

Challenges and Strategies in Using TikTok for Vocabulary Learning: EFL University Students' Perceptions

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Abstract

Vocabulary learning through TikTok offers authentic language exposure, but it comes with certain challenges. It is important to understand how students face these challenges and adopt effective strategies to enhance learning outcomes. This study aims to examine the challenges EFL students face and the strategies they use to overcome them for effective learning outcomes. This study uses a qualitative research approach. An open-ended questionnaire and semi-structured interviews were used to collect the data. The data was analyzed using a thematic analysis. The findings show that students encounter challenges with informal language such as slang, abbreviations, and idioms. The platform provides limited explanation and context. Students have difficulties in following various speeds and accents, while also facing distractions and inconsistent content quality. This condition allows students to develop adaptive learning strategies, including seeking meaning from external sources and making use of features such as comments, replay, pause, and subtitles. Students reinforce their vocabulary through practice, note-taking, and repetition. Some students also rely on contextual clues for understanding. Those strategies demonstrate that students actively manage their learning in an unstructured environment. Indicates that students' capability to develop and implement suitable learning strategies is essential to obtain effective learning on TikTok.

Keywords: Challenges; Strategies; TikTok; Vocabulary learning

INTRODUCTION

Vocabulary is an essential aspect of learning English as a foreign language (EFL) as it supports the development of other language skills. Nowadays, vocabulary learning has been implemented beyond formal classroom instruction. The learning process occurs through exposure to language in everyday digital interactions. The rise of social media has opened new ways for EFL learners to be continuously exposed to English outside formal learning contexts. TikTok has become a popular social media platform widely used by society and is increasingly being studied in education. TikTok short-form video content allows users to discover content easily and remain engaged. The platform appeals to young users due to an entertaining and relatable space that supports relaxation and everyday enjoyment (Schellewald, 2023). Yélamos-Guerra et al. (2022) demonstrate that TikTok enhances motivation and engagement among young learners in fostering their language learning competencies.

As a global platform, TikTok demonstrates educational potential by offering broad access to diverse cultural and contextual digital content. At the college level, it shows potential as a supplementary tool for English as a Foreign Language (EFL) learners (Hu & Du, 2022). EFL students can use TikTok to be exposed to English continuously outside the formal classroom environment. Among various aspects of language learning, vocabulary mastery plays a fundamental role as the basis for overall language competency development (Hartini & Suri Ardini, 2024).

In digital learning, TikTok helps recognize and learn new English words in an informal, low-pressure environment (Manca, 2024). Repeated exposure to diverse content facilitates young adults' ability to remember new vocabulary during self-directed learning (Budiartha & Akmar, 2024). In addition, features such as replay and subtitles allow learners to control their exposure to vocabulary according to their needs (Choo & Khalid, 2024). However, informal learning occurs in unstructured learner-controlled settings rather than through formal instruction. It indicates that challenges might be unavoidable in the context of TikTok. Venalinda & Armanda (2023) posited that unrelated context on TikTok potentially distracts students. While Amelia & Indriyani (2025) finds that students have difficulty understanding accents and technical issues with the apps, such as lag. Punkhoom et al. (2025) research on Thai EFL students identified challenges, such as the lack of immediate interaction and limited opportunities to ask questions in asynchronous learning settings. Moreover, challenges such as exposure to unreliable information and the use of informal language when using TikTok for vocabulary learning may hinder optimal utilization (Alharthy, 2025). According to these challenges, learners are expected to demonstrate responsibility and self-regulation in an informal context. It emphasizes learners' self-awareness, motivation, and behavioral regulation over cognitive mastery (Zimmerman, 2002). Although research on the use of TikTok in language learning is expanding, prior studies have generally addressed benefits and challenges in isolation, without an in-depth investigation of how learners actively respond to these challenges through the use of learning strategies. Consequently, the learning process on TikTok is perceived as passive rather than dynamic, influenced by learners' strategic actions. In this context, a qualitative study is essential to investigate how students navigate challenges and employ strategies to enhance their learning in an unstructured environment.

Therefore, this study aims to explore the challenges perceived by EFL university students when using TikTok content for informal vocabulary learning and to examine the strategies they use to overcome these challenges. The present research aims to address the existing gap by examining the following research questions: (1) What challenges do EFL university students perceive when using TikTok for vocabulary learning? (2) How do EFL university students overcome the challenges they encounter in using TikTok for vocabulary learning?

METHOD

This study employed a qualitative research approach to explore university students' perceptions of challenges and strategies in using TikTok for vocabulary learning. Qualitative research is appropriate for understanding how individuals interpret their experiences and construct meaning in their social contexts (Creswell, 2014). The data collection process was conducted in two stages. An online open-ended questionnaire was distributed to English Education students at Universitas Negeri Semarang to assess their general perceptions of challenges and strategies for using TikTok for vocabulary learning. Participants were selected via purposive sampling to ensure rich data from selected participants who met the research criteria. The criteria for participant selection included being undergraduate English education students, actively using TikTok, engaging with English-related content on the platform, and having experience using TikTok for learning English vocabulary.

A total of 33 participants from the open-ended questionnaire were initially approached, and 6 were selected for semi-structured interviews to gain a deeper understanding of their perceptions and experiences. The 6 participants were selected through data saturation, the stage at which data no longer reveal any new points or themes. Data saturation can be achieved when the major themes emerge in as few as six participants (Guest et al., 2006). A semi-structured interview

allowed flexibility in questioning while enabling in-depth exploration of participants' views and lived experiences (Kvale & Brinkmann, 2009). The use of multiple instruments was intended to obtain comprehensive data and enhance the credibility of the findings. The interviews were conducted online via video conferencing platforms. Each interview lasted approximately 20-30 minutes and was recorded with participants' consent to ensure accurate data capture. The recordings were then transcribed for analysis.

The data collected from the instruments were analyzed using the six steps of thematic analysis according to (Braun & Clarke, 2006). The process involved familiarization with data through repeated reading of the interview transcript. Initial codes were generated to identify potential themes, then clearly defined and named to represent their core meanings. Finally, the results were written up by integrating the themes with supporting data extracts to provide a coherent interpretation of the findings.

RESULTS AND DISCUSSION

Results

This paper presents the results of a study on the challenges and strategies experienced by students in using the TikTok application for informal vocabulary learning. Data were collected through two stages. First, an open-ended questionnaire was used to identify various challenges and strategies encountered by students in a broader scope. Participants' responses were then analyzed to identify common patterns and the frequency of experiences they reported. In the second stage, several participants were selected to participate in interviews to gain an in-depth understanding through their perceptions and experiences related to the challenges faced and the strategies they used in learning English vocabulary informally through TikTok. The analysis of both data sources revealed several main themes, which were then categorized into two main focuses of the study: the challenges of using TikTok for informal vocabulary learning and the strategies used to overcome these challenges. In these findings, the quoted responses are given initials such as Q1 and SHo. Q represents the answer from the open-ended questionnaire, while 1 represents the given name for the respondent. S is the initial for the response from the semi-structured interview, with the following initial (Ho) being the student's name.

Challenges in using TikTok for informal vocabulary learning

Based on the thematic analysis, four main themes were identified that describe the challenges faced by students: (1) linguistic challenges, (2) speech comprehension challenges, (3) contextual and content limitations challenges, and (4) platform-related challenges.

Linguistics Challenges

According to the questionnaire data, most of the students reported experiencing linguistic challenges. The most dominant challenge mentioned by the participants is the presence of slang, which makes it difficult for them to understand the intended meaning and how the word should be used. In addition to slang, students also reported difficulties with English abbreviations, idioms, and informal expressions.

"One of the main challenges is that many words or phrases are slang, so their meanings are not always clear." (Q19)

Similarly, another participant explained that unfamiliar expressions, phrasal verbs, or idioms can be confusing:

"I'm still confused. I don't really understand the meaning of the targeted vocabulary. Sometimes it's slang words, phrasal verbs, or new idioms from other languages. Usually, the explanations come from foreigners or Indonesians themselves, who sometimes still find it confusing. It's not 100% clear yet, so I haven't fully grasped the meaning, you know..." (SNa)

Another participant highlighted that the frequent emergence of new slang on the internet makes it difficult to keep up with its meaning and usage:

“New slang often appears on the internet almost every month. I usually do not understand the meaning of those new expressions, and I also do not know how to use them.” (SAg)

“TikTok is full of internet slang and informal abbreviations. It can be hard to distinguish which vocabulary is safe to use in professional or academic settings versus casual conversation.” (Q23)

Overall, students experience difficulties when exposed to slang and informal expressions because their meanings are often unclear and context-dependent. Moreover, the frequent use of shortened forms and informal language in TikTok content sometimes raises concerns about whether such vocabulary can be appropriately used in more formal or academic contexts.

Speech comprehension challenges

This challenge includes difficulties in following the pace of speech, accents, and unclear pronunciation. Many students reported experiencing obstacles in following the flow of content due to the speaking speed of both native and non-native speakers on the TikTok platform. As a result, they receive unclear articulation from the speakers, making it difficult to understand the meaning and words being spoken. Several participants reported that the speed of speech made it difficult for them to understand the spoken vocabulary in the videos:

“I sometimes can’t get what the speaker says in the content when they’re talking too fast.” (Q8)

“I also find that fast pronunciation in music lyrics or videos can make it difficult to catch the exact words.” (Q13)

“Creators often speak very quickly or speed up the audio, making it difficult to catch the correct pronunciation or spelling of new words.” (Q23)

In addition to speaking speed, some individuals encounter challenges comprehending new vocabulary because the accents used by speakers vary in complexity. The presence of various English accents sometimes makes it harder for students to recognize familiar vocabulary.

“On TikTok, there are many creators from different countries, so their accents are definitely different too, like American, British, Australian, and others. Sometimes, this makes the pronunciation of a word sound different from what I knew before, making it hard to recognize.” (SHo)

Contextual and Content Limitations

Due to the limited duration of TikTok videos, many students struggle to understand vocabulary because the context in which words appear is often implicit or insufficiently explained. Limited context makes it difficult to clearly understand the meaning of certain vocabulary items.

“Some challenges I have experienced when learning English vocabulary through TikTok include limited context, which makes it hard to fully understand the meaning of certain words.” (Q13)

“Some challenges I have experienced include unclear context, as vocabulary is often presented in very short videos. Sometimes the meaning is not fully explained” (Q32)

Other participants also mentioned that different explanations from different creators can lead to confusion.

“Different creators sometimes explain the same word differently. It makes me confused sometimes...” (Q9)

In addition, some students reported that the vocabulary presented in TikTok content can sometimes appear inconsistent or inaccurate, which may lead to confusion when applying the words in other contexts.

“Vocabulary learned from TikTok is sometimes inconsistent or inaccurate, which can cause confusion when trying to use the words correctly in other contexts.” (Q13)

Contexts like jokes also confuse students about the true meaning of the words used by the speaker, which can happen due to cultural differences with the students' first language.

“Usually, people use slang or jokes on TikTok, and it makes me confused sometimes.” (Q3)

“Nah, when it comes to jokes, I have to say yes. Especially since sometimes the jokes are really different between foreigners and us. Sometimes people just don't get it, you know. Like, what do they mean...” (SNa)

Platform-related challenges

Only a small number of participants mentioned challenges related to TikTok's platform features. Data additionally indicates that students encounter difficulties in utilizing the subtitle feature, which is considered less accurate when translating conversations or speech directly from TikTok content.

“Yeah, even though there's this subtitle feature on TikTok that can be used. I just don't turn it on because I think it can be distracting on the screen, and sometimes the subtitles are not very accurate.” (STs)

In addition, another participant stated that entertainment content on TikTok can easily distract users from learning-focused content. Since TikTok is primarily an entertainment platform, students find it difficult to maintain focus when using it for vocabulary learning.

“It is very easy to get “sidetracked” by entertainment videos and lose focus on the actual lesson.” (Q17)

Strategies used to overcome the challenges experienced in informal vocabulary learning

Based on the collected data, five themes emerged regarding the strategies students use to overcome challenges in learning vocabulary informally through TikTok. These strategies reflect the ways students actively and spontaneously respond to the difficulties they encounter during the learning process. The strategies identified in this study include (1) meaning-seeking through external resources, (2) utilizing TikTok features, (3) vocabulary reinforcement, and (4) contextual vocabulary understanding. These strategies demonstrate how students adapt their learning behavior when engaging with English content on TikTok.

Meaning-seeking through external resources

Students tend to seek help from other platforms or external resources when they encounter difficulties in understanding new vocabulary obtained from TikTok. These include translation tools, online dictionaries, search engines, Artificial Intelligence, and other applications. Some participants often rely on translation tools and dictionaries to understand unfamiliar words, including their meanings, pronunciation, and grammatical categories.

“I sometimes use DeepL to translate, or I use the Oxford Dictionary to find out the meaning, pronunciation, and which part of speech it belongs to... If not, I also ask AI. Usually, they are clearer and provide longer explanations...” (SNa)

Another participant mentioned using search engines like Google to obtain a broader explanation and information about the context of the new vocabulary.

“Use another app, like Google directly, because that's the most common and covers the most... for example, we often use DeepL, but sometimes DeepL only translates word by word. With Google, it sometimes considers the context or something like that...” (SHa)

Most students rely directly on various translation websites or apps and search platforms like Google and AI because there is in-depth elaboration they can read and understand. Although

less frequently reported, some students also seek help from others, such as friends or more experienced individuals, to process new vocabulary from TikTok.

“I usually talk to others on Discord at night, just chatting around. So, I kind of throw out random words. Recently, I’ve been finding a lot of new words in memes, especially new slang. For example, like yesterday, there were words that appeared in memes such as aura, fanum tax, delulu, edging, gyatt, no cap, six seven... I didn’t know what they meant or how to use them. Even though I’ve watched memes with those words pass by and read the comments, I was still confused. So, I asked them, so they could give me the meanings and examples of how to use those words, similar to how we do it.” (SAg)

Utilizing TikTok features

As a social media platform with many advanced features, it also serves as a strategy for students to acquire new vocabulary from constantly evolving/changing content. The findings show that students mostly utilize the comment section to seek additional information from user interactions and the replay feature to re-watch parts they missed to grasp the intended meaning.

“I often replay the video multiple times until I catch the phrase. If I still can’t hear it clearly, I check the comments section, as usually someone else has asked about the specific word.” (Q23)

“When I have difficulty, I try to find explanations for the informal vocabulary or slang through the comment section. I also usually look for other videos on TikTok that explain the meaning and proper usage of the slang.” (Q7)

Students also reported using the TikTok search bar to find more explanations from other creators who provide similar content. Additionally, students choose to use the pause and slow down the video speed to capture words that appear in fast-paced content.

“I usually pause the video, replay it several times....,” as other students also agree, “The speaker’s talking or the news content is too fast. Sometimes I slow down the speed to 0.5 so I can better follow what they’re saying, understand the meaning, and avoid miscommunication. For example, if we replay or reduce the speed, but if there are no subtitles, sometimes we don’t know what the letters look like, or how the shape and structure are, so I’m afraid of making mistakes without subtitles.” (SNa)

The response indicates that students utilize several built-in features of TikTok to support their understanding of unfamiliar vocabulary encountered in TikTok content.

Vocabulary reinforcement

Many students think that the exposure to new vocabulary they receive will be useless without practice. Therefore, students use various vocabulary practice methods as their strategies to remember and acquire vocabulary more effectively. The findings show that students engage in two main types of practice: oral and writing practice.

“Sometimes I practice by chatting with ChatGPT, you know, talking to ChatGPT with voice to also test whether what I say gets caught by GPT or not.” (SNo)

“Write the new words, repeat them, and then practice with the context.” (Q28), similarly to (Q25), stated, “I usually replay the video, check the meaning in a dictionary, and use the word in my own sentence so I can remember it better.”

In addition, some students also apply reinforcement strategies to strengthen their memory of newly learned words. These strategies include note-taking, saving useful content, and time allocation for learning.

“When I find unfamiliar words, I write them down. Usually, I set aside at least 30 minutes for intentional practice to learn new vocabulary and pronunciation. I don’t really set a strict time limit. Sometimes, when I’m free, I open it. If not, I don’t. The important thing

is that I've already learned, at least 30 minutes a day, something like that. The content should also be useful.” (SNa)

Other students stated, *“I also use the 'save' or 'favorite' feature so I can watch it again later when I forget the words.” (Q15)*. Similarly, student (Q17) also stated, *“To handle distractions and improve memory, I save the video for review, write the words in a notebook, and use a timer to limit mindless scrolling.”*

These responses indicate that students reinforce their vocabulary learning by practicing the word and reviewing saved content or notes to strengthen their memory and understanding.

Contextual vocabulary understanding

Another strategy reported by students is understanding the meaning of vocabulary through contextual cues in the content. In some cases, students rely on the overall context of the video to interpret unfamiliar words without needing to look up their actual meanings. By focusing on the creators' general message, students are sometimes able to infer the meaning of the vocabulary.

“Sometimes when I already understand the context, what is being discussed, and what it means, even if there's one word I haven't heard or don't understand, what's important from that vocabulary is the context that the content creator wants to convey. I understand. Oh, so I have grasped the meaning the content creator intended. So, it seems there's no need to look for the specific meaning.” (SHo)

This response indicates that some students rely on contextual understanding as a strategy when encountering unfamiliar words instead of immediately searching for the specific meaning.

Discussion

The findings of this study suggest that informal vocabulary learning through TikTok results from the interplay between the challenges students encounter and their adaptive strategies, which stem from their proactive role in managing such difficulties. In this context, the vocabulary learning process is learner-centered, encouraging students to actively adjust their learning strategies as an adaptive mechanism that enables them to continue gaining understanding within an unstructured learning environment.

The findings above suggest that students do not merely rely on content available on TikTok but actively seek to expand their learning process by exploring various external resources. Nation (2017) stated source as vocabulary learning strategies means collecting information about new words by checking dictionaries and asking others about the meaning. Related to the present study, learners tend to seek meaning through other sources (e.g, Google, dictionaries, translation apps, and AI) and ask for help from friends or an expert. Students tend to need scaffolding to obtain detailed information. Scaffolding and help-seeking are considered important strategies in self-regulated learning within online environments (Wandler & Imbriale, 2017), where learners identify input limitations and take the initiative to regulate their learning. The emergence of these strategies was driven by students' encounters with the linguistic complexity of TikTok's language, given the platform's informal, authentic nature. Linguistic features such as slang, idioms, and abbreviated words posed a challenge for students because the linguistic input they encountered fell outside their academic vocabulary. TikTok videos often use casual language and slang that lead to inappropriate word choices in various contexts, as they differ from academic and professional English (Alharthy, 2025). This suggests that exposure to everyday language through TikTok content poses a challenge for students due to their limited knowledge, hindering their immediate understanding of the meaning of the words they encounter. Towairish (2021) argues that participants have difficulty understanding slang as it often draws on informal language contexts that necessitate a substantial grasp of cultural

concepts prevalent in English-speaking societies. Idiomatic expressions often cannot be translated literally and depend heavily on sociolinguistic understanding (Apridayani et al., 2024).

This strategy for deriving meaning is also linked to the challenges students face in understanding words due to the limited context and content provided. The short duration of TikTok videos makes it difficult to understand certain vocabulary in specific contexts, as there is no detailed explanation of the unfamiliar words used (Dwipa et al., 2024). Given TikTok's broad scope, there may be differences in context that contribute to inconsistent input for students. Students tend to get confused because words can have different meanings in different contexts.

In addition to affecting comprehension, this situation also impacts students' ability to retain the vocabulary. Therefore, as a strategy, students do not simply accept the material at face value but also proceed to the reinforcement process. It involves taking notes, reviewing, practicing orally or writing, and establishing a time management routine. This indicates that students are aware of the limitations of their learning and actively work to structure the learning experience more. According to B. J. Ali & Anwar (2021), students memorize new words by placing them in a sentence or writing them down. Students use note-taking strategies to support vocabulary retention because this practice can significantly enhance memorization and recall of new lexical items (Alahmadi & Foltz, 2020). This is particularly true for foreign language learners, from whom writing words in notes has been shown to increase the odds of vocabulary learning in both immediate and delayed post-tests (Jin & Webb, 2025). A cognitive strategy often implemented through vocabulary notebooks allows learners to organize and manage new words, thereby facilitating their storage in long-term memory (Walters & Bozkurt, 2009). This includes saving vocabulary-related content and actively applying newly acquired words in daily communication to reinforce recall and practical usage. Initial exposure to active production significantly enhances the quality of processing through varied encounters and strengthens the neural pathways associated with lexical items (Nation, 2017).

The study also found that students benefited from TikTok's interactive features, which they could incorporate into their strategies for overcoming challenges. In this study, students predominantly used the comment section as a solution to their difficulties in acquiring new vocabulary, due to its interactive nature. This allows students to have collaborative learning with other users or creators with knowledge from various perspectives (Duan, 2023). TikTok fosters a social nature through its interactive features that facilitate collaborative learning and support other users in the comment section. This suggests that the process of meaning-making involves active engagement on the part of the students. In line with Long's interaction hypothesis, students are not only exposed to the video but also observe and interact with others. Similarly, previous research by Ravago et al. (2023) on the Facebook platform indicates that commenting facilitates direct interaction among students, which is one of the most efficient strategies for acquiring a new language.

Features such as replay, pause subtitles, and speed adjustment indicate that students use these strategies to manage the flow of the new vocabulary in line with their processing capacity. Learners can control the amount of information they process by pausing and replaying videos for repeated exposure, thereby helping them achieve better understanding and retention (Tumolo & Bender, 2023). Subtitle videos significantly improve both receptive and productive vocabulary knowledge (Rosales, 2019), which aligns with the present finding that TikTok

subtitles also support vocabulary learning. This implies that TikTok features have become a strategy to address the challenges that hinder vocabulary learning. The findings revealed that students struggle to keep up with the speaking speed of creators or content. Fast-paced TikTok content can lead to a decline in students' ability to maintain focus during learning, resulting in falling behind. Therefore, students have difficulty picking up vocabulary from certain accents, not only because the videos are too fast but also because the pronunciation is unclear, whether from native or non-native speakers. Unfamiliar accents can hinder listening comprehension among EFL learners (Cheng, 2018), potentially disrupting vocabulary acquisition.

In addition to those features, the present study reported that student also utilize TikTok's search feature as their control of the input of information to locate alternative videos that provide clearer explanations. They control the input by not only relying on a single source, but instead actively navigating the platform to find content that better suits their learning needs. This behavior appears to emerge particularly when initial videos provide limited or unclear information about unfamiliar words (e.g., slang, idioms, and shortened words) and about different word meanings across contexts. Students are encouraged not only to absorb the material but to adapt it for easier understanding at their own level.

Some students also choose to guess the meaning without immediately seeking additional information. They assume and rely on the content itself, so it depends on their understanding of the context conveyed. It indicates that students may use compensation strategies as they acquire them to interpret linguistic and other clues. Guessing from clues is considered a subcategory of compensation strategies in Oxford's learning strategies taxonomy, indicating that proficient language learners are able to make effective guesses when encountering unknown words (Ehrman & Oxford, 1990). Research conducted by M. A. Ali (2020) demonstrates that integrating contextual guessing strategies significantly enhances vocabulary acquisition and reading comprehension by engaging higher-order cognitive processes. These strategies are usually used by students mostly when exposed to difficulty in meaning retention immediately through TikTok. Introducing vocabulary learning strategies at an earlier stage is crucial for maximizing benefits to students (Amalia & Sulistyani, 2025).

CONCLUSION

The study advances existing research by examining the learning strategies employed by EFL students to overcome vocabulary learning challenges encountered through TikTok within an informal context. This study found that undergraduate students encounter various challenges when using TikTok for vocabulary learning. However, students implement adaptive strategies to manage these challenges. The challenges present in vocabulary learning through TikTok including linguistics difficulties such as slang, speech comprehension, limited context and explanations, as well as platform-related challenges. Students employ various strategies to address these challenges. Students tend to look up meaning through external sources and reinforce their vocabulary by practicing, note-taking, and reviewing. Students utilize TikTok features to help them understand such unfamiliar words and unclear pronunciation. They also rely on understanding meanings through context clues.

These findings indicate that learning through TikTok constitutes an active process involving adaptation by students. The strategies employed not only facilitate overcoming challenges but also demonstrate students' capacity to independently manage their learning process. This suggests that effective learning outcomes from TikTok are dependent heavily on users' levels of self-regulation and strategic skills. Therefore, TikTok is more appropriately positioned as a supplementary learning tool, not as the primary source for vocabulary learning. The

implications of these findings suggest that students need to be equipped with appropriate learning strategies to utilize the platform optimally.

However, there are remaining limitations in this study, including the limited number of higher education students at Universitas Negeri Semarang from a relatively homogenous context. It shows that the findings cannot be widely generalized. Data are self-reported and highly dependent on the participants' subjective perceptions. Recommendation for further research to involve a more diverse group of participants from various institutional contexts or language proficiency levels to obtain a more comprehensive picture. Furthermore, direct observation or analysis of learning behavior on the platform might be held to provide a deeper understanding of the strategies actually employed.

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