

The Impact of Tiktok on Vocabulary Development Among Fourth Semester English Students

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أثر تطبيق تيك توك على تنمية المفردات لدى طلاب اللغة الإنجليزية في الفصل الدراسي الرابع

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Abstract

Vocabulary development plays a vital role in English language learning, particularly for English as a Foreign Language (EFL) students who benefit from repeated and meaningful exposure to authentic language. This study examines students' perspectives on the impact of TikTok on vocabulary development among fourth-semester English students at the Faculty of Languages and Translation, Misurata University. A descriptive quantitative design was used, and data were collected from 40 students (37 females and 3 males) using a structured questionnaire consisting of 13 Likert-scale statements. The findings reveal that most students frequently use TikTok to engage with English vocabulary through short videos that are visually appealing, easy to understand, and quickly accessible. These videos support vocabulary retention and application by providing learners with informal, real-life language contexts. Moreover, students report that TikTok enhances their motivation and encourages active participation in learning. Overall, the study concludes that TikTok serves as an effective supplementary tool for vocabulary development among EFL learners.

Keywords: TikTok, Vocabulary development, EFL learners, Language acquisition, Misurata University.

المخلص

يؤدي تطوير المفردات دوراً حيوياً في تعلم اللغة الإنجليزية، ولا سيما بالنسبة للطلاب الذين يتعلمون الإنجليزية كلغة أجنبية (EFL)، إذ يستفيد هؤلاء الطلاب من التعرض المتكرر والهادف للغة الواقعية والأصلية. تبحث هذه الدراسة في وجهات نظر الطلاب حول تأثير تطبيق "تيك توك" (TikTok) على تنمية المفردات لدى طلاب الفصل الرابع في قسم اللغة الإنجليزية بكلية اللغات والترجمة بجامعة مصراتة. وقد اعتمدت الدراسة منهجاً وصفيّاً كمياً، وجمعت البيانات من 40 طالباً وطالبة (37 إناثاً و3 ذكور) باستخدام استبانة مقننة تضمنت 13 عبارة وفق مقياس "ليكرت" (Likert scale). وأظهرت النتائج أن معظم الطلاب يستخدمون "تيك توك" بشكل متكرر للتفاعل مع مفردات اللغة الإنجليزية من خلال مقاطع فيديو قصيرة تتميز بجاذبيتها البصرية وسهولة فهمها وسرعة الوصول إليها؛ حيث تدعم هذه المقاطع عملية حفظ المفردات وتطبيقها من خلال تزويد المتعلمين بسياقات لغوية غير رسمية تحاكي الحياة الواقعية. وعلاوة على ذلك، أفاد الطلاب بأن "تيك توك" يعزز دافعيتهم ويشجعهم على المشاركة الفعالة في عملية التعلم. وبشكل عام، تخلص الدراسة إلى أن "تيك توك" يُعد أداة تكميلية فعالة لتنمية المفردات لدى متعلمي اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: تيك توك، تنمية المفردات، تعليم اللغة الإنجليزية، اكتساب اللغة، جامعة مصراتة.

Introduction

This section presents an overview of the study and outlines its main components. It begins by introducing the research problem, followed by the research questions, objectives, and hypothesis. The chapter also highlights the significance of the study, its scope, and limitations. In addition, it provides definitions of key terms used throughout the research. These elements serve as the foundation for understanding the purpose and direction of the study.

In today's interconnected world, language proficiency, particularly vocabulary acquisition, plays a crucial role in students' success across academic and professional fields. As students' progress in their academic journey, especially at the university level, mastering vocabulary becomes essential for achieving fluency in reading, writing, and speaking (Nation, 2001). However, learning vocabulary can be challenging, as it requires not only memorization but also contextual understanding and retention (Laufer, 2006). Traditional methods of vocabulary instruction, such as rote memorization and formal exercises, often fail to engage students in meaningful learning experience.

In recent years, social media platforms, such as TikTok, have emerged as innovative tools in language learning. TikTok, with its short-videos, engaging content, offers an environment conducive to incidental vocabulary learning through exposure to authentic language in various contexts. Previous studies have shown that such platforms can enhance vocabulary acquisition by providing students with real-world language input and fostering more interactive learning experiences (Chen, 2020; Zheng, 2021).

This study seeks to explore the impact of TikTok as a tool for vocabulary development. By investigating how TikTok can complement traditional learning methods, this research aims to contribute valuable insights into the integration of social media in educational settings.

Statement of problem

Fourth-semester English students often face challenges in vocabulary development, which impacts their ability to express ideas accurately and confidently. Issues like limited vocabulary, incorrect word usage, and difficulty in recalling words hinder their communication skills. TikTok, a popular social media platform, provides an engaging and interactive environment where learners are exposed to diverse linguistic input through short videos, challenges, and user-generated content. Research has shown that digital platforms like TikTok can positively influence vocabulary acquisition by offering context-based learning and repeated exposure to new words. As Nation (2001) states, "Vocabulary is one of the most important elements of language learning because it is the basis for communication. This study aims to explore how TikTok affects vocabulary development among fourth-semester English learners, specifically examining its role in word retention, understanding in context, and active use of vocabulary. Furthermore, this study will investigate students' perspectives on TikTok as a vocabulary learning tool and examine its impact on their vocabulary development. The findings aim to provide practical insights into how social media platforms like TikTok can supplement traditional learning methods and support vocabulary acquisition in authentic and engaging contexts.

Research questions

Q1- In what ways does TikTok influence fourth-semester English students' ability to retain and apply newly learned vocabulary in different contexts?

Q2- What are the perspectives of fourth-semester English students on using TikTok as a supplementary tool for vocabulary development in EFL learning?

Research Hypothesis

This study hypothesizes that using TikTok as an educational tool has a statistically significant impact on vocabulary development.

Research objectives

This study seeks to shed light on modern methods of teaching English through technology. The main objectives are:

1. To analyze how TikTok content (e.g., short videos, and interactive features) contributes to students' vocabulary learning.
2. To identify students' perspectives of TikTok as an effective supplementary method for vocabulary development in EFL learning.

Significance of the study

This study is significant as it addresses a key gap in understanding how TikTok impacts vocabulary development among English learners. Vocabulary acquisition is essential for language learners, as it directly influences their ability to comprehend and produce language effectively. By examining the role of TikTok in enhancing vocabulary learning through interactive and engaging content, this study aims to provide valuable insights for students. Additionally, the findings may contribute to the development of more effective language learning strategies and curriculum design within the English departments, ultimately supporting students in expanding their lexical resources and improving their overall language proficiency.

Scope and Delimitation of the Study

This study is limited to fourth-semester students at the Faculty of Languages and Translation, Misurata, Libya. Its scope is confined to examine the impact of Tik Tok in improving students' vocabulary rather than other skills or subskills within this specific academic context.

Literature Review

This section reviews previous studies and theoretical views related to the impact of TikTok on vocabulary development. It aims to provide a clear understanding of how TikTok, as a social media platform, can affect vocabulary development. This chapter is divided into Three main parts: The Role of TikTok in Language Learning

and Vocabulary Development, The Role of Vocabulary in Language Learning, and The Role of TikTok in Enhancing Vocabulary Learning.

The Role of TikTok in Language Learning and Vocabulary Development

TikTok, originally launched as Douyin in China in 2016, has become a global phenomenon, reaching millions of users worldwide. Its short, engaging video format offers a dynamic and interactive platform for content consumption, which has been increasingly recognized for its potential in language learning. According to recent studies, such as those conducted by Simanungkalit and Katamba (2023), TikTok provides authentic language input by exposing users to real-world language use, including slang, idioms, and informal expressions, thus enriching both receptive and productive vocabulary. The platform's unique features, such as duets, comments, and challenges, allow for active participation, enabling learners to practice and reinforce newly acquired words. As a result, TikTok fosters a motivational and interactive learning environment, particularly beneficial for younger learners who are more digitally literate and engaged in the platform's content.

The Role of Vocabulary in Language Learning

Vocabulary plays a fundamental role in language learning, as it serves as the building block for all language skills—listening, speaking, reading, and writing. According to Hornby (1989), vocabulary is not only the total number of words in a language but also includes the words a person knows and uses in specific contexts. Effective vocabulary development enhances communication skills, enabling learners to understand and produce language more efficiently. Huyen & Nga (2003) emphasize that vocabulary is integral to the development of all language skills and that mastering vocabulary leads to more effective language use. As learners expand their vocabulary, they gain greater confidence in speaking and writing, thus facilitating overall language development.

The Role of TikTok in Enhancing Vocabulary Learning

TikTok's unique structure of short, visually appealing videos makes it an effective tool for vocabulary learning. Studies have shown that TikTok's repetitive and interactive content helps learners retain new vocabulary by engaging them in real-world contexts. According to Audrey and Bernard (2021), TikTok exposes learners to a wide range of vocabulary, including slang and informal expressions, which are often underrepresented in traditional classroom settings. The interactive elements of TikTok—such as duets and video responses—allow learners to practice new words actively, further strengthening retention and usage.

Related Studies

A study conducted by Juwita and Syahputra (2024) examined the impact of TikTok Education on students' vocabulary acquisition at Universitas Muhammadiyah Sumatera Utara. The research utilized a pre-experimental design with a pretest-posttest model to assess students' vocabulary improvement after engaging in TikTok-based learning sessions. The findings revealed a statistically significant enhancement in students' vocabulary scores, suggesting that TikTok can be an effective tool for vocabulary learning. However, the study also emphasized the need for further research with larger sample sizes and longer durations to validate the results.

Similarly, a study by Cahyono and Perdhani (2022) titled "Using TikTok in EFL Class: Students' Perceptions" explored how TikTok impacts vocabulary learning among junior high school students. The study used a qualitative research methodology, including individual interviews with six participants who were selected using purposeful sampling. The study found that students had positive perceptions of TikTok's use in English classes. They reported discovering new phrases, learning new vocabulary through hashtags, and gaining exposure to various English accents. Students also noted an improvement in their ability to use new words in real-life situations, emphasizing how TikTok enhanced their language skills and provided a dynamic platform for cross-cultural communication.

Additionally, a study titled "Utilizing English TikTok as a Media in Learning English Vocabulary: University Students' Perspective" by Simanungkalit and Katamba (2023) explored university students' perspectives on the use of TikTok for learning English vocabulary. The researchers employed a quantitative research design using self-designed questionnaires distributed via Google Forms. The participants consisted of 76 students from both private and public universities in Bandung, Jakarta, and Lampung, all enrolled in English language classes. The study found that students had generally positive attitudes toward the use of TikTok, stating that it helped expand their English vocabulary and made learning more engaging. The study concluded that TikTok is an effective supplementary tool for vocabulary development, as it enhances engagement, accessibility, and motivation in language learning.

Furthermore, a study conducted by Erwani et al. (2022) aimed to investigate the influence of TikTok on vocabulary development among elementary school students at SMP 1 Muhammadiyah Banjarbaru in Indonesia. The research focused on how exposure to English content on TikTok affects young learners' acquisition of vocabulary as a. The study found that the majority of students preferred using video based applications over traditional book-based learning. 88% of the respondents agree that TikTok supports vocabulary growth, particularly when learning is presented in engaging and visual formats. The study concluded that TikTok can be

an effective supplementary resource for vocabulary development among young learners, as long as its use is educationally guided.

These studies align with each other in highlighting the effectiveness of TikTok in enhancing vocabulary development among different student groups. They collectively support the idea that TikTok, as a multimedia platform, provides real-life exposure to language use and offers opportunities for students to engage actively in language learning. The studies emphasize the benefits of using TikTok in language acquisition, particularly in terms of engagement, exposure to diverse accents and slang, and the reinforcement of new vocabulary through interactive and creative content. Furthermore, they underline the need for more focused research on specific contexts, such as Libyan university students, to better understand the broader applicability of TikTok in language learning.

Despite the positive impact of TikTok on vocabulary acquisition demonstrated by previous studies, most of them focus on students from Southeast Asian countries, creating a gap in understanding its impact in different cultural and educational contexts such as Libya. Additionally, many of the studies exploring TikTok for vocabulary learning lack research on its impact in the context of learning English as a Foreign Language (EFL). This study aims to bridge this gap by focusing on Libyan university students and exploring the role of TikTok in vocabulary development in a different educational context.

Methodology

Research Design

This part presents the methodology adopted in this research. To address the research questions this study adopts a quantitative, descriptive research design to assess the impact of TikTok on vocabulary development among fourth-semester English students. Data were collected using a developed closed-ended questionnaire that consists solely Likert-scale items. These items include five Likert scale: "Strongly Disagree", "Disagree", "Neutral", "Agree", and "Strongly Agree". This type of questionnaire allows for a balanced collection of measurable data and subjective evaluations, providing a comprehensive understanding of students' perspectives toward using TikTok as a vocabulary learning tool Research Participants.

Participants of the Study

This study targeted fourth-semester English students at the Faculty of Languages and Translation, Misurata University. They were chosen based on their academic standing, which aligns with the study's focus on vocabulary development. Using a purposive sampling method, 40 students — both males and females — were selected. All participants had prior experience using TikTok and were considered suitable for evaluating its role in vocabulary learning. Participation was voluntary, following a full explanation of the study's purpose, procedures, and ethical guidelines.

Data Collection

The primary data collection tool for this study was a structured questionnaire designed to examine the impact of short educational videos on TikTok in developing students' English vocabulary. Before administering the questionnaire, the purpose and instructions were clearly explained to the participants. The questionnaire was distributed manually in paper form to students at the Faculty of Languages and Translation, Misurata University. Two versions were provided—one in English and one in Arabic—allowing participants to choose their preferred language. Participation was entirely voluntary. The questionnaire consisted solely of Likert-scale items, aimed at collecting quantitative data regarding students' interaction with English content on TikTok and its influence on vocabulary development.

Data Analysis

The collected data were analyzed using a quantitative approach. All responses were based on Likert-scale items designed to measure students' engagement with English content on TikTok and its influence on vocabulary development. The data were entered into Microsoft Excel, where percentages, means, and standard deviations were calculated to summarize the students' responses. To support the clarity of findings, a statistical analyst was consulted to create visual representations (graphs) that illustrate key patterns and trends in the data. This quantitative analysis provided a comprehensive understanding of students' perspectives on the impact of TikTok in enhancing vocabulary learning, based on their self-reported experiences.

Ethical Considerations

To ensure ethical standards in this study, the following measures were implemented an approval was obtained from the Head of the English Department at the Faculty of Languages and Translation, Misurata University, before conducting the study. Participants were fully informed about the purpose and procedures of the research. They were assured that participation was voluntary, and they had the right to withdraw from the study at any time without facing any consequences. Participants' identities were anonymized to protect their privacy, and no personal identifiers were collected during the research process. Confidentiality was maintained

throughout the study, and all collected data were securely stored and used solely for academic purposes related to the research.

Results and Discussion

The following section provides a descriptive analysis of the data collected via a structured questionnaire that investigates the impact of TikTok on vocabulary development among fourth-semester English language students. All questionnaire items were based on a five-point Likert scale to assess students' agreement with statements related to their use of TikTok for vocabulary learning. The analysis focuses on students' perspectives regarding their engagement with English content on the platform, the role of TikTok in introducing new vocabulary, and its influence on vocabulary retention and usage. Overall, the findings examine how TikTok contributes to vocabulary acquisition within the context of EFL learning and whether students view it as a supportive tool for enhancing their language proficiency.

N	Statement	1	2	3	4	5	M	SD
1.	I spend more than one hour per day using TikTok	22 55%	8 20%	7 17.5%	2 5%	1 2.5%	1.80	1.05
2.	I follow English language learning TikTok accounts	12 30%	25 62.5%	0 0%	2 5%	1 2.5%	1.88	0.84
3.	I regularly watch vocabulary-related content on TikTok	22 55%	10 25%	5 12.5%	3 7.5%	0 0%	1.72	0.95
4.	I frequently encounter new English vocabulary on TikTok	18 45%	19 47.5%	0 0%	1 2.5%	2 5%	1.75	0.97
5.	Short TikTok videos introduce me to new English words	16 40%	17 42.5%	4 10%	2 5%	0 0%	1.79	0.82
6.	I have learned slang or informal expressions from TikTok	19 47.5%	16 40%	2 5%	1 2.5%	2 5%	1.78	1.01
7.	Watching short TikTok videos improves my understanding of word usage	20 50%	11 27.5%	6 15%	0 0%	3 7.5%	1.88	1.14
8.	Short TikTok videos help me remember new vocabulary better	10 25%	26 65%	1 2.5%	2 5%	1 2.5%	1.95	0.84
9.	I feel more confident using new words learned through TikTok	10 25%	22 55%	5 12.5%	2 5%	1 2.5%	2.05	0.89
10.	I use vocabulary I learned from TikTok in my writing or speaking	15 37.5%	18 45%	4 10%	3 7.5%	0 0%	1.88	0.87
11.	I often look up the meaning of English words I see on TikTok	20 50%	18 45%	0 0%	1 2.5%	1 2.5%	1.62	0.83

12.	TikTok helps me remember and use English vocabulary in real-life situations	19 47.5%	15 37.5%	3 7.5%	2 5%	1 2.5%	1.78	0.96
13.	Short educational TikTok videos are effective for vocabulary retention compared to classroom learning	13 32.5%	19 47.5%	5 12.5%	2 5%	1 2.5%	4.03	0.94

Note: Five points Likert scale: 1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, 5=Strongly Disagree. *M* =Mean. *SD*=Standard Deviation.

As shown in the table above, the overall responses reveal a clear positive perspective of TikTok's role in supporting English vocabulary development and retention among fourth-semester students. A significant majority selected "Strongly Agree" and "Agree" across nearly all items, which suggests that TikTok is widely viewed as an effective supplementary tool for learning and applying new vocabulary.

Statement 1: "I spend more than one hour per day using TikTok" The responses indicate that a large portion of students are highly engaged with the platform. 55% of participants strongly agree, and 20% agree, meaning that 75% of students report spending more than one hour daily on TikTok. Meanwhile, 17.5% remain neutral, 5% disagree, and 2.5% strongly disagree. These findings suggest that most students are frequent users of TikTok, which increases their chances of encountering English content on the app.

Statement 2: "I follow English language learning TikTok accounts" 30% of students strongly agree, and 62.5% agree, indicating that the majority of participants actively follow English educational content. Only 5% disagree and 2.5% strongly disagree, while no students remain neutral. This highlights TikTok's role as a supplementary tool for language learning.

Statement 3: "I regularly watch vocabulary-related content on TikTok" 55% of students strongly agree, and 25% agree. A smaller percentage, 12.5%, are neutral, and 7.5% disagree. These results suggest that a considerable number of students intentionally engage with vocabulary-focused videos on the platform, demonstrating a targeted use of TikTok for learning.

Statement 4: "I frequently encounter new English vocabulary on TikTok" 45% of students strongly agree, and 47.5% agree, showing that the vast majority are frequently exposed to new words through the app. Only 2.5% disagree, and 5% strongly disagree, with no neutral responses. This implies that TikTok serves as a consistent source of vocabulary input for EFL learners.

Statement 5: "Short TikTok videos introduce me to new English words." 41.25% of the students strongly agree, and 42.5% agree that TikTok introduces them to new English vocabulary. Only 10% choose neutral, and 5% disagree, while none strongly disagree. This suggests that most students frequently encounter new words while watching TikTok videos.

Statement 6: "I learn slang or informal expressions from TikTok." 47.5% of students strongly agree, and 40% agree, indicating that the platform exposes them to conversational and informal English. Only 5% are neutral, 2.5% disagree, and another 5% strongly disagree, highlighting that the majority benefit from TikTok's real-life language content.

Statement 7: "Watching short TikTok videos improves my understanding of word usage." 50% of students strongly agree, and 27.5% agree, while 15% choose neutral and 7.5% strongly disagree. These results show that many students gain insight into how vocabulary is used in context, though a minority remain uncertain or disagree.

Statement 8: "Short TikTok videos help me remember new vocabulary better." 25% of participants strongly agree, and 65% agree that the format of TikTok supports memory retention. Only 2.5% are neutral, 2.5% disagree, and 2.5% strongly disagree. This demonstrates the impact of short, repetitive videos on memory support.

Statement 9: "I feel more confident using new words learned through TikTok." 25% strongly agree, and 55% agree, showing that students gain confidence in vocabulary use. 12.5% are neutral, 5% disagree, and 2.5% strongly disagree. These results suggest that TikTok not only introduces vocabulary but also encourages students to use it actively.

Statement 10: "I use vocabulary I learn from TikTok in my writing or speaking." 37.5% of students strongly agree, and 45% agree, indicating that they apply TikTok learned vocabulary in productive skills. Only 10% are neutral, and 7.5% disagree, with no strongly disagree responses.

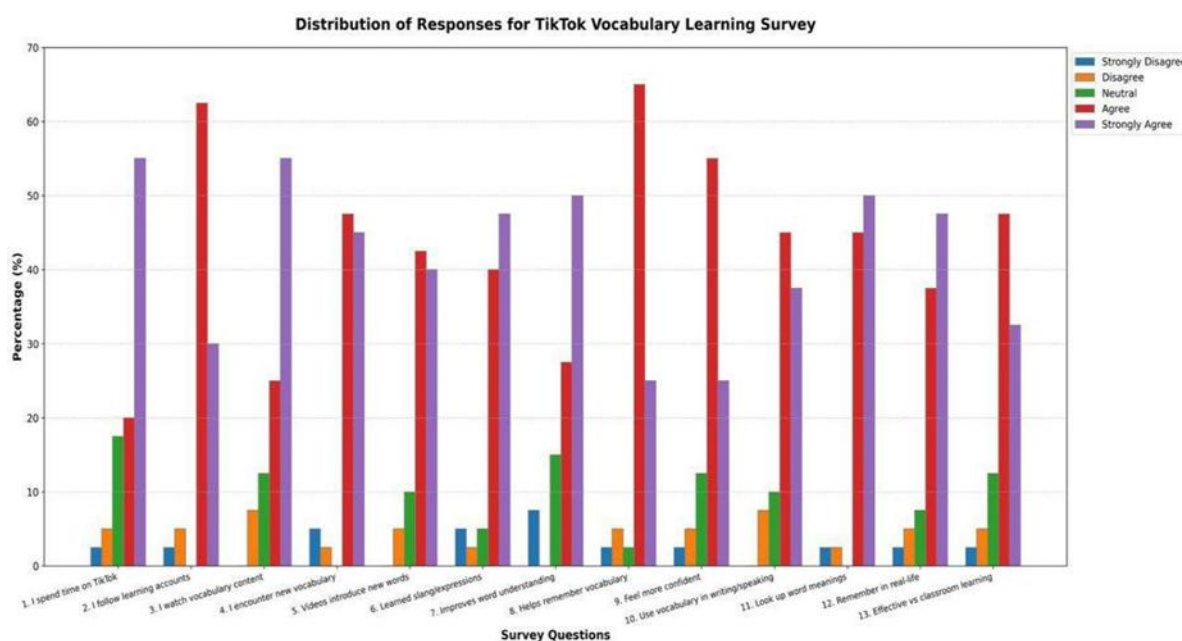
Statement 11: "I often look up the meaning of English words I see on TikTok." 50% strongly agree, and 45% agree, showing that TikTok stimulates independent vocabulary learning. 2.5% disagree, and 2.5% strongly disagree, with no neutral responses.

Statement 12: “TikTok helps me remember and use English vocabulary in real-life situations.” 47.5% strongly agree, and 37.5% agree. 7.5% are neutral, 5% disagree, and 2.5% strongly disagree, which means the majority believe TikTok helps them retain and apply vocabulary in real contexts.

Statement 13: “Short educational TikTok videos are effective for vocabulary retention compared to classroom learning.” 32.5% strongly agree, and 47.5% agree, suggesting that students find TikTok to be a more engaging and effective way to reinforce vocabulary. 12.5% are neutral, 5% disagree, and 2.5% strongly disagree.

In conclusion, the data shows majority of students perceive TikTok as a valuable and effective tool for vocabulary learning and retention. They report that TikTok not only introduces new words but also helps them understand how to use these words in real-life contexts. Students express confidence in applying new vocabulary and show motivation to explore meanings independently.

The short and engaging nature of TikTok videos seems to enhance memory, encourage repetition, and support practical usage. According to students’ perspective, TikTok serves as an active and complementary tool to classroom learning—making language acquisition more accessible, informal, and enjoyable.



The above graph illustrates students’ perspectives to various aspects of using TikTok for vocabulary learning and its impact on their English language development. The primary objective of this survey is to understand how students perceive the effectiveness of TikTok in helping them learn English vocabulary, including informal expressions. The participants of the survey were 40 fourth-semester students, and their responses were collected using a Likert scale with five options: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree.

As shown in the graph, the columns representing agreement (Strongly Agree and Agree) are considerably higher than those representing disagreement. This trend indicates that the majority of students' view TikTok as a helpful and accessible tool for vocabulary development. The statement that received the highest percentage of “Agree” responses was “Short TikTok videos help me remember new vocabulary better,” with 65% of students agreeing and 25% strongly agreeing. This highlights the platform’s role in supporting memory retention through short videos that are engaging and repetitive.

On the other hand, the lowest agreement was recorded in the statement “Short educational TikTok videos are effective for vocabulary retention compared to classroom learning,” although still 80% of participants agreed or strongly agreed, showing a general preference for combining both traditional and digital tools. Notably, the highest number of “Strongly Agree” responses (50%) appeared in statements like “I often look up the meaning of English words I see on TikTok” and “Watching short TikTok videos improves my understanding of word usage,” indicating that TikTok encourages independent learning and contextual vocabulary exposure.

The highest disagreement (7.5%) appeared in the statement “I use vocabulary I learn from TikTok in my writing or speaking,” which still received 82.5% agreement overall, suggesting that most students are applying what they learn through the app. Neutral responses were minimal across the survey, which reflects students’ clear opinions and experiences.

Overall, the findings suggest that TikTok plays a supportive and motivational role in helping students learn and use English vocabulary effectively. The platform’s accessibility, short videos, and real-life language make it an engaging supplementary tool in EFL learning contexts.

Discussion of the Results

This study aims to examine two main research questions:

1. In what ways does TikTok influence fourth-semester English students' ability to retain and apply newly learned vocabulary in different contexts?
2. What are the perspectives of fourth-semester English students on using TikTok as a supplementary tool for vocabulary development in EFL learning?

In line with the research hypothesis—which states that using TikTok as an educational tool has a statistically significant impact on vocabulary development among fourth-semester students at the Faculty of Languages and Translation, Misurata University—the results support this assumption through the strong levels of student agreement across key statements.

The findings show that a large percentage of students frequently encounter new English vocabulary on TikTok, and many agree that short videos help them better remember and use new words. This indicates that the platform contributes meaningfully to vocabulary retention, a central component of language Learning. Most participants also report that they apply the vocabulary they learn from TikTok in both spoken and written communication, demonstrating that the content is not only passively absorbed but also actively used in different contexts. These outcomes directly address the first research question and support the hypothesis by showing clear evidence of TikTok's influence on vocabulary retention and application.

Regarding the second research question, students express positive perspectives on using TikTok as a supplementary vocabulary-learning tool. A significant number of participants follow English learning accounts and intentionally watch vocabulary focused content. Moreover, students often look up the meanings of new words they encounter, showing that TikTok encourages self-directed learning and autonomous vocabulary exploration. Additionally, many students report increased confidence in using new vocabulary, highlighting the motivational and practical benefits of the platform.

While the majority of participants demonstrate positive attitudes and frequent engagement with English content on TikTok, a small portion of the sample consistently selects lower-end responses—such as those indicating minimal agreement or rare usage. This subgroup, representing approximately 7.5% of participants, may show less interest in social media-based learning and instead prefer traditional approaches like textbook reading or structured classroom instruction. These findings suggest that while TikTok is effective for many, it may not align with the learning preferences of all students, highlighting the importance of inclusive and varied Learning tools in EFL settings.

In summary, the results strongly support the research hypothesis and reveal that TikTok is both an effective and engaging tool for vocabulary development. The platform's short, visual, and repetitive content allows students to learn and retain new vocabulary in a natural and memorable way. By incorporating TikTok into their daily routines, students are more likely to stay engaged, motivated, and confident in using new English vocabulary across various contexts.

Conclusion and Recommendations

In conclusion, the study confirms that TikTok serves as a supplementary tool for vocabulary development among fourth-semester students' perspectives. It promotes frequent vocabulary practice, supports learner autonomy, and builds confidence in vocabulary usage. These findings offer valuable insights into how students benefit from integrating digital platforms like TikTok into vocabulary learning in engaging and practical ways.

Based on the findings, future studies are encouraged to include pre-tests and post-tests in order to measure the actual improvement in students' vocabulary development and retention after using TikTok as a supplementary learning tool. This method would provide more objective, data-driven evidence compared to relying only on students' reported perspectives. Researchers should also consider conducting studies over a longer period of time to evaluate the long-term impact of TikTok on vocabulary learning. This would help determine whether the improvements are sustainable or limited to short-term exposure.

Moreover, it is recommended to involve a larger and more diverse sample in future research, including students from different semesters, faculties, or universities. A more varied sample would enhance the generalizability of the findings and offer broader insights into the role of TikTok in language learning.

In addition, future studies may explore the integration of TikTok with other digital learning tools, such as vocabulary-building apps, spaced repetition systems, or interactive language platforms. These technologies may enhance vocabulary learning by providing personalized content, instant feedback, and engaging formats that support continuous improvement.

Limitations of the Study

This study encountered some limitations that should be acknowledged. The study examines only the short-term impact of TikTok, without exploring long-term language development. It also focuses exclusively on vocabulary development, excluding other language skills such as grammar, listening, and speaking.

Compliance with ethical standards

Disclosure of conflict of interest

The authors declare that they have no conflict of interest.

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