

Exploring Students' Perception on Using TikTok Account @kampunggrislccom for Learning Vocabulary

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ABSTRAK

Penelitian ini bertujuan untuk mengeksplorasi pandangan mahasiswa mengenai pemanfaatan akun TikTok @kampunggrislccom sebagai sarana pembelajaran guna membantu penguasaan kosakata bahasa Inggris. Studi ini menggunakan metode deskriptif kuantitatif, di mana data dikumpulkan melalui distribusi kuesioner kepada mahasiswa. Instrumen penelitian berupa sepuluh pernyataan dengan skala Likert lima poin. Data dianalisis menggunakan Microsoft Excel melalui perhitungan rata-rata skor dan persentase. Hasil penelitian menunjukkan persepsi positif mahasiswa terhadap penggunaan TikTok sebagai media pembelajaran. Konten video dinilai jelas, menarik, dan membantu pemahaman kosakata Bahasa Inggris, sehingga akun @kampunggrislccom efektif sebagai media pendukung pembelajaran kosakata.

Kata Kunci: TikTok, Persepsi Mahasiswa, Pembelajaran Kosakata

ABSTRACT

This study aims to evaluate students' opinions about the use of TikTok @kampunggrislccom accounts as a learning tool that can support mastery of English vocabulary. The method used in this study is quantitative descriptive, where data is obtained through the distribution of questionnaires to students. The research tool consists of ten statements using a five-point Likert scale. The collected data is analyzed with Microsoft Excel through the calculation of score and percentage averages. The findings of the study show that students have a positive view of the use of TikTok as a learning medium. Video content is considered clear, interesting, and supports the understanding of English vocabulary, so @kampunggrislccom account has proven to be effective as an additional medium in the vocabulary learning process.

Keywords: TikTok, Students' Perception, Vocabulary Learning

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INTRODUCTION

Before learning a language, learning vocabulary is a crucial process of learning. Especially when learning a foreign language, one must have a reasonable amount of vocabulary (Agazzi, 2022) in which to utilize it. Vocabulary is the foundation needed in the four key aspects of foreign language acquisition, which are reading, writing, listening, and speaking (Nation, 2024).

With the advancement of technology, the study of languages is no longer limited within the walls of the classroom. A number of online platforms now offer more interactive and engaging ways of studying. One of the most used platforms is TikTok, in which students can learn foreign languages through short videos presented in an informal and interactive format also stated that learning English using TikTok also encourages students to learn English more. (Natasya et al., 2023).

One of the profiles that has become well-known in this area is @kampunggrislccom, which regularly posts English learning materials in a straightforward and comprehensible way. This is backed by a study conducted by (Syifa Salsabila & Rizal, 2025), indicating that the @kampunggrislccom TikTok account has effectively enhanced students' vocabulary skills due to its use of visuals, sounds, and written content that enhance language understanding.

Although earlier research has shown that TikTok can serve as a useful platform for vocabulary learning for those aged 18 to 34, there remains a need for investigations that focus on how students view the impact of TikTok content on their vocabulary enhancement, especially among learners in the English Education Study Program at Institut Prima Bangsa Cirebon. Additionally, there has been

little focus on the perspectives of students regarding particular educational TikTok accounts, like @kampunginggrislccom. Hence, this study aims to address this gap by exploring students' views on the effectiveness of the TikTok account @kampunginggrislccom in supporting the development of English vocabulary skills.

Therefore, this study aims to investigate the following inquiries: (1) What is the viewpoint of students from the English Education Study Program at Institut Prima Bangsa Cirebon regarding the use of the TikTok account @kampunginggrislccom as a tool for acquiring English vocabulary? (2) How effective are the materials shared on the account @kampunginggrislccom in capturing the attention of students enrolled in the English Education Study Program at Institut Prima Bangsa Cirebon when it comes to learning English vocabulary?

RESEARCH METHOD

Participants

This research involved students in the English Education Study Program of Institut Prima Bangsa Cirebon as participants, aged between 18-21 years. Using the total sampling method (Wazirman et al., 2022) all students were therefore involved in this research. Despite not all of them being active users of TikTok, all participants were shown several videos from the account @kampunginggrislccom on TikTok before they started to fill out the questionnaire. The questionnaire is a collection of written statements that are arranged and given to the respondents to obtain the required data, according to (Retnawati, 2016; in Siregar, 2022). This was done to identify the extent of their interest in the content and their perspective on the use of TikTok videos as a medium for learning English vocabulary.

Location

This research was carried out in Institut Prima Bangsa Cirebon, West Java, with students from the English Language Education Study Program as the object of research.

Statistical Analysis

This study was conducted using a descriptive quantitative method by distributing questionnaires to students of the English Education Study Program at Institut Prima Bangsa Cirebon. Based on research (Sugiyono, 2019; in Ananda et al., 2023), the descriptive quantitative research method is a research method used to describe or depict data objectively through collection and analysis of numerical data without giving treatments or comprehensive intervention. Data collection was carried out by applying structured observation techniques, meaning the researcher has prepared the specific aspects to be observed so that the observation is conducted in a structured manner (Romdona et. al., 2025). In addition, the questionnaire distribution was in the form of a 1-5 Likert scale: Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. The Likert scale is among the most commonly utilized scales in educational studies because it provides numerical data regarding how respondents perceive or their degree of interest in a learning resource. (Suasapha et al., 2020).

This research was conducted through three major stages. First, the researchers prepared a research instrument in the form of an online questionnaire via Google Form (Manggaberani et al., 2024). The items in this survey were modified based on the study conducted by (Hapsari & Adi, 2023), with some adjustments to make the statements relevant to the context of vocabulary learning through the TikTok media using a Likert scale. Then, the researchers selected several videos from the TikTok account @kampunginggrislccom which were relevant to English vocabulary learning to provide stimuli for all research subjects. This step refers to behaviorist theory, which explains that by giving a stimulus, more active learning responses can be evoked from the respondents (Almizri & Neviyarni, 2022). With the stimulus, it is expected that respondents will understand the context of the material better and provide more accurate answers to the statements in the questionnaire. Finally, after the playback of the video ends, the researcher administers a questionnaire consisting of 10 statements meant to find out students' perceptions and interest in the content as a medium for learning English vocabulary.

The information gathered from the survey was subsequently evaluated numerically with Microsoft Excel 2024 Version 2510. The evaluation involved computing the average score and the percentage for each element to identify the trend in students' views on the use of TikTok content @kampunginggrislccom as a resource for learning English vocabulary. (Hapsari & Adi, 2023)

Table 1. Likert Measurement Scale (Suasaptha et al., 2020)

Answer Categories	Score
Strongly Agree	5
Agree	4
Neutral	3
Disagree	2
Strongly Disagree	1

The mean scores were then evaluated using the average score assessment criteria as shown in Table 2.

Table 2. Average Score Assessment Criteria

Score range	Categories
4,21 – 5,00	Very Positive
3,41 – 4,20	Positive
2,61 – 3,40	Enough
1,81 – 2,60	Low
1,00 – 1,80	Very Low

The grid used is a modification of the study by (Hapsari & Adi, 2023) which can be seen in Table 3.

Table 3. Research Instrument Grid.

Variable	Indicator	Item Number
Student perception	Clarity and suitability of content	1
Student perception	Effectiveness in understanding vocabulary	2,5
Student perception	Ease of understanding the explanation	6
Student perception	Speaker's delivery style	3
Student perception	Visual appeal	4
Student perception	Increased motivation	7
Student perception	Interest compared to books	8
Student perception	Desire to rewatch	9
Student perception	Difficulty understanding the material	10

RESULTS AND DISCUSSION

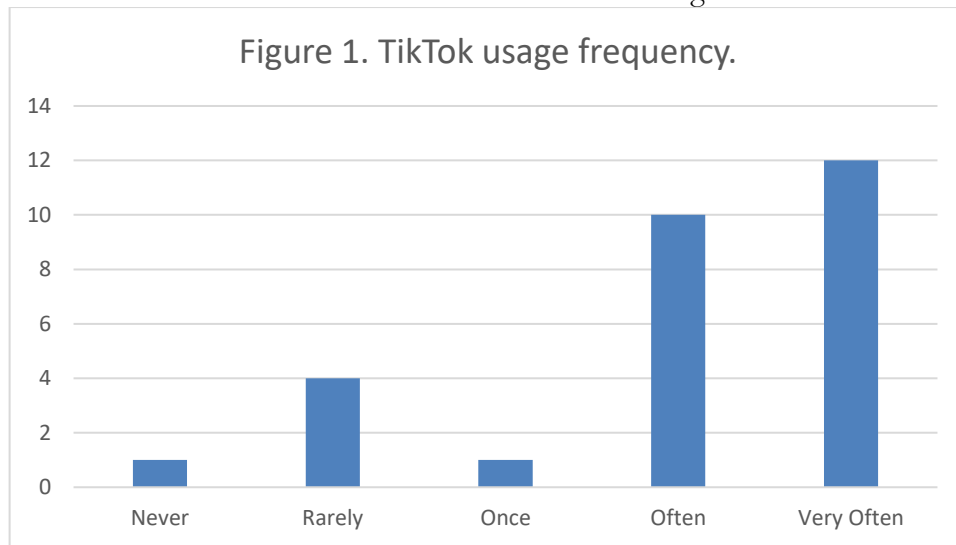
RESULTS

This section will introduce the characteristics of the respondents who took part in the research. The characteristics of the research respondents are presented in a chart and table format to increase the clarity of the characteristics of the research respondents. The study involved 71% of female participants and 29% of male participants, suggesting greater female participation. This may indicate a higher interest in learning English through social media such as TikTok. Most respondents were 17–18 years old (68%), while 32% were 19–21 years old, which indicates that the participants are generally quite familiar with technology, thus making TikTok a relevant platform to learn vocabulary. This can be seen in Table 1.

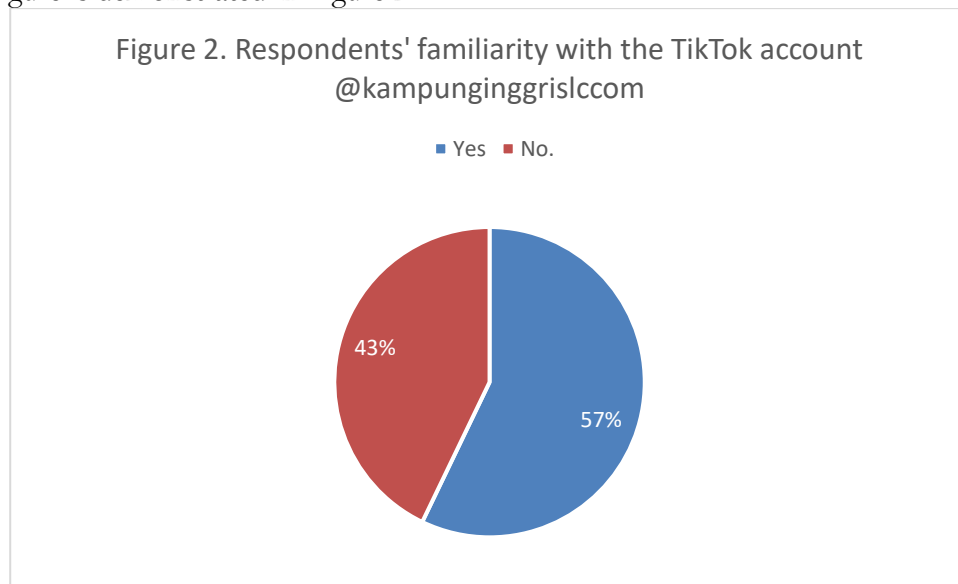
Table 1. Age and Gender of Respondents.

Variable	Categories	Percent (%)
Gender	Man	29%
	Woman	71%
Age	Late teens (17-18)	68%
	Early Adulthood (19-21)	32%

Based on the findings from the survey, most of the respondents perceived that they often use the TikTok app very frequently. This shows that TikTok is one of the most familiar forms of media for the respondents. The frequency distribution chart on the use of TikTok is shown below in Figure 1.



Furthermore, another question was asked to determine if the respondents have previously followed or seen the TikTok account named @kampunggrisllcom. The result obtained was that 57% answered yes, while 43% responded no. This data provides knowledge on the familiarity of the respondents to the content of learning. The figure is demonstrated in Figure 2.



In general, the data of respondent characteristics implies that the vast majority of respondents are already familiar with TikTok and belong to early college age. This condition gives an indication that respondents possess a relatively high level of familiarity with TikTok, enabling an examination of how they perceive

learning English vocabulary through the use of TikTok videos.

Following the presentation of characteristics of the respondents, the next part is on presenting the data analysis result using the Likert Scale which consists of 10 statements. Every statement is analyzed concerning students' perception towards using the TikTok @kampungingggrislccom account in vocabulary learning activities. This part includes data presentation, analysis, and interpretation derived from research sources, which are divided into several subheadings.

Table 2. Students' Perception of Clarity and Understanding of the Material

Item	Average (Mean)	Dominant Percentage	Categories
S1	4,54	97%	Very Positive
S2	4,54	96%	Very Positive
S6	4,25	86%	Very Positive

According to Table 2, most students have a highly favorable view of how clear and understandable the content delivered via TikTok videos is, as all elements (S1, S2, and S6) are classified within the Very Positive range. The average scores consistently remain well above 4.00, with S1 and S2 reaching 4.54 (Dominant Percentage 97% and 96%) and S6 reaching 4.25 (Dominant Percentage 86%), clearly indicating that the videos are considered very clear and easy to understand. The high percentage of respondents choosing agree and strongly agree further reinforces that the video media is highly effective in aiding the understanding of English vocabulary.

Table 3. Students' Perception of Visual Design and Video Presentation

Item	Average (Mean)	Dominant Percentage	Categories
S3	4,14	86%	Very Positive
S4	4,00	75%	Positive
S5	4,25	90%	Very Positive

Based on Table 3, the result for students' perception on visual design and video presentation indicates a very positive perception, where all research instruments (S3, S4, and S5) scored above 4.00 on average. S3 and S5 scored 4.14 and 4.25 respectively, placing them under Very Positive, with dominance percentages of 86% and 90% respectively; meanwhile, S4 scored 4.00, placing it under Positive, with a dominance percentage of 75%. This result clearly shows that attractive visual design and video presentation style were highly accepted by students, supporting that giving attention to presenting matter attractively is very helpful in increasing students' concentration and interest in learning vocabulary accordingly.

Table 4. Students' Perceptions of Motivation and Learning Interest

Item	Average (Mean)	Dominant Percentage	Categories
S7	4,29	89%	Very Positive
S8	3,89	68%	Positive
S9	4,00	78%	Positive

On the basis of Table 4, item S7 has a very positive perception, the highest score, and the dominant percentage is 89%. Items S8 and S9 fall in the positive domain and have an average scale score of 3.89 and 4.00, respectively. Even though there are neutral responses, it is clear that students perceive positively regarding the motivation and learning interest offered by TikTok.

Table 5. Students' Perception of Learning Barriers

Item	Average (Mean)	Dominant Percentage	Categories
S10	2,46	60%	Low

From Table 5, item S10 has an average score of 2.46, where the dominant percentage is 60% in the disagree and strongly disagree columns. Therefore, the findings show that most students are not faced with obstacles in vocabulary learning through the TikTok account @kampunggrislccom.

DISCUSSION

According to the findings of the study, learners enrolled in the English Education Study Program at Institut Prima Bangsa Cirebon view the TikTok account @kampunggrislccom favorably as a resource for acquiring English vocabulary. This result responds to the initial research inquiry concerning students' views on utilizing TikTok as an educational resource.

A greater number of them agreed or strongly agreed on the fact that they agree on the idea that the vocabulary presented in the TikTok videos on @kampunggrislccom is understandable, and this is indeed helpful for vocabulary learning. Using vocabulary in a contextual manner with a pictorial and interesting way of speaking is also helpful for vocabulary learning since it becomes easy for the learners to comprehend the meaning of the vocabulary words. This refutes the findings of (Nation, 2024) and (Syifa Salsabila & Rizal, 2025)

From the motivation point of view, the use of TikTok is regarded as more engaging in comparison to learning through books. Using TikTok will arouse the interest of the students in learning. The video format that is nearest to the daily life experiences of the students entices the students' interest in the subject. This view supports the argument made by (Natasya et al., 2023) that TikTok makes learning an enjoyable experience.

Meanwhile, most participants said they have not been experiencing difficulties in vocabulary comprehension via TikTok videos. This supported the assertion that TikTok could serve as an effective additional learning tool. Based on behaviorist theories, using stimuli, in this case, educational videos, could yield a positive learning behavior among students (Almizri & Neviyarni, 2022).

In conclusion, based on the results of this study, there is evidence that the TikTok account @kampunggrislccom can be used as an effective medium for enhancing English vocabulary study for the characteristics of the students. The use of this media not only helps in understanding English vocabulary but also raises the level of interest for the students to study English.

CONCLUSION

This research indicates that learners in the English Education Study Program at Institut Prima Bangsa Cirebon view the TikTok account @kampunggrislccom favorably as a resource for acquiring English vocabulary. The videos featured are seen as straightforward, captivating, and assist students in grasping vocabulary more effectively. Furthermore, utilizing TikTok can boost students' enthusiasm and curiosity in learning English vocabulary without presenting major challenges.

Consequently, the TikTok profile @kampunggrislccom can serve as an effective tool for enhancing English vocabulary. Additional studies are suggested to explore the application of TikTok for other language abilities or to implement an alternative research approach.

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