

ABSTRACT

This study examines the perceptions of 11th-grade high school students on the use of TikTok as a medium for learning English vocabulary at SMAN 1 Margaasih, Bandung. This study was motivated by the increasing use of social media platforms among students and the need to understand whether these platforms can effectively support vocabulary acquisition. This study employed a descriptive quantitative method using the Technology Acceptance Model (TAM) as its theoretical framework, which focuses on two dimensions: Perceived Usefulness (PU) and Perceived Ease of Use (PEOU). The data were collected through a 16-item Likert-scale questionnaire distributed to 32 11th-grade students selected through purposive sampling. The instrument was tested for validity using Pearson's product-moment correlation and for reliability using Cronbach's Alpha, which yielded a coefficient of 0.914 for the full scale, demonstrating excellent internal consistency. The results showed that students had an overall positive perception of TikTok as a medium for learning vocabulary, with an average score of 3.95. The Perceived Ease of Use dimension (mean = 4.00) was rated slightly higher than Perceived Usefulness (mean = 3.91), indicating that students perceived TikTok more prominently for its accessibility and convenience than for its instructional value alone. These results suggest that TikTok has the potential to be a media tool for teaching English vocabulary in high schools. This study contributes to the growing body of literature on technology-mediated language learning and offers practical implications for teachers, students, and future researchers interested in integrating social media into English language teaching.

Keywords: *Students' perception, TikTok, English vocabulary learning, Technology Acceptance Model, EFL.*

