



## STUDENTS' PERCEPTION TOWARDS TIKTOK IN ENHANCING THEIR VOCABULARY FLUENCY THROUGH AUTONOMOUS LEARNING

Christianus I Wayan Eka Budiarta<sup>1</sup>, Andi Sarah Macenning Akmar<sup>2</sup>

*Sampoerna University*

eka.budiarta@sampoernauniversity.ac.id

First Received: July 25, 2024

Final Proof Received: July 30, 2024

### Abstract

Utilizing social media has been part of most people's daily lives, especially Generation Z. Social media offers various functions, e.g., socialization, learning, and entertainment. TikTok provides several strategies to improve students' learning experience regarding English language learning. Those features in social media create a highly motivating environment for students, so it is important to find out how TikTok helps students improve their vocabulary fluency. This study aims to examine students' perceptions of using TikTok to improve vocabulary fluency through autonomous learning methods and to identify how TikTok, as social media, facilitates EFL students in improving their vocabulary knowledge. The research method for this study is a qualitative approach with a questionnaire and interview. Fifty-six participants were involved in the research, and five attended the focus group discussion. The findings showed that participants believe TikTok is a comfortable tool for vocabulary learning, improving their vocabulary knowledge and vocabulary fluency. From the interview, the participants identified some strategies for learning vocabulary, such as accessing the materials frequently, saving the videos, and utilizing the vocabulary items they learned through TikTok.

**Keywords:** Vocabulary Fluency, TikTok, Autonomous Learning

### INTRODUCTION

The advancement of Internet and mobile technology are forces behind social media that grow rapidly worldwide (Zeng et al., 2010). Recently, social media has become a very common virtual platform in communication all over the world, including Indonesia. Social media in a broad sense refers to a conversational, spread style of content creation, distribution, and community communication (Zeng et al., 2010). Although the users are varied in terms of age, those who access social media intensely are predominantly Generation Z (Gen Z) (Cervi, 2021). Gen Z are people who were born between 1996 and 2001, ranging from ages 15-19 years old; now they have the highest penetration of the use of social media, reaching 91% (Asih & Khalid, 2020) However, one major concern of them using digital technologies excessively is social media addiction.

Addiction is a dysfunction in the brain, which leads to people having addictive behavior that is portrayed as them pursuing some reward or relief from stressful situations excessively (American Psychiatric Association, 2000; Martin et al., 2013). Addiction does not always come from "sin" products such as cigarettes, drugs, or alcohol, rather they can be from seemingly docile behaviors that are accessed or used repeatedly and become harmful then turn into addiction (Grau et al., 2019). Some of the stimulus that young people are addicted to social media is they fear to miss the updates or information of others while their friends are on it (Martin et al., 2013). Hence, this research investigates one way to tackle those issues by introducing Gen Z to use social media positively as a tool to learn language rather than merely for social and entertainment purposes.

In the present era, TikTok is one of the most popular social media used by many people worldwide. According to Xiuwen and Razali (2021), TikTok allows users to watch, create, and share short videos ranging from 0-3 minutes (as cited in Rahmawati & Anwar, 2022). The main feature used in TikTok is a short form video which becomes a very effective tool for conveying knowledge in an engaging audiovisual way (Yükselir & Kömür, as cited in Rahmawati & Anwar, 2022). Not only that, but the videos can also be replayed multiple times, which allows students to review and maximize their understanding towards the content (Ibrahim et al., 2023). TikTok also has features such as auto-caption, subtitle, and live streaming that may benefit students' vocabulary learning. This is especially beneficial for autonomous learning since TikTok features provide opportunities for learners to self-control their learning time, content, and target word learning activities (Lin & Lin, 2019).

**How to cite this article:** Budiarta C. I. W. E., & Akmar, A. S. M. (2024). Students' perception towards TikTok in enhancing their vocabulary fluency through autonomous learning. *Global Expert: Jurnal Bahasa dan Sastra*, 12(1), 34-42.



Roumeliotis et al. (2019) also added that TikTok has a good impact on education and learning. Such an idea is acceptable since educational content on TikTok is enjoyable, engaging, and comprehensible. Some of the contents are purposely made to teach aspects of language, such as grammar, vocabulary, speaking, and the others such as teaching phrasal verbs, pronunciation, and others. For example, one content of teaching vocabulary items by with (@Englii\_tiktok) includes the orthography, word level, pronunciation, and its usage in some contexts. With the advantages that TikTok has for learning activities, it is congruous that the platform is an interactive learning media for students. By searching “learn a new word” in the search bar of TikTok, students can access several learning contents videos that can add up to their vocabulary banks. Acknowledging those advantages of TikTok, this study emerges to further discuss whether using social media TikTok can improve students’ vocabulary fluency development in students’ autonomous learning activity.

Among several advantages of TikTok on education and learning, there are still very few studies on the topic of vocabulary fluency development (Ong, 2017; Zhang & Lu, 2013). Vocabulary fluency development refers to the usage of known vocabularies considering the smoothness of delivering message and the message entails (Nation, 2018). The previous studies are primarily about vocabulary knowledge, mastery, and size. Rahmawati and Anwar (2022) conducted a study to determine the impact of TikTok on students’ vocabulary mastery and knowledge. The study revealed that using TikTok to learn can improve students’ vocabulary mastery. In gathering the data, the researchers used a pre-test, treatment, and post-test to see whether the students improved their vocabulary knowledge or not. The students’ scores are improving from the pre-test and the post-test, which means they improve their learning after accessing and learning through TikTok.

On the other hand, the use of TikTok has been studied in relation to vocabulary learning conducted in formal or in-classroom contexts, and it refers to instructed language learning. Considering the previous studies conducted by several researchers, it remains inadequate to know whether TikTok can improve students’ vocabulary knowledge and fluency through informal approaches such as autonomous learning. Hence, this study aims to explore whether students can improve their autonomous learning experience particularly on vocabulary fluency using TikTok as the technological tool.

The evolution of technology, especially in language learning, is very rapid. From physical media such as CDs and DVDs to streaming audio services such as Spotify or streaming video services such as Netflix have dominated the market (Godwin-Jones, 2021). Besides using computer or web-based learning, nowadays people can learn through mobile devices, or it is usually called Mobile-Assisted Language Learning (MALL) (Chen et al., 2020). Over the past decades, various forms of mobile devices have already been adopted to deliver learning contents, such as vocabulary lessons (Levy & Kennedy, 2005). As the advancement of mobile technologies continues, the key feature that is often associated with smart phones (i.e. smartphones, tablets, smartwatches, and smart glasses) is autonomy (Chen et al., 2020). By that, Improving vocabulary fluency through autonomous learning approach using TikTok as a media of learning will be further elaborated.

## Vocabulary Knowledge

The concept of vocabulary knowledge is widely agreed upon in Nation's framework, which is the knowledge of knowing the form, meaning, and use of words (cited González-fernández & Schmitt, 2019). By knowing the form of words means language learners know what the word sounds like and its orthography. Furthermore, knowing the meaning of words entails that learners understand the notion of the words as well as the synonym of what they represent. Lastly, knowing the use of words means the learners comprehend the grammatical functions, collocation, and constraint on usage. Therefore, vocabulary knowledge is important, because its usage is connected to the four language skills of reading, listening, writing, and speaking.

Building upon the importance of vocabulary knowledge, it is essential to explore the concept of vocabulary fluency, particularly under the usage domain. Vocabulary fluency is the speed of access to vocabulary knowledge, which has also been shown to be a critical factor that influences learners’ performance in various language skills, including reading, writing, listening, and speaking (Segalowitz, as cited in Zhang & Lu, 2013, p.284). This is important because vocabulary fluency is commonly used among people for higher level of communication, especially when the speed of word recognition is developing and it includes a number of pragmatics and sociolinguistics issues (Zhang & Lu, 2013).

There are a number of strategies to carry out this self-driven learning experience. Currently, watching TikTok videos for educational content can facilitate them to recall their vocabulary knowledge. For example, by saving the videos in TikTok, students are able to rewatch them in the section of saved posts; they can also create a collection for separating other saved videos with the educational saved videos. By doing that, students can differentiate their activities between accessing TikTok for amusement or for studying.



## The Four Strands

The Four Strands theory in language learning was proposed by Nation (2007). He claimed that these strands should be evenly balanced in a well-designed course, each receiving approximately equal amounts of time for effectiveness in language learning.

### a. Meaning-focused input

The meaning-focused input strand entails receptive language learning through listening and reading activities (Nation, 2007). For instance, they learn through extensive reading, listening to stories, watching TV, videos, or movies, listening to podcasts, and surfing the Internet to gain knowledge of language items. However, some researchers agree that learning through meaning-focused input incidentally could be less substantial because learners commonly only gain little knowledge (Waring & Takaki, 2003; Krashen, as cited in Nation, 2007).

### b. Meaning-focused output

In contrast to meaning-focused input, the meaning-focused output strand entails language learning through productive skills development, namely speaking and writing (Nation, 2007). Talking in conversations, delivering speeches or lectures, writing letters or notes to others, keeping a journal, telling stories, and explaining how to do things are typical activities in this strand.

### c. Language-focused learning

Language-focused learning has several terms in this strand, such as the focus on form, form-focused instruction, deliberate learning, and intentional (Nation, 2007). However, the term language-focused on the form is selected because it does not cause misinformation or mislead others; instead, it is instruction-free, focusing more on individual autonomous learning (Nation, 2007). Moreover, this strand mainly focuses on language features, i.e., spelling, vocabulary, grammar, pronunciation, and discourse. Though its immediate goal is acquiring language items, such learning's long-term goal is interacting with information (Nation, 2007).

### d. Fluency development

The fluency development strand consists of all four language skills: listening, speaking, reading, and writing (Nation, 2007). However, it is broader than the four skills, as found in a study by Zhang and Lu (2013). This theory was used to examine students' vocabulary fluency development. Fluency means that learners are allowed to apply what they learned, which aligns with the meaning-focused input and output strands that they aim to receive and convey information. In addition, Kuhn and Stahl have also found that fluency practices help learners to significantly improve their fluency (as cited in Nation, 2007).

## Autonomous Learning Theory

A self-driven learning experience is directed to the concept of autonomous learning. In 1981, the idea of autonomous learning was introduced for the first time by Holec and initially, he referred to the term 'learner autonomy' as individuals who take charge of their own learning. However, autonomous learning appeared in various terms such as 'learner autonomy' and 'self-direction,' (Chan, 2015); these terms have often been associated for similar concepts of learning independently such as the concepts of decision-making, self-regulation, personal development, and independent learning (Perren, as cited in Mehdiyev, 2020). Nevertheless, they are often associated because autonomous learning and those concepts share similar key points, which is being independent in learning.

Furthermore, by being independent means autonomous learning is not only limited to the situation in which someone is entirely responsible for all of their decisions in learning the target language (Dickinson, as cited in Kalyaniwala & Ciekanski, 2021), but as well as the capacity and willingness of them to be independent (Dam et al., as cited in Kalyaniwala & Ciekanski, 2021). This implies that learners must have intrinsic motivation to learn in order to be able to take charge of their own learning, and willing to be responsible for deciding materials. Two activities that are regarded as intrinsic motivational sources are watching movies or TV shows that use English language and listening to music with English language (Mehdiyev, 2020). Therefore, such activities that involve audiovisual technology tools, enable students to acknowledge their interests and strategy in English language learning.

In addition to understanding intrinsic motivations, learner autonomy is vital to effective language learning, and it is a competency that should be considered since early education (Balcikanli, 2008). Success in learning a language is strongly related to one's motivation to achieve the target language proficiency. Therefore, it is necessary to give language learners exposure to the target language, which will help them to acquire and to learn English autonomously. By elaborating on Balcikanli's (2008) study, additional evidence of autonomous learning



is performed in regard to students' positive attitudes towards the learning approach; in this case, it is related to both English language learning and vocabulary learning (Chan, 2001; Tran, 2020).

## Technology Acceptance Model (TAM)

While Holec's autonomous learning theory became the foundation for self-directed learning, the integration of Technology Acceptance Model (TAM) framework in context of English education further elaborates the understanding of how individuals accept and interact with technological tools to facilitate their autonomous learning journey, in this case is TikTok. TAM is a framework that has been used by several researchers to explore some contributing factors that affect users' acceptance towards a certain technology (Anumanthan & Hashim, 2022; Han & Sa, 2021). This concept is needed to analyze social media and technology, because it can also explain learners' performance on their learning and investigate their intention to use TikTok henceforth that affect learners' attitude into two variables of perceived ease of use and perceived usefulness (Yao-Ping Peng et al., 2023).

## The Use of TikTok in Autonomous Learning

TikTok is defined as an application that allows users to watch, produce, and share short-form videos ranging from 0-3 minutes (Xiuwen & Razali, as cited in Rahmawati & Anwar, 2022). There are three primary functions for TikTok: amusement, socializing, and studying (Cervi, 2021). For amusement purposes, some examples of the content are TikTok dance challenge, parody, point of view (POV) videos and others (Cervi 2021: Dias & Duarte, 2022). For socializing, people can send funny TikTok videos, or share ideas through the direct message feature who are friends in TikTok, meaning they follow each other's TikTok account. Lastly, there is also news for information-gathering, and English-related language learning for education purposes.

There are several studies that have demonstrated the significance of TikTok in improving learners' English language learning autonomously (Yang, H., 2020; Roshdi & Rahmat, 2023). According to Yang, H. (2020), TikTok brought positive attitudes for learning English language autonomously. The TikTok videos are acclaimed to be incorporated as supplementary teaching aids, and it increases students' motivation in learning. On one hand, TikTok authentic videos can help students to gain interest of English language outside of the classroom and develop autonomous learning. Furthermore, the data from study of Roshdi & Rahmat (2023) reveals that watching TikTok videos repetitively help students in expanding vocabulary and improving their pronunciation. As the advantages of autonomous vocabulary learning through TikTok have been discussed, it is necessary to investigate how TikTok facilitates learners in improving their vocabulary fluency. The findings indicated a significant improvement in students' skill in creating sentence using regular verbs and they highly appreciated the lesson when TikTok was used.

A number of studies in vocabulary agree that vocabulary knowledge becomes one of the crucial components in English language learning (Nation, as cited in Tran, 2020; Aswad et al., 2022; Rahmawati & Anwar, 2022). The first research by Anumanthan & Hashim (2022) analyzed the effectiveness of TikTok in improving students' English language learning, which focused on the vocabulary aspect of regular verbs. The second study using mixed methods by Tran (2020) revealed that in general, EFL students as the participants had positive attitudes toward learning vocabulary autonomously. The third research employed quantitative research, Rahmawati and Anwar (2022) found that EFL students improve their vocabulary mastery by accessing TikTok (Rahmawati & Anwar, 2022).

Based on the above three studies, this research used a qualitative descriptive research method to attain the richness of the data. Instead of measuring students' vocabulary mastery and knowledge, this research aims to know the students' development in vocabulary fluency autonomously with TikTok as the media.

## METHOD

Contains This research will use a customized methodology for the study's topic and data needs. Hence, the method of this study is qualitative. In teaching and studying foreign languages, these methods are also developing more broadly (Nassaji, 2015). It is used to uncover the complexity and provides an in-depth understanding of individuals. Hence, it is more suitable to use qualitative rather than quantitative methods. The interest in this method was also motivated by the complexity found in teaching and learning a second and foreign language (Nassaji, 2015).

The data will be collected through surveys, i.e. questionnaires and interviews. In order to get the answer of research's objectives, which are to examine students' autonomous learning in improving their vocabulary fluency through TikTok and to identify students' perception of learning autonomously vocabulary fluency through TikTok; first, the questionnaire via Google Form will be distributed using purposive sampling. Purposive sampling is when

the researcher deliberately selects participants who understand about the phenomenon that is being investigated (Gill, 2020).

The questionnaire is adapted from Alghameeti (2022)’s journal. This journal explored the effectiveness of TikTok as a technological tool in expanding secondary school students’ English vocabulary in Saudi as well as investigating students’ attitudes towards their vocabulary learning using TikTok videos. The questionnaire consists of 25 close-ended questions that are measured with 5-point of likert scale (from strongly agree: 5 to strongly disagree). However, since the journal adapted is unlikely related with this research topic, there are some adjustments developed to answer this research’s two research questions

**RESULTS AND DISCUSSION**

To answer the first research question about students’ perception toward TikTok as a technology tool to improve their vocabulary fluency through autonomous learning approach, data from a set of questionnaires are presented; while to answer the second research question about how TikTok facilitates EFL students in autonomous learning experience to improve their vocabulary fluency, data from Focus Group Discussion are displayed. The questionnaire was distributed for a two-week period via Google Form. The distribution begins by collecting background information from the students in the first section. Then, Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) was utilized to identify their perceptions of how TikTok helps them learn vocabulary autonomously. The Likert scale is known best in qualitative approach to measure attitudes and opinion (León-Mantero et al., 2020). Therefore, in this research Likert scale is used to measure students’ attitudes and perceptions. Afterwards, to determine participants for the interviews, the participants were selected randomly according to their availability.

Table 1. Participants’ Background

	Gender		Age				Number of daily accesses TikTok			
	Male	Female	20-23 years old	18-19 years old	24-27 years old	13-17 years old	Less than one hour	About 1 hour	1-2 hours	More than 2 hours
Percentage	33,9%	66,1%	91,1%	1,8%	1,8%	5,4%	16,1%	19,6%	26,8%	37,5%
Frequency	19	37	51	1	1	3	9	11	15	21
Total	56		56				56			

The data revealed in table 1. that there were 37 female students and 19 males who filled the questionnaire. This implies that female students are more interested to explore educational contents in compared to male ones in TikTok, in this case is enhancing vocabulary fluency in the context of autonomous learning strategy through TikTok. Similar with the recent study about enhancing students’ English vocabulary through TikTok, the proportion of the respondents were mostly female (Jemadi & Ekalia, 2024). The composition of gender in that study are 38 male students and 71 female students. This phenomenon inferred that female students prefer to learn through short-formed videos rather than the long duration in learning vocabulary.

Most of the participants (51 out of 56) fall between the aged of 20 to 23 years old. From the data, it can be inferred that young adults between 20 to 23 years old have maturity and willingness to better use social media for information gathering purposes rather than merely for entertainment. The number of TikTok users appeared in this data is in line with available data from Socialinsider.com, an online media for social media analytic, which indicates that majority of TikTok users in Indonesia are from 18 to 20 years old, with 41.8 million accounts (“TikTok - age demographics for Indonesia”). Even though TikTok is popular among young people (Howarth, 2024), but there are not many users from age 13-17 in the data. Considering the amount of gender composition from the data, teenagers are more intrigued with entertainment content available in TikTok than the learning ones (Dias & Duarte, 2022). Therefore, this data shows the time they spent accessing TikTok for learning contents. It can be inferred that teenagers may have not developed their awareness towards the importance of improving their vocabulary knowledge, especially through audio-visual platforms, such as TikTok.

**Perceived Ease of Use (PEU) in Using TikTok to Improve Vocabulary Fluency**

In terms of Perceived Ease of Use (PEU), 85% of participants agree (strongly agree 46% and agree 39%) that TikTok is convenient to use for developing students’ vocabulary fluency because the application is not complicated to use. This is aligned with the previous study conducted by Anumanthan & Hashim (2022), nine out of ten participants agreed that searching English educational content in TikTok is easy.

Participant C: *“In general, the usage is very easy for me because the features are quite self-explanatory. Hence, the navigation in the app is easy.”*

Participant D: *“Very easy, the display of TikTok is very simple to use.”*

The above finding is aligned with the theory of Perceived Ease of Use (PEU), which explains to what extent the user feels that utilizing the system do not need any effort (Davis, 1989). The participants found TikTok is easy to use due to its self-explanatory and clear visual design.

Moreover, 78,6% participants agree (strongly agree 37,5% and agree 41,1%) that they will rewatch the saved videos in TikTok because they are easy to access.

Participant D: *“It’s quite easy, because you can just type the keyword and it will show up. Hence, you can just choose which video is easier to understand, and explore the content creator further.”*

Participant A: *“The good thing in TikTok is even though the prompt isn’t written in order, but if the keyword is there, it will immediately search what it needs. Therefore, I think TikTok is easy to find uhh... specific topic especially in educational context.”*

From those two excerpts, the participants suggested that TikTok is a user-friendly platform that facilitates the users to explore, gather, and search for information and knowledge especially on English language learning. Furthermore, for specific topics they can just search using the keyword according to their target language in the search bar of TikTok. There is also a strong agreement (strongly agree 16,1% and agree 39,3%) on the statement that TikTok is the best social media to autonomously learn about vocabulary knowledge and vocabulary fluency. Correspondingly, there are various genres of content in TikTok such as entertainment and educational. The following excerpt explain the above question in more detail:

Participant A: *“As far as I know, there are genres about education and entertainment.”*

Participant C: *“The most often genres that went through my FYP is entertainment, such as comedy, and sometimes there is also education. Maybe that’s all.”*

Participant E: *“The genres are... umm... maybe similar like the genres mentioned before, like comedy. There is also some serious genre, but it’s more to entertainment than educational.”*

From the excerpts, it can be summarized that there are various genres in TikTok, such as education and entertainment. This is aligned with the three primary functions asserted by Cervi (2021) i.e. amusement, socializing, and studying.

Table 2. Students’ Responses under the theme Perceived Ease of Use

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Learning English language, particularly to develop vocabulary fluency using TikTok is convenient for me because the app is not complicated to use.	46%	39%	11%	2%	2%
I will rewatch the saved videos in TikTok about vocabulary fluency, because they are easy to access	37,5%	41,1%	10,7%	5,4%	5,4%
I think TikTok is the best social media to autonomously learn about vocabulary knowledge and vocabulary fluency, because there are more educational content than the other social medias	16,1%	39,3%	30,4%	8,9%	5,4%

### Perceived Usefulness (PU) of TikTok in Improving Vocabulary Fluency

Most of the participants highly agreed (strongly agree 41,1% and agree 41,1%) that TikTok can help them in developing their vocabulary fluency autonomously, because they can select the materials according to their needs. They can also explore educational content that interests them, and TikTok’s algorithm will provide them some similar educational contents in their For You Page. It has been proven in a study conducted by Chen and Kang (2023) that TikTok assisted students in enhancing students’ English fluency (as cited in Ibrahim et al., 2023). Moreover, when the question was asking what vocabulary items that often being learned in TikTok, participant C asserted that she enjoys learning about idioms:

Participant C: *“I can’t remember specifically, but usually... uhh... like some terms that often shows in movie or song, it will be discussed by the content creator. It talks about the meaning, and how it is used in a context.”*

From this excerpt, it can be inferred that song or movie can be one source of motivation in learning a language, particularly in English. On one hand, involving interest, personality, and memory of the learners is in

line with the sociocultural learning theory of Suggestopedia (Colliander & Fejes, 2020). Suggestopedia itself refers to a learning method that emphasizes the prevalent use of arts, like music, drama, movie, painting, and dance, that function to create a relaxed atmosphere as well as to boost students' motivation in learning (Colliander & Fejes, 2020). By fulfilling the criteria mentioned, students have a higher chance of succeeding in learning their target language.

More than half of the participants showed their positive responses (Strongly Agree 42,9% and Agree 44,6%). They highly agreed that TikTok can help them in developing their English vocabulary fluency by doing repetition. As proposed by Nation (2007) in The Four Strands theory, this data relates with the fluency development strand. In fluency development strand, Nation (2007) encourages learners to be autonomous in learning, which means students take all responsibilities of their learning including choosing the materials, creating target language, and evaluate their own learning (Holec, 1981).

In addition to that, doing repetition is a learning strategy that is suggested by Nation (1997) in the theory of well-beaten path. Through this path, students learn by doing repetition such as listening to stories in which students meet the same language items over different contexts and have reading activities repeatedly. However, in this case, students watch the learning materials repeatedly to comprehend the content well and memorize the vocabulary items too. As Participant E explained in the interview:

Participant E: *"I rarely learn about vocabulary, but in terms of English language learning, I prefer content such as doing challenge of reading script or answering questions. It's more to that content than vocabulary. Maybe I learn vocabulary through watching movie.*

From the excerpt, Participant E asserted that he prefers to practice speaking skills and fluency by reading script or answering questions. However, to have better comprehension of the script, Participant E also study the English vocabulary items through watching movie clips in TikTok. Therefore, TikTok can be use for learning English vocabulary as well as the language skills such as Speaking skill.

Table 3. Students' Responses Under The Theme of Perceived Usefulness

Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Developing vocabulary fluency autonomously facilitated by TikTok is easy because I can select the materials according to my needs.	41,1%	41,1%	12,4%	1,80%	3,6%
TikTok helps me to develop my English vocabulary fluency by watching the materials repeatedly.	42,9%	44,6%	7,1%	1,8%	3,6%
TikTok helps me to develop vocabulary fluency productively because I can practice the vocabulary items by creating videos.	23,2%	44,6%	17,9%	10,7%	3,6%

## CONCLUSION

The significant role of Internet and mobile technology in modern people's lives has become one reason behind the rapid growth of social media worldwide. Reaching over 106.9 million active users in Indonesia, TikTok has become a massive social media platform, particularly among young adults aged 18-24. For its functions, TikTok has three primary functions: entertainment, socializing, and learning. The information shared by content creators are presented in short-form videos, which engage users to explore more content in TikTok. As short-form videos tend to interest and engage users to explore more content, this research investigated whether TikTok can enhance students' vocabulary fluency through their autonomous learning experience.

Several previous research had proven that TikTok can help students to enhance their vocabulary mastery, vocabulary expansion, and vocabulary knowledge. However, there are still very few studies that specifically discuss the topic of vocabulary fluency. Hence, this research focused on exploring the use of TikTok to enhance students' autonomous learning in vocabulary fluency. From the findings, the data revealed that TikTok can help students in improving their vocabulary fluency since there are various contents of vocabulary learning. With a variety of content available, students can select and engage with the materials according to their needs and interests. Aligned with Mehdiyev (2020), audiovisual technological tool allows students to explore their interest and learning strategy in English language learning.

Moreover, TikTok facilitates students to expand their vocabulary knowledge since there are examples provided with real-life context. By meeting the same vocabulary items in different videos or rewatching one video material a few times, students can recall their vocabulary knowledge as well as improve their vocabulary fluency since vocabulary knowledge and vocabulary fluency is highly connected. This is aligned with the theory by Nation



(1997), that repetition helps students in improving their fluency. As mentioned by the participants in the interview, they used some vocabulary knowledge they learned through TikTok in daily conversation and in writing academic paper. Therefore, their experience doing autonomous learning through TikTok is aligned with the theory of meaning-focused input and output strands, which is applying what they learned (Nation, 2007) in speaking or writing as it is considered as fluency.

## REFERENCES

- Alghameeti, A. A. (2022). Is TikTok an effective technology tool in English vocabulary expansion? *English Language Teaching*, 15(12), 1–14. <https://doi.org/10.5539/elt.v15n12p14>
- American Psychiatric Association (2000), Diagnostic and statistical manual of mental disorders: DSMIV-TR, American Psychiatric Association, Washington, DC.
- Anumanthan, S., & Hashim, H. (2022). Improving the learning of regular verbs through TikTok among primary school ESL pupils. *Creative Education*, 13(03), 896–912. doi:10.4236/ce.2022.133059
- Asih, S., & Khafid, M. (2020). Pengaruh Financial Knowledge, Financial Attitude dan Income terhadap Personal Financial Management Behavior melalui Locus of Control sebagai Variabel Intervening. *Economic Education Analysis Journal*, 9(3), 748-767. <https://doi.org/10.15294/eeaj.v9i3.42349>
- Balcikanlı, C. (2008). Learner Autonomy (LA) in EFL Settings. *A Journal for english Teacher Education*. <https://dergipark.org.tr/tr/download/article-file/77102>
- Cervi, L. (2021). TikTok and generation Z. *Theatre, Dance and Performance Training*, 12(2), 198–204. doi:10.1080/19443927.2021.1915617
- Chan, M. (2015). Language learner autonomy and learning contract: A case study of language majors of a university in Hong Kong. *Open Journal of Modern Linguistics*, 05(02), 147–180. <https://doi.org/10.4236/ojml.2015.52013>
- Chan, V. (2001). Readiness for Learner Autonomy: What do our learners tell us? *Teaching in Higher Education*, 6(4), 505–518. <https://doi.org/10.1080/13562510120078045>
- Colliander, H., & Fejes, A. (2020). The re-emergence of Suggestopedia: Teaching a second language to adult migrants in Sweden. *Language, Culture and Curriculum*, 34(1), 51–64. <https://doi.org/10.1080/07908318.2020.1767643>
- Davis, F. D., Bagozzi, R. P., & Warshaw, P. R. (1989a). User acceptance of computer technology: A comparison of two theoretical models. *Management Science*, 35(8), 982–1003. <https://doi.org/10.1287/mnsc.35.8.982>
- Dias, P., & Duarte, A. (2022). Tiktok practices among teenagers in Portugal: A uses & gratifications approach. *Journalism and Media*, 3(4), 615–632. <https://doi.org/10.3390/journalmedia3040041>
- Gill, S. L. (2020). Qualitative sampling methods. *Journal of Human Lactation*, 36(4), 579–581. <https://doi.org/10.1177/0890334420949218>
- González-fernández, B., & Schmitt, N. (2019). Word knowledge: Exploring the relationships and order of acquisition of Vocabulary Knowledge Components. *Applied Linguistics*, 41(4), 481–505. <https://doi.org/10.1093/applin/amy057>
- Grau, S., Kleiser, S., & Bright, L. (2019). Exploring social media addiction among student millennials. *Qualitative Market Research: An International Journal*, 22(2), 200–216. <https://doi.org/10.1108/qmr-02-2017-0058>
- Holec, H. (1981). *Autonomy and foreign language learning* (1st ed.). Oxford: Pergamon.
- Howarth, J. (2024, January 12). *Tiktok user age, gender, & demographics (2024)*. Exploding Topics. <https://explodingtopics.com/blog/tiktok-demographics#tiktok-users-age>
- Ibrahim, N. H., Shafie, S. A., & Rahim, I. N. A. (2023). The Use of TikTok in Learning English as a Second Language. *Asian Journal of Research in Education and Social Sciences*, 5(2), 355–365. <https://doi.org/https://doi.org/10.55057/ajress.2023.5.2.35>
- Jemadi, F., & Ekalia, Y. J. (2024). Exploring the Pedagogical Efficacy of TikTok Application in Enhancing English Vocabulary: Insights From EFL Students. *English Language Education Journal*, 3, 22–39. <https://doi.org/https://doi.org/10.36928/elej.v3i1>
- Kalyaniwala, C. & Ciekanski, M. (2021). Autonomy CALLing: A systematic review of 22 years of publications in learner autonomy and CALL. *Language Learning & Technology*, 25(3), 106–131. <http://hdl.handle.net/10125/73452>
- Kartal, G., & Balci, Ö. (2021). Vocabulary learning autonomy and vocabulary size of Turkish ELT student teachers: A correlational study. *Acta Educationis Generalis*, 11(1), 92–110. doi:10.2478/atd-2021-0007
- Mahdi, H. (2017). Effectiveness of mobile devices on vocabulary learning: A meta-analysis. *Sage Journals*. 56(1), 134–154. <https://doi.org/10.1177/0735633117698826>





- Martin, I. M., Kamins, M. A., Pirouz, D. M., Davis, S. W., Haws, K. L., Mirabito, A. M., Mukherjee, S., Rapp, J. M., & Grover, A. (2013). On the road to addiction: The Facilitative and preventive roles of marketing cues. *Journal of Business Research*, 66(8), 1219–1226. <https://doi.org/10.1016/j.jbusres.2012.08.015>
- Mehdiyev, E. (2020). Opinions of EFL Students Regarding Autonomous Learning in Language Teaching. *Journal Of Language and Linguistic Studies*, 16(2), 521–536.
- Nation, I. S. P. (n.d.). *Learning vocabulary in another language*. Cambridge University Press. January 29, 2024.
- Nation, P. (2014). Developing fluency. *Exploring EFL Fluency in Asia*, 11–25. [https://doi.org/10.1057/9781137449405\\_2](https://doi.org/10.1057/9781137449405_2)
- Nation, P. (1997). Exploring EFL fluency in Asia. SpringerLink.
- Nation, P. (2007). The four strands. *Innovation in Language Learning and Teaching*, 1(1), 2–13. <https://doi.org/10.2167/illt039.0>
- Rahmawati, Y., & Anwar, K. (2022). The use of TikTok application: The impact on students' vocabulary and attitude. *Professional Journal of English Education*. 5(3), 610–621. <https://doi.org/http://dx.doi.org/10.22460/project.v5i3.p610-621>
- Roshdi, N. I., & Rahmat, N. H. (2023). How does Tiktok influence the acquisition of form and meaning in language use? *International Journal of Academic Research in Business and Social Sciences*, 13(4). <https://doi.org/10.6007/ijarbss/v13-i4/16803>
- Roumeliotis, G., Yang, Y., Wang, E., & Alper, A. (2019). Exclusive: US opens national security investigation into TikTok sources. Retrieved from Reuters: <https://www.reuters.com/article/us-tiktok-cfius-exclusive/exclusive-us-opens-national-security-investigation-into-tiktok-sources-idUSKBN1XB4IL>.
- Segalowitz, N. S. (2005). Automaticity and second languages, in C. J. Doughty and M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 382–408). Oxford: Blackwell.
- Tran, T. Q. (2020). EFL students' attitudes towards learner autonomy in English vocabulary learning. *English Language Teaching Educational Journal*, 3(2), 86–94. doi:10.12928/eltej. v3i2.2361
- Waring, R., & Takaki, M. (2002). At what rate do learners learn and retain new vocabulary from reading a graded reader? *Research Gate*, 15(2), 130–163. [https://www.researchgate.net/publication/249909336\\_At\\_what\\_rate\\_do\\_learners\\_learn\\_and\\_retain\\_new\\_vocabulary\\_from\\_reading\\_a\\_graded\\_reader](https://www.researchgate.net/publication/249909336_At_what_rate_do_learners_learn_and_retain_new_vocabulary_from_reading_a_graded_reader)
- Yang, H. (2020). Secondary-school Students' Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom. In *2020 3rd International Conference on Education Technology and Social Science (ETSS 2020)* (Vol. 1, pp. 162–183).
- Yao-Ping Peng, M., Xu, Y., & Xu, C. (2023). Enhancing students' English language learning via M-learning: Integrating technology acceptance model and S-O-R model. *Heliyon*, 9(2). <https://doi.org/10.1016/j.heliyon.2023.e13302>
- Zeng, D., Chen, H., Lusch, R., & Li, S.-H. (2010). Social Media Analytics and Intelligence. *IEEE Intelligent Systems*, 25(6), 13–16. <https://doi.org/10.1109/mis.2010.151>