

**THE STUDENTS' PERCEPTION USING TIKTOK
COMPREHENDING VOCABULARY IN THE 3 SEMESTER
ENGLISH DEPARTMENT UNIVERSITY OF PASIR PENGARAIAN**

A THESIS

**Intended to fulfill one of the requirements
For the award of Sarjana degree in
English Study Program**



By:

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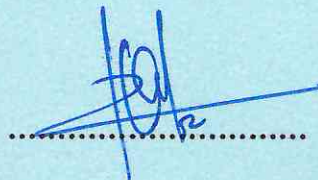
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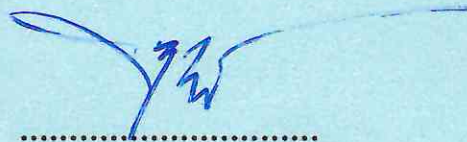
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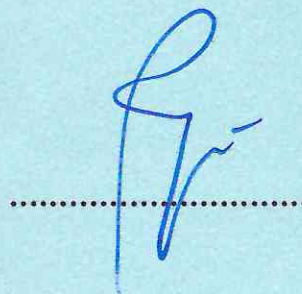
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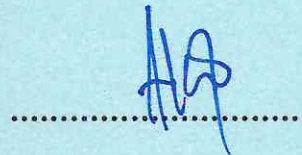
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ABSTRACT

This study explores the perspectives of third-semester students from the English Department at Pasir Pengaraian University regarding TikTok's potential as a vocabulary learning platform, utilizing a descriptive qualitative methodology. Grounded in Creswell's (2014) framework, the Research interprets participants' experiences and perceptions of TikTok's educational potential. A total of 16 students participated, offering insights in to how digital social media platforms, particularly TikTok, can be harnessed for language learning. The study highlights TikTok's unique features, including short video formats, algorithmic content recommendations, and multimodal visual and audio elements, which are recognized for their potential to support vocabulary retention and comprehension. However, perceptions are mixed: while 43.8% of participants identify the brevity of TikTok videos as beneficial for learning, others emphasize distractions and the need for balanced educational content. Additionally, multimodal visuals, straightforward text design, and motion tracking were identified as impactful features, enhancing the contextual understanding of vocabulary. The findings suggest that TikTok's growing influence among students offers opportunities to integrate it as a supplementary language learning tool. Nevertheless, challenges such as unrelated content and overly stimulating visuals necessitate careful design for optimal educational outcomes. This research provides valuable insights into the intersection of social media technologies and language education, emphasizing the importance of aligning platform features with pedagogical goals.

Keywords: *Student Perception, Tik-Tok, Comprehending Vocabulary*

ABSTRAK

Penelitian ini mengeksplorasi perspektif mahasiswa semester tiga dari Jurusan Bahasa Inggris di Universitas Pasir Pengaraian mengenai potensi TikTok sebagai platform pembelajaran kosakata, dengan menggunakan metodologi kualitatif deskriptif. Didasarkan pada kerangka kerja Creswell (2014), penelitian ini menginterpretasikan pengalaman dan persepsi partisipan tentang potensi pendidikan TikTok. Sebanyak 16 siswa berpartisipasi, memberikan wawasan tentang bagaimana platform media sosial digital, khususnya TikTok, dapat dimanfaatkan untuk pembelajaran bahasa. Penelitian ini menyoroti fitur-fitur unik TikTok, termasuk format video pendek, rekomendasi konten algoritmik, dan elemen visual dan audio multimodal, yang diakui potensinya dalam mendukung retensi dan pemahaman kosakata. Namun, persepsi masih beragam: sementara 43,8% peserta mengidentifikasi singkatnya video TikTok bermanfaat untuk pembelajaran, peserta lainnya menekankan adanya gangguan dan perlunya konten edukasi yang seimbang. Selain itu, visual multimodal, desain teks yang jelas, dan pelacakan gerakan diidentifikasi sebagai fitur yang berdampak, meningkatkan pemahaman kontekstual kosakata. Temuan ini menunjukkan bahwa pengaruh TikTok yang semakin besar di kalangan siswa menawarkan peluang untuk mengintegrasikannya sebagai alat pembelajaran bahasa tambahan. Namun demikian, tantangan seperti konten yang tidak terkait dan visual yang terlalu merangsang membutuhkan desain yang cermat untuk mendapatkan hasil pendidikan yang optimal. Penelitian ini memberikan wawasan yang berharga tentang perpaduan antara teknologi media sosial dan pendidikan bahasa, yang menekankan pentingnya menyelaraskan fitur-fitur platform dengan tujuan pedagogis.

Kata kunci: *Persepsi Siswa, Tik-Tok, Memahami Kosakata*

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