

THE ROLE OF TIKTOK APPLICATION TO LEARN ENGLISH VOCABULARY: A SURVEY ON STUDENT TEACHERS

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abstract

English has four skills that must be mastered in the field of education. To master these four skills, it is necessary to comprehend English vocabulary. Due to the fact that student teachers as future teachers belong to Gen Z and primary and secondary students nowadays are classified as Gen Alpha, the TikTok application is currently quite popular with them. The widespread availability of social media with massive opportunities to provide major roles in current society. Therefore, this study aims to survey student teachers' perceptions of using the TikTok application to learn and teach English vocabulary. This study employed descriptive qualitative, which was analyzed by using descriptive statistics. The data was gathered through a questionnaire that was given to 90 student teachers at one of the universities in Indonesia. The researchers also distributed a semi-structured interview to several participants. According to the data, it was indicated that the majority of students have a favorable perspective toward the TikTok app and believe it can help them to learn English. In addition, they were expected to use it to teach vocabulary in the English class. Thus, it is suggested that student teachers as future teachers maximize the advantages of the TikTok application as a learning tool, which enables to improve of the planning of training programs.

INTRODUCTION

English is a universal language that is commonly used all over the world. English is even taught at every educational level in Indonesia, especially at the primary and secondary levels. English Education Department has become a study program in higher education that is capable to produce English teachers. Therefore, they must be competent in English skills to effectively teach and engage in classroom activities. On the other hand, their time to learn English is very limited and they do not have enough confidence to practice outside the classroom to familiarize themselves with English (Nakhalah, 2016). Consequently, it takes a long and continuous time to master the English language.

When someone decides to learn English, the first step to consider is to start learning vocabulary. Learning a language is impossible if someone does not know the words, and it will be difficult to communicate your thoughts and intentions to others effectively (Katemba, 2022). Students need to be encouraged to study the language to communicate in English. It is important to present vocabulary interestingly to persuade students to learn it. To overcome this challenge, future teachers should try different techniques to help students to improve their vocabulary (Taebenu & Katemba, 2021). However, in this technological era, teachers can more easily teach English to their students either by taking private classes or individually by utilizing gadgets to help with learning activities. They have access to any information they require or choose to

learn through technology. Furthermore, they can also download various learning-supporting software onto their gadget.

One of the ways to learn English with gadgets is to learn English through social media. Social media are interactive computer-mediated tools that enable the development or exchange of knowledge, concepts, and interests in certain fields of study and other kinds of expression via online groups and networks. Nurjannah et al. (2021) argued that people can also utilize social media as a tool and an avenue to improve their ability in English skills. It is no coincidence that social media can be accessed anytime as long as there is a proper internet connection. A bulk of current previous studies have already been conducted regarding English Education Department students using social media to learn English, and most of their findings proved positively to it (Arif, 2019; Erzad & Suciati, 2018; Hairul & Nurhayati, 2023; Handayani et al., 2020; Hanim, 2021; Harun et al., 2022; Muftah, 2023; Natasa & Solusia, 2022). In addition, social media offers a never-ending source of English content that allows people to regularly practice their language skills, especially in terms of listening, vocabulary development and pronunciation comprehension (Safitri, 2021).

Currently, TikTok is one of the fastest-growing social media (Liu, 2023), and it has become popular because many engaging and unique features also enliven to use this application (Erwani et al., 2022). This application is not only used for entertainment but can also be used as a tool for learning English. TikTok's recommendation algorithm offers a lot of content related to users' interests and behaviors. Many content creators create English-language content today (Fahdin, 2020). In line with Rahmawati and Anwar (2022), who conducted a study and participants showed a positive attitude towards learning English through the TikTok application. Herlisya and Wiratno (2022) supported it, which claimed that utilizing the TikTok application while learning English can help students improve their speaking skills. The TikTok tool can help students with English listening skills (Br Perangin angin et al., 2021) since it offers audiovisual media. Another study by Mauriza and Siregar (2022) exclaimed various factors that helped people increase their vocabulary using applications such as TikTok. Or in other words, the TikTok application can be used as a tool to learn English and they believe it can improve their English skills. According to Fahdin (2020), the TikTok application is one of the most popular applications nowadays and it has a significant impact on users' development because it may be used for educational reasons. Moreover, a large percentage of its users belong to Generation Z, which has been characterized as highly educated, innately proficient in technology, liking visuals, loving content production, and perpetually glued to their smartphone displays (Fromm & Read, 2021; Priporas et al., 2017). Therefore, it is possible that the TikTok application can be used as a learning tool to improve English skills. In light of this, the researchers are interested in investigating English Education Department students' attitudes toward using the TikTok application as an English learning tool.

Many relevant studies have dealt with English Education Department students who showed positive attitudes toward learning English through the TikTok application. One of the positive aspects of taking an online English course with the TikTok application is that we become more confident when expressing ourselves in English (Komariyah et al., 2022). Moreover, Revesencio et al. (2022) argued that nearly all of them admitted that TikTok helps them become familiar with new terms in English. Furthermore, implementing TikTok videos will draw attention and encourage student teachers to develop their vocabulary in English (Rahayu & Rakhmawati, 2022). Despite this, research on the view of student teachers who are possible to use it to teach English classes is still rarely found. Likewise, the attitude of student teachers in dealing with the use of TikTok application in teaching and learning activities. As future educators, student teachers are expected to take advantage of this learning tool, which

follows their students' generation. Hence, this study aims to determine student teachers' perceptions regarding the use of the TikTok application for English teaching and learning activities and to offer some incidental and purposeful learning and teaching approaches that could be used to improve vocabulary growth.

METHOD

This study aims to survey student teachers' views towards using the TikTok application as a learning tool to improve English vocabulary. This survey deliberately selected student teachers who are in their third and fourth years in the English Education study program, Faculty of Education and Teacher Training. Following this, this study was conducted at a university in Magelang, Central Java, Indonesia. To confirm, the sampling technique used in this study was non-probability sampling with a purposive sampling technique; as explained by Sugiyono (2016), it set out as a sampling technique of data sources with specific considerations. Thus, the researchers selected student teachers who have enrolled in the practicum English for Children course and participated as interns for teaching practice at primary and secondary schools. A total of 90 student teachers participated in this study. As future educators, they must teach English; therefore, the researchers tried to investigate the student's perspectives on whether TikTok as learning tool has a role in increasing English vocabulary for them and whether it can be implemented in their classrooms.

The researchers distributed questionnaires and interviews to get the data sources. The respondents were asked to fill out the questionnaire on their perception toward the TikTok application, their perspective on utilizing TikTok in learning English, and their preference toward using TikTok to teach English vocabulary for their classrooms, which all adapted from Putri (2022); Simanungkalit and Katemba (2023). This questionnaire used a closed answers questionnaire by providing some questions and statements, which measured yes/no answers and a 4-level Likert scale: strongly agree, agree, disagree, and strongly disagree. In addition, the researchers conducted semi-structured interviews to gain more profound related to the previous results. The interview questions were adapted from Mei and Aziz (2022).

This study applied qualitative and quantitative descriptive analysis techniques to answer the research aim. According to Loeb et al. (2017), the qualitative descriptive technique enables research to recognise what, to what extent, in which, when, and how to understand what happens in the educational field. Furthermore, descriptive statistics were used to provide simple summaries about the sample and the measures, which include maximum, minimum, mean, and standard deviation. Initially, the researchers distributed the questionnaire to the target sample and asked them to fill out the first indicator, which purposes to consider whether the student teachers have a TikTok or not so as not to be biased for the result. For those who didn't have this application, some of them were interviewed as well, to sharpen the results and compare views.

FINDINGS AND DISCUSSION

The first set of analyses discusses the student teachers' perception of their experience using the TikTok application. As many as 90 student teachers responded to the first indicator of the questionnaires.

Table 1. The result of student teachers' perception of their experience using TikTok application

No.	Questions	Percentage	
		Yes	No
1.	Do you have a TikTok Account?	96.6%	3.3%
2.	Do you consider yourself an active TikTok user?	77.7%	23.3%
3.	Do you often watch English videos on TikTok?	78.8%	22.2%

From the results, it is clear that most of the student teachers who intended as research subjects have a TikTok account. With a total of 96.6% ($n=87$), student teachers answered yes. However, 3.3% ($n=3$) had no TikTok account. Further, the response rate was 77.7% for positive responses, which were considered active TikTok users. It implies that most often used this application; in contrast, 23.3% of the student teachers responded negatively. In response to Question 3, nearly all surveyed indicated that they frequently watched English videos using this application. With a total of 78.8%, yet, 22.2% of the student teachers rarely opened the TikTok application to watch English videos.

As discussed above, as many as 87 student teachers who fulfilled the requirement of the research subject were asked to respond with their perspectives on using this application to learn English. The questionnaire consists of 14 statements, which aimed to know their perspectives on using the TikTok application to learn English. The researchers also examined their preferences for using this application to teach English vocabulary in their classrooms. Student teachers' responses were coded as strongly disagree = 1, disagree = 2, agree = 3, and strongly agree = 4. Following this, the minimum value was 1 and the maximum value was 4, which could be assigned to any item. Below are the results of student teachers' responses for all scale items.

Table 2. Descriptive statistics of student teachers' responses on subscale items related to perspectives for TikTok Apps in learning English

No.	Statements	Min	Max	M	SD
1.	TikTok helps me in learning English	2.00	4.00	3.26	0.63
2.	You can use TikTok anytime and anywhere to learn English	1.00	4.00	3.43	0.58
3.	Learning English using TikTok is effective because the students can re-watch it anytime	2.00	4.00	3.31	0.68
4.	Learning English using TikTok is fun and pleasing	1.00	4.00	3.49	0.64
5.	TikTok can catch the attention of every student in today's era	1.00	4.00	3.21	0.72

6.	TikTok can be used as a learning tool in English class	1.00	4.00	3.19	0.74
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The results of the descriptive statistics analysis of student teachers' perspectives toward the TikTok application to learn English are presented in Table 2. The results indicate that several crucial reports related to student teachers' attitudes were (1) TikTok had helped them learn English ($M=3.26, SD=0.63$); followed by (2) they could use TikTok to learn English anytime and anywhere ($M=3.43, SD=0.58$); then (3) using TikTok is effective because the student teachers can re-watch it anytime ($M=3.31, SD=0.68$); afterward (4) learning English using TikTok is considered fun and pleasing ($M=3.49, SD=0.64$); subsequently (5) TikTok application impacts students in today's era ($M=3.21, SD=0.72$); finally TikTok application can be used as a learning tool or media in English class ($M=3.19, SD=0.74$). Above all, the results in Table 2 demonstrate that student teachers had an overall positive attitude toward this application in learning English, as all subscale items had an average greater than 3.00. Surprisingly, the results of statements number one and three, none of them filled out strongly disagree. To be detailed, the researchers also provide an overview of previous results illustrated in the chart below.

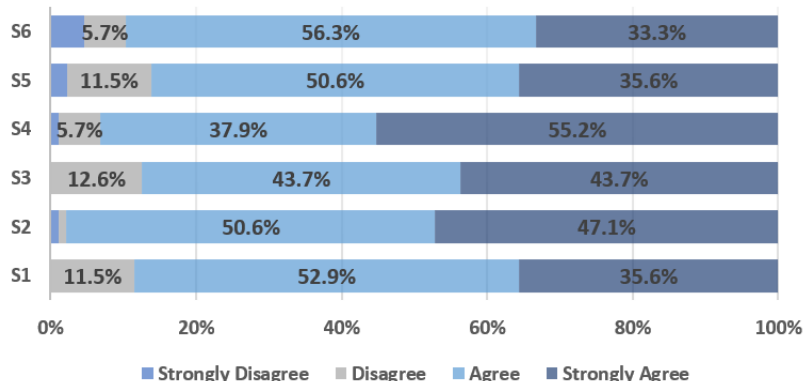


Figure 1. The result of student teachers' perspectives on using the TikTok application in learning English

From the chart above, it's clear that the first statement highlights student teachers' approval that TikTok could help them learn English. As many as 52.9% ($n=46$) of student teachers agreed and 35.6% ($n=31$) strongly agreed with this statement. Only 11.5% ($n=10$) of student teachers disagreed with it. Surprisingly, none of them replied strongly disagreed with this statement. This result proves that the majority of student teachers believe utilizing the TikTok application will help them improve their English skills. Moreover, to find out why the student teachers responded to the statement, the researcher also provided blank columns below each statement for them to give their reasons based on their chosen answers. From these results, a bulk of student teachers said that their *fyp* (for your page) mostly comes from foreign countries for both educational and entertainment content. According to Pratiwi et al. (2021), the TikTok application is widely used because it is advantageous and gives benefits, including making studying more straightforward and more pleasurable, enabling users to watch interesting videos, interact with others, and fast learning about current events across the world. As one interviewee who has this application said:

"I think TikTok can support students understanding as an innovative learning tool, just as a variation not as the main tool in teaching. Textbooks are still preferable and be the main source."(Student Teacher 1)

This positive response refers to the TikTok application that can help students to learn English, but the content should be cited from other English textbooks as the main source. Other

interviewees who have this application but were considered inactive users responded as follows:

“Choose TikTok as a learning tool in school, I think it is not really suitable. However, if the student individually learns English through TikTok, it is excellent. Considering TikTok is a video-based entertainment app, it will be suitable to be used in private spaces.” (Student Teacher 2)

“In my opinion, it depends on how we use the application. When we just only share random content, it will not support English learning. So, I think TikTok can little support us when teaching English in class because when we use TikTok we can give examples about how to pronounce something or write some vocabulary. But TikTok is an entertainment application so some time is difficult to find content related to education.” (Student Teacher 3)

The results above demonstrated neutral responses, which explains that this application is not always suitable for educational purposes, yet, it was suggested to be used independently to learn English. Since the TikTok application was purposed to be an entertainment application, it depends on how the students use it, although it can provide flexible learning space. The further interviewee who has not the TikTok application also asked. The result is presented in the following section.

“Sometimes, I think it's such a useless application. Since I don't have the TikTok application; thus, I don't know the ins and outs of the features presented by it.” (Student Teacher 4)

It is interesting to note that all interviewees' responses referred to their individual preferences, which clarifies how far they admit the usefulness of each feature that can be used to focus on learning English. Above all, TikTok offers a wide variety of content that supports the study of English, not only for informational purposes but also from English natives who share their daily lifestyles through storytelling, daily vlogs, product reviews, and so on. Furthermore, the users will indirectly absorb the English vocabulary they see continuously.

The second statement shows they can easily access TikTok, especially to learn English. Most of them had an agreement response; expressly, 50.6% ($n=44$) agreed and 47.1% ($n=41$) strongly agreed with it. A minority of student teachers (2.2%, $n=20$) responded negatively or disagreed. Major student teachers responded positively, as they know that in today's era, everything can be easily accessed through a smartphone, regardless of all generation. The majority of those who responded to this item felt that mobile phone or smartphone users almost have the TikTok application in this era. They can easily use TikTok anytime and anywhere to improve their English skills if they have an internet connection. Hence, it must be underlined that without a proper internet connection, they cannot access it to learn English. As frequently as student teachers access TikTok, they can easily get the materials from many content creators offering English materials. People use the internet regularly to acquire and get various informational materials, especially educational content (Armanda & Yosintha, 2022). Thus, the teachers/instructors could take advantage of this opportunity to obtain various English materials by using this application.

Following the previous result that student teachers as TikTok users can use it anywhere and anytime to learn English. The student teachers selected the following results from the available options. Firstly, 43.7% of student teachers ($n=38$) agreed with the statement. Similarly, as many as 43.7% of student teachers ($n=38$) replied strongly agree. In contradiction, 12.6% ($n=11$) of student teachers decided to disagree with this statement. Interestingly, none of

them reply strongly disagree with this statement. According to this result, many student teachers believe that the TikTok application is flexible for learning English, while minority did not. Some of them give some reasons regarding this statement, which explained that TikTok has a bookmark and like button feature to ease the users who want to re-watch the video. They agreed that the latest feature of TikTok is the repost feature, they can repost videos so that videos can be shared with others. If users forget to like or bookmark it, they can still rewatch the video by looking at their watch history. Yet, some student teachers who responded negatively considered that they could not re-watch the TikTok video due to internet connection problems and some content creators had already deleted their videos.

The fourth statement presents that student teachers mostly agreed, which implies that learning through TikTok is fun and pleasing. As many as 37.9% ($n=33$) of student teachers agreed and 55.2% ($n=48$) strongly agreed with it. A small minority of student teachers had disagreement responses, as illustrated by 5.7% ($n=5$) disagreed and 1.1% ($n=1$) strongly disagreed. In connection with the major result, TikTok presents engaging videos that they can learn about what is going on in the world since this application is useful and makes learning simple and enjoyable (Pratiwi et al., 2021). The student teachers also clarify by giving some reasons, which commented that most TikTok videos are brief and engaging and they may easily watch their video because the site does not require heavy internet bandwidth. As the source of information for their students, teachers/instructors will be at risk if they do not stay current on developments in technology and programs that students are using.

This relates to the fifth statement, which states that the TikTok application controls students in today's era. The result of the questionnaire exposes that 50.6% ($n=44$) of student teachers recognized that students nowadays are interested in the TikTok application, and 35.6% ($n=31$) of them considered that every student could be attracted to this application. On the contrary, 13.8% ($n=12$) had a disagreement with this statement, which clarifies that only some students have an interest in the TikTok application. As said by one of the respondents that students nowadays are interconnected with technology, TikTok is booming right now, so it catches students' attention. From this result, the researchers can infer that practically all students believe that the TikTok application is suitable for students, in spite of the fact that others strongly disagree that the TikTok application grabs students' attention.

It follows that the TikTok application can be used as a learning tool in the English class evidenced by the questionnaire result that presents 56.3% ($n=49$) of student teachers agreed and 33.3% ($n=29$) strongly agreed. Besides, 5.7% ($n=5$) of them choose to disagree and 4.6% ($n=4$) strongly disagree with the statement. This result is also supported by interview results, in which they responded as follows:

“As an innovative learning media or a tool to catch students' engagement.” (Student Teacher 1)

“TikTok can assist students by providing some examples of English material. And for the beginner level, we can also give subtitles in the video to make it easier to understand.” (Student Teacher 3)

When asked about using TikTok in the English class, the first and third interviewees responded positively, as one said this application is considered an innovative learning media or a tool to gain students' engagement. Besides, others expressed that the TikTok application enables to provide of some English materials as the content and it has a subtitle feature, which makes it easier to understand by students. Regarding the TikTok features, students can learn multiple new vocabularies through captions and subtitles provided in the videos (Bernard,

2021), even if they only watch it for a short time. Following the second interviewee gave a response as follows:

“As a student teacher, my consideration to use TikTok as a tool to assist English class is to download the video and present it to the class. I do not think for the students to use phones during this section.” (Student Teacher 2)

Interestingly, the second interviewee exclaimed that this application would not be used in the English class. Still, he will download and present the video to his class since he prefers not to use phones during the learning process. Moreover, the last interviewee responded such as the following section.

“I’m not sure, but maybe it has some content that can be used to teach English classes to gain students’ attention.” (Student Teacher 4)

Even the fourth interviewee was a student teacher who did not use the TikTok application; she still gave an uncertain rather than a negative response related to the question. She answered that this application could be used to teach English classes to gain students’ attention. These results suggest that this can be taken into consideration for teachers/instructors to use the TikTok application as an additional tool or media for learning English, as long as they are aware of and realize how to implement the TikTok application properly in learning sessions.

Table 3. Descriptive statistics of student teachers’ responses on subscale items related to preferences for using TikTok Apps to teach English vocabulary in the classroom

No.	Statements	Min	Max	M	SD
7.	After frequently using the TikTok application, you will start to use it in your English class	1.00	4.00	2.83	0.67
8.	TikTok videos enable me to select the content subject on which I desire to teach my English class	1.00	4.00	2.98	0.69
9.	TikTok videos can help my students to understand how certain words and expressions are used in real life	1.00	4.00	3.13	0.76
10.	TikTok can help my students easily memorize the new English vocabulary that students have learned	1.00	4.00	3.13	0.71
11.	TikTok application is quite excellent and feasible if it is applied in learning vocabulary, especially in my class	1.00	4.00	3.06	0.77
12.	Many subjects are suitable to be applied in my class using TikTok	1.00	4.00	2.95	0.80
13.	Watching English videos on TikTok can influence my students’ English vocabulary	1.00	4.00	3.22	0.65
14.	Watching English videos on TikTok can increase my students’ English vocabulary more than reading it in the dictionary	1.00	4.00	3.22	0.69

Having discussed student teachers’ perspectives toward the TikTok application in learning English, the final section of this paper addresses their preferences as future teachers for using this application to teach English vocabulary in the classroom. Similarly, the results of students’ agreements and disagreements on each statement are identical to statistical analysis of the mean and standard deviation on each subscale item. This table is quite revealing in several ways. First, since the student teachers have this application and most frequently open it to learn

English, it is possible for them to use the TikTok application in their classroom as well ($M=2.83$, $SD=0.67$), followed by the TikTok application allows them to select the content subject to teach my English class ($M=2.98$, $SD=0.69$). In this regard, it also enables their students to understand in terms of certain words and expressions if the student teachers use this application ($M=3.13$, $SD=0.76$). Related to the advantages of TikTok application, it also helps their students to obtain English vocabulary easily ($M=3.13$, $SD=0.71$), which is quite excellent and feasible if it is applied in learning vocabulary ($M=3.06$, $SD=0.77$). In addition, the next result confirms that many subjects provided by the TikTok application are suitable to be applied in the English class ($M=2.95$, $SD=0.80$), followed by watching TikTok content such as English videos, they believe that it allows to influence their students English vocabulary ($M=3.22$, $SD=0.65$). Compared to the dictionary, they believed that TikTok could increase their students to learn English vocabulary rather than the previous one ($M=3.22$, $SD=0.69$). Unlike the previous table, several subscale items had an average lower than 3.00; nonetheless, most student teachers had agreement rather than disagreement responses. To attest, it also presented an overview of previous subscale items, which are demonstrated in the chart below.

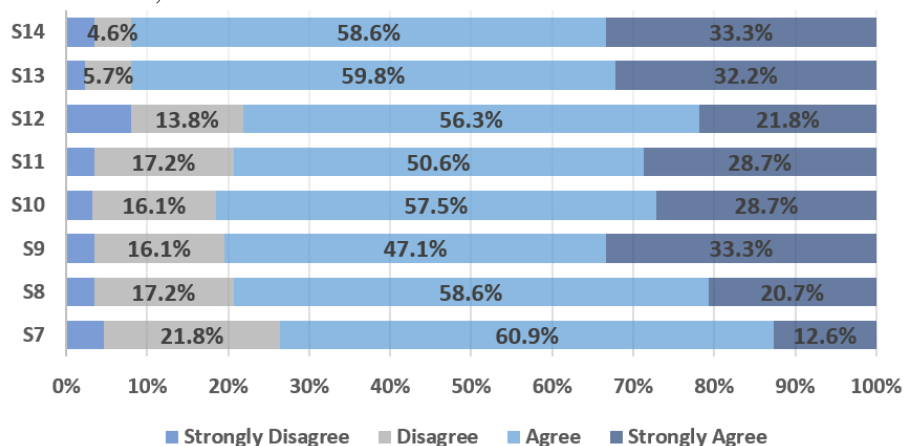


Figure 2. The result of student teachers' preferences for using TikTok Apps to teach English vocabulary in their classrooms

Based on the charts presented above, the seventh statement aimed to determine whether student teachers would like to use the TikTok app as a learning tool in their English classes in the future. The result indicates that most student teachers agree with it, evidenced by 60.9% ($n=53$) intending to use the TikTok app as a learning tool for English classrooms in the future and 12.6% ($n=11$) totally agree. Whereas 21.8% ($n=19$) of them were not yet willing to implement TikTok as a learning tool in their English classes, supported by 4.6% ($n=4$) responded to this statement. Some interviewees clarified why they prefer willingly to use it in the future, which is presented as follows:

“I think TikTok is shorter compared to YouTube (although YouTube has YouTube short), but the main content in TikTok is short videos that became different from TikTok compared to other social media.” (Student Teacher 1)

“TikTok is a short video based, so the content has compressed to the main point. I think that become the strength of TikTok.” (Student Teacher 2)

“TikTok is a unique way to teach vocabulary. One of its unique features is that it has a time limit, which forces people to be creative when making content for learning so that the meaning and purpose of the material in the video can be understood. Now, TikTok

means songs and dance, so it will be easy to get people interested in learning. TikTok also has a function called "lipsync," which is a great way to learn new words and how to say them." **(Student Teacher 3)**

All responses refer to one of the advantages of this application. Compared to other social media, the TikTok application is superior to others in terms of the main content, which has short video based. Even though YouTube, Facebook, or Instagram has short videos or stories that make users could share their content, TikTok is more favorable since it had already millions of users and gives uniqueness to learning English vocabulary. TikTok algorithm has a timely and effective response to the demands of today's rapidly evolving society (Wang, 2022). In addition, the third interviewee emphasized other features, such as song and lip-sync content, which engage users or students to learn and pronounce vocabulary.

"Those have different potentials, but I think many English teachers worldwide created an account to share their knowledge in the application used." **(Student Teacher 4)**

Despite its features, the last interviewee who did not have this application replied to this interview question that many social media nowadays have various potentials. Moreover, she believed many English teachers had recently shared their knowledge through those platforms. Thus, there is a bulk of learning material or content from those applications, which had already been shared by many content creators around the world.

The eighth statement shows that many student teachers agree that TikTok videos allow them to choose the content subject if they want to teach in the English class. This is proved by the results in the chart, which indicates that 58.6% ($n=51$) of them agreed with this statement and was reinforced by 20.7% ($n=18$) strongly agreed. Meanwhile, 17.2% ($n=15$) of student teachers claimed that the TikTok application could not really help them to select content subjects for their English classes and this was also confirmed by 3.4% ($n=3$) of student teachers. To support the previous results, the researchers also asked some interviewees to give recommendations on using the TikTok application following their willingness, which is appointed in the below section.

"Of course, I will. because it will be fun if the students not only watch the video but also created vocabulary-related TikTok content." **(Student Teacher 1)**

"I would recommend it, but just as a complementary tool, considering the distraction is quite hard to avoid, this happened when students are allowed to use their phones." **(Student Teacher 2)**

"Yes, I would suggest TikTok as a way to learn, but I wouldn't use it as my main media to learn. I would suggest using TikTok as an additional tool to games, quizzes, and other media. The main learning should still come from the lesson itself." **(Student Teacher 3)**

The majority of interviewees would recommend this application to be used in the English class because it can encourage students' creativity to create content videos related to vocabulary learning. Besides, it is only considered a learning tool to avoid distractions while using their phone. In the same way, others said that the TikTok application is not suggested as the main learning tool to use it in the class, but it is preferable if combined with other tools such as games or quizzes as part of the learning content. In contrast, the last interviewee answered an uncertain response.

"Once again, I'm not sure but I'll try soon if I have an occasion to use it." **(Student Teacher 4)**

It was acceptable since the last interviewee did not have this application, but in her honest response, she will try to use it in the future.

The next statement aims to figure out whether TikTok videos can help their students understand how certain words and expressions are used in real life. Based on the survey results, most student teachers agreed with this statement. This is evidenced by as much as 47.1% ($n=41$) of student teachers expressed that TikTok apps can help their students, and also supported by 33.3% ($n=29$) from others. This implies that respondents have a positive view towards using TikTok apps as a learning tool in their classroom. Since they think that TikTok content creators, especially English natives, speak their daily language rather than the academic language that is commonly taught in textbooks. Nevertheless, 16.1% ($n=14$) of them have not yet figured out how to use TikTok as a learning tool in the classroom. Supported by 3.4% ($n=3$) of other student teachers who thought the same.

Accordingly, the student teachers agree that TikTok apps can help students remember the new vocabulary they have learned. This is reinforced by 57.5% ($n=50$) of them who agreed with the tenth statement and supported by 28.7% ($n=25$) who chose the answer strongly agree. On the other hand, as many as 10.3% ($n=9$) of student teachers disagreed and 3.4% ($n=3$) of others who strongly disagreed with this statement. Since TikTok is also considered an audiovisual platform in terms of short videos as the main feature. It is in line with another study, which explained that for language acquisition, audiovisual tools with both visual and audio components are recommended (Patahuddin et al., 2022). In short, TikTok is an app that combines audio and visual, it can help students in learning English, especially vocabulary. This is also confirmed by the opinion of student teachers who responded to the additional reason column, in which most of them said that learning by watching and listening to videos is one of the best ways to remember what we learn easily; thus, TikTok is one of the good tools for memorizing and increasing new vocabulary when we want to learn more or expand our vocabulary.

Likewise, student teachers agree with the statement that the TikTok application is quite excellent and feasible if applied in vocabulary learning, especially in their class. As highlighted in the chart, 50% ($n=44$) of student teachers agreed, supported by another 28.7% ($n=25$) who strongly agreed with the statement. This result is also in line with Alauddin's (2023) explanation, which is that learning a new language can be made more fun, engaging, and exciting by using TikTok as a learning tool. Since TikTok continuously provided videos with fascinating, varied content ranging from humorous to religious to informative, students became more engaged in their studies. Consequently, learning English vocabulary becomes fun and not boring with it and its features. Regardless, as many as 17.2% ($n=15$) of student teachers disagreed and 3.4% ($n=3$) responded strongly disagree, which gives uncertainty that they have not yet implemented it in the classroom. Turning now to the interviewees' responses in finding the appropriate content videos in learning English vocabulary to be considered feasible or not following their views, the results are as follows:

"I think a lot of TikTok influencers that are based on teaching English could be used in teaching." (Student Teacher 1)

"It is important to know the content-creator that focus in educating English. By that, the appropriate video will popped up. Make sure that their English proficiency is excellent, it doesn't matter whether they are native or non-native." (Student Teacher 2)

"The first is to look for content creators who are well-known for their English content. In the future, use lots of features like, repost, and sharing content related to English so that later it will be easier to find appropriate content videos to teach English vocabulary in my class." (Student Teacher 3)

“I will find and watch them. Think whether they are appropriate for my class or not.”
(Student Teacher 4)

What emerges from the interview results shows that they must find appropriate content to be used in the class. Following this, most of them argued that they do not find it difficult to find English learning content on this application, especially to learn vocabulary. Supported by, many education influencers recently had already posted English learning content. Furthermore, they need to make sure the content is by following the content creators who have created their videos. TikTok is programmed with algorithm technology, one of them suggested utilizing its features such as like, repost, and sharing content, which make users receive video feeds without reducing the time cost to search information. As regards the algorithm works required to extract a fraction of content from a big user data library, which is expected to establish the order of the recommendation list (Wang, 2022). Moreover, the last interviewee also had an agreement, which needed to find and watch them to determine the best content to be used in the class. Above all, the TikTok application may distract and only provide entertainment, but as a teacher, it can be threatened appropriately so that good content will be fulfilled in their accounts.

Due to this, student teachers also need to be considerate and adjust the suitable subjects for their students in the class. Hence, according to the survey results, 56.3% ($n=49$) of them believed that many subjects are suitable to be applied in the classroom with the support of 21.8% ($n=19$) others who chose the answer strongly agree. Despite that, there are 13.8% ($n=12$) of student teachers did not agree with the statement and 8% ($n=7$) thought the same thing. It is necessary to note that the suitability of the material and videos on Tiktok also needs to be some sorting by the instructors/teachers so that the videos that are taught focus on the material to be taught and are in line with the subject matter. Besides, the TikTok-based activities that teachers create should be in line with the learning objectives. This can include selecting appropriate material, coming up with activities that ask students to put what they have learned into practice, and giving feedback that supports the learning goals (Kencana, 2019).

In addition, they also believed that watching English videos on TikTok can influence their students' English vocabulary if it is possible to implement this application in the classroom. This is reflected in the survey results, which show that 59.8% ($n=52$) of the student teachers agreed and 32.2% ($n=28$) strongly agreed with the statement. Meanwhile, 5.7% ($n=5$) respondents do not completely consider that TikTok can influence students' vocabulary and are supported by 2.3% (2) other respondents who thought the same. Students were favorable about using TikTok to study English vocabulary and stated that the app had several features and settings that help with vocabulary growth (Alghameeti, 2022). Therefore, using its features, TikTok can be considered a tool to improve student's vocabulary since it familiarizes them with different sets of vocabulary through its authentic and real-life content.

The last statement aims to compare the student teachers' views on using the TikTok application and the dictionary, which is possible to increase their students' English vocabulary. Based on the survey results, it was found that as many as 58.6% ($n=51$) of student teachers agreed and strengthened by 33.3% ($n=29$) others that using this application is possible to increase their students' English vocabulary more than reading the dictionary since TikTok application is more engaging and easily absorb vocabulary with audio-visual methods. In the meantime, as many as 4.6% ($n=4$) of student teachers disagreed with this statement and 3.4% ($n=3$) others argued the same thing. Mei and Aziz (2022) claimed that the entertaining and engaging videos on the TikTok can draw the students attention and make the learning process is more fun. Following this matter, when some of them were asked about learning English vocabulary using TikTok compared with using the dictionary, their results are presented as follows:

“TikTok is still preferable because it's more interesting and the vocab is daily used. However, the dictionary contains more words but it's too complicated and boring to apply in class.” (Student Teacher 1)

“TikTok video content indeed more interesting than dictionary. TikTok offers audio visual while dictionary only a visual.” (Student Teacher 2)

As reported by both informants, they gave positive views that this application is preferable rather than using the dictionary in terms of learning English vocabulary. It is interesting to use this application in English class, which can provide students who are considered as audio-visual learning. This result ties well with previous studies wherein TikTok is a practical and audio-visual online learning medium, which has a positive impact on students' learning performance (Syarifuddin & Sinta, 2022). Further informant answered a neutral response related to the question, which demonstrates in the below section.

“Vocabulary learning using TikTok and a dictionary are two different things. Where using TikTok can be more fun and engaging so it is more memorable, but learning to use TikTok will be easier to get distracted too. Learning vocabulary using a dictionary, will be more in-depth and detailed but takes a long time. So, the best thing is to combine learning using a dictionary and strengthening it with TikTok.” (Student Teacher 3)

As the third informant commented that both are different things. As was expected, sometimes TikTok can distract students, but it relies on fun and engaging learning. The informant also suggested that it is favored if both things supply each other so it will be more in-depth and detailed learning English vocabulary.

“Perhaps TikTok application will be more interesting than dictionary, but I won't try to use in my class.” (Student Teacher 4)

The last informant responded negatively that she would not use this application in the English class; even so, she might think that this application is more interesting than the other one. In addition to allowing students to watch TikTok educational videos further, TikTok also conveys information quicker and more effectively than text-based media (Pratiwi et al., 2021). Therefore, teachers need to balance the use of technology and print media such as dictionaries in teaching and learning activities.

In the final part of the survey, the researchers interview some student teachers in respect of their willingness to create to teach English vocabulary using this application. Their responses are explained below, as follows:

“Of course, actually, I did back then.” (Student Teacher 1)

“I have a plan to do so, but I am still not ready to make it real.” (Student Teacher 2)

“For the time being, I'm not interested in creating content to teach English vocabulary using TikTok because I'm still getting a few things done. However, this can be considered after I graduated from the University” (Student Teacher 3)

“I'm not sure, but if my class is needed something like entertainment media, I'd like to try it.” (Student Teacher 4)

The overwhelming majority of interviewees responded positively, explaining that they will try to use this application, yet some still need to consider several matters. As the first interviewee said, he had already created some content to teach English, but it has not yet been implemented in the class.

Overall, the student teachers responded positive attitude toward using the TikTok application to learn English and enable students to expand their vocabulary mastery regarding the questionnaire results. When interviewed, all 4 of the student teachers stated that this application has some features, which can create a fun learning environment as English classes became more enjoyable than other learning tools. There are some notes that should be taken, even though most of the student teachers are using this application, still a minority of them admitted to watching TikTok videos for mainly entertainment purposes. As one interviewee said, this application could not serve as a main learning tool, but act only as a supplement and still needed proper guidance from the instructors/teachers in the teaching and learning process.

CONCLUSION

In brief summary, this study aims to survey student teachers' perceptions towards the use of the TikTok application to learn English vocabulary for ESL learners. This study focuses on their views of TikTok to learn English, and also, as student teachers, what their preferences are for using it to teach English vocabulary in teaching and learning activities. By comprehending the student teachers' responses, the researchers infer that the majority of students have a favorable perspective towards the TikTok application and believe that this application could help them to learn English vocabulary whether in class or not. Moreover, the TikTok application offers many advantages, including being simple to use, having a wide variety of features such as videos with fascinating and simple-to-understand English content, allowing students to learn independently of native speakers, and being accessible anywhere, at any time for free. Therefore, it can be implied that watching TikTok videos can enrich the English vocabulary, especially for English Education student teachers, as they will be educators in the future.

Student teachers also mentioned potential challenges they might face if using TikTok for English teaching and learning activities, such as the many distractions involved in TikTok content if students use it during lessons. As a result of this study, teachers as instructional designers are expected to maximize the utilization of the TikTok application as an English learning tool, which can be enhanced through the planning of training programs. They are also required to obtain sufficient information themselves and be ready to implement it in the class. For further research, it is recommended that student teachers as future teachers should be examined as they are part of the learning process too by conducting an experiment or class action research (CAR), which aims to determine the implementation of this application. It is hoped that the TikTok application video will be able to work combined with other tools that will enhance the quality of English language teaching activity.

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