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PERCEPTION OF USING TIKTOK TO IMPROVE VOCABULARY MASTERY ON ELEVENTH GRADE STUDENTS AT SMA NEGERI 3 BAUBAU
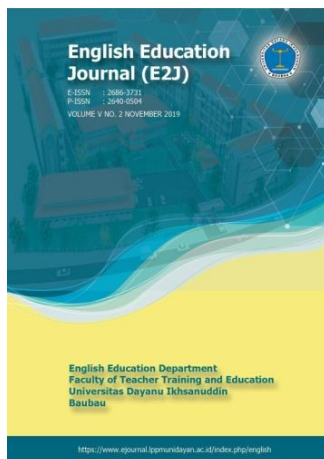
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Abstract
The problem statement of this research is whether the Tiktok application give an impact to improve students English vocabulary masery in SMA Negeri 3 Baubau of eleventh grade students. The research provides the motivation to explore students' perceptions of the influence of the students' use of social media such as TikTok on the development of the student's English vocabulary on 11th grade students in SMA Negeri 3 Baubau. This research used a mixed methods with QUAL-quan type, where data will be distributed by qualitative methods such as interviews and documentaries and quantitative methods such as questionnaires. A total of 37 11th graders, 3 baubau students, have been involved in the research. The technique of data Analysis used embendded design with chosee data collecting, data reduction, data display, and data conclution. Results showed that social media TikTok provided English sources of content that could be used to supplement the student's English vocabulary. Students can also access applications at any time and anywhere, further students can also gain entertainment and add their English vocabulary at any one time. Beyond that students also mention the problems they face in accessing a ticktock app such as an Internet connection. It may be concluded that students have a positive perception of a TikTok application with a view to improving the English vocabulary

Keywords*:* Perception, TikTok, Vocabulary

Abstrak
Rumusan masalah dari penelitian ini adalah apakah aplikasi Tiktok memberikan dampak untuk

meningkatkan penguasaan kosa kata bahasa Inggris siswa di SMA Negeri 3 Baubau siswa kelas XI. Penelitian ini memberikan motivasi untuk mengeksplorasi persepsi siswa tentang pengaruh penggunaan media sosial seperti TikTok oleh siswa terhadap pengembangan kosa kata bahasa Inggris siswa pada siswa kelas 11 di SMA Negeri 3 Baubau. Penelitian ini menggunakan metode campuran dengan tipe QUAL-quan, dimana data akan disebarkan dengan metode kualitatif seperti wawancara dan dokumenter dan metode kuantitatif seperti kuesioner. Sebanyak 37 siswa kelas XI SMA Negeri 3 Baubau, telah terlibat dalam penelitian ini. Teknik analisis data menggunakan desain tertanam dengan pemilihan data, reduksi data, display data, dan penarikan kesimpulan data. Hasil penelitian menunjukkan bahwa media sosial TikTok menyediakan sumber konten bahasa Inggris yang dapat digunakan untuk menambah kosa kata bahasa Inggris siswa. Siswa juga dapat mengakses aplikasi kapan saja dan di mana saja, selanjutnya siswa juga dapat memperoleh hiburan dan menambah kosa kata bahasa Inggris mereka kapan saja. Selain itu siswa juga menyebutkan masalah yang mereka hadapi dalam mengakses aplikasi ticktock seperti koneksi internet. Dapat disimpulkan bahwa siswa memiliki persepsi positif terhadap aplikasi TikTok dengan maksud untuk meningkatkan kosa kata bahasa Inggris.

Kata kunci : Persepsi, TikTok, Kosakata

1. INTRODUCTION

Vocabulary is a crucial thing that must be known as the main capital to learn sentence construction and other language skills because vocabulary is the basic foundation in language because one must have sufficient vocabulary to be able to understand what is read and heard, can speak and write in words, according to Puspitasari, Feni, et al (2022). It means that vocabulary plays an important role in learning English as a second language.

However, it is not easy for students to increase their vocabulary mastery. Faliyanti, Eva, and Mira Arlin (2018) say that improving students' vocabulary it needs interactive learning media, with multimedia presented in a mobile android with technology. Learning English as a second language by using technology will bring many benefits for students. Firmadani (2021) claimed that there are several technology-based learning media including audio-visual. Saima Rasul, et al (2011) explain that audio-visual aids are those devices that are used in the classroom to encourage the teaching-learning process and make it easier and more interesting. Examples of social media based on visual media audio such as YouTube, TikTok, Twitter, Instagram, Facebook, and its kind.

This research will use one of the viral applications that is widely used by young people. Supported by Pratiwi, A. E, et al (2021) say that TikTok is one of the most popular social media applications in China, TikTok also takes a place in the international field comparable to Twitter, Youtube, Instagram, WeChat, and so on. Also, Firamadhina, F. I. R., & Krishnan, H. (2021) state that social media is widely a common thing in everyday lives now, even some people cannot live without it. One of the most downloaded applications in 2020 now is TikTok and they change the game in social media with its 15-60 seconds duration/videos.

According to observations, one of the problems of eleventh-grade students of SMAN 3 Baubau researches has found that the students were easy to get bored while studying also it has not optimally utilized the learning media, and still uses simple media like the package book as the source for students study. Teachers use only one type of method: teaching in a conventional way, that cause students to become bored or saturated with material being given quickly. In SMAN 3 Baubau, there are many students that have telephones and become social media users. They are been using a lot of social media unexceptional TikTok that become an active social media in addition to entertainment as well as a learning tool for them. Therefore, based on the phenomena above, the researcher intends to do the research entitled; "Perception of using TikTok to improve vocabulary Mastery among eleventh-grade students at SMA Negeri 3 Baubau".

1.1 Perception terms

Individuals can turn reactions into good or negative views through psychological processes based on the experience received through the five senses. The processes of selection, interpretation, and reaction are used to get answers (Erin, E., & Maharani, 2018). In addition to the passive reception of these signals, perception is also influenced by learning, memory, expectancy, and attention in the recipient. This low-level information is converted to higher-level information through sensory input. The subsequent process links a

person's conceptions, expectations, or knowledge, with restorative and selective mechanisms (like attention), which affect perception. According to Otter Ghadirian, H., et al. (2017), perception is a series of acts that people do to gather information. This learning may result from the surroundings that pupils are exposed to. Saifuddin (2012) offers another definition of perception as a process that begins with the use of the five senses to receive a stimulus, is then structured and processed to have an understanding of what is felt.

1.2 Processing the perception

According to Fuady & Kuswarno's (2017) analysis of Arifin, the phases of perception are as follows:

a) The process of catching a stimulus by the human senses is the first stage, sometimes referred to as the natural process or physical process.

b) The second phase, a physiological stimulation delivered by receptors (sensory organs) via sensory nerves.

c) The psychological process, sometimes referred to as the third step, is the process by which an individual becomes aware of the stimulus that was received by the receptor.

d) The fourth stage consists of the outcomes of the perceptual process, which take the shape of actions and reactions.

From the previous description, it can be seen that perception entails perceiving an item, capturing a stimulus, and then interpreting that stimulus to produce a result that influences our behavior.

1.3 Factors that affect perception

According to Arifin, Fuady, and Kuswarno (2017), there are two categories into which the elements that affect perception may be divided:

a) Internal variables, such as prior knowledge, requirements, evaluation, and expectations

b) External elements, such as outward appearance, the stimulus's character, and the surrounding circumstances.

1.4 The importance of vocabulary

Memorizing a new language involves memorizing a lot of vocabulary. Asyiah, D. N. (2017) asserts that vocabulary is essential to learning other languages. Learning vocabulary is a key component of learning English, according to Rokhmawati, S., and Mastuti (2019). Additionally, Lessard-Clouston, M. (2013) notes that vocabulary development is a key component of learning English. According to Susanto, A., Ab Halim, & Nuwrun (2019), acquiring vocabulary is a crucial component of learning a foreign language. According to several of the aforementioned claims, vocabulary is crucial for ESL students.

1.5 The impact of vocabulary

According to Nurmala Sari, S., & Aminatun, D. (2021), someone who speaks a foreign language, including English, must know the vocabulary of the language in order to be able to communicate appropriately. A vocabulary master is significantly impacted by how communication works while studying a foreign language. According to Nunan, D. (2005), vocabulary is essential for using language's structure and function in communication. According to Bai, Z. (2018), the first presumption is that we need to have a particular quantity of language in order to interact with people effectively. The aforementioned assertion implies that terminology affects how conversation will proceed.

1.6 Vocabulary mastery

Vossoughi (2009:1) claims that one aspect of language that has to be learned and taught is vocabulary. Our ability to think, communicate our emotions, and learn about the world depends on our word knowledge. For the students to complete their coursework and engage in discussion with one another, as well as for the individuals who need vocabulary as a fundamental knowledge to communicate. A key element of language competency is vocabulary, which lays a large part of the groundwork for how effectively learners speak, listen, read, and write (Richards and Renandya, 2001:26). A word or sound that expresses a certain meaning as an utterance unity is known as a vocabulary word. The most crucial component of learning a language is vocabulary.

1.7 The users of TikTok

One social media network, TikTok, allows users to make short videos with a variety of characteristics, including music, stickers, text, and other imaginative aspects. The TikTok app, according to Herlisya, D., & Wiratno, P. (2022), is a tool for making and sharing a variety of short movies in vertical format, which can be seen by simply scrolling up or down the screen. TikTok is a social media program that is well-known around the world as a platform that allows users to create their own 15- to 60-second movies, according to Hayes, C., et al (2020). Rahman (2021) claims that TikTok provides a variety of video material. Users may easily create their own videos in addition to watching and copying others'.

1.8 The communication on TikTok

According to Deriyanto, D., et al. (2019), the content creators on TikTok can also send and receive messages through the content's comment area. TikTok is one of the newest apps that allows users to create and share videos while also interacting through a comment section and private chat.

1.9 The importance of TikTok

The following statement will show the impact on the use of TikTok for ESL learning. TikTok can be effect for students in learning English, 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. Sari, Hayati, and Suganda (2019) states that communications by using social media can help learners improve their vocabulary and literacy abilities by providing them with opportunities to be exposed to the language. Rahman (2021) noted that learners' mastery of vocabulary is not only about understanding words but also about understanding their meaning, which is particularly related to commonly used vocabulary and phrases on social media, especially on TikTok. Short videos on TikTok that are comprised of English content assist participants to improve their English vocabulary (Anumanthan & Hashim, 2022).

2. METHODS
2.1 Design of the Research

This research used mixed method. According to N Putra (2013) the mixed method jointly utilize two research method, namely quantitative and qualitative. There is 3 types of mixed method design, the types that used in this research is QUAL-quan model. According to Gay (p.484, 2011) QUAL-quan is qualitative data are collected first and more heavily weighted that quantitative data. In this research, the researcher used a mixed method, which is the data distributed by qualitative methods such as interviews and documentation and quantitative method using questionnaires.

2.1.1 Time and Place of the Research

The research was located in SMAN 3 Baubau, Betoambari district and the time of the research started on May 2023.

2.1.2 Subject of the Research

The research choose the 11th-grade students in SMAN 3 Baubau, in determining the participants of the research, the subjects who have been selected, are those who already using TikTok over the last 1-2 years and follow accounts that contain contents of English lessons. It used two classes, which are XII 1 of 18 students and XII 2 19 of students given questionnaires then the researcher chooses 9 students to interview a total of 37 students.

2.2 Instrument and Technique of Data Collecting
2.2.1 Interview

Doody, O., & Noonan, M. (2013) assume that interviews are one of the most common methods of data collection in qualitative research. The question range of interviews adopted by questionnaire and done between the researcher and the respondents face to face. The interview was conducted to know if using TikTok can help them improve their vocabulary mastery. The answer from the respondents will be written and analyzed by the research.

2.2.2 Documentation

Sugiono (2013) claimed that documentation is a method of obtaining data and information in the form of books, archives, written numbers, and pictures in the form of reports and information that can support research. Meanwhile, the researcher uses documentation on field research processes.

2.2.3 Questionnaire

According to Creswell (2011, p. 3), a questionnaire is a data collection instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. The researcher used a paper question. The sample for this research consists of 37 students, XII 1 and XII 2 classes of 11th-grade students in SMAN 3 Baubau. The questionnaire had 15 questions, of which the two were to fill name and class, with 13 questions using a 4-point Likert scale (4 for strongly agree, 3 for agree, 2 for disagree, and 1 for strongly disagree). The indicators consisting of TikTok videos contribute to improving English language vocabulary as (13 questions).

Questions were adapted from prior research (Binti Mister & Embi, 2016; Khan, Radzuan, Farooqi, Shahbaz, & Khan, 2021) and translated from English to Indonesian with adjustments to suit this current study.

2.3 Technique of Data Analysis

This research employs an embedded design. According to Creswell (p. 541) embedded design is where we can choose to do the data analysis with qualitative or quantitative one. Meanwhile, this research is QUAL-quan type where is a qualitative take on more of a role than a quantitative, so that qualitative data is used for the technique of data analyis.

2.3.1 Data collecting

Prior to analyzing both sets of data, the information acquired from participants through questionnaires and interviews must first be examined. It was used frequency and percentage to summarize the information from surveys and interviews.

2.3.2 Data reduction

According to Ahyar, H, et al (2020) states that, data reduction means that data must be eliminated, chosen which is important, simplified, and abstraction. Researcher selects relevant data and focuses on the data needed to solve the study problem.

2.3.3 Data display

Ahyar, et al (2020:167) says that with displaying data, it will be easier to understand what is happening, to plan the next work based on what is already being understood. In this research it uses a checklist matrix, according to Huberman (2010) the model used to monitor research components or dimensions is called a check list of the matrix.

2.3.4 Conclusion,drawing/verification

According to Ahyar, et al (2020:171) conclusions are the essence of research findings that describe final opinions based on previous descriptions or decisions derived from inductive or deductive thinking methods. Researcher make a description previously obscure from the research, thus becoming clear after it has been examined.

3. RESULT AND DISCUSSION
3.1 Result
3.1.1 The Result of Interview

The interview conducted 6 questions for 9 students result in class XII 1 and XII 2 of 11-grade students in SMAN 3 Baubau started from 4 Mei, 2023.

During interviews with students, they say that they spend most of their time on the TikTok application either for entertaining or finding information and study,

> I: Dari skala 1-10 seberapa seringkah anda menggunakan aplikasi TikTok dalam sehari?
> *(On a scale of 1-10 how often do you use a TikTok app in a day?)*
> R2: 10, karena sering sekali. pagi siang malam
> *(10. because so often. morning afternoon Evening)*
> I: Bagaimana rasanya belajar kosakata bahasa inggris dengan menggunakan TikTok sebagai media belajar?
> *(How does it feel to learn an English vocabulary by using TikTok as a learning medium?)*
> R2: Menarik, karna gambar sama ada lagu nya juga. Banyak kreator yang sering pake bahasa inggris juga.
> *(Interesting, because the picture is the same as the song too. Many creators often use English too)*
> (Interview with R1 and R2)

Based on the result of the interviews above, the answers from those respondents really represent the answers from other respondents, where they use TikTok very

often in their daily lives and they are also interested in songs and creators who are very creative in presenting videos.

I: Bisa jelaskan bagaimana anda belajar untuk menambah kosakata bahasa inggris dengan aplikasi TikTok
(Could you explain how you learned to expand your English vocabulary with a TikTok application?)
R3: kalau muncul di fyp kadang saya buka profil kreatornya lalu saya ikuti biar vidio nya dapat muncul lagi di fyp saya
(If it appears on Fyp sometimes i open the creator's profile then I follow it so that the video can appear again on my Fyp)
(Interview with R3)

Based on the result of the interviews above, the answers from respondents represent the answer from others, that TikTok really helped them to increase their vocabulary, also they found learning videos and followed the content creators.

In another interview, students also said they sometimes find new vocabulary with songs that appear on their TikTok videos, even vocabulary that they don't or haven't learned at school like slang. Sometimes their face a problem like networking or data.

I: Apa ada kendala yang anda temui saat menggunakan TikTok dalam belajar untuk menambah kosakata bahasa inggris?
(Did you meet any obstacles by using TikTok in your study to enhance your English vocabulary?)
R5: Kayanya jaringan
(Maybe networking)
I: Bisa jelaskan bagaimana anda belajar untuk menambah kosakata bahasa inggris dengan aplikasi TikTok
(Could you explain how you learned to expand your English vocabulary with a TikTok application?)
R6: biasanya saya download supaya tersimpan di galeri atau saya screenshoot supaya bisa saya liat lagi.
(I usually download it so that it is saved in the gallery or I screenshot it so I can see it again)
(Interview with R5 and R6)

In another interview, the answer from those respondents is represented by other

respondents. The researcher can be concluded that TikTok is helping them to improve their vocabulary.

I: Bisa jelaskan bagaimana anda belajar untuk menambah kosakata bahasa inggris dengan aplikasi TikTok
(Could you explain how you learned to expand your English vocabulary with a TikTok application?)
R4: saya mencari di pencarian atau dengan menonton kreator barat kadang terdapat translate serta bahasa indonesianya juga
(I searched in search or by watching Western creators sometimes it had translated and Indonesia language too)
I: Apa TikTok dapat membantu dalam menambah kosakata bahasa inggris anda ?
(What might TikTok help you in improving your English vocabulary?)
R8: Iya, itu membantu
(Yes, it is helping)
(Interview with R4 and R8)

The outcomes of the interview it has a positive attitude toward TikTok to improve English language vocabulary, it can be clamed that; (1) they say that they spend most of their time on the TikTok application either for entertaining or finding information and study, (2) TikTok significantly increased their vocabulary; they also discovered learning videos and followed the content providers. (3) They occasionally learn new words from songs that are featured in their TikTok videos, including slang and words they did not or did not learn in school. (4) Users occasionally encounter networking or data issues.

3.1.2 Result of Documentation
Documentation advantage to support and field research process on finding results in class XII 1 and XII 2 of 11-grade students in SMAN 3 Baubau. Incidentally, at that time there were no activities in class and the students were also very receptive.
3.1.3 Result of Questionnaire

Table 1. Questionnaire, TikTok videos contribution to expanding English language vocabulary

No	Quesionnaire
	belajar kosakata melalui TikTok

1	adalah cara belajar bahasa yang menyenangkan (*Vocabulary learning through TikTok is a fun way of language learning*)
2	TikTok mudah digunakan (*TikTok was easy to use*)
3	mudah bagi saya untuk menjadi terampil Mencari informasi melalui TikTok. (*It was easy for me to become skilful in discovering information via TikTok*)
4	TikTok membuat kendala dalam mempelajari kosakata (*TikTok makes obstacles in learning vocabulary*)
5	penggunaan TikTok adalah buang-buang waktu untuk mempelajari kosa kata (*TikTok usage is waste of time for vocabulary learning*)
6	Pemanfaatan TikTok meningkatkan peluang belajar kosakata (*The utilization of TikTok increased the vocabulary learning chances*)
7	TikTok menawarkan berbagai cara pembelajaran kosakata (*TikTok offered varied ways of vocabulary learning*)
8	pembelajaran kosakata melalui TikTok menjadikan pembelajaran yang menarik (*Vocabulary learning through TikTok makes attractive learning*)
9	butuh lebih sedikit waktu untuk menyampaikan kosakata yang berkaitan melalui TikTok (*It takes less time to pass on the Vocabulary related information through TikTok*)
10	kosa kata melalui TikTok menghemat waktu (*Vocabulary through TikTok saves the time*
11	tingkat kesulitan bervariasi dalam kosa kata pembelajaran Via TikTok (*Difficulties level is varied in*

	Learning vocabulary via TikTok)
12	mendapati bahwa tiktok berguna dalam pelajaran bahasa inggris (*found that tiktok is useful in my english language learning*)
13	mempelajari kosakata bahasa inggris melalui TikTok adalah ide yang bagus (*Learning English Vocabulary through TikTok is a good idea*)

Regarding the questionnaire, the first claim makes TikTok vocabulary study sound like an enjoyable approach to pick up a language. According to the questionnaire 35.1% of the students are SA. The notion that learning vocabulary using TikTok is an enjoyable approach to learn language is supported by more than half of students (64.8%). No one voiced significant agreement or opposition. According to the findings of the inquiry, studying through TikTok is an enjoyable approach for kids to pick up a language.

The second claim demonstrates how simple TikTok was to utilize. More than half of the students (85%) agree and 27% of the students strongly agree felt that TikTok was simple to use. 5.4% of respondents disagree, although no one voiced a strong disagreement. The TikTok program was simple to use, according to the findings of the inquiry.

The fourth statement is about knowing if TikTok makes obstacles in learning vocabulary. 5.4% agree with the statement, and more than half of the students are showing disagreement (56.7%) if TikTok makes an obstacle in learning vocabulary. 37.8% strongly disagree with the statement and nobody strongly agrees with the statement. Based on the questionnaire result it can be concluded that TikTok does not make any obstacle in learning vocabulary.

The next statement asks if TikTok usage is a waste of time for vocabulary learning disagree 51.3% with the statement. Meanwhile, more than half 40.5% strongly disagree that TikTok waste of time for vocabulary learning. Based on the statement most of the students claim that TikTok is not a waste of time for vocabulary learning.

The sixth statement 56.7% strongly agree with the statement. More of the students 43.2% agree with the statement if TikTok's

utilization of increased vocabulary learning changes. Meanwhile, nobody expressed disagreement and strongly disagree. Based on the results of the questionnaire it can be concluded that the students can utilize TikTok to increase their vocabulary learning chances.

The seventh statement is to know if TikTok offered the variator ways of vocabulary learning. 37.8% strongly agree with the statement. Most of the students agree with the statement (62.1%). Meanwhile, nobody expressed disagreement and strongly disagree. Based on the question as a result it can be concluded that TikTok over various waves of vocabulary learning.

The next statement is about whether vocabulary learning through TikTok makes learning attractive. 21.6% strongly agree with the statement, and more than half of the students (78.3%) disagree with the statement. Nobody expressed disagreement or strongly disagreed. Based on the questionnaire result it can be concluded that learning through TikTok makes learning attractive.

The ninth statement is about knowing if TikTok takes less time to pass on vocabulary-related information through TikTok. 13.5% strongly agree with the statement. Meanwhile, 86.4% agree with the statement. Nobody expressed disagreement and strongly disagree. Based on the questionnaire result it can be concluded that for more than half of the students, it takes less time to pass on vocabulary-related information through TikTok.

The tenth statement aimed to know if vocabulary through TikTok saves time for students. 18.9% strongly agree with the statement, and half of the students 81% expressed agree that the vocabulary to TikTok saves time. Based on the question as result, it can be concluded that vocabulary through TikTok saves time for the students. Nobody expressed disagreement and strongly disagree.

The next statement is to know if any difficulty level is varied and learn vocabulary via TikTok. 21.6% agree with the statement, then only 78.3% disagree nobody expressed strongly agree and strongly disagree. Based on the question a result showed that there any difficulties level is varied in learning through TikTok.

The twelfth statement is about knowing if TikTok is useful in students' English language learning. 18.9% strongly agree with the statement, and more than half of the students 81% agree with the statement. Nobody expressed disagreement and either strongly disagree. Based on the results, it can be concluded that TikTok is useful in students' language learning.

The last statement is aimed to know if learning English vocabulary TikTok is a good idea. 13.5% strongly agree with the statement, more than half of the students agree with the statement that learning English vocabulary is a good idea (86.4%) and nobody expressed disagreement and strongly disagrees. Based on the question as a result it can be concluded learning vocabulary on TikTok is a good idea for the students.

According to the questionnaire it can be concluded that; (1) TikTok can increase their vocabulary mastery, (2) TikTok makes attractive learning because of the users can create a video that supplies English education content, (3) students claimed that TikTok can help them to improve their English vocabulary, (4) students frequently use TikTok in their daily life.

3.2 Discussion

This research attempted to find out the use of TikTok for learning English based on the student's perceptions. In this research, it is found out that the students used the TikTok application and it became their daily habit to use social media. It can also be a technique for learning vocabulary. Tacak (2008) claimed that using object technique includes the use of reality visual aids and demonstration. They can function to help learners remember vocabulary better because our memory for objects and pictures is very available and visual techniques can help for remembering words International Journal of Teaching and Education.

Potentially teachers may be utilizing social media and learning English. supported by Suganda (2019) states that communication by using social media can help learners improve their vocabulary and literacy abilities by providing them with opportunities to be exposed to the language. According to the question section, students found that TikTok is useful in their English language learning.

Rahman (2022) noted that the learner's mastery of vocabulary is not only about understanding words but also about understanding their meaning which is particularly related to commonly used vocabulary and phrases on social media especially on TikTok.

TikTok applications are chosen because people already use this application and also the benefits to supply English educational content. According to Khalaif & Salha (2021), TikTok videos have revolutionized the education and mastery of skills among people with similar attributes enabling noble ways of communicating via visually compelling materials. It is not surprising that the students are comfortable learning through the TikTok application based on student's answers in the interview section that they are spending most of their time using the TikTok application. Explain by Rahman (2021) TikTok offers several types of video content users cannot only watch and imitate but also generate their own videos effortlessly.

In addition, students' responses to the questionnaire and the interview in this research showed that they are really comfortable learning through TikTok content videos with various features such as music and creativity presented by the content creator.

4. CONCLUSIONS

Based on the results of the result from the interview and questionnaire, the researcher concluded that the perception students on 11th-grade students in SMAN 3 Baubau: (1) TikTok can give an impact to improve English language vocabulary for students, (2) Students may explore different cultures and pick up new abilities, including language while using TikTok, (3) This is due to the fact that TikTok contains elements that users, especially younger ones, find appealing and that motivate them to make or watch videos centered on taking part in popular challenges, which frequently incorporate chats or music, (4) These dialogues and music are primarily in English. Participants can enjoyably increase their vocabulary as they attempt to emulate the sounds.

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