

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. English as a Foreign Language

One of the foreign languages taught in many countries around the world is English. According to Crystal (2003) teaching English as a foreign language is teaching English to non-native speakers living in countries where English is not the primary language. The lack of English outside the classroom indicates that learners have limited English skills, so learning requires a significant role from teachers and media to support language acquisition.

According to Qi (2016) many people consider English as something serious, not just an additional skill that must be mastered for certain purposes. For example, China, which has a complex society with its linguistics, also promotes English as one of the keys to modernisation by policymakers. Supporting it as a strategic asset for national development and international competitiveness with this phenomenon. Therefore, the benefits of mastering English are not only for individual progress but also contribute to a country's participation in the global community.

2.1.1. Characteristics of EFL Contexts

One of the foreign languages taught is English because it has become a language that is increasingly needed due to the global status of English as a medium of international communication, professional and educational progress. There are many countries where the means of interaction in daily life do not use English, learners rely heavily on formal teaching in the classroom as their main source of exposure to the language (Richards, 2017).

According to Harmer (2015), the lack of exposure to authentic English is a major problem in EFL education. The main issue is how teachers can successfully develop learners' communicative competence while working within these limitations, such as exam-oriented curricula and large class sizes. Related to this, according to Brown (2007) argues that English as a Second Language (ESL) environments, teaching practices are a crucial factor in language acquisition because EFL contexts often lack opportunities for meaningful interactions outside the classroom.

Teaching English as a Foreign Language (EFL) is important in situations where English is not the primary language. Therefore, according to Harmer (2007) teachers who have appropriate methods and strategies that support students' development in all four language skills: speaking, listening, writing, and reading are essential for effective EFL teaching.

2.1.2. EFL Learning in Indonesia

In the Indonesian context, as a reaction to the problem of foreign language competence, according to Hamied (2012) despite all its advantages and disadvantages, the use of English as a medium of instruction for improving education has been translated (among other things) into the use of English in schools.

Indonesia has implemented an English language education curriculum since grade 5 of elementary school. According to Sulistiyo et al., (2020), the use of English as a global language can encourage learners from elementary to higher education to learn English for instrumental purposes. Mention common challenges faced by Indonesian EFL learners

Among the various challenges encountered by EFL learners, vocabulary acquisition remains one of the most crucial aspects of language learning. Adequate vocabulary knowledge is essential for developing learners' communicative competence and overall language proficiency. Therefore, effective instructional approaches are needed to facilitate vocabulary learning among EFL learners.

2. Vocabulary Mastery

According to Richards (2001) vocabulary is one of the most visible aspects of language and has long been a major focus for applied linguists because it forms the foundation for listening, speaking, reading, and writing. Lack of vocabulary mastery can make it difficult for learners to comprehend texts, express their thoughts, or communicate meaningfully. Therefore, a strong vocabulary foundation is crucial for language learners to achieve good communication skills. Given its central role in language learning, vocabulary has been the focus of numerous studies aimed at exploring effective instructional strategies, tools, and technologies that support its development.

According to Richards and Renandya (2002) vocabulary is a core component of language skills and provides much of the foundation for how well learners speak, listen, read, and write. Vocabulary forms the foundation for developing the four language skills: listening, speaking, reading, and writing. Without an adequate vocabulary, learners will struggle to understand or express meaning effectively. Therefore, vocabulary mastery is crucial for achieving communicative competence.

Vocabulary knowledge is generally recognised as a fundamental aspect for second language learners, as inadequate understanding can significantly hinder their ability to communicate effectively. Therefore, this highlights the important role that vocabulary mastery plays in supporting overall language proficiency and successful interactions. Nation (2001) stated that the relationship between vocabulary knowledge and language use is complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

3. Kinds of vocabulary

Vocabulary contains many types, according to Montgomery (2007) there are four types of vocabulary that are listening, reading, speaking and writing vocabulary. Listening vocabulary refers to all the words that someone hears and understands through listening, which can be from other people or other objects. Furthermore, someone can detect sound from the baby or hear words from parents or other people talking. Those words that are learned through listening to other people or someone who understands in listening are called listening vocabulary.

(a) Speaking Vocabulary

Speaking vocabulary is the words that are used when someone speaks. People's speaking vocabulary is limited and much less than their listening vocabulary due to ease of use.

(b) Reading vocabulary

Reading vocabulary is words that can be understood or recognized when reading text.

(c) Writing vocabulary

Writing vocabulary is words that can be used and understood when writing. Many written words do not commonly appear in speech, because there are some quite difficult words in writing when switched into speech.

When learning vocabulary, learners not only acquire words for communication purposes, but they also develop different types of vocabulary skills based on language use. Vocabulary can be classified according to the language activities in which the words are used and understood. These classifications help learners and teachers understand how vocabulary supports language acquisition in listening, speaking, reading, and writing activities. In addition, vocabulary knowledge is also closely related to how learners receive and produce language in communication. Therefore, besides understanding the four types of vocabulary, it is important to discuss the concepts of receptive and productive vocabulary as part of vocabulary mastery development.

According to Webb (2005) receptive vocabulary is words that learners can recognize and understand when they hear or read them in a specific context, but they are not yet able to pronounce or write them. This vocabulary is often referred to as passive vocabulary, which is words that are understood when read or heard but not yet used in speaking and writing activities. Harris (1969) examined productive vocabulary is the words that learners should use in speaking and writing. Therefore, productive vocabulary can be considered an active process, as learners are engaged and can produce words to express themselves.

4. Aspect of vocabulary

Besides the kinds of vocabulary that teachers should be aware of in teaching vocabulary, there are also some aspects of learning vocabulary according to Lado, as cited by Mardinawati (2012), as follows:

a) Meaning

Meaning is the basic aspect of a word that make students know what the word means and be able to deal with new words. One word may have more than one meaning in different context.

b) Spelling

Spelling is a form of words in written or what does the word look like. The students also should know how many letters and what letters in the words since it is a connection between letters and sound. But the spelling of a word in written may be different from different accent such as British and American English, for example word 'favourite' in British and 'favorite' in American English.

c) Pronunciation

Pronunciation is a form of words in spoken or how is the word pronounced and deals with the sound of word. The English pronunciation is quite difficult because the sound of word is not related with the spelling of the word.

d) Word classes

Word classes are categories of a word. There are several main word classes such as noun, verb, adjective, adverb, pronoun, conjunction, and preposition. Each category has different function depends on the word.

5. Vocabulary Learning in EFL Context

According to Richards (2001) the main building block in language and communication learning is not grammar, language functions, concepts, or other instructional planning units. But rather the lexicon, which is a collection of words and their combinations. There is a very close relationship between vocabulary mastery and success in student language learning. We

cannot deny that vocabulary knowledge plays an important role in general language skills, namely having the competencies needed in a language. There is relationship between vocabulary knowledge and language learning for students' learning, it can be concluded that vocabulary knowledge is important in general language skills, by having the necessary competencies in a language. The first step in vocabulary mastery is having a sufficient vocabulary to understand and use the language. More importantly, language learners need to update their vocabulary size. According to Nation (1997), vocabulary is a continually changing entity with new words and new uses of old words being added and old words falling into disuse. Harding et al. (2015) observed that learners with larger vocabularies tend to communicate more effectively, understand language more deeply, and perform better in writing and reading. Therefore, vocabulary size is closely related to a learner's overall language proficiency. The more words a learner masters, the better able they are to understand and produce language fluently and accurately.

According to Ying et al. (2021) EFL learners often face several challenges, such as low self-confidence, anxiety, self-doubt, and limited vocabulary. All of these can negatively impact their learning process. These difficulties can prevent students from participating effectively in classroom interactions and developing their English vocabulary. As a result, students may have difficulty learning and communicating fluently in English, which can hinder their vocabulary acquisition.

6. Vocabulary Mastery Indicator

In reviewing students' vocabulary mastery, according to Thornbury (2002) key indicators of achievement or assessment are *pronunciation*, which refers to the correct articulation of words; *spelling*, which involves writing words accurately; and *meaning*, which is the ability to understand and use words appropriately in context. Assessing these aspects helps determine how well students have mastered vocabulary and can effectively use it in their communication. Good pronunciation helps learners avoid misunderstanding and supports effective interaction in English. Spelling refers to the ability to write words accurately according to standard English writing conventions. Correct spelling is important because it influences learners' writing quality and helps convey meaning clearly. Meanwhile, meaning refers to learners' understanding of vocabulary and their ability to use words appropriately based on context.

Thornbury (2002) stated that children should have the ability to categorise what they say, as well as being able to build complex ideas, this is mainly done by building in their minds between the marker words they have learned. Therefore, vocabulary mastery is not only related to memorizing word meanings, but also involves understanding word usage, pronunciation, spelling, and contextual application.

Furthermore, vocabulary mastery indicators are important in evaluating students' language development because they provide information about learners' understanding and use of English vocabulary. Through these indicators, teachers can identify students' strengths and weaknesses in vocabulary learning and determine appropriate teaching strategies to improve their vocabulary competence. Therefore, the assessment of vocabulary mastery should cover various aspects of vocabulary knowledge in order to measure learners' language ability comprehensively.

7. Vocabulary Assessment

In assessing vocabulary mastery, it is important to consider the types of vocabulary knowledge and language skills being measured in the assessment process. According to Schmitt (2014) the conceptualization of a test should include whether the test is measuring receptive or productive knowledge (or both), and spoken or written knowledge (or both). It should also specify which skill(s) listening, speaking, reading, and writing are being focused on, as practitioners/researchers are interested in what learners can do with their vocabulary, rather than what they can merely answer on a test

Furthermore, vocabulary mastery assessments also need to consider the depth and breadth of lexical knowledge. According to Nation (2013), breadth refers to the number of vocabulary words mastered, while depth encompasses knowledge of a word's meaning, usage, collocation, register, and grammatical aspects. A good test should measure not only vocabulary recognition but also students' ability to integrate that vocabulary into authentic communicative contexts. This approach allows educational practitioners to obtain a more comprehensive picture of students' vocabulary competence, allowing them to design more targeted learning interventions that support the development of comprehensive language skills.

8. TikTok as Educational Media

Along with the rapid development of digital technology, social media platforms such as TikTok have increasingly been utilised as educational media in language learning activities. According to Xiuwen and Razali (2021), TikTok can be used as a language assessment tool to check student learning outcomes. Furthermore, TikTok can also help students improve their speaking skills, which is an important goal in language learning. For effective learning using TikTok as a language learning tool, the learning process must be defined. Watching selected TikTok videos can help students familiarise themselves with this application following which students can use TikTok to create self-recorded videos in English.

Herdiati et al. (2021) reveal that TikTok has been recognised as a learning tool that can support the implementation of independent campus policies, especially in technology-based learning 4.0. Students can access this platform for educational materials through short audiovisual content that can be watched anytime and anywhere flexibly. With the enthusiasm felt by students, TikTok can encourage a more creative learning experience. Through this digital media, students are able to become more actively involved with educational videos about education and learning

activities.

Herdiati et al. (2021) found that, Because it provides features that support student development in distance learning, TikTok is considered easy to use. The app's simplicity can help students learn at their own pace and independently. This can motivate students, making learning more enjoyable.

9. The use of TikTok for learning English.

In recent years, social media has gained widespread popularity among the general population. This trend is particularly evident among young individuals, including university students, who are increasingly engaged with various social media platforms. According to Wibowo (2022) students can interact with social media almost any time of the day, with constant access via laptops and mobile devices. They can interact with their friends and have their own social media accounts.

The rapid expansion of social media platforms has transformed the way people communicate and share information. Its widespread presence has significantly influenced social interactions and has also extended into the field of education, presenting new opportunities to support and enrich language learning. This presence has not only reshaped how people interact but has also infiltrated various domains of education, offering a promising avenue for enhancing language learning. According to Zainal and Rahmat (2020) there are positive impacts that social media has, namely on the self-confidence, attitudes, and motivation of language learners. The fact related to this is that participating in social media platforms can provide great opportunities for language learners to improve their language skills by exposing students to a variety of diverse text types.

According to Khlaif and Salha (2021), TikTok videos have revolutionized the education

and mastery of skills among people with similar attributes, enabling novel ways of communicating via visually compelling materials. This transformation is particularly evident in the context of language learning, where short-form, visually rich content allows learners to access authentic language use in engaging and relatable formats. Through features such as subtitles, real-life dialogue, and interactive challenges, TikTok facilitates both receptive and productive language skills in a manner that aligns with the digital habits and preferences of today's learners.

According to Anumanthan and Hashim (2022) TikTok's short English-language videos can help learners improve their English vocabulary. Learners can naturally absorb new words thanks to the repetitive and contextual nature of TikTok content, as the frequently presented everyday conversational context makes it easy to understand and relevant. Rahman (2021) stated that understanding words is not only about mastering vocabulary, but also about their meaning, which is particularly relevant to vocabulary and phrases commonly used on social media, particularly TikTok. Short video content on TikTok in English helps participants improve their English skills.

It can be concluded that TikTok serves as an effective platform for enhancing English vocabulary acquisition. Its short-form, visually engaging content provides learners with exposure to authentic language use in relatable and meaningful contexts. Features such as subtitles, real-life dialogues, and interactive challenges support both receptive and productive language skills. The repetitive and contextual nature of TikTok videos enables learners to internalise new vocabulary more naturally, especially when the language is embedded in everyday communication.

10. English Tutorial Videos on TikTok

English tutorial videos on TikTok provide various kinds of learning content that can help students improve their English skills in an interesting and interactive way. According to Warini et al., (2021) there are five types of lessons from online TikTok videos that are often made, namely pronunciation, vocabulary, grammar, common mistakes, and English facts. These types of content show that TikTok offers diverse educational materials that support English language learning for students.

Putri (2022) observed that Improving students' speaking skills can also be achieved significantly by implementing TikTok. This improvement occurs because TikTok provides students with the opportunity to practice speaking through interactive and contextual video-based activities. Creating and watching English videos can create a new environment where students become accustomed to pronunciation, vocabulary usage, communication patterns, and sentence structure in real life. This can improve speaking skills.

Manggo et al. (2022) examined Effective learning for students can be achieved through English video tutorials on TikTok, as they provide accessible, engaging, and informative educational content. Furthermore, the presence of creative content creators on TikTok allows students to gain valuable information and motivation to learn.

11. TikTok and Vocabulary Learning

The integration of social media platforms into language learning activities has created new opportunities for students to improve their vocabulary mastery in more engaging and interactive ways. According to Hastomo et al (2023) TikTok in the learning process will make learners absorb vocabulary knowledge more optimally learners exposed new word

Bernard (2021) reveal TikTok videos increase students' interest, attention, and understanding of the topics taught in class. The variety of genres and variations of TikTok videos impacts student learning. This can help students with pronunciation, usage, and appropriate context in everyday communication, not just understanding the meaning of words. Simanungkalit & Katemba (2023) observed utilizing TikTok in learning English vocabulary for university students helps them expand their English vocabulary and improve vocabulary acquisition

According to Liando et al. (2022) improving students' vocabulary mastery can be achieved significantly by using images as a learning medium. Therefore, images can support students by connecting words or sentences with images, making it easier for them to understand and remember new vocabulary. This can facilitate vocabulary learning because students more easily remember words through visual content.

Abidah (2022) argues most students positively view the media used by English teachers in the teaching and learning process. They enjoy acquiring vocabulary, find it easier to understand, improve their vocabulary, and have easy access to the media. Rahmawati & Anwar (2022) observed using TikTok can be an alternative strategy for the teacher to teach vocabulary in the classroom due to the students' positive attitudes

12. Advantages and disadvantages of TikTok for learning

a. Advantages

One of the social media applications that has attracted attention in educational contexts is TikTok due to its audiovisual features and accessibility for young learners. Nadiyah (2021)

observed through the TikTok application, teachers can easily create interactive learning, so that it can be adapted to the situation, environment, and conditions of students.

Ardiyanti et al (2021) stated that TikTok's accessibility allows students to continue learning outside the classroom, increasing motivation and supporting ongoing learning activities. Therefore, English material can be reviewed repeatedly and students can practice based on their own interests and pace, giving them the freedom to explore learning videos on TikTok.

According to Irwan & Kamarudin (2021) TikTok can support the learning process by presenting information in a more engaging and stimulating way through audiovisual content. Through the videos and content displayed on TikTok, the information and learning delivered can be more easily absorbed.

b. Disadvantages

Excessive use of online media may negatively affect students' learning habits and academic performance. Many students spend too much time using social media applications, which can reduce their focus and seriousness in learning activities. Asdiniah & Lestari (2021) observed the excessive use of online media may negatively influence students' actual learning outcomes in the long term.

The use of digital learning media often depends on internet accessibility, technological devices, and proper supervision from teachers or parents. Putry (2024) stated Another drawback of this application is that it requires internet access, content creation can also take quite a long time, and there is a lack of teacher supervision when students use TikTok outside the school environment.

However, students can access English learning videos, students can also access videos according to their interests and desires. These interests will divert their attention and focus from what they should be doing, such as focusing on paying attention to the learning videos that have been provided. Van Den Eijnden et al (2016) reveal with the excessive use of social media, students tend to prefer to be involved with content that is not related to assignments or studies when doing assignments, therefore disorders can occur caused by addiction to excessive use of applications.

13. Students' Perception

a. Definition of perception

According to Slameto (2003) perception is a biological process in the human brain. Perception is the process of entering messages or information through the five senses: sight, hearing, smell, taste, and touch Through perception, individuals receive, organize, and interpret information from their environment in order to understand and respond to surrounding situations. Perception influences how people think, feel, and behave toward certain objects, events, or experiences.

Therefore, understanding students' perceptions is important for educators because it helps identify how learners respond to particular teaching strategies or learning media. By recognizing students' perceptions, teachers can evaluate and improve the effectiveness of the learning process to create a more engaging and supportive educational environment.

Mcdonald (2012) stated that perception as the particular way an individual or group views a phenomenon. This process involves processing stimuli and integrating memories and experiences into the process of understanding. Positive or negative responses can be interpreted by individuals depending on their personal experiences, feelings, knowledge, and expectations

of a particular object or situation. Therefore, perception becomes an important factor that influences how people react, make decisions, and form attitudes in everyday life, including in educational settings.

In the context of education, perception is often used to identify and evaluate students' attitudes toward certain learning methods, media, or activities. According to Hong Kian Sam et al. (2003) perception analysis can be used to measure students' attitudes toward the learning strategies used, whether they agree or disagree with their use, and to determine how to achieve specific goals using specific methods. Through perception analysis, researchers and educators can understand students' responses to learning strategies and determine whether the learning process is effective and engaging for students.

In educational contexts, students' perceptions can influence their motivation, participation, and overall learning outcomes. Positive perceptions toward learning methods or media may encourage students to become more active and interested in learning activities, while negative perceptions may reduce their engagement. Therefore, examining students' perceptions is essential for improving teaching strategies and creating more effective learning environments.

b. Factors influencing perception

According to McDonald (2012) perception is a process of understanding stimuli through sensory and cognitive processes. The perception process consists of four stages: stimulation, registration, organization, and interpretation. Stimulation occurs when individuals receive stimuli through their senses. Registration refers to the process of selecting and recognizing stimuli. Organization involves arranging information based on prior experiences and beliefs, while interpretation is the process of assigning meaning to the stimuli received.

Therefore, perception plays an important role in determining how individuals respond to a particular object, experience, or learning medium. Different perceptions may emerge because each individual has different experiences, interests, motivations, and ways of interpreting information. In the context of educational technology, students' perceptions toward learning media such as TikTok can influence their engagement, motivation, and learning outcomes in the English learning process, especially in improving vocabulary mastery.

c. Positive and negative perceptions toward technology-based learning

In the context of the modern day, according to Traxler (2010) a person's beliefs, connections, identity, and uniqueness are reflected in the mobile devices they choose and how they use them. Communication is not the only purpose of mobile device use, but also serves as a tool for accessing information, interacting socially, and supporting educational activities.

Furthermore, new technologies, including mobile technologies with their growing potential and widespread use, have an effect on cultural practices and create new learning contexts. According to Pachler et al. (2009) this is especially true for mobile technology. The advent of mobile technology allows learners to access educational content more flexibly and interactively, regardless of time and location. As a result, learning activities become more integrated into students' daily experiences, encouraging self-directed learning and sustained engagement with educational materials.

Khodabandelou (2016) stated that because some students have different learning preferences, technology-based instruction may not be suitable for everyone. A highly technological teaching approach may be beneficial for some students, but not for others. Some students may feel more comfortable with traditional face-to-face instruction because they prefer direct interaction with teachers and classmates during the learning process. In addition, limited

technological skills, lack of digital literacy, and difficulties in adapting to online learning environments may also reduce the effectiveness of technology-based learning for certain students.

Rahmawati (2016) stated that students perceive these as disadvantages of online English learning, including reduced social interaction, technical issues, the lack of direct feedback from teachers, increased plagiarism and cheating, and high costs. These challenges can negatively impact student motivation, participation, and the overall learning experience. Unstable internet connections can also create difficulties for students and interfere with effective learning. Therefore, although technology offers many benefits in education, teachers and educational institutions need to consider both its advantages and limitations in order to create balanced and effective learning environments.

In conclusion, technology has transformed the educational environment by providing flexible, accessible, and interactive learning opportunities for students. Mobile technology and digital platforms support student mobility, self-directed learning, and continuous learning experiences. However, the use of technology in education also presents several challenges, such as limited social interaction, technical difficulties, unequal access to digital resources, and differences in student learning preferences.

B. Previous Study

Several previous studies have highlighted the growing role of TikTok in English language learning, particularly in supporting vocabulary development, student engagement, and autonomous learning. These studies can be grouped into several major themes, namely: TikTok for vocabulary mastery and retention, students' perceptions and motivation, autonomous and contextual learning, classroom engagement and instructional support, and the effectiveness of TikTok compared to conventional learning methods.

The first group of studies focuses on the effectiveness of TikTok in improving students' vocabulary mastery and vocabulary retention. Many scholars (Ramadani, 2024; Jabri, 2021; Maria and Sujarwati, 2025; Rahayu and Rakhmawati, 2022) found that TikTok-based learning significantly improves students' vocabulary achievement through pre-test and post-test experimental designs. Findings consistently show that when students learn vocabulary through TikTok videos, they achieve higher post-test scores than before the treatment or compared to the conventional learning group. Others scholars by (Tran, 2023 ; Alfitri, 2024; Choo and Khalid, 2024) revealed that TikTok contributed positively to vocabulary acquisition, listening comprehension, pronunciation, and retention because the platform provided short, engaging, and contextualized language exposure. These studies indicate that TikTok can function as an effective supplementary tool for improving vocabulary mastery when integrated into language learning activities.

The second theme concerns students' perceptions and motivation toward using TikTok as a learning medium. Many scholars (Nety et al., 2023; Dwipa et al., 2024; Rama et al., 2023; Alghameeti, 2022) found students have a positive perception of TikTok for vocabulary learning. Many students find TikTok flexible, fun, visually engaging, and accessible. Furthermore, the audiovisual features, captions, subtitles, and native language exposure increase students' motivation and interest in learning English vocabulary. Oktavena et al., (2025) found that TikTok's short-video format and personalized content recommendations helped learners remain motivated and actively involved in learning activities. However, most studies also noted several challenges, such as distractions from entertainment content, inconsistent information quality, and internet limitations.

Another group of studies emphasizes TikTok's role in supporting autonomous and contextual learning. Many scholars (Hutasoit, Yulia, and Satria 2025; Janastasya and Priyatmojo, 2025 ; Yusuf and Rodliyah, 2025) studied that Students can seek repeated exposure to English content on TikTok and learn vocabulary independently. These studies suggest that TikTok encourages incidental vocabulary learning because learners naturally encounter vocabulary in authentic contexts while watching videos, following creators, or interacting with English-language content. In addition, Almarshad et al. (2025) found TikTok-based learning with learning autonomy and contextual vocabulary acquisition by showing that students performed better when vocabulary was introduced through meaningful visual examples and real-life communication. The studies further suggested that TikTok supports self-directed learning habits among digital-generation learners.

The next category discusses classroom engagement and the pedagogical use of TikTok during instruction. Many scholars (Yoestara, 2024;, Puspita and Afna, 2024;, Bernard, 2021) studied that presenting material from TikTok videos in a visually appealing, simple, and relevant way to students' everyday digital experiences can increase class participation and engagement. The use of translated text, audio, graphics, and authentic conversational content helps students grasp new vocabulary more easily. Furthermore, Pereira and Hitotuzi (2023) observed that involving students in creating TikTok videos also improved confidence, creativity, oral fluency, and vocabulary usage. These findings suggest that TikTok not only functions as a learning resource but also as an interactive pedagogical medium that can create more engaging classroom environments.

Another important theme concerns the comparison between TikTok-assisted learning and traditional instructional approaches. Many scholars (Tran, 2023;, Choo and Khalid, 2024;, Maria

and Sujarwati, 2025) found that Compared to students who rely solely on textbooks or lecture-based instruction, students who learn through TikTok generally achieve better learning outcomes. Students find learning through TikTok easier to follow, more interactive, and more enjoyable because vocabulary is introduced through short, contextual videos rather than isolated memorization activities. These findings indicate that TikTok can complement conventional instruction by providing more authentic, multimodal, and student-centered learning experiences.

In addition to vocabulary learning, several studies also explored TikTok's contribution to broader English language skills. Many scholars (Alvarez et al., 2024;, Rosas et al., 2023; Anumanthan and Hashim, 2022) observed that TikTok supported not only vocabulary development but also pronunciation, grammar understanding, speaking confidence, listening comprehension, and communicative competence. Through repeated exposure to authentic English content, students became more familiar with natural expressions, pronunciation patterns, and conversational language use. These findings demonstrate that TikTok can contribute to multiple aspects of language learning beyond vocabulary alone.

Despite many positive findings, previous studies have also identified several limitations to using TikTok for educational purposes. Common challenges reported across studies include distractions from non-educational content, unnecessary information, inconsistent content, internet access issues, and a lack of structured learning paths. Therefore, many researchers emphasize the importance of teacher guidance, content selection, and structured instructional integration to maximize TikTok's educational benefits while minimizing its potential drawbacks.

Based on the previous studies above, it can be concluded that TikTok has significant potential as a supplementary medium for English vocabulary learning. However, most previous studies either focused only on students' perceptions or only measured vocabulary achievement

quantitatively. In addition, many studies examined general English content rather than specifically focusing on English tutorial TikTok videos. Therefore, this study attempts to fill the gap by combining a mixed-methods design with a structured quasi-experimental treatment and qualitative exploration of students' perceptions and challenges in learning vocabulary through English tutorial TikTok videos among XI IPA students at MAN 4 Ngawi.