



INTERNATIONAL JOURNAL OF EDUCATION AND ECONOMIC SCIENCES (IJEES)

THE USE OF STORYTELLING IN TIKTOK FOR VOCABULARY LEARNING AMONG THE UNIVERSITY EFL LEARNERS IN INDONESIA

Nur Ilmi Wathoni¹ | Siti Shuhaida Shukor² | Muhammad Yani³ | Ahmad Yudi Saputra⁴

¹ STKIP Agama Hindu Amlapura; ²Faculty of Education, Universiti Pendidikan Sultan Idris, Malaysia; ³SMPI Tahfizul Qur'an Khadijah, Indonesia:

⁴Faculty of Education, Universitas Hamzanwadi, Indonesia.

*Corresponding author: nurilmiwathoni510@gmail.com

Received: 23 July 2025 • Accepted: 27 July 2025 • Published: 31 July 2025

Abstract

English is a language used for international communication in the age of globalization. Many students are expected to communicate and engage in a variety of scenarios by using English. The proficiency level of EFL learners in Indonesia is still below expected target by the country, which leads to low employability after graduation. The purpose of this research is to explore the potential of storytelling via TikTok as a teaching method for vocabulary learning among the university EFL learners in Indonesia and to identify learners' perceptions on the use of TikTok on learners' cognitive, affective and psychomotor domains. This study employed a mixed methods design via quantitative and qualitative using a questionnaire-based survey technique as well as semi-structured interview. The participants were 34 EFL students studying in an English language education program at Indonesian institution. Participants were from institutions (public and private) in Lombok, West Nusa Tenggara, and a total of 12 volunteers were interviewed. Findings revealed that students. This is an indication that the TikTok storytelling videos provide a highly positive impact on students' vocabulary learning. besides, most of the students who participated in this study felt the digital media is an easy and interesting technological media for language learning in conclusion, TikTok Storytelling is one of the best ways for them to improve their academic understanding.

Keywords: *Tiktok storytelling, EFL Learners, Vocabulary Learning.*

How to cite: Wathoni, I, N., Shukor, S.S., Yani, M., Saputra, Y, A.,A., (2025). The Use of Storytelling in Tiktok for Vocabulary Learning Among The University EFL Learners in Indonesia. International Journal of Education and Economic Sciences (IJEES), 1(2), 12-22

1 Introduction

Around the world, English is an extensively spoken and understood language. As everyone is aware, English is a language used for international communication in the age of globalization. The world over, many people speak it. Aside from being a need for many academic fields, like economics, politics, social science, culture, tourism, and others, English is also a key to accessing scientific and technological

knowledge. Many students are expected to communicate and engage in a variety of scenarios by using English as a language in international context. It has also become a popular second language in many nations, although English is a foreign language for the Indonesians, from basic school through college.

One of the requirements for learning English as a foreign language is vocabulary knowledge. Language acquisition cannot be accomplished without learning its lexis, which is subject to endless variations in meaning due to diverse contextual circumstances (Yang & Dai, 2012). It is difficult to learn a language without first understanding the vocabulary. The foundation of learning a second language is vocabulary. According to Rohmatillah (2017), communicating in a second language gets more difficult without learning vocabulary. Furthermore, vocabulary knowledge is an essential component of language proficiency. It is essential for communicative competence. Low vocabulary knowledge causes serious challenges for its students, impeding their study of the English language (Alqahtani, 2015). English language learners need to be competent in using and comprehending words and their meanings. In essence, English language learners need to know terms and meanings that they could comprehend and understand what is being conveyed.

Based on a case study in Kampar, Indonesia, the English as a Foreign language (EFL) learners struggle to master English language, in particular, the vocabulary learning. Learning English has always been a daunting task for many of them. This might be because the learners rarely communicate in English on a regular basis and lack of immersive experience in the target language. As a result, the learners still have a poor level of vocabulary knowledge students should grasp as many vocabularies as they can. Taty Apriyanti (2012) emphasizes English language is not frequently spoken in Indonesian society since it is considered a foreign language. The qualities of the context for learning a foreign language are different from those of the setting for learning a second language. There is very little English linguistic input in the Indonesian context environment.

In the same vein, another similar study in Kalimantan, Indonesia also faces similar struggles (Wulandari,2020). When students are not exposed to English vocabulary while in high school, it is difficult for their generation to build their English (Wulandari, 2020). According to Nadia Balqis (2018), students may solve their challenges in learning English through practicing with friends, memorization, listening, sharing, and discussion using the target language. According to Rohmatilah (2011), students should use dictionaries and the internet to research the meaning of challenging words when learning English. In addition, Besides, Syafriza, and Haerudin (2018) also deem practicing with friends, taking notes, and memorizing can be one of the methods to resolve vocabulary-related issues. They also believe that learners are unable to communicate in English language if they lack vocabulary (ibid). In addition, observations in the classroom at one of the universities in Indonesia also revealed that students continue to struggle with identifying vocabulary (Fauziah,2023). As a consequence of their findings, researchers came to the conclusion that motivation, learning environments, pronunciation, and laziness are the main issues that students have when learning English vocabulary (Wulandari,2020; Krisnayanti, 2021; Ermayanti, 2021).

Based on the preliminary study findings too, researchers identified a few issues and challenges with vocabulary mastering instruction Octaviana et al (2025). Teachers can utilize a variety of media to help

students grasp the lesson. One of the ways is to install a TikTok application. TikTok is one of the tools social networking platform that provides several types of video information. It can be accessed either via computer or a smartphone. Many scholars have reported that TikTok may be utilized to teach vocabulary (Qarni, 2020; Tarhini, 2020; Chen, 2020). This can be achieved when students find TikTok videos that teaches vocabulary in an informal context. TikTok is well known for its Storytelling feature. Many have found TikTok as an excellent and powerful application which also and simple to use.

According to the Global Digital Report (2021), there are already 4.20 billion social media users worldwide, and this statistic is only set to move upwards. Social media usage has now permeated many facets of life, and education is included. This is because it fosters a knowledge-sharing atmosphere, while the usage of social media in education is thought to enhance students' knowledge (Riemer, 2016). Learners are primarily influenced to utilize social media in their learning activities by its capacity to connect with each other's peers and experts in their topic of discussion. Thus, some claim that by using social media, it could encourage information sharing, which could enhance academic achievement.

TikTok as cited by Zaitun et al. (2021), one of the most popular applications. With the help of numerous video editing tools, videos may be generated at will and posted through the TikTok social networking program. Users may make 15-second to three-minute-long short movies and publish them to their accounts as content. Users can employ elements like speed adjustment and soundtrack addition to make their films more visually appealing (Anderson, 2020). Users may either upload their own sounds or pick from the app's various sounds to add a soundtrack to the videos. Furthermore, users have the option of altering the sound or video speed, which draws spectators and produces a unique impression. The app quickly attracted the attention of numerous users and watchers from all over the world, which inspired people and organizations to recognize its potential as an educational tool and use it to disseminate information (Chen et al., 2021).

There are four main purposes of using social media. According to Zgheib and Dabbagh (2020), firstly, social media is used mainly as tools for exchanging knowledge and resources. Secondly, social media can also be used as media-sharing. Thirdly, on top of media-sharing, majority people use it solely for social-networking, and finally it is utilized as one of the main platforms for communication. Each social networking site provides an own set of benefits that are useful in promoting learning. To date, one of the most popular social media applications, which is called TikTok, has more than 3 billion downloads as of 2022 (Dean, 2022). By simply scrolling up or down the screen, users may view a variety of vertical video clips that have been created and posted using the TikTok app (Herlisya & Wiratno, 2022). As TikTok's internal functionality is activated, it gets used in many different courses as an educational tool because it provides a powerful storytelling platform that could create meaningful instructional content based on one's experience (Haris, 2007).

Storytelling is proposed as an effective educational technique to develop reflective thinking and to integrate different and disparate fields of knowledge (Woodside & Martin, 2008). Storytelling needs no special equipment beyond imagination. As a learning tool, storytelling can inspire learners to explore their avenues of expression, and perhaps improve learners' ability to express their thoughts and feelings in eloquent and clear English due to the power of listening and speaking that creates artistic images.

Studies show that learning vocabulary through social media that has embedded the element of multimedia learning can spark students' interest in learning and enhance their learning performance. To support process learning, educators have tried to integrate this application into their lessons as an educational medium (Escamilla-Fajardo et al., 2021). This is so that social media can be used to enhance student participation and engagement, foster a sense of community, support a learner-centered approach, increase student participation and interaction, encourage creativity, and enhance academic results (Aida Nabilah Azman et al., 2021). Alguacil et al. (2021) assert that social media is revolutionising education and that online or hybrid education is growing in popularity. Education is also changing, they say. TikTok improves classroom cooperation, accessibility, and engagement while also providing a platform for online learning. One of the significant changes is TikTok's determination to increase its educational investment. As demonstrated by YouTube and several other platforms, video content is an effective learning tool that connects with the app's current user base while giving new people a chance to utilise it (Lunden, 2020). TikTok is useful for them to learn new things, in addition to being useful for other things. It's a terrific chance for educators and students to experiment with this cutting-edge tool and learn what TikTok can do for them.

The majority of quick films are produced using movement software that consumers may also view (Jung & Zhou, 2019). Additionally, some creative teachers are inspired by TikTok's video features to create tasks that use the app in small groups. In order to encourage peer-to-peer learning, students can also use their conceptual model to create video material either individually or collectively (Robillos, 2020). Ge (2019) emphasizes that multi-learning via TikTok produces efficient learning experience for learners. TikTok is an application for social networking that has become widely popular among young learners worldwide. The platform's popularity among young people and students can help EFL students' speaking and listening abilities. TikTok's simplicity, ease of use, and accessibility appeal to learners of all ages. According to Chen and Huang (2021), using TikTok increased EFL learners' speaking abilities, vocabulary, and motivation. TikTok videos can assist students learn new vocabulary terms and improve students' pronunciation. EFL learners may search for English language videos that focus on certain words or phrases and hear how native speakers pronounce them. Therefore, the researcher will explore the use of storytelling via TikTok in vocabulary learning among the university EFL learners in Indonesia. This study focuses on exploring the potentials of TikTok and EFL learners' perceptions on the use of TikTok storytelling for vocabulary learning in the university at Indonesia context

Research Question

1. What are the students' perceptions on the use of storytelling via TikTok among the university EFL students in Indonesia?
2. What is benefit in using TikTok raising students' enthusiasm in learning among the university EFL students in Indonesia?

2 Method

This study employed a mixed methods design via quantitative and qualitative using a questionnaire-based survey technique as well as semi-structured interview. A strategy for merging qualitative and quantitative data gathering and analysis in a step-by-step manner is called explanatory sequential mixed methods (Creswell & Plano Clark, 2018). The researcher gets quantitative data first, followed by qualitative data in an explanatory mixed method design, meaning that quantitative data gathering and analysis take precedence in explanatory mixed method

designs. Furthermore, the researcher uses qualitative data to fully analyze the conclusions of the quantitative data (Creswell, 2005).

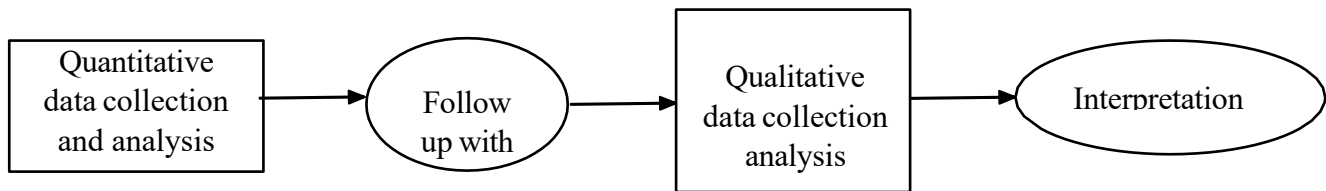


Figure 1: Explanatory sequential mix-method research design (Subedi, 2016)

Researchers gather quantitative data in the first phase, analyze it, and use the analysis's findings to guide the following step, which is qualitative and may involve the use of interviews or other qualitative data-gathering methods. In other words, the qualitative analysis serves as important grist for formulating particular research questions for the quantitative phase, which includes data collecting by questionnaire, survey, or other means.

Quantitative research is defined as “employing strategies of inquiry such as experiments and surveys, and collecting data on predetermined instruments that yield statistical data: (Creswell 2003; Williams, 2011). Gay (1992) states that gathering data is to test hypotheses or answer questions about the current state of the subject of investigation. Meanwhile Creswell (2012) defines quantitative research as type of educational research in which researcher decides what to study, asks specific and narrow questions, collects numeric (numbered) data from participants, and analyses these. Creswell (2012) also explains that qualitative research examines the phenomena from the perspective of the participants. To gain a thorough understanding of the action we wish to investigate, this study also used student interviews (see Mohajan, 2018).

The participants were 34 EFL students studying in an English language education program at an Indonesian institution. Participants were from institutions (public and private) in Lombok, West Nusa Tenggara, and a total of 12 volunteers were interviewed. They were chosen using purposive sampling because they had met the criteria need to for this study. Purposive sampling involves the researcher being purposely subjective in selecting respondents and how those responses may impact the research as a way of determining validity (Harding, 2013). The volunteers were chosen because they possessed relevant knowledge. In this study, they fulfilled specific requirements, including age, gender, and educational level, and the participants were TikTok users for more than one year. Additionally, the participants have gadgets for social media including TikTok, so they have experience in using TikTok for learning vocabulary from storytelling. The demographic data of the participants is illustrated in the following table 2.

Table 1: EFL student background information

Variable	Category	F	%
Gender	Male	12	35.3 %
	Female	22	64.7%
Age	18	1	2.9%
	19	6	17.6%
	20	6	17.6%
	21	8	23.5%
	22	5	14.7%
	23	4	11.8%
	24	-3	-8.8%
	25		
Type of University	Public	27	79.4%

	Private	7	20.6%
Semester	1	5	14.7%
	2	- 6	- 17.6%
	3	- 14	- 41.2%
	4	- 9	- 26,5%
	5	-	-
	6		
	7		
	8		
Time using TikTok	<1 year	16	48,5%
	1-3 years	11	33.3%
	>3 years	6	18.2%

According to the chart above, the background of EFL students who are participants is 12 men (35.3%) and 22 (64.7%) women, of which they are aged 18-25 years and the majority are aged 21 years, which is 8 (23.5%) people, and they also come from 27(79.4%) state universities and 7(20.6%) private universities in Lombok, West Nusa Tenggara, Indonesia, their educational background varies from semesters 1-8 and the majority are from semester 5, that is 14 people, 41,2%, Particularly those who have used TikTok for less than a year (48%), 1-3 years (11 people, 33.3%), and more than 3 years (6 people, 18.2%).

3 Results and Discussions

To address the first research question, this study utilized a questionnaire to discover students' perceptions of using storytelling videos on TikTok. The instrument consisted of nine statements with a five-point Likert scale that interpreted based on category on table 2, and the resulting data was analyzed using SPSS version 26. The analysis revealed a predominantly high and positive perception among students regarding the use of TikTok for vocabulary learning.

Table 2: Mean Score Interpretation

Means score	Interpretation of mean score
3.668-5.000	High
2.334-3.667	Medium
1.000-2.333	Low

Hamzah et al. (2016)

The findings as seen on table 3 indicate that TikTok storytelling is an effective tool for vocabulary enhancement. A majority of students (73.5%) agreed that the feature improves their English vocabulary ($M=3.91$), which supports the findings of previous studies (Ruth et al., 2023; Erwani et al., 2022; Rama et al., 2023). Similarly, students found the platform helps them learn how to use words in English (79.4%, $M=4.02$) and how to pronounce expressions properly (82.4%, $M=4.2$). These results are consistent with other research (Maretha et al., 2022; Ruth et al., 2023) and studies on pronunciation (Erwani et al., 2022).

From a motivational standpoint, TikTok proved to be highly engaging. A large number of students (70.6%) reported feeling more curious about English after using the app ($M=4.02$), a finding that is paralleled in other studies (Cahyono and Perdani, 2023). The enjoyment factor was also significant, with 85.2% of students agreeing that TikTok makes learning vocabulary more fun ($M=4.2$), and 79.4% simply enjoying the process ($M=3.76$). This widespread positive sentiment is echoed in the work of several researchers (Rahmawati and Anwar, 2022; Chahyono and Perdani, 2023; Maretha et al., 2022; Ruth, 2023; Nor Ilyanis Adnan et al., 2021).

In terms of usability and content, a majority of students (73.5%) found TikTok to be an easy way to increase their vocabulary (M=3.82). The platform's features were also appreciated, with 70.6% of participants happy with the sticker feature in storytelling videos (M=3.76), a finding also shared by Mazlan et al. (2021). Finally, over half of the students (52.9%) agreed that the video content is relevant to their daily lives (M=3.55), which aligns with the findings of Handrianto and Rahman (2019) and Szepunar et al. (2013).

Table 3: The Descriptive Analysis for questionnaire Result

No	Statement/Item	Five-Point Likert-Scale Options (%)					Mean
		SD	D	N	A	SA	
1	The Tiktok storytelling improve my vocabulary	-	-	9 (26.5)	19 (55.9)	6 (17.6)	3.91
2	The Tiktok storytelling can help me learn how to use words in English	-	1 (2.9)	6 (17.6)	18 (52.9)	9 (26.5)	4.02
3	After learning by using Tiktok storytelling I am more curious about English	-	1 (2.9)	9 (26.5)	19 (55.9)	5 (14.7)	3.82
4	Tiktok storytelling videos related to everyday situations	-	4 (11.8)	12 (35.3)	13 (38.2)	5 (14.7)	3.55
5	I can learn how to pronounce proper English expressions through Tiktok storytelling videos	-	-	6 (2.9)	21 (61.8)	7 (20.6)	4.02
6	I enjoy learning vocabulary using Tiktok storytelling videos	-	1 (2.9)	6 (17.6)	25 (73.5)	2 (5.9)	3.82
7	I am happy the Tiktok storytelling videos have good sticker feature	1 (2.9)	1 (2.9)	8 (23.5)	19 (55.9)	5 (14.7)	3.76
8	Tiktok storytelling makes learning more fun to learn vocabulary	-	-	5 (14.7)	23 (67.6)	6 (17.6)	4.02
9	TikTok storytelling is the easiest way to increase vocabulary	-	2 (5.9)	7 (20.6)	20 (58.8)	5 (14.7)	3.82

3.1 Storytelling videos available on TikTok facilitate students learning how to use vocabulary different in English words

In the first question of the semi structure interview was asked on how TikTok storytelling videos facilitate student vocabulary learning. TikTok allows students to look for and watch information that is relevant to their interests, such as TikTok storytelling. This helps students to better comprehend the usage of the language rather than only memorising the English equivalent. Besides, the dance videos provide them with additional possibilities to study more thoroughly, immediately, efficiently, and effectively and understand Language. Students can also interact with other English speakers and learn from their experiences by utilising TikTok. As a consequence, students English vocabulary has improved. The following interview scripts prove this:

"...Absolutely, TikTok improve our vocabulary especially with storytelling with the video fun way add something interesting not only like normal vocabulary but also like slank like other vocabulary learn..." (VLS2)

"...Ooh yeah, I actually iam very interesting from TikTok to improve vocabulary because many contents that provide there a lot of genres, we use like comedy so many videos to improve vocabulary..." VLS3)

In the same vein, some student narrated that learning trough TikTok Storytelling video fun and interesting media to enhance their vocabulary learning as asserted by VLS4 And VLS9. Most importantly the storytelling videos in the application can booster EFL leaners to acquire new vocabulary and know the meaning. For instance, VLS5,

VLS8, And VLS9 uttered.

“...Storytelling video very help us I think everybody very like storytelling with interesting like a booming right now in my way to improve vocabulary...” (VLS4)

“...Storytelling especially in English we can learn a lot of vocabulary like yesterday I listen about frozen iam very happy...” (VLS9)

“...Yes, because in storytelling video the translate the creator write so we know the meaning vocabulary...” (VLS5)

“...Sometimes TikTok facilitate me to learn new vocabulary because video storytelling is to the point...” (VLS8)

“...Storytelling especially in English we can learn a lot of vocabulary like yesterday I listen about frozen iam very happy...” (VLS9)

Additionally, it is generally known learning social media offers student with an intertreatment. Student experienced that Tiktok storytelling video not only give the students leisure but also provide in leaning vocabulary in fruitful trajectory. For example, VLS10 said that.

“...Yes, it helps me so much, TikTok storytelling increase my vocabulary because when we watch, we watch someone holiday we don't feel like we are learning but we “...watch something entertainment but the vocabulary suddenly come in our mind without memorizing the vocabulary it has entertainment the way is new is very excited to learn...” (VLS10)

3.2 Students' vocabulary increases through the use of TikTok while watching storytelling videos.

EFL students have the opportunity to benefit from TikTok Storytelling by viewing videos and listening to word pronunciations. This storytelling also gives viewers with new and exciting ways to learn English vocabulary. Based on the students' opinion. They experienced that TikTok storytelling videos can improve their English vocabulary, VLS2 and VLS3. The following interview scripts highlighted the student perspective on the TikTok storytelling video:

“...Absolutely, TikTok improve our vocabulary especially with storytelling with the video fun way add something interesting not only like normal vocabulary but also like slank like other vocabulary...” (VLS2)

“...Ooh, yeah storytelling from TikTok that tell us in real situation like word sorry, my bad or apologize in formal way...” (VLS3)

This storytelling also gives viewers with new and exciting ways to learn English vocabulary. It has been shown that students are very driven by their inventive and intriguing methods of learning English vocabulary. Aside from that, students may acquire new terminology and get an awareness of the various terms and language used globally.

“...Storytelling video very help us; I think everybody very like storytelling with interesting like a booming right now in my way to improve vocabulary...” (VLS4)

“...I think so, not only tell monotone storytelling that something different we know and we used it like we

learn contextually Yeah, it helps so much storytelling not only teach vocabulary but contextual like holiday we know when used that vocabulary...” (VLS12)

Lastly, many of EFL student used TikTok Storytelling videos as new learning media for diverse purposes. One university student asserted that in some occasion, the video was utilized not only for learning new vocabulary but also used for their learning assignment. VLS12 for example said.

“...When I was in second semester, I was looking TikTok storytelling to make my assignment so storytelling not only for vocabulary but helps me to understand my assignment...” (VLS12)

Number EFL students, are using TikTok, a well-known platform for sharing short videos, as a resource for learning and using English language. Students may quickly and easily access hundreds of films generated by native English speakers and storytelling which illustrate and explain English vocabulary and phrases. It is an ideal storytelling video on the TikTok Platform for university students to practice their language abilities while engaging with fun and educational material. TikTok has grown in popularity as a platform for university students to practice and expand students' vocabulary. Based on the findings from the interview data, EFL student felt that TikTok storytelling video can improve their vocabulary learning because it provides many advantages.

4 Conclusion

This study overcomes the two research objectives provide to better understand the use and perception of Tiktok storytelling in improving the vocabulary of students learning English as a foreign language. Respondent data is gathered using interviews and online surveys in this study. According to the research findings for the first research question, EFL students expressed various benefits of Tiktok storytelling in increasing vocabulary in their language learning process, such as their desire to learn anytime, anywhere in a fun and exciting with non-additional watching, a change to a greater interest in learning.

This study also addressed the second research question, which claims that TikTok is beneficial in raising students' enthusiasm in learning. They also claimed that TikTok Storytelling is one of the best ways for them to improve their academic understanding. However, like with other educational learning approaches, storytelling has advantages and disadvantages. Finally, students are optimistic about the possibility of utilising TikTok to improve their English abilities..

Acknowledgement

The author would like to thanks to STKIP Agama Hindu Amlapura for the support given.

Ethical Considerations

Not Applicable

Conflict of Interest

The Authors declare there is no conflict of interest.

Funding

This research did not receive any financial support.

REFERENCES

- Adnan, N. I., Ramli, S., & Ismail, I. N. (2021). Investigating the usefulness of TikTok as an educational tool. *International Journal of Practices in Teaching and Learning (IJPTL)*, 1(2), 1-5.
- Alqahtani, M. (2015). The Importance of Vocabulary in Language Learning and How to Be Taught. *International Journal of Teaching and Education*, 3(3), 21-34.
- Anderson, R. M., Heesterbeek, H., Klinkenberg, D., & Hollingsworth, T. D. (2020). How will country-based mitigation measures influence the course of the COVID-19 epidemic?. *The lancet*, 395(10228), 931-934.
- Apriyanti, T. (2012). Improving the Students' English Vocabulary through Pictures in Grade VIII A of SMP N 10 Yogyakarta in the Academic Year of 2008/2009. *A Thesis of Yogyakarta State University*, 20-2.
- As, N., & Rahman, A. W. (2018). *Advances in Language and Literary Studies Good EFL Learner 's Strategy In Enhancing English Mastery : A Case Study at Indonesian College Students. c*, 55–59.
- Azman, A. N., Rezal, N. S. A., Zulkeifli, N. Y., Mat, N. A. S., Saari, I. S., & Ab Hamid, A. S. (2021). Acceptance of TikTok on the youth towards education development. *Borneo International Journal eISSN 2636-9826*, 4(3), 19-25.
- Cahyono & Perdani, W. (2023). *Using TikTok in EFL Class: Students' Perceptions*. 7(1), 59–77.
- Chen, H. J., & Huang, Y. M. (2021). Exploring the use of TikTok in English as a foreign language instruction. *Journal of Educational Technology Development and Exchange*, 14(1), 35-49. 7.
- Chen, K. Y., & Wang, Y. H. (2020). Enhancing EFL students' listening and speaking skills through short video creation on TikTok. *Journal of Educational Technology & Society*, 23(3), 96-107
- Chen, Q., Min, C., Zhang, W., Ma, X., & Evans, R. (2021). Factors Driving Citizen Engagement With Government TikTok Accounts During the COVID-19 Pandemic: Model Development and Analysis. *Journal Of Medical Internet Research*, 23(2), e21463. <https://doi.org/10.2196/21463>
- Chen, S. (2020). Literacy for all: 2019 apps by worldwide downloads. <https://tech.tgbus.com/news/65007>
- Chen, X., & Kang, H. (2023). Utilization TikTok application for learning oral English. *Journal of education, Humanities and Social Sciences*, 8, 1643-1648. Doi:10.54097/ehss.v8i.4538.
- Chen, X., & Kang, H. (2023). Utilization TikTok application for learning oral English. *Journal of education, Humanities and Social Sciences*, 8, 1643-1648. Doi:10.54097/ehss.v8i.4538.
- Chiu, Y. L., Chen, K. H., Wang, J. N., & Hsu, Y. T. (2019). The impact of online movie word-of-mouth on consumer choice: a comparison of American and Chinese consumers. *International Marketing Review*, 36(6), 996-1025.
- Creswell, J. W. (2009). *Research Design: Qualitative, Quantitative and Mixed Method Approaches* (3rd Ed.). Los Angeles: SAGE Publications.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*. New Jersey: Pearson Marilhal.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston, MA: Pearson.
- Creswell, J. W. (2014). *Qualitative Inquiry & Research Design: Choosing among Five Approaches* (4th Ed.). Thousand Oaks, CA: SAGE
- Creswell, J. W., & Plano Clark, V. L. (2023). Revisiting mixed methods research designs twenty years later. *Handbook of mixed methods research designs*, 1(1), 21-36.
- Creswell, John W. (2009). *Research Design: Qualitative, Quantitative, and Mix Methods Approaches* Fourth Edition. USA: sage Publication, Inc.
- Dabbagh, N., & Reo, R. (2011a). Impact of Web 2.0 on higher education. In D.W. Surry, T. Stefurak, and R. Gray (Eds.), *Technology integration in higher education: Social and organizational aspects* (pp. 174–187). IGI Global.

- Dean, B. (2022). TikTok User Statistics. Retrieved from <https://backlinko.com/tiktok-users>
- Erwani, I., Romi, M. J., & Sawithy, M. N. (2022). *The Influence of Tiktok in Increasing Vocabulary for Elementary School in SMP 1 Muhammadiyah Banjarbaru*. 4(1), 25–40.
- Escamilla-Fajardo, P., Alguacil, M., & López-Carril, S. (2021). Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 28, 100302.
- Gay, P. D., & Salaman, G. (1992). The cult [ure] of the customer. *Journal of management studies*, 29(5), 615-633.
- Herlisya, D. D., & Wiratno, P. (2022). Having good speaking English through TikTok application. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 191-198. <https://doi.org/10.54012/jcell.v1i3.35>.
- Lunden, I. (2020). *TikTok Tests a Learn Tab to Showcase Education and How-to Videos*. Extra Crunch. <https://techcrunch.com/2020/11/05/tiktok-tests-a-learn-tab-to-showcase-education-and-how-to-videos/>
- Mohajan, H. K. (2017). Two Criteria for Good Measurements in Research: Validity and Reliability. *Annals of Spiru Haret University Economic Series*, 17(3), 58–82
- Octaviana, D., Hastini, H., Mertosono, S. R., & Mahrum, M. (2025). Improving Student's English Vocabulary Mastery through Scattergories Game. *ELS Journal on Interdisciplinary Studies in Humanities*, 8(2), 405-411.
- Riemer, C. (2016). L2-Motivationsforschung für Deutsch als Fremdsprache. *Fremdsprachen lehren und lernen*, 45(2).
- Rohmatillah, R. (2017). A Study on Students' Difficulties in Learning Vocabulary. English Education. *Jurnal Tadris Bahasa Inggris*, 6(1), 75-93.
- Woodside, A. G., & Martin, D. (2008). Applying ecological systems and micro-tipping point theory for understanding tourists' leisure destination behavior. *Journal of Travel Research*, 47, 14–24.
- Yang, W. D., & Dai, W. P. (2012). Vocabulary Memorizing Strategies By Chinese University Students. *International Education Studies*, 5(1), 208- 214.
- Zaitun, Z., Hadi, M. S., & Indriani, E. D. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 89-94.
- Zgheib, N., & Dabbagh, N. (2020). University students' perceptions of using TikTok in education. *International Journal of Pedagogical Technology in Learning*, 2(2), 13- 23.