

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents related theoretical descriptions, theoretical frameworks, and reviews of previous studies.

A. Theoretical Description

1. Student's Perception

a. Definition of Student's Perception

In psychology and cognitive science, perception is defined as the process of knowing and achieving an understanding of an object or event through the help of sensory information. Furthermore, according to Qiong, perception is a process experienced by each individual to gain awareness and achieve an understanding of the sensory information has received.¹ From this explanation, the researcher can say that perception is a process that occurs in each individual in recognizing, identifying, and knowing an event with the help of his sensory organs, both the sensory organs of the nose, tongue, eyes, ears, and skin which then sensory information that has been obtained through those tools is processed through the nerves until it reaches the brain.

Another definition is expressed by Leavitt, according to him perception has two meanings, namely the narrow meaning and the broad meaning. In the narrow sense, according to him, perception is a vision or how one sees something. The broad meaning, of perception is a view, understanding, or how something is seen and interpreted by someone.² In other words, perception can be interpreted as the result of each individual's thoughts on a particular thing or situation.

Furthermore, according to Ritah, in her thesis, she concluded that perception is the way each human being responds to information, in more depth she explained that perception is a process in which a person takes sensory information using his senses from the surrounding

¹O U Qiong, "A Brief Introduction to Perception," *Studies in Literature and Language* 15, no. 4 (2017): 18–28, <https://doi.org/10.3968/10055>.

²Rahmi Rusdin, English Education Program, and Faculty of Tarbiyah, "The Students' Perception of Using Microsoft Teams Application at the Eleven Grade SMAN 10 Pinrang". (Thesis, IAIN Pare-Pare, 2022).

environment and makes it something more meaningful.³ So, perception can be described as a relationship between a person and his environment through his five senses. After a person feels or receives a stimulus from their environment, then the stimulus will be processed and interpreted into meaning and cause a person to have even a good or bad response.

Summarizing from several explanations that have been explained previously, perception can be said to be a process where stimuli from the environment can be interpreted and concluded by each individual through their five senses so that later experience, knowledge, and good or bad responses can be obtained.

From some of the descriptions above, the researcher has the view that what is meant by student's perception is a process of how students interpret a stimulus they receive or interpret a certain event so that later they will gain experience, knowledge, and good or bad responses. In short, it can be said that student perception is the result of each student's thoughts on the understanding of what they have felt regarding a particular thing or situation.

b. Process of Perception

The emergence of a perception does not occur in a short time but occurs through several stages. According to Qiong, these stages are as follows:⁴

1) Stimulus

The first stage is the existence of a sensation of something that can be felt by the sensory organs, which then the sensation will produce a stimulus.

2) Organization

The second stage is organization where the stimulus that has been obtained previously will be forwarded through the nerves to the brain for processing so that later it causes each individual to recognize and understand the stimulus.

3) Interpretation

The final stage of the process of perception is interpretation, where the brain will give meaning and conclusions to information or stimulants that have

³Ritah, "Students Perception on Teacher Characteristic in Teaching English (A Descriptive Research at Eight Grade of SMP Pesantren Guppi Samata Gowa)," 2018, 1–80.

⁴Qiong, "*A Brief Introduction to Perception*."2017, 18-19.

previously been processed to produce something called perception.

c. Factors Influencing Perception

Despite seeing the same thing, each individual will have a different interpretation or point of view. These differences are due to the following factors:⁵

1) Internal Factor

These factors are various factors originating from within oneself that can influence the perception of each individual, including physiological, interests, attention, needs, moods, experiences, and memories.

2) External Factor

External factors are various factors that come from outside an individual. External factors that affect individual perceptions are stimulus and situation (environment).

2. The Use of TikTok in Learning

a. TikTok

One of the social media that is currently trending and much loved by the world community, including in Indonesia today, is social media TikTok. TikTok is a type of social networking application and music video platform originating from China which was launched in September 2016 by Zhang Yiming. TikTok is an audio-visual media, which can be seen and heard, the TikTok application allows users to create, edit, upload, and share 15-second to 5-minute video clips with other TikTok users complete with filters and accompanied by music as support. The TikTok application has now become a social media platform that is quite popular among the world community, including in Indonesia.⁶

According to the source statista.com, TikTok users in Indonesia continue to increase from year to year, the latest data states that Indonesia is in second place as the country that has the largest number of TikTok users in the world with the number of active users in Indonesia as of April 2023 reaching

⁵Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)* (Yogyakarta: Andi Offset, 2001).

⁶Diki Affandi and Isna Wijayani, "Social Media as Self Existence in Students Using Tiktok Applications," *Da'watuna: Journal of Communication and Islamic Broadcasting* 2, no. 3 (2022): 300–311, <https://doi.org/10.47467/dawatuna.v2i3.2108>.

113 million people after previously in 2022 the number of users was 99.1 million people.⁷

Negara Dengan Pengguna TikTok Terbanyak 2023, Indonesia Peringkat Atas

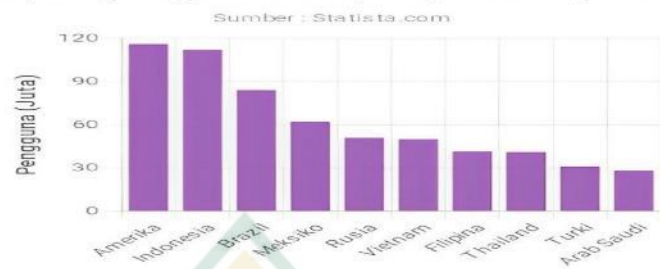


Figure 2. 1 The countries with the most TikTok users in 2023

In terms of age, TikTok users in Indonesia are dominated by the 18-24 age group, which is 40%. Then, the second rank is the 25-34 age group with a presentation of 36%. So, it can be said that 76% of TikTok social media users in Indonesia are dominated by users aged between 18 to 34 years, which means that most TikTok social media users in Indonesia are from young people including students.⁸



Figure 2. 2 Data on the age of TikTok users in Indonesia

⁷Kurnia Elma, “Negara Dengan Pengguna TikTok Terbanyak 2023, Indonesia Peringkat 2,” goodstats.id, accessed on December 15, 2023,[https:// data.goodstats.id/statistic/elmaarmavillia/negara-dengan-pengguna-tiktok-terbanyak-2023-indonesia-peringkat-2-qRFyq](https://data.goodstats.id/statistic/elmaarmavillia/negara-dengan-pengguna-tiktok-terbanyak-2023-indonesia-peringkat-2-qRFyq).

⁸“Pengguna TikTok Indonesia Gempar, Potensi Cuan Menggelegar,” ginee.com, accessed December 15, 2023, <https://ginee.com/id/insights/pengguna-tiktok/>.

From the explanation above, we can all know that the TikTok application is a social networking application that allows users to create videos supported by music and filters. Currently, this application is very popular and is favored by many people ranging from young children to adults because of its usefulness and attractive appearance. As previously explained, TikTok provides facilities for its users to record, edit, and share videos with several features that support users to achieve their video creation goals. Here are some of the features that the TikTok application has:⁹

- 1) Music Addition Feature
Users can add various types of music according to the video content they want to create.
- 2) Video Filters Feature
Users can add filters to the video to change the color tone and can also adjust the tone and hue according to the objects in the video.
- 3) Sticker Filters and Video Effects
This filter aims to make videos made by users seem more creative.
- 4) Voice Changer Feature
Users can add fun and creativity to their videos by changing their voice using this voice changer feature.
- 5) Beautify Filters Feature
This filter can make the user's face look much prettier or more handsome.
- 6) Auto Caption Feature
This feature allows TikTok content creators to include subtitles besides the words spoken by creators in the content will be automatically transcribed by the TikTok application. The purpose of this feature is to make it easier for everyone to easily enjoy the videos they make.
- 7) Live Feature
Live features that can be used by users. However, not all TikTok users are allowed to start live videos, only users who have a minimum of 1000 followers can use this feature.

⁹ Bambang Winarso, "Apa Itu TikTok Dan Apa Saja Fitur-Fiturnya?," dailysocial.id, accessed December 15, 2023, <https://dailysocial.id/cdn.ampproject.org/v/s/dailysocial.id/amp/post/apa-itu-tik-tok>.

8) **Stitch Feature**

This feature is often used to respond to or clarify a video upload.

9) **Duet Feature**

Through this feature, users can create videos side by side with other video creators.

b. The use of TikTok in English Learning

According to Patty and Noiija, TikTok offers features and content created by content creators that can help students learn independently to develop English language skills including listening, speaking, writing, reading, vocabulary, and grammar. TikTok users can utilize the variety of content and interactive features found in the TikTok app for independent learning to improve their English skills.¹⁰

1) **Listening Skill**

TikTok can support to development of listening skills which listening is one of the most important skills in learning English. The social media TikTok has provided facilities for users to collaborate using audio or the original voice of the content creator. For content creators with the account names @jagobahasa.com, @jacobbailin, and others who create content containing listening exercises by omitting words or sentences then users have to listen carefully to the audio of the content so they can guess and complete the empty part with the correct answer.

2) **Speaking Skill**

To support improved English-speaking skills, TikTok allows users to actively engage in pronunciation and conversation practice through duet features created by content creators.

3) **Writing Skill**

TikTok users can improve their writing skills by participating in interactions such as discussions and providing questions, criticisms, and suggestions in the comments section. Accounts like @popularenglish and @tetiayanaokyar provide tips for improving writing.

¹⁰Patty et al., "Social Media Revolution: TikTok's Impact on Language." 2023, 943.

4) Reading Skill

In TikTok there is a prompter test facility that simulates the reading of news scripts with text displayed on the screen, this allows users to practice pronunciation and intonation, and of course, also improve skills in reading English texts.

5) Vocabulary

Many content creators on TikTok create video content explaining various English vocabularies and their meanings, providing alternative vocabularies that can be used to express something differently, explaining idioms and slang in English, and so on. This can certainly help users to expand their vocabulary, they just need to find accounts that create content about English vocabulary and follow them to get the latest video updates from the content.

6) Grammar

Content creators such as the @jessica_ie account, actively respond to comments from her followers who ask questions and share important lessons related to English grammar. The video covers topics such as teaching about tenses such as simple present, simple past, simple future, and others.

c. TikTok and Multimedia Learning

TikTok as a video-based social media platform provides a rich combination of verbal and visual elements that can support learning. This is very relevant to the multimedia learning theory developed by Richard Mayer which states that learning is more effective and can improve understanding when information is presented in the form of a combination of text and images rather than text alone. This theory is based on three main assumptions: dual-channel assumption, limited capacity assumption, and active processing assumption.¹¹

1) Dual-Channel Assumption

The dual-channel assumption states that humans have two distinct processing channels for information: the visual or pictorial channel and the auditory or verbal channel. Information received through these two channels is

¹¹ Richard E. Mayer, (2009). *Multimedia Learning* (2nd ed.). New York: Cambridge University Press.

processed separately, but can be combined to produce better understanding.

2) Limited Capacity Assumption

The limited capacity assumption refers to the limited amount of information that can be processed by each channel at one time. Therefore, learning will be more effective if information is presented in small pieces that are easy to digest.

3) Limited Capacity Assumption

The active processing assumption states that effective learning occurs when students actively engage in information processing, such as organizing, integrating, and linking new information to existing knowledge.

According to Mayer, the use of multimedia in education should be designed to facilitate the integration of information through various formats of representation, and TikTok with its video format offers this opportunity effectively.

3. Vocabulary Mastery for English Students

Herlina defines vocabulary as a collection of words that a person understands.¹² Meanwhile, vocabulary according to Wulandari is defined as a collection of words that have meaning that can be used as a means of oral and written communication with others.¹³ In line with Wulandari, Mu'minati in her thesis, concluded that vocabulary is a set of the number of letters in a word along with its meaning used by someone to speak, write, listen, or read and is also used to express their ideas both orally and in writing.¹⁴

There are four types of vocabulary, namely: reading vocabulary which refers to the vocabulary in reading that is familiar to the reader, listening vocabulary includes all the words that can be captured while listening, writing vocabulary refers to

¹² Hana Nurwahidah Sudrajat and Herlina Herlina, "Meningkatkan Pemahaman Kosakata Bahasa Inggris Melalui Metode Permainan Bingo," *JIV-Jurnal Ilmiah Visi* 10, no. 2 (2015): 114–21, <https://doi.org/10.21009/jiv.1002.6>

¹³ Fariska Wulandari, "Analysis of Students' Vocabulary Mastery in Second Semester Students of Business English and Management," *Jurnal Pendidikan Bahasa* 8, no. 1 (2019): 50, <https://doi.org/10.31571/bahasa.v8i1.1133>.

¹⁴ Mu'minati, "Improving Students' Vocabulary Mastery Through Picture Word Inductive Model (PWIM) At The Eighth Grade Of SMP Negeri 1 Baraka Kab. Enrekang" (Doctoral Dissertation, IAIN Parepare, 2020), 6.

the words used by writers, and speaking vocabulary refers to the vocabulary used in speaking activities.¹⁵

Skills in expressing ideas in English both orally and in writing are greatly influenced by the amount of vocabulary that is already known and mastered, the more vocabulary one has, the easier it will be to understand what is heard and what is read. Therefore, vocabulary has a very important role and cannot be underestimated by learners when learning English, as stated by Zalzabilah vocabulary is a basic aspect of mastering other language skills such as listening, speaking, reading, and writing.¹⁶

The first step in successful vocabulary learning is identifying the problems students face. Afzal raised several problems in learning and mastering vocabulary, including the following: in the first category, which is related to meaning problems, English language learners still often have problems with the meaning of a word, most of them do not know the meaning of an English word and it is also difficult to remember new vocabulary. Next, the second problem is the problem of using new vocabulary correctly which often occurs when students use vocabulary in speaking and writing. Next is the problem of pronunciation and letter spelling, in pronouncing an English word the students still cannot pronounce It with the correct pronunciation this is due to the difference between the written English word and the English word when spoken. Then, the last problem is the problem of memorizing new vocabulary, in this problem most of them still find it difficult to remember the vocabulary they have just heard, especially difficult in memorizing the prefix and suffix parts of a word.¹⁷

To learn English more deeply, students or learners whether they are beginner, intermediate, or advanced learners need to master a lot of vocabulary. Vocabulary mastery itself is defined by Harmer as cited by Faizah as an ability to identify, understand, and develop vocabulary and its meaning by using their knowledge of words.¹⁸ Then, another definition is expressed by Afdilla who states that vocabulary mastery refers to the number of words that

¹⁵ Jeremy Harmer, *Vocabulary Aplied Linguistic Perspective* (New York: Associated Companies throught the World, 2001).

¹⁶ Zalzabilah, "Learning English Vocabulary Using Kampung Inggris Social Media Account."

¹⁷ Afzal., A Study on Vocabulary, 2019, 89.

¹⁸ Nova Auliyatul Faizah, "The Effect of Snowball Throwing Method to Improve Student's Vocabulary Mastery in the Theme Daily Routines at Eight Grade of MTs Mazro'atul Huda Wonorenggo Demak." (Thesis, IAIN Kudus, 2022), 9.

are known and live in the brain memory of each student or learner.¹⁹

Based on Brown quoted by Al Qahtani, states that there are two types of vocabulary mastery, namely passive mastery and active mastery. For the first type, passive vocabulary acquisition is the mastery of words where the words are heard, recognized, and understood by students or learners when they are looking at and reading the writing in a reading text. This type of mastery does not include the mastery they use for speaking and writing. The second type is active vocabulary acquisition which is the acquisition of vocabulary that is acquired, understood, and pronounced correctly and actively by learners through active communication with others. This second type of vocabulary mastery can also be called productive mastery because in the process the learners actively produce words or sentences that they use to convey their ideas to others. Unlike the previous type, which is passive acquisition, this active vocabulary acquisition includes mastery in speaking and writing.²⁰

In vocabulary learning, there are also two main approaches that are often used: the explicit approach and the implicit approach. The explicit approach involves direct teaching of new words with explanations of definitions, usage in sentences, as well as repeated practice. This method usually includes activities such as word lists, flashcards, and vocabulary tests, which allow students to understand the meaning and use of words in depth. In contrast, implicit approaches occur more naturally through context, such as reading a book, listening to a conversation, or watching a movie.²¹

For strategies in learning vocabulary, Sonbul and Schmitt identified five main strategies which can be divided into determination, social, memory, cognitive and metacognitive strategies. First, determination strategies involve using external resources such as dictionaries or context to understand the

¹⁹Novia Afdilla, "An Analysis Of Students' Vocabulary Mastery In The Fifth Semester Students Of English Language Education Department Universitas Islam Riau," *Paper Knowledge Toward a Media History of Documents* (Doctoral dissertation, Universitas Islam Riau, 2022), 11.

²⁰Mofareh Al Qahtani, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>, 25.

²¹Suhad Sonbul and Norbert Schmitt, "Explicit and Implicit Lexical Knowledge: Acquisition of Collocations Under Different Input Conditions," *Language Learning* 63, no. 1 (2013): 121–59, <https://doi.org/10.1111/j.1467-9922.2012.00730.x>.

meaning of new words. Second, social strategies involve interactions with other people, such as asking friends or teachers for explanations. Third, memory strategies include reminder techniques such as mnemonics or visual associations to aid word retention. Fourth, cognitive strategies involve deeper activities such as taking notes, repeating words, or using words in sentences. The last, metacognitive strategies focus on organizing and evaluating the learning process, such as planning study sessions, monitoring progress, and adjusting study techniques as needed. A combination of these strategies can help learners improve their vocabulary skills effectively.²²

At the first level, at the age of five to six years, an average student learns a vocabulary of 3,000 words per year or about 8 words a day, and children who speak English know about 2,500 to 5,000 words.²³ While, William as cited in Afdilla states that a linguist may master a vocabulary of 30,000 to 40,000 words and the average educated person may have 15,000 to 20,000 words in his vocabulary,²⁴ and vocabulary growth will be interrupted after graduation.²⁵ So a learner, especially a language learner needs to do independent activities such as reading books, playing word games, participating in vocabulary programs, and other activities to continue to increase the amount of their vocabulary knowledge so that their vocabulary mastery can always continue to increase.

From the explanation above, it can be concluded that vocabulary mastery is basic and has a very important role for someone who is a language learner because the skill in expressing ideas in English both orally and in writing is greatly influenced by the amount of vocabulary that is already known and mastered if their vocabulary mastery is only limited then they cannot communicate and convey their ideas smoothly to others and vice versa the more vocabulary they master the easier it will be to convey something and easy to understand what is heard and what is read.

²²Suhad Sonbul and Norbert Schmitt, "Explicit and Implicit Lexical Knowledge: Acquisition.

²³Aulina Zahro, "Increasing Students' Vocabulary Through English Songs at SMK N 1 Kalinyamatan." (Thesis, IAIN Kudus, 2023), 6.

²⁴Afdilla, "An Analysis Of Students' Vocabulary Mastery." 2022, 11.

²⁵Zahro, "Increasing Students' Vocabulary." 2023, 6

B. Theoretical Framework

The theoretical framework is a structural foundation that introduces, provides an overview explains the reasons behind the problems being studied, and supports the theories that are used as the basis for research so that it can facilitate readers in understanding the overall content of this research.

In the process of learning English, vocabulary is something that cannot be separated when someone is in the process of learning a new language in the context, namely English. Vocabulary has a very important role because as previously stated the skills of a language learner in expressing ideas in English both orally and in writing are greatly influenced by the amount of vocabulary that is already known and mastered. Unfortunately, the position of English in our country is as a foreign language because it is not used in daily communication which of course makes the process of mastering vocabulary not easy to do and English learners including students at the college level must also face several problems in the process of learning and mastering vocabulary such as not knowing the meaning of new words, not being able to use new words correctly and appropriately, not being able to pronounce and spell vocabulary with appropriate pronunciation, and difficult to memorize new vocabulary.

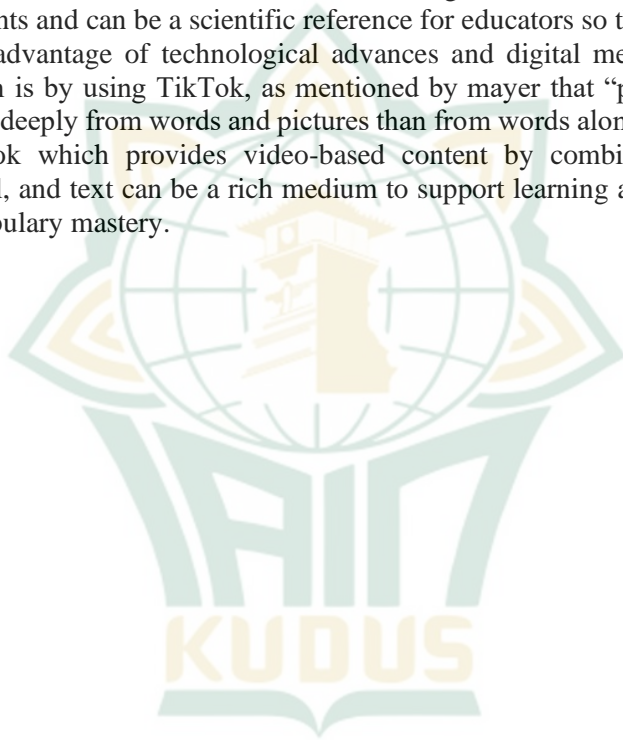
Actually, those problems can be minimized by choosing the right media in the learning process and to be able to have a good mastery of vocabulary, students do not have to always rely on and depend on learning conducted in the classroom but they can learn vocabulary independently outside of learning outside the classroom in an interesting and fun way such as by utilizing technology and digital media as a tool to assist in learning and mastering their vocabulary.

Richard Mayer in his theory of multimedia learning states that “people learn more deeply from words and pictures than from words alone”.²⁶ Based on Mayer’s theory, there is one media platform with video-based content that combines audio, visual, and text that can be used as a fun media to support learning and mastering vocabulary , which in recent years has also been loved by people around the world, including people in Indonesia, especially from the younger generation or what we usually call them with gen Z which students are also still included in this category, the media platform is TikTok. TikTok offers a variety of content that is not only in the form of words but also a combination of words, images and music and is supported by interesting

²⁶Richard E. Mayer, *The Cambridge Handbook of Multimedia Learning*, Second Edition (New York: Cambridge University Press, 2014).

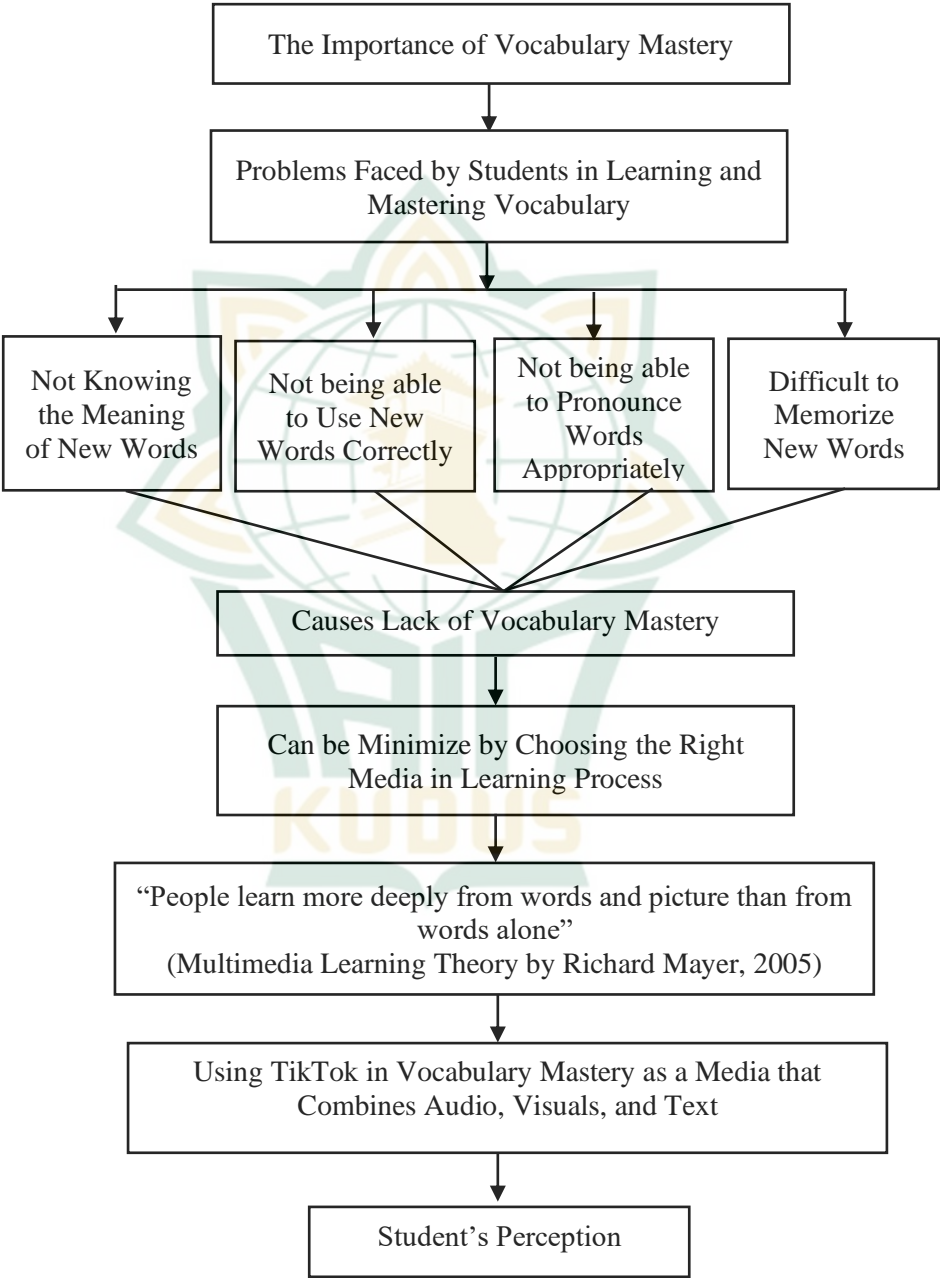
features created by content creators that can be utilized by users from all walks of life including students to learn independently and develop and improve their English language skills because not a few TikTok content creators create educational content related to material in English, especially about vocabulary.

From the explanation above, this research will find out and explore how student's perception of TikTok are used as a medium to enhance vocabulary mastery. The student's perception can later become information in the form of additional insights for readers and other students and can be a scientific reference for educators so that they can take advantage of technological advances and digital media, one of which is by using TikTok, as mentioned by Mayer that "people learn more deeply from words and pictures than from words alone", so using TikTok which provides video-based content by combining audio, visual, and text can be a rich medium to support learning and enhance vocabulary mastery.



The conceptual framework of this research is described with the following illustration:

Figure 2. 3 Conceptual Framework



C. Review of Previous Study

The researcher used several reviews of research that had been carried out previously which were related to the topics in this research, including the following:

1. First, research by Nur Ilianis Adnan in 2022 with the title *“University Students’ Perceptions of Using TikTok in Education: A Preliminary Study”*.

This study aims to explore two research questions: (1) What are the university students’ experiences of using TikTok? and (2) What are the university students’ perceptions of using TikTok in education?, the participants of this study are Malaysian university students of mixed courses who were selected through convenience sampling, in this study researcher was used survey research design with data collection was carried out by questionnaires, and the results of the research are presented in two parts, first theme of their experience with the application’s video creation feature indicated that they had not tried to create their own TikTok videos, and the second theme relates to students’ perceptions as they said that using TikTok had improved their English skills such as pronunciation and vocabulary. In summary, the findings of this preliminary study shed light on the use of TikTok among Malaysian university students and their opinions on its educational benefits.²⁷

The similarities and differences with the research to be conducted by the researcher are that Adnan’s research focuses on examining students’ perceptions of the use of TikTok in the field of education in general, while for the research to be carried out this is more focused on students’ perceptions of the use of TikTok on one of the skills in English, then in the participants, for Adnan’s research are students from several majors in Malaysian universities while participants for this study are not from mixed students of several majors but students from one department, namely English department in Indonesian university. Other than that, it is also different in research methods where previous research used surveys with questionnaires, while the research to be carried out used descriptive qualitative with data collection through observation, interviews, and documentation, and for the similarity is that both discuss the perceptions of students in college-level towards the use of TikTok in the field of education.

²⁷Ilianis Adnan, “University Students’ Perceptions of Using TikTok in Education: A Preliminary Study.”

2. Second, research in 2022 conducted by Tommy Hastomo et al., with the title *“Students’ Perceptions of Using TikTok for Learning English Vocabulary”*.

The research by Hastomo et al., aims to investigate the students’ perceptions of using TikTok for learning English vocabulary, the participants in this study were second-semester English department students at STKIP PGRI Bandar Lampung, the method used was descriptive quantitative using surveying observation and the results showed positive responses which are students agree that TikTok can help them easily memorize the new English vocabulary and the majority of students believe that the short videos of English material they watch on TikTok can improve their vocabulary. Furthermore, Tommy Hastomo et al., said that by utilizing TikTok in learning, students will become more excited and enthusiastic because they can use TikTok anytime and anywhere to learn English vocabulary.²⁸

Tommy Hastomo et al’s research is different from this research, which lies in the location of the research and the methods used, for Tommy et al’s research the research location is in Bandar Lampung, using quantitative descriptive methods by collecting data through questionnaires while for the research to be carried out by this researcher it was carried out in Kudus city using qualitative descriptive methods using observation, interviews, and documentation and for the similarity lies in the research topic, namely the same research on students’ perceptions of the use of TikTok to learn vocabulary in English besides that it is also the same in terms of participants, namely students in English education department.

3. Third, research from Millenia Syamsiani and Rahmi Munfangati in 2022 entitled *“Students’ Perception toward the Use of Tiktok Videos for Learning English”*.

The purpose of the research conducted by Millenia Syamsiyani and Rahmi Munfangati is to understand students’ perceptions and the challenges students face in using TikTok videos for learning English, the researcher used a qualitative descriptive method with observation and interview techniques with the research subject, namely, fourth-semester students of the English education department at the Ahmad Dahlan University of Yogyakarta and the results of this research showed that there are

²⁸Hastomo et al., “Student’s Perceptions of Usng TikTok Application for Learning English Vocabulary.”

various positive and negative perceptions among students about the use of TikTok videos for learning English. Apart from that, there are also various challenges when students use TikTok videos to learn English such as when accessing TikTok requires a large quota, and sometimes ads appear which can interfere with their focus on watching videos on TikTok.²⁹

There are differences and similarities between the research above and this research the difference is in the focus of research where research by Millenia Syamsiani and Rahmi Munfangati focuses on the use of TikTok to learn English in general while this author's research the focus is more on the use of TikTok to enhance English vocabulary, besides that the difference also lies in the place of research for this research will be located in Kudus city colleges while previous research was conducted in Yogyakarta city colleges. Besides the differences, the two studies also have similarities, among others, both of which examine the use of TikTok in the field of education, especially in learning English, both also have similarities in the research methods used and are the same in the research subjects, namely both students in the English education department.

4. Fourth, Jessica Ruth Melvira Simanungkalit and Caroline Victorine Katemba's research in 2023 with the title *"Utilizing English TikTok as a Media in Learning English Vocabulary: University Students' Perspective"*.

Research conducted by Jessica Ruth Melvira Simanungkalit and Caroline Victorine Katemba aims to determine the university students' perspective on utilizing TikTok in learning English vocabulary, Simanungkalit and Katemba's research is a quantitative research design using instruments in the form of questionnaires. While the participants are university students from private and public universities in Bandung, Lampung, and Jakarta the results of the research showed that utilizing TikTok in learning English vocabulary for university students helps them expand their English vocabulary which indicates positive feedback about utilizing TikTok in learning English vocabulary.³⁰

The difference between Simanungkalit and Katemba's research and the author's research is in the place, participants, and

²⁹Syamsiani and Munfangati, "Students' Perception toward the Use of Tiktok Videos for Learning English."

³⁰Simanungkalit and Katemba, "Utilizing English Tiktok as a Media in Learning English Vocabulary: University Students' Perspective."

research methods, while for the similarities, they both discuss student perceptions regarding the use of TikTok as a medium in learning English vocabulary.

