be developed with closed-ended questions to collect quantitative data on participants' perceptions, preferences and experiences with vocabulary acquisition through TikTok. Questions will cover usage patterns, satisfaction levels, and perceived effectiveness of the @kampunginggrislccom account. Data collection procedure 1. Participant Recruitment: Identify and recruit 100 students who actively use TikTok and follow the @kampunginggrislccom account. 2. Questionnaire Distribution: Distributed closed-ended questionnaires to participants electronically 3. Data Collection: Participants will answer the

questionnaire, providing quantitative data regarding their experience with TikTok as a tool for vocabulary acquisition, with a focus on the @kampunginggrislccom account. 4. Data Compilation: Collect the collected data, organising the responses into categories based on the pre-defined closed questions. The data analysis used is descriptive statistical analysis. Using descriptive statistics (frequency, percentage) to analyse quantitative data obtained from closed questionnaires.

3. RESULTS

3.1 Participant's English Language Proficiency Level

The findings of the language proficiency survey reveal a diverse distribution of participants across different proficiency levels. The majority of respondents, comprising 58 individuals, were identified as beginners in the language under consideration. This suggests a notable presence of individuals who are at the initial stages of language acquisition or have limited proficiency in the surveyed language. Moving beyond the beginner level, 31 participants demonstrated an intermediate level of language proficiency. This signifies a considerable portion of the sample population that has progressed beyond the rudimentary stages and is likely to possess a more nuanced understanding of the language. Furthermore, the advanced proficiency level was represented by 9 participants, indicating a smaller but significant subgroup with a high degree of language competency. These individuals are likely to have a comprehensive grasp of the language and be capable of engaging in more complex conversations and tasks.

The findings also highlighted a notable achievement, with 2 participants attaining the highest level of proficiency, which is fluency. This suggests the presence of individuals within the sample who are not only proficient but are also likely to be highly adept in various linguistic aspects, including speaking, listening, reading, and writing. Overall, the distribution of proficiency levels across the surveyed population provides valuable insights into the diversity of language skills among participants. These findings could inform the development of tailored language programs or interventions based on the varying needs of individuals at different proficiency levels. Additionally, they may prompt further investigation into the factors influencing language proficiency within the studied population.
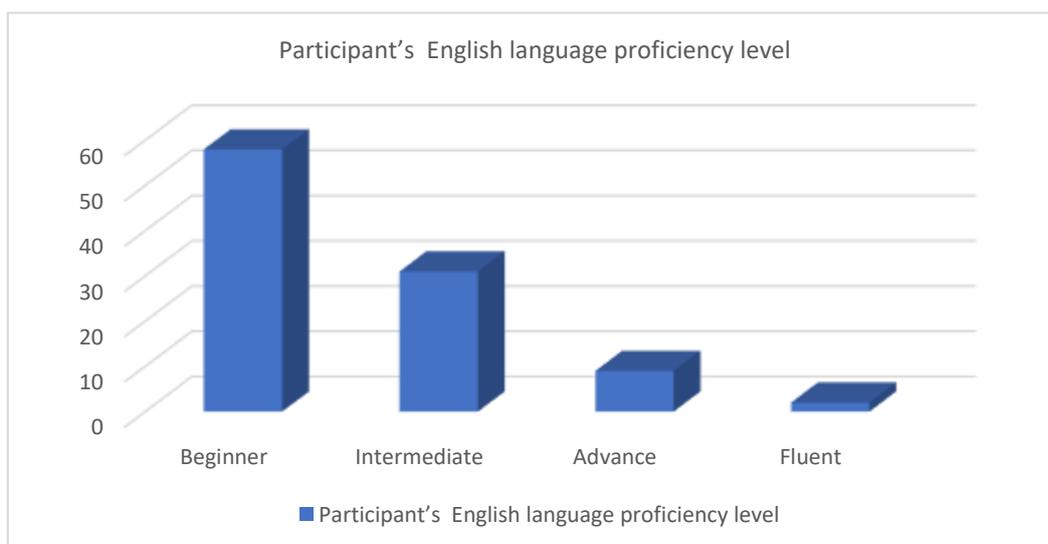
Figure 4. Participant's English language proficiency level

3.2 The Use of TikTok for Vocabulary Acquisition

In this question, the researcher inquired about "The Use of TikTok for Vocabulary Acquisition," and the survey questionnaire results indicated that the majority of participants found the platform helpful for remembering words, with 53 participants. Following that, 19 participants expressed that they specifically found @kampunginggrislccom content helpful. Additionally, 15 participants mentioned that they found the content entertaining and engaging. Finally, 13 participants highlighted the convenience and accessibility of TikTok on their mobile devices.
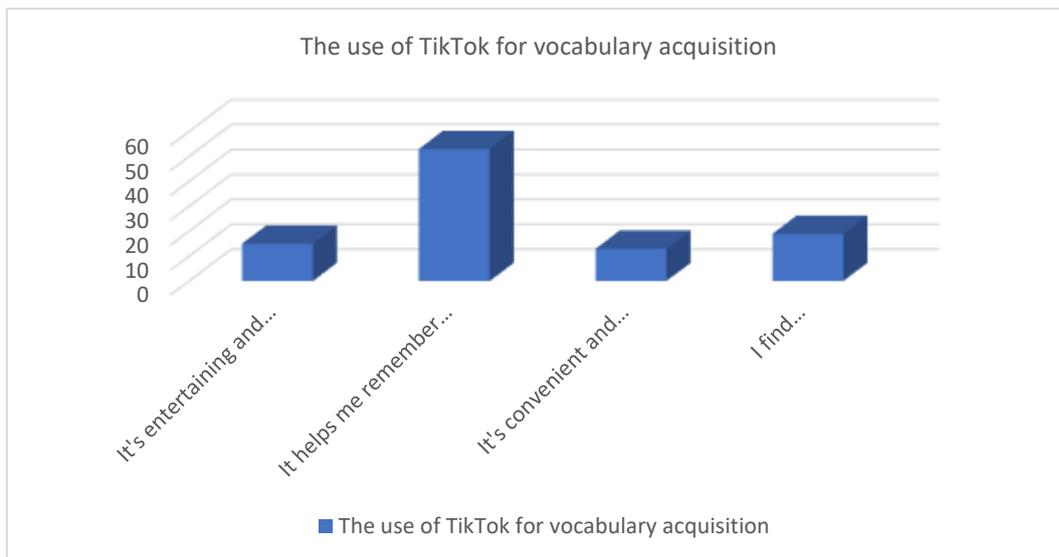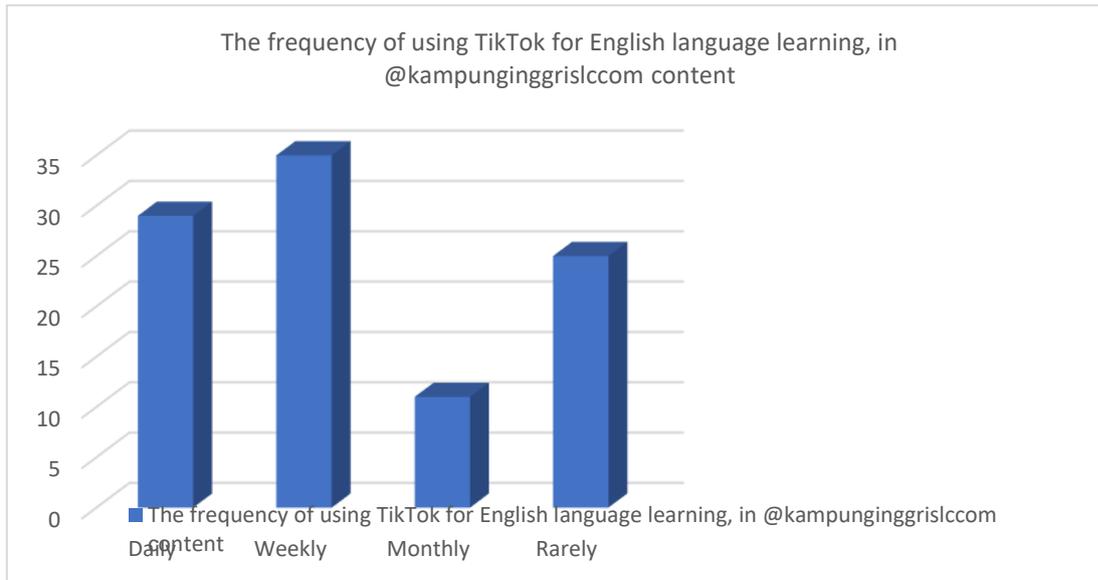

Figure 5. The use of TikTok for vocabulary acquisition

3.3 The frequency of using TikTok for English language learning, in @kampunginggrislccom content

Twenty-nine participants reported a slightly higher frequency, opting for "daily" use. This finding underscores the platform's role as a daily resource for language learners, emphasising its integration into participants' regular routines and suggesting a high level of engagement with @kampunginggrislccom content on a day-to-day basis. On the other end of the spectrum, 25 participants indicated a lower frequency, selecting "rarely" as their response. However, a smaller group of participants, this subset, suggests that there are individuals who use TikTok less frequently for language learning, possibly incorporating it into their study routine sporadically.

Finally, 11 participants reported a monthly engagement with TikTok for English language learning, suggesting a less frequent but still notable utilisation of the platform. This group may include individuals who occasionally turn to TikTok, perhaps supplementing their language learning efforts with other resources. In summary, the survey results reveal a diverse range of engagement frequencies among participants using TikTok for English language learning, with a predominant emphasis on weekly and daily usage. These findings offer valuable insights into the varying degrees of integration of TikTok into language learning practices. They may inform strategies for optimising content delivery and engagement on the platform for educational purposes.
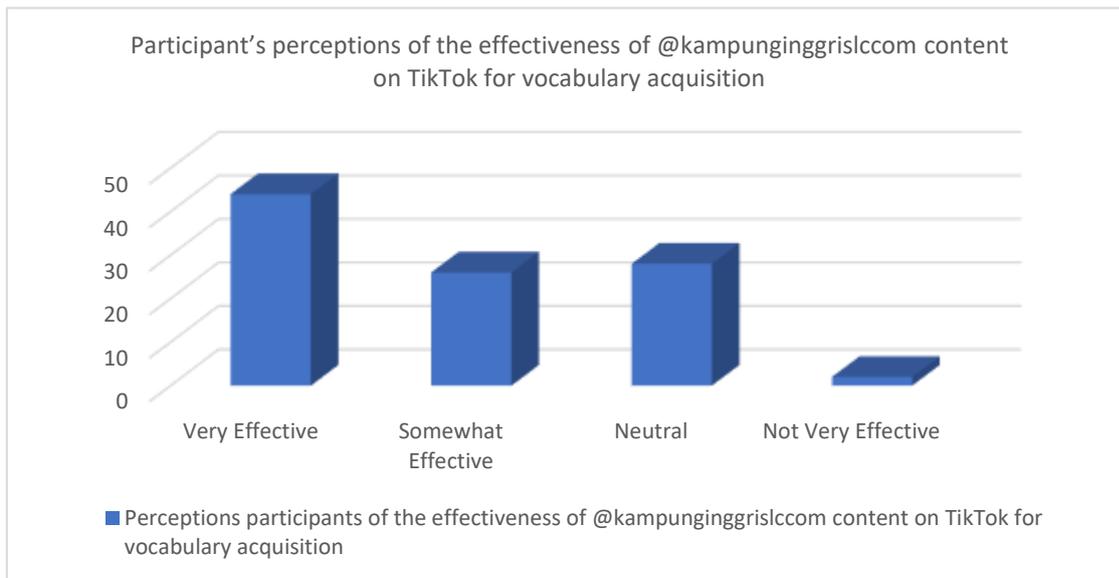
Figure 6. The frequency of using TikTok for English language learning, in @kampunginggrislccom content

3.4 Participant's perceptions of the effectiveness of @kampunginggrislccom content on TikTok for vocabulary acquisition

A substantial majority, comprising 44 participants, expressed a high level of confidence in the content's efficacy, choosing the response "very effective." This indicates a strong consensus among participants that @kampunginggrislccom's TikTok content is a potent and influential tool for enhancing vocabulary. Following this, 28 participants expressed a more neutral stance, choosing the response "neutral." While not explicitly declaring the content as highly effective, this group may have reserved judgment or perceived the effectiveness of @kampunginggrislccom's content on TikTok for vocabulary acquisition as moderate.

Additionally, 26 participants chose "somewhat effective," indicating a positive yet measured perception of the content's impact on vocabulary acquisition. This response suggests that these participants value @kampunginggrislccom's content, albeit with some reservations. A smaller subset of participants, totalling two individuals, expressed a view that @kampunginggrislccom's TikTok content is "not very effective" for vocabulary acquisition. While a minority, this response provides a nuanced perspective within the surveyed population, highlighting that effectiveness perceptions may vary among participants.

In summary, the majority of participants overwhelmingly perceive @kampunginggrislccom's content on TikTok as "very effective" for vocabulary acquisition. However, the presence of varied responses, including "neutral" and "somewhat effective," indicates a diversity of perspectives within the surveyed group. Understanding these perceptions can be valuable for content creators and educators seeking to optimise and tailor language learning content on TikTok to meet the diverse audience's preferences and expectations.

Figure 7. Participants' perceptions of the effectiveness of @kampunginggrislccom content on TikTok for vocabulary acquisition

3.5 Types of @kampunginggrislccom content that are the most helpful for learning new vocabulary

The majority of respondents, totalling 32 participants, identified "vocabulary quizzes" as the most beneficial content. This suggests that interactive and quiz-based formats are particularly effective in engaging participants and facilitating the acquisition of new vocabulary. Following closely, 30 participants highlighted the efficacy of "vocabulary challenges and games" for learning new vocabulary. This finding emphasises the appeal of gamified approaches in language learning, indicating that participants find value in content that combines vocabulary acquisition with a challenging and enjoyable format.

"Short English lessons" emerged as another favoured content type, with 22 participants recognising its effectiveness for learning new vocabulary. This suggests that a segment of the surveyed population finds structured and concise lessons to be instrumental in their language learning journey. In contrast, "conversational videos" received the least endorsement, with 16 participants recognising them as the most helpful for learning new vocabulary. While this content type may offer a more immersive and context-rich learning experience, the lower preference indicates a potential variation in the perceived effectiveness of different content styles for vocabulary acquisition.

In summary, the survey results underscore the popularity of interactive and gamified approaches, such as vocabulary quizzes and challenges, in @kampunginggrislccom's content for learning new vocabulary. Additionally, the recognition of short English lessons suggests an appreciation for more structured learning content. Understanding these preferences can help content creators tailor their materials to align with the specific learning needs and preferences of their audience.
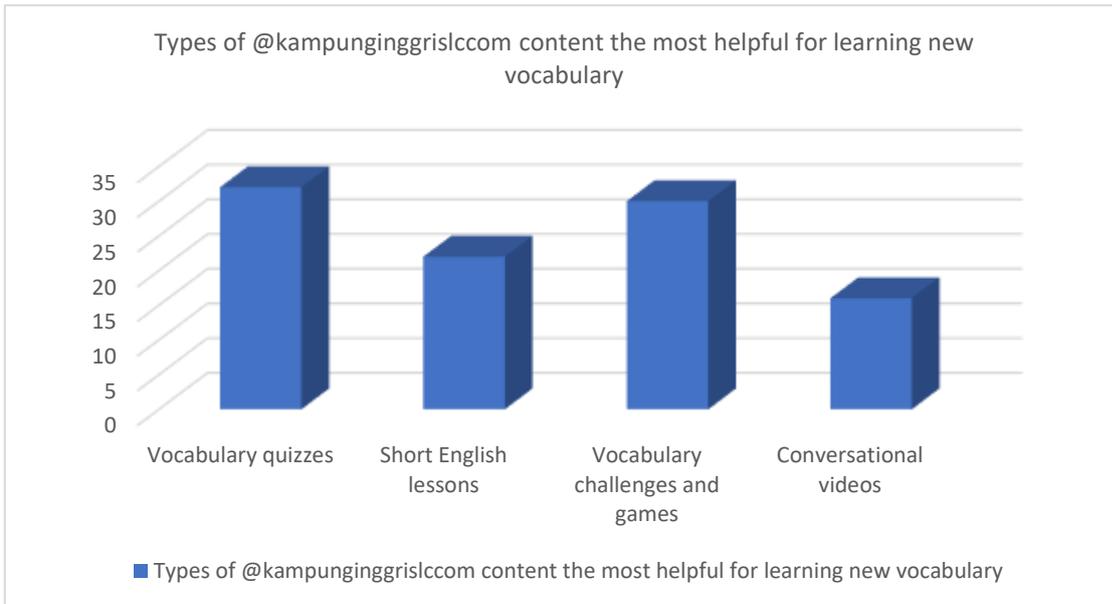
Figure 8. Types of @kampunginggrislccom content that are the most helpful for learning new vocabulary

3.6 Participants' belief in TikTok as a better tool for vocabulary acquisition compared to traditional methods, such as textbooks or classroom instruction

In this question, the researcher inquired about participants' beliefs regarding TikTok as a better tool for vocabulary acquisition compared to traditional methods, such as textbooks or classroom instruction. The survey questionnaire results indicated that the majority of participants agreed with this statement, with 48 respondents in total. This was followed by 30 respondents who chose "neutral," 17 respondents who strongly agreed, and, lastly, five respondents who disagreed.
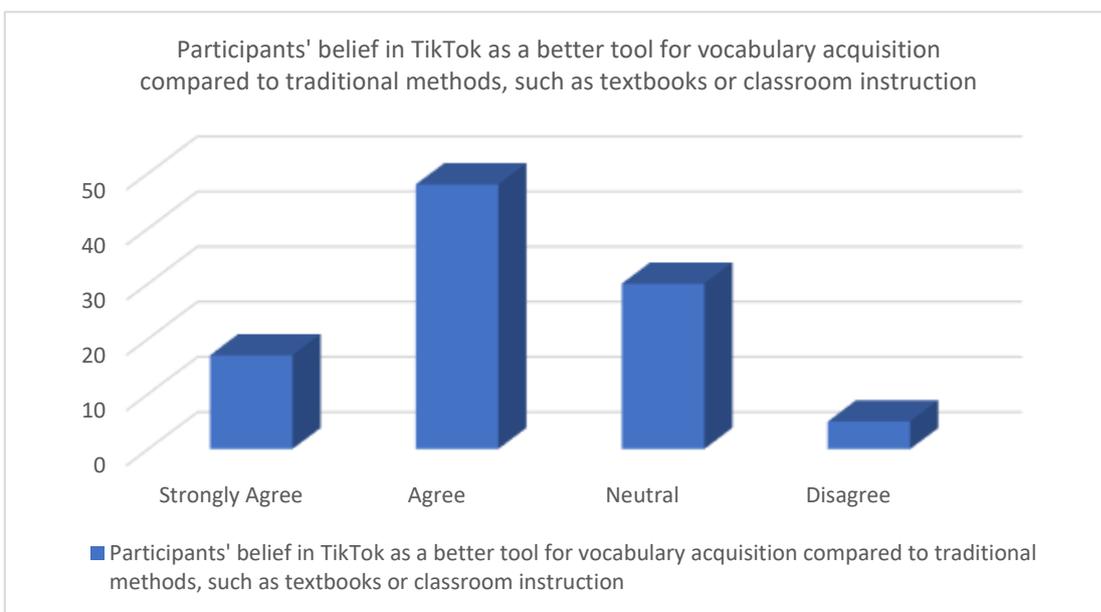
Figure 9. Participants' belief in TikTok as a better tool for vocabulary acquisition compared to traditional methods, such as textbooks or classroom instruction

3.7 Participants' challenges and barriers in using TikTok for vocabulary acquisition

In this question, the researcher inquired about participants' challenges and barriers in using TikTok for vocabulary acquisition. The survey questionnaire results showed that the majority of participants identified "limited time for studying on TikTok" as the primary challenge, with 35 respondents. This was followed by "distractions from unrelated content" among 28 respondents, "difficulty in finding relevant content" among 24 respondents, and, finally, "difficulty in retaining new vocabulary" among 13 respondents.
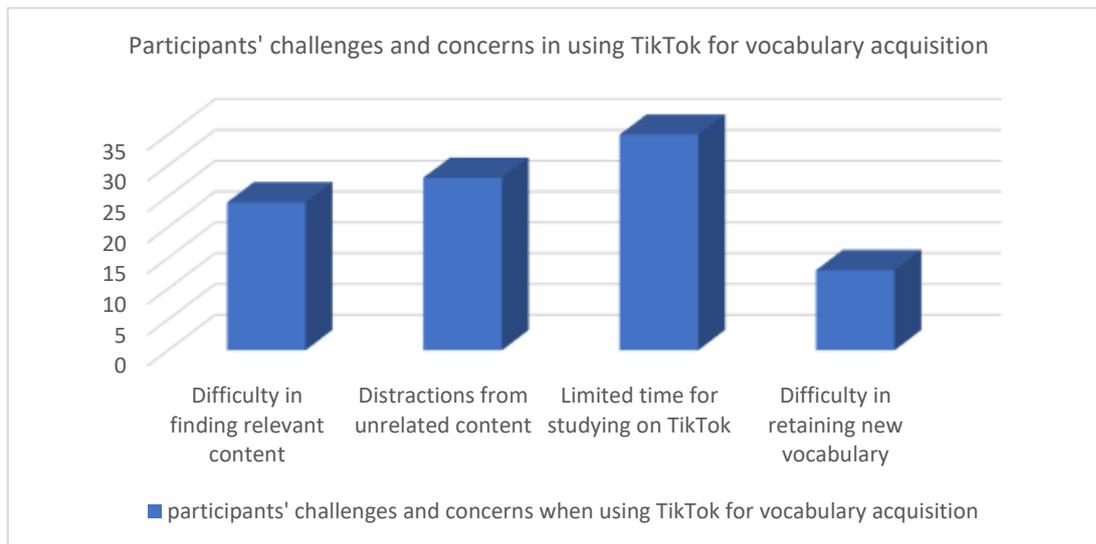
Figure 10. Participants' challenges and barriers in using TikTok for vocabulary acquisition

3.8 Discussion

From the First Research Finding "Expanding ESL Students' Vocabulary Through TikTok Videos" explaining about TikTok's Positive Contribution to Vocabulary Learning that TikTok was identified as a positive contributor to expanding the vocabulary of ESL students with a variety of content on TikTok, along with its beneficial features (audio, graphics, subtitles, 'save' function), were highlighted. From the second research findings, "The Analysis of Students' Vocabulary Mastery Who Are Using TikTok Application," the researcher found a slight difference in the conclusion results from the first research findings, which concern difficulties and Limitations in Vocabulary Learning attributed to a lack of motivation, including parental encouragement. The test results and Vocabulary Mastery for eight students showed that those who used TikTok had a higher average vocabulary score (86.25) compared to those who did not use TikTok (44.75).

The similarities that researchers can conclude between the findings of the first study and the second study are that both studies recognise the positive impact of TikTok on vocabulary learning. Although both studies explore the positive impact of TikTok on vocabulary learning, they differ in terms of scope, emphasis and recommendations for educators. The first study focused on TikTok as a primary tool with an emphasis on teacher engagement. In contrast, the second study considered TikTok in the broader context of vocabulary enhancement methods, emphasising the role of motivation and diverse applications.

TikTok provides learners with exposure to authentic language use, which helps them understand the practical application of the language in real-life situations and boosts student engagement by delivering small, digestible chunks of information. (Ibrahim et al., 2023). Research also suggests that TikTok can increase student motivation and improve

pronunciation in English learning (Mauludi & Suryadi, 2023). TikTok can make learning English an enjoyable, stress-free, and engaging experience, thereby increasing student motivation (Safila et al., 2023). However, there are also some disadvantages to using TikTok for studying English, including the fact that it does not provide tools for learners to practice, which makes it difficult for teachers to monitor learners' progress. There is limited interaction between learners and teachers on TikTok, making it challenging for students to ask questions and receive timely responses (Duan, 2023).

4. CONCLUSION

The conclusion I can draw from this research is that the content from the TikTok account @kampunginggrislccom is beneficial as an educational medium for expanding vocabulary, particularly for learners aged 18-34. The majority of participants are students, mostly from high school and college backgrounds. However, it cannot be denied that the content can also be beneficial for working individuals or children in primary and middle school.

The English language proficiency levels of the respondents are mostly in the beginner and intermediate ranges, with some having advanced and fluent levels. The highest response in the survey regarding the use of the TikTok application for vocabulary enhancement is attributed to the participants finding it easier to memorise and recall words through TikTok. On average, respondents use TikTok for learning on a weekly and daily basis. Participants generally agree that the @kampunginggrislccom account can be pretty compelling for learning vocabulary. Respondents prefer content from @kampunginggrislccom that includes vocabulary, quizzes, and games.

The majority of respondents agree that TikTok could potentially replace traditional teaching methods, although some respondents hold a different opinion. One notable difficulty faced by respondents is the limited time for learning through TikTok. These findings directly address the research question, demonstrating that the @kampunginggrislccom account can indeed enhance the understanding of English vocabulary during the learning process. Using TikTok for studying English offers several advantages compared to not using it.

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