



Students' Perceptions of the Use of Tiktok on the @Zelynafah Account in Improving Vocabulary

Wukir Ristawu Puspanyindra¹, Andrian Nuriza Johan^{2*}, Juita Triana³

^{1,2,3}Universitas Muhammadiyah Purworejo, Indonesia

E-mail: andriannuriza@umpwr.ac.id

Article Info	Abstract
Article History Received: 2025-03-11 Revised: 2025-04-27 Published: 2025-05-10 Keywords: <i>TikTok;</i> <i>Vocabulary;</i> <i>Student Perceptions;</i> <i>Social Media;</i> <i>@zelynafah.</i>	This study investigates the perceptions of eleventh-grade students at SMK PN 2 Purworejo regarding the effectiveness of the TikTok account @zelynafah in enhancing their English vocabulary. With the rise of social media as a significant educational tool, this research aims to explore how platforms like TikTok can facilitate language learning. Utilizing qualitative research methods, semi-structured interviews were conducted with 19 students to gather insights into their experiences and opinions about the content provided by @zelynafah. The findings reveal that a majority of students perceive the account as an effective resource for vocabulary acquisition, appreciating its engaging and interactive format. However, some students expressed concerns about the depth and comprehensiveness of the content. The study highlights the potential of TikTok as a supplementary tool in language education while emphasizing the need for a balanced approach that combines engaging social media content with traditional learning methods. These insights contribute to the growing body of literature on the intersection of social media and language education, offering valuable implications for educators seeking to enhance vocabulary learning in the digital age.
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2025-03-11 Direvisi: 2025-04-27 Dipublikasi: 2025-05-10 Kata kunci: <i>TikTok;</i> <i>Vocabulary;</i> <i>Student Perceptions;</i> <i>Social Media;</i> <i>@zelynafah.</i>	Studi ini menyelidiki persepsi siswa kelas sebelas di SMK PN 2 Purworejo mengenai efektivitas akun TikTok @zelynafah dalam meningkatkan kosakata bahasa Inggris mereka. Dengan meningkatnya peran media sosial sebagai alat pendidikan yang signifikan, penelitian ini bertujuan untuk mengeksplorasi bagaimana platform seperti TikTok dapat memfasilitasi pembelajaran bahasa. Menggunakan metode penelitian kualitatif, wawancara semi-terstruktur dilakukan dengan 19 siswa untuk mengumpulkan wawasan tentang pengalaman dan pendapat mereka mengenai konten yang disediakan oleh @zelynafah. Temuan menunjukkan bahwa mayoritas siswa menganggap akun tersebut sebagai sumber yang efektif untuk akuisisi kosakata, menghargai formatnya yang menarik dan interaktif. Namun, beberapa siswa mengungkapkan kekhawatiran tentang kedalaman dan komprehensivitas konten. Studi ini menyoroti potensi TikTok sebagai alat tambahan dalam pendidikan bahasa, sambil menekankan perlunya pendekatan seimbang yang menggabungkan konten media sosial yang menarik dengan metode pembelajaran tradisional. Wawasan ini berkontribusi pada literatur yang berkembang tentang persimpangan media sosial dan pendidikan bahasa, menawarkan implikasi berharga bagi pendidik yang ingin meningkatkan pembelajaran kosakata di era digital.

I. INTRODUCTION

The English language has emerged as a vital international medium of communication, significantly shaped by the phenomenon of globalization (Warni, 2024). In an increasingly interconnected world, English serves as a global lingua franca, facilitating communication across various sectors, including business, education, and science (Kawakibi & Indrawan, 2024). This role is particularly crucial in international organizations, where proficiency in English can enhance collaboration and understanding among individuals from diverse linguistic backgrounds (I Wy Ana Kurniawan, 2024). Thus, the ability to

communicate effectively in English is not just an academic skill but also a competency necessary for navigating the complexities of global interactions.

The importance of developing intercultural communicative competence in educational contexts cannot be overlooked. Intercultural communicative competence refers to the ability to interact effectively and appropriately with individuals from different cultural backgrounds (Deardorff, 2023). This competence enables individuals to appreciate diverse perspectives, fostering mutual respect and understanding. In a world where cultural interactions are

commonplace, equipping students with the skills to navigate these interactions is essential for their personal and professional development (Sabirova et al., 2021). Educational institutions play a crucial role in this process, as they are responsible for preparing students to thrive in a multicultural environment.

Vocabulary is a major foundation in language learning, serving as the building blocks of effective communication (Pang, 2024). Adequate vocabulary mastery is essential for expressing ideas clearly and participating meaningfully in international interactions, especially in English as a global lingua franca. A rich vocabulary allows students to engage in meaningful conversations, supports text comprehension, and enhances listening, speaking, and writing abilities (Corpuz et al., 2024; Devi & Metla, 2025). Furthermore, vocabulary plays a critical role in developing higher-order thinking skills, such as critical thinking and problem-solving, which are increasingly important in today's information-driven society (Al-Mutairi, 2024).

The significance of vocabulary extends beyond mere word recognition; it influences lexical diversity and fluency, where raters prioritize lexical appropriateness and accuracy in language use (Guo & East, 2024). A well-developed vocabulary not only enhances communication but also contributes to academic success across various subjects. Therefore, vocabulary learning is essential for foreign language acquisition, particularly for young learners who are in the formative stages of their linguistic development (Agazzi, 2022).

Despite vocabulary being a core component of language acquisition, many students struggle with vocabulary mastery. This struggle is often attributed to traditional teaching methods that rely heavily on memorization and written exercises (Machfudi & Afidah, 2022). Such conventional approaches can lead to disengagement, as students may find rote learning tedious and uninspiring. Moreover, these methods often fail to provide opportunities for students to apply their vocabulary knowledge in real-life situations, which is crucial for retention and practical use.

In this context, social media has emerged as a powerful tool in education, particularly in English Language Teaching (ELT) (Jailani et al., 2024). The rise of social media platforms such as Facebook, Twitter, Instagram, and TikTok has transformed the landscape of language learning, offering innovative ways to engage students. These platforms provide a range of benefits that

can enhance the language learning experience, one of which is increasing student engagement through interactive content. For instance, short videos, memes, and other multimedia resources can make vocabulary and grammar learning more enjoyable and relevant (Manu, 2023).

Social media also encourages collaboration among students, allowing them to share resources, discuss ideas, and provide feedback through platforms like Google Classroom and WhatsApp. This collaborative environment strengthens language skills and fosters critical thinking, as students learn to articulate their thoughts and respond to their peers (Sahoo & Khuntia, 2024). The interactive nature of social media can create a sense of community among learners, which is essential for motivation and sustained engagement in the learning process.

However, while there is research indicating the potential of social media in language learning, there remains a gap in the literature exploring the effectiveness of specific platforms, such as TikTok, in the context of vocabulary learning. TikTok, in particular, has gained immense popularity among young people, making it a unique platform for educational content. Previous studies have shown that students have a positive perception of using TikTok to learn English (Abhi Rama et al., 2023; Febliansyah & Syafryadin, 2024). These studies suggest that the engaging format of this platform can facilitate vocabulary acquisition and retention. However, there is a lack of research specifically assessing particular TikTok accounts, such as @zelynafah, as tools for enhancing vocabulary.

The TikTok account @zelynafah presents an opportunity to investigate how social media can be leveraged for educational purposes. By focusing on this account, the study aims to explore students' perceptions of its effectiveness in improving vocabulary. Understanding how students interact with and perceive the content on this platform can provide valuable insights into the potential of TikTok as a medium for language learning.

Furthermore, this research aims to evaluate the broader implications of using social media platforms like TikTok in educational contexts. As more educators and institutions integrate technology into their teaching practices, it is essential to understand how these tools can be effectively utilized to enhance learning outcomes. By examining students' perceptions of the TikTok account @zelynafah, the study seeks to contribute to the growing body of literature on

the intersection of social media and language education.

II. METHOD

In this study, we explored the perceptions of eleventh-grade students at SMK PN 2 Purworejo regarding the TikTok account @zelynafah and its effectiveness in improving their vocabulary. We chose a qualitative research method to gain in-depth insights into the experiences and perspectives of the participants (Haki et al., 2024). Participants consisted of 15 to 20 students selected through purposive sampling, ensuring they had relevant experience with the TikTok content. Prior to the interviews, students were introduced to the @zelynafah account to provide context and enhance their engagement. We used semi-structured interviews as the data collection instrument, allowing for flexible conversations while covering important topics related to vocabulary learning. Student responses were recorded and transcribed for further analysis.

The collected data was systematically organized and categorized into themes that emerged from the students' narratives. The analysis process involved repeated readings of the transcripts to identify key patterns and significant findings. We focused on the meaning behind the students' words, rather than generalizing the findings. To enhance the credibility of the results, we triangulated by comparing insights from different participants and referring to existing literature on vocabulary acquisition and the use of social media in education (Sugiyono, 2020). This approach strengthens the validity of the data and provides a richer context for analysis.

The results of this analysis will be presented in a narrative format, highlighting students' experiences and the potential of platforms such as TikTok in enhancing vocabulary learning. With this methodology, we aim to provide meaningful insights into the development of language education in the digital age (Creswell, J. W., & Poth, C. N., 2018; Puspita et al., 2024).

III. RESULT AND DISCUSSION

A. Result

1. Results of students' perceptions about the use of TikTok as a medium for learning English.

The interview results showed that out of the 19 students surveyed, 13 agreed that TikTok helped them learn English, while 6 disagreed, expressing concerns about the

depth and accuracy of the content.

2. Results of students' perception of TikTok as an English Vocabulary Learning Tool.

The interview results showed that out of 19 respondents, 15 students felt that TikTok was an effective tool for learning vocabulary, while 4 students had the opposite opinion, feeling that TikTok was not in-depth enough and did not provide comprehensive explanations.

3. Results of students' perceptions on the effectiveness of TikTok compared to traditional methods.

The interview results showed that out of 19 respondents, 14 students preferred learning vocabulary through TikTok and 5 students preferred traditional methods, such as textbooks and direct teaching.

4. Results from the early use and appeal of the TikTok platform.

The survey results show that out of 19 students, 18 claimed to have used TikTok since they started school. They are interested in various content that supports their hobbies and interests, such as dance, music, and art.

5. Results How to find out about @zelynafah's TikTok account.

The survey results show that out of 19 students, 15 students admitted that they had only learned about the @zelynafah account on the day of the study, while the other 4 students were already aware of the account prior to the study.

6. Result of How often do you access content from @zelynafah's TikTok account.

The survey results show that out of 19 students, 17 students admitted that they rarely visit the @zelynafah account, while the other 2 students stated that they frequently access content from that account.

7. Results of Favourite Content from the @zelynafah Account.

In a survey involving 19 students, it was found that the content of the TikTok account @zelynafah had different levels of appeal among them. Of the 19 respondents, 14 students stated that they really liked content discussing American and British

accents, while the other 5 students admitted that they did not have a favourite piece of content from the account.

8. Results of the Influence of @zelynafah content in learning new vocabulary and its explanation.

In a survey involving 19 students, the results of interviews showed that 12 students felt helped by @zelynafah's content, because the fun and easy-to-understand explanations helped them remember new vocabulary and improve their speaking and listening skills, while 7 students disagreed, arguing that although the content was interesting, they felt they did not understand the vocabulary in depth and preferred traditional learning methods.

9. Results of the Effectiveness of @zelynafah Account as a Vocabulary Learning Tool.

In a survey involving 19 students, 16 students felt that the content helped them expand their vocabulary, with an emphasis on an interesting format and easy-to-understand delivery, while 3 students felt that the content was ineffective, wanting a deeper understanding of vocabulary usage in a broader context and preferring a more structured learning method.

10. Results of @zelynafah Account Recommendation for Vocabulary Learning.

In a survey involving 19 students, 14 students recommended this account as a useful tool for improving vocabulary, stating that the captivating and interactive content made learning more enjoyable, while 5 students did not recommend the account, arguing that although the content was captivating, the approach was not in-depth enough to understand vocabulary in a broader context.

B. Discussion

1. The discussion of students' perceptions of TikTok helps the English learning process. Respondents highlighted several important aspects. They felt that TikTok was effective in conveying language concepts and that the content presented was very intriguing. Many students liked the videos' clear instructions and relevant language. Students who agreed noted that the short and captivating videos made learning more enjoyable and effective in understanding

vocabulary and pronunciation. One student stated, "TikTok makes learning fun and interactive, allowing me to absorb English naturally." However, there were also differing opinions. Six students who disagreed expressed concerns about the depth and accuracy of the content. They felt that although TikTok is entertaining, the content often lacks comprehensive explanations to understand language rules well. One student added, "I found some videos too superficial; they don't cover the material in a way that helps me learn effectively." These diverse perspectives indicate that TikTok can serve as a supplementary tool in language learning. However, it is important for educators to guide students in selecting high-quality content. These findings highlight the need for further research to optimize the use of social media in education so that these platforms can provide learning experiences that align with educational goals and present clear, structured material.

2. The discussion of students' perceptions of TikTok helps the English learning process. Respondents highlighted several important aspects. They felt that TikTok was effective in conveying language concepts and that the content presented was very intriguing. Many students liked the videos' clear instructions and relevant language. Students who agreed noted that the short and captivating videos made learning more enjoyable and effective in understanding vocabulary and pronunciation. One student stated, "TikTok makes learning fun and interactive, allowing me to absorb English naturally." However, there were also differing opinions. Six students who disagreed expressed concerns about the depth and accuracy of the content.

They felt that although TikTok is entertaining, the content often lacks comprehensive explanations to understand language rules well. One student added, "I found some videos too superficial; they don't cover the material in a way that helps me learn effectively." These diverse perspectives indicate that TikTok can serve as a supplementary tool in language learning. However, it is important for educators to guide students in selecting high-quality content. These findings highlight the need for further research to optimize the use of social media in

education so that these platforms can provide learning experiences that align with educational goals and present clear, structured material.

3. The discussion of students' perceptions of TikTok helps the English learning process. Respondents highlighted several important aspects. They felt that TikTok was effective in conveying language concepts and that the content presented was very intriguing. Many students liked the videos' clear instructions and relevant language. Students who agreed noted that the short and captivating videos made learning more enjoyable and effective in understanding vocabulary and pronunciation. One student stated, "TikTok makes learning fun and interactive, allowing me to absorb English naturally." However, there were also differing opinions. Six students who disagreed expressed concerns about the depth and accuracy of the content. They felt that although TikTok is entertaining, the content often lacks comprehensive explanations to understand language rules well. One student added, "I found some videos too superficial; they don't cover the material in a way that helps me learn effectively." These diverse perspectives indicate that TikTok can serve as a supplementary tool in language learning. However, it is important for educators to guide students in selecting high-quality content. These findings highlight the need for further research to optimize the use of social media in education so that these platforms can provide learning experiences that align with educational goals and present clear, structured material.
4. We conducted interviews with students to understand their interests in content. These students stated that TikTok not only provides entertainment but also inspiration to explore their talents and creativity. The diverse content makes them feel connected to a community that shares similar interests. One student said, "TikTok gives me new ideas to express myself and interact with other people who have the same hobby." However, one student from the survey chose not to use TikTok. This student prefers to access other apps that are considered more suitable for their needs and interests. Despite this, the

majority of students indicated that TikTok has become an important part of their school experience. Overall, the survey results indicate that TikTok has a strong appeal among students, serving as a platform that supports hobbies and creativity, although some still opt for alternatives. This finding highlights the importance of understanding individual preferences in social media use among students.

5. Interviews with students reveal how they discovered the @zelynafah TikTok account. New students said the account's content was interesting and relevant to their interests, like art and creativity, which made them want to explore more. They felt that the content presented on the account could provide inspiration and useful information. One student said, "I like seeing how other people express themselves. It makes me want to try new things." Meanwhile, students who already knew about the @zelynafah account explained that they found out about it from friends or through recommendations that appeared on the TikTok platform itself. These students felt that recommendations from friends were often a determining factor in finding captivating content. While many students are new to the account, some have already experienced its content, as evidenced by this difference in knowledge. This situation reflects the dynamics of information dissemination within the student community, where social interaction and recommendations from friends can play a significant role in discovering interesting content on social media. This situation also highlights the importance of marketing and promotion strategies on platforms like TikTok. Accounts that successfully attract attention through relevant and engaging content can gain recognition among students more quickly. Overall, the survey results provide insights into how engaging content spreads among students and the importance of social networks in the content discovery process on social media.
6. We conducted interviews with students to understand their frequency of access to the TikTok account @zelynafah. Students who rarely visit the account explained that, although the content is interesting, they

prefer to follow other accounts that appear more frequently or are more relevant to their current interests. On the other hand, students who frequently access the @zelynafah account feel that the content offered is relevant to their hobbies and interests, which inspires them to follow the account more often. This difference in access frequency indicates that, although the @zelynafah account is appealing, the majority of students still seek content from other sources.

7. The results of this interview indicate that, although many students enjoy exploring accents in English, there is still a segment that seeks other variations in the content they consume. This group reflects the diversity of preferences among students in choosing the type of content that suits their interests. The majority of students who like content about accents feel that it is not only entertaining but also provides new insights into different ways of speaking. Educational content like this can improve students' understanding of English, which is an added value in their learning process. On the other hand, students who do not have a favorite type of content revealed that although they appreciate the creativity displayed, the content is not very interesting to them. This shows that while there is a certain appeal, not all content can meet the expectations of all students. These differences reflect the importance of diversity in content presentation on social media. Students have different interests and preferences, so it is important for accounts such as @zelynafah to continue exploring a variety of content to reach a wider audience.
8. The findings of this interview demonstrate two opposing viewpoints among students about the impact of TikTok content @zelynafah on learning a new language. The majority of pupils, 12 out of 19, reported considerable advantages from the subject delivered. They enjoyed the delivery, which was enjoyable and simple to grasp. In the context of learning, this method is critical since it may boost students' enthusiasm to study. When students are amused, they are more engaged and involved in the learning process. These students also stressed the need to pay close attention to pronunciation and listen closely to the

material. This display demonstrates that they understand that vocabulary development entails not just memorizing words, but also comprehending how to use and pronounce them appropriately. Speaking and listening skills are vital for language proficiency, and interactive material may assist students in improving these abilities. On the other side, the seven students who did not find the information useful presented a different viewpoint. They believed that, although the @zelynafah material was fascinating, the technique was insufficient to achieve their learning objectives. Some students said they favored conventional learning techniques like textbooks or direct instruction. They claimed that these strategies gave a more structured and precise understanding of terminology. These discrepancies reflect the variety of pupils' learning methods. Each learner has unique learning preferences and demands. While some students may learn well from brief, dynamic information on social media, others may need a more methodical and organized approach to properly absorb the topic. As a result, account managers like @zelynafah must take into consideration this variety while presenting information. They may mix components of both techniques, giving exciting and instructional information while also providing more detailed explanations for children who want greater structure. This will not only broaden the audience reach but also improve learning outcomes for a variety of pupils. Overall, the survey findings show that, although TikTok material has the potential to be a useful learning tool, it is critical to accommodate different learning styles in order to provide a holistic and thorough learning experience.

9. The poll findings give useful information on how students engage with learning material on social media, notably via the TikTok account @zelynafah. Of the 19 students questioned, 16 thought the material was an excellent aid for developing their vocabulary. This study demonstrates that the strategy utilized to convey the information, which includes an appealing structure and an easy-to-understand language, has a considerable impact on student engagement. These

students found the knowledge offered to be both engaging and entertaining, which made the learning process more pleasurable. In an educational setting, this is crucial. When pupils are amused, they are more willing to study and better able to retain new knowledge. TikTok's interactive and creative approach helps pupils to study in a more relaxed and pleasurable environment than conventional techniques.

However, three pupils believe that the material fails to appropriately serve them. Although they recognize that the content offered is intriguing, they believe that the technique utilized does not provide a thorough comprehension of terminology in a larger context. Some prefer more organized learning techniques, such as books or direct instruction, which give more precise and thorough explanations.

These perspectives demonstrate that, although novel learning approaches are quite successful in reaching a large number of students, there is still a section that requires a more conventional approach to better absorb the topic. This circumstance illustrates the range of learning styles among pupils, since everyone has unique preferences for how they receive and process knowledge. Given these findings, it is critical for account managers like @zelynafah to tailor their material to the demands of various student types. Integrating features from both techniques, such as appealing material and providing more in-depth explanations, may help reach a larger audience and enhance overall vocabulary learning effectiveness. Overall, the survey findings emphasize the necessity of flexibility in learning approaches, particularly in today's digital world. comprehending students' requirements and preferences allows content managers to build a more comprehensive and successful learning experience, assisting students in expanding their vocabulary and comprehending its application in a larger context.

10. The poll findings provide a clear picture of how students engage with learning material on the TikTok account @zelynafah. Of the 19 students questioned, 14 saw this story as an excellent aid for enhancing vocabulary knowledge. They underlined how the engaging information and dynamic delivery made learning more

fun. In today's digital world, imaginative and entertaining tactics are critical for capturing kids' interest, and the approach seems to be working for the @zelynafah account.

When students feel interested and amused, they are more likely to participate in the learning process. Such action undoubtedly helps increase their drive and interest in acquiring new terminology. Interactive approaches enable students not only to comprehend language but also to recall and use it in ordinary speech. However, five students did not endorse the account. They claimed that, although the material was engaging, the technique was insufficient to comprehend terminology in a larger context. Some of these pupils preferred alternative learning tools that were more organized and gave more detailed information.

This viewpoint demonstrates that there is a subset of pupils that need more than simply enjoyment in their learning experience. They want more thorough materials that teach how to utilize terminology in a variety of scenarios. This variety in learning preferences demonstrates the significance of flexibility in teaching techniques. Although most students appreciate creative material, not all of them believe this technique fits their educational goals. As a result, account managers like @zelynafah must examine this input and, if necessary, alter their material to make it more inclusive.

Combining interactive features with more detailed explanations may contribute to a more successful and thorough learning experience. For example, giving question and answer sessions, supplemental resources, or explanations of language use in various settings will help you reach more pupils. Overall, the survey findings show that, although many students benefit from the information offered, a more in-depth approach is still required. Comprehending and adapting to these various learning preferences allows content managers to provide a more holistic and successful learning experience, assisting students in expanding their vocabulary and comprehending its application more thoroughly.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The results of the interviews conducted with 19 students regarding the TikTok account @zelynafah reveal a diverse range of perspectives on the effectiveness and relevance of the content for vocabulary learning. Overall, the findings indicate a generally positive reception among the majority of participants, with 16 out of 19 students expressing that they consider this account to be an effective tool for expanding their vocabulary.

Many students highlighted the engaging and interactive nature of the content presented on the @zelynafah account. They appreciated the creative delivery methods, which often include visually appealing graphics, catchy music, and relatable examples that resonate with their everyday experiences. This approach not only makes the learning process feel lighter and more enjoyable but also helps to alleviate the monotony often associated with traditional language learning methods. As one student noted, "The videos are fun and make me want to learn more. It doesn't feel like studying at all!" This sentiment was echoed by several others, who emphasized that the entertaining format of TikTok videos significantly enhances their motivation to learn new words and phrases.

Moreover, the interactive elements of the TikTok platform, such as comments and challenges, foster a sense of community among learners. Students reported that they often engage with their peers by discussing the videos, sharing their own experiences, and even participating in vocabulary challenges inspired by the content. This collaborative aspect of learning through social media not only reinforces their understanding of vocabulary but also encourages them to practice using new words in context, thereby enhancing their retention and application of the language.

However, despite the overwhelmingly positive feedback, there was a notable minority of students—three out of 19—who expressed skepticism regarding the depth of understanding they gained from the content. While they acknowledged that the videos were interesting and engaging, they felt that the brevity of the TikTok format limited their ability to grasp the nuances and complexities of the vocabulary being presented. One

student articulated this concern by stating, "I enjoy the videos, but sometimes I feel like I don't really understand the words deeply. I need more context to really use them correctly." This highlights a critical point: while engaging delivery is essential for capturing students' interest, it is equally important to ensure that the content is substantive and provides a comprehensive understanding of the vocabulary.

These mixed responses underscore the necessity of a balanced approach to vocabulary learning. While platforms like TikTok can serve as valuable supplementary tools that enhance engagement and motivation, they may not fully replace traditional learning resources that offer more detailed explanations and contextual information. Students suggested that a combination of both methods—using engaging social media content alongside more traditional educational materials—could provide a more holistic learning experience. This dual approach could help bridge the gap between engagement and depth of understanding, ultimately leading to more effective vocabulary acquisition.

In conclusion, the findings from the interviews indicate that the TikTok account @zelynafah is perceived as an effective and enjoyable tool for vocabulary learning by the majority of students. However, the concerns raised by a minority highlight the importance of ensuring that educational content, regardless of the platform, is not only engaging but also rich in substance. This insight can inform educators and content creators as they seek to develop resources that effectively support language learning in the digital age.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively. Researchers can explore the influence of demographic variables such as age, education, or cultural background on the results of this study, as these factors can provide deeper and more contextual understanding. Research in different contexts, such as other geographical regions or various industrial sectors, is crucial to determine if the results are universal or context-specific.

It is important to explain why research in this area is necessary, such as to fill gaps in the existing literature, assist in more informed decision-making in related fields, or provide an empirical basis for more effective policies and practices. Thus, more in-depth and targeted research in this area can make a significant contribution to understanding and development in this field.

REFERENCES

- Abhi Rama, M., Hamdani, Z., & Prihatini, C. (2023). Students' Perception On The Use Of Tiktok As An Effective Learning Media In Improving Students' Vocabulary. *Journal on Education*, 5(4), 17079–17086. <https://doi.org/10.31004/joe.v5i4.4047>
- Agazzi, A. (2022). The Importance of Learning Vocabulary for Young Learners. *International Journal of Multicultural and Multireligious Understanding*, 9(8), 56. <https://doi.org/10.18415/ijmmu.v9i8.3897>
- Al-Mutairi, T. G. (2024). Inspecting the role of learning platforms, gamification, and diverse teaching approaches in improving vocabulary acquisition, critical thinking, and student engagement in education. *Research Studies in English Language Teaching and Learning*, 2(5), 283–295. <https://doi.org/10.62583/rseltl.v2i5.59>
- Corpuz, J. M. M., Morales, A. N., Clarin, A. S., Dionio, B. B., & Cocolan, J. V. (2024). Students' Vocabulary Skills in Relation to their Reading Comprehension in Language Literature. *International Journal of Research and Innovation in Social Science*, VIII(X), 2137–2150. <https://doi.org/10.47772/IJRISS.2024.8100183>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*.
- Deardorff, D. (2023). Intercultural Competence. In D. Deardorff, *Communication*. Oxford University Press. <https://doi.org/10.1093/obo/9780199756841-0293>
- Devi, Dr. Y. V. S., & Metla, Dr. S. (2025). *Digital Crossroads: Integrating Humanities, Science and Technology Edition 1*. BP International.
- <https://doi.org/10.9734/bpi/mono/978-93-48859-10-5>
- Febliansyah, M., & Syafryadin, S. (2024). STUDENTS' PERCEPTIONS ON THE USE OF TIKTOK APPLICATION FOR DIGITAL STORYTELLING AS SPEAKING LEARNING MEDIA. *Linguists : Journal of Linguistics and Language Teaching*, 9(1), 117. <https://doi.org/10.29300/ling.v9i1.3885>
- Guo, J., & East, M. (2024). The Role of Vocabulary in Speaking: Voices from Learners and Raters. *Language Assessment Quarterly*, 21(4–5), 452–472. <https://doi.org/10.1080/15434303.2024.2440887>
- Haki, U., Prahastiwi, E. D., & Selatan, U. T. (2024). Strategi Pengumpulan dan Analisis Data dalam Penelitian Kualitatif Pendidikan. *Jurnal Inovasi Dan Teknologi Pendidikan*, 3(1), 1–19. <https://doi.org/10.46306/jurinotep.v3i1.67>
- I Wy Ana Kurniawan. (2024). English Language and Its Importance as Global Communication. *Samā Jiva Jnānam (International Journal of Social Studies)*, 2(1), 51–57. <https://doi.org/10.25078/ijoss.v2i1.3920>
- Jailani, A., Kurniati, & Ervina. (2024). Teaching English using social media: Pre-service English teachers' perceptions. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, 29(2), 186–201. <https://doi.org/10.24090/insania.v29i2.8865>
- Kawakibi, M. A., & Indrawan, F. (2024). Importance of English in International Science Research Collaboration. *Teaching English as Foreign Language, Literature and Linguistics*, 4(1), 40–44. <https://doi.org/10.33752/teflics.v4i1.6544>
- Machfudi, Moch. I., & Afidah, A. (2022). Students' Difficulties in Vocabulary Mastery. *CREW Journal*, 1(1), 01–12. <https://doi.org/10.35719/crewjournal.v1i1.1359>
- Manu, G. A. (2023). Social media and communication technology in education: A Literature review. *Journal of Research in*

- Instructional*, 3(2), 307–326.
<https://doi.org/10.30862/jri.v3i2.297>
- Pang, S. (2024). A Study on Effective Methods of English Vocabulary Learning. *Journal of Contemporary Educational Research*, 8(9), 139–144.
<https://doi.org/10.26689/jcer.v8i9.8387>
- Puspita, T., Wahidah, & Afna, M. (2024). The Zelynafah Booster: Leveraging Tiktok for Vocabulary Acquisition with A Quasi-Experimental Study in Indonesian Context. *JL3T (Journal of Linguistics, Literature and Language Teaching)*, 10(2), 203–221.
<https://doi.org/10.32505/jl3t.v10i2.9411>
- Sahoo, P., & Khuntia, U. (2024). Effectiveness of social media-based collaborative learning on student engagement and learning outcomes: A field study. *Intercontinental Journal of Social Sciences*, 1(6), 392–407.
<https://doi.org/10.62583/nwetwy82>
- Warni, O. F. A., Silih. (2024). *Students' Perceptions Of Tiktok As An Alternative Media To Enhance Speaking Skills. Vol 4 No 2.*
<https://doi.org/47467/eduinovasi.v4i2.2787>