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The Role of Code-Mixing in TikTok Content: How Mixed Language Videos Affect Students' Vocabulary Growth at SMAN 1 SOJOL

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ABSTRACT

The widespread use of TikTok among students has increased their exposure to English–Indonesian code-mixing, which may influence vocabulary learning. However, empirical evidence regarding the effect of code-mixed TikTok content on students' vocabulary development remains limited. Therefore, this study aims to investigate the effect of TikTok content containing English–Indonesian code-mixing on students' vocabulary development at SMAN 1 Sojol. This study employed a quantitative pre-experimental design with a one-group pre-test and post-test. The participants were 27 students from class X-C, selected through purposive sampling. Vocabulary tests and classroom observations were used as research instruments, and the data were analyzed using descriptive statistics and the Wilcoxon Signed-Rank Test. The results showed a significant improvement in students' vocabulary mastery, with the mean score increasing from 57.78 in the pre-test to 74.63 in the post-test, resulting in an average gain of 16.85 points. The statistical analysis revealed a p-value of 0.000 (< 0.05), indicating a significant effect of the treatment. These findings suggest that exposure to code-mixed TikTok content effectively enhances students' vocabulary acquisition by providing contextual, engaging, and multimodal language input. Thus, TikTok can be considered an effective supplementary learning tool to support English vocabulary development.

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1. INTRODUCTION

The rapid advancement of digital technology has significantly transformed communication and learning patterns, particularly among adolescents. Social media platforms have become an essential part of students' daily lives, functioning not only as sources of entertainment but also as informal learning environments that influence

language exposure and acquisition. Among these platforms, TikTok has gained remarkable popularity for its short-form videos that integrate audio, visuals, text, and subtitles, enabling users to receive language input in an engaging, contextual manner [1]. This multimodal nature makes TikTok a potential medium for second-language exposure, especially for vocabulary learning [3].

One linguistic phenomenon that frequently appears in TikTok content is code-mixing, the use of elements from two or more languages within a single utterance without altering the basic grammatical structure. In the Indonesian context, many content creators intentionally combine Indonesian and English to increase audience engagement and convey messages more expressively [2], [4]. Continuous exposure to such mixed-language videos encourages students to adopt similar language patterns in their daily communication. From an educational perspective, this phenomenon presents both opportunities and challenges. On the one hand, exposure to code-mixed content may support vocabulary growth by familiarizing learners with new English words in meaningful and relatable contexts [3], [5]. On the other hand, students may imitate vocabulary without fully understanding its meaning, usage, or grammatical accuracy, leading to inappropriate language use in academic contexts [2].

Several previous studies have demonstrated the positive role of TikTok in enhancing students' vocabulary mastery. Research indicates that short, visually rich, and contextualized TikTok videos significantly improve learners' understanding and retention of new words [1], [3], [6]. Experimental studies also report that students' vocabulary scores increase after exposure to TikTok-based instructional materials, due to the platform's engaging and flexible learning environment [7]. In addition, sociolinguistic studies have explored code-mixing on social media, emphasizing its role in identity construction, bilingual communication practices, and audience engagement, particularly among Generation Z [4], [8].

Despite the growing number of studies on TikTok and language learning, a clear research gap remains. Most existing research focuses either on TikTok as a general learning medium or on the sociolinguistic forms and functions of code-mixing. Limited studies have empirically examined how English-Indonesian code-mixing in TikTok content directly affects students' mastery of specific vocabulary categories, such as nouns and verbs, using an experimental approach in a senior high school context [6], [7], [9]. This indicates the need for empirical evidence that links code-mixing, digital media exposure, and measurable vocabulary growth.

Therefore, this study investigates the effect of TikTok content containing English–Indonesian code-mixing on students' vocabulary development at SMAN 1 Sojol. By employing a quantitative pre-experimental design and focusing on English nouns and verbs, this research positions code-mixing not merely as a sociolinguistic phenomenon but as an instructional variable in vocabulary learning. The findings are expected to provide theoretical and practical contributions by offering insights for educators on how popular digital platforms such as TikTok can be strategically integrated into English language teaching to support vocabulary development in a contextual, engaging, and meaningful

way, in line with the view that vocabulary is a fundamental component of language proficiency [10].

2. METHOD

This research employed a quantitative approach using a pre-experimental design, specifically the one-group pre-test and post-test design. This design was selected to examine the effect of exposure to TikTok content containing English–Indonesian code-mixing on students' vocabulary development. Pre-experimental designs are frequently used in educational research to explore the effectiveness of instructional interventions when randomization or control groups are not feasible [11], [16].

In this design, one group of participants was given a pre-test (O1) to measure their initial vocabulary mastery, followed by a treatment (X) consisting of selected TikTok videos featuring English–Indonesian code-mixing, and then a post-test (O2) to assess vocabulary improvement after the treatment. The design can be symbolized as follows:

O1 X O2

Where:
O1 = Pre-test (vocabulary test before treatment)
X = treatment (exposure to TikTok content with code-mixing)
O2 = Post-test (vocabulary test after treatment)

The effectiveness of the treatment was determined by comparing pre-test and post-test scores. This type of design has been widely applied in studies investigating the use of TikTok and other digital platforms for vocabulary learning in EFL contexts [17], [18].

The study population consisted of all tenth-grade students at SMAN 1 Sojol in the 2025/2026 academic year. The sample was selected using purposive sampling, which enables researchers to choose participants based on characteristics relevant to the research objectives [11]. Class X-C was selected based on the English teacher's recommendation, as the students were actively engaged with social media, particularly TikTok, and demonstrated cooperative behavior during classroom activities. Similar sampling strategies have been employed in recent studies examining TikTok-based vocabulary learning [19], [21].

The independent variable in this study was exposure to TikTok content featuring English–Indonesian code-mixing, while the dependent variable was students' vocabulary growth, measured as the difference between pre-test and post-test scores. Vocabulary tests are commonly used to assess learners' vocabulary mastery and word recognition in language learning research [12]. In this study, the vocabulary test focused on English nouns and verbs introduced through the TikTok videos, as previous research has shown that TikTok content is effective in supporting vocabulary acquisition through contextualized word exposure [17], [20].

The treatment consisted of selected TikTok videos featuring varying degrees of code-mixing, ranging from low to high levels of English-Indonesian language integration.

The videos were chosen for their relevance to the target vocabulary and their ability to provide authentic, contextualized language input. The treatment was conducted over two to three sessions within one week. During each session, students watched two to three short videos lasting approximately one to five minutes, followed by brief classroom discussions to clarify the meanings and usage of newly introduced vocabulary. The use of short video-based learning aligns with the concept of microlearning, which emphasizes brief, focused learning activities delivered in small units to support knowledge retention and learner engagement [13]. Previous studies have indicated that short video-based learning through TikTok enhances students' engagement, motivation, and vocabulary retention due to its multimodal and edutainment features [18], [20], [21].

To complement the quantitative data, classroom observations were conducted during the treatment sessions. Observation is widely used in educational research to gain insights into learners' engagement, participation, and responses to instructional materials [14]. Observational notes focused on students' interaction with TikTok content and their use of newly learned vocabulary during discussions. Similar observational techniques have been applied in recent TikTok-based learning studies to support quantitative findings [17], [19].

The collected data were analyzed using quantitative statistical techniques. Descriptive statistics, including mean, standard deviation, minimum, and maximum scores, were used to summarize students' vocabulary performance before and after the treatment. A normality test was conducted to determine whether the data followed a normal distribution. Since the data did not meet the assumption of normality, a non-parametric statistical test was applied. The Wilcoxon Signed-Rank Test was used to compare pre-test and post-test scores and to determine whether there was a statistically significant difference after the treatment. This test is appropriate for analyzing paired data in educational research when normality assumptions are violated [15]. The results were interpreted at the $p < 0.05$ significance level.

3. RESULTS AND DISCUSSION

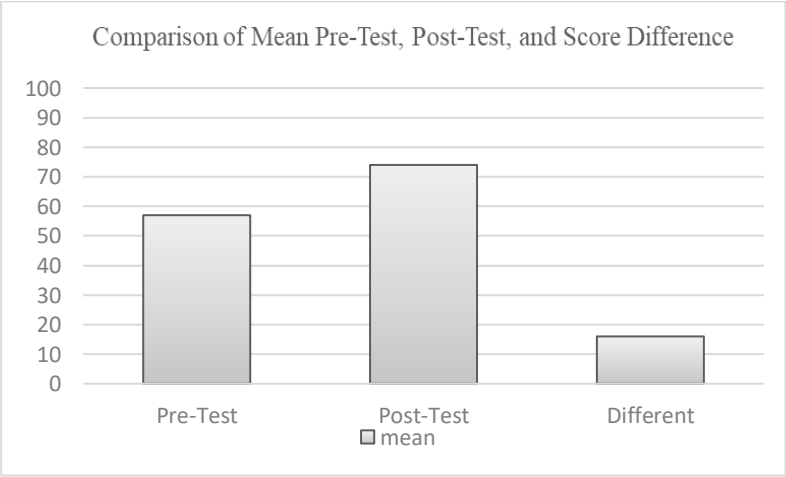

Figure 1. Comparison of Mean Pre-Test, Post-Test, and Score Difference

The results of this study indicate a significant improvement in students' vocabulary mastery following exposure to TikTok content that uses English–Indonesian code-mixing. According to Figure 1, the pre-test results showed a moderate level of vocabulary mastery, with a mean score of 57.78, while the post-test results demonstrated a substantial increase to a mean score of 74.63, reflecting an average gain of 16.85 points. Most students experienced improvement, with several showing substantial score increases, although a small number showed no change. Statistical analysis using the Wilcoxon Signed-Rank Test confirmed that the difference between pre-test and post-test scores was statistically significant ($Z = -4.31$, $p < 0.05$), indicating that the improvement was not due to chance. These findings suggest that exposure to code-mixed TikTok videos effectively enhanced students' ability to understand and recall new English vocabulary. The use of mixed Indonesian and English language appears to support comprehension by providing contextual and linguistic scaffolding, making new vocabulary more accessible and meaningful for students. In line with previous studies, the engaging, multimodal nature of TikTok content, combined with students' natural code-mixing practices, contributed to higher motivation and improved vocabulary acquisition, demonstrating that TikTok can serve as an effective complementary learning resource in English language teaching.

3.1. Results

Before the treatment, a pre-test was conducted to measure students' initial vocabulary mastery. The pre-test consisted of 15 multiple-choice and 5 vocabulary-matching questions. Each correct answer was scored 5 points, for a maximum possible score of 100.

Table 1. Pre-Test Result

No	Students	Pre-Test
1	RA	45
2	MH	50
3	NA	70
4	L	35
5	A	75
6	SW	35
7	Y	50
8	MR	75
9	MK	75
10	QM	80
11	SO	20
12	MR	80
13	A	85
14	NTQ	60
15	A	40
16	NHS	50
17	NWR	75
18	RAW	80
19	AR	65
20	WA	70
21	HF	75
22	M	55
23	I	35
24	R	45
25	R	25

No	Students	Pre-Test
26	I	45
27	A	65
	Mean	57.78
	Minimum	20
	Maximum	85
	Std deviation	18.78

The results show that students' vocabulary mastery before exposure to TikTok code-mixing content was moderate. The mean score was 57.78**,** with a minimum of 20 and a maximum of 85. This indicates that most students still had limited English vocabulary knowledge before the treatment.

After several meetings in which participants were exposed to TikTok videos featuring English–Indonesian code-mixing, a post-test was administered.

Table 2. Post-Test Result

No	Students	Post-Test
1	RA	45
2	MH	60
3	NA	100
4	L	55
5	A	75
6	SW	85
7	Y	55
8	MR	85
9	MK	95
10	QM	95
11	SO	20
12	MR	90
13	A	100
14	NTQ	80
15	A	65
16	NHS	75
17	NWR	95
18	RAW	95
19	AR	85
20	WA	95
21	HF	80
22	M	65
23	I	55
24	R	65
25	R	55
26	I	60
27	A	85
	Mean	74.63
	Minimum	20
	Maximum	100
	Std deviation	19.80

After the treatment, students' vocabulary mastery increased significantly. The mean score improved from 57.78 to 74.63, and some students achieved perfect scores. This

suggests that exposure to TikTok code-mixing content positively influenced vocabulary development.

To provide a more straightforward overview of the improvement in students' vocabulary mastery, the summary of pre-test and post-test statistics is presented below.

Table 3. Pre-Test & Post-Test statistics

Test	N	Mean	Minimum	Maximum	Std Deviation
Pre-Test	27	57.78	20	85	18.78
Post-Test	27	74.63	20	100	19.80

The table shows that the mean score increased from 57.78 to 74.63, indicating a substantial improvement in students' vocabulary mastery after the treatment.

Table 4. Comparison of Pre-Test and Post-Test Scores

No	Student	Pre-Test	Post- Test	Difference
1	RA	45	45	0
2	MH	50	60	+10
3	NA	70	100	+30
4	L	35	55	+20
5	A	75	75	0
6	SW	35	85	+50
7	Y	50	55	+5
8	MR	75	85	+10
9	MK	75	95	+20
10	QM	80	95	+10
11	SO	20	20	0
12	MR	80	90	+10
13	A	85	100	+15
14	NTQ	60	80	+20
15	A	40	65	+25
16	NHS	50	75	+25
17	NWR	75	95	+20
18	RAW	80	95	+15
19	AR	65	85	+20
20	WA	70	95	+20
21	HF	75	80	+5
22	M	55	65	+10
23	I	35	55	+20
24	R	45	65	+20
25	R	25	55	+30
26	I	45	60	+15
27	A	65	85	+20
Mean		57.78	74.63	+16.85

The average increase of 16.85 points indicates that students made considerable progress in vocabulary mastery after watching TikTok content that used English–Indonesian code-mixing.

Table 5. Normality test

Test	Statistic	Sig. (p)
Shapiro-Wilk (Pre-Test)	0.933	0.083
Shapiro-Wilk (Post-Test)	0.921	0.041

The pre-test data are normally distributed ($p = 0.083 > 0.05$), but the post-test data are not ($p = 0.041 < 0.05$). Therefore, the data do not fully meet the normality assumption, and the Wilcoxon Signed-Rank Test is used for further analysis.

Table 6. Wilcoxon Signed-Rank Test

Test	Z-value	Asymp. Sig. (2-tailed)
Wilcoxon Signed-Rank Test	-4.31	0.000

The Wilcoxon Signed-Rank Test yielded a Z-value of -4.31 with a p-value of 0.000. Since the p-value is less than 0.05 ($0.000 < 0.05$), the difference between the pre-test and post-test scores is statistically significant. Therefore, the null hypothesis (H_0), which states that TikTok code-mixing content does not influence students' vocabulary mastery, is rejected. Conversely, the alternative hypothesis (H_1) is accepted.

Based on this result, it can be concluded that TikTok content containing English-Indonesian code-mixing significantly improves students' vocabulary mastery at SMA Negeri 1 Sojol. The statistical findings demonstrate that exposure to code-mixed TikTok videos enhances students' ability to understand and recall new vocabulary. The consistent improvement in scores across most students suggests that integrating both languages into the videos helps bridge comprehension gaps and supports more effective vocabulary acquisition.

3.2. Discussion

This study examined the effectiveness of TikTok content containing English–Indonesian code-mixing in improving students' vocabulary mastery at SMAN 1 Sojol. The findings revealed a statistically significant improvement in students' vocabulary development after the intervention. The mean score increased from 57.78 in the pre-test to 74.63 in the post-test, with an average gain of 16.85 points. This improvement was further confirmed by the Wilcoxon Signed-Rank Test, which yielded a p-value of 0.000 (< 0.05), indicating a significant difference between students' vocabulary mastery before and after exposure to code-mixed TikTok content. These results led to the acceptance of the alternative hypothesis (H_1), demonstrating that TikTok videos featuring English–Indonesian code-mixing had a positive, meaningful effect on students' English vocabulary mastery.

The significant improvement can be attributed to several pedagogical characteristics of TikTok as a learning medium. TikTok videos present vocabulary through short, visually rich, and contextualized content, which supports learners' comprehension and retention of new words. This finding aligns with previous research showing that multimedia-based learning environments enhance vocabulary acquisition by engaging

multiple sensory channels simultaneously [22], [23]. The combination of audio, visual imagery, subtitles, and real-life contexts in TikTok videos provides learners with meaningful input that facilitates deeper processing of vocabulary items [7], [24].

Furthermore, the use of English–Indonesian code-mixing played a crucial role in supporting students' vocabulary learning. Code-mixing allowed students to rely on their first language as cognitive scaffolding while being exposed to the target language. This linguistic strategy helped students infer meanings more easily and reduced anxiety when encountering unfamiliar English vocabulary. Similar findings were reported by Dewi and Markhamah, who argued that code-mixing reflects natural bilingual communication and can function as a bridge between languages in learning contexts [25]. In line with this, previous studies have suggested that strategic use of learners' first language can facilitate vocabulary comprehension, especially for beginner and intermediate learners [26], [10].

The findings of this study are consistent with earlier research highlighting the effectiveness of TikTok for vocabulary learning. Mauriza and Siregar found that students who learned vocabulary through TikTok demonstrated better retention and higher motivation compared to those taught using conventional methods [27]. Likewise, Amelia and Adi reported that TikTok videos that present vocabulary in authentic, real-life situations significantly improve students' understanding and recall of new words [28]. Juwita and Syahputra also emphasized that TikTok serves as an engaging and motivating learning platform that supports students' language development through its interactive and entertaining features [7]. The present study supports these findings while extending previous research by focusing specifically on code-mixing as an instructional variable rather than merely a sociolinguistic phenomenon.

Classroom observations further strengthened the quantitative findings. During the treatment sessions, students showed higher levels of enthusiasm, participation, and confidence when learning vocabulary through TikTok videos. They were more willing to respond, discuss word meanings, and use newly learned vocabulary in classroom interactions. This observation is consistent with studies suggesting that digital media increases learner motivation and engagement, which are essential factors in successful vocabulary acquisition [24], [26]. Increased motivation may have contributed to students' improved vocabulary scores, as motivated learners tend to invest more effort and attention in the learning process.

Overall, the findings indicate that TikTok content containing English–Indonesian code-mixing can function as an effective supplementary learning tool for vocabulary instruction. By combining multimodal input, contextualized vocabulary exposure, and bilingual support, code-mixed TikTok videos help students understand, remember, and use new English vocabulary more effectively. This study contributes to the existing literature by providing empirical evidence that code-mixing in digital media can positively influence vocabulary development in a senior high school context. It also highlights the potential of integrating popular social media platforms into formal English language learning to create more engaging, relevant, and meaningful learning experiences for students.

4. CONCLUSION

This study concludes that exposure to TikTok content containing English–Indonesian code-mixing plays a meaningful role in supporting students' English vocabulary development. Rather than merely serving as entertainment, code-mixed TikTok videos provide contextual, engaging language input that facilitates students' understanding and retention of new vocabulary. The findings demonstrate that integrating familiar linguistic elements from students' first language with the target language can create a supportive learning environment that enhances vocabulary acquisition in a digital context.

From an educational perspective, this research highlights important implications for English language teaching. The results suggest that social media platforms, when used strategically and pedagogically, can complement formal classroom instruction by increasing students' motivation, engagement, and exposure to authentic language use. For teachers, this study provides empirical support for incorporating short-form digital content into vocabulary instruction, particularly to bridge students' informal language experiences with academic learning objectives. For schools and the wider educational community, the findings emphasize the potential of digital media to transform everyday technology use into meaningful learning opportunities.

Despite its contributions, this study has several limitations that should be acknowledged. The use of a one-group pre-experimental design without a control group limits the ability to draw strong causal conclusions. In addition, the study focused only on short-term vocabulary outcomes and specific word classes (nouns and verbs) within a single educational context, which may restrict the generalizability of the findings to other language skills, learner levels, or instructional settings.

Therefore, future research is encouraged to address these limitations by employing experimental or quasi-experimental designs with control groups and larger sample sizes. Further studies may also explore the long-term impact of code-mixed digital content on vocabulary retention, grammatical accuracy, and productive language skills such as speaking and writing. Moreover, comparative studies examining different social media platforms or types of digital content could provide deeper insights into effective digital language learning strategies. Overall, this research contributes to the growing body of knowledge on digital-assisted language learning by demonstrating that code-mixing in social media, when applied thoughtfully, can serve as a valuable resource for enhancing students' vocabulary development and promoting more relevant and engaging English learning experiences for the general public.

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