

The Use of TikTok Videos to Increase Seventh Grade Students' Vocabulary Mastery

Sheila Sarlina Shanda¹, Abd. Kamaruddin¹, Maf'ulah¹, Aminah Suriaman¹

¹Tadulako University, Indonesia

*Correspondence: sheilasarlina26@gmail.com

ABSTRACT

This study aimed to determine whether TikTok videos can increase seventh-grade students' vocabulary mastery at MTsN 2 Kota Palu. A quantitative approach with a quasi-experimental design was adopted to compare two existing classes. Class VII E functioned as the experimental class, while Class VII F served as the control class. The total population consisted of 272 seventh-grade students. Although each selected class had 34 students, only 20 students from each class were included in the analysis because they completed all stages of the study. In the experimental class, TikTok videos served as the main medium for presenting vocabulary materials, whereas the control class followed conventional instruction. Vocabulary achievement was measured through tests consisting of multiple-choice, matching, and completion items, which were given before and after the learning process. The result showed that the experimental class achieved a higher score increase, from 15.47 in the pre-test to 83.29 in the post-test. Meanwhile, the control class increased from 14.64 to 73.29. The paired-samples t-test generated a p-value lower than 0.05 ($p < 0.001$), indicating that H_a was accepted and H_o was rejected. Therefore, TikTok videos can be considered effective in increasing the vocabulary mastery of seventh-grade students at MTsN 2 Kota Palu.

ARTICLE HISTORY

Published June 18th 2026



KEYWORDS

TikTok Videos, Vocabulary Mastery, Quasi-Experimental.

ARTICLE LICENCE

© 2026 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

English learning is strongly supported by vocabulary because students need sufficient word knowledge to understand and use the language. With adequate vocabulary, students are able to follow lessons more easily and express their ideas more clearly. This process is reinforced when word knowledge is practiced consistently, as it enables learners to build clearer comprehension and communication. The four English skills, namely listening, speaking, reading, and writing, are also strengthened through vocabulary development (Nurharjanti & Ghozali, 2018; Hartini & Suri Ardini, 2024; Prihandoko et al., 2021). Therefore, vocabulary should be introduced and reinforced from the junior high school level (Xiaolan & Kunmei, 2023; Weda et al., 2021; Ritonga et al., 2020).

However, many students still struggle to learn English vocabulary. They may understand some words during the lesson, but they often forget them later or feel unsure when using them in sentences. This problem is usually related to low motivation, limited English practice, and learning activities that do not fully attract students' attention. The need for more concrete vocabulary input is therefore indicated, as students' readiness to recognize English words during classroom activities can be increased through such input. Based on initial observations at MTsN 2 Kota Palu, most students had limited vocabulary because they had not received enough English exposure in elementary school. This condition made it harder for them to understand and participate in English lessons (Machfudi & Afidah, 2022; Andini et al., 2026; Karubaba & Rahman 2025).

The expansion of digital technology has reshaped how students interact with online content in their daily routines. One platform frequently accessed by teenagers today is TikTok. Through short videos, TikTok presents images, sounds, text, and real life situations that make learning more engaging. In English language learning, students can understand vocabulary through TikTok videos that demonstrate word pronunciation and word use in context. This exposure is reinforced by multimodal content, which increases learners' contact with vocabulary in meaningful communication contexts. These short and engaging videos can also capture students' attention and motivate them to learn (Fitria, 2023; Rita & Subekti, 2023; Rahman & Weda, 2018; Youngsun et al., 2024).

The use of TikTok in learning is supported by multimedia learning theory. Students usually understand material more easily when they can see and hear the information at the same time. In learning vocabulary, TikTok videos provide both visual and audio input. This dual channel input is reinforced by synchronized visual and auditory cues, which increase learners' opportunities to process vocabulary form and meaning simultaneously. They can see the meaning of words through images and hear them pronounced. This situation can help students remember and use vocabulary (Mayer, 2024).

Previous studies have positioned TikTok as a digital resource in English learning. In those studies, vocabulary materials were reported to be more engaging and accessible when presented through TikTok videos (Tampubolon et al., 2023; Jabri et al., 2024; Tirtayasa et al., 2024). However, the use of TikTok videos in the Madrasah Tsanawiyah context remains underexplored. This issue is reinforced by the limited discussion of how TikTok videos increase vocabulary learning within religious secondary school settings. This gap deserves attention because vocabulary learning in Madrasah Tsanawiyah is shaped by distinct classroom conditions and requires media that address learners' specific needs.

For this reason, this study examined whether TikTok videos can increase the vocabulary mastery of seventh grade students at MTsN 2 Kota Palu. This focus is strengthened by the need for learning media that connect classroom instruction with students' digital habits. Such relevance increases opportunities for vocabulary materials to be presented through media that are closer to learners' experiences. The findings may contribute to the development of innovative and interactive English instructional media that are relevant to digital technology. Additionally, the results may provide useful references for teachers and future scholars in using social media for English language acquisition, especially to increase learners' vocabulary mastery.

2. Methodology

The integration of TikTok videos in this study drew upon the Cognitive Theory of Multimedia Learning introduced by Mayer (2024). The theory suggests that learning is facilitated when information is delivered through both visual and auditory channels. Accordingly, TikTok videos were selected as the instructional tools because they provide images, sounds, text, and contextual examples that support students' vocabulary learning.

2.1 Research Design

A quantitative framework with a quasi-experimental design was adopted to examine whether TikTok videos can increase the vocabulary mastery of seventh-grade students at MTsN 2 Kota Palu, following the systematic procedures described by Sitoyo & Sodik (2015). Two intact classes were compared in this study. Class VII E functioned as the experimental class, while Class VII F served as the control class. In the experimental class, TikTok videos served as the main medium for vocabulary learning, whereas conventional instruction was maintained in the control class. Both classes completed pre-test and post-test sessions to identify changes in students' vocabulary performance before and after the treatment. The treatment was delivered in several meetings using selected TikTok videos that were suitable for the students' learning level. The videos focused on helping students understand vocabulary meaning, spelling, and word use in context.

$$\begin{array}{ccc} O_1 & X & O_2 \\ \hline O_3 & & O_4 \end{array}$$

In this design, O1 and O3 were used to represent the pre-test for the experimental and control classes, while O2 and O4 were used to represent the post-test for both classes. The symbol X was assigned to the treatment given to the experimental class through TikTok videos. Meanwhile, the control class was taught through conventional instruction. This structure was arranged to compare the increase in vocabulary mastery between the two classes after the learning process.

The study population totaled 272 seventh-grade students at MTsN 2 Kota Palu. Purposive sampling was used, with Class VII E representing the experimental class and Class VII F representing the control class, each comprising 34 students. However, only 20 students from each class completed all stages of the study and were included in the data analysis. Vocabulary tests, including multiple-choice tests, matching tests, and completion tests, served as the primary measurement instrument. The collected scores were processed using SPSS version 28 through descriptive statistics, normality testing, and t-tests at a significance level of 0.05.

3. Results and Discussion

This part presents the empirical findings and discussion of students' vocabulary mastery before and after the learning process. The data were obtained through pre-test and post-test sessions in the experimental and control classes.

The collected scores were processed through descriptive statistics, normality testing, and paired-samples t-test in SPSS version 28. This analytical sequence clarifies the score increase in both classes and supports the explanation of how a stronger increase in students' vocabulary mastery was facilitated by TikTok videos.

3.1 The Results of Pre-test

In the initial stage, a pre-test was administered to identify students' vocabulary level. The pre-test data indicated that vocabulary mastery in both the experimental and control groups was still low. The pre-test data were taken from 20 students in each class and were included in the analysis. At this stage, both classes remained below the school passing grade of 70, which showed that their initial vocabulary mastery was limited before the treatment. In the experimental group, the pre-test mean score was 15.47, whereas the control group reached 14.64. This indicates that the two groups entered the treatment stage with a similar vocabulary level.

Table 1. Mean Score of Students' Pre-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	20	0,00	33,30	15,4750	10,98606
Control	20	0,00	30,00	14,6400	10,27600
Valid N (listwise)	20				

3.2 The Results of Post-test

The post-test data reflected a clear increase in the experimental group's vocabulary mastery after the treatment stage. The mean score increased from 15.47 in the pre-test to 83.29 in the post-test. The control group also experienced an increase, with its mean score moving from 14.64 to 73.29. However, the experimental group's score increase exceeded that of the control group. This result implies that vocabulary instruction supported by TikTok videos facilitated a stronger increase in students' vocabulary mastery.

Table 2. Mean Score of Students' Post-test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Experimental	20	70,00	96,60	83,2950	7,41112
Control	20	56,60	90,00	73,2900	9,61484
Valid N (listwise)	20				

3.3 The Results of Normality Test

Data normality was evaluated through the Kolmogorov-Smirnov and Shapiro-Wilk procedures in SPSS version 28. These procedures were applied to verify the distributional assumption before the score increase was interpreted through parametric testing. Meeting this assumption increases the reliability of the statistical interpretation because the selected test matches the distribution pattern of the scores. Data are categorized as normally distributed when the significance value is above 0.05, while values below 0.05 indicate that the normality assumption is not fulfilled (Nuryadi, et al., 2017). The SPSS output displayed p-values above 0.05 for the pre-test and post-test scores. In the pre-test, the p-values reached 0.149 in Kolmogorov-Smirnov and 0.132 in Shapiro-Wilk. Meanwhile, the post-test produced p-values of 0.200 and 0.742. Since all p-values exceeded 0.05, the score distribution met the normality assumption and was suitable for parametric statistical testing.

Table 1. The Results of the Normality Test

Tests of Normality					
Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Statistic	df	Sig.	Statistic	df	Sig.

Pretest	,166	20	,149	,927	20	,132
Posttest	,122	20	,200*	,969	20	,742

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

3.4 Hypothesis Testing Results

The hypothesis was examined using SPSS by applying a paired-samples t-test. This technique tested whether students' vocabulary performance differed significantly between the pre-test and post-test. The test was selected because the analysis focused on the increase shown by the same participants after the treatment stage. Through this procedure, students' increased vocabulary performance was rigorously interpreted statistically before the hypothesis decision was made.

Table 2. Paired Samples Test of the Pre-test and Post-test

Paired Samples Test		Paired Differences					Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Interval Difference Lower Upper	Confidence of the t Lower Upper	t	df	One-Side p	Two-Side p	
Pair 1	Pre-test Experimental	-67,82000	4,21559	,94263	-	69,79295	-65,84705	71,947	19	<,001	<,001
	-Post-test Experimental										
Pair 2	Pre-test Control	-58,65000	2,52034	,56356	-	59,82955	-57,47045	104,070	19	<,001	<,001
	Post-test Control										

Table 4 presents the paired-samples t-test statistics for the experimental and control groups. In the experimental group, the mean value increased from 15.4750 in the pre-test to 83.2950 in the post-test. The control group also showed an increase, from 14.6400 to 73.2900. The pre-test standard deviation stood at 10.98606 in the experimental group and 10.27600 in the control group. In the post-test, the standard deviation reached 7.41112 for the experimental group and 9.61484 for the control group.

The interval estimates also reflected the score increase in both groups. In the experimental group, the lower value was -69.79295 and the upper value was -65.84705. Meanwhile, the control group showed a lower value of -59.82955 and an upper value of -57.47045. At the 0.05 significance level with 19 degrees of freedom, the p-values for both groups were below 0.001. Therefore, the statistical decision supported the acceptance of H_a and the rejection of H_o . The statistical output indicated a significant increase in students' vocabulary mastery after TikTok videos were used in the learning process. More specifically, vocabulary instruction supported by TikTok videos led to a stronger increase in the experimental group. The negative paired-difference values were interpreted as the direction of the increase, because the post-test values were higher than the pre-test values in both classes.

3.5 Discussion

The findings indicated that TikTok videos increased seventh grade students' vocabulary mastery at MTsN 2 Kota Palu. At the pre-treatment stage, low vocabulary scores were evident in both the experimental and control classes. Although each class had 34 students, only 20 students from each class were involved in the entire research process, including the initial test, learning process, and final test. Many students still found it difficult to understand meanings,

remember spelling, and use words in sentence contexts. This condition suggests that a learning medium was needed to support the increase of students' vocabulary mastery through a clearer and more interesting learning process.

At the post-treatment stage, an increase in vocabulary mastery was evident for both classes, but the TikTok class produced a stronger increase. Students taught through TikTok videos reached higher post-test scores and seemed to understand vocabulary more easily. The videos helped them learn through pictures, sounds, captions, gestures, and examples in context. These elements made the words easier to remember and helped students stay more focused during the learning process.

The stronger increase in the TikTok class indicates that audiovisual instructional tools can support vocabulary learning in a clearer and more purposeful manner. Through TikTok videos, vocabulary input was delivered through visual and auditory elements at the same time. This form of delivery helped learners connect word form, meaning, spelling, and use more clearly. The short video format also made the learning process more accessible because the materials were presented in a form that was close to students' digital habits. Therefore, TikTok videos can increase students' attention and support stronger engagement in vocabulary learning.

This finding is consistent with the multimedia learning perspective (Mayer, 2024). The theory emphasizes that learning is supported when information is presented through more than one channel, especially visual and auditory input. In this study, TikTok videos allowed learners to observe vocabulary forms, listen to pronunciation, and connect words with contextual meaning at the same time. Through this audiovisual exposure, learners were able to relate word form, meaning, and use more clearly. The increase in vocabulary mastery was therefore reinforced by the integration of visual, auditory, and contextual support embedded in the videos.

These findings corroborate previous studies in which TikTok videos were reported to support vocabulary learning and create a more engaging learning process (Jabri et al., 2024; Saputri et al., 2025; Tampubolon et al., 2023; Tirtayasa et al., 2024; Usman et al., 2024). This alignment indicates that the observed increase is reinforced by earlier evidence and broadens the relevance of vocabulary instruction through TikTok videos. The relevance of TikTok videos is evident not only in wider English learning contexts but also in vocabulary instruction in Madrasah Tsanawiyah. Therefore, TikTok videos can serve as a supplementary instructional tool in English vocabulary instruction because contextual and audiovisual learning experiences are offered through the videos.

Although the control class also showed an increase, the increase in the TikTok class was stronger. This indicates that conventional instruction still enabled vocabulary practice, but TikTok videos offered additional support through audiovisual and contextual input. The statistical output also supported the increase in students' vocabulary mastery after the learning process. This increase can be viewed not only as a statistical outcome but also as evidence that vocabulary learning was strengthened by audiovisual support. For this reason, TikTok videos should be implemented with teacher guidance, suitable video screening, and clear learning instructions so that students remain focused on the target vocabulary.

4. Conclusion

The findings indicated that TikTok videos increased seventh grade students' vocabulary mastery at MTsN 2 Kota Palu. Students who learned through TikTok videos demonstrated a greater increase in vocabulary understanding, spelling, and word use than those who learned through conventional methods. The audiovisual and contextual features of TikTok videos helped students learn vocabulary in a more engaging and interesting way. This increase was reinforced by the combination of visual, auditory, and contextual support, which helped learners retain the target words more clearly. Through this finding, students' vocabulary increase is shown to be strengthened when digital content is connected to clear instructional purposes. Therefore, TikTok videos can serve as an alternative learning medium to support English vocabulary instruction, especially in increasing students' vocabulary mastery.

References

- Andini, C., Youngsun, K., Sunnuraini, S., & Warouw, D. S. (2026). Developing a Chunk-Based Learning Model to Improve Korean Speaking Skills for Beginner Learners. *International Journal of L2CT*, 1(2), 156-172.
- Fitria, T. N. (2023). Using Tiktok Application As an English Teaching Media: a Literature Review. *Journal of English Teaching, Applied Linguistics and Literatures (JETALL)*, 6(2), 109. <https://doi.org/10.20527/jetall.v6i2.16058>

- Hartini, L. W., & Suri Ardini, A. (2024). Relationship Between Indonesian EFL Learners' Vocabulary Knowledge and English Competencies. *Journal of English and Education (JEE)*, 10(1), 55–66. <https://doi.org/10.20885/jee.v10i1.33651>
- Jabri, U., Nurwahida, N., Ismail, I., & Hasan, H. (2024). Revolutionizing English Vocabulary Learning: Harnessing the Power of TikTok Videos. *Edumaspul: Jurnal Pendidikan*, 8(2), 3163–3169. <https://doi.org/10.33487/edumaspul.v8i2.7920>
- Karubaba, S., & Rahman, F. (2025). Code-Switching and Code-Mixing in Indonesian EFL Classrooms: Teacher-Student Interactions in North Biak. *Dialectica Online Publishing Journal*, 1(1), 107-115.
- Machfudi, M. I., & Afidah, A. (2022). Students' Difficulties in Vocabulary Mastery. *CREW Journal*, 1(1), 01–12. <https://doi.org/10.35719/crewjournal.v1i1.1359>
- Mayer, R. E. (2024). The Past, Present, and Future of the Cognitive Theory of Multimedia Learning. *Educational Psychology Review*, 36(1), 1–25. <https://doi.org/10.1007/s10648-023-09842-1>
- Nurharjanti, M., & Ghozali, I. (2018). Profile of Vocabulary Learning of Vocabulary Masters of STIMIK Amikom and ABA Sinema Yogyakarta. *Journal of English Language and Pedagogy*, 1(1), 1–8. <https://doi.org/10.36597/jelp.v1i1.2794>
- Nuryadi, Astuti, T. D., Utami, E. S., & Budiantara, M. (2017). *Dasar-dasar statistik penelitian*. Yogyakarta: Sibuku Media, 27-28.
- Prihandoko, L. A., Anggawirya, A. M., & Rahman, F. (2021, December). Students' perceptions towards autonomous learners concept in academic writing classes: Sequential mixed-method. In *International Joined Conference on Social Science (ICSS 2021)* (pp. 487-491). Atlantis Press.
- Rahman, F., & Weda, S. (2018). Students' perceptions in appreciating English literary works through critical comment: A case study at Hasanuddin University and Universitas Negeri Makassar. *Asian EFL Journal*, 20(3), 149-172.
- 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>
- Ritonga, S. N. A., Nasmilah, N., & Rahman, F. (2020). The effect of motivation and anxiety on students' speaking performance: a study at Dayanu Ikhsanuddin university. *ELS Journal on Interdisciplinary Studies in Humanities*, 3(2), 198-213.
- Saputri, S. W. H., Sari, H. P., Primasari, Y., & Supriyono, S. (2025). the Efficacy of Tiktok Short Video To Elevate the Students' Achievement on the Vocabulary Learning: the Experimental Study in Smp Negeri 3 Sutojayan. *Prima Magistra: Jurnal Ilmiah Kependidikan*, 6(1), 36–40. <https://doi.org/10.37478/jpm.v6i1.4738>
- Sitoyo, S., & Sodik, M. A. (2015). *Dasar Metodologi Penelitian*.
- Tampubolon, A. R., Siahaan, B. L., & Sitanggang, A. (2023). The Effect Of Using Tiktok On Students' Vocabulary Mastery In Seventh Grade At SMP Negeri 9 Pematang Siantar. *Jurnal Ilmu Pendidikan Dan Sosial*, 2(3), 390–402. <https://doi.org/10.58540/jipsi.v2i3.446>
- Tirtayasa, I. I. D. A., Mahardika, I. G. N. A. W., & Adnyani, N. W. S. (2024). The Effectiveness of TikTok as an Instructional Media on Students' English Vocabulary Mastery. *New Language Dimensions*, 5(1), 31–39. <https://doi.org/10.26740/nld.v5n1.p31-39>
- Usman, M., Yoestara, M., Rizal, M., Nurjannah, C., & Mohamed, N. A. (2024). A Study on Enhancing EFL Students' Vocabulary Proficiency via TikTok. *Studies in English Language and Education*, 11(3), 1315–1331. <https://doi.org/10.24815/siele.v11i3.38472>
- Weda, S., Atmowardoyo, H., Rahman, F., Said, M. M., & Sakti, A. E. F. (2021). Factors Affecting Students' Willingness to Communicate in EFL Classroom at Higher Institution in Indonesia. *International Journal of Instruction*, 14(2), 719-

734.

- Xiaolan, G., & Kunmei, S. (2023). The Current Situation and Strategies of English Vocabulary Teaching in Junior High School Based on the New English Curriculum Standards. *International Journal of Humanities, Social Sciences and Education*, 10(3), 78–88. <https://doi.org/10.20431/2349-0381.1003007>
- Youngsun, K., Sosrohadi, S., Andini, C., Adinda, R., Jae, P. K., Yookyung, K., & Jung, S. (2024). Beyond the Korean Wave: Understanding the Motivation of Among Indonesian Gen Z to Learn Korean in the K-Pop Trend. *International Journal of Current Science Research and Review*, 7(06).