FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

EXPLORING INDONESIAN NON-ENGLISH MAJORS' ATTITUDES TOWARD TIKTOK SOUNDTRACKS FOR L2 VOCABULARY LEARNING

Jonathan Rainer Bunnu'[1], Lemmuela Alvita Kurniawati [2*]
[1,2] Universitas Kristen Duta Wacana, Yogyakarta, Indonesia

*pipitkh@staff.ukdw.ac.id

ABSTRACT

Despite the growing research on TikTok as a language learning tool, studies examining TikTok soundtracks to learn L2 vocabulary are still scarce, especially among non-English major students in Indonesia. This study aims to investigate Indonesian non-English-major university students' attitudes and perceptions towards the use of English TikTok soundtracks for second language (L2) vocabulary learning. An explanatory sequential mixed-methods design, using a nine-item Likert-scale questionnaire distributed to 117 participants from 54 universities across 17 provinces in Indonesia. Semi-structured interviews were conducted with six purposively selected participants. Quantitative findings revealed positive attitudes across four categories: perceived effectiveness, emotional engagement, convenience, and perceived enjoyment, with a mean score of 3.48. Perceived enjoyment received the highest mean score (M=3.57). Quantitative findings revealed three themes: English TikTok soundtracks help students understand vocabulary in context, provide a supportive, low-anxiety learning environment, and facilitate pronunciation development. Both quantitative and qualitative findings suggest that TikTok functions as an engaging tool for L2 vocabulary learning outside the classroom. The study contributes to the body of research and literature in language education and in the potential of TikTok soundtracks as a complementary resource for vocabulary and pronunciation development in informal learning contexts.

Keywords: L2 Vocabulary Learning, Non-English Major Students, Students' Attitudes, Students' Perceptions, TikTok Soundtracks

INTRODUCTION

Vocabulary is considered one of the most essential components of communication and comprehension in second language (L1) acquisition. Rasouli and Jafari (2016) mentioned that without understanding vocabulary, both spoken and written L2 is difficult to understand. Moreover, they emphasized that strong vocabulary knowledge cannot be separated from reading and listening skills, meaning that vocabulary is not only an isolated skill but also a foundational element that supports other language competencies. The ability to use L2 vocabulary enables language learners to participate more fully in academic, social,

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

and professional interactions in English. Given its central role, vocabulary acquisition has become a primary focus in L2 pedagogy and research.

There are two fundamental frameworks for understanding how vocabulary is acquired during L2 learning. The first is intentional vocabulary learning. This framework posits that learners acquire vocabulary by studying target words through structured activities, such as flashcards and vocabulary lists (Nation, 2001). The second framework, incidental vocabulary learning, refers to vocabulary acquisition as a by-product of activities, such as reading, listening, or watching (Nation, 2001). Research has shown that incidental vocabulary learning leads to vocabulary development, as learners are exposed to rich, contextual input (Nation, 2001; Peters & Webb, 2018). For this reason, digital platforms and technological tools have gained acceptance as media where learners can obtain L2 input naturally and repeteadly (Procel et al., 2024).

Additionally, affective factors also influence L2 vocabulary development. Krashen's (1982) affective filter hypothesis proposes that high anxiety, low motivation, and negative attitudes create psychological barriers that obstruct L2 acquisition. This theoretical position is therefore relevant to the use of digital platforms and technological tools, where learners can select content they are interested in and engage in L2 learning without the pressure of formal classroom settings. In regard to this, Tiktok, as a digital platform, is able to facilitate both incidental learning and affective engagement in L2 vocabulary learning.

TikTok is a social media platform for sharing short videos accompanied by soundtracks, originating from the Musical.ly application, which was purchased by the Chinese company ByteDance in 2017. Domingues et al. (2021) noted that TikTok reached the top 10 most-downloaded applications in less than 4 years on the international market. Its "For You" page has succeeded in attracting users by delivering content that aligns with their interests and viewing habits (Cervi, 2021), making TikTok an application with strong potential to improve students' vocabulary skills. Besides its popularity as social media, TikTok is also known as a platform for L2 learners to learn vocabulary (Levin & Opsahl, 2022).

Several studies related to the use of TikTok for L2 vocabulary learning have been conducted worldwide. A study by Alshreef & Khadawardi (2023) on 115 Arab female students found that students perceived TikTok to be convenient for learning vocabulary. A study by Tran (2023), involving 112 Vietnamese students found that TikTok has the potential to improve students' ability to remember English vocabulary. A qualitative study by Bernard (2021) involving 8 Malaysian students found that TikTok helped their vocabulary learning through videos with different themes and topics. Additionally, a study by Rita and Subekti (2023) on 116 Indonesian college students reported that the majority of participants agreed that TikTok was effective in improving their English comprehension. Despite this growing body of research, studies specifically examining the role of TikTok soundtracks as a medium for L2 vocabulary learning remain scarce, particularly in the Indonesian context. While these studies investigated TikTok as an informal digital learning tool, they considered TikTok as a homogeneous platform, without discussing its various features, specifically video content and soundtrack elements. Therefore, the opportunity to

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

conduct research on soundtracks on TikTok for L2 vocabulary learning is worth investigating.

Another limitation of existing studies lies in the population. In the Indonesian context, studies related to the use of TikTok for L2 vocabulary learning have been conducted mostly among high school students (Rahman, 2021; Sari et al., 2023; Tampubolon et al., 2023; Wardani, 2022), with only a few involving college students from English departments (Rahayu & Rakhmawati, 2023; Rita & Subekti, 2023; Rita & Subekti, 2024). Therefore, the present research involved non-English-speaking college students in Indonesia from various study programs and at various semester levels. The first consideration in selecting participants was the lack of studies involving non-English university students in Indonesia. The second consideration is that university students are young people in their 20s who actively use TikTok; based on data by Business of Apps, the majority of TikTok users are aged 20-29 years, accounting for 35% of all users (Businessofapps, 2022), making this demographic particularly relevant to the present study. Furthermore, while previous studies have employed quantitative (Alghameeti, 2022; Rita & Subekti, 2023), qualitative (Abidah, 2024; Cahyono & Perdhani, 2023), and mixed methods (Choo & Khalid, 2024; Tri et al., 2023), this current study employed a mixed methods approach to better understand the attitudes and perceptions of non-English major university students by combining survey results with in-depth interview findings, allowing both general patterns and personal experiences to be explored. Therefore, this present study addresses two research questions (RQs): 1*)* What are Indonesian non-English major university students' attitudes towards the use of English TikTok soundtracks for L2 vocabulary learning? and 2) What are Indonesian non-English major university students' perceptions towards the use of English TikTok soundtracks for L2 vocabulary learning?

METHODS

Research Design

Present research employs explanatory sequential mixed methods. Mixed methods are used when research questions and topics require a comprehensive understanding from multiple perspectives (Almeida, 2018). This means the research design was carried out in two phases, starting with the collection of quantitative data, then the collection of qualitative data to explain or elaborate on the quantitative results (Almeida, 2018). Quantitative research data were collected using questionnaires. The questionnaires are used to collect data from a relatively large number of research participants with the aim of representing a wider population (Rowley, 2014). An online survey was distributed to participants to answer research question (RQ) 1, investigating non-English university students' attitudes in Indonesia towards the use of English TikTok soundtracks for L2 vocabulary learning. Apart from that, qualitative methods were also used to collect data in the present study. A qualitative approach was adopted to obtain descriptive meaning and understanding (Creswell, 2007). This research method involved interviewing participants. In this section, six participants were selected and interviewed using semi-structured interviews based on quantitative results. The results of the interviews were transcribed and analyzed

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

thematically to understand the meaning of repeated patterns (Kiger & Varpio, 2020). The rationale for employing both approaches was the existing gaps in the literature. Based on previous research on this topic, the use of mixed methods, especially among university students in Indonesia, remains very limited. For this reason, this study used mixed methods to collect data from participants.

The pragmatism paradigm was used in mixed methods research. According to Creswell and Tashakkori (2007), the pragmatism paradigm emphasizes flexibility in using various methods to answer context-specific research questions. In this paradigm, researchers can use quantitative, qualitative, or a combination of both methods, depending on the most appropriate approach to answer research questions in a particular context (Creswell & Tashakkori, 2007). In this present study, the use of the TikTok soundtrack feature among non-English major students has been investigated using mixed methods to gather different data. Quantitative data were collected using a Likert Scale to measure students' level of agreement or disagreement with statements about the English TikTok soundtracks to increase L2 vocabulary. Meanwhile, qualitative data were collected using thematic analysis to answer research questions about students' perceptions of using English TikTok soundtracks to learn L2 vocabulary.

Research Participants

Participants in this study were non-English major university students in Indonesia. The number of participants in this study was 127, but 10 were excluded because they were majoring in the English department. Participants who were students in an English study program may not continue filling out the questionnaire in the next section. The final sample comprised 117 participants from 54 universities across 17 provinces in Indonesia. A summary of participant distribution by province and region is presented in Table 1.

Table 1. Participants distribution by region and province

Region	Province	No of Participating University	No of Participants	%
Sumatera	North Sumatera	4	5	4.2%
	West Sumatera	1	1	0.8%
	South Sumatera	4	4	3.4%
	Lampung	1	1	0.8%
Java	West Java	6	10	8.5%
	Central Java	2	9	7.6%
	D.I. Yogyakarta	10	28	23.9%
	East Java	3	5	4.2%
Kalimantan	West Kalimantan	5	8	6.8%
	Central Kalimantan	2	3	2.5%
Bali	Bali	4	13	11.1%
Sulawesi	North Sulawesi	2	3	2.5%
	South Sulawesi	4	7	5.9%

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

Maluku	Maluku	2	4	3.4%
Papua	Papua	1	9	7.6%
	Central Papua	2	5	4.2%
	South Papua	1	2	1.7%
Total		54	117	100%

The participants were selected using snowball sampling, a technique used when the target population is distributed across a large geographical area, and direct access to the institutions is unavailable (Rowley, 2014). The researchers contacted the target participants through their networks, who were asked to share the questionnaire link with those who met the eligibility criteria. The questionnaire was distributed via WhatsApp and Instagram Direct Message (DM) as a Google Form link. The questionnaire included a brief explanation of the study's purposes, the eligibility requirements, and a consent form. This technique enabled the study to reach participants across multiple regions in Indonesia.

The selection of participants was based on two criteria. The first criterion was that participants must be non-English major university students who have rarely been involved in previous research on the use of TikTok for English vocabulary learning in the Indonesian university context. The second criterion was that participants must have experience using TikTok and an English soundtrack. These two criteria were clearly stated in the Introductory section of the questionnaire. The participants who did not meet the requirements were instructed not to proceed.

Six participants were selected for the interview based on their willingness to be interviewed. Purposive sampling was selected because it allows researchers to select participants based on criteria. The selection of the six participants was not intended to represent all 17 regions from which the survey participants originated. Instead, the six interviewees were purposefully selected based on two main considerations: (1) their willingness to be interviewed, and (2) their demographic background, particularly regional origin. The aim was to ensure voluntary participation while still obtaining a broad range of perspectives from participants residing in different major regions across Indonesia. These included representatives from Sumatera, Java, Kalimantan, Sulawesi, Maluku, and Papua. Although not all 17 provinces were represented in the interviews, the selected regions reflect the primary geographical divisions of Indonesia.

Research Instruments

In the present study, data were collected through questionnaires and individual interviews with participants. The instrument for collecting quantitative data is a ten-item closed-ended questionnaire about university students' attitudes towards using TikTok to improve L2 vocabulary. Items 1 to 10 were adapted from a study of Saudi Arabian secondary school students (Alghameeti, 2022). A four-point-Likert scale (1 = Strongle Disagree to 4 = Strongly Agree) was chosen to eliminate the midpoint.

The adaptation process of the questionnaire involved three stages. First, the original items were reviewed for contextual fit with the Indonesian university context, and minor

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

wording modifications were made to align with the study's focus. Second, the adapted instrument was reviewed by two expert validators. Feedback from the expert were addressed befor the pilot ttesting. Third, the revised instrument was piloted with a small group of 15 non-English major university students who were not included in the study to identify items that were ambiguous.

Qualitative data were collected using a semi-structured interview guide to elicit more in-depth responses (Price, 2002). Interviews were conducted according to the list of questions. The interview guide was developed in two stages. First, questions were generated to align with RQ 2. Second, the interview guide was reviewed by the same expert validators who assessed the questionnaire, and minor revisions were made for clarity. One example of an interview question is "Did you learn English vocabulary through English TikTok soundtracks?" The results of the interview transcription, written in both English and Indonesian, were analyzed thematically to answer RQ 2.

Data Collection and Analysis

Two phases of data collection and analysis were used in this study to achieve different goals. In the first phase, researchers used quantitative methods. To collect quantitative data, researchers asked participants for permission to participate via WhatsApp and Direct Message on Instagram. This permission is written in the consent form provided using Google Forms. After obtaining permission, the questionnaire was distributed via WhatsApp and Instagram Direct Messages by sending a Google Form link to participants. After the questionnaire was completed, the data were downloaded and processed in SPSS 25. The data would were analyzed descriptively to answer RQ 1.

To ensure the quality of the quantitative instrument, both validity and reliability tests were conducted. For the validity test, the Pearson Correlation was used to assess the correlation between each item and the total score. The results showed that 9 out of 10 items had a significance value (Sig. 2-tailed) below 0.05, indicating good validity. However, item 9 did not meet the validity threshold, with a significance value of .105. As a result, item 9 was removed from further analysis to maintain the questionnaire's validity. After removing the invalid item, a reliability test was performed using Cronbach's Alpha to measure internal consistency. The reliability score of the remaining 9 valid items was .934, indicating excellent reliability and supporting the instrument's consistency in measuring students' attitudes (Sugiyono, 2013). The final validated instrument contained nine items across four categories: perceived effectiveness (items 1, 3, 5), emotional engagement (items 2, 6, 10), convenience (items 4, 8), and perceived enjoyment (item 7).

Furthermore, qualitative data collection was carried out in the second phase. Six participants were interviewed in this phase. Interview questions were given in accordance with the question guidelines and conducted via voice calls on WhatsApp. The interview was conducted in Indonesian for at least 10 minutes and recorded with a voice recorder. After that, the interview results were transcribed into English, translated into Indonesian and coded for thematic analysis. Thematic analysis was used to assist the researchers in identifying patterns and meanings from interview results (Guest et al., 2014). This data would be collected to answer RQ 2.

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

Ethical Considerations

The present study was guided by three ethical principles: autonomy, beneficence, and non-maleficence. Autonomy requires researchers to respect participants' choices regarding their participation in research (Rhodes, 2010), which in this study was operationalized through an informed consent form provided to all participants prior to data collection. Beneficence emphasizes that research must be conducted by maximizing benefits to participants and other people (Ramrathan et al., 2017). Accordingly, this study contributes meaningful insights for readers and future researchers regarding how university students' vocabulary development can be investigated through the TikTok soundtrack feature. Finally, non-maleficence requires researchers to avoid harming participants (Hammersley & Traianou, 2012). In line with this principle, participants' personal information was kept confidential by using pseudonyms throughout the study.

RESULTS

RQ 1: What are Indonesian non-English major university students' attitudes towards the use of English TikTok soundtracks for L2 vocabulary learning?

The final instrument consisted of nine valid items, divided into four attitudinal categories, measured on a four-point Likert scale (1= Strongly Disagree, 4 = Strongly Agree). The overall mean score was 3.48, indicating a positive attitude toward the use of English TikTok soundtracks for L2 vocabulary learning. The following section discusses each category.

Table 2 measured the perceived effectiveness and produced mean scores ranging from 3.50 to 3.55, with no participant selecting "Strongly Disagree". The mean scores across the three items were identical and showed consistent SD (.54 - .59). This indicated that the participants were in strong agreement that TikTok soundtracks are an effective vocabulary learning resource. These results align with the incidental learning literature, which posits that exposure to L2 input supports L2 acquisition (Nation., 2001)

Table 2. Perceived effectiveness of English TikTok soundtracks for vocabulary learning

Item No.	Statement	Mean Score	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Listening to English soundtracks on *TikTok* can improve English vocabulary	3.55	.58	59%	36.8%	4.3%	0%
3.	English soundtracks on *TikTok* are very effective for improving English vocabulary learning	3.50	.59	54.7%	40.2%	5,1%	0%
5.	Watching *TikTok* videos with English soundtracks can enrich vocabulary	3.55	.54	57.3%	40.2%	2.6%	0%

4-point Likert Scale (1 = strongly disagree to 4 = strongly agree)

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

Table 3 shows items in the emotional engagement category. The items in this category produce the widest spread of mean scores across four categories, ranging from 3.21 to 3.52. Item 10 produced the highest score, while item 6 scored 3.44. This gap suggests that students' appraisal of TikTok soundtracks as a learning tool is stronger than their affective factors in using it. Item 2 had the biggest SD (.77), indicating that even the majority of participants rejected skepticism about TikTok soundtracks, a minority of participants retained reservations. These findings imply that emotional engagement with TikTok as a learning medium has not yet been established among the population.

Table 3. Emotional engagement when learning using English soundtracks on TikTok

Item No.	Statement	Mean Score	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
*2.	I am skeptical of using English soundtracks on *TikTok* to learn English vocabulary	3.21	.77	4.3%	8.5%	49.6%	37.6%
6.	I am excited about using English soundtracks on *TikTok* to learn English vocabulary	3.44	.57	47.9%	47.9%	4.3%	0%
10.	I believe that learning English vocabulary through English soundtracks on *TikTok* is a good idea	3.52	.63	59.8%	32.5%	7.7%	0%

(*) Reverse-coded questionnaire item

Furthermore, details of the questionnaire items in the third category are provided in Table 4.

Table 4. Convenience in using English soundtracks on TikTok

Item No.	Statement	Mean Score	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
4.	Using English soundtracks on *TikTok* is convenient for learning English vocabulary	3.51	.58	55.6%	40.2%	4.3%	0%
8.	Learning vocabulary through English soundtracks on *TikTok* is easy to use	3.52	.59	56.4%	40.2%	2.6%	0.9%

As shown in Table 4, two questionnaire items were included to examine participants' attitudes toward the convenience of using English TikTok soundtracks for learning English vocabulary. Item 8 received the highest mean score (3.52), followed by item 4 with a mean

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

score of 3.51. These results indicate that participants had positive attitudes toward the ease and practicality of using TikTok soundtracks to support second-language vocabulary learning. First, item number 8 received the highest mean score (3.52), with 47 participants (40.2%) answering 'Agree', and 66 participants (56.4%) answering 'Strongly Agree'. Of 96.6% who agreed and 0.9% who disagreed with the statement, the majority of participants felt comfortable using TikTok soundtracks to learn English vocabulary. Second, item number 4 received a mean score of 3.51. Based on this, it indicates that students feel comfortable learning English vocabulary with the TikTok soundtracks.

In summary, in this category, the mean scores align most closely of all the other categories, with items 4 and 8 differing by only .01 (3.51 and 3.52). This suggests that students' positive perceptions of TikTok's usability are consistent. Moreover, the low SDs for items 4 and 8 (0.58 and 0.59) indicate minimal response variability for both items. This implies that students shared the perception that the TikTok soundtrack is convenient to use for vocabulary learning.

Moreover, details of the questionnaire items in the fourth category are provided in Table 5.

Table 5. Perceived enjoyment in learning using English soundtracks on TikTok

Item No.	Statement	Mean Score	SD	Strongly Agree	Agree	Disagree	Strongly Disagree
7.	Learning English vocabulary through English soundtracks on *TikTok* is a fun way to learn the language	3.57	.56	60.7%	35.9%	3.4%	0%

As seen in Table 5, only item number 7 is categorized in the category of 'Perceived enjoyment in learning using English soundtracks on TikTok'. This item has the highest mean score of all questionnaire items in this study (3.57). Moreover, item 7 has the highest 'Strongly Agree' response (60%). The data might indicate that TikTok users enjoy using the soundtracks feature to learn English vocabulary. One possible reason students are helped with learning vocabulary is that TikTok provides a flexible and fun language-learning experience.

The fact that item 7 achieved the highest mean score (3.57) and the highest 'Strongly Agree' response rate (60.7%) across all nine valid items is analytically significant. This finding may suggest that students perceived TikTok as a platform associated with pleasure and leisure. When vocabulary learning is embedded within its content, students may perceive it as a more motivating learning method than conventional ones. The combination of the highest mean and the lowest SD (.56) indicates that enjoyment is the main focus, and most participants shared this view.

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

RQ 2: What are Indonesian non-English university students' perceptions towards the use of English TikTok Soundtracks for L2 vocabulary learning?

Individual interviews were conducted with 6 participants related to RQ2. The pseudonyms of participants were Arfan (Male), Rahel (Female), Neil (Male), Rona (Female), Fiona (Female), and Victor (Male). Three themes were identified from the interview results; details are provided in Table 6.

Table 6. Non-English university students' perceptions on the use of English TikTok soundtracks to learn English vocabulary

Theme 1	English *TikTok* soundtracks help students understand the meaning of words based on the contexts.
Theme 2	English *TikTok* soundtracks provide supportive learning environments.
Theme 3	English *TikTok* soundtracks facilitate students with appropriate pronunciation examples.

Theme 1. English TikTok soundtracks help students understand the meaning of words based on the contexts

This study found that two of six participants reported that the TikTok soundtrack helped them learn English vocabulary in context. The two participants were Arfan and Rahel. They explain:

> "…the singer said that in the song he said, 'I'm feeling blue'. "It turns out this word 'blue' has a meaning other than 'color,' which is sadness." (Arfan/M)

> "…I became interested in finding the meaning of the word 'wildflower' and learned some new words from the TikTok soundtrack of Billie's song." "…in the song itself, the word 'wildflower' is used as a symbol of someone strong, independent, and able to grow in a difficult situation. From that song, I got a new understanding of that vocabulary." (Rahel/F)

From the excerpts above, it can be concluded that the English soundtracks on TikTok helped them understand English vocabulary in context. The pattern is that, when they hear the soundtrack that they are interested in, they will automatically acquire new vocabulary and the context of its use.

Analytically, both excerpts illustrate an incidental vocabulary acquisition, where new words or phrases were acquired and internalized through musical or lyrical context. Arfan's example of 'blue' demonstrates how a single word can carry multiple meanings, and that these meanings can be revealed through songs. Rahel's example shows metaphorical vocabulary, which is commonly the most difficult to acquire. The fact that only two participants explicitly mentioned contextual understanding through songs and lyrics may suggest that this form of incidental vocabulary learning occurs subconsciously for many students, but it is underreported. However, the specificity of Arfan's and Rahel's examples suggests that incidental learning can create a meaningful and lasting impression.

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

Theme 2. English TikTok soundtracks provide supportive learning environments

This study found that five participants reported that the English TikTok soundtracks were an effective tool for learning English vocabulary because they created a relaxed, enjoyable learning environment. Arfan, Neil, Rahel, Fiona, and Rona explain their opinions as follows:

> "Sometimes when learning English, we feel bored and feel like it's not suitable, so we don't focus." "…the presence of soundtracks to support a more engaging content, it's like helping us to absorb the English content…" (Arfan/M)

> "…for example, when I hear something like that, then suddenly add new vocabulary, it's automatically not stressful, because there's no pressure," (Neil/M)

Furthermore, Rahel (F) and Rona (F) added that TikTok soundtracks are a fun and relaxing medium for learning vocabulary.

> "It can help our generation who are lazy to read books, then listening to TikTok soundtrack is more fun, more exciting, and the vocabulary may be easier for us to understand." (Rona/F)

From the excerpts, it can be seen that five out of six participants considered TikTok's soundtrack feature to provide a supportive environment for learning English vocabulary.

The agreement among five of six participants on this theme shows a consistent pattern across the three themes and analytical significance relative to the quantitative findings. Arfan's remark about boredom and loss of focus in a formal language-learning context, and Neil's remark about the lack of pressure in such contexts, show affective barriers in formal language learning. These findings indicate that TikTok soundtracks serve not only as a language-learning platform but also as a means of reducing language-learning anxiety. This aligns with Krashen's affective filter hypothesis, which suggests that language acquisition is more effective in low-anxiety conditions (Lin et al, 2015). Moreover, Rona's comment about "our generation who are too lazy to read books" is noteworthy, as it suggests a shift in learning preferences toward audiovisual content. In conclusion, these findings suggest that low-pressure learning facilitated by TikTok soundtracks may play an important role in improving students' engagement in learning vocabulary beyond the classroom.

Theme 3. English TikTok soundtracks facilitate students with appropriate pronunciation examples

The study found that most participants reported that English TikTok soundtracks created by native content creators helped them practice their English vocabulary and pronunciation, but some learned indirectly from native content creators. Four out of six participants, Arfan, Rahel, Fiona, and Rona, claimed that native content creators helped them practice their vocabulary pronunciation. Meanwhile, one of the six participants, Neil, claimed that imitating soundtracks, such as songs or conversations, helped him practice his pronunciation.

> "I've heard audio or used a soundtrack created by an American TikTok creator called Tongue Twister." "…I tried to read and listen to the soundtrack so I could find out, wow, is this the same pronunciation?" (Arfan/M)

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

"I often do dialogue or karaoke in the bathroom, so sometimes I also imitate the conversations or lyrics from singing or talking to myself." "So, it seems like my pronunciation has improved a bit." (Neil/M)

"I often imitate songs or sounds on TikTok, especially since I also usually follow trends or challenges from native creators on TikTok." "…from there, I can learn to pronounce vocabulary in English." (Rahel/F)

"…because it turns out that on TikTok we see that there are actually many creators with language accents that we can learn, such as American, British, and others." "…I learn from there." (Fiona/F)

"If the context is like helping to practice pronunciation, I have done it through TikTok and its soundtracks, like I'll see later on in creators or videos on TikTok…" (Rona/F)

From the excerpts, it can be seen that one of six participants stated that English TikTok soundtracks, in the form of conversations or songs, helped him pronounce English vocabulary, and four of six stated that native creators helped them learn English vocabulary pronunciation.

Analytically, this theme shows two distinct mechanisms by which the TikTok soundtrack serves as a platform for practicing pronunciation. The first mechanism involves direct modelling as reflected in Arfan's self-correction practices. The second mechanism involves imitative practice as demonstrated by Neil's karaoke-style repetition. In addition, the range of accents, as stated by Fiona, indicates that the TikTok soundtrack provides exposure to various accents, which can foster accent awareness and adaptability.

DISCUSSION

The findings of this study collectively indicate that Indonesian non-English major students held positive attitudes toward English TikTok soundtracks as an informal L2 vocabulary-learning resource. The findings not only confirm what prior research has established about TikTok soundtracks but also provide a deeper theoretical interpretation.

Regarding the perceived effectiveness of TikTok for vocabulary learning, the findings indicate that students viewed it as an effective platform for learning vocabulary. The findings are consistent with those of the mixed-methods study by Anumanthan and Hashim (2022), which found that primary school ESL students in Malaysia perceived TikTok as an effective platform for learning regular verbs. This is further supported by Rahmawati and Anwar (2022) who found that TikTok application effectively affected Thai students' learning outcomes in mastering vocabulary, and by Nurlia (2024) who found that Indonesian students in Informatics Engineering perceived TikTok as effective for vocabulary development. Regarding item 5, a study by Hartomo et al. (2024) involving Senior High School students in Indonesia found that the existence of an English-focused TikTok account makes it an effective English learning medium for enhancing students' English vocabulary. Similarly, a study by Alshreef and Khadawardi (2023) involving Arabian students found that students perceived learning through TikTok can improve English vocabulary. Regarding item 3, studies by Simanungkalit and Katemba (2023) and Alghameeti (2022) found that

(cc) BY

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

following native speaker educational creators on TikTok contributed to improvement in students' vocabulary and language skills. The qualitative data from RQ2 further support these findings. Theme 1, which identified that students understood new vocabulary in context through TikTok soundtracks, provides a qualitative explanation for why students rated the effectiveness item highly. Participants' examples of certain words, such as "blue" and "wildflower," in meaningful lyrical contexts suggest that the TikTok soundtrack may facilitate language processing that strengthens vocabulary retention. However, a distinctive contrast exists with Tri et al. (2023) those who found that Vietnamese university students preferred Facebook and YouTube over TikTok. This contrasting finding is not only a matter of platform preference. It reflects TikTok market penetration across national contexts, and Indonesia is among TikTok's largest global markets Businessofapps (2022). This implies that Indonesian students were exposed to more frequent TikTok content. The high exposure to TikTok content in Indonesian digital culture may strengthen perceptions of TikTok's perceived effectiveness.

Regarding to emotional engagement, prior studies have reported positive emotional responses to TikTok (Bernard, 2021; Pratiwi & Syafrizal, 2024). This study showed that cognitive belief in TikTok soundtracks as a good learning idea (item 10, M = 3.52) is stronger than affective excitement about using it (item 6, M = 3.44). This suggests a cognitive-affective gap, indicating that students can intellectually endorse a learning tool without being emotionally invested in it. The practical implication is that endorsing TikTok soundtracks as a learning tool does not guarantee engagement in practice.

The skepticism shown in the SD in item 2 (.77) is consistent with Mei and Aziz (2022) who found that Malaysian students expressed concern that TikTok is leaning to entertainment-oriented design rather than supportive learning tool.

Regarding convenience, the findings of items 4 and 8 are in line with Alharthy (2025) and Juwita and Syahputra (2024). However, the qualitative data from Theme 3 reveal a dimension of convenience, that is accessibility, which quantitative items cannot fully capture. Students not only experienced ease of platform navigation but also access to authentic L2 input, including native-speaker accents and pronunciation models that formal instructional environments at school cannot provide. The distinction between procedural convenience (ease of use) and linguistic convenience (access to authentic input) extends beyond what the previous studies have reported. While Alshreef and Khadawardi (2023) and Juwita and Syahputra (2024) reported convenience in terms of content access, but linguistic access that was valued most by students was not discussed.

Regarding perceived enjoyment, the finding of item 7 is in line with Hadijah et al. (2023), who found that EFL students in Indonesia consider TikTok as an interesting way to practice vocabulary pronunciation, and Gusmareky and Tambusai (2023), who found that teachers perceived the TikTok platform as fun to use for developing students' English vocabulary listening skills. The convergence of teachers' and students' perspectives suggests a shared idea of TikTok as an entertaining yet educational medium for English learning. This

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

quantitative finding is consistent with Themes 2 and 3 in the qualitative data. The qualitative data indicate that five of the six participants described TikTok soundtracks as a stress-free and enjoyable medium for learning English. This indicates that the high enjoyment ratings reflect the affective experience. Furthermore, participants described karaoke-style imitation as enjoyable. This reinforces the argument that affective engagement is a key factor in supporting L2 vocabulary learning through TikTok soundtracks.

The findings from RQ1 and RQ2 show that students had positive attitudes and perceptions towards learning English vocabulary using TikTok soundtracks. Qualitative findings reveal that students perceived TikTok soundtracks as helpful in supporting vocabulary development through contextual word learning, an enjoyable learning environment, and accessible pronunciation modelling. Therefore, the quantitative and qualitative data from this mixed-methods study suggest that English TikTok soundtracks support L2 English vocabulary learning by reducing affective barriers, providing authentic and contextual linguistic input, and offering accessible models for pronunciation development. Overall, students' perceptions indicate that TikTok soundtracks contribute to vocabulary learning outside the classroom settings.

CONCLUSION

This study investigated Indonesian non-English-major university students' attitudes and perceptions towards the use of English TikTok soundtracks for L2 vocabulary learning. Different from prior studies of TikTok and language learning, which treated the platform as a whole. By focusing on soundtrack features and directing toward a population that has been underrepresented in the Indonesian research context, this study contributes a more precise understanding of how informal audio-linguistic engagement supports vocabulary development outside the classroom.

The quantitative findings revealed positive attitudes across all four attitudinal categories, perceived effectiveness, emotional engagement, convenience, and perceived engagement, with a mean score ranging from 3.44 to 3.57 on a four-point scale. Perceived enjoyment was the strongest attitudinal driver, as shown in the qualitative data: the enjoyment participants associated with TikTok soundtracks is not only due to the platform's entertainment value but also to the less pressure they feel when using it and to self-directed engagement in an informal learning context. The three qualitative themes, 1) contextual vocabulary understanding, 2) low-anxiety learning environment, and 3) pronunciation development through native-speaker exposure, support the overall findings of how soundtracks facilitate informal learning, rather than affirming that students like using TikTok.

In terms of scholarly contributions, this study demonstrates the applicability of the affective filter hypothesis, showing that low-anxiety conditions that facilitate language acquisition can emerge through learners' voluntary engagement with informal digital platforms. Moreover, it provides an empirical basis for incidental vocabulary acquisition

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

theory (Nation., 2001) in the context of audio content, showing that contextual vocabulary can be internalized through engaged listening activities that TikTok soundtracks provide.

This study also has some practical contributions. First, for language educators teaching non-English-major students in Indonesia, the findings suggest that TikTok soundtracks represent an accessible, cost-free supplementary resource. Educators do not need to introduce these features because students are already using them. Therefore, educators can design tasks using TikTok soundtracks through lyric-based vocabulary activities, pronunciation exercises, or vocabulary journalling, while maintaining the low-pressure nature of the platform.

This study has several limitations that should be acknowledged. In terms of the distribution of participants, there was a geographical imbalance, with the majority coming from Java (50 out of 117 participants). This might be due to the questionnaire not reaching other regions sufficiently. Although this imbalance did not affect the overall purpose of the study, future research should aim to recruit a more geographically diverse group of participants across Indonesia to ensure broader generalizability. Additionally, sources that specifically focus on the use of the TikTok soundtrack feature for learning English vocabulary in the Indonesian context are very limited, as most previous studies have investigated TikTok video content more broadly (Abidah, 2024; Muflihah et al., 2024; Rahayu & Rakhmawati, 2023; Wardani, 2022). Therefore, this study has limitations in reviewing existing literature.

Based on the limitations, several directions for future research are recommended. Future studies should involve more geographically diverse participants. Future research can also examine features beyond the soundtrack to explore other TikTok elements in relation to English language skill development. Finally, longitudinal research is recommended to observe changes in students' attitudes and vocabulary over time, as the present study captures attitudes but cannot measure learning outcomes of using TikTok to improve vocabulary mastery.

REFERENCES

Abidah, A. N. (2024). Students' perception on utilizing TikTok videos for vocabulary acquisition. *Journal of English for Academic and Specific Purpose*, *7*(2), 104–115. https://doi.org/10.18860/jeasp.v7i2.24418

Alghameeti, A. A. (2022). Is TikTok an effective technology tool in english vocabulary expansion? *English Language Teaching*, *15*(12), 14–19. https://doi.org/10.5539/elt.v15n12p14

Alharthy, F. (2025). Exploring the impact of TikTok on second-language vocabulary acquisition: Benefits, challenges, and learner perceptions. *Journal of Humanities and Social Sciences Studies*, *7*(3), 22–31. https://doi.org/10.32996/jhsss.2025.7.3.2

Almeida, F. (2018). Strategies to perform a mixed methods study. *European Journal of Education Studies*, *5*(1), 137–151. https://doi.org/10.5281/zenodo.1406214

Alshreef, N. R., & Khadawardi, H. A. (2023). Using TikTok as a tool for english vocabulary

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

learning in the EFL context. *English Language Teaching*, *16*(10), 125–133. https://doi.org/10.5539/elt.v16n10p125

Amin, F. M. (2023). Exploring students' reading interest through Tiktok multimodal literacy. *Journal Of Education And Teaching Learning (JETL)*, *5*(2), 157–164. https://doi.org/10.51178/jetl.v5i2.1326

Anumanthan, S., & Hashim, H. (2022). Improving the learning of regular verbs through TikTok among primary school esl pupils. *Creative Education*, *13*, 896–912. https://doi.org/10.4236/ce.2022.133059

Bernard, A. V. (2021). Expanding ESL students' vocabulary through TikTok videos. *Lensa: Kajian Kebahasaan, Kesusastraan, Dan Budaya*, *11*(2), 171–184. https://doi.org/10.26714/lensa.11.2.2021.171-184

Businessofapps. (2022). TikTok revenue and usage statistics (2022). *Business of Apps*, 12. https://www.businessofapps.com/data/tik-tok-statistics/

Cahyono, A. O. M., & Perdhani, W. C. (2023). Using TikTok in EFL class: Students' perceptions. *Journal of English Education and Teaching (JEET)*, *7*(1), 59–77. https://doi.org/10.33369/jeet.7.1.59-77

Cervi, L. (2021). Tik Tok and generation Z. *Theatre, Dance and Performance Training*, *12*(2), 198–204. https://doi.org/10.1080/19443927.2021.1915617

Choo, L. Y., & Khalid, F. (2024). Year 6 students' perceptions towards the usage of TikTok and its effectiveness on their vocabulary learning. *International Journal of Academic Research in Business and Social Sciences*, *14*(7), 1155–1180. https://doi.org/10.6007/IJARBSS/v14-i7/22139

Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches. In *Sage publications* (Issue June).

Creswell, J. W., & Tashakkori, A. (2007). Editorial: Differing perspectives on mixed methods research. *Journal of Mixed Methods Research*, *1*(4), 303–308. https://doi.org/10.1177/1558689807306132

Domingues, P., Nogueira, R., Francisco, J. C., & Frade, M. (2021). Analyzing TikTok from a digital forensics perspective. *Journal of Wireless Mobile Networks, Ubiquitous Computing, and Dependable Applications*, *12*(3), 87–115. https://doi.org/10.22667/JOWUA.2021.09.30.087

Foster, P., Bolibaugh, C., & Kotula, A. (2014). Knowledge of nativelike selections in a L2. *Studies in Second Language Acquisition*, *36*(1), 101–132. https://doi.org/10.1017/S0272263113000624

Guest, G., MacQueen, K., & Namey, E. (2014). Introduction to applied thematic analysis. *SAGE Research Methods*, 3–20. https://doi.org/10.4135/9781483384436.n1

Gusmareky, E., & Tambusai, A. (2023). *Analysis of using Tiktok to develop students' listening*

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN: 2723-4126**
***p*-ISSN: 2776-8880**

skill at MTs YPI Lubuk Pakam. *7*(3), 29878–29881.

Hadijah, H., Widayati, U., Ilahi, T., & Puspitasari, E. (2023). TikTok as a tool of autonomous learning: indonesian EFL students' voices. *Wiralodra English Journal*, *7*(2), 89–98. https://doi.org/10.31943/wej.v7i2.235

Hammersley, M., & Traianou, A. (2012). Ethics and educational research. *British Educational Research Association*, 1–40. https://www.t-rex.ie/wp-content/uploads/2017/02/BERA-Ethics-and-Educational-Research.pdf

Hartomo, L. M., Waluyo, U., Putera, L. J., & Soepriyanti, H. (2024). The students ' perceived effectiveness of TikTok as a means for learning unfamiliar vocabulary at SMAN 10 Mataram. *Jurnal Ilmiah Profesi Pendidikan*, *9*(4), 3147–3162. https://doi.org/10.29303/jipp.v9i4.3106

Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023). The effects of TikTok application on the improvement of efl students' English-speaking skills. *World Journal of English Language*, *13*(7), 77–88. https://doi.org/10.5430/wjel.v13n7p77

Juwita, J., & Syahputra, B. P. (2024). The use of TikTok education: The impact on student's vocabulary acquisition. *Journal of English Language and Education*, *9*(4), 131–141. https://doi.org/10.31004/jele.v9i4.526

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data. *Medical Teacher*, *42*(8), 846–854. https://doi.org/10.1080/0142159X.2020.1755030

Levin, H., & Opsahl, M. K. (2022). Trending : A new way of language learning students' language acquisition through TikTok. *University of South-Eastern Norway*, *6*, 1–115.

Lin, HC.K., Chao, CJ. & Huang, TC. From a perspective on foreign language learning anxiety to develop an affective tutoring system. *Education Tech Research Dev* 63, 727–747 (2015). https://doi.org/10.1007/s11423-015-9385-6

Mei, K. L., & Aziz, A. A. (2022). Students' perception on using Tiktok application as an English learning tool. *International Journal of Academic Research in Progressive Education and Development*, *11*(4), 154–177. https://doi.org/10.6007/ijarped/v11-i4/15403

Muflihah, L., Tarihoran, N., & Rahmawati, E. (2024). *A Phenomenon of English Content TikTok Videos as A Resource in Learning English Vocabulary*. *7*(1), 24–35. https://doi.org/10.48181/jelts.v7i1.24203

Nation, I.S.P. (2001). *Learning vocabulary in another language*. Cambridge University Press.

Nurlia, V. (2024). College Students' Perception of Using Tiktok to Learn Vocabulary. *Jurnal Pustaka Cendekia Pendidikan*, *01*(02), 60–69. http://pcpendidikan.org/index.php/jpcp/article/view/57/16

Peters, E., & Webb, S. (2018). Incidental vocabulary acquisition through viewing L2 television. *Studies in Second Language Acquisition, 40*(3), 551–577.

Pratiwi, I., & Syafrizal, S. (2024). Students' views on the utilization of the TikTok application

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

to enhance their vocabulary. *Indonesian Journal of Teaching and Teacher Education*, *4*(1), 8–13. https://doi.org/10.58835/ijtte.v4i1.349

Price, B. (2002). Laddered questions and qualitative data research interviews. *Journal of Advanced Nursing*, *37*(3), 273–281. https://doi.org/10.1046/j.1365-2648.2002.02086.x

Procel, G. J. O., Medina, M. L. F., Sanchez, D. J. S., & Tacuri, M. A. P. (2024). *Using technology in English teaching*. CID - Centro de Investigación y Desarrollo. https://doi.org/10.37811/cli_w1048

Rahayu, S., & Rakhmawati, I. (2023). Pengaruh video TikTok terhadap penguasaan kosakata bahasa Inggris mahasiswa semester empat di Universitas Bhinneka PGRI. *EduCurio: Education Curiosity*, *1*(3), 723–726. http://qjurnal.my.id/index.php/educurio/article/view/452/338

Rahman, M. S. (2021). Analysis regression and path model: The influence both Instagram and TikTok in improving students' vocabulary. *SKETCH JOURNAL: Journal of English Teaching, Literature and Linguistics*, *1*(1), 10–22.

Rahmawati, Y., & Anwar, K. (2022). The use of TikTok application: The impact on students' vocabulary and attitude. *Professional Journal of English Education*, *5*(3), 610–621. https://doi.org/10.22460/project.v5i3.p610-621

Ramrathan, L., Grange, L. L., & Shawa, L. B. (2017). Ethics in educational research. *Review of Research in Education*, 432–443. https://www.researchgate.net/profile/Lester-Shawa/publication/312069857_Ethics_in_educational_research/links/586e0b9f08ae6eb871bcf47c/Ethics-in-educational-research.pdf

Rasouli, F., & Jafari, K. (2016). A deeper understanding of L2 vocabulary earning and teaching: A review study. *International Journal of Language and Linguistics*, *4*(1), 40–46. https://doi.org/10.11648/j.ijll.20160401.16

Rhodes, R. (2010). Rethinking research ethics. *American Journal of Bioethics*, *10*(10), 19–36. https://doi.org/10.1080/15265161.2010.519233

Rita, R., & Subekti, A. S. (2023). TikTok and vocabulary learning: A survey study of Indonesian students from English departments. *Pedagogy: Journal of English Language Teaching*, *11*(2), 202–216. https://doi.org/10.32332/joelt.v11i2.7866.Journal

Rita, R., & Subekti, A. S. (2024). *TikTok to learn English vocabulary: Voices of Indonesian learners from English departments*. *22*(1), 33–42. https://doi.org/10.33365/ts.v22i1.3406

Rowley, J. (2014). Designing and using research questionnaires. *Management Research Review*, *37*(3), 308–330. https://doi.org/10.1108/MRR-02-2013-0027

Sari, W. N., Dollah, S., & Hasriani, G. (2023). The use of TikTok application as an online English learning medium to improve students' vocabulary mastery at SMA Katolik Messawa. *Journal of Technology in Language Pedagogy (JTechLP)*, *2*(4), 648–658.

FOSTER JELT
Journal of English Language Teaching

Copyright © The Author(s)
Vol.7, No. 3, July 2026
***e*-ISSN**: **2723-4126**
***p*-ISSN**: **2776-8880**

https://all3dp.com/2/fused-deposition-modeling-fdm-3d-printing-simply-explained/

Simanungkalit, J. R. M., & Katemba, C. V. (2023). Utilizing English TikTok as a media in learning English vocabulary: University students' perspective. *Eduvelop: Journal of English Education and Development*, *6*(2), 137–150. https://doi.org/10.31605/eduvelop.v6i2.2331

Sugiyono. (2013). Metode penelitian kuantitatif kualitatif dan R&D. In *Penerbit Alfabeta* (19th ed.). ALFABETA, CV.

Tampubolon, A. R., Siahaan, B. L., & Sitanggang, A. (2023). The effect of using TikTok on students' vocabulary mastery in seventh grade at SMP Negeri 9 Pematang Siantar. *Jurnal Ilmu Pendidikan Dan Sosial*, *2*(3), 390–402. https://doi.org/10.58540/jipsi.v2i3.446

Tran, D. T. (2023). Tiktok's effect on English vocabulary learning: An empirical study of English major curriculum. *Revista de Gestão e Secretariado (Management and Administrative Professional Review)*, *14*(10), 18576–18592. https://doi.org/10.7769/gesec.v14i10.2869

Tri, P. M., Van, N. T. T., & Tu, C. T. X. (2023). Vietnamese students' perceptions of utilizing social media to enhance English vocabulary: A case study at Van Lang University. *International Journal of TESOL & Education*, *3*(1), 79–111. https://doi.org/10.54855/ijte.23316

Wardani, P. U. K. (2022). Junior high school students perception toward English videos on TikTok to improve their vocabulary mastery. *Jurnal Penelitian,Pendidikan, Dan Pembelajaran*, *17*(26). https://jim.unisma.ac.id/index.php/jp3/article/view/18549/14113#