TikTok Videos as a Catalyst for Vocabulary Acquisition in Tertiary Education

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Abstract

This study investigates the potential of TikTok as an educational tool for vocabulary acquisition among university students in Malaysia. As social media platforms continue to influence various aspects of daily life, their role in education, particularly in language learning, warrants closer examination. Through a mixed-methods approach, this research evaluates the effectiveness of TikTok videos in expanding the vocabulary repertoire of students at a public Malaysian university. The study builds upon previous research, including Simanungkalit and Katemba's (2023) work on university students' perspectives of TikTok for English vocabulary learning, and Abdullah et al.'s (2023) investigation into TikTok's

acceptance as an English learning tool. Results indicate that TikTok can serve as an engaging and effective platform for vocabulary development, with a significant portion of students reporting improved retention of new English words. The findings suggest that integrating TikTok into formal language education could enhance learning outcomes and provide students with additional, accessible means of language acquisition. This research contributes to the growing body of literature on social media in education and offers practical implications for educators seeking to leverage digital platforms in language instruction.

1. Introduction

1.1 Background of Study

The digital revolution of the twenty-first century has completely changed how we produce and consume material. TikTok, a platform for short videos, is usually linked with entertainment, but it has made its way into education. According to Sharabati et al. (2022), TikTok was first presented by ByteDance in 2016 and was subsequently influenced by Musical.ly, an app developed in 2014 in Shanghai, China, by Luyu Yang and Alex Zhu. The app eventually made its way to the US after the two companies combined in 2017. As of 2023, TikTok has 1.7 billion users worldwide, with the US being one of its most popular countries (TikTok Revenue and Usage Statistics (2023) - Business of Apps, 2023).

Besides entertainment, in recent times, TikTok has become a tool for language learners because of its innovative fusion of visuals and sound. Its unique user-generated material is embedded with interactive features and cultural insights. Beyond typical classroom training, students and language learners can now interact more dynamically, engaging, and enjoyable with the language. In order to become proficient in any language, vocabulary acquisition is deemed to be important. Simanungkalit and Katemba (2023) state that those studying English or any language first need to acquire and expand the vocabulary or vocabulary of the target language. Without a strong base in vocabulary, learning a language becomes increasingly challenging, as it hinders the ability to communicate effectively, comprehend complex texts, and engage in meaningful conversation (Shanthi et al., 2018).

Hence, TikTok offers engaging, bite-sized content that can capture attention and introduce new vocabulary, making it particularly suitable for students with shorter attention spans (Bernard, 2021), and it lacks the structured framework and depth often found in classroom settings. Despite this, Simanungkalit and Katemba (2023) suggest that university students can still encounter unfamiliar words through these videos, potentially expanding their vocabulary.

Moreover, since TikTok primarily serves as an entertainment platform, its frequent use during study times can lead to distractions and even app addiction. Hence, it is important to note that TikTok is not a specialized learning platform, and the short video format significantly differs from traditional classroom instruction. Therefore, a study needs to be carried out to find out from the student's perspective how effective the TikTok videos are for English language learning and vocabulary acquisition. Notably, this study explores how TikTok can function as a valuable resource for vocabulary acquisition among university students. It analyzes students' perceptions of using TikTok to expand vocabulary acquisition in English, weighing the advantages and disadvantages of this approach. Additionally, the report utilizes a quantitative method to examine the specific mechanisms through which TikTok facilitates vocabulary acquisition.

1.2 Problem Statement

Vocabulary and four other skills are essential in learning English: listening, speaking, reading, and writing. A strong vocabulary can enhance all aspects of communication, including the four skills (Shanthi et al., 2024). As communication in English necessitates a strong

vocabulary, motivating students to engage in vocabulary-building activities is paramount (Katemba & Tobing, 2020). However, traditional methods have shown limitations in capturing students' interest, including university students and fostering meaningful learning experiences. To address this issue, educators seek innovative approaches, including technology-assisted learning. In the contemporary educational landscape, TikTok, a widely embraced platform, emerges as a potential tool for vocabulary enhancement (Simanungkalit & Katemba, 2023). When teaching writing in English, the teacher's interpretation of the topic is frequently challenging for most students to understand, and the presence of the media is crucial to fill in the explanation gaps left by teachers and enhance students' comprehension abilities. Bridging the gaps between teacher explanation and student comprehension is imperative for effective learning (Nabilah et al., 2021). Hence, this study proposes to investigate TikTok as a new educational tool for providing a thorough and intriguing understanding of the platform's content efficacy in expanding university students' vocabulary.

1.3 Previous Studies

Recent studies have highlighted the benefits and drawbacks of using TikTok for educational purposes, particularly in English language teaching (ELT). Studies suggest that TikTok can enhance student engagement and vocabulary acquisition in ESL classrooms (Bernard, 2021). The app's short-form, humorous videos can capture students' attention and improve their understanding of the subject (Bernard, 2021). In higher education, TikTok is widely used and perceived to impact achievement and learning motivation positively (Nur Azlin Putri et al., 2023).

Abdullah et al. (2023) conducted a study aimed at examining the level of acceptance of TikTok in English language learning and the factors contributing to the actual use of TikTok among 200 undergraduate students from a public university in Malaysia. The study found that the application's perceived utility and functionality significantly boost the intention to use TikTok for language learning. The outcome also shows that TikTok can attract students' attention through its useful features and intuitive interface.

Salsabil and Wahyudi (2023) conducted a study to investigate the perceptions of students from high schools in Rambah Hilir, Indonesia, regarding using TikTok videos to learn how to write procedural text. The results indicated that most students (52.94%) reported strongly positive perceptions, demonstrating high enthusiasm and acceptance for using TikTok as a learning tool. Additionally, nearly half of the students (47.06%) held positive perceptions, reinforcing the overall favourable view of using TikTok videos for learning procedural text writing.

A 2023 study by Simanungkalit and Katemba examined TikTok's role in English vocabulary learning among 76 university students from Bandung, Jakarta, and Lampung. The study used qualitative methods via an online survey; the research found that 26.7% of participants strongly agreed, and another 34.3% agreed that TikTok facilitated their English vocabulary retention and overall language proficiency.

Abdullah et al. (2023) examined TikTok's acceptance as an English learning tool among 200

Malaysian university students. The study used quantitative methods and assessed perceptions of TikTok's usefulness, ease of use, attitudes, behavioural intentions, and actual use in language acquisition. Results showed above-average acceptance levels (mean scores of 3–4.1 on a 5-point Likert scale) across all components. Behavioural intentions emerged as the most influential factor in TikTok's use for English instruction. The study suggests TikTok's potential as a pedagogical tool in English language classrooms, offering additional learning avenues and enhancing educational platforms. Findings indicate TikTok could be effectively integrated into English courses to improve language learning outcomes.

However, researchers acknowledge potential drawbacks and limitations when implementing TikTok in L2 teaching and learning contexts (Shanthi et al., 2024). The platform's high level of distraction and lack of source credibility are major concerns (Adelhardt & Eberle, 2024; Fraticelli et al., 2021). Students may spend excessive time on TikTok, leading to laziness and potential exposure to inappropriate content (Bahagia et al., 2022). In the context of oral health education, professionals detected false or incorrect information in some videos, raising concerns about content reliability (Fraticelli et al., 2021).

Hence, while TikTok offers benefits such as increased student interest and participation, further research is needed to explore its various genres and their influence on learning outcomes (Bernard, 2021). This is because the implementation in language teaching contexts may have limitations (Shanthi et al., 2024). Additionally, more comprehensive studies involving diverse participants beyond students could provide a more complete understanding of TikTok's educational impact (Nur Azlin Putri et al., 2023).

To conclude, as educators increasingly recognize the effectiveness of integrating social media platforms like TikTok into their teaching strategies, further research is essential to explore best practices and optimize their use in language education.

1.4 Objectives of Study

This study aims to investigate the efficacy of TikTok as an educational tool for vocabulary acquisition among tertiary students in Malaysia. By employing a comprehensive analytical approach, we seek to evaluate the platform's potential to enhance vocabulary development in tertiary education. Specifically, this research examines the effectiveness of TikTok videos in expanding the vocabulary repertoire of students at a public university in Malaysia, contributing to a more nuanced understanding of social media's role in language learning within tertiary education contexts. To address the preceding issues, these are the following study's specific objectives:

a)   To gauge students' perception of using the TikTok application as a tool to acquire English vocabulary.

b)   To identify the benefits and drawbacks of using TikTok for vocabulary acquisition in English.

c)   To examine how TikTok can help acquire English vocabulary.

From the aforementioned issues, several questions emerge, which are: Research Questions:

a)   What is tertiary students' perception of using TikTok to expand their English lexicon?

b)   What are the benefits of using the TikTok application for vocabulary acquisition?

c)   What are the drawbacks of using the TikTok application for vocabulary acquisition?

d)   In what ways can the TikTok app help acquire English vocabulary?

1.5 Significance of the Study

This study provides new insights into how TikTok can be utilized to learn English vocabulary. TikTok is a fantastic tool for students since it is an easily accessible platform that students can access whenever and wherever via their handphones or laptops. Additionally, the shorter length of TikTok videos encourages the creation of educational content that is focused and brief. Instructors can simplify difficult subjects into manageable, bite-sized sessions, which makes learning more approachable for students. Learning can be made more interesting and enjoyable by utilizing this creative aspect. Instructors can also use TikTok to inspire their students to produce their own educational content, generating a sense of pride and ownership in their learning. Therefore, TikTok integration in the classroom will encourage student learning in a fun setting, mainly when teaching and learning a foreign language.

2. Method

The objective of this study is to collect data regarding students' perspectives at a public university in Malaysia on TikTok as a transformative medium for enhancing vocabulary acquisition among university students. A quantitative research approach is employed to achieve this, utilizing a structured questionnaire as the primary data collection instrument.

2.1 Instrument

The researchers administered a five-part questionnaire through Google Forms to the participants. The questionnaire consists of 26 questions, divided into five parts:

Part A: Demographic information

Part B: Students' perceptions of using TikTok to expand their English vocabulary.

Part C: The benefits of using TikTok for expanding English vocabulary

Part D: The drawbacks of using TikTok for expanding English vocabulary

Part E: How does TikTok help acquire English vocabulary?

2.2 Sampling and Sample

Participants in this study are students from a public university in Malaysia who are pursuing their studies at either the degree or diploma levels. Each of the twenty questions will feature six response options on a linear scale ranging from "Strongly Disagree" to "Strongly Agree."

2.3 Data Collection and Analysis

The researchers have widely used TikTok videos to teach vocabulary in their English

proficiency classes for 14 weeks. Afterwards, the researchers shared the questionnaire in a Google form with the links to all the videos used in class throughout the 14 weeks of instruction. The questionnaire has 20 questions on a linear scale to examine participants' experience and perception of expanding their vocabulary using TikTok videos.

The participants' responses were analyzed using the SPSS application.to address the study's research questions. Descriptive statistics will be employed to interpret the data and provide insights into the findings.

3. Results and Discussion

This study investigates the participants' perception of the impact of TikTok videos on expanding their English vocabulary. Using a Google Form as the research instrument, this section will analyze the findings with regard to the four research questions:

a)   What is tertiary students' perception of using TikTok to expand their English vocabulary?

b)   What are the benefits of using the TikTok application for vocabulary acquisition?

c)   What are the drawbacks of using the TikTok application for vocabulary acquisition?

d)   In what ways can the TikTok app help acquire English vocabulary?

In this study, Gender was used to identify significant differences in TikTok usage for vocabulary learning. By analyzing the data, this study sought to uncover patterns and trends that shed light on the characteristics of the participants, who are students at a public university in Malaysia.
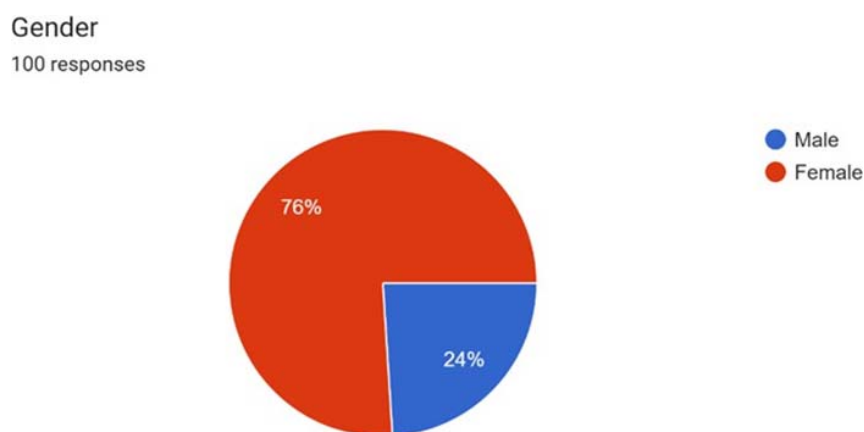

Figure 1. Percentage of Respondents by Gender

Based on Figure 1, out of the 100 respondents surveyed for this study on using TikTok for vocabulary education, 24 identified as male and 76 identified as female. This ratio aligns relatively closely with overall university gender ratios, though with a slightly higher representation of female respondents.

3.1 Research Question 1: What Are University Students' Perceptions of Using TikTok to Study English Vocabulary?

This section will report on the first research question: "What are the perceptions of tertiary students on using TikTok to study vocabulary in English?" Nine questions were asked to gauge students' perceptions of learning vocabulary. Means were calculated based on Gender. The result is shown in Table 2.

Table 1. Interpretation of the 6-point Likert scale

Scale	Options	Score Range	Level
6	Strongly agree	5.17–6.00	Very High
5	Agree	4.33–5.16	High
4	Partially Agree	3.49–4.32	Average
3	Partially Disagree	2.67–3.50	Average
2	Disagree	1.83–2.66	Low
1	Strongly Disagree	1.00–1.82	Very Low

Source: Daskalovska et al., 2023.

Table 2. Means of University Students' Perception of Learning English Vocabulary through TikTok based on Gender

No.	Statement	Mean	
		Female (76)	Male (24)
1.	TikTok helps me in learning English vocabulary.	4.30 (High)	4.46 (High)
2.	I can use TikTok anytime and anywhere to learn English vocabulary.	4.46 (High)	4.54 (High)
3.	TikTok videos enable me to select the vocabulary subject on which I desire to develop.	4.28 (Average)	4.21 (Average)
4.	Do you agree that using TikTok can increase vocabulary skills?	4.29 (Average)	4.25 (Average)
5.	After frequently using the TikTok application, you will start to follow English videos on TikTok.	4.30 (Average)	4.38 (High)
6.	Do you agree that learning English using the TikTok application is effective?	4.29 (Average)	4.33 (High)
7.	I almost always try to practice based on what the speaker or content does while watching English-learning TikTok videos.	4.32 (Average)	4.38 (High)
8.	I can improve my English vocabulary skills using TikTok.	4.18 (Average)	4.25 (Average)
9.	Do you agree that English TikTok videos are better for explanations than English teachers in the classroom?	4.11 (Average)	3.46 (Average)
Total mean		4.28 (Average)	4.25 (Average)

Table 2 shows the outcomes of university students' perceptions regarding learning English vocabulary through TikTok, categorized by Gender. The means were compared between female and male respondents for each statement, and the interpretations were derived from Table 1. In reference to statement one, "TikTok helped me in learning English vocabulary," females expressed partial agreement with a mean of 4.30 (high). At the same time, males indicated agreement with a mean of 4.46 (high) for the same statement. Furthermore, both genders concurred that they utilized TikTok anytime and anywhere to learn English vocabulary, with means of 4.46 (high) and 4.54 (high), respectively. Moving on to the third and fourth statements, "TikTok videos enable me to select the vocabulary subject on which I desired to develop" and "Do you agree that using TikTok can increase vocabulary skills?" respectively, both female and male respondents partially agreed, reflecting an average level of means. For the fifth, sixth, and seventh statements, females partially agreed, whereas males agreed, with females indicating an average level of means and males expressing a high level of means.

Additionally, both females and males partially agreed that TikTok could enhance English vocabulary skills and that English TikTok videos provided better explanations than an English teacher in a classroom, with average mean levels. In summary, the disparity in total means between females and males was minimal, with both groups sharing an average mean level. The total mean for females was 4.28, while for males it was 4.25.
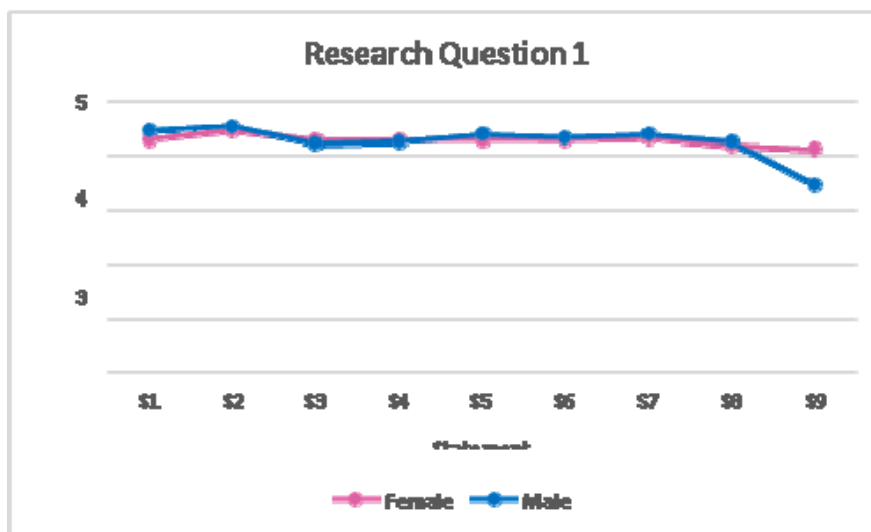

Figure 2. Scatter plot statement vs mean according to Gender for research question 1

Figure 2's scatter plot illustrates the average perception scores for male and female respondents regarding statements related to the first research question. Each plot corresponds to a distinct aspect of perception measured for each statement. The collective mean score for female respondents was 4.28, surpassing the mean response of male respondents, which was 4.25 to their perceptions of utilizing TikTok for studying English vocabulary.

The overall high means reported across gender and survey statements provide robust

evidence that university students perceive TikTok as an effective platform for building English vocabulary skills. With total means ranging from 3.49 to 4.32 on a 6-point scale, there is a substantial agreement among both male and female learners that TikTok facilitates helpful and convenient vocabulary learning. These highly positive respondent perceptions align with key findings from another recent research. For instance, Abdullah et al. (2023) similarly found that undergraduate university students view TikTok videos as beneficial for improving general English abilities. Meanwhile, Tran (2023) reported strong agreement among survey participants that TikTok represents a useful study aid, especially for expanding vocabulary knowledge. The strong agreement among university students that TikTok enables helpful vocabulary learning "anytime and anywhere" speaks further about the platform's significant perceived utility and accessibility. As Al-Khasawneh et al. (2022) study demonstrated, TikTok is widely viewed as a practical and easy-to-use tool, key qualities that shape users' motivations to leverage it for educational purposes.

To sum up, this research section aims to understand students' perceptions of the use of the TikTok application for English vocabulary. Subsequent research efforts should prioritize identifying strategies to enhance students' comprehension of the TikTok application and its integration into their academic endeavours. Future investigations could explore additional social media and technology-driven tools to capture students' interest and motivate them to participate in English learning, especially in vocabulary acquisition, as suggested by Mazlan et al., (2021).

3.2 Research Question 2: What Are the Benefits of Using the TikTok Application to Learn English Vocabulary?

This section will report on the second research question, "What are the benefits of using the TikTok app?" The respondents were questioned on six points regarding the benefits of using the TikTok app. The results are displayed in Table 3.

Table 3. Means of university student's perspective about the benefits of TikTok on learning English vocabulary through TikTok based on Gender

No.	Statement	Mean	
		Female (76)	Male (24)
1.	TikTok is easy to use to learn English vocabulary.	4.49 (High)	4.33 (High)
2.	Learning English through TikTok reinforces self-independent learning.	4.30 (Average)	4.21 (Average)
3.	Learning English vocabulary using TikTok is fun and pleasing.	4.46 (High)	4.54 (High)
4.	TikTok application is excellent and feasible if applied in learning, especially in English class.	4.28 (Average)	4.29 (Average)
5.	Learning English through TikTok videos is such an exciting learning strategy.	4.43 (High)	4.21 (Average)
6.	TikTok is used as a medium in English class.	4.20 (Average)	3.79 (Average)
	Total mean	4.36 (High)	4.23 (Average)

According to Table 3 above, the mean scores for the first statement reflect a commendable 4.49 (high) for females and 4.33 (high) for males. Next, the trend continues with females leading the way, securing a mean of 4.30 (average), while males closely follow with a score of 4.21 (average). The third statement echoes a shared sentiment of fun and pleasing in learning English vocabulary through TikTok, with males expressing an even higher level of enjoyment, as indicated by their mean of 4.54 (high) compared to females at 4.46 (high). The fourth statement that the TikTok application is quite excellent and feasible if applied in learning, especially in English class, is that both females and males get 4.28 (average) and 4.29 (average). The fifth statement reveals a nuanced difference in perception, with females slightly edging ahead with a mean of 4.43 (high) compared to males at 4.21 (average). For the last statement, females got a higher mean than males, 4.20 (average) and 3.79 (average). In summary, when considering the total mean scores, females exhibit a slightly more positive outlook with a total mean of 4.36 (high), while males, though still positive, present a marginally lower total mean of 4.23 (average).
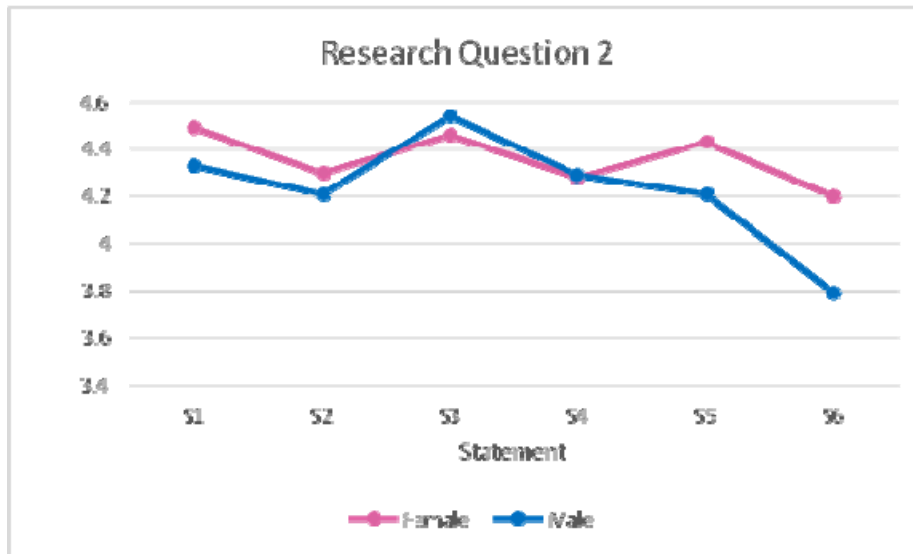
Figure 3. Scatter plot statement vs mean according to Gender for research question

Figure 3 displays the mean perception scores for male respondents on the statement and female respondents on the mean. Each plot represents different advantages of the TikTok application. It shows that female respondents displayed higher agreement than male respondents that TikTok videos were beneficial for acquiring English vocabulary.

In the study from Mei and Aziz (2022), the findings stated that TikTok makes English learning fun because it is easy to understand. Therefore, students will learn something new if they realize it. Table 3 also emphasizes that learning from TikTok is fun and pleasing. The study also stated that the TikTok app helps learn English through its instructional and brief videos. Since TikTok videos are short and straightforward, they are easy for students to understand and save time. Simanungkalit and Katemba's (2023) findings highlight that learning English through TikTok reinforces self-independent learning. The students can engage themselves in activities using the content they select. Next, acquiring English vocabulary by watching TikTok videos is an exciting learning strategy that showed agreement because watching is a fun approach to learning English because most English instruction in schools only uses traditional methods; thus, doing something new could be highly engaging for students. Following the last statement, according to the article from Simanungkalit and Katemba (2023), the majority agreed with using TikTok as a medium in class and believe TikTok is a valuable resource for learning English vocabulary.

To conclude, this study is essential in examining the advantages of using the TikTok application. Utilizing social media as an alternative way of studying English vocabulary is an intelligent move for a driven individual performance. Future research should investigate if TikTok can help people retain vocabulary for extended periods to maintain the advantages of using the TikTok application in learning English vocabulary.

3.3 Research Question 3: What Drawbacks Are There to The TikTok Application?

This section will report on the third research question, "What drawbacks are there to the TikTok App?" Four questions were asked to gauge students' sentiment about the application's drawbacks for learning vocabulary based on Gender. The result is shown in Table 4.

Table 4. Means of university students' perspective about the drawbacks of TikTok on learning English vocabulary through TikTok based on Gender

No.	Statement	Mean	
		Female (76)	Male (24)
1.	The short length of TikTok videos (60 seconds max) limits the amount of content and examples provided to learn new vocabulary words.	4.38 (High)	4.13 (Average)
2.	TikTok videos prioritize entertainment over education, making them less effective for intentional vocabulary learning.	4.36 (High)	4.00 (Average)
3.	The informal speaking style used in many TikTok videos reinforces informal or slang vocabulary instead of academic vocabulary.	4.32 (Average)	4.08 (Average)
4.	The TikTok algorithm, which caters to users' existing interests, can create a vocabulary range that is too narrow instead of expanding it through new topics.	4.21 (Average)	4.12 (Average)
Total Mean		4.32 (Average)	4.08 (Average)

Table 4 shows the mean result for female and male respondents on the drawbacks of the TikTok application. The result is interpreted based on Table 1. When considering the limitation imposed by short video lengths, females rated this concern at 4.38 (high), while males were slightly less critical, giving it a 4.13 (average) rating. Moreover, both genders concurred that TikTok leans more toward entertainment than education, with females offering a 4.36 (high) rating and males slightly lower at 4.00 (average). Furthermore, both genders, with the mean of female and male, which are 4.32 and 4.08, respectively, expressed average concern about the informal speaking style reinforcing informal or slang vocabulary.

Moreover, females rated the potential narrowing of vocabulary range due to TikTok's algorithm at 4.21 (average), whereas males rated it slightly lower at 4.12 (average). In brief, there was minimal difference in the overall means between females and males, as both groups exhibited a similar average level. The total mean score for females was 4.32 (average), whereas for males, it stood at 4.08 (average).
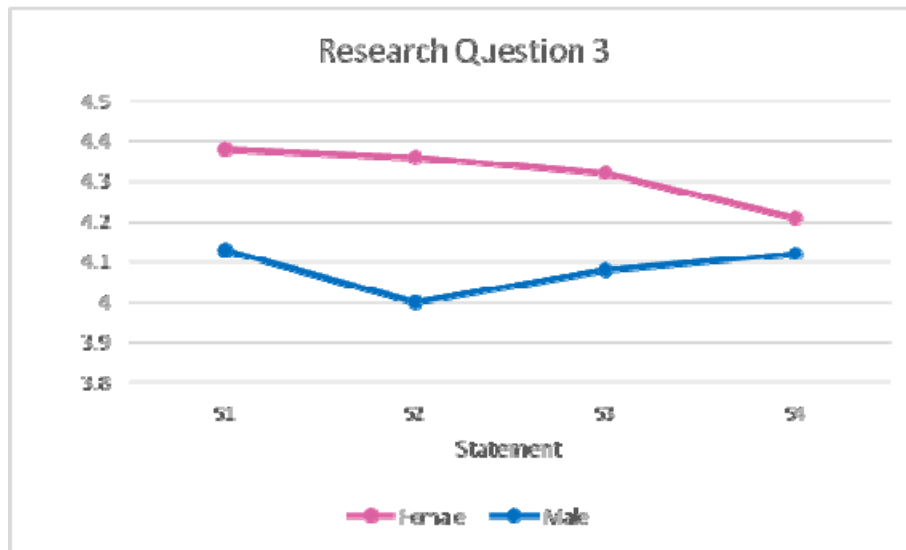
Figure 4. Scatter plot statement vs mean according to Gender for research question 3

Figure 4 vividly portrays the collective sentiment toward the limitations of using the TikTok application for vocabulary learning, showcasing a prevailing trend of agreement among respondents regarding its drawbacks. These findings suggest that females tended to perceive TikTok's limitations for vocabulary learning more critically than their male counterparts, particularly regarding content length, entertainment focus, informal language reinforcement, and the algorithm's impact on vocabulary breadth.

The research findings shed light on differing perspectives regarding TikTok's video length. While Alghameeti (2022) argues that shorter videos effectively enhance language skills without inducing boredom, this contradicts the current results that highlight concerns about limited content in short TikTok videos hindering comprehensive learning experiences. Furthermore, the study's alignment with Simanungkalit and Katemba (2023) echoes concerns about TikTok's entertainment-oriented nature potentially leading to distractions, diverging from educational content. This reinforces the notion that while TikTok aims for entertainment, it might need to be more conducive to sustaining educational focus. Moreover, the agreement among respondents concerning the informal communication style in TikTok videos resonates with the observations made by Adnan and Morat (2022). Their study highlights how informal English used in videos, unfamiliar vocabulary, and fast-paced speech pose comprehension challenges. Moreover, this alignment in findings resonates with the sentiments expressed by Mei and Aziz (2022) who observed TikTok's algorithmic limitations in surfacing English educational content. The challenge of discovering comprehensive educational material on TikTok echoes their observations about the platform's algorithm constraining access to valuable English-focused content.

In summary, Figure 4 clearly shows respondents generally concurring with the drawbacks of using TikTok to acquire English vocabulary. This underscores the platform's dual nature: while it holds promise as a dynamic and innovative learning tool, it also exhibits significant

limitations. The study sheds light on the nuanced balance between TikTok's advantages and disadvantages in the realm of education, highlighting its potential alongside its inherent challenges in various aspects.

3.4 Research Questions 4: In What Ways Can the TikTok App Help in Acquiring English Vocabulary?

This section will report on the fourth research question, "In what ways can the TikTok app help in acquiring vocabulary in English?" Six questions were asked for this section, and the results are shown in Table 5.

Table 5. Means of university students' understanding towards ways TikTok app can help in acquiring vocabulary in English based on Gender

No.	Statement	Mean	
		Female (76)	Male (24)
1.	TikTok videos help university students to understand how certain words and expressions are used in real life.	4.47 (High)	4.33 (High)
2.	Learning English vocabulary using TikTok is effective because the students can rewatch it anytime.	4.50 (High)	4.38 (High)
3.	Many subjects are suitable to be applied using TikTok.	4.29 (Average)	4.04 (Average)
4.	TikTok can catch the attention of every university student in today's era.	4.66 (High)	4.62 (High)
5.	TikTok has many exciting features that will help students become energized when learning English.	4.63 (High)	4.38 (High)
6.	TikTok helps students quickly memorize the new English vocabulary that they have learned.	4.57 (High)	4.21 (Average)
Total Mean		4.52 (High)	4.33 (High)

Table 5 shows the mean distribution of respondents' perceptions regarding the ways the TikTok app can help in acquiring vocabulary in English, and the means are being compared based on Gender, which are male and female. Both genders agree that TikTok helps the university understand how certain words and expressions are used in real life. For the next statement, learning English vocabulary using TikTok is effective because the students can rewatch it anytime. Both male and female students have agreed with this statement. Moving to the third statement, both genders partially agreed that many subjects are suitable to be applied using TikTok. Next, male and female students highly agreed with the fourth and fifth statements that TikTok can catch the attention of every university student in today's era, and TikTok has many exciting features so that students will not be bored learning English. Finally, it can be interpreted that female students agreed that TikTok helps them quickly memorize the new English vocabulary that they have learned, while male students partially agreed with the
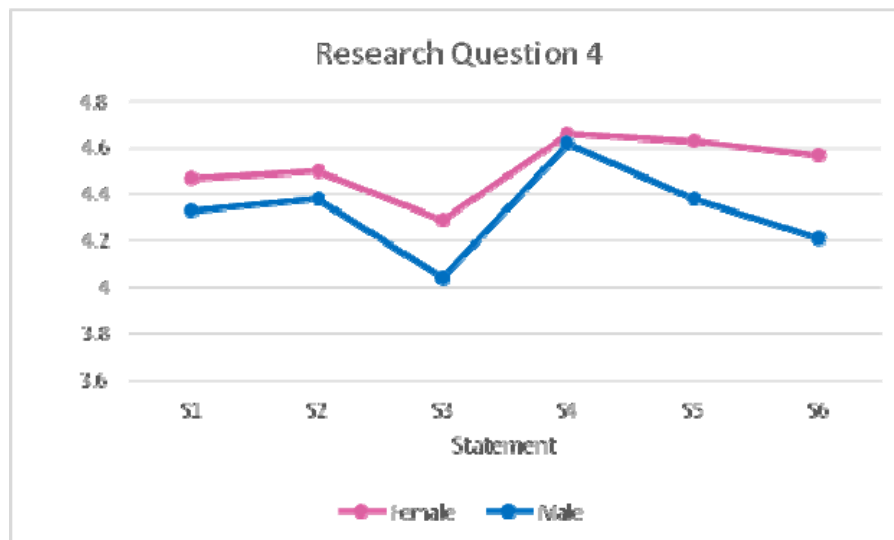
statement.

Figure 5. Scatter plot statement vs mean according to Gender for research question 4.

Figure 5 illustrates the mean perception scores for male and female respondents on the statements related to the fourth research question. Each plot represents a different understanding of how the TikTok app can help acquire English vocabulary. The mean response from female respondents was 4.52, higher than that of male respondents, which was 4.33, as observed in Figure 5.

In alignment with the last research question, which sought to explore how the TikTok app can help acquire vocabulary in English, Figure 5 highlights that TikTok videos help university students understand how certain words and expressions are used in real life. This finding aligns with the Simanungkalit and Katemba (2023) study, which affirmed that respondents agreed that TikTok videos assist them in comprehending the practical usage of specific words and expressions in real-life situations. In addition, the study affirms the finding of Ibrahim et al. (2023), who stated that the videos on TikTok offer the flexibility of multiple replays, enabling students to revisit and solidify their comprehension of the content. This aspect creates a learning experience that is both dynamic and interactive, surpassing the more rigid formats of traditional textbooks or lectures, as students can actively engage with the content at their own pace. Another study outcome indicated that many subjects are suitable for the TikTok application. This discovery aligns with the observation of Zulkifli et al. (2022), whose findings stated that various courses utilize TikTok to enhance students' learning and received positive feedback on their use of TikTok in education, including courses such as Sports Science and English with a focus on listening and writing skills. Furthermore, Tran's (2023) study findings conveyed that the respondents' memory of English vocabulary significantly improved by using TikTok videos as a learning approach, which is compatible with the results obtained in the

findings on TikTok helps the students quickly memorize the new English vocabulary that students have learnt.

Hence, respondents agreed with the ways in which the TikTok app aids in acquiring English vocabulary, which underscores the platform's potential as a dynamic and innovative learning tool. The study illuminated how TikTok leverages visual and auditory elements, offers authentic language usage, fosters collaborative learning, and provides a personalized and time-efficient learning experience.

4. Conclusion

University students expressed an overwhelmingly positive perspective on using TikTok to learn English vocabulary, finding it an engaging, interactive, accessible, and convenient platform that provides a dynamic learning environment. Key benefits included exposure to short-form videos catering to different learning styles, on-the-go mobile access enabling seamless integration with daily routines, and authentic language content in an interactive format. However, students also acknowledged drawbacks like potential distractions and concerns about the reliability of information on TikTok, recognizing the need for discernment and critical evaluation when using it for educational purposes. Overall, TikTok shows promise as a medium for enhancing vocabulary skills if caution is exercised regarding distractions and content accuracy. TikTok emerges as a standout application for educators within modern educational systems.

Given the findings of the study, which show that both male and female students find TikTok to be a popular application, the study recommends that educators incorporate TikTok videos into their lesson plans to inspire and spark students' interest in learning. While TikTok can serve as a supplementary tool for exposure to language and culture, it should replace more traditional, in-depth educational methods, especially for learners at advanced levels who require a more rigorous approach to language acquisition. Future research could delve deeper into the extent of TikTok's integration, specifically assessing its acceptance in developing distinct language skills such as speaking, listening, reading, and writing. Such studies should also keenly consider students' challenges in navigating TikTok, informing more tailored teaching strategies.

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