



A CONCEPTUAL FRAMEWORK FOR USING TIKTOK TO FACILITATE AUTONOMOUS VOCABULARY LEARNING AMONG EFL LEARNERS

Lathifa Khania Janastasya¹, Arif Suryo Priyatmojo²

^{1,2}Universitas Negeri Semarang

E-mail: ¹ lathifakania@students.unnes.ac.id, ² arifsuryo@mail.unnes.ac.id

Accepted :

27 June 2025

Published :

4 July 2025

Corresponding Author:

Lathifa Khania Janastasya

Email Corresponding :

lathifakania@students.unnes.

ABSTRACT

This paper introduces a new perspective on how TikTok can be utilized to facilitate autonomous English vocabulary learning, offering an alternative to traditional pedagogical methods that often lack student engagement and practical relevance. Through a synthesis of previous studies and a review of key learning theories, this paper proposes a conceptual framework grounded in the assertion that TikTok serves as a valuable educational resource by integrating three foundational concepts: Vygotsky's social learning theory, Schmitt's vocabulary learning strategies, and Benson's theory of autonomous learning. In essence, TikTok's unique features such as its interest driven algorithm and authentic content, create an environment where students can engage in self-directed learning and apply strategic techniques for effective vocabulary acquisition. Therefore, an understanding of this theoretical synthesis can empower educators to guide students in transforming TikTok from a mere entertainment application into an intentional tool for language learning. This framework aims to provide educators with new insights for developing innovative pedagogies suited to the digital habits of contemporary students, while also establishing a foundation for future research.

Keywords: *Autonomous Learning, EFL Students, Social Constructivism, TikTok, Vocabulary.*

1. INTRODUCTION

In the digital age, social media has become an integral part of daily life, influencing not only communication and entertainment but also education. The increasing integration of digital platforms into learning environments has transformed the dynamics of language education, particularly in how learners acquire and engage with new vocabulary. Among the various platforms, TikTok has emerged as a notable tool that, while originally designed for entertainment, now presents untapped potential for educational purposes. The rise of short-form video content encourages quick, engaging, and repeated exposure to language elements, particularly vocabulary, in authentic and contextualized settings.

The global disruption caused by the COVID-19 pandemic further catalyzed the shift from traditional, classroom-based instruction to

more autonomous, self-regulated, and digital learning modes. This shift has challenged both educators and students to reconceptualize how learning takes place in virtual and informal environments (Shi et al., 2018; Mystakidis et al., 2021). Consequently, language educators have increasingly turned to innovative tools that align with learners' digital habits and preferences—among them, TikTok stands out due to its widespread usage among youth and its affordances for creative expression and multimodal communication.

Traditional vocabulary instruction often involves lists, flashcards, and rote memorization, which, although effective for certain learners, may lack contextual richness and fail to sustain engagement (Wei, 2023). In contrast, research into informal and mobile-assisted language learning (MALL) environments shows that learners benefit from repeated, meaningful, and

Vol 8, No 2 (2025): ESTEEM

multimodal exposure to vocabulary in context (Godwin-Jones, 2018; Schmidt & Schmidt, 2020).

Autonomous learning, defined as the learner's ability to take charge of their own learning process (Wahyuni et al., 2019), becomes particularly relevant in digital settings where formal teacher presence is minimal or absent. According to John-Steiner and Mahn (2020) Sociocultural Theory, learning is a socially mediated process, and tools like TikTok, which facilitate interaction and collaborative meaning-making, can enhance learners' language development by situating vocabulary in culturally and socially relevant contexts.

While several studies have explored the role of social media such as Facebook, Instagram, and YouTube in language learning (Zulkifli et al., 2022; Rohmawati et al., 2019), limited scholarly attention has been given specifically to TikTok as a platform for autonomous vocabulary learning.

Despite the growing use of TikTok among language learners, educators and researchers continue to face several critical challenges that highlight the complex nature of integrating informal digital platforms into structured educational objectives. One of the primary concerns is how a platform originally designed for entertainment can be effectively repurposed to achieve specific pedagogical goals, such as vocabulary acquisition. TikTok's short-form, algorithm-driven content is intended to capture attention rather than support systematic learning, raising questions about its compatibility with educational frameworks.

Another key issue is the extent to which learners are able—or unable—to employ strategies that transform passive, casual viewing into purposeful and effective learning experiences. While some learners may intuitively engage with content in ways that enhance vocabulary development, others may lack

the metacognitive skills needed to extract linguistic input from an entertainment-driven platform. This highlights a gap in learner training and support, particularly in fostering the skills necessary for self-directed learning in digital spaces.

Furthermore, supporting learner autonomy in an informal, non-traditional learning environment like TikTok poses additional challenges. The platform's content is algorithmically curated, offering little structure or guidance, which can make it difficult for learners to set goals, monitor progress, and maintain motivation. This tension—between informal digital engagement and intentional, outcome-oriented learning—represents a significant area of concern for educators seeking to bridge the gap between popular digital culture and effective language education. As such, there is a pressing need for research and pedagogical models that explore how platforms like TikTok can be meaningfully integrated into autonomous vocabulary learning without compromising educational rigor.

Although previous research has acknowledged the educational affordances of social media in general, there remains a gap in the literature concerning TikTok's specific impact on learner autonomy in vocabulary acquisition. Most existing studies are exploratory or anecdotal in nature and do not provide a comprehensive theoretical framework that bridges psychological, linguistic, and technological dimensions of autonomous learning in TikTok environments.

Furthermore, studies that investigate learner strategy use, platform design features, and pedagogical implications in tandem are still lacking. There is also a need for a multidisciplinary approach that goes beyond traditional instructional models and considers sociocultural, cognitive, and media perspectives.

A CONCEPTUAL FRAMEWORK FOR USING TIKTOK TO FACILITATE AUTONOMOUS VOCABULARY LEARNING AMONG EFL LEARNERS

This paper aims to develop a conceptual framework that integrates key theories from autonomous learning, vocabulary acquisition, and digital media studies to explain how TikTok can be leveraged as an effective platform for autonomous vocabulary learning among English as a Foreign Language (EFL) learners. Specifically, the study pursues three main objectives. First, it seeks to identify and synthesize the theoretical foundations that support vocabulary learning in informal, digital environments—drawing from both psychological and linguistic perspectives to highlight how autonomy and contextual engagement influence language acquisition. Second, it proposes a pedagogical model that outlines the process by which learners can transform their use of TikTok from a purely entertainment-driven activity into an intentional, self-directed learning tool. This includes mapping the cognitive and behavioral steps learners can take to extract and retain vocabulary knowledge from TikTok content.

Third, the paper aims to provide practical implications for educators, learners, and content creators, offering strategies and guidelines to optimize the use of TikTok for vocabulary learning. These may include content design principles, learner training techniques, and ways to scaffold autonomy in informal learning environments. By addressing these objectives, the study contributes both theoretically and practically to the evolving field of Technology-Enhanced Language Learning (TELL), with a particular focus on the integration of social media platforms and the promotion of learner autonomy in 21st-century language education.

2. LITERATURE REVIEW

2.1 Autonomous Language Learning

Autonomous language learning refers to a learner's ability to take charge of their own learning journey, including setting goals, choosing materials, and evaluating outcomes (Fitriyah & Jannah, 2021; Jaya et al., 2025; Lesiana et al., 2023). This approach fosters a sense of ownership and responsibility, enabling learners to tailor their learning experiences to personal needs and preferences. In the context of language learning, autonomy promotes lifelong learning by helping learners develop strategies to overcome challenges, sustain motivation, and reflect critically on their progress. The development of autonomy is especially important in informal and digital contexts where structured teacher guidance may be limited or absent.

In digital environments like TikTok, autonomous learning manifests when learners make intentional decisions to follow certain content creators, search for language-related hashtags (e.g., #LearnEnglish), and use app features (e.g., saving or dueting videos) to revisit and practice vocabulary. These behaviors reflect self-directed engagement, where learners use the platform not merely for entertainment, but as a tool for language development. The algorithmic nature of TikTok, which adapts to user interests, further reinforces autonomy by providing increasingly personalized language input based on the learner's activity, thus enabling continuous and self-regulated exposure to the target language.

2.2 Vocabulary Acquisition

Vocabulary acquisition plays a crucial role in language proficiency as it directly affects learners' ability to comprehend and produce language effectively. Schmitt (2020) divides vocabulary learning strategies into two main categories: discovery strategies, which involve learning new words through guessing from context, using dictionaries, or asking others; and consolidation strategies, which focus on

Vol 8, No 2 (2025): ESTEEM

reinforcing previously learned vocabulary through repetition, use in communication, and association with prior knowledge. Effective vocabulary learning requires not only initial exposure but also repeated engagement in varied contexts to solidify understanding and enable long-term retention (Rama et al., 2023; Nation, 2022; Olsson & Tvena, 2023).

TikTok naturally supports both discovery and consolidation strategies due to its multimodal and interactive content. For instance, learners might come across unfamiliar words while watching English-speaking content and deduce meanings from visual cues, gestures, or subtitles—this represents a discovery strategy. They can then apply consolidation strategies by saving the video, repeating it, using the word in the comments, or mimicking the speaker. The short, engaging format of TikTok videos allows for multiple exposures to the same vocabulary item across different contexts, facilitating deeper processing and retention. This dynamic interaction between exposure and usage positions TikTok as a potentially powerful platform for incidental vocabulary learning.

2.3 Social Media and Language Learning

Social media platforms have reshaped the landscape of language learning by offering informal, authentic environments that foster exposure to real-world language use. According to Arafah and Hasyim (2019), social media provides unique opportunities for learners to engage in meaningful communication, access diverse language input, and develop intercultural competence. Unlike traditional language instruction, which often relies on curated materials, social media exposes learners to idiomatic expressions, slang, cultural nuances, and

various registers of language in real-time. These elements are essential for developing communicative competence and navigating authentic interactions (Byram, 2020; Savignon, 2018).

TikTok, in particular, stands out as a highly immersive platform where learners can encounter language in diverse, engaging, and contextualized formats. Videos that feature storytelling, comedy, commentary, or tutorials often include vocabulary that reflects contemporary usage and cultural relevance. Learners can follow creators who specialize in English content or language education, and engage in comment threads to practice writing skills. Moreover, they can respond to content through likes, shares, or duets—actions that encourage interaction and reinforce vocabulary through social participation. These features demonstrate how TikTok, despite being entertainment-focused, can serve as an effective tool for incidental language learning when approached intentionally.

2.4 Theoretical Foundations

Vygotsky's Sociocultural Theory posits that learning is fundamentally a social process, mediated by interaction with others and cultural tools (Vygotsky, 1998). Language development occurs within the Zone of Proximal Development (ZPD), where learners build on their current skills with the support of more knowledgeable peers. On TikTok, such scaffolding is evident when learners engage with content from fluent speakers, participate in challenges, or receive feedback in the comments. These interactions not only support vocabulary learning but also foster deeper cognitive engagement as learners negotiate meaning, imitate usage, and reflect on linguistic forms within a social context.

Benson's Theory of Autonomy (2011) complements this by emphasizing the

Vol 8, No 2 (2025): ESTEEM

role of the learner as an active agent in digitally mediated learning environments. In platforms like TikTok, learners must navigate vast amounts of content, decide which creators to follow, and determine how best to use the information for their learning goals. This requires critical thinking, goal-setting, and self-monitoring—core components of learner autonomy. As learners become more confident in curating their own learning pathways, they take greater ownership of their language development, transforming passive media consumption into an intentional, strategic learning process.

Schmitt's Taxonomy of Vocabulary Learning Strategies (2020) provides a cognitive map for how learners engage with new words. This framework helps explain how TikTok's video content can support both initial vocabulary discovery and long-term consolidation. For example, watching a series of videos that repeatedly use the word "awkward" in humorous contexts helps solidify its meaning and connotation. If learners then begin to use the word in their own comments or video responses, they reinforce it through productive use. Thus, Schmitt's taxonomy bridges the cognitive processes of learning vocabulary with the practical opportunities available on TikTok, making it a useful framework for analyzing language acquisition on digital platforms.

3. METHODOLOGY

This paper adopts a conceptual research method, aiming to develop a theoretical model rather than test a hypothesis empirically. The conceptual framework is constructed by synthesizing key theories from educational psychology, second language acquisition, and media studies. It is designed to explain how TikTok's technological affordances can support autonomous vocabulary learning in

EFL contexts. Four interconnected components guide this framework:

- 1) Media (platform affordances and features).
- 2) Theory (learning mechanisms).
- 3) Process (learner engagement and strategy use).
- 4) Outcome (vocabulary acquisition and learner autonomy).

4. RESULT AND DISCUSSION

4.1 Reframing Vocabulary Learning in the Digital Age

The paradigm of vocabulary learning in English as a Foreign Language (EFL) contexts has gradually shifted from traditional methods to more dynamic, learner-centered, and meaningful approaches. Conventional techniques such as memorizing long word lists and completing textbook exercises are still prevalent in many classrooms (Ibrahim et al., 2023). However, their efficacy is increasingly questioned due to their repetitive nature, which can lower student motivation and hinder long-term vocabulary retention. Rooted in behaviorist principles, these methods often isolate words from their semantic and pragmatic contexts, making it difficult for learners to transfer knowledge into communicative competences (Afisi, 2020).

A study by Olsson and Tvena (2023) found that learners who used online resources for vocabulary acquisition outperformed those who relied solely on conventional methods. This suggests that digital tools can offer a more engaging and effective learning experience. As digital technology continues to evolve, social media platforms such as TikTok are playing an increasingly important role in language education. These platforms provide access to short videos anytime and anywhere, exposing students to new vocabulary in authentic and contextually rich situations (Alghameeti, 2022).

This shift reflects a broader transition from structured, formal instruction to informal, interest-driven language exposure. Learners not only engage in intentional learning such as searching for vocabulary tutorials but also benefit from incidental learning as they encounter new words while

Vol 8, No 2 (2025): ESTEEM

watching entertainment content. This type of organic exposure mirrors first language acquisition, where vocabulary is learned through immersion rather than explicit instruction (Tuyen & Huyen, 2019). Alshreef and Khadawardi (2023) reported that students held positive attitudes toward using TikTok for English vocabulary learning, highlighting the platform's role in enhancing lexical development while providing an enjoyable learning experience.

Multiple studies converge on the finding that platforms like TikTok enhance vocabulary acquisition while boosting learner enjoyment and autonomy. Zainal et al. (2020) found that social media enables learners to observe language used in authentic and interactive ways, which makes vocabulary learning more meaningful. This aligns with findings by Fitriani and Masykuroh (2023), who reported that EFL learners used TikTok to autonomously expand their vocabulary outside formal classroom settings. Respondents also noted that TikTok made vocabulary acquisition both easier and more enjoyable.

These findings underscore the importance of integrating social media into vocabulary learning strategies that are contextual and relevant to students' everyday lives. By combining educational content with entertainment, TikTok supports an impactful learning process (Rita & Subekti, 2023). One of the platform's greatest strengths lies in its exposure to authentic language use. Creators from diverse backgrounds use English both as native and non-native speakers offering learners rich linguistic input. This content often includes idioms, slang, and culturally embedded expressions that are rarely found in textbooks (Marzuki & Mustapha, 2023). Such exposure makes the language feel alive and applicable to real-life situations. Hussein and Khalaf (2023) emphasized that engaging with social media content enhances vocabulary acquisition and boosts learners' confidence in using new words.

4.2 TikTok as a Platform for Autonomous Language Learning

TikTok possesses inherent features that support independent English learning, making it a powerful tool for self-directed study. The short-video format, personalized

algorithm, flexible access, and high user engagement together create an optimal learning environment for EFL learners (Tan et al., 2022). The microlearning approach engaging with brief, focused content minimizes cognitive overload and aligns with contemporary attention spans (Hu & Du, 2022). This approach is particularly effective for vocabulary acquisition, as learners can focus on specific elements such as pronunciation or word usage within a short timeframe.

According to Susanto (2024), EFL students use TikTok to develop various language skills beyond vocabulary, including grammar, pronunciation, listening, speaking, reading, and writing. The real-life contexts in TikTok videos help learners understand and apply language in practical ways. Furthermore, the platform's accessibility allows learners to engage with content anytime and anywhere, supporting learner autonomy (Laili et al., 2023). Hadijah et al. (2023) found that Indonesian EFL students felt more motivated to learn English on TikTok because they could select content based on their interests and study at their own pace.

One of TikTok's most impactful features is its algorithm, which curates personalized content based on user behavior. This promotes a serendipitous learning environment, where learners discover helpful language tips—even when not actively seeking them (Felaco, 2025). For instance, a learner may encounter a grammar explanation or vocabulary lesson while watching videos for leisure, reinforcing both intentional and incidental learning.

Beyond vocabulary, TikTok also enhances speaking skills. Hongsa et al. (2023) showed that many learners found the platform creative and enjoyable for improving oral proficiency. Interactive features such as duets, comment sections, and challenges further encourage active participation. These affordances turn passive viewers into active contributors, fostering collaborative learning. For example, learners might ask questions in the comments and receive helpful responses from peers—creating opportunities for peer scaffolding, a concept grounded in Vygotsky's theory of social interaction (Fiallos Ordoñez, 2021). Farisca Adhani et al. (2023) also reported

Vol 8, No 2 (2025): ESTEEM

increased learner confidence in speaking after regular TikTok use.

4.3 Learner Motivation and Engagement through Informal Learning

On TikTok, the boundary between education and entertainment blurs into an engaging learning experience often termed "edutainment." This model drives motivation by wrapping educational content in humor, storytelling, and music (Zein, 2024). Here, knowledge is presented not as dry textbook material, but as accessible and engaging content. Motivation arises intrinsically, not from external pressures but from curiosity sparked by creative content creators.

This engagement supports Vygotsky's Zone of Proximal Development (ZPD), where learning is optimized when cognitive and emotional readiness are high (Liu, 2023). Additionally, Benson's concept of learner autonomy is evident, as learners feel free to experiment without fear of failure or assessment. This lowers the "affective filter"—a psychological barrier that hinders learning under stress or anxiety. Siraji (2025) confirmed that TikTok fosters a relaxed atmosphere conducive to learning.

Humor, storytelling, and creativity are central to TikTok's educational potential. Many creators produce short stories or skits embedding vocabulary in authentic contexts—such as restaurant conversations or study tips in song form. This narrative-based instruction aids memory retention more effectively than rote memorization (Zulfia & Andini, 2023). TikTok also exposes students to natural usage of idioms, slang, and informal expressions, helping them grasp nuances that textbooks may overlook.

By merging edutainment, creativity, and interactive participation, TikTok offers an informal yet effective space for independent vocabulary learning. It boosts learner motivation, engagement, and long-term retention.

4.4 The Proposed Conceptual Framework

Understanding TikTok's effectiveness as a language learning tool requires grounding in established learning theories. Vygotsky's sociocultural theory posits that learning is a socially mediated, active process.

Knowledge is constructed through interaction using cultural tools—today, including digital technologies.

Learning occurs most effectively within the learner's Zone of Proximal Development (ZPD), where they can grasp new concepts with guidance from a More Knowledgeable Other (MKO). On TikTok, the MKO could be a teacher, peer, or even a content creator. The platform's features—such as captions, pausing, duets, and stitched replies—act as digital scaffolds that support learners in bridging the gap between their current competence and learning goals (Zuo et al., 2023; Mulyanah et al., 2024).

Discussion

The rapid development of digital platforms such as TikTok presents significant implications for the world of language education. The conceptual framework proposed in this study shows that TikTok is no longer merely viewed as an entertainment medium, but can be positioned as an effective learning tool. This paradigm shift is supported by the findings of Laili et al. (2023) which show a change in perception that recognizes social media as an educational medium. This reflects Vygotsky's principle of social constructivism, where informal learning environments such as TikTok are recognized as valid 'social spaces' for the construction of knowledge. Furthermore, the increase in student self-confidence and motivation found by Ajmal et al. (2021) is a reflection of the development of learner autonomy (Benson, 2011), where students feel they have control and flexibility over their learning process. Furthermore, this framework highlights new opportunities, where the platform's short videos can expose learners to authentic English, slang, and everyday expressions that are often absent from (Eti & Rosalinah, 2024). This opportunity allows learners to apply discovery strategies (Schmitt, 2020) to real-world relevant material. This active engagement is further evidenced by specific learner behaviors noted in emerging research, such as taking notes, capturing screenshots of key information, or bookmarking content for later review, which function as concrete consolidation strategies (Andriana et al.,

Vol 8, No 2 (2025): ESTEEM

2025). As Zein (2024) notes, when learning feels more enthusiastic because of its entertaining format, engagement and exposure to the target language also increase significantly, creating ideal conditions for vocabulary acquisition. However, the implementation of TikTok in learning is not free from fundamental challenges. A primary challenge pertains to the quality and reliability of user-generated content. Findings by Hu & Du (2022b) highlighting the prevalence of content with linguistic inaccuracies, such as incorrect pronunciation, confirm that not all materials on this platform have pedagogical validity. This challenge has direct implications for the risk of shallow learning. According to research by Zam Zam (2019), if there is no guidance, students tend to only achieve passive understanding. This means that they may understand the meaning of a word when reading or hearing it (receptive acquisition), but do not learn how to use it themselves in conversation or writing (productive acquisition). Therefore, critical guidance from educators becomes indispensable to bridge this gap.

5. CONCLUSIONS

This study concludes that vocabulary learning in the digital era has shifted toward more autonomous, contextual, and technology-driven approaches. The use of TikTok as a learning medium proves effective in enhancing English vocabulary acquisition through authentic, interactive, and engaging content. The implications highlight the need for integrating digital media into language instruction, reinforcing theories of social and constructivist learning, and encouraging educational technology developers to create relevant learning materials. Future research is recommended to explore the use of TikTok across broader learner groups and contexts, compare its effectiveness with other platforms, conduct longitudinal studies, examine the impact of student-generated content, and address challenges such as content accuracy and potential distraction.

6. REFERENCE

- Afisi, O. T. (2020). The concept of semiotics in Charles Sanders Peirce's pragmatism. *Trends in Semantics and Pragmatics Researchgate*.
- Ajmal, M., Salim Keezhata, M., Muftaba Yasir, G., Alam, S., Khan, D., Professor, A., & Author, C. (2021). Exploring the Role of Motivation in English Language Teaching: Learners and Teachers Perspective. In *Psychology and Education* (Vol. 58, Issue 1). www.psychologyandeducation.net
- Alghameeti, A. A. (2022). Is TikTok an Effective Technology Tool in English Vocabulary Expansion? *English Language Teaching*, 15(12), 14. <https://doi.org/10.5539/elt.v15n12p14>
- Alshreef, N. R., & Khadawardi, H. A. (2023). Using TikTok as a Tool for English Vocabulary Learning in the EFL Context. *English Language Teaching*, 16(10), 125. <https://doi.org/10.5539/elt.v16n10p125>
- Andriana, D. R. A., Muhaimi, L., & Lail, H. (2025). Students' Learning Strategies to Acquire Vocabulary Using TikTok by 8th Grade of SMPN 1 Mataram. *Journal of English Education Forum (JEEF)*, 4(4), 210–214. <https://doi.org/10.29303/jeeef.v4i4.791>
- Arafah, B., & Hasyim, M. (2019). The language of emoji in social media. *KnE Social Sciences*, 494–504. <https://doi.org/10.18502/kss.v3i19.4880>
- Byram, M. (2020). *Teaching and Assessing Intercultural Communicative Competence* (2nd ed.). Multilingual Matters.
- Eti, S. H., & Rosalinah, Y. (2024). *IDEAS Journal of Language Teaching and Learning, Linguistics and Literature An Analysis of Gen Z's Digital Slang: Patterns from TikTok Comment Sections*. 12(2), 3250–3262. <https://doi.org/10.2456/ideas>

Vol 8, No 2 (2025): ESTEEM

- Farisca Adhani, O., Nur Fadhillah, A., Auliya Yahya, R., Wintolo Apoko, T., & Muhammadiyah Hamka, U. (2023). *EFL Students' Perceptions on the Use of TikTok in Improving Speaking Skill*.
- Felaco, C. (2025). *Making Sense of Algorithm: Exploring TikTok Users' Awareness of Content Recommendation and Moderation Algorithms*.
<https://www.researchgate.net/publication/389052323>
- Fiallos Ordoñez, A. (2021). *TikTok and Education: Discovering Knowledge through Learning Videos*.
<https://doi.org/10.13140/RG.2.2.21133.26080>
- Fitriyah, I., & Jannah, M. (2021). Online Assessment Effect in EFL Classroom: An Investigation on Students and Teachers' Perceptions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(2), 265.
<https://doi.org/10.21093/ijeltal.v5i2.709>
- Fitriani, M. K., & Masykuroh, Q. (2023). *Exploring EFL Students' Perception on the use of TikTok in Vocabulary Learning beyond the Classroom*.
- Gherheș, V., Stoian, C. E., Fărcașiu, M. A., & Stanici, M. (2021). E-learning vs. Face-to-face learning: Analyzing students' preferences and behaviors. *Sustainability (Switzerland)*, 13(8).
<https://doi.org/10.3390/su13084381>
- Guerra, E., & Kronmüller, E. (2024). Are Adolescents with a Wider Vocabulary Faster at Inference Making During Reading? Evidence from Self-Paced Reading. *Education Sciences*, 14(12).
<https://doi.org/10.3390/educsci14121368>
- Godwin-Jones, R. (2010). Emerging Technologies. *Language Learning and Technology*, 14(2), 4–11.
<http://llt.msu.edu/vol14num2/emerging.pdf>
- Hadijah, H., Widayati, U., Ilahi, T., & Puspitasari, E. (2023). TikTok as a tool of autonomous learning: indonesian efl students' voices. *Wiralodra English Journal*, 7(2), 89–98.
<https://doi.org/10.31943/wej.v7i2.235>
- Hongsa, N., Wathawatthana, P., & Yonwilad, W. (2023). The Effects of TikTok Application on the Improvement of EFL Students' English-Speaking Skills. *World Journal of English Language*, 13(7), 77–88.
<https://doi.org/10.5430/wjel.v13n7p77>
- Hu, H., & Du, K. (2022b). TikTok in Mobile-Assisted English Language Learning: An Exploratory Study. *International Journal of Information and Education Technology*, 12(12), 1311–1320.
<https://doi.org/10.18178/ijiet.2022.12.12.1755>
- Hussein, N., & Khalaf, N. Z. (2023). The effect of Content Creator for English Phenomenon in social media on Vocabulary Learning. *AJELP: The Asian Journal of English Language and Pedagogy*, 11(2), 100–123.
<https://doi.org/10.37134/ajelp.vol11.2.9.2023>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). From silent to supreme: The transformative power of project-based learning on language learners. *Multidisciplinary Reviews*, 8(8), 2025258.
<https://doi.org/10.31893/multirev.2025258>
- John-Steiner, V., & Mahn, H. (2020). Sociocultural Approaches to Learning and Development: A Vygotskian Framework. *Educational Psychologist*, 31(3–4), 191–206.
<https://doi.org/10.1080/00461520.1996.9653266>
- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom Interaction in Communicative Language Teaching of Secondary School. *Esteem Journal of English Education Study Programme*, 7(1), 61–71.
<https://doi.org/10.31851/esteem.v7i1.12661>

Vol 8, No 2 (2025): ESTEEM

- Kemala Sari, M., & Yoni, E. (2021). *The Impacts of Covid-19 Pandemy on Technology Literacy Usage on Students Learning Experience*. <http://creativecommons.org/licenses/by/4.0/>
- Khlaif, Z. N., & Salha, S. (2021). Using TikTok in Education: A Form of Micro-learning or Nano-learning? *Interdiscip J Virtual Learn Med Sci*, 12(3), 213–218. <https://doi.org/10.30476/ijvlms.2021.90211.1087>
- Kresnayoga Susanto, A. (2024). Exploring EFL Students' Perspectives: The Role of TikTok in Enhancing English Language Skills. In *Journal of English for Academic and Specific* (Vol. 7).
- Laili, R. N., Tinggi, S., & Kesehatan Banyuwangi, I. (2023). *LUNAR (Language and Art) Students' Perspectives on Using TikTok Videos as a Medium for Learning English*. 7(2).
- Lemana, H. E., Ulla, M. B., & Kohnke, L. (2024). TikTok for language teachers: Affordances of TikTok on teachers' identity and emotional vulnerability. *Heliyon*, 10(14). <https://doi.org/10.1016/j.heliyon.2024.e34388>
- Liu, Y. (2023). TikTok's Influence on Education. In *Journal of Education, Humanities and Social Sciences EPHHR* (Vol. 2022).
- Marzuki, E., & Mustapha, N. S. (2023). Use Of TikTok Slang Among Malaysian Generation Z. *Trends in Undergraduate Research*, 6(2), f12-17. <https://doi.org/10.33736/tur.5516.2023>
- Mulyanah, E. Y., Amarullah, A., & Ishak. (2024). TikTok: How the Application Became the Motivation for Online Learning for EFL Students During the COVID-19 Pandemic in Indonesia. *Theory and Practice in Language Studies*, 14(4), 1264–1273. <https://doi.org/10.17507/tpls.1404.34>
- Mystakidis, S., Berki, E., & Valtanen, J. P. (2021). Deep and Meaningful E-Learning with Social Virtual Reality Environments in Higher Education: A Systematic Literature Review. *Applied Sciences*, 11(5), 2412. <https://doi.org/https://doi.org/10.3390/app11052412>
- Nation, I. S. . (2022). *Learning Vocabulary in Another Language*. Cambridge University Press. <https://doi.org/https://doi.org/10.1017/9781009093873>
- Olsson, A., & Tvena, A. (2023). Physically oriented learning meets vocabulary acquisition and motivation: how the ESL classroom can combine with PE through cross-curricular collaboration. *DIVA*. <https://www.diva-portal.org/smash/record.jsf?pid=diva2%3A1731436&dswid=-6545>
- Peng, C. (2025). The Power of Humor: Its Impact on Cognitive Load and Affective Filtering in EFL Learning. *International Educational Research*, 8(2), p15. <https://doi.org/10.30560/ier.v8n2p15>
- Puja, I. B. P. (2024). The mediating role of online learning motivation in the influence of service quality, social media usage, and pedagogical teaching competence of teachers on student learning satisfaction. *Cogent Social Sciences*, 10(1). <https://doi.org/10.1080/23311886.2024.2396934>
- Rama, M. A., Hamdani, Z., & Prihatini, C. (2023). Students' Perception On The Use Of Tiktok As An Effective Learning Media In Improving Students' Vocabulary. *Journal on Education*. <https://doi.org/https://doi.org/10.31004/joe.v5i4.4047>
- Rita, R., & Subekti, A. S. (2023). TikTok and Vocabulary Learning: A Survey Study of Indonesian Students from English Departments. *Pedagogy: Journal of English Language Teaching*, 11(2), 202. <https://doi.org/10.32332/joelt.v11i2.7866>
- Rohmawati, L., Ramadhani, E. D., &

- Pramesti, R. S. (2019). Efektivitas video youtube “wonderland indonesia by alffy rev (ft.novia bachmid) sebagai wadah untuk menumbuhkan rasa cinta terhadap kekayaan lagu daerah di indonesia. *Academia.Edu*, 11(1), 1–14. http://scioteca.caf.com/bitstream/handle/123456789/1091/red2017-eng-8ene.pdf?sequence=12&isallowed=y%0ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0ahttps://www.researchgate.net/publication/305320484_sistem_pembetungan_terpusat_strategi_melestari
- Savignon, S. J. (2018). Communicative Competence. *The TESOL Encyclopedia of English Language Teaching*, 1–7. <https://doi.org/https://doi.org/10.1002/9781118784235.eelt0047>
- Schdmit, N., & Schdmit, D. (2020). *Vocabulary in Language Teaching; Second Edition*.
- Sharma, V. (2020). Saudi Students’ Perspective on Social Media Usage to Promote EFL Learning. *International Journal of Linguistics, Literature and Translation*, 2(1), 117–127. <https://doi.org/10.32996/ijllt.2019.2.1.17>
- Shi, J.-C., Yu, Y., Da, Q., Chen, S.-Y., & Zeng, A.-X. (2018). Virtual-Taobao: Virtualizing Real-world Online Retail Environment for Reinforcement Learning. *Computer Science*. <https://doi.org/10.48550/arXiv.1805.10000>
- Siraji, A. D. (2025). Exploring how TikTok contents drive student’s motivation for linguistic competence in English. *Environment and Social Psychology*, 10(1). <https://doi.org/10.59429/esp.v10i1.3091>
- Suryadi. (2018). The Effects of Self-Confidence and Vocabulary Mastery on Students’ Speaking Skill. In *Journal of English Language Studies* (Vol. 3). <http://jurnal.untirta.ac.id/index.php/JELS>
- Tan, K. H., Rajendran, A., Muslim, N., Alias, J., & Yusof, N. A. (2022). The Potential of TikTok’s Key Features as a Pedagogical Strategy for ESL Classrooms. In *Sustainability (Switzerland)* (Vol. 14, Issue 24). MDPI. <https://doi.org/10.3390/su142416876>
- Tuyen, L. Van, & Huyen, V. T. (2019). Effects of using Contextual Clues on English Vocabulary Retention and Reading Comprehension. *International Journal of English Literature and Social Sciences*, 4(5), 1343–1347. <https://doi.org/10.22161/ijels.45.15>
- Vygotsky, L. (1998). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
- Wahyuni, S., Mujiyanto, J., Rukmini, D., & Fitriati, S. W. (2019). Examining Teachers’ Innovation in EFL Classrooms in Promoting Students’ Autonomous Learning. *International Conference on English Language Teaching, Literature, and Translation*, 188, 330–339. <https://doi.org/10.2991/eltlt-18.2019.64>
- Wijaya, I. P., Yulianto, W. E., & Ginting, D. (2023). The Teaching English on TikTok: Content Analysis Based on Cognitive Theory of Multimedia Learning. *Education of English as A Foreign Language*, 6(2), 179–199. <https://doi.org/10.21776/ub.educafl.2023.006.02.06>
- Wei, L. (2023). Artificial intelligence in language instruction: impact on English learning achievement, L2 motivation, and self-regulated learning. *Frontiers in Psychology*, 14. <https://doi.org/10.3389/fpsyg.2023.1261955>
- Yang, H. (2020). *Secondary-school Students’ Perspectives of Utilizing Tik Tok for English learning in and beyond the EFL classroom*.
- Zainal, Z., Rahmat, H., & Pengajian Bahasa, A. (2020). Social media and its influence on vocabulary and language

Vol 8, No 2 (2025): ESTEEM

learning: a case study. *European Journal of Education Studies*.
<https://doi.org/10.46827/ejes.v7i11.3259>

Zam Zam, A. A. (2019). The Use of Social Media for English Language Learning: An Exploratory Study of EFL University Students. *Metathesis: Journal of English Language Literature and Teaching*, 3(2), 224–233.
<https://doi.org/10.31002/metathesis>

Zein, M., Weny, K., & Br. Perangin-angin, A. (2024). Edutainment of Using Tiktok in Learning English Vocabulary a Case Study of Secondary Student. *Majalah Ilmiah Methoda*, 14(3), 288–295.
<https://doi.org/10.46880/methoda.Vol14No3.pp288-295>

Zein, M., Weny, K., & Perangin-Angin, A. B. (2024). Edutainment of Using TikTok in Learning English Vocabulary a Case Study of Secondary Student. *Journal Of Social Science Research*, 4, 2236–2287.

Zulfia, B. S., & Andini, Y. (2023). LET: Linguistics, Literature and English Teaching Journal Educational Video Quality on TikTok for Vocabulary Teaching. In *Bella Syifa Zulfia LET: Linguistics, Literature and Language Teaching Journal* (Vol. 13, Issue 2). <http://jurnal.uin-antasari.ac.id/index.php>

Zulkifli, N. N., Letchumanan, M., Kamarudin, S., Halim, N. D. A., & Hashim, S. (2022). A Review: The Effectiveness of Using TikTok in Teaching and Learning. *International Conference on Computers in Education*.

Zuo, M., Kong, S., Ma, Y., Hu, Y., & Xiao, M. (2023). The Effects of Using Scaffolding in Online Learning: A Meta-Analysis. In *Education Sciences* (Vol. 13, Issue 7). Multidisciplinary Digital Publishing Institute (MDPI). <https://doi.org/10.3390/educsci13070705>