

STUDENTS' USE OF TIKTOK CONTENT
AND THEIR ENGLISH VOCABULARY
RETENTION

THESIS

Submitted in partial fulfillment of the requirements for the degree of
Sarjana Pendidikan (S. Pd.) in English teaching



UIN SUNAN AMPEL
S U R A B A Y A

BY:

Salsabila Faruq

NIM 06030522072

ENGLISH LANGUAGE EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER
TRAINING

UIN SUNAN AMPEL SURABAYA

2026

PERNYATAAN KEASLIAN PENULISAN

Bahwa saya yang bertanda tangan dibawah ini:

Nama : Salsabila Faruq
NIM : 06030522072
Jurusan/Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

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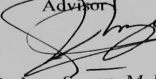


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Surabaya, 09 April 2026

Advisor I


Dr. Irma Sorava, M. Pd

NIP. 1967093011993032004

Advisor II



Hilda Izzati Medjid, M. A

NIP. 198602102011012012

EXAMINER APPROVAL SHEET

EXAMINER APPROVAL SHEET

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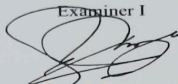
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Dean

Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.

NIP. 197407251998031001

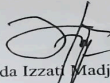
Examiner I



Dr. Irma Soraya, M. Pd

NIP. 1967093011993032004

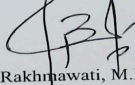
Examiner II



Hilda Izzati Madjid, M.A

NIP. 198602102011012012

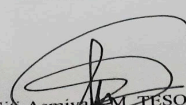
Examiner III



Rakhmawati, M.Pd

NIP. 197803172009122002

Examiner IV



Dr. Siti Asmiyati, M. PESOL

NIP. 197704142006042003



UIN SUNAN AMPEL
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KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300
E-Mail: perpus@uinsby.ac.id

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saya:

Nama : Salsabila Faruq
NIM : 06030522072
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/Pendidikan Bahasa Inggris
E-mail address : salsabilafaruq22@gmail.com

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Penulis

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ABSTRACT

Faruq, Salsabila (2026). Students' Use of TikTok Content and Their English Vocabulary Retention. Thesis. English Language Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Supervisors: Dr. Irma Soraya, M. Pd. and Hilda Izzati Madjid, M.A.

Key Words: *Students' Use, TikTok Content, Vocabulary Retention*

Vocabulary is a crucial component of learning English, but EFL (English as a Foreign Language) students find it difficult to commit vocabulary to memory. TikTok provides multimodal information that facilitates incidental learning through repeated use in the age of technology. Many previous studies have examined vocabulary retention using tools such as Anki, web-based games, mnemonic devices, and videos. However, they used quantitative and experimental research methods. This study discussed vocabulary retention from TikTok content through descriptive qualitative approaches and students' natural learning experiences. The purpose of this study is to investigate the types of TikTok contents students use for their English vocabulary learning and to identify the English vocabulary students retain from TikTok contents. This study involved four students in in-depth interviews and 83 Bangkalan high school students via questionnaires. Thematic coding and interpretation were used to analyze the data. The results of this study show that the most popular types of TikTok content students use are lifestyle and entertainment contents such as product review, get ready with me content, travel stories, shopping hauls, and games content. In terms of word classes, the findings reveal that verbs are the students-most frequently retained vocabulary class. The findings indicate that students are more likely to remember action-related words encountered in TikTok content. For example, verbs such as "subscribe" and "review" were commonly recalled by participants. This study emphasizes TikTok's potential as a fun vocabulary-learning tool and its role in technology-assisted language learning methods.

ABSTRAK

Faruq, Salsabila (2026). Penggunaan Konten TikTok oleh Siswa dan Retensi Kosakata Bahasa Inggris Mereka. Tesis. Jurusan Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya. Pembimbing: Dr. Irma Soraya, M.Pd. dan Hilda Izzati Madjid, M.A.

Key Words: *Penggunaan Siswa, Konten TikTok, dan Retensi Kosakata*

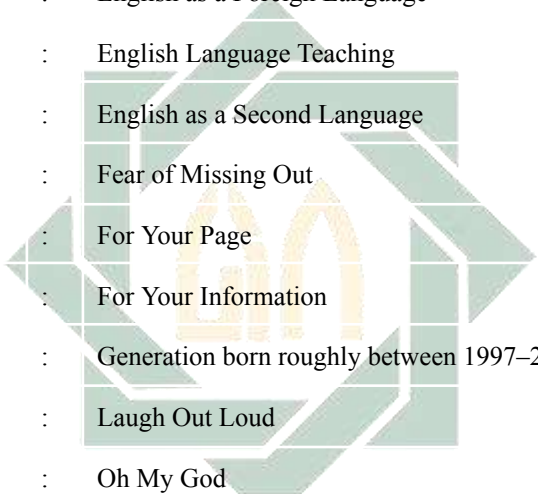
Kosakata merupakan komponen penting dalam pembelajaran bahasa Inggris, tetapi siswa EFL (*English as a foreign language*) kesulitan menghafal kosakata. TikTok menyediakan multimodal yang memfasilitasi pembelajaran insidental melalui penggunaan berulang di era teknologi. Banyak penelitian sebelumnya telah mengkaji retensi kosakata menggunakan alat seperti Anki, permainan berbasis web, alat bantu mnemonik, dan video. Namun, mereka menggunakan metode penelitian kuantitatif dan eksperimental. Studi ini membahas retensi kosakata dari konten TikTok melalui pendekatan kualitatif deskriptif dan pengalaman belajar alami siswa. Tujuan penelitian ini adalah untuk menyelidiki jenis konten TikTok yang digunakan siswa untuk pembelajaran kosakata bahasa Inggris mereka dan untuk mengidentifikasi kosakata bahasa Inggris yang diingat siswa dari konten TikTok. Penelitian ini melibatkan empat siswa dalam wawancara mendalam dan 83 siswa SMA Bangkalan melalui kuesioner. Pengkodean dan interpretasi tematik digunakan untuk menganalisis data. Hasil penelitian ini menunjukkan bahwa jenis konten TikTok yang paling populer yang digunakan siswa adalah *lifestyle and entertainment content* seperti ulasan produk, konten “*get ready with me*”, jalan-jalan, belanja, dan *games*. Dalam *word classes*, temuan menunjukkan bahwa kata kerja adalah kelas kosakata yang paling sering diingat siswa. Temuan menunjukkan bahwa siswa lebih cenderung mengingat kata-kata yang berhubungan dengan tindakan yang ditemui dalam konten TikTok. Misalnya, kata kerja seperti “*subscribe*” dan “*review*” sering diingat oleh peserta. Studi ini menekankan potensi TikTok sebagai alat pembelajaran kosakata yang menyenangkan dan perannya dalam metode pembelajaran bahasa yang dibantu teknologi.

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LIST OF ABBREVIATION



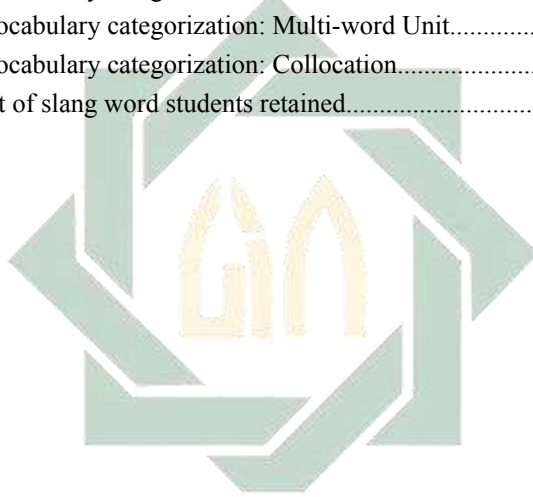
EAL	:	English as an Additional Language
EFL	:	English as a Foreign Language
ELT	:	English Language Teaching
ESL	:	English as a Second Language
FOMO	:	Fear of Missing Out
FYP	:	For Your Page
FYI	:	For Your Information
Gen Z	:	Generation born roughly between 1997–2012
LOL	:	Laugh Out Loud
OMG	:	Oh My God
PPDB	:	<i>Penerimaan Peserta Didik Baru</i>
R1	:	Respondent 1
R2	:	Respondent 2
R3	:	Respondent 3
R4	:	Respondent 4
R5	:	Respondent 5
R6	:	Respondent 6
R7	:	Respondent 7
R8	:	Respondent 8

- R9 : Respondent 9
- R10 : Respondent 10
- R11 : Respondent 11
- R12 : Respondent 12
- R13 : Respondent 13
- R14 : Respondent 14
- S1 : Student 1
- S2 : Student 2
- S3 : Student 3
- S4 : Student 4
- SMA : *Sekolah Menengah Atas*
- TMI : Too Much Information

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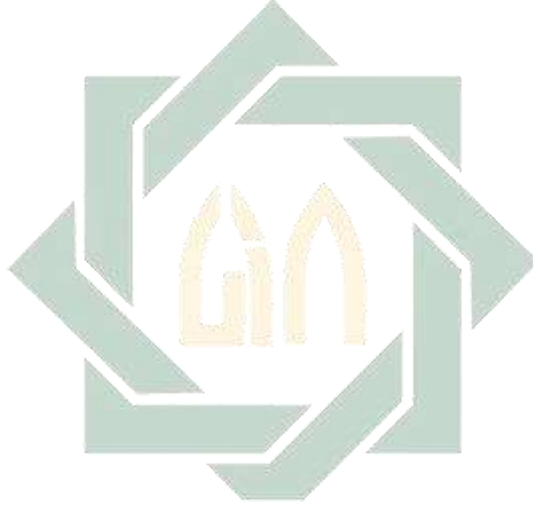
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Chart 4.1: Types of TikTok Content Students' choose for vocabulary retention..... 44



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