

CHAPTER I

INTRODUCTION

1.1. Background of the Study

In the process of learning a language, one needs to have knowledge or understanding of how the language works. Therefore, before someone can use language effectively, they must go through the process of language acquisition. This is the process by which a person understands and uses language to communicate. According to Wilson (2000), language acquisition occurs naturally and often unconsciously in which learners typically are not focusing explicitly on grammatical rules yet instead developing “feel” for correctness in the language.

Vocabulary acquisition is crucial as it serves as a basic component of the English language (Ajabshir & Sadeghi, 2019). However, learners often encounter challenges in vocabulary particularly due to inappropriate media selection such as from dictionaries usage which tends to be monotoneous that leads to boredom and lack of appeal in traditional methods. This necessitates more engaging alternatives for vocabulary acquisition, especially through technological integration.

The challenges in English vocabulary acquisition are particularly pronounced in Indonesia, where English is a foreign language and authentic language exposure is limited. Traditional vocabulary learning methods such as memorization and dictionary usage have shown limited effectiveness, especially for non-English major students who may have different motivational factors and learning needs compared to those from English language departments.

The rapid development of technology has produced various social media platforms that extend beyond mere entertainment to serve educational purposes. TikTok has emerged as one of the most influential social media applications, significantly impacting user development through its educational potential (Fahdin, 2020). With its rapid growth, TikTok has attracted hundreds of millions of users, predominantly teenagers and young adults aged 13-24 years who actively create, share, and consume short video content (Nadia, 2021, cited in Weiman & Masri, 2020).

The integration of TikTok in the English learning process presents unique advantages for vocabulary acquisition. Unlike traditional learning methods, TikTok offers modern learning approaches through short and engaging videos that are both interactive and entertaining. The transformation of vocabulary learning from formal



educational content can enhance motivation and interest in English learning. Users can expand their English vocabulary through learning accounts or through content creators who incorporate videos. As cited in Research by Anumanthan & Hashim (2022) video content on TikTok can effectively contribute to vocabulary

This study employs a sociolinguistic approach, recognizing that language learning is inherently embedded in social contexts. Sociolinguistics, as an interdisciplinary branch of linguistics, examines the relationship between language and society (Wardaugh & Fuller, 2015), language attitudes, and how social factors influence language learning (Spolsky, 2010). The social media environment of TikTok creates a new domain for language learning where social interactions and community engagement shape students' perception and attitudes towards vocabulary acquisition. This modern context presents a unique opportunity to examine how social media platforms influence language learning attitudes and practices in contemporary society.

This research explores how students from non-English majors perceive the use of TikTok to improve English vocabulary. Although English literature students typically engage voluntarily with English content to improve their vocabulary, it remains unclear whether students from other majors share similar attitudes or practices. Besides, through a sociolinguistic approach, this study examines how factors such as academic background, gender, and social media interaction patterns may influence students' attitudes and motivations regarding English vocabulary acquisition through TikTok.

Overall, this study is expected to provide a clear picture of the perception of non-English major students at Hasanuddin University towards enhancing English vocabulary acquisition through TikTok. The findings of this study can contribute to the development of English learning strategies, especially in English vocabulary acquisition that is more interesting and effective by utilizing popular social media platforms such as TikTok. The results of this study can also enrich the existing literature in sociolinguistics on improving English vocabulary acquisition by utilizing technology and social media..

1.2. Identification of Problem

After reading several journals that are quite relevant to the proposal title "The Perception of Non-English Major Students at Hasanuddin University Towards Enhancing English Vocabulary Acquisition Through TikTok: A Sociolinguistics Approach" the researcher found several points that might be the focus of the research:

1. Students' perception on TikTok as a platform to enhance English vocabulary acquisition.
2. Strategies used when using TikTok to improve English vocabulary



...tions on TikTok shape non English major students' perception
 ...language learning especially for enhancing vocabulary.
 ...cs variables such as gender and academic background
 ...english major students perception and effectiveness of using
 ...english vocabulary acquisition.

1.3. Scope of Research

This study focuses on examining two main aspects of TikTok's role in English vocabulary acquisition among non-English major students at Hasanuddin University. First, this study investigates students' perception of TikTok as a platform to improve their English vocabulary. For example, their views on the effectiveness of the platform and the engagement factor in vocabulary learning compared to traditional methods. Secondly, this study explores how sociolinguistic variables and social interactions on TikTok affect the process of improving students' vocabulary acquisition. This includes how factors such as social background, learner interactions, and platform features shape their experiences and preferences towards vocabulary enhancement.

While there are four key sociolinguistic factors that potentially influence students' perception and preferences in vocabulary learning such as gender, age, academic background, and socioeconomic status, this research specifically focuses on two variables: gender and academic background. The reason for excluding age as a variable is based on the participant group, as all participants are university students within a similar age range. Additionally, socioeconomic status was not included due to the sensitive nature of this topic, which could potentially affect participant comfort and honest response. Therefore, this research examines how gender differences and academic background shape students' experiences, interactions, and preferences towards vocabulary enhancement through TikTok platform.

1.4. Research Questions

This research focuses how non-English major students at Hasanuddin University perceive and engage with TikTok to improve English vocabulary acquisition by focusing on perception, social interactions on TikTok, and sociolinguistic variables affecting their learning experiences and preferences on the platform.

1. What is the perception of non-English major students towards enhancing English vocabulary acquisition on TikTok?
2. How do interactions on TikTok shape non-English major students' perception of English language learning, especially for enhancing English vocabulary?
3. How do sociolinguistic variables (gender and academic background) influence non-English major students' perception and preference towards enhancing English vocabulary on TikTok?



Objective

This research aims to determine the interaction between social media and English vocabulary acquisition by investigating the perception of non-English major students at Hasanuddin University, social interactions, and sociolinguistic variables towards using TikTok as a learning platform.

1. To explore the perception of non-English major students at Hasanuddin University towards using TikTok as a tool for enhancing English vocabulary Acquisition.
2. To delineate interactions on TikTok shape non English major students' perception of English language learning especially for enhancing vocabulary.
3. To describe sociolinguistic variables (gender and academic background) influence English vocabulary acquisition among non-English major students at Hasanuddin University.

1.6. Significance of Study

1) Theoretical

This study contributes to the development of sociolinguistic theory by examining the relationship between the use of social media (TikTok) and English vocabulary acquisition from the perspective of non-English major students at Hasanuddin University, as well as how social and environmental factors can influence the perception, preference, and the process of language acquisition through social media, so that the findings of this study can be a reference for further research in the field of sociolinguistics and language learning by utilizing technology.

2) Practical

This study provides information about the perception and preferences of non-English major students at Hasanuddin University in using TikTok as a tool for English vocabulary acquisition, so that this information can be an additional consideration for students or other users who want to utilize TikTok for similar purposes.

1.7. Previous Studies

Previous research is research or knowledge that has been conducted or discovered before the current research. Previous research studies are not only a reference for this study but can also be supporting data to assist in the research process, such as how the research relates to this study to identify gaps in these studies. The numbers of previous researches were carried out the researches; they are M. Toha (2023), Jessica Ruth Melvira Simanungkalit (2023), Nita Fauziah (2023), and Elsa Dwipa (2024).

The first research was written by M. Toha (2023) from the Islamic University of Malang, Indonesia, entitled *Exploring Students' Perception Toward Vlogging Enhancing English Vocabulary Acquisition*. The writer used a research method with data collection techniques through interviews to find out how students perceive video blogging as a tool for enhancing English vocabulary acquisition. The study found that the implementation of video blogging as a learning medium has many benefits, firstly, increasing motivation and learning English vocabulary. secondly, students find comfort in the learning process and immediately apply the vocabulary they learn in video blogs.



and finally, video blogs are able to make students better understand the use of English vocabulary and increase their confidence level.

The next research was written by Jessica Ruth Melvira Simanungkalit (2023) from Universitas Advent Indonesia, entitled *Utilizing English TikTok as A Media in Learning English Vocabulary: University Students' Perspective*. The writer used a quantitative approach with data collection techniques using questionnaires to determine perspectives on TikTok as a vocabulary learning media, to find advantages and disadvantages, and how TikTok can help in the vocabulary learning process. The study found three important findings: first, the utilization of TikTok as an English vocabulary learning media for university students helped them in developing English vocabulary. secondly, students showed positive feedback about the utilization of TikTok in English vocabulary learning. and finally, she found that TikTok can help them learn and improve their vocabulary.

The third research was written by Nita Fauziah from Universitas Muhammadiyah Banjarmasin, entitled *Analysis of Vocabulary Learning Process from Instagram and TikTok* (2023). The writer used a qualitative approach with a case study method to conduct an in-depth discovery of the vocabulary learning process through the Instagram and TikTok platforms. Data collection was conducted through interviews and documentation by several selected participants to discover how the vocabulary learning process from Instagram and TikTok. This study found that the process of vocabulary learning through these media starts from them following English-specific learning accounts on the two platforms. Then they save pictures containing vocabulary and write them on their cell phones for further review. They quickly incorporate newly learned vocabulary into daily chats with friends to aid memory retention. Thus, they actively extrapolate new terminology from Instagram and TikTok so that they are not left behind in slang. So this can indirectly help them to improve their speaking skills and increase language proficiency so that this can contribute to comprehensive comprehension in reading, writing, and listening.

Another research was written by Elsa Dwipa from Syarif Hidayatullah State Islamic University Jakarta, entitled *The Implementation of TikTok as Medium for Learning of English Vocabulary: The Perspective of Department English Education Students* (2024). The writer used a combined approach between quantitative and qualitative with data collection techniques using questionnaires and interviews, to find students' perspectives on the implementation of TikTok as a media in learning English vocabulary. The study found several important



In general, many students gave positive comments on the use of TikTok as a medium for learning English vocabulary, because the platform is so easy to use and it can help them remember new terms. However, some students stated that TikTok can be distracting and make it difficult for them to acquire vocabulary. This led to mixed perspectives on how effective TikTok is for improving their vocabulary but more of them stated that it is a good learning medium.

This study contributes to the existing literature by exploring the under-discussed intersection of language learning English through social media with sociolinguistic factors. While there have been many previous studies discussed regarding the role of TikTok in vocabulary acquisition, this study uniquely focuses on non-English majors, who are known to have different language learning challenges.

All the studies focus on utilizing digital platforms for vocabulary acquisition, with a particular emphasis on understanding the perception and experiences of students. The studies collectively recognize the limitations of traditional vocabulary learning method and explore how modern technology can enhance engagement and motivation.

The main gap in this research is the limited understanding of how sociolinguistic variables affect the perception and preference for learning English, especially in vocabulary enhancement through social media. By employing a sociolinguistic approach, this study examines how factors such as educational background as a non-English major and gender shape students' perception and experiences in learning English vocabulary through TikTok. Thus, this perspective adds to existing knowledge by considering not only the effectiveness of TikTok as a learning tool, but also considering the social factors that influence its use and impact. In addition, this research also addresses the social dynamics of language learning in digital media by investigating how interactions on TikTok shape students' language learning experiences.

1.8. Theoretical Background

1.8.1 Sociolinguistic Approach

Sociolinguistics is an interdisciplinary branch of linguistics that examines the relationship between language and society, which includes the interaction between language, culture, and social context (Wardhaugh & Fuller, 2015). The field recognizes that the study of language inherently involves social relations, as language cannot exist without human interaction and is essentially concerned with the interaction between linguistic practices and cultural phenomena (Sali, 2012). In addition, Spolsky (2010) defines sociolinguistics as the study of the relationship between language and society, language variation, and language attitudes. This perspective is supported by Hudson (1996), who characterizes



as the study of the relationship between language and such as class, age, and gender.

Sociolinguistics serves as a bridge between sociology and functioning as an interdisciplinary field that explores how e reflects and shapes the structure of society. With these underpinnings, this study aligns with sociolinguistic inquiry al key dimensions.

First, this study examines the relationship between language and society in a contemporary digital context, where TikTok serves as a new social space for language learning. In line with Wardaugh & Fuller's (2015) framework, this study investigates the relationship of language and society through a social media platform that represents a significant contemporary social phenomenon. This approach is also in line with Sali's (2012) emphasis on the interaction of language, culture and society, as TikTok creates new cultural practices in English language learning.

Furthermore, drawing on Spolsky's (2010) conceptualization, this study directly addresses language attitudes by analyzing non-English major students' perception of vocabulary learning. These attitudes arise from and are shaped by different types of interactions within the TikTok platform environment, including social interactions with fellow learners, technological interactions with platform features (such as algorithms, commenting systems, and search feature), and content-based interactions with educational materials.

In line with Hudson's (1996) definition, this study also considers how social factors affect language learning, such as students' academic backgrounds who come from non-English majors, their social experiences in language learning, and how social interactions on TikTok shape their perception and preferences in learning English vocabulary.

1.8.2 Sociolinguistic Variables

Sociolinguistic variables are key to exploring how linguistics varies across social groups and contexts. It can help reveal or identify the ways in which social factors influence language use. According to Fasold (1990), sociolinguistics variable can be understood as "a set of different ways of conveying the same idea," where the variation is not only related to the linguistic elements themselves but also related to extralinguistic variables such as social class, age, gender, and ethnic group.

While Fasold's (1990) concept traditionally applies to language variation within speech communities, this study extends the framework to examine how social variables create different approaches to vocabulary acquisition rather than different linguistic forms, recognizing that learning contexts are also social communities in which variation occurs.

In the context of vocabulary acquisition, sociolinguistic variable provide an approach to understanding how social factors such as age, gender, background, and socioeconomic status affect the process of mastering new vocabularies. Each social group has unique s in absorbing and using language, where these differences in learning strategies, interest in certain topics, motivation, arning resources, and ability to use technology. In a digital ironment like TikTok, these variables become particularly



important as they influence how students interact with content, engage with platform features, and participate in the online learning community.

a. Academic Background

A learner's academic background, specifically their field of study, can greatly affect how they learn a language. For instance, students in non-English majors may have different motivations, needs, and difficulties for vocabulary learning compared to students in English or language-related fields of study. A learner's academic background can also affect how they learn vocabulary, including their strategies, content preferences, and engagement with learning platforms.

b. Gender

Gender as a sociolinguistic variable may influence learning preferences, content selection, motivation, and engagement in social media. Gender differences can be seen in learning preferences, patterns of social media engagement, and approaches to vocabulary acquisition, although individual variation remains significant. This makes them more successful in language expression and short-term memory. Thus, gender differences may influence how individuals interact with learning language content and their preferred methods of vocabulary acquisition.

1.8.3 Perception

a. Definition of Perception

Perception is an individual's picture of the object that is the focus of the problem (Tampubolon, 2008: 63). In contrast, according to Kreitner & Kinichi (2010:185) as cited in Wibowo (2013: 59) perception is basically a process that allows to organize information and interpret impressions of environment. When our senses receive stimuli, the perception process begins. Most of the incoming stimuli are filtered, while the rest are organized and interpreted.

In short, perception is the result of a person's mental process in interpreting and giving meaning to objects from the surrounding environment through their senses, which results in a picture or response about the object in their mind.

b. Types of Perceptions

Irwanto (in Novita, 2019: 12) states that after an individual interacts with the object received, two types of perception will be generated, namely:

1) Positive Perception



type of perception describes an individual's conscious or
ous understanding and response to an object. This perception
terized by an active attitude of supporting and accepting the
d object.

perception

type of perception describes the understanding and response
ividual whether he realizes it or not to an object that is not in

harmony with the object. This perception is characterized by a passive attitude of rejecting and opposing the perceived object.

c. Factors that influence perception

A person's perception certainly does not occur without any influencing factors. According to Robbins & Judge (2008: 176), these factors include:

- 1) The perceiver is the individual who interprets the object/situation bring their own attitudes, personality, interest, expectation, and experience, which can affect how they understand regarding what they perceive.
- 2) The perceived target is the object, person or event that was being perceived that influence how it is understood by the perceiver.
- 3) The situational context is the environment, social, and temporal situation in which perception occurs significantly impact how the perceiver understand the target.

According to Siagian (2012-105), the factors that influence perception in general are:

- 1) The individual itself: People who try to give interpretations to what they witness are influenced by individual characteristics such as attitudes, motives, interests, experiences, and expectations.
- 2) Target of perception: Target can be a person, object, or event. How this target is perceived is influenced by the characteristic of the person doing the perceiving.
- 3) Situational Factor: The situation plays an important role as perception must be seen, with environmental circumstances contributing significantly to how perception develop and form.

1.8.4 Vocabulary

a. Vocabulary Acquisition

Vocabulary is an important part of learning a language because having an understanding of vocabulary allows one to convey ideas or feelings (Karagozen et al., 2014). This statement is in line with Hariati (2020), who states that vocabulary consists of not only words but also meanings, which can help a person convey their ideas better.

Vocabulary acquisition is an important component for teaching and learning languages (Zhonggen, 2018). Vocabulary acquisition can help improve language skills that are specifically important for writing, listening, reading, and speaking. Additionally, mastery of vocabulary is a vital of effective communication because a lack of vocabulary sults in communication breakdowns and restricts learners' press complicated ideas (Nation, 2013).



b. Definition of Vocabulary

According to Hatch and Brown (1995:1), vocabulary is a list or collection of words of a language or a list and collection of words that can be used by every speaker of the language. In addition, Hornby (2006:1645) states that vocabulary is words that a person recognizes or often uses, and all of them come from a particular language.

Based on these definition, it can be concluded that vocabulary is a collection of words that make up a language. It is a basic element for a person to be able to master a language. Without having an adequate vocabulary, a person will have difficulty in understanding and producing sentences in a language. Vocabulary serves as the foundation for all language skills, it enables learners to understand meaning, express thoughts accurately, and participate in communication.

c. The important of vocabulary

An important aspect of learning a language, especially English, is vocabulary. By mastering vocabulary, learners will be able to communicate both orally and in writing. Moreover, mastering a lot of vocabulary enables learners to develop the four fundamental English skills: reading, writing, speaking, and listening.

According to Rivers as cited in Nunan (1991: 117), vocabulary is crucial for successful second language acquisition because without adequate vocabulary mastery, learners cannot effectively use grammatical structures and language functions for communication. It demonstrates how important vocabulary is as the foundation for all other language skills.

d. The difficulties in learning vocabulary

There are several difficulties that learners experience when learning vocabulary. Rohmatillah (2017) conducted research on difficulties in learning vocabulary and found that many students with word pronunciation, writing, and spelling. These challenges occur because English pronunciation patterns differ significantly from spelling conventions. In addition, students also have difficulties in determining appropriate word meanings and understanding how words is used within specific contexts.

Budiman (2022: 26) states that vocabulary learning difficulties can be attributed to students' motivation, interest in learning English, and their experience of vocabulary acquisition. Additionally, many learners struggle to identify effective learning tools and methods that suit their individual learning styles.



TikTok

is a social media platform used primarily to share short videos (15-60 seconds). In addition, Scirri (2021) also states that TikTok is a social media platform for short videos that usually feature music. TikTok has been popular since 2017 (Antipova, 2020) and has become one of the

most popular social media application worldwide, particularly among younger users. TikTok allows users to create and share video ranging from 15 seconds to 10 minutes that are typically accompanied by music or audio recording.

TikTok is characterized by its algorithm-driven content discovery system, in which user customized video streams according to their interactions and viewing habits. It is an interactive and engaging multimedia platform that allows users to add a variety of creative tools to their videos such as text overlays, effects, filters, and editing features (Zhang, 2021).

b. The use of TikTok as a vocabulary learning and acquisition app

Rahman (2021) with his research entitled “The influence of Instagram and TikTok in improving students' vocabulary” states that TikTok is a useful tool for learning, especially for improving English vocabulary. This platform is an effective application because the creator content presents engagement and easily comprehensible material, making it easier for learners to acquire new vocabulary. In addition, TikTok as a vocabulary learning media is influenced by several factors, particularly the originality of the content creators who presents innovative and creative approaches to language learning.

c. Types of Interaction on TikTok

Interactions in TikTok are various forms of engagement carried out by users with fellow users or through the features available in the application. These interactions play a crucial role in facilitating vocabulary learning and acquisition. The forms of these interactions include:

1) Interaction through content: This form of interaction includes users imitating the pronunciation of new vocabulary, researching and finding out the meaning of the unfamiliar words, writing and memorizing newly learned words. Users can create response video, practice pronunciation through “video stitch”, and replicate educational content to reinforce their learning.

2) Interaction in the comment section/with fellow learners: This form of interaction includes users seeking clarification about word meanings, and asking or providing explanation. The comment section serves as an informal learning community in which users can ask questions, share insight, and receive feedback from other learners or native speakers. This interaction also occurs where learners participate in peer-to-peer learning by correcting each other's word usage, clarifying

meanings, and discussing about the differences in meanings of words. It is a collaborative approach that creates a supportive environment in which users can learn from each other's and share their knowledge.

Interaction through TikTok features: This form of interaction includes strategically utilizing TikTok features such as the search features, interaction tools, save/like feature, “For Your Page” algorithm, and



other built-in tools that can assist vocabulary learning. These features enable users to discover relevant educational content, bookmark useful videos for later review, and access personalized learning materials based on their interests and previous interactions.

d. Features of TikTok Application

The following are key features of the TikTok platform:

- 1) Video Creation: TikTok users can utilize this video creation feature to produce content with durations ranging from 15 seconds to 10 minutes. This feature supports content creation through recording within the application or importing pre-recorded videos from the gallery.
- 2) Video Editing Tools: TikTok offers various editing tools for video enhancement. These tools include visual filters, special effects, stickers, texts, and background music that can be added to videos by users.
- 3) Music and Sound Library: TikTok provides access to a vast collection of popular music and sound effects from various genres and languages.
- 4) Comment Section: Through this feature, users have the opportunity to comment and engage in discussion as long as they comply with the community guidelines established by TikTok.
- 5) TikTok search feature: Through this feature, users can search for specific topics, hashtags, content, and access relevant videos that match their queries. Additionally, when users search for definitions, detailed written explanations will be displayed according to their search terms.



CHAPTER II

RESEARCH METHODOLOGY

2.1. Research Design

This research employed a mixed-method approach that combined qualitative and quantitative methods to obtain more in-depth and comprehensive data regarding the research problem. Through the integration of these two approaches, the writer collected and analyzed diverse data ranging from structured surveys to in-depth interviews and statistical analysis. The use of this approach produced findings that are more valid, reliable, and objective compared to using only one approach. Thus, this research generated measurable numbers and built stronger arguments, as the conclusions drawn were supported by various forms of empirical evidence.

The research design used in this study is the explanatory sequential design. Data collection was conducted sequentially and not simultaneously. For example, in the first stage, data collection and analysis were performed quantitatively, followed by collection and analysis of qualitative data. This study employed a two-step data collection process. It began with a survey method to explore perception regarding the relationship between TikTok and vocabulary learning, providing a general understanding of how research subjects - as non-English major students - view TikTok as a medium for English vocabulary acquisition, and helping to identify respondents with positive response to be selected as informants for interview sessions. Furthermore, these selected participants then engaged in in-depth interviews designed to explore the sociolinguistic aspects of learning English on TikTok, especially for enhancing English vocabulary acquisition, which served as the primary focus of this research.

The quantitative approach was used to answer the first research problem concerning the perception of non-English major students at Hasanuddin University regarding social media TikTok as a platform for enhancing English vocabulary acquisition. Subsequently, the qualitative approach was used to address the second and third research problems regarding how social interactions on TikTok shaped their perception, as well as how sociolinguistic variables influenced their perception and preferences about TikTok as a platform for vocabulary acquisition enhancement.

2.2. Population and sample

The population of this research consisted of active students at Hasanuddin University from 2020 to 2024 academic years who were enrolled in non-English major. The population was chosen as the researcher aimed to understand how non-English major students who are not majoring in English utilize the TikTok platform to enhance their English vocabulary.



The data collection process was conducted through two stages. The initial stage used a simple random sampling technique by distributing questionnaires to 116 students from various departments at Hasanuddin University.

This technique was chosen to ensure that every student has an equal opportunity to become a research respondent. Besides, in the second stage, the researcher used a volunteer sampling technique or self-selection sampling for in-depth interview sessions. This approach allowed the respondents to voluntarily participate in follow-up research to obtain more comprehensive data from informants who have relevant experience in using TikTok as a medium for English vocabulary learning.

2.3. Data Collection & Procedure

The process of gathering data for this study was conducted in two phases. During the initial phase, questionnaires were disseminated to collect data to answer the first research questions. Subsequently, in the second phase, interviews were carried out as the primary data collection method to answer the second and third research questions. By employing both questionnaires and interviews, the researchers aimed to obtain a comprehensive set of data to support the study. The data collection technique employed in this study was carried out in two stages:

2.3.1. Questionnaire

The first stage involved distributing questionnaires to respondents. The questionnaire's implementation in this study serves to assess non-English majors' perception of TikTok's role in vocabulary development as a learning tool.

Guidelines for Research Measurement Instruments

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

Table 2.3.1 (Likert Scale by Sugiyono, 2019:147)

2.3.2. Interview

An interview is a dialogue process where the interviewer poses questions and the interviewee provides responses regarding the issue or topic under investigation. The fundamental purpose of an interview is for the interviewer to gain insights into the interviewee's perception, attitudes, mindsets, and information pertaining to the research problem. Thus, after gathering data through questionnaires, the second stage of data collection was conducted



s to obtain more comprehensive data to support the research. allowed researchers to access information that may not be able through other data collection methods, such as the interview process in this research served to investigate on TikTok shape non-English major students' perception of the learning and how sociolinguistic variables (academic

background and gender) influence their perception and preference towards enhancing English vocabulary on TikTok.

The data collected through several stages:

- 1) Preparing questions to be included in the questionnaire
- 2) Utilizing a Likert Scale for respondent response to each question
- 3) Distributing the questionnaire to Hasanuddin University students especially non-English majors.
- 4) Analyzing and processing the collected data
- 5) Selecting interview participants from questionnaire respondents
- 6) Preparing in-depth questions for the interview session
- 7) Conducting interviews via Google form to collect data from respondents
- 8) Analyzing and processing the collected data

2.4. Procedure of Data Analysis

2.4.1. Quantitative Data Analysis

Data analysis in this study was carried out in two stages. The first stage was quantitative data analysis, where data obtained from questionnaires through Google Form were processed using Microsoft Excel and SPSS. The data was processed to produce descriptive statistics which was essential tool for summarizing and interpreting numerical data.

2.4.2. Qualitative Data Analysis

The second stage was the qualitative data analysis process, which began with inviting respondents from the questionnaire to voluntarily participate in further research. The qualitative data collected from these interviews was analyzed using thematic analysis to identify patterns, themes, and meanings within participants' responses. The data analysis process involved coding, organizing, and interpreting the qualitative data. Those willing to participate engaged in interview sessions conducted online via Google Forms and WhatsApp.

2.5. Data Validity and Reliability

This research used validity tests and reliability tests for data processing. These tests were conducted to ensure the questionnaire produced valid and reliable data. The validity test was used to determine the validity of the research instruments. Meanwhile, a research instrument can be considered reliable if it can be used to collect data and produce consistent data. The validity and reliability tests were conducted using Microsoft Excel 2010 and SPSS version 25.



Validity test in this research was conducted through a one-sided t-test to obtain the t-calculated value, which was then compared to the t-tabulated value at the degree of freedom ($df = n-2$) and a level of 0.01 (1%). A statement item was considered valid if the

r-calculated value was greater than the r-tabulated and the r-calculated value was positive. Conversely, if the r-calculated value was smaller than the r-tabulated value, the statement was considered invalid.

The number of respondents in this study was 116 respondents, so the $df = (n-2)$ value = $116-2 = 114$.

With a significance level of 1%, the r-tabulated value for $df = 114$ was 0.238. Therefore, the criteria applied were as follows:

- 1) If r-calculated value > r-tabulated value (0.238), the statement was considered valid
- 2) If r-calculated value < r-tabulated value (0.238), the statement was considered invalid

2.5.2. Reliability

The reliability test in this study was conducted to ensure the consistency and dependability of the data collection instrument. An instrument was considered reliable if it can produce consistent responses from respondents. In other words, a reliable instrument would generate relatively similar data when used for repeated measurements on the same research subject.

To test the reliability of the instrument, this study used the Cronbach Alpha statistical method with the following criteria:

- 1) If the Cronbach Alpha value > 0.60, then the instrument was declared reliable.
- 2) If the Cronbach Alpha value < 0.60, then the instrument was declared not reliable.

