

**EFL STUDENTS' PERCEPTION OF VOCABULARY LEARNING
THROUGH JANE ELISABET'S TIKTOK**

THESIS

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**FAKULTAS TARBIYAH DAN KEGURUAN
UNIVERSITAS ISLAM NEGERI AR-RANIRY**

BANDA ACEH

2026 M/1448 H

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THESIS

Has Been Approved and Submitted to the Thesis *Munaqasyah* Defense as One the
Requirements to Obtain a Bachelor's Degree in the field of english Language
Education

By

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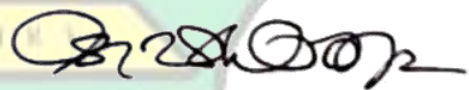
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On:

Wednesday,

August, 12th 2026 M

28 Shafar 1448 H

In Darussalam, Banda Aceh

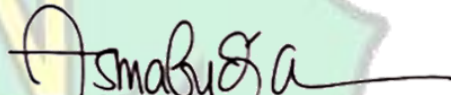
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adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila kesalahan dan kekeliruan di dalamnya, maka akan menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 31 Juli 2026

Saya yang membuat surat pernyataan


Cindy Linaswa

ACKNOWLEDGMENT

First and foremost, I would would like to express the deepest gratitude to Allah SWT for His countless blessings, guidance, mercy, and grace, which have made the completion of this thesis possible. The researcher also extends sincere peace and blessings upon Prophet Muhammad SAW, whose exemplary life continues to inspire and guide all humankind.

I would like to express heartfelt appreciation to Miss Rita Hermida, S.Pd.I., M.Pd., who has served as both the thesis supervisor and academic advisor throughout the researcher's academic journey. Her invaluable guidance, patience, encouragement, support, and constructive suggestions have been essential from the beginning of the study until the successful completion of this thesis. Sincere gratitude is also extended to Miss Syarifah Dahliana, Head of the English Education Study Program, and Miss Azizah, S.Ag., M.Pd., Secretary of the English Education Study Program, for their guidance, support, and assistance throughout the researcher's academic journey.

With deepest love and gratitude, I would like dedicates sincere appreciation to my beloved parents, Bapak Aswadi Amir and Ibu Jaslinda, for their unconditional love, endless prayers, unwavering sacrifices, and constant encouragement. Their support has been the greatest source of strength and motivation in completing this thesis. The researcher also expresses heartfelt thanks to my beloved younger siblings, Aslam Muharam Linaswa and Ayesha Linaswa, for their prayers, love, understanding, and continuous support. Sincere appreciation is also extended to **my** beloved grandparents, Acut, Bunda, Oom, and all family members at home for their endless encouragement and prayers throughout this journey.

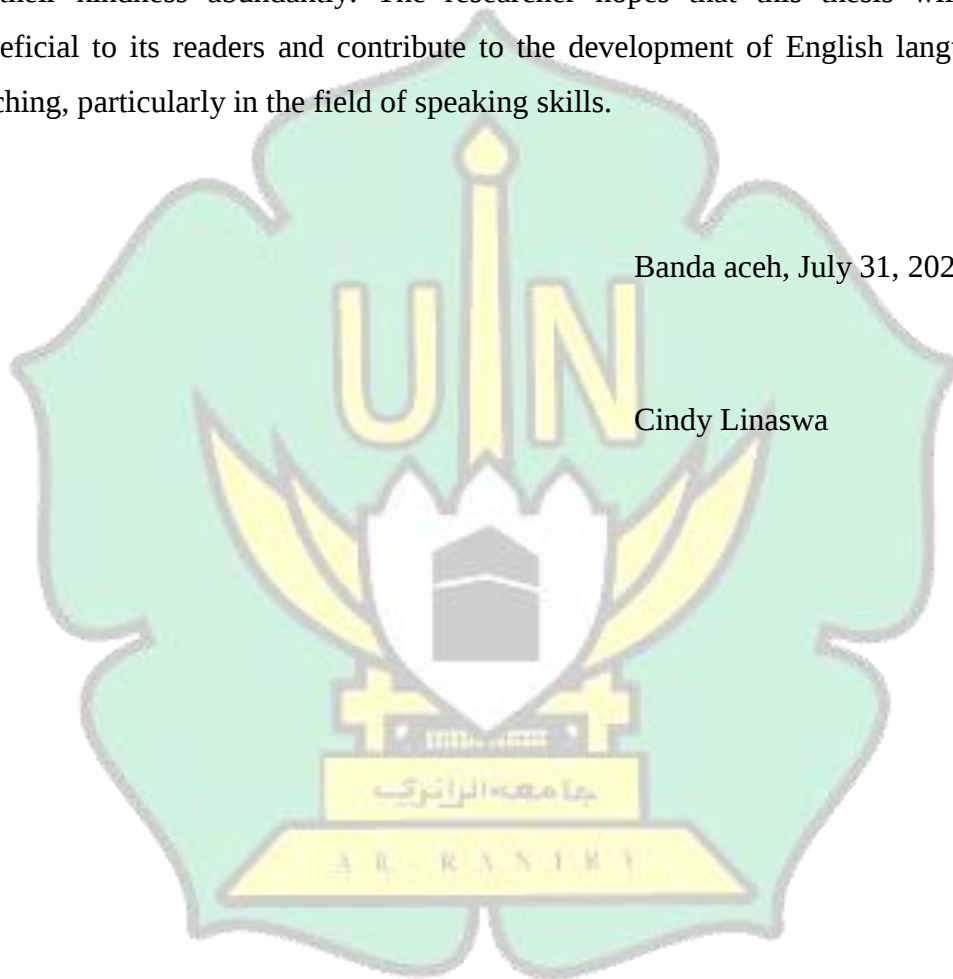
Special appreciation is also extended to the M Dzaky Al Fattah Nast, Esdeh group, Shinta Damayanti Tanjung, and besthai grup, who accompanied the researcher throughout her academic journey and the fellow comrades from

campus who have been by my side all this time. Their friendship, encouragement, and support have brought comfort, motivation, and many meaningful memories during the completion of this thesis.

Finally, the researcher sincerely thanks everyone who has contributed, directly or indirectly, to the completion of this thesis. May Allah SWT reward all of their kindness abundantly. The researcher hopes that this thesis will be beneficial to its readers and contribute to the development of English language teaching, particularly in the field of speaking skills.

Banda aceh, July 31, 2026

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ABSTRACT

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Major : Department of English Language Education
Thesis Title : EFL Students Perception of Vocabulary Learning
Through Jane Elisabet's Tiktok
Supervisor : Rita Hermida, S.Pd,I.,M.Pd
Keywords : TikTok, Vocabulary Learning, EFL Students, Jane
Elisabet, Informal Learning.

This study explores EFL students' perceived impact and challenges in mastering English vocabulary through educational content on Jane Elisabet's TikTok account. Using a qualitative descriptive approach, data were collected through semi-structured interviews with seven participants and analyzed using thematic analysis. The findings revealed that students perceived Jane Elisabet's TikTok content as a valuable supplementary resource for vocabulary learning. Participants reported that simplified explanations, repeated exposure, multimodal presentation, pronunciation modeling, contextual examples, and opportunities to apply new vocabulary in academic and daily communication contributed to improvements in vocabulary mastery, speaking confidence, motivation, and overall language learning. However, participants also experienced several challenges, including limited depth of explanation due to the short-video format, passive exposure leading to vocabulary forgetting, distractions caused by TikTok's algorithm, difficulty using unfamiliar vocabulary appropriately, inconsistent learning habits, fast speech delivery, and the lack of direct interaction for clarification. Overall, the findings suggest that Jane Elisabet's educational TikTok content can serve as an effective informal learning resource to support English vocabulary development for EFL students when used as a complementary learning medium rather than a primary source of instructions.

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CHAPTER I

INTRODUCTION

A. Background of Study

In this digital era, social media has become an integral and crucial part of EFL students' daily lives, going beyond its purely social function to become a potential tool for language learning. Unlike formal classroom learning, digital platforms also offer authentic exposure to English language use and support diverse learning styles through multimodal content, including textual, audio, and visual information (Reinders & Benson, 2017; Mayer, 2021). One of the most prominent platforms now is TikTok, which provides various English creator accounts to help people learn English outside of the classroom and in everyday life, especially for EFL students (Handayani, 2022; Khlaif & Salha, 2022).

It is unfortunate that today's college students have very little vocabulary for interacting and speaking in English. Vocabulary is an essential and fundamental component of learning English because learners need sufficient vocabulary knowledge to understand and produce language effectively (Nation, 2013; Webb & Nation, 2017). Many students today have yet to master and use much of this vocabulary, including basic vocabulary, which is essential for learning English but which they lack. Therefore, it is crucial for students to learn and memorize various English vocabulary for everyday life and to apply it to conversations and English learning (Nation, 2013; Schmitt, 2019).

In light of this limited vocabulary, technology is now incredibly advanced and accessible, especially for students who can utilize various tools to learn vocabulary outside the classroom, such as social media platforms like TikTok. The use of digital platforms can provide opportunities for learners to engage with English beyond formal classroom instruction and develop more autonomous learning practices (Reinders & Benson, 2017; Sockett, 2014). Social media can also provide informal learning environments in which students encounter English through content that is connected to their interests and everyday activities (Khlaif & Salha, 2022).

As we know, TikTok offers a wide variety of short video formats that are suitable for learning vocabulary for everyday use, especially for students who want practical and relaxed learning outside of class. Short-video learning can provide repeated and accessible exposure to language input, while audiovisual and textual information can help learners connect vocabulary forms with their meanings and contexts (Lai & Morrison, 2023; Mayer, 2021; Sun, 2020). In addition, captioned and repeated exposure to vocabulary through video content may support vocabulary recognition and retention (Peters, 2020).

Therefore, due to the lack of vocabulary mastery for everyday use among students, it is important for them to find a platform that suits their needs. In this study, the researcher targeted a specific account by content creator Jane Elisabet on TikTok, which includes a wealth of content about learning English vocabulary. The vocabulary presented through such educational content can be particularly useful when learners are exposed to words and expressions in meaningful contexts rather than through isolated memorization (Nation, 2013; Schmitt, 2019). Her content is highly relevant to the needs of today's students because it teaches vocabulary that can be used in students' daily activities. The use of contextual examples and multimodal presentations may help learners connect the form, meaning, pronunciation, and use of vocabulary (Mayer, 2021; Sun, 2020).

This study examined students' lack of English vocabulary mastery, their perception of the impact on them, and the challenges they face when learning English vocabulary in everyday life. In particular, the study focuses on students' perceptions of vocabulary learning through Jane Elisabet's TikTok content and how this informal digital learning experience is perceived by EFL students.

From this, the researcher ultimately chose the title of the study: **"EFL STUDENTS' PERCEPTION OF VOCABULARY LEARNING THROUGH JANE ELISABET'S TIKTOK."**

B. Research Questions

1. How do EFL students perceive the impact of using educational content from Jane Elisabet's TikTok account on their English vocabulary development?

2. What challenges do students experience when using Jane Elisabet's TikTok content to learn English vocabulary?

C. Aims of the Study

1. To determine and analyze how EFL students perceive the impact of using educational content from Jane Elisabet's TikTok account on their English vocabulary development.
2. To identify and categorize the challenges EFL students face when using Jane Elisabet's TikTok content as a resource for learning English vocabulary.

D. Significance of Study

This study is expected to provide useful results for readers, including:

1. Students

This study can help EFL students realize the potential of social media, especially English language educational content from Jane Elisabet's TikTok account, as a valuable and useful platform for learning and improving their vocabulary independently and in an interesting way. Informal digital learning can provide learners with opportunities to engage with English beyond the classroom and according to their individual interests and learning preferences (Reinders & Benson, 2017; Sockett, 2014). By engaging with content relevant to their interests, students have the potential to increase their motivation to learn and enrich their vocabulary (Handayani, 2022; Pratiwi & Kurniawan, 2023).

2. Teachers and Educators

These findings may encourage English teachers to consider integrating informal platforms such as TikTok from specific content creators such as Jane Elisabet into their teaching strategies.

By promoting authentic language practice outside the classroom, educators can create a more dynamic and relevant learning experience, especially for EFL students

3. Future Researchers

This study can serve as a reference for other researchers in the future who are interested in exploring how digital platforms and social media can support language learning, particularly in vocabulary development for EFL students. By providing insights into the specific features and challenges of using an influencer's educational content, this research can inform future studies and contribute to the growing literature on technology-supported language learning.

E. Research Terminology

1. EFL Students (English as a Foreign Language)

According to Harmer (2015) in his book, *The Practice of English Language Teaching*, EFL students are learners who learn English in an environment where it is not the primary language of the community, and who do not typically use English as a means of daily communication outside the classroom. So in this research, EFL Students refers to the participant population, namely English language students from batch 22 for whom English is not the primary language of instruction. These students were the primary respondents who provided data on the Perceived Impact and Challenges they experienced when using the specific TikTok content studied to learn everyday vocabulary.

2. Vocabulary

According to Nation, I. S. P (2013), vocabulary refers to the knowledge of words, including their meaning, pronunciation, spelling, and appropriate use in different contexts. In this study, vocabulary refers to everyday English vocabulary that students can use in daily communication and academic contexts after learning through Jane Elisabet's TikTok content. So the vocabulary referred to in this research is vocabulary used in everyday conversation. Everyday vocabulary is the collection of words and phrases most frequently used and essential for everyday informal communication, including casual conversation, social interactions, and practical activities such as shopping or exchanging news. This vocabulary is the foundation that

language learners must master to interact effectively outside of academic contexts. It includes verbs, common nouns, and basic idioms commonly used by native speakers in everyday life, rather than rarely used technical or scientific language.

3. TikTok

According to Montag, C., Yang, H., & Elhai, J. D. (2021), TikTok is a short-video social media platform that allows users to create, share, and interact with multimedia content. In this study, TikTok is used as an informal learning platform where students access English educational content to improve their vocabulary. This platform is used for social interaction and now also serves as a means to learn English through accessible and engaging educational content.

4. Jane Elisabe's Educational

This content refers to videos created by content creator Jane Elisabe on the TikTok platform, which explicitly aim to teach English. Jane Elisabet's educational content refers to English learning videos uploaded on her TikTok account that focus on vocabulary, common expressions, pronunciation, and everyday English. The content provides contextual examples and simplified explanations that support vocabulary learning through multimedia presentation (Mayer, 2021). The content is known to have simple language and a supportive delivery style, which is relevant for students' language and psychological development.

5. Vocabulary Learning

In this study, vocabulary learning refers to the process through which EFL students encounter, understand, remember, retrieve, and use English words and expressions after being exposed to educational content on Jane Elisabet's TikTok account. Vocabulary learning in this research does not refer only to memorizing the meaning of individual words. Rather, it involves developing knowledge of vocabulary in terms of meaning, pronunciation, contextual use, and the ability to recognize and apply words in real communication. This understanding is consistent with Nation (2013), who

explains that knowing a word involves several aspects of word knowledge, including its meaning, form, pronunciation, and appropriate use. Similarly, Schmitt (2019) emphasizes that vocabulary learning should move beyond isolated word memorization toward meaningful and contextualized knowledge. In the context of this study, the term “learning” specifically refers to an informal and self-directed learning process that takes place outside the formal classroom through students' engagement with Jane Elisabet's TikTok content. Students learn by watching short educational videos, paying attention to new vocabulary, listening to pronunciation, reading vocabulary displayed on the screen, understanding examples provided in everyday contexts, encountering the same vocabulary through repeated exposure, and subsequently recalling or using the vocabulary in academic and daily communication. Therefore, learning in this study is understood as a gradual process rather than a single act of watching a TikTok video.

The learning process may begin with students' initial exposure to an unfamiliar word or expression. Students then attempt to understand its meaning through Jane Elisabet's explanation, pronunciation, visual presentation, and contextual examples. Repeated exposure may strengthen their recognition and retention of the vocabulary. The learning process becomes more meaningful when students are able to retrieve the vocabulary and use it in speaking, writing, reading, conversations, or social media communication. This interpretation is supported by the participants' experiences in this study, in which vocabulary encountered through Jane Elisabet's content was later recognized or applied in academic and everyday communication. Therefore, “vocabulary learning” in this research refers to the participants' perceived process of developing their knowledge and use of everyday English vocabulary through repeated, multimodal, contextual, and self-directed engagement with Jane Elisabet's TikTok content. The term does not imply that every vocabulary item presented in the videos is permanently mastered by the students. Instead, it describes the learning experiences and

perceived development reported by the participants throughout their engagement with the account.



CHAPTER II

LITERATURE REVIEW

A. English Vocabulary Acquisition

1. The Nature of Vocabulary

Vocabulary is a fundamental component of language acquisition because it serves as the foundation for all language skills, including listening, speaking, reading, and writing. Without adequate vocabulary knowledge, learners may experience difficulty comprehending language input and expressing themselves effectively. Vocabulary is more than simply knowing word definitions; it includes understanding pronunciation, spelling, meaning, and appropriate usage in different contexts. Therefore, effective vocabulary acquisition should focus on developing deep and comprehensive word knowledge rather than simply increasing the number of words known (Nation, 2013; Schmitt, 2019; Webb & Nation, 2017).

2. Types of Vocabulary

Vocabulary can be categorized into two main types: receptive vocabulary and productive or active vocabulary (Nation, 2013).

a) **Receptive Vocabulary:** Words that learners understand when they hear or read them, but they may not actively use them in speaking or writing. (Nation, 2013; Webb & Nation, 2017).

b) **Productive Vocabulary:**

Productive vocabulary refers to words that learners are able to use accurately and appropriately in speaking and writing. Productive vocabulary generally requires a higher level of mastery because learners need to retrieve the words and use them appropriately in particular contexts (Nation, 2013; Schmitt, 2019). Learning through digital media such as short videos may provide learners with repeated exposure and opportunities to encounter vocabulary in meaningful contexts, potentially supporting the development from receptive

knowledge toward productive use (Peters, 2020; Lai & Morrison, 2023).

3. Vocabulary Acquisition

acquisition can occur explicitly through direct instruction or implicitly through extensive exposure to vocabulary in meaningful contexts (Nation, 2013; Schmitt, 2019). In an EFL context, several strategies can support vocabulary acquisition::

- a) Contextual Learning: Discovering and learning new words in the context of real-life sentences or situations, which is strongly supported by social media videos.
- b) Repetition and Recycling: Repeating words regularly to move them from short-term to long-term memory.
- c) Multimodal Media: Using a combination of text, visuals, and audio to strengthen memory, where TikTok excels due to its visual, clip-based nature (Mayer, 2021; Sun, 2020).

B. Social Media: TikTok as Language Learning

1. The Nature of Social Media and Language Learning

Social media has transformed opportunities for language learning by providing learners with access to authentic language, interactive communication, and multimodal content. These platforms can facilitate language learning in more informal and context-rich environments because learners can encounter English through content that is connected to their everyday digital activities (Reinders & Benson, 2017; Sockett, 2014).

Social media can also encourage learner autonomy because students are able to select content according to their interests, determine when they want to engage with learning materials, and continue learning beyond formal classroom instruction (Reinders & Benson, 2017). In addition, informal digital learning environments can increase learners' engagement and motivation by connecting language learning with activities that are already part of their everyday lives (Khlaif & Salha, 2022).

2. TikTok as a Language Learning

TikTok, with its short, looping, and trend-focused video format, offers several features that can be relevant to language acquisition. Short-form videos allow learners to consume language content in a relatively brief period and may provide opportunities for repeated exposure to vocabulary and expressions (Dinh & Nguyen, 2022; Lai & Morrison, 2023).

- a) Short Videos: Facilitate consumption and repetition, which are essential for memorization and vocabulary reinforcement.
- b) Multimodality: TikTok videos combine visual information, spoken language, facial expressions, gestures, and written text such as subtitles or captions. This multimodal presentation can help learners connect pronunciation, written forms, meanings, and contextual information (Mayer, 2021; Sun, 2020).
- c) Authenticity and Relevance: TikTok content may expose learners to English expressions and vocabulary that are relevant to everyday communication and popular culture. Such exposure can provide learners with opportunities to encounter English outside formal classroom settings and connect vocabulary learning with real-life contexts (Reinders & Benson, 2017; Sockett, 2014).
- d) Interactive Features: TikTok provides interactive features such as comments, likes, sharing, and other forms of user engagement. Social interaction can potentially support language learning by allowing learners to respond to content, exchange information, and receive feedback from others. From a sociocultural perspective, interaction and social mediation can contribute to the development of learning (Vygotsky, 1978; Donato, 2016; Lantolf & Thorne, 2006).

C. Educational Content on Jane Elisabet's TikTok Account

1. Profile of Jane Elisabet's Content

Jane Elisabet's TikTok account is known for presenting English lessons in an engaging and easy-to-digest format, often focusing on everyday phrases, slang, and common mistakes faced by EFL learners. This type of content is highly effective for acquiring productive vocabulary and understanding the nuances of spoken English.

2. Content Features Supporting Vocabulary Acquisition

Some of the distinctive features of Jane Elisabet's content that support vocabulary acquisition:

- a) Contextual Presentation: New words or phrases are not only translated but are also presented through short real-life scenes, dialogues, or situations. Contextual presentation can help learners understand the meaning of vocabulary and recognize how particular words or expressions are used in communication (Nation, 2013; Schmitt, 2019).
- b) Focus on High-Frequency Vocabulary: The content tends to cover frequently used vocabulary and idioms, which are highly valuable for EFL learners.
- c) Clear Audiovisual Clips: The content tends to focus on vocabulary and expressions that are frequently encountered in everyday communication. High-frequency vocabulary is important for EFL learners because knowledge of commonly occurring words provides an important foundation for understanding and participating in everyday English communication (Nation, 2013; Webb & Nation, 2017).

3. Jane Elisabet's Content Within a Learning Theory Framework

The use of Jane Elisabet's content can be explained through the following theoretical frameworks:

- a) Self-Determination Theory (SDT): The engaging nature of the content and independent follow-up options meet learners' needs for autonomy and relatedness. When the content is relevant to students' interests,

intrinsic motivation to learn vocabulary increases (Ryan & Deci, 2000; Alamer, 2022).

- b) Sociocultural Theory (SCT): Sociocultural Theory views learning as a process influenced by social interaction, mediation, and the cultural context in which learning **occurs** (Vygotsky, 1978; Lantolf & Thorne, 2006). In the context of TikTok, audiovisual explanations can function as forms of mediated support that help learners understand new vocabulary. Social interaction, such as communication and feedback, may also support learning when learners actively engage with others (Donato, 2016; Lantolf & Thorne, 2006).

D. Previous Studies

As a platform dominated by short videos and entertaining (edutainment) content, TikTok has become a phenomenon in independent language learning, including English. Therefore, to establish a theoretical foundation and strengthen the validity of using TikTok as a research medium, it is important to review previous studies that have examined this application in the context of English as a Foreign Language (EFL) Learning. Several research study findings have highlighted the positive impact of TikTok on several other skills, including speaking and writing, although none have specifically examined vocabulary, such as:

1. A Study on the Effect of TikTok on Speaking Skills

Zaitun, Hadi, and Indriani (2021), in their study entitled *“TikTok as a Medium to Enhancing the Speaking Skills of EFL Students,”* found that the use of TikTok had a significant effect on students' English speaking skills. Students reported improvements in motivation, fluency, and pronunciation through features that allowed them to practice and receive feedback (Zaitun et al., 2021). This previous study is relevant to the present research because it demonstrates that TikTok can function as a language learning medium. However, the previous study focused on speaking skills, whereas the present

study specifically examines students' perceptions of vocabulary learning through the educational content of one particular TikTok content creator.

2. A Study of EFL Students' Perceptions of TikTok as a Language Learning
Previous research concerning students' perceptions of TikTok has generally found positive attitudes toward the platform as an accessible, flexible, and enjoyable learning resource. In particular, students may perceive short and entertaining educational content as useful for supporting independent learning and increasing engagement with English (Handayani, 2022; Pratiwi & Kurniawan, 2023). These findings are relevant to the present research because students' perceptions and experiences are central to understanding informal digital language learning. However, previous research has generally examined TikTok as a platform or its effects on broader language learning, while the present study focuses specifically on vocabulary learning through Jane Elisabet's educational content. Based on the previous studies reviewed above, TikTok has been investigated as a language learning medium and has shown positive potential, particularly in relation to speaking skills, motivation, and students' general perceptions (Zaitun et al., 2021; Handayani, 2022; Pratiwi & Kurniawan, 2023). However, there remains a need for research that examines vocabulary learning through the content of a specific educational TikTok creator and explores students' own perceptions and experiences. Therefore, this study focuses specifically on EFL students' perceptions of vocabulary learning through Jane Elisabet's TikTok content.

E. Theoretical Framework

This study would be analyzed through the lens of Self-Determination Theory (SDT) by Ryan and Deci (2000) and Sociocultural Theory (SCT) by Vygotsky (1978).

1. Self-Determination Theory (SDT): Will be used to explain why Jane Elisabet's content on TikTok increases student motivation.
 - a. Autonomy: Students voluntarily choose when and which content to watch.

- b. Competence: Vocabulary learning occurs in small, mastery-based chunks.
 - c. Relatedness: Engaging with trending content and interacting with the TikTok community.
- 3. Sociocultural Theory (SCT): Will be used to explain how the learning process accours.
 - a. ZPD & Scaffolding: Video content provides audio-visual scaffolding that helps students understand new vocabulary within their Zone of Proximal Development.
 - b. Social Interaction: Comments, likes, and dialogue on TikTok serve as a form of social feedback that reinforces learning and improves language skills.

This combined framework will guide my research to explore not only what EFL students learn but also how engaging TikTok content and social interactions (SDT and SCT) drive their vocabulary learning or improvement processes both experientially and perceptually..

CHAPTER III

RESEARCH METHODOLOGY

This chapter will provide an in-depth description of the methods I used in this research, including the research design, participant selection, data collection procedures, and data analysis techniques applied.

A. Research Design

This study uses a qualitative descriptive design. This design was chosen because the aim of the study is to explore and describe the perceptions and experiences of EFL students regarding the use of vocabulary educational content on Jane Elisabet's TikTok account in a complete and contextual manner. Qualitative research is appropriate when a researcher seeks to understand participants' meanings, interpretations, experiences, and subjective views rather than measure phenomena numerically (Creswell & Poth, 2018).

Methodologically, this research relies on semi-structured interviews as the primary research strategy. Semi-structured interviews provide a balance between consistency and depth because the researcher can prepare questions related to the research objectives while maintaining flexibility to explore interesting points, unexpected experiences, or clarify ambiguities raised by participants (Creswell & Poth, 2018). This flexibility is particularly important because students' experiences in learning vocabulary from informal digital content such as TikTok videos may vary and require adaptive exploration to capture their different perceptions and experiences. The interview guide was developed based on the research objectives and was designed to explore how EFL students interpret and understand the vocabulary presented by Jane Elisabet through her TikTok account. Through in-depth interviews, the researcher was able to obtain detailed descriptions of the participants' experiences, perceptions, and motivational factors related to the use of TikTok as an informal vocabulary learning resource.

B. Research Participants

Participants in this study were selected using purposive sampling, an approach central to qualitative research, which aims to select individuals with authentic and direct experiences related to the phenomenon being studied. In this context, that phenomenon is Jane Elisabet's active use of TikTok content as a tool in the practice and development of English vocabulary.

The participant selection criteria are as follows:

1. Active students of the English language study program, batch 2022
2. Have followed and been actively involved, as evidenced by interactions such as (saving, commenting, or trying to use) vocabulary education content from the account TikTok @janeelisabet for a minimum period of 1 month.
3. Have adequate ability to reflect and explaining how they view the experience and improvisation in the account in depth.

The participants to be interviewed consist of seven English Education students from batch 2022 who are ready to share their experiences after spending a full month following the TikTok account and learning vocabulary from it. By focusing on this group, the research sought to capture insights from EFL students who not only possess language proficiency but also have direct experience relevant to the platform I am researching.

Ethical Considerations: Prior to the interview, participants will receive an informed consent form explaining the purpose of the study, their right to participate voluntarily, and the option to withdraw at any time without penalty. The principles of confidentiality and anonymity are upheld through the use of pseudonyms in all transcriptions and reports of findings, ensuring that the personal identities of the participants are protected.

C. Data Collection

The data collection procedure includes the following steps:

1. The interview guidelines were developed based on the research questions and were designed to explore how specific content from Jane Elisabet, such as idiom videos, phrasal verbs, and common errors, influenced the participants' vocabulary acquisition process. The use of an interview guide helped maintain consistency across interviews while still allowing the researcher to ask follow-up questions when necessary (Creswell & Poth, 2018).
2. Data Recording: With the participant's consent, all interview sessions will be audio recorded to ensure data accuracy. This recording is crucial so that the narrative and nuances of the participants' language can be fully captured.
3. Verbatim Transcription: After recording, researchers transcribe the data verbatim. This transcription becomes the primary raw data ready for analysis.
4. Additional Documentation: In addition to the interviews, secondary data in the form of visual documentation (e.g. screenshots of some of Jane Elisabet's relevant TikTok content frequently mentioned by participants) will be collected to contextualize the findings raised by EFL students during the interview sessions.

The conversational nature of semi-structured interviews serves to build important rapport, particularly as EFL students reflect on informal digital practices that involve their personal and academic identities.

D. Data Analysis

After the interview data had been transcribed, the data were analyzed using **thematic analysis**. Thematic analysis is a method used to identify, analyze, organize, and report recurring patterns or themes within qualitative data (**Braun & Clarke, 2006**). This approach was considered appropriate for the present study because it enabled the researcher to identify common themes representing the shared experiences and perceptions of EFL students, while also recognizing differences among the participants.

The thematic analysis process followed six phases proposed by Braun and Clarke (2006):

1. Familiarization: The researcher reads transcribing repeatedly, making initial notes, and reflecting on the data to gain a deeper understanding of the whole.
2. Generating Initial Codes: Text segments that are relevant and significant to the research question will be labeled. This code captures the essence of the TikTok features the participant enjoys, the motivations they evoke, or the challenges they face
3. Searching for Candidate Themes: Related codes will be grouped into potential themes.
4. Reviewing and Refining Themes: The themes that emerge will be evaluated to ensure that they are relevant. internal consistency and clear distinctions between themes, so that the resulting themes truly represent the data accurately and appropriately.
5. Defining and Naming Themes (Defining and Naming Themes): Each theme will be explicitly defined, explaining its scope and relevance to the study objectives.
6. Finally, the researcher organized the findings into a systematic and coherent narrative. Direct quotations from participants were used as supporting evidence to illustrate the themes and answer the research questions (Braun & Clarke, 2006).

Enhancing Trustworthiness: Several strategies were implemented to ensure the validity of the findings. One of these was member checking, which involved returning transcribed summaries of interviews to participants so they could confirm or clarify their statements. This strategy strengthens the belief that the research findings are valid and can be accounted for later.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the analysis and interpretation of the data obtained throughout the research process. The analysis was conducted to answer the research questions by examining participants' experiences and perspectives regarding vocabulary learning through Jane Elisabet's TikTok content. The results are organized systematically to provide a clear understanding of the issues investigated, followed by an interpretation of the findings in relation to the theoretical framework and previous studies discussed in the earlier chapters.

A. Findings from the Analysis of Data

This chapter presents the findings of this study in relation to the two research questions guiding this research: (1) How do EFL students perceive the impact of using educational content from Jane Elisabet's TikTok account on their English vocabulary development? and (2) What challenges do students experience when using Jane Elisabet's TikTok content to learn English vocabulary? The data were drawn from semi-structured interviews with seven participants, coded as P1 to P7, all of whom were active students of the English Language Education Department at Universitas Islam Negeri (UIN) Ar-Raniry, batch 2022, and who had followed and actively engaged with Jane Elisabet's TikTok content for a minimum of one month prior to the interview.

The interview guideline consisted of four main questions. The first three questions were directed at Research Question 1, exploring participants' overall perceptions of vocabulary learning through the content, their concrete experiences in applying the vocabulary they had learned in daily or academic activities, and the specific aspects of the content that made learning easier or more effective for them. The fourth question was directed at Research Question 2, exploring the challenges or difficulties participants experienced while learning vocabulary through the account.

Overall, the findings indicate that participants did not perceive their vocabulary development as the result of simply watching entertaining short

videos. Instead, they described a layered and cumulative process in which a relaxed delivery style, repeated exposure, multimodal presentation, and relatable examples worked together to make new vocabulary both memorable and usable. Several participants also recalled specific moments in which vocabulary learned from the account resurfaced in speaking assignments, writing tasks, informal conversations, reading activities, and even social media captions, showing that the influence of the content extended beyond passive entertainment into active, applied language use. At the same time, participants candidly discussed a set of recurring difficulties, most of which were rooted in the very nature of TikTok as a short-video, algorithm-driven platform rather than in the content itself.

Based on the thematic analysis, six interrelated themes emerged in relation to Research Question 1 concerning students' perceived impact, and five interrelated themes emerged in relation to Research Question 2 concerning the challenges students faced. Each theme is discussed in detail below and supported by direct quotations translated from the participants' original responses, which were given in Bahasa Indonesia during the interview sessions.

Before discussing the perceived impact and challenges, it is important to clarify how the participants actually experienced the learning process through Jane Elisabet's TikTok content. Based on the participants' accounts, vocabulary learning through TikTok did not occur simply because they watched a video. Instead, the learning process appeared to develop through several connected stages, beginning with exposure to new vocabulary and continuing through understanding, repeated exposure, retention, recall, and eventual application.

First, the learning process began with exposure and noticing. Participants encountered Jane Elisabet's vocabulary content while using TikTok and became aware of unfamiliar words, expressions, pronunciation, or differences between words. The short-video format made the vocabulary easily accessible and allowed participants to encounter English outside formal classroom activities. This initial exposure served as the starting point of their vocabulary learning experience.

Second, participants attempted to understand the meaning and form of the vocabulary through Jane Elisabet's explanations. The participants did not rely only

on translation. They also paid attention to the way Jane pronounced the vocabulary, the written vocabulary displayed on the screen, and the examples used to demonstrate how the words could be used. P2, for example, explained that the pronunciation provided in the videos helped when the participant already knew the meaning of a word but was uncertain about how to pronounce it. P6 similarly emphasized that pronunciation became more useful when it was accompanied by an explanation of how the word was used in context.

Third, the participants experienced repetition and reinforcement. Some participants encountered the same or similar vocabulary more than once because the content appeared repeatedly on TikTok. P4 explained that repeated exposure caused the participant to repeat the same words unconsciously, making them easier to remember. The combination of repeated exposure, spoken pronunciation, and on-screen vocabulary created several opportunities for the participants to encounter the same linguistic information through different modes.

Fourth, the participants developed retention and recognition of previously encountered vocabulary. This stage did not necessarily mean that the participants immediately memorized every word after watching a video. Instead, vocabulary gradually became more familiar through repeated exposure and contextualized presentation. P6 reported that after following the account for several months, previously unfamiliar words became recognizable when encountered in English articles or movies. This indicates that learning could continue beyond the original TikTok video because the vocabulary was later recognized in different contexts.

Fifth, the learning process involved recall and application. The strongest evidence of learning in this study was found when participants were able to retrieve vocabulary from memory and use it outside the TikTok environment. All seven participants reported experiences in which vocabulary encountered through Jane Elisabet's content resurfaced in academic or everyday communication. The vocabulary was used in speaking assignments, writing assignments, conversations, reading comprehension, dialogue activities, and social media captions. These experiences demonstrate that participants' learning was not limited to passive recognition but could develop into active use.

However, the learning process was not always continuous or successful. Some participants experienced forgetting when vocabulary appeared only once and was not subsequently reviewed or practiced. P2 explained that vocabulary could be forgotten after several days when it was not written down or practiced, requiring the participant to rewatch the video. Other participants also experienced difficulty understanding the appropriate context in which unfamiliar vocabulary should be used. Therefore, learning through TikTok was influenced not only by the quality of the content but also by the participants' own engagement, repetition, practice, and ability to apply the vocabulary.

Overall, the participants' experiences suggest that vocabulary learning through Jane Elisabet's TikTok can be understood as a cumulative and self-directed process students encounter new vocabulary, notice and understand it through audiovisual explanations, encounter it repeatedly, develop recognition and retention, retrieve it from memory, and eventually apply it in academic or everyday communication. So the term “learning” in this study refers to this broader process of developing vocabulary knowledge and use rather than merely watching educational TikTok videos.

1. Perceived Impact of Jane Elisabet's TikTok Content on Vocabulary Development

This section addresses Research Question 1. Six themes emerged from participants' responses: (a) simplified and relaxed explanation as an accessible entry point, (b) repetition and multimodal presentation strengthening retention, (c) pronunciation exposure building speaking confidence, (d) contextual and relatable examples supporting comprehension, (e) application of new vocabulary in academic and daily communication, and (f) increased motivation and confidence as EFL learners.

a. Simplified and Relaxed Explanation as an Accessible Entry Point

Several participants emphasized that the most influential aspect of Jane Elisabet's content was not the vocabulary itself, but the way it was delivered. Compared with memorizing vocabulary lists or reading textbook definitions, participants felt that a relaxed, conversational style of explanation lowered the

barrier to understanding new words and made the learning process feel less like formal study.

“Learning vocabulary through Jane Elisabet's content is quite helpful. The way she explains things casually makes it easier to understand compared to just reading vocabulary lists. I often come across new words that turn out to be commonly used in everyday conversation.” (P1)

P1's statement shows a direct comparison between two learning modes: passive rote memorization of word lists and an explanation style that felt natural and conversational. This comparison suggests that, for P1, the tone of delivery itself functioned as a facilitating factor, reducing the psychological distance often associated with formal vocabulary instruction.

“I feel all the elements support each other, but the most influential is her delivery style. Jane speaks casually and clearly, so even though the material is new, I can still follow along without feeling confused.” (P7)

P7's reflection reinforces this pattern, indicating that clarity combined with an informal tone reduced the cognitive load of encountering unfamiliar vocabulary. P3 offered a related but slightly different emphasis, focusing on the brevity and precision of the explanations rather than the tone alone.

“I like learning from Jane's TikTok because her explanations are short but clear. It's easier for me to remember new vocabulary compared to just learning from a book.” (P3)

Taken together, these accounts suggest that the accessibility of the content was not simply a matter of the amount of information delivered, but of how that information was framed and paced. A relaxed, concise, and non-intimidating explanation style appeared to function as an entry point that made participants willing to continue engaging with the material.

b. Repetition and Multimodal Presentation Strengthening Retention

A second theme concerned the role of repetition and the combination of visual, audio, and textual elements in strengthening participants' memory of new

vocabulary. Because TikTok's algorithm frequently resurfaces similar content, several participants noticed that they were repeatedly exposed to the same words across multiple sessions, even without deliberately seeking repetition.

"I think the content is quite effective for learning vocabulary. Because the videos appear often, I unconsciously end up repeating the same words. That makes it easier for me to remember. I've also become used to hearing correct English pronunciation." (P4)

P4's account illustrates how repetition on the platform occurred passively, driven by the algorithm rather than by conscious rehearsal, yet still produced a memorization effect. A similar pattern of cumulative exposure over a longer period was described by P6, who connected months of casual viewing to an increased ability to recognize vocabulary in entirely different contexts.

"Learning through TikTok is more flexible because I can do it anytime. After following her content for several months, I realized I more often recognize words that used to be unfamiliar when reading articles or watching English movies." (P6)

In addition to repetition, participants pointed to the multimodal design of the videos, particularly the combination of spoken explanation and on-screen text, as a factor that reinforced memory.

"The visuals and text in her videos also help. There's vocabulary text on the screen, so even though the video is fast, I can still read it again. That makes it easier for me to memorize the words being explained." (P4)

This combination of passive algorithmic repetition and multimodal reinforcement suggests that retention was supported less by any single feature and more by the cumulative, layered nature of exposure across sound, text, and recurring viewing.

c. Pronunciation Exposure Building Speaking Confidence

A third theme centered on pronunciation. Several participants explained that although they were often already familiar with a word's meaning from formal

classroom instruction, they lacked certainty about how the word should actually be pronounced. Jane Elisabet's spoken delivery filled this specific gap.

“I prefer the pronunciation part. Sometimes I know the meaning of a word but I'm not sure how to pronounce it. From her videos I can hear the correct pronunciation directly, so I become more confident when speaking.” (P2)

P2's response highlights a distinction between knowing a word receptively and being able to produce it confidently in speech, and identifies pronunciation modeling as the aspect that most directly bridged this gap. P6 echoed this, but emphasized that pronunciation was most useful when paired with a demonstration of the word's usage.

“What I like most is the combination between pronunciation and examples of how the word is used. So after knowing how to pronounce it, it's immediately explained how to use it. I think that's more effective than just being explained the meaning.” (P6)

These accounts suggest that pronunciation exposure did not function as an isolated skill but was perceived as most valuable when it was immediately connected to meaning and usage, allowing participants to move from recognition toward more confident oral production.

d. Contextual and Relatable Examples Supporting Comprehension

A fourth theme reflected the importance participants placed on examples drawn from familiar, everyday situations rather than abstract definitions. Participants explained that vocabulary became easier to internalize when it was anchored to scenarios they could immediately picture or relate to.

“The examples help the most, in my opinion. She usually gives situations that often happen in daily life. Because the examples are close to our activities, they're easier to remember.” (P3)

“Learning through Jane's content is more exciting than studying alone. She often gives examples close to everyday life, so it's easier for me to understand. The impact on me is quite significant

because I now have additional new vocabulary that I can use for university assignments or presentations.” (P5)

Both P3 and P5 connected relatable, real-life framing directly to ease of comprehension and, in P5's case, to a sense of the content having a tangible academic payoff. This suggests that contextualized presentation did more than simply illustrate meaning; it also motivated participants to see a practical use for the vocabulary beyond the video itself.

e. Application of New Vocabulary in Academic and Daily Communication

The fifth theme, and arguably the most concrete evidence of perceived impact, concerned participants' reports of actually using vocabulary learned from the account in real communicative situations. All seven participants described at least one specific instance in which vocabulary from Jane Elisabet's content resurfaced in an academic task or an everyday interaction.

“When I was doing a speaking assignment, I used some vocabulary that Jane had explained before. When I used it, it turned out to fit better than the word I usually used.” (P1)

“I once watched Jane's video that discussed the difference between several words with almost the same meaning. When I was doing a writing assignment I tried using that word, and it turned out to be more appropriate to the context.” (P2)

“There was a time when I was talking with a friend in English, and I suddenly thought of a word she had taught, so I used it right away.” (P3)

These three accounts show vocabulary transferring across different communicative modes: a formal speaking assessment for P1, a written assignment for P2, and a spontaneous informal conversation for P3. P4 described a related but receptive form of transfer, in which prior exposure eased comprehension rather than production.

“What I remember most is when she explained idioms and several expressions that are often used daily. After that, I encountered the

same expression several times while watching movies. Because it had already been explained before, I immediately understood the meaning without needing to open a dictionary again.” (P4)

P5 and P6 similarly reported that vocabulary resurfaced unprompted in academic settings, whether through a lecturer's assignment or independent reading.

“I once learned vocabulary about daily activities from her video. Coincidentally, a few days later my lecturer gave an assignment to make a dialogue. I ended up thinking of using the words I had just learned. The dialogue became more varied.” (P5)

“When reading an English journal or article, there were some words that felt familiar. After I tried to recall, it turned out they had been explained by Jane before. So I didn't have much difficulty understanding the reading.” (P6)

Finally, P7 described applying newly learned vocabulary outside any academic context altogether, in an everyday act of self-expression on social media.

“I once made an English caption for a social media post. Usually I use the same words over and over. But after watching Jane's content, I learned some more natural vocabulary choices, and I think the result was better.” (P7)

Collectively, these accounts demonstrate that vocabulary acquired from the account was not confined to passive recognition; it was actively retrieved and applied across speaking, writing, conversation, reading comprehension, and informal digital communication, indicating a genuine, if gradual, expansion of participants' productive vocabulary.

f. Increased Motivation and Confidence as EFL Learners

The sixth theme concerned the psychological and motivational dimension of participants' experiences. Beyond vocabulary gains, several participants described a shift in how they felt about learning English itself, framing the content

as something that reduced pressure and increased their willingness to engage with the language.

“After following her content for a while, I feel my vocabulary has increased, and I have become more confident speaking English because there are several words I had never used before.” (P1)

“For me, the content is quite useful. It can't be the only source of learning, but it really helps to gradually add to my vocabulary. I feel more motivated to learn English because the material is light and doesn't feel like serious studying.” (P7)

P1 and P7's reflections indicate that the informal, low-stakes framing of the content did not just make vocabulary easier to remember; it also changed participants' emotional relationship with English learning, making study feel voluntary and enjoyable rather than burdensome. P6 added that the flexibility of the platform itself contributed to sustained engagement.

“Learning through TikTok is more flexible because I can do it anytime. Jane's way of speaking is also pleasant to listen to, so I don't get bored watching until the end.” (P6)

Overall, these accounts suggest that increased motivation and confidence functioned as both an outcome of, and a reinforcing factor for, continued vocabulary learning: participants who felt more confident and less pressured were also more likely to keep returning to the content, which in turn supported further vocabulary gains.

Table 4. 1 Summary of Findings on Perceived Impact (Research Question 1)

No	Theme	Representative Participants	Key Experience	Perceived Effect
1	Simplified and relaxed explanation	P1, P3, P7	Casual, concise explanation instead of word lists	Lower barrier to comprehension

2	Repetition and multimodal presentation	P4, P6	Repeated appearance of videos; on-screen text and audio	Stronger long-term retention
3	Pronunciation exposure	P2, P6	Hearing correct pronunciation directly from the video	Greater speaking confidence
4	Contextual, relatable examples	P3, P5	Examples drawn from daily-life situations	Easier comprehension and recall
5	Application in real communication	P1, P2, P3, P4, P5, P6, P7	Using new words in speaking, writing, conversation, reading, and captions	Vocabulary transferred into active use
6	Increased motivation and confidence	P1, P6, P7	Light, low-pressure, flexible learning experience	Sustained engagement and reduced anxiety

This table summarizes the six themes identified in relation to Research Question 1. As shown, no single theme stood entirely apart from the others; rather, each contributed to the same overall pattern, in which an accessible and enjoyable delivery style motivated continued exposure, repetition and multimodality secured retention, and pronunciation and contextual examples prepared participants to eventually apply the vocabulary in authentic communicative situations. This pattern indicates that participants' perceived

vocabulary development was shaped cumulatively rather than by any single feature of the account in isolation.

2. Challenges Experienced in Learning Vocabulary through Jane Elisabet's TikTok Content

This section addresses Research Question 2. Five interrelated themes emerged from participants' responses regarding the difficulties they experienced: (a) insufficient depth of explanation in the short-video format, (b) forgetting vocabulary due to passive, one-time exposure, (c) distraction caused by the platform's algorithm, (d) difficulty determining the appropriate usage of unfamiliar vocabulary, and (e) the absence of direct interaction for clarification. A further two sub-patterns, inconsistency in learning habits and difficulty following fast speech rate, were also identified as closely related challenges and are discussed within this section.

a. Insufficient Depth of Explanation in the Short-Video Format

"Sometimes the videos are too short. There are some topics that I feel still lack explanation, so I have to search for additional information from Google or a dictionary. But it's not too disruptive, it just takes more time to understand the material." (P1)

P1's account illustrates a direct trade-off between the brevity that made the content approachable, as discussed in the previous section, and the depth needed for full understanding of more complex vocabulary. While P1 did not consider this an overwhelming obstacle, it required supplementing TikTok content with external sources such as search engines or dictionaries, adding an extra step to the learning process.

b. Forgetting Vocabulary Due to Passive, One-Time Exposure

"Sometimes I forget the vocabulary I've watched because it only appeared once on my FYP. If I don't immediately write it down or practice it, usually after a few days I forget it again. So I have to rewatch it to remember better." (P2)

P2's experience contrasts with the repetition benefit described by P4 and P6 in the previous section: while some participants happened to encounter the

same content multiple times through the algorithm, others, like P2, only saw a given video once and had no reliable way to guarantee its return. This reveals that the effectiveness of algorithmic repetition was inconsistent and outside participants' control, making retention partly a matter of chance rather than a dependable feature of the platform.

c. Distraction Caused by the Platform's Algorithm

“Learning through TikTok makes it easy to get distracted. At first I intend to study, but after one video I end up continuing to watch other videos that have nothing to do with studying. In the end, my study time gets reduced.” (P3)

P3's account highlights a structural challenge rooted in the design of the TikTok platform itself: the same endless-scroll, algorithm-driven format that made content easy to access repeatedly, as noted earlier, could just as easily divert attention away from vocabulary videos entirely. This suggests that the platform's features functioned as a double-edged tool, capable of supporting learning through repetition but equally capable of undermining sustained, focused study time.

d. Difficulty Determining Appropriate Usage of Unfamiliar Vocabulary

“There is some vocabulary that I think is quite difficult because I had never heard it before. Even though it's already been explained, sometimes I'm still confused about when the right time is to use it. So I usually search for additional examples on the internet or from books.” (P4)

P4's reflection points to a gap between understanding a word's dictionary meaning and knowing its appropriate pragmatic or contextual usage. Even when explanations were clear, some vocabulary remained difficult to apply with confidence, prompting participants to actively seek supplementary examples elsewhere. This indicates that the short-video format, while effective for introducing vocabulary, was not always sufficient on its own for building full usage competence.

e. Inconsistency in Learning Habits

“The challenge is more about consistency. Sometimes I’m diligent about watching, but sometimes I forget to open TikTok to study. Because the learning isn’t regular, my vocabulary development also feels slower.” (P5)

P5’s account identifies self-regulation, rather than the content itself, as the primary source of difficulty. Because engagement with the account was informal and self-directed, without any external schedule or accountability structure, the frequency of learning fluctuated, which in turn was perceived to slow down overall vocabulary progress.

f. Difficulty Following Fast Speech Rate

“Sometimes the videos use a fairly fast speaking speed. Even though there are subtitles, I still have to repeat the video several times to really understand. So the learning process is a little longer for me.” (P6)

P6’s experience shows that even with textual support in the form of subtitles, the pace of spoken delivery could still outstrip participants’ listening processing speed, requiring repeated viewing to fully grasp the content. This represents a more individual, proficiency-dependent challenge compared to the platform-wide issues described by other participants.

g. Lack of Direct Interaction for Clarification

“The biggest challenge is that learning from TikTok doesn’t allow me to directly ask if there’s something I don’t understand. If there’s a confusing part, I have to find the explanation myself from other sources. TikTok is more suitable as a supplementary medium rather than the main source of learning.” (P7)

P7’s reflection captures what may be the most fundamental limitation identified across all participants: the one-directional nature of TikTok as a broadcast medium. Unlike a classroom or tutoring interaction, participants could not ask follow-up questions in real time, and any confusion had to be resolved independently. P7’s explicit conclusion, that the platform functions best as a supplementary rather than a primary learning resource, reflects a broader

sentiment shared implicitly by several other participants throughout the interviews.

Table 4. 2 Summary of Findings on Challenges (Research Question 2)

No	Theme	Participant	Source of Difficulty	Effect on Learning Process
1	Insufficient depth of explanation	P1	Short-video format limits detail	Requires external sources; slower comprehension
2	Forgetting due to one-time exposure	P2	Content seen only once on FYP	Vocabulary lost without rewatching or practice
3	Algorithmic distraction	P3	Endless-scroll design of TikTok	Reduced study time; loss of focus
4	Difficulty with contextual usage	P4	Unfamiliar words despite explanation	Uncertainty in applying vocabulary correctly
5	Inconsistent learning habits	P5	Irregular, self-directed engagement	Slower and uneven vocabulary progress
6	Fast speech rate	P6	Speaking speed exceeds processing pace	Need for repeated viewing
7	Lack of direct interaction	P7	One-directional broadcast medium	Confusion must be resolved independently

As shown in Table 4.2, the challenges participants described were not primarily about the quality of Jane Elisabet's content, but about the inherent constraints of TikTok as a short-video, algorithm-driven, and one-directional

platform. Several of these challenges mirror the very features that were identified as beneficial in the previous section, brevity, algorithmic repetition, and independent, flexible access, suggesting that the same structural characteristics of the platform functioned simultaneously as strengths and limitations depending on the circumstances of each participant's engagement.

B. Discussion

This discussion connects the findings presented above with the theoretical framework and previous studies outlined in Chapter II, in order to explain not only what participants experienced, but why these experiences occurred and how they relate to existing understanding of vocabulary acquisition and informal digital language learning.

The findings related to Research Question 1 align closely with Self-Determination Theory (SDT), as proposed by Ryan and Deci (2000) and applied by Alamer (2022) to digital learning contexts. Participants' repeated emphasis on the relaxed, non-intimidating delivery style, as seen in the accounts of P1, P3, and P7, reflects the fulfillment of the need for autonomy: participants chose to engage with the content voluntarily, on their own time, rather than as a mandated task. The theme of application in academic and daily communication, evident across all seven participants, corresponds to the need for competence, as small, mastery-based gains in vocabulary accumulated into a broader sense of linguistic capability. Finally, the motivational shift described by P1, P6, and P7, in which learning English began to feel enjoyable rather than burdensome, echoes the concept of relatedness, as participants engaged with content that felt personally relevant and socially current within their digital environment.

The themes of repetition, multimodal presentation, and pronunciation exposure are best understood through Sociocultural Theory (SCT), particularly Vygotsky's (1978) concept of scaffolding and the Zone of Proximal Development, later elaborated by Lantolf and Thorne (2006) and Donato (2016). P4 and P6's descriptions of unintentionally repeated exposure to the same vocabulary through the platform's algorithm illustrate how the video format provided structured, repeated input that gradually moved unfamiliar words from the edge of

participants' comprehension into secure knowledge. Similarly, the combination of audio pronunciation and on-screen text described by P2, P4, and P6 reflects the kind of layered scaffolding that Sun (2020) and Mayer (2021) identify as central to multimodal vocabulary learning, in which visual, auditory, and textual channels reinforce one another to support memory.

These findings are also consistent with Nation's (2013) and Webb and Nation's (2017) view that vocabulary knowledge extends beyond simple definition recall to include pronunciation, contextual meaning, and appropriate usage. The theme of contextual and relatable examples, described by P3 and P5, demonstrates precisely this deeper form of vocabulary knowledge, in which participants learned not just what a word means but how and when to use it in daily-life situations. Schmitt's (2019) argument that effective vocabulary teaching must move beyond isolated word lists toward meaningful, contextualized instruction further supports this pattern, as participants themselves explicitly contrasted Jane Elisabet's contextualized explanations with the rote memorization methods they associated with more traditional classroom instruction.

The theme of application in real communication, in which vocabulary resurfaced in speaking assignments, writing tasks, conversations, reading activities, and social media captions, provides strong support for the claim made by Dinh and Nguyen (2022) and Lai and Morrison (2023) that short-video platforms can meaningfully enhance second-language vocabulary when exposure is sustained over time. These findings also resonate with Zaitun, Hadi, and Indriani (2021), who found that TikTok use had a significant positive effect on EFL learners' speaking performance, and with Alsulami (2023), who reported similar gains in speaking proficiency linked to TikTok engagement. Although the present study focused specifically on vocabulary rather than speaking performance as a whole, the underlying mechanism described by participants, incidental exposure translating into active, confident use, mirrors the pattern identified in that earlier research.

The overwhelmingly positive tone of participants' perceptions in this study is also consistent with Handayani (2022) and Pratiwi and Kurniawan (2023), both

of whom found that Indonesian EFL students generally held strongly favorable views of TikTok as a flexible, accessible, and enjoyable learning resource. The present findings extend this line of research by narrowing the focus specifically to a single content creator's vocabulary-focused account, showing that these generally positive platform-level perceptions can be reproduced, and in some respects deepened, when students engage consistently with one particular, curated source of content rather than the platform's content ecosystem as a whole.

Turning to Research Question 2, the challenges participants described are well explained by the inherent characteristics of informal, out-of-class digital learning discussed by Reinders and Benson (2017) and Sockett (2014). Because engagement with Jane Elisabet's content was entirely self-directed and unstructured, participants such as P5 experienced inconsistency in their learning habits, a difficulty that would likely be mitigated in a more structured classroom setting but that is an expected trade-off of informal, autonomous learning. This finding nuances the optimistic picture offered by Handayani (2022) and Pratiwi and Kurniawan (2023), suggesting that while students may perceive TikTok positively overall, that positive perception coexists with genuine self-regulation challenges that are easy to overlook in survey-based research focused primarily on general attitudes.

The challenge of forgetting vocabulary after only a single, passive exposure, described by P2, aligns with Peters's (2020) findings on the importance of repeated and captioned exposure for durable vocabulary retention; where such repetition occurred reliably, as in the cases of P4 and P6, retention appeared far stronger. This suggests that the algorithmic unpredictability of TikTok, rather than repetition itself, is the more precise source of the difficulty: repetition is effective when it happens, but participants had little control over whether it would happen at all. Related to this, the distraction described by P3 reflects a broader concern raised by Khlaif and Salha (2022) regarding the double-edged nature of social media as an informal learning space, in which the same features that provide accessible, bite-sized content also compete constantly for users' attention with unrelated, non-educational material.

Finally, the lack of direct interaction identified by P7, and the related difficulty in determining appropriate usage identified by P4, point to a boundary condition of Sociocultural Theory's emphasis on social interaction as a driver of learning (Donato, 2016; Lantolf & Thorne, 2006). While TikTok's comment sections theoretically allow for peer interaction and feedback, as noted in Chapter II, none of the seven participants in this study described actually using comments to ask questions or receive clarification; instead, when confusion arose, they resolved it independently through external searches. This indicates that, in practice, the interactive potential of TikTok as a socially mediated learning space was not being realized by these participants, and that the platform functioned for them primarily as a one-directional input source rather than a two-directional dialogic one. P7's own conclusion, that TikTok is best used as a supplementary rather than a primary learning medium, therefore emerges not only as a personal opinion but as a reasonable summary of the pattern across the whole dataset.

Taken together, the discussion of both research questions suggests that Jane Elisabet's TikTok content functioned as an effective, motivating, and contextually rich supplementary resource for vocabulary development among these seven EFL students, consistent with the positive strand of prior TikTok-related research (Zaitun et al., 2021; Alsulami, 2023; Handayani, 2022; Pratiwi & Kurniawan, 2023; Dinh & Nguyen, 2022). At the same time, the challenges identified, rooted in the format's brevity, algorithmic unpredictability, and lack of real-time interaction, echo cautionary observations in the informal-learning literature (Reinders & Benson, 2017; Sockett, 2014; Khlaif & Salha, 2022) that such platforms are best positioned to complement, rather than replace, more structured and interactive forms of vocabulary instruction.

It should be acknowledged that these findings are based on the self-reported perceptions of seven participants from a single academic cohort and are not intended to be generalized beyond this context. Nonetheless, in keeping with the aims of qualitative research, the purpose of this study was not statistical generalization but an in-depth understanding of how these particular EFL students experienced, benefited from, and struggled with vocabulary learning through a

specific, widely followed educational TikTok account. The consistency of themes across seven independently interviewed participants, despite variation in the specific vocabulary and situations each described, lends credibility to the interpretation that these patterns reflect genuine and shared aspects of learning through this kind of short-video, informal educational content.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to explore EFL students' perceived impact of learning English vocabulary through educational content on Jane Elisabet's TikTok account, as well as the challenges they experienced in the process. Using a qualitative descriptive design, this research captured the reflections of seven active students from the English Language Education Department of UIN Ar-Raniry, batch 2022, who had followed and actively engaged with the account for at least one month. Through semi-structured interviews, the study focused on students' own voices to understand how their vocabulary knowledge developed through an informal, self-directed digital learning experience, and what obstacles accompanied that process.

Based on the findings presented in Chapter IV, this study concludes that EFL students perceived Jane Elisabet's TikTok content as a genuinely beneficial, though not entirely sufficient, resource for developing their English vocabulary. This perceived impact was shaped by six interconnected aspects rather than a single isolated factor: a simplified and relaxed style of explanation, repetition combined with multimodal presentation, direct exposure to correct pronunciation, contextual and relatable examples, the actual application of new vocabulary in academic and daily communication, and a broader sense of increased motivation and confidence as English learners. Together, these aspects transformed vocabulary learning from a passive, entertainment-based activity into a cumulative and meaningful process that gradually expanded participants' productive vocabulary.

The first aspect, simplified and relaxed explanation, showed that the accessibility of the content was rooted less in the vocabulary itself and more in the casual, non-intimidating way it was delivered. Participants explained that this delivery style lowered the psychological barrier often associated with formal

vocabulary instruction, making them more willing to engage with new words repeatedly rather than avoiding them out of fear of difficulty.

The second aspect, repetition and multimodal presentation, revealed that TikTok's tendency to resurface similar content, combined with its simultaneous use of audio, visuals, and on-screen text, helped move new vocabulary from short-term recognition into longer-term retention. Several participants described recognizing vocabulary in articles or films months after first encountering it in a video, suggesting that this cumulative, repeated exposure produced a lasting effect.

The third aspect, pronunciation exposure, showed that participants valued the opportunity to hear vocabulary pronounced correctly and naturally, particularly for words whose meanings they already knew but whose pronunciation they had been uncertain about. This exposure, especially when paired with usage examples, contributed directly to participants' confidence in speaking.

The fourth aspect, contextual and relatable examples, demonstrated that vocabulary became easier to understand and remember when it was anchored to familiar, everyday situations rather than presented as abstract definitions. This contextualized approach helped participants grasp not only what a word means but how and when it is appropriately used.

The fifth aspect, application of vocabulary in real communication, provided the clearest evidence of the content's practical impact. All seven participants reported specific instances in which vocabulary learned from the account resurfaced in speaking assignments, writing tasks, spontaneous conversations, reading comprehension, and even social media captions, indicating that the influence of the content extended well beyond passive viewing into active, functional language use.

The sixth aspect, increased motivation and confidence, reflected a shift in participants' emotional relationship with English learning itself. Many participants explained that the light, low-pressure nature of the content made vocabulary learning feel voluntary and enjoyable rather than burdensome, which in turn

encouraged them to keep returning to the content and, gradually, to keep expanding their vocabulary.

At the same time, this study concludes that students' engagement with Jane Elisabet's TikTok content was accompanied by several recurring challenges, most of which stemmed from the inherent structure of TikTok as a short-video, algorithm-driven, and one-directional platform rather than from the content itself. These challenges included the insufficient depth of explanation typical of short-video formats, the tendency to forget vocabulary that had only been encountered once and passively, distraction caused by the platform's endless-scroll algorithm, difficulty determining the appropriate contextual usage of unfamiliar words, inconsistency in self-directed learning habits, difficulty following fast speech rates despite the presence of subtitles, and the absence of any direct, real-time channel for asking questions or seeking clarification.

Taken together, the findings of this study indicate that Jane Elisabet's TikTok content functioned most accurately as an effective and motivating supplementary resource for vocabulary development, rather than as a fully self-sufficient learning medium. The same structural features of the platform, brevity, algorithmic repetition, and flexible, independent access, that supported participants' engagement and comprehension were also, in other circumstances, the very source of the difficulties they experienced. By listening closely to students' own voices, this study highlights that informal digital vocabulary learning is neither uniformly beneficial nor uniformly limited, but is shaped by how consistently, and in what combination, these platform features are experienced by each individual learner.

B. Suggestions

Based on the conclusions of this study, several suggestions are proposed for students, teachers and educators, and future researchers, in order to optimize the benefits of using social media content such as Jane Elisabet's TikTok account for English vocabulary learning while addressing the challenges identified.

1. Suggestions for Students

Students who wish to use TikTok content such as Jane Elisabet's account to develop their English vocabulary are encouraged to move beyond passive watching and to actively record, practice, and reuse the new vocabulary they encounter, for example by writing it down or trying it out in speaking and writing tasks soon after watching. Since forgetting due to one-time exposure was identified as a common challenge, students are advised to intentionally rewatch useful videos or save them for later review rather than relying solely on the algorithm to resurface the same content. Students are also encouraged to set a more consistent, self-disciplined schedule for engaging with the content, given that irregular and unplanned viewing was found to slow down vocabulary progress. In addition, when a particular explanation feels too brief or a word's usage remains unclear, students should not hesitate to supplement TikTok content with dictionaries, additional examples, or discussion with peers and lecturers, since this study found that TikTok functions best as a supplementary rather than a sole source of learning.

2. Suggestions for Teachers and Educators

Teachers and educators are encouraged to recognize informal, student-driven digital resources such as Jane Elisabet's TikTok content as a legitimate complement to classroom vocabulary instruction rather than a competing or irrelevant distraction. Given that students in this study particularly valued relaxed, contextualized, and example-based explanations, teachers may consider adapting similar delivery styles, using short, relatable, real-life scenarios, in their own vocabulary teaching to make classroom instruction feel less rigid and more memorable. Because students reported difficulty determining the appropriate usage of some unfamiliar vocabulary even after watching an explanation, teachers can play a valuable role by reinforcing and clarifying such vocabulary in class, helping bridge the gap between short-video exposure and deeper, more precise contextual understanding. Teachers may also guide students in developing more structured, consistent habits for using such platforms for learning, for instance by suggesting simple strategies such as saving, writing down, or immediately practicing new vocabulary encountered outside the classroom.

3. Suggestions for Future Researchers

Future researchers are encouraged to explore this topic further by involving a larger and more diverse number of participants, or by employing complementary methods such as classroom observation, vocabulary pre- and post-tests, or longitudinal tracking, in order to examine whether the vocabulary gains perceived by students in this study are reflected in measurable, long-term vocabulary mastery. Future studies could also compare students' experiences across different English-teaching TikTok accounts or different social media platforms, to determine whether the patterns identified here, particularly the tension between accessible, repeated exposure and the platform's tendency toward brevity and distraction, are specific to this account or common across similar informal digital learning resources. In addition, further research may focus more specifically on the self-regulation strategies students use, or fail to use, when learning vocabulary informally through social media, since inconsistency in learning habits emerged as a notable challenge in this study but was not the primary focus of the research questions.

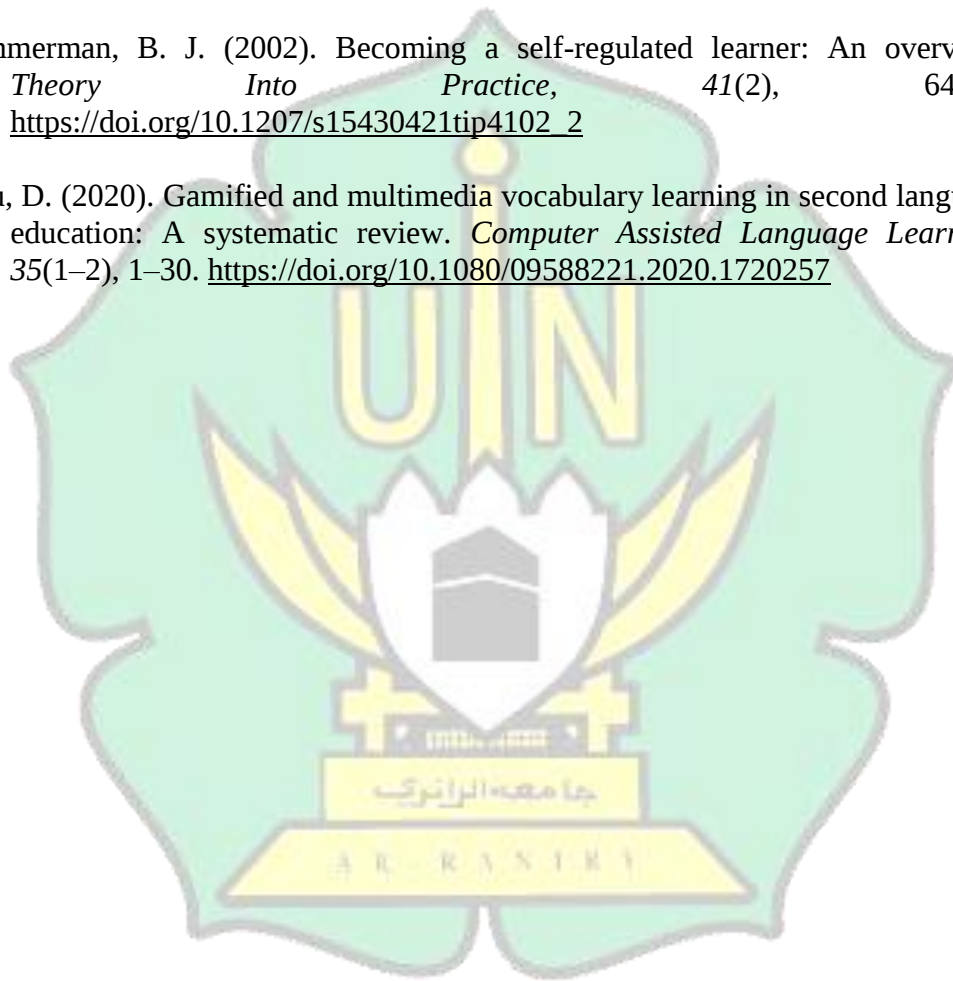
In conclusion, this study shows that Jane Elisabet's TikTok content served as a valuable and motivating resource for developing EFL students' English vocabulary, as voiced directly by the participants themselves. By combining relaxed delivery, repetition, multimodal presentation, and relatable examples, the content helped participants not only recognize new vocabulary but actively apply it in real academic and everyday communication. At the same time, students' experiences make clear that such informal digital resources work best as a complement to, rather than a replacement for, more structured and interactive forms of vocabulary instruction. These findings contribute to the growing understanding of how EFL learners engage with social media for language development, and they underscore the importance of designing both digital content and classroom practices that draw on the strengths of informal learning while addressing its inherent limitations.

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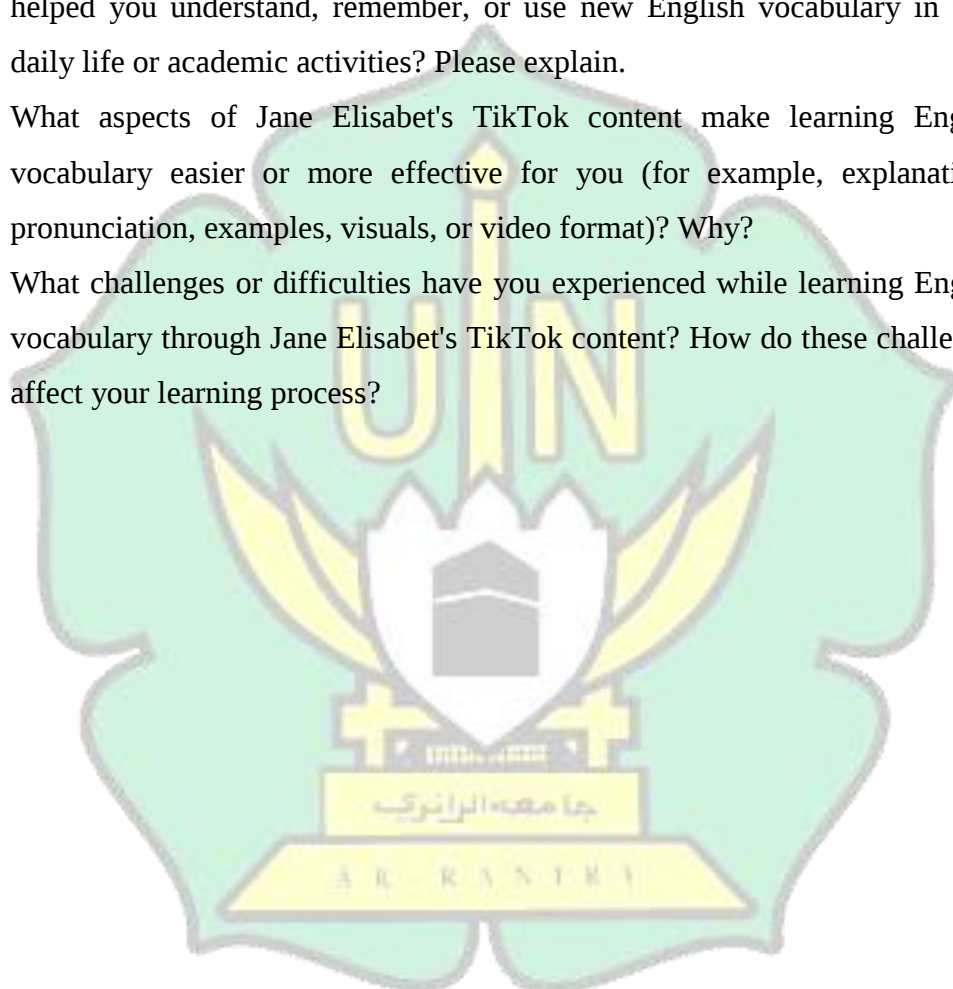
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LIST OF INTERVIEW QUESTIONS

1. What are your overall perceptions of learning English vocabulary through Jane Elisabet's TikTok content? In what ways, if any, has it influenced your vocabulary development?
2. Can you describe any experiences where Jane Elisabet's TikTok videos helped you understand, remember, or use new English vocabulary in your daily life or academic activities? Please explain.
3. What aspects of Jane Elisabet's TikTok content make learning English vocabulary easier or more effective for you (for example, explanations, pronunciation, examples, visuals, or video format)? Why?
4. What challenges or difficulties have you experienced while learning English vocabulary through Jane Elisabet's TikTok content? How do these challenges affect your learning process?



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